

## **Resolution 2003-5. On Faculty Responsibilities in Relation to the Honor Code.**

Whereas, faculty members and students at the University of North Carolina at Chapel Hill share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others; and

Whereas, these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; others are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared; and

Whereas the University can effectively set and maintain high standards for academic integrity only through the individual and collective commitment of its faculty to this end; and

Whereas the Faculty Council, on behalf of the faculty, wishes to provide renewed guidance to colleagues on how best to achieve this important objective; now therefore

The Faculty Council resolves:

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and share responsibility for ensuring its integrity. Therefore, the specific actions enumerated below are declared to be those which are included in, but do not exhaust the responsibility of the faculty in relation to the Honor Code.

1. **Awareness.** To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations, faculty members, teaching assistants and other instructional personnel should become familiar with the University Honor System (embodied in the Instrument of Student Judicial Governance and related documents) and other sources of information about instructional practices that foster a strong commitment to academic integrity. Deans, department chairs, advisors, and others responsible for academic units and support services related to the University's academic mission should aid instructional personnel in achieving this objective.
2. **Communicating Expectations and Administering Examinations.** To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should
  - a. Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision (for example by stating expectations as part of course syllabi, identifying materials that may or may not be used in completing assignments, and indicating the extent of collaboration that is or is not permitted).
  - b. Require students to sign the honor pledge as a condition of submitting academic assignments.

- c. Take steps to prevent unauthorized access to examinations during development, duplication, and administration.
  - d. Avoid re-using prior examinations in whole or part to the extent possible in keeping with sound academic judgment (such as when warranted as part of an assessment system that relies upon recurring use of a pool of pre-tested and validated multiple choice questions, when security is assured, or when questions are placed on reserve or otherwise made available in advance to all students on an even-handed basis).
  - e. Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.
  - f. Maintain proper security during the administration of examinations including as appropriate overseeing distribution and collection of examinations and proctoring the examination session.
3. **Oversight.** In the event of student misconduct that appears to violate the requirements of the Honor Code, faculty members, teaching assistants, and other instructional personnel should
- a. Report to the appropriate student attorney general any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work. Such reports should include a brief description of the suspected academic dishonesty including surrounding facts and circumstances, and may, if the faculty member chooses, incorporate a recommendation as to the appropriate sanction or disposition from among those available in the event the student is found guilty (such as whether a failing grade would be implemented as to a particular course assignment, component or the course as a whole).
  - b. In the instructor's discretion, notify the student of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.
  - c. Refrain from taking unilateral punitive action as to a student rather than reporting conduct in suspected violation of the Honor Code.
  - d. Cooperate with representatives of the student judicial system (including the appropriate student attorney general, defense counsel, honor court personnel, and the judicial program officer) in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.
4. **Involvement.** To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should
- a. Explore issues of integrity in connection with instructional activities where relevant and appropriate;

- b. Encourage their academic units to take matters of academic integrity seriously, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel;
- c. Participate upon request as part of educational initiatives, faculty advisory panels, and University Hearing Boards designed to create, nurture, and enforce high standards of academic integrity within the University community.