



Dear Faculty,

It was a pleasure meeting with all of you during the fall semester. Your thoughtfulness and consideration when providing feedback was encouraging and appreciated. We understand that the topic of proctoring and exam conditions is often one of contention. Despite this, we believe these conversations are necessary and impactful on the future of CC's learning environment.

Our conversations began with proposing new language to the Faculty Handbook in an effort to solidify the "no proctoring" tradition at CC. During these conversations, we discussed the definitions of proctoring and the lack of consensus in this definition. While we received support to amend the language with explicit expectations, we also heard from professors who supported proctoring at CC. The majority of faculty supported the current language and the benefits provided by less explicit language. Although our original aim was to amend the language, we quickly realized our efforts will be better allocated to projects promoting the Honor Code and educating the campus community about the Honor System.

Upon reflecting, we believe these broader conversations about the role of the Honor Code and its importance here at CC have been the most impactful. We discussed successful strategies for promoting the Honor Code in classes, the burden placed on students reporting their peers, and the mutual trust between students and faculty.

While we will not be moving forward with revisions to the Faculty Handbook language, we wanted to provide an explanation of our interpretation of the current language. Specifically, in the context of the Honor System and a justification for the importance of this system.

Currently, the Faculty Handbook states, "Because all exams are given under the Honor System, instructors are present in the classroom only to make announcements and answer questions." The Honor Council interprets this to mean that faculty are only present during assessments to serve as a resource for students. Answering questions, providing clarifications, and administering portions of the assessment which require faculty presence (such as during lab practicals or listening tests) are all examples of this. Because the Honor System is founded on mutual trust and respect between students and faculty, it is assumed that faculty members present during assessments have the best intentions and are not monitoring students to catch instances of academic dishonesty.

While specific concerns related to this interpretation are addressed in the [Faculty Feedback Comprehensive Overview](#) document, we would like to clarify the benefits. The Honor Code is built around the pillars of integrity, honesty, and fairness. While the Honor System at CC creates

a culture that discourages cheating and has a system in place for investigating instances of cheating, the foundation of this system is mutual trust and respect between faculty and students.

Since 1948, members of the CC community have committed to these ideals and this campus culture because of the unique opportunities and academic experience it generates. When honesty is assumed, professors can put their effort into planning the best courses possible instead of focusing on catching cheating. Additionally, professors can communicate their confidence in students and foster working relationships during a block. From a student's perspective, feeling respected by faculty members results in better academic performance and mentorships. Students do not have to worry about increased test anxiety and the stress associated with someone watching over their shoulders during an exam.

Along with allowing for more comfortable and productive working relationships between students and faculty, the Honor System directly aligns with key CC's core values. As CC states, "With 42 majors and 33 minors, a liberal arts education at Colorado College is a complex conversation among people who care about what it means to learn." CC students learn much more than the curriculum listed on their syllabi; we learn to merge critical and creative thinking, to lead compassionately, and to take ownership for our education and contributions to the broader community. The lessons learned beyond the words in a textbook are rooted in the community and the culture which enrich the CC experience. The Honor System is undeniably woven into this culture.

While the Honor Council's most visible role on campus is our work investigating Honor Code violations, we believe we contribute much more to the campus. The Honor System is the result of a collective campus community, with members who respect each other and subsequently trust one another's work. The sense of pride and responsibility this system places on students allows them to learn without limits in a non-competitive collaborative community. Ultimately, when students leave CC, they will carry with them the work ethic and community values they practiced here.

The Honor Council works tirelessly to make the phrase "On my Honor" mean something to CC students and faculty. This work will never be complete but engaging in critical conversations and examining the role of the Honor Code leads to a better educational experience for all. If you have any questions, concerns, or thoughts about the Honor System, Code, or Council, we are always available at [HonorCouncil@coloradocollege.edu](mailto:HonorCouncil@coloradocollege.edu).

Respectfully,

Megan Koch & Bryan Swanson

Honor Council Co-Chairs