

Appendix A

Questionnaire



Center for Survey Research • University of Virginia
A UNIT OF THE WELDON COOPER CENTER FOR PUBLIC SERVICE

University of Virginia Honor Committee Survey of University of Virginia Faculty Web Questionnaire

The Honor Code is an important part of University of Virginia life. The Honor Committee, an elected body of University students, is interested in how the Honor System influences the interaction of teaching faculty (including graduate teaching assistants) with their students. This questionnaire asks about your knowledge and experience with the Honor System, and at the end of the questionnaire you will have an opportunity to give suggestions for changes that might make it more effective.

Because the Honor System affects the entire university community, your participation is important even if you've had no direct experience. All of your responses will be completely anonymous. All information gathered by the Center for Survey Research will be reported only in the aggregate and your responses will not be tied to you in any way. We greatly appreciate your willingness to respond to this questionnaire, which will take about 10-15 minutes to complete.

You may use a combination of Tab and arrow keys to make a selection, or use your mouse. **DO NOT USE THE ENTER KEY.** When you are done with a screen, use the Next button at the bottom of the page to advance. If there is any question you do not wish to answer, please feel free to skip it and move to the next question. We've provided space near the end of the questionnaire for you to write additional comments if you wish.

If you have questions about the survey, please contact the Director of the Center for Survey Research, Thomas M. Guterbock, at tmg1p@virginia.edu, or the Project Coordinator, Debbie Rexrode, at dlr3r@virginia.edu. For technical assistance, please contact John Lee Holmes, at jlph@virginia.edu. You may also contact the chairman of the Honor Committee, David Hobbs, at hobbs@virginia.edu.

We thank you for your participation in this survey, in spite of your busy schedules.

Part I: Familiarity with the Honor System

First, a few questions about your familiarity with the Honor System.

{Q: A1}

How would you rate your familiarity with the Honor System at the University of Virginia?

- 1 Very familiar
- 2 Somewhat familiar
- 3 Slightly familiar
- 4 Not at all familiar

{Q: A2}

According to your understanding of the Honor Code, which of the following constitutes an Honor offense?

[CHECK ALL THAT APPLY]

- 1 Possession or selling of illegal drugs
- 2 Stealing
- 3 Assaulting a student
- 4 Lying
- 5 Cheating
- 6 Public drunkenness

{Q: A3}

When a trial for an honor offense results in a guilty verdict, which penalty or penalties apply?

[CHECK ALL THAT APPLY]

- 1 Permanent dismissal from the University
- 2 Suspension from the University
- 3 Failing the course
- 4 Monetary fine
- 5 Community service
- 6 Don't know

{Q: F6}

What is your position?

[CIRCLE ONE]

- 1 TA (Graduate student)
- 2 Adjunct faculty/Graduate instructor
- 3 Full-time faculty

Part II: Experience with the Honor System

We are interested in your experience with the Honor System. The following chart asks about your experience in the *past two years* at the University. If you have been a faculty member at the University for less than two years, please consider the time you have been at the University.

{Q: B1 – B8}

In the past two years, how often have you done each of the following?
[CIRCLE RESPONSE]

Statement	Never	Occasionally	Regularly	Always	<i>Not Sure</i>	<i>Not Applicable</i>
B1. Discussed the Honor Code on the course syllabus	1	2	3	4	8	9
B2. Discussed the Honor Code with your class	1	2	3	4	8	9
B3. Given in-class exams without proctoring	1	2	3	4	8	9
B4. Given closed-book or time-limited take-home exams	1	2	3	4	8	9
B5. Given the same exams on different days to meet student needs	1	2	3	4	8	9
B6. Stated clear expectations about honorable conduct on assignments, verbally or in writing	1	2	3	4	8	9
B7. Asked students to sign the Honor pledge on work and tests	1	2	3	4	8	9
B8. Talked with other faculty members about the Honor System	1	2	3	4	8	9

{Q: B9}

Since you became a faculty member or a teaching assistant at the University, have you EVER *clearly observed* a student cheating or *been quite certain* that a student cheated on work for your course?

[CIRCLE ONE]

- 1 Yes
- 2 No

{Q: B10}

IF B9=1, ASK

In the past two years at the University of Virginia (from January 2004 to the present), have you ever clearly observed a student intentionally cheating or been *quite certain* that a student had cheated on work for your course?

- 1 Yes
- 2 No

{Q: B11}

IF B10=1, ASK

How many times in the past two years have you clearly observed a student intentionally cheating or been quite certain that a student cheated on work for your course?

[CHOOSE ONE]

- 1 One time
- 2 Two times
- 3 Three times
- 4 Four times
- 5 Five times
- 6 Six or more times

{Q: B12}

IF B9=1, ASK

What action did you take? [If B11 > 1: "In the most recent instance, what action did you take?"] [CHECK ALL THAT APPLY]

- 1 No action
- 2 Discussed it with colleagues or the teaching assistant involved in the course
- 3 Discussed it with the department chair or dean
- 4 Discussed it with other colleagues not involved in teaching the course
- 5 Discussed it with the student
- 6 Tried to get a student to report it to the Honor Committee
- 7 Lowered the student's grade
- 8 Required the student to resubmit the work
- 9 Failed the student on the assignment
- 10 Failed the student for the course
- 11 Discussed the matter with an Honor Committee advisor or representative
- 12 Reported the case to the Honor Committee
- 13 Something else _____

{Q: B13}

IF B12=9, ASK

Did failing the assignment result in a failing grade for the course?

- 1 Yes
- 2 No
- 3 Don't know

{Q: B14}

In the past two years at the University of Virginia (from January 2004 to the present), have you *ever suspected* that a student cheated on an exam or assignment? (Please exclude any instances you reported in the preceding questions.)

- 1 Yes
- 2 No → If 'NO', SKIP to B31

{Q: B15}

IF B14=1, ASK

How many times in the past two years have you ever suspected that a student cheated on an exam or assignment? [CIRCLE ONE]

- 1 One time
- 2 Two times
- 3 Three times
- 4 Four times
- 5 Five times
- 6 Six or more times

{Q: B16}

IF B14=1, ASK

What action did you take?

[If B15 > 1: "In the most recent instance, what action did you take?"]

[CHECK ALL THAT APPLY]

- 1 No action
- 2 Discussed it with colleagues or the teaching assistant involved in the course
- 3 Discussed it with the department chair or dean
- 4 Discussed it with other colleagues not involved in teaching the course
- 5 Discussed it with the student
- 6 Tried to get a student to report it to the Honor Committee
- 7 Lowered the student's grade
- 8 Required the student to resubmit the work
- 9 Failed the student on the assignment
- 10 Failed the student for the course
- 11 Discussed the matter with an Honor Committee advisor or representative
- 12 Reported the case to the Honor Committee
- 13 Something else _____

{Q: B17}

IF B16=9, ASK

Did failing the assignment result in a failing grade for the course?

- 1 Yes
- 2 No
- 3 Don't know

{Q: B18}

IF B9=1 OR B14=1 AND B11>1 OR B15>1 AND B12=1 OR B16=1, ASK

In the past two years, have you reported any case to the Honor Committee?

- 1 Yes
- 2 No

IF B12=12 OR B16=12, ASK

The next series of questions apply to your experience with the Honor case process in the past two years.

{Q: B19}

How helpful were the student Honor advisors?

- 1 Very helpful
- 2 Somewhat helpful
- 3 Not very helpful
- 4 They hindered the process

{Q: B20}

How would you describe the time-commitment required from you?

- 1 Not a problem; not very burdensome
- 2 Time-consuming but manageable
- 3 Too time-consuming, prohibitive

{Q: B21}

IF R SELECTS '2' OR '3' on B20, ASK

Explain. [OPEN ENDED]

{Q: B22}

How fairly do you think the accused student was treated in the process?

- 1 Very fairly
- 2 Somewhat fairly
- 3 Not fairly at all
- 4 Outcome not yet decided

{Q: B23}

How fairly were you treated?

- 1 Very fairly
- 2 Somewhat fairly
- 3 Not fairly at all
- 4 Outcome not yet decided

{Q: B24}

IF R SELECTS '2' OR '3' on B23, ASK

Explain. [OPEN ENDED]

{Q: B25}

How satisfied were you with the overall process of the Honor case?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied

{Q: B26}

IF R SELECTS '3' OR '4' on B25, ASK

Why? [OPEN ENDED]

{Q: B27}

Were you satisfied that the *outcome* of the Honor process was just?

- 1 Yes → *IF YES, SKIP TO B29*
- 2 No
- 3 Not sure

{Q: B28}

IF 'NO' to B27, ASK

What did you think about the outcome?

- 1 Too lenient
- 2 Too harsh
- 3 Something else _____

{Q: B29}

Do you have suggestions for improving the Honor case process?

[OPEN ENDED]

{Q: B30}

IF B9=1 OR B14=1 AND B12=1 OR B16=1, ASK

Why did you choose not to report these cases to the Honor Committee?

[CHECK ALL THAT APPLY]

- 1 Not aware of the procedure.
- 2 The process is too time consuming.
- 3 Not enough evidence to report.
- 4 I felt that a particular student or group of students needed to report the violation.
- 5 The process seems adversarial toward faculty members.
- 6 Concern that the incident might reflect badly on me.
- 7 Concern that the incident might reflect badly on my TA
- 8 (*IF TA*) Lack of support from the head instructor in the course
- 9 Concern that the process would not be fair.
- 10 Single sanction: I did not want to be responsible for having a student dismissed from the University.
- 11 The single sanction was too strong a punishment for the level of infraction.
- 12 Lack confidence that a guilty student would be punished
- 13 Afraid that an innocent student would be punished
- 14 Concern that the Honor System does not treat all students equally
- 15 I think that cheating is commonplace, even at the University of Virginia
- 16 Something else: _____

{Q: B31}

How commonplace do you think student cheating is in your own classes?

- 1 Very common
- 2 Somewhat common
- 3 Uncommon
- 4 Very uncommon
- 8 Don't know

{Q: B32}

How commonplace do you think student cheating is in the University in general?

- 1 Very common
- 2 Somewhat common
- 3 Uncommon
- 4 Very uncommon
- 8 Don't know

{Q: B33}

Has your experience with the Honor System affected your impressions of it?

- 1 Yes
- 2 No

{Q: B34}

IF B33=1, ASK

How did your experience affect your impressions of the Honor System?

- 1 Very positively
- 2 Somewhat positively
- 3 Somewhat negatively
- 4 Very negatively

{Q: B35}

What aspects of your experience affected your impressions the most?

[OPEN ENDED]

Part III. Support for the Honor System

{Q: C1}

How would you describe *your own* level of support for the Honor System as it now exists at the University of Virginia?

[CIRCLE ONE]

- 1 Strongly support it
- 2 Support it, but with some reservations
- 3 Neutral
- 4 Somewhat oppose
- 5 Completely oppose the system as it now exists
- 6 No opinion/decline to answer

{Q: C2}

IF C1=2, ASK

What are your reservations?

[OPEN ENDED]

{Q: C3}

IF C1=3 OR 4, ASK

What are your main concerns about the Honor System?

[OPEN ENDED]

{Q: C4}

IF C1=5, ASK

Do you think the system should be changed or abolished?

- 1 Changed
- 2 Abolished
- 3 Not sure

{Q: C5}

IF R SELECTS '1' on C4, ASK

How do you think the system should be changed?

[OPEN ENDED]

{Q: C6}

IF R SELECTS '2' on C4, ASK

Why do you think the system should be abolished?

[OPEN ENDED]

{Q: C7}

In general, among the faculty you interact with on a day-to-day basis, how strong do you think support for the Honor System is?

[CIRCLE ONE]

- 1 Very strong: most faculty members strongly support it
- 2 Moderate support, but many have reservations
- 3 Most are neutral
- 4 Many do not support it
- 5 Most do not support it and think it should be changed
- 6 Most do not support it and think it should be abolished

{Q: C9}

How much do you think your support matters to the effectiveness of the Honor Committee?

[CIRCLE ONE]

- 1 Very much
- 2 Somewhat
- 3 Not at all

{Q: C10}

Are you personally acquainted with a UVA faculty member or a teaching assistant, other than yourself, who has reported an Honor investigation?

[CIRCLE ONE]

- 1 Yes
- 2 No
- 3 Don't know

{Q: C8}

IF F6=1, ASK

In general, how strong do you think support is among your teaching assistant colleagues?

- 1 Very strong: most teaching assistants strongly support it
- 2 Moderate support, but many have reservations
- 3 Most are neutral
- 4 Many do not support it
- 5 Most do not support it and think it should be changed
- 6 Most do not support it and think it should be abolished

Part IV: Knowledge of the Honor System

{Q: D1}

According to your understanding of the Honor Code, who is responsible for running the Honor System?

[CIRCLE ONE]

- 1 University of Virginia students only
- 2 University of Virginia students and administrators
- 3 University of Virginia students and faculty
- 4 University of Virginia faculty and administrators
- 8 Don't know

{Q: D2}

According to your understanding of the Honor Code, what is the role of the faculty in relation to the Honor System?

	Yes	No	Don't know	Not sure
a. Faculty members work with students to run the system	1	2	8	9
b. Faculty members have no role in the Honor System	1	2	8	9
c. Faculty members report cases of cheating to the Honor Committee	1	2	8	9
d. Faculty members support the Honor System in their classes and interactions with students	1	2	8	9

{Q: D3}

If you detect cheating in your class, which of the following options does the Honor System make available to you as a faculty member?

[CIRCLE ALL THAT APPLY]

- 1 Report the cheating to the Honor Committee
- 2 Fail the student(s) involved in the infraction on the assignment or exam at issue.
- 3 Fail the student(s) for the course even if the student would not otherwise fail.
- 8 Not sure

{Q: D4}

If you detect cheating in your class, are you required to report the cheating to the Honor Committee?

[CIRCLE ONE]

- 1 Yes
- 2 No
- 8 Don't know

{Q: D5}

According to your understanding of the Honor System, if a student admits to cheating, what are his or her options regarding the Honor process?

[CHECK ALL THAT APPLY]

- 1 Before the student has been suspected of cheating, the student can retract the work in question and not be charged with an offense.
- 2 The student can retract the work in question at any time and not be charged with an offense.
- 8 Don't know

{Q: D6}

When you have a question or concern about the Honor System, where/who do you turn to?

[CIRCLE ONE]

- 1 Honor Committee member
- 2 Honor support officer
- 3 Honor brochure
- 4 Honor Committee web site
- 5 Department chair or dean
- 6 Other faculty colleagues
- 7 Other students
- 8 Supervising faculty
- 9 Other (Please specify): _____

{Q: D7}

Do you know your Honor Committee representative?

[CIRCLE ONE]

- 1 Yes
- 2 No

If you are interested in the answers to the questions in Part 1 – Familiarity with the Honor System (Questions A2 and A3 and Part IV – Knowledge of the System, we will send them to you at the end of the survey.

Part V. Suggestions for improvements for the system

{Q: E1}

The Honor Committee wants to improve its communication with faculty members.

Which of the following methods of communication would you most prefer?

[SELECT UP TO 3 METHODS]

- 1 Training workshops
- 2 Web-based training option
- 3 Honor presentations at departmental faculty meetings
- 4 Information sessions at conveniently scheduled times
- 5 Information on the Honor webpage
- 6 Email
- 7 Newsletters
- 8 One-on-one discussion
- 9 Something else: _____

{Q: E2}

In your opinion, what are the factors that work to reduce the effectiveness of the Honor System at UVA?

[OPEN ENDED]

{Q: E3}

Do you have suggestions for improving the Honor System?

[OPEN ENDED]

{Q: E4}

Do you have suggestions for increasing faculty support for the Honor System?

[OPEN ENDED]

Part VI. Basic information

If you are concerned that answering the following questions might make it possible for you to be identified, please feel free to skip any of the questions.

{Q: F1}

What is your age?

- 1 20-29
- 2 30-39
- 3 40-49
- 4 50-59
- 5 60 and older

{Q: F2}

Do you consider yourself to be Hispanic?

- 1 Yes
- 2 No

{Q: F3}

What is your race?

- 1 White
- 2 Black
- 3 Asian
- 4 Native American
- 5 Pacific Islander
- 6 Other (please specify): _____

{Q: F4}

Are you:

- 1 Male
- 2 Female

{Q: F5}

How long have you been employed at the University of Virginia?

- 1 Less than 2 years
- 2 2-4 years
- 3 5 -9 years
- 4 10-19 years
- 5 20 or more years

{Q: F7}

What is your tenure status?

- 1 Have tenure
- 2 Tenure-track, not yet tenured
- 3 Not in tenure-track position

{Q: F8}

How many classes or sections are you teaching in the Spring 2006 semester?

- 1 Zero
- 2 One
- 3 Two
- 4 Three
- 5 Four or more

{Q: F9}

IF F8 > 1, ASK

What size class did you teach?

- 1 Small (30 or less)
- 2 Medium (31-100)
- 3 Large (over 100)

{Q: F10}

How many classes or sections did you teach in the Fall 2005 semester?

- 1 Zero
- 2 One
- 3 Two
- 4 Three
- 5 Four or more

{Q: F11}

IF F10 > 1, ASK

What size class did you teach?

- 1 Small (30 or less)
- 2 Medium (31-100)
- 3 Large (over 100)

{Q: F12}

Which of the following types of students have you taught in the past two years?

[CHECK ALL THAT APPLY]

- 1 Undergraduates
- 2 Graduates

{Q: F13}

With which school at the University of Virginia are you affiliated?

[CIRCLE ONE]

- 1 College and Graduate School of Arts and Sciences
- 2 Continuing and Professional Studies
- 3 Curry School of Education
- 4 Darden Graduate School of Business Administration
- 5 McIntire School of Commerce
- 6 School of Architecture
- 7 School of Engineering and Applied Science
- 8 School of Law
- 9 School of Medicine
- 10 School of Nursing

{Q: F14}

IF F13=1, ASK

Which best describes your discipline in College or Graduate School of Arts and Sciences?

[CIRCLE ONE]

- 1 Social science
- 2 Natural science
- 3 Humanities
- 4 Performing arts

***Thank you for taking the time to
complete this survey!***

Appendix B

Frequency Tables

Frequencies

A1r Familiarity with the Honor System at UVA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all familiar	32	2.0	2.0	2.0
	2 Slightly familiar	291	18.6	18.6	20.7
	3 Somewhat familiar	931	59.5	59.5	80.2
	4 Very familiar	310	19.8	19.8	100.0
	Total	1564	100.0	100.0	

\$a2mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Honor offense ^a	Honor offense - illegal drugs	512	9.3%	32.7%
	Honor offense - stealing	1251	22.7%	80.0%
	Honor offense - assaulting a student	565	10.2%	36.1%
	Honor offense - lying	1359	24.6%	86.9%
	Honor offense - cheating	1558	28.2%	99.6%
	Honor offense - public drunkenness	274	5.0%	17.5%
Total		5519	100.0%	352.9%

a. Dichotomy group tabulated at value 1.

scoreHO Score Honor Offense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	922	59.0	59.0	59.0
	1	642	41.0	41.0	100.0
	Total	1564	100.0	100.0	

\$a3mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Guilty ^a verdict	Guilty verdict penalty - permanent dismissal	1391	64.6%	89.2%
	Guilty verdict penalty - suspension from UVA	332	15.4%	21.3%
	Guilty verdict penalty - failing the course	240	11.1%	15.4%
	Guilty verdict penalty - monetary fine	21	1.0%	1.3%
	Guilty verdict penalty - community service	68	3.2%	4.4%
	Guilty verdict penalty - don't know	102	4.7%	6.5%
Total		2154	100.0%	138.1%

a. Dichotomy group tabulated at value 1.

scorePE Score Penalties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	501	32.0	32.0	32.0
	1	1063	68.0	68.0	100.0
Total		1564	100.0	100.0	

bknow Basic knowledge index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	388	24.8	24.8	24.8
	1	647	41.4	41.4	66.2
	2	529	33.8	33.8	100.0
Total		1564	100.0	100.0	

f6 Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 TA (Graduate student)	505	32.3	32.3	32.3
	2 Adjunct faculty/Graduate instructor	166	10.6	10.6	42.9
	3 Full-time faculty	893	57.1	57.1	100.0
	Total	1564	100.0	100.0	

b1 Experience - Discussed Honor Code on syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	506	32.4	37.3	37.3
	2 Occasionally	214	13.7	15.8	53.1
	3 Regularly	199	12.7	14.7	67.8
	4 Always	437	27.9	32.2	100.0
	Total	1356	86.7	100.0	
Missing	5 Not sure	12	.8		
	6 Not applicable	196	12.5		
	Total	208	13.3		
Total		1564	100.0		

b2 Experience - Discussed Honor Code with class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	440	28.1	31.8	31.8
	2 Occasionally	434	27.7	31.4	63.2
	3 Regularly	227	14.5	16.4	79.6
	4 Always	283	18.1	20.4	100.0
	Total	1384	88.5	100.0	
Missing	5 Not sure	8	.5		
	6 Not applicable	172	11.0		
	Total	180	11.5		
Total		1564	100.0		

b3 Experience - Given exams without proctoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	621	39.7	50.7	50.7
	2 Occasionally	205	13.1	16.7	67.4
	3 Regularly	215	13.7	17.6	85.0
	4 Always	184	11.8	15.0	100.0
	Total	1225	78.3	100.0	
Missing	5 Not sure	6	.4		
	6 Not applicable	333	21.3		
	Total	339	21.7		
Total	1564	100.0			

b4 Experience - Given take-home exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	650	41.6	52.5	52.5
	2 Occasionally	278	17.8	22.5	75.0
	3 Regularly	231	14.8	18.7	93.7
	4 Always	78	5.0	6.3	100.0
	Total	1237	79.1	100.0	
Missing	6 Not applicable	327	20.9		
Total		1564	100.0		

b5 Experience - Given same exam on different days

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	397	25.4	32.3	32.3
	2 Occasionally	555	35.5	45.1	77.4
	3 Regularly	213	13.6	17.3	94.7
	4 Always	65	4.2	5.3	100.0
	Total	1230	78.6	100.0	
Missing	5 Not sure	4	.3		
	6 Not applicable	330	21.1		
	Total	334	21.4		
Total	1564	100.0			

b6 Experience - Stated clear expectations about conduct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	235	15.0	17.0	17.0
	2 Occasionally	254	16.2	18.4	35.3
	3 Regularly	454	29.0	32.8	68.1
	4 Always	441	28.2	31.9	100.0
	Total	1384	88.5	100.0	
Missing	5 Not sure	10	.6		
	6 Not applicable	170	10.9		
	Total	180	11.5		
Total		1564	100.0		

b7 Experience - Asked student to sign Honor pledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	311	19.9	22.5	22.5
	2 Occasionally	158	10.1	11.4	34.0
	3 Regularly	375	24.0	27.2	61.1
	4 Always	537	34.3	38.9	100.0
	Total	1381	88.3	100.0	
Missing	5 Not sure	2	.1		
	6 Not applicable	181	11.6		
	Total	183	11.7		
Total		1564	100.0		

b8 Experience - Talked with other faculty about Honor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	271	17.3	18.5	18.5
	2 Occasionally	947	60.5	64.8	83.4
	3 Regularly	192	12.3	13.1	96.5
	4 Always	51	3.3	3.5	100.0
	Total	1461	93.4	100.0	
Missing	5 Not sure	10	.6		
	6 Not applicable	93	5.9		
	Total	103	6.6		
Total		1564	100.0		

behavior Classroom acknowledgement index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	422	27.0	27.0	27.0
	1	263	16.8	16.8	43.8
	2	290	18.5	18.5	62.3
	3	246	15.7	15.7	78.1
	4	343	21.9	21.9	100.0
	Total	1564	100.0	100.0	

b9 Ever clearly observed or been quite certain of student cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	495	31.6	31.6	31.6
	2 No	1069	68.4	68.4	100.0
	Total	1564	100.0	100.0	

b10 Observed student cheating in the last two years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	274	17.5	55.4	55.4
	2 No	221	14.1	44.6	100.0
	Total	495	31.6	100.0	
Missing	System	1069	68.4		
Total		1564	100.0		

B10_rec Certain cheating in past two years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Yes	274	17.5	17.5	17.5
	2.00 No	1290	82.5	82.5	100.0
	Total	1564	100.0	100.0	

b11 Number of times observed student cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 One time	138	8.8	50.4	50.4
	2 Two times	77	4.9	28.1	78.5
	3 Three times	39	2.5	14.2	92.7
	4 Four times	9	.6	3.3	96.0
	5 Five times	1	.1	.4	96.4
	6 Six or more times	10	.6	3.6	100.0
	Total	274	17.5	100.0	
Missing	System	1290	82.5		
Total		1564	100.0		

b11_rec Number of times observed student cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 cheating not observed	1290	82.5	82.5	82.5
	1 One time	138	8.8	8.8	91.3
	2 Two times	77	4.9	4.9	96.2
	3 Three times	39	2.5	2.5	98.7
	4 Four times	9	.6	.6	99.3
	5 Five times	1	.1	.1	99.4
	6 Six or more times	10	.6	.6	100.0
	Total	1564	100.0	100.0	

\$b12mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Action taken when observed ^a	No action	7	.9%	2.6%
	Discussed it with colleagues involved in course	141	17.3%	51.5%
	Discussed it with chair or dean	57	7.0%	20.8%
	Discussed it with colleagues	93	11.4%	33.9%
	Discussed it with student	157	19.2%	57.3%
	Tried to get student to report to HC	11	1.3%	4.0%
	Lowered students grade	62	7.6%	22.6%
	Required student to resubmit work	45	5.5%	16.4%
	Failed student for assignment	113	13.8%	41.2%
	Failed student for course	20	2.5%	7.3%
	Discussed with HC advisor	47	5.8%	17.2%
	Reported to Honor Committee	45	5.5%	16.4%
	Something else	18	2.2%	6.6%
	Total		816	100.0%

a. Dichotomy group tabulated at value 1.

b13 Failing assignment resulted in failing course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	34	2.2	30.1	30.1
	2 No	67	4.3	59.3	89.4
	3 Don't know	12	.8	10.6	100.0
	Total	113	7.2	100.0	
Missing	System	1451	92.8		
Total		1564	100.0		

b14 Suspected that a student cheated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	507	32.4	32.6	32.6
	2 No	1050	67.1	67.4	100.0
	Total	1557	99.6	100.0	
Missing	System	7	.4		
Total		1564	100.0		

b15 Number of times you suspected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 One time	174	11.1	34.3	34.3
	2 Two times	188	12.0	37.1	71.4
	3 Three times	63	4.0	12.4	83.8
	4 Four times	27	1.7	5.3	89.2
	5 Five times	10	.6	2.0	91.1
	6 Six or more times	45	2.9	8.9	100.0
	Total		507	32.4	100.0
Missing	System	1057	67.6		
Total		1564	100.0		

b15_rec Number of times suspected student cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 cheating not suspected	1050	67.1	67.4	67.4
	1 One time	174	11.1	11.2	78.6
	2 Two times	188	12.0	12.1	90.7
	3 Three times	63	4.0	4.0	94.7
	4 Four times	27	1.7	1.7	96.5
	5 Five times	10	.6	.6	97.1
	6 Six or more times	45	2.9	2.9	100.0
	Total		1557	99.6	100.0
Missing	System	7	.4		
Total		1564	100.0		

b11_rec Number of times observed student cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 cheating not observed	1290	82.5	82.5	82.5
	1 One time	138	8.8	8.8	91.3
	2 Two times	77	4.9	4.9	96.2
	3 Three times	39	2.5	2.5	98.7
	4 Four times	9	.6	.6	99.3
	5 Five times	1	.1	.1	99.4
	6 Six or more times	10	.6	.6	100.0
	Total	1564	100.0	100.0	

cheating Number of times suspected or observed cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Not suspected or observed	949	60.7	61.0	61.0
	1 One time	210	13.4	13.5	74.4
	2 Two times	167	10.7	10.7	85.2
	3 Three times	86	5.5	5.5	90.7
	4 Four times	50	3.2	3.2	93.9
	5 Five times	23	1.5	1.5	95.4
	7 Six or more times	72	4.6	4.6	100.0
	Total	1557	99.6	100.0	
Missing	System	7	.4		
Total		1564	100.0		

\$b16mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Action taken when suspected ^a	No action	144	18.2%	28.3%
	Discussed it with colleagues involved in course	194	24.5%	38.1%
	Discussed it with chair or dean	26	3.3%	5.1%
	Discussed it with colleagues	76	9.6%	14.9%
	Discussed it with student	158	20.0%	31.0%
	Tried to get student to report to HC	7	.9%	1.4%
	Lowered students grade	37	4.7%	7.3%
	Required student to resubmit work	48	6.1%	9.4%
	Failed student for assignment	25	3.2%	4.9%
	Failed student for course	3	.4%	.6%
	Discussed with HC advisor	7	.9%	1.4%
	Reported to Honor Committee	5	.6%	1.0%
	Something else	61	7.7%	12.0%
Total		791	100.0%	155.4%

a. Dichotomy group tabulated at value 1.

b17 Did the failing assignment result in failing course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.2	12.5	12.5
	2 No	17	1.1	70.8	83.3
	3 Don't know	4	.3	16.7	100.0
	Total	24	1.5	100.0	
Missing	System	1540	98.5		
Total		1564	100.0		

b18 Have reported a case to Honor Committee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7	.4	1.5	1.5
	2 No	453	29.0	98.5	100.0
	Total	460	29.4	100.0	
Missing	System	1104	70.6		
Total		1564	100.0		

report Reported any occurrence to honor committee, last 2 years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No report	1510	96.5	96.5	96.5
	1 Has reported	54	3.5	3.5	100.0
	Total	1564	100.0	100.0	

B19r Helpfulness of Honor advisors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Not very helpful	8	.5	14.8	14.8
	3 Somewhat helpful	18	1.2	33.3	48.1
	4 Very helpful	28	1.8	51.9	100.0
	Total	54	3.5	100.0	
Missing	System	1510	96.5		
Total		1564	100.0		

b20 Time-commitment required from you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not a problem; not very burdensome	16	1.0	29.6	29.6
	2 Time-consuming but manageable	29	1.9	53.7	83.3
	3 Too time-consuming, prohibitive	9	.6	16.7	100.0
	Total	54	3.5	100.0	
Missing	System	1510	96.5		
Total		1564	100.0		

B22r Treatment of accused student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Outcome not yet decided	8	.5	14.8	14.8
	2 Not fairly at all	2	.1	3.7	18.5
	3 Somewhat fairly	6	.4	11.1	29.6
	4 Very fairly	38	2.4	70.4	100.0
	Total	54	3.5	100.0	
Missing	System	1510	96.5		
Total		1564	100.0		

B23r Treatment of faculty or TA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Outcome not yet decided	7	.4	13.0	13.0
	2 Not fairly at all	6	.4	11.1	24.1
	3 Somewhat fairly	12	.8	22.2	46.3
	4 Very fairly	29	1.9	53.7	100.0
	Total	54	3.5	100.0	
Missing	System	1510	96.5		
Total		1564	100.0		

B25r Satisfaction with overall Honor process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very dissatisfied	13	.8	24.1	24.1
	2 Somewhat dissatisfied	7	.4	13.0	37.0
	3 Somewhat satisfied	20	1.3	37.0	74.1
	4 Very satisfied	14	.9	25.9	100.0
	Total	54	3.5	100.0	
Missing	System	1510	96.5		
Total		1564	100.0		

b27 Satisfaction with the outcome of Honor process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	21	1.3	38.9	38.9
	2 No	17	1.1	31.5	70.4
	3 Not sure	16	1.0	29.6	100.0
	Total	54	3.5	100.0	
Missing	System	1510	96.5		
Total		1564	100.0		

b27_rec Satisfaction with the outcome of the Honor System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	21	1.3	45.7	45.7
	2 No	15	1.0	32.6	78.3
	3 Not sure	10	.6	21.7	100.0
	Total	46	2.9	100.0	
Missing	4 Outcome not yet decided	8	.5		
	System	1510	96.5		
	Total	1518	97.1		
Total		1564	100.0		

b28 Dissatisfaction with the outcome

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Too lenient	15	1.0	88.2	88.2
	3 Something else	2	.1	11.8	100.0
	Total	17	1.1	100.0	
Missing	System	1547	98.9		
Total		1564	100.0		

\$b30mr Frequencies

		Responses		Percent of Cases
		N	Percent	
No action ^a	No action - Not aware of procedure	23	1.5%	3.9%
	No action - Process too time consuming	130	8.6%	22.2%
	No action - Not enough evidence to report	379	25.2%	64.8%
	No action - Felt student needed to report	37	2.5%	6.3%
	No action - Process seems adversarial to faculty	82	5.5%	14.0%
	No action - Incident might reflect badly on me	17	1.1%	2.9%
	No action - Incident might reflect badly on TA	2	.1%	.3%
	No action - Lack of support from head instructor	27	1.8%	4.6%
	No action - Concern that process would be unfair	53	3.5%	9.1%
	No action - Did not want to cause student to be dismissed	124	8.3%	21.2%
	No action - Single sanction too strong a punishment	181	12.0%	30.9%
	No action - Not confident guilty student will be punished	134	8.9%	22.9%
	No action - Afraid innocent student would be punished	65	4.3%	11.1%
	No action - Honor System doesnt treat students equally	60	4.0%	10.3%
	No action - Cheating is commoplace	78	5.2%	13.3%
	No action - Something else	111	7.4%	19.0%
Total		1503	100.0%	256.9%

a. Dichotomy group tabulated at value 1.

B31r How commonplace is cheating in your classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very uncommon	599	38.3	38.8	38.8
	2 Uncomon	585	37.4	37.9	76.8
	3 Somewhat common	144	9.2	9.3	86.1
	4 Very common	20	1.3	1.3	87.4
	5 Don't know	194	12.4	12.6	100.0
	Total	1542	98.6	100.0	
Missing	System	22	1.4		
Total		1564	100.0		

B32r How commonplace is cheating in general

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very uncommon	124	7.9	8.0	8.0
	2 Uncomon	565	36.1	36.4	44.4
	3 Somewhat common	463	29.6	29.9	74.3
	4 Very common	66	4.2	4.3	78.5
	5 Don't know	333	21.3	21.5	100.0
	Total	1551	99.2	100.0	
Missing	System	13	.8		
Total		1564	100.0		

b33 Experience with Honor System has affected impressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	518	33.1	33.4	33.4
	2 No	1034	66.1	66.6	100.0
	Total	1552	99.2	100.0	
Missing	System	12	.8		
Total		1564	100.0		

B34r How experience affects your impressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very negatively	115	22.2	22.3	22.3
	2 Somewhat negatively	167	32.2	32.4	54.8
	3 Somewhat positively	124	23.9	24.1	78.8
	4 Very positively	109	21.0	21.2	100.0
	Total	515	99.4	100.0	
Missing	System	3	.6		
Total		518	100.0		

C1r Personal level of support for the Honor System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Completely oppose the system as it now exists	111	7.1	7.5	7.5
	2 Somewhat oppose	154	9.8	10.4	17.8
	3 Neutral	195	12.5	13.1	31.0
	4 Support it, but with some reservations	560	35.8	37.7	68.7
	5 Strongly support it	465	29.7	31.3	100.0
	Total	1485	94.9	100.0	
Missing	6 No opinion/decline to answer	65	4.2		
	System	14	.9		
	Total	79	5.1		
Total		1564	100.0		

c4 System changed or abolished

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Changed	69	4.4	63.9	63.9
	2 Abolished	39	2.5	36.1	100.0
	Total	108	6.9	100.0	
Missing	3 Not sure	3	.2		
	System	1453	92.9		
	Total	1456	93.1		
Total		1564	100.0		

C7r How strong you think support for Honor System is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most do not support it and think it should be abolished	11	.7	.7	.7
	2 Most do not support it and think it should be changed	90	5.8	6.1	6.8
	3 Many do not support it	147	9.4	9.9	16.7
	4 Most are neutral	234	15.0	15.8	32.5
	5 Moderate support, but many have reservations	633	40.5	42.7	75.2
	6 Very strong: most faculty members strongly support it	367	23.5	24.8	100.0
	Total	1482	94.8	100.0	
Missing	System	82	5.2		
Total		1564	100.0		

C9r How much you think your support matters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	214	13.7	14.0	14.0
	2 Somewhat	586	37.5	38.4	52.5
	3 Very much	725	46.4	47.5	100.0
	Total	1525	97.5	100.0	
Missing	System	39	2.5		
Total		1564	100.0		

c10 Acquainted with anyone who has reported an Honor case

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	699	44.7	53.9	53.9
	2 No	598	38.2	46.1	100.0
	Total	1297	82.9	100.0	
Missing	3 Don't know	241	15.4		
	System	26	1.7		
	Total	267	17.1		
Total		1564	100.0		

C8r How strong you think support is among teaching assistants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most do not support it and think it should be abolished	4	.8	.8	.8
	2 Most do not support it and think it should be changed	38	7.5	7.7	8.5
	3 Many do not support it	44	8.7	8.9	17.4
	4 Most are neutral	131	25.9	26.5	43.9
	5 Moderate support, but many have reservations	183	36.2	37.0	81.0
	6 Very strong: most teaching assistants strongly support it	94	18.6	19.0	100.0
	Total	494	97.8	100.0	
Missing	System	11	2.2		
Total		505	100.0		

d1 Responsible for running the Honor System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 University of Virginia students only	928	59.3	64.9	64.9
	2 University of Virginia students and administrators	155	9.9	10.8	75.8
	3 University of Virginia students and faculty	331	21.2	23.2	99.0
	4 University of Virginia faculty and administrators	15	1.0	1.0	100.0
	Total	1429	91.4	100.0	
Missing	5 Don't know	102	6.5		
	System	33	2.1		
	Total	135	8.6		
Total		1564	100.0		

\$d2mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Faculty roles in Honor ^a	Role of faculty - Work with students to run the system	418	12.6%	28.3%
	Role of faculty - No role in system	182	5.5%	12.3%
	Role of faculty - Faculty reports cases to Committee	1346	40.5%	91.3%
	Role of faculty - Faculty support system in classes and interactions	1381	41.5%	93.6%
Total		3327	100.0%	225.6%

a. Dichotomy group tabulated at value 1.

\$d3mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Faculty options available ^a	Faculty options - report cheating to Honor Committee	1326	52.2%	87.1%
	Faculty options - Fail student on assignment or exam	680	26.8%	44.7%
	Faculty options - Fail student for the course	345	13.6%	22.7%
	Faculty options - Not sure	190	7.5%	12.5%
Total		2541	100.0%	167.0%

a. Dichotomy group tabulated at value 1.

d4 Are you required to report cheating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	657	42.0	43.0	43.0
	2 No	421	26.9	27.6	70.6
	3 Don't know	449	28.7	29.4	100.0
	Total	1527	97.6	100.0	
Missing	System	37	2.4		
Total		1564	100.0		

\$d5mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Student options if cheating ^a	Student options - Retract the work in question before suspected	925	59.5%	61.6%
	Student options - Retract the work at any time	66	4.2%	4.4%
	Student options - Don't know	564	36.3%	37.5%
Total		1555	100.0%	103.5%

a. Dichotomy group tabulated at value 1.

Aknow Detailed knowledge index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	176	11.3	11.3	11.3
	1	309	19.8	19.8	31.0
	2	367	23.5	23.5	54.5
	3	374	23.9	23.9	78.4
	4	249	15.9	15.9	94.3
	5	89	5.7	5.7	100.0
	Total	1564	100.0	100.0	

cknow Combined basic and detailed knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	95	6.1	6.1	6.1
	1	188	12.0	12.0	18.1
	2	259	16.6	16.6	34.7
	3	243	15.5	15.5	50.2
	4	306	19.6	19.6	69.8
	5	249	15.9	15.9	85.7
	6	161	10.3	10.3	96.0
	7	63	4.0	4.0	100.0
	Total	1564	100.0	100.0	

d6 Where do you turn to for questions about the Honor System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Honor committee member	274	17.5	18.2	18.2
	2 Honor support officer	90	5.8	6.0	24.1
	3 Honor brochure	63	4.0	4.2	28.3
	4 Honor Committee website	381	24.4	25.2	53.5
	5 Department chair or dean	169	10.8	11.2	64.7
	6 Other faculty colleagues	326	20.8	21.6	86.3
	7 Other students	30	1.9	2.0	88.3
	8 Supervising faculty	138	8.8	9.1	97.5
	9 Other	38	2.4	2.5	100.0
	Total	1509	96.5	100.0	
Missing	System	55	3.5		
Total		1564	100.0		

d7 Know Honor representative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	216	13.8	14.2	14.2
	2 No	1303	83.3	85.8	100.0
	Total	1519	97.1	100.0	
Missing	System	45	2.9		
Total		1564	100.0		

\$e1mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Preferred communication ^a	Preferred communication - training workshops	125	4.0%	8.4%
	Preferred communication - web-based training	601	19.4%	40.3%
	Preferred communication - presentation at faculty meeting	484	15.6%	32.4%
	Preferred communication - Scheduled info sessions	240	7.8%	16.1%
	Preferred communication - Info on Honor webpage	728	23.5%	48.8%
	Preferred communication - Email	524	16.9%	35.1%
	Preferred communication - Newsletters	243	7.9%	16.3%
	Preferred communication - One-on-one discussion	83	2.7%	5.6%
	Preferred communication - Something else	66	2.1%	4.4%
	Total		3094	100.0%

a. Dichotomy group tabulated at value 1.

f1 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 20 to 29	410	26.2	27.8	27.8
	2 30 to 39	312	19.9	21.2	49.0
	3 40 to 49	295	18.9	20.0	69.0
	4 50 to 59	290	18.5	19.7	88.7
	5 60 and older	167	10.7	11.3	100.0
	Total	1474	94.2	100.0	
Missing	System	90	5.8		
Total		1564	100.0		

f2 Hispanic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	33	2.1	2.3	2.3
	2 No	1417	90.6	97.7	100.0
	Total	1450	92.7	100.0	
Missing	System	114	7.3		
Total		1564	100.0		

f3 Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	1212	77.5	86.0	86.0
	2 Black	34	2.2	2.4	88.4
	3 Asian	107	6.8	7.6	96.0
	4 Native American	2	.1	.1	96.2
	5 Pacific Islander	2	.1	.1	96.3
	6 Other	52	3.3	3.7	100.0
	Total	1409	90.1	100.0	
Missing	System	155	9.9		
Total		1564	100.0		

F3_rec Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	1212	77.5	86.0	86.0
	2 Black	34	2.2	2.4	88.4
	3 Asian	107	6.8	7.6	96.0
	4 other	56	3.6	4.0	100.0
	Total	1409	90.1	100.0	
Missing	System	155	9.9		
Total		1564	100.0		

f3_rec2 Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Whites	1212	77.5	86.0	86.0
	2 Others	197	12.6	14.0	100.0
	Total	1409	90.1	100.0	
Missing	System	155	9.9		
Total		1564	100.0		

f4 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	856	54.7	59.2	59.2
	2 Female	591	37.8	40.8	100.0
	Total	1447	92.5	100.0	
Missing	System	117	7.5		
Total		1564	100.0		

f5 Length of employment at UVA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than 2 years	404	25.8	27.5	27.5
	2 2 to 4 years	281	18.0	19.2	46.7
	3 5 to 9 years	310	19.8	21.1	67.8
	4 10 to 19 years	242	15.5	16.5	84.3
	5 20 or more years	230	14.7	15.7	100.0
	Total	1467	93.8	100.0	
Missing	System	97	6.2		
Total		1564	100.0		

f7 Tenure status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Have tenure	472	30.2	31.2	31.2
	2 Tenure-track, not yet tenured	163	10.4	10.8	41.9
	3 Not in tenure-track position	879	56.2	58.1	100.0
	Total	1514	96.8	100.0	
Missing	System	50	3.2		
Total		1564	100.0		

f8 Classes teaching - Spring 2006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Zero	341	21.8	22.9	22.9
	2 One	515	32.9	34.5	57.4
	3 Two	410	26.2	27.5	84.9
	4 Three	179	11.4	12.0	96.9
	5 Four or more	46	2.9	3.1	100.0
	Total	1491	95.3	100.0	
Missing	System	73	4.7		
Total		1564	100.0		

\$f9mr Frequencies

Class	Size class teaching -	Responses		Percent of Cases
		N	Percent	
Size class teaching - Spring 06 ^a	Spring 06-small-30 or less	875	67.5%	76.8%
	Spring 06-medium-31-100	281	21.7%	24.6%
	Spring 06-large-over 100	140	10.8%	12.3%
Total		1296	100.0%	113.7%

a. Dichotomy group tabulated at value 1.

f10 Classes taught - Fall 2005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Zero	278	17.8	18.8	18.8
	2 One	570	36.4	38.5	57.3
	3 Two	383	24.5	25.9	83.1
	4 Three	207	13.2	14.0	97.1
	5 Four or more	43	2.7	2.9	100.0
	Total		1481	94.7	100.0
Missing	System	83	5.3		
Total		1564	100.0		

\$f11mr Frequencies

Class	Size class taught -	Responses		Percent of Cases
		N	Percent	
Size class taught - Fall 05 ^a	Fall 05-small(30or less)	859	64.2%	71.9%
	Fall 05-medium(31-100)	330	24.7%	27.6%
	Fall 05-large(over 100)	148	11.1%	12.4%
Total		1337	100.0%	111.9%

a. Dichotomy group tabulated at value 1.

lecture Summary of class size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No fall and spring classes	180	11.5	12.2	12.2
	2 Seminar classes only	556	35.5	37.7	49.9
	3 Small & medium classes	520	33.2	35.3	85.2
	4 At least one large class in fall or spring	218	13.9	14.8	100.0
	Total	1474	94.2	100.0	
Missing	System	90	5.8		
Total		1564	100.0		

\$f12mr Frequencies

		Responses		Percent of Cases
		N	Percent	
Students taught	Teach undergraduates	1098	54.9%	75.2%
	Teach graduates	903	45.1%	61.8%
Total		2001	100.0%	137.0%

a. Dichotomy group tabulated at value 1.

Teaching Summary of students taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Teach undergrads only	558	35.7	38.2	38.2
	2 Teach grads and undergrads	540	34.5	37.0	75.2
	3 Teach grads only	363	23.2	24.8	100.0
	Total	1461	93.4	100.0	
Missing	System	103	6.6		
Total		1564	100.0		

f13 School of affiliation at UVA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 College and Grad School of Arts and Sciences	736	47.1	49.9	49.9
	2 Continuing and Professional Studies	34	2.2	2.3	52.2
	3 Curry School of Education	114	7.3	7.7	59.9
	4 Darden School of Business Administration	29	1.9	2.0	61.9
	5 McIntire School of Commerce	31	2.0	2.1	64.0
	6 School of Architecture	32	2.0	2.2	66.2
	7 School of Engineering and Applied Science	163	10.4	11.1	77.2
	8 School of Law	30	1.9	2.0	79.3
	9 School of Medicine	261	16.7	17.7	96.9
	10 School of Nursing	45	2.9	3.1	100.0
	Total	1475	94.3	100.0	
Missing	System	89	5.7		
Total		1564	100.0		

F13_rec1 School of Affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 College	736	47.1	49.9	49.9
	2 Non-college	739	47.3	50.1	100.0
	Total	1475	94.3	100.0	
Missing	System	89	5.7		
Total		1564	100.0		

F13_rec2 School of Affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 A&S - Social science	202	12.9	13.7	13.7
	2 A&S - Natural science	209	13.4	14.2	27.9
	3 A&S - Humanities and Performing Arts	324	20.7	22.0	49.9
	4 Continuing and Professional Studies	34	2.2	2.3	52.2
	5 Curry School of Education	114	7.3	7.7	59.9
	6 Darden School of Business Administration	29	1.9	2.0	61.9
	7 McIntire School of Commerce	31	2.0	2.1	64.0
	8 School of Architecture	32	2.0	2.2	66.1
	9 School of Engineering and Applied Science	163	10.4	11.1	77.2
	10 School of Law	30	1.9	2.0	79.2
	11 School of Medicine	261	16.7	17.7	96.9
	12 School of Nursing	45	2.9	3.1	100.0
	Total	1474	94.2	100.0	
Missing	System	90	5.8		
Total		1564	100.0		

f14 Discipline in School of Arts and Sciences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Social science	202	12.9	27.5	27.5
	2 Natural science	209	13.4	28.4	55.9
	3 Humanities	295	18.9	40.1	96.1
	4 Performing arts	29	1.9	3.9	100.0
	Total	735	47.0	100.0	
Missing	System	829	53.0		
Total		1564	100.0		

F14_rec Discipline in School of Arts and Sciences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Social science	202	12.9	27.5	27.5
	2 Natural science	209	13.4	28.4	55.9
	3 Humanities & Performing Arts	324	20.7	44.1	100.0
	Total	735	47.0	100.0	
Missing	System	829	53.0		
Total		1564	100.0		

Appendix C

Survey Methodology

SURVEY METHODOLOGY

The survey methods for the Faculty Survey on the UVa Honor System were based on the principles of the “Tailored Design Method” of web survey administration¹, a set of related techniques that has been shown to optimize cooperation, response rates, and accuracy in web surveys without compromising confidentiality.

Questionnaire

The process of developing a questionnaire began in early November, 2005, when a subcommittee of the Honor Committee drew up a one-page list of objectives for the study. Mr. David Hobbs, the Chair of the Honor Committee, served as the primary liaison and point of contact for the survey project. Mr. Hobbs met with CSR staff in November and reviewed the objectives.

The instrument contained questions in the following areas:

- Familiarity with the Honor System
- Experience with the Honor System
- Support for the Honor System
- Knowledge of the Honor System
- Suggestions for improvements in the Honor System

An initial draft of the survey instrument was prepared by CSR and presented to the Honor Committee for review and comments. Mr. Hobbs then met again with CSR to work through the suggested revisions and additions to the questionnaire. On December 8, a focus group was convened by CSR and moderated by Kate Wood, Ph.D., Project Coordinator, to pretest a draft of the questionnaire. A random sample of faculty and teaching assistants were invited to participate in the focus group. The group consisted of eight faculty and two graduate teaching assistants representing various departments and schools in the University.

After input from the focus group and further edits from the Honor Committee, the questionnaire was programmed into a web version using *SensusWeb*, a web survey program from Sawtooth Technologies. The web questionnaire design provided the ability to include unique sets of questions for respondents with specific experience with the Honor System through the use of fairly complex skip patterns. A paper version of the survey was also prepared for use by respondents who requested it.

¹ See Don A. Dillman, *Mail and Internet Surveys: The Tailored Design Method* (New York: John Wiley and Sons, 2000).

Study Population and Sampling Frames

The study population was defined theoretically as all teaching faculty and graduate teaching assistants of the University of Virginia. The survey was designed as a full census of this population, rather than using a sample.

A complete list of salaried, instructional faculty, and a separate list of graduate teaching assistants employed during the Fall 2005 semester, were obtained from the UVa Office of Institutional Assessment and Studies, and attempts were made to contact all persons on the list. After the start of the survey, some faculty members who heard about the survey asked why they had not been asked to participate. It turned out that these were faculty paid on a wage basis. At CSR's request, Mr. George Stovall, Director of Institutional Assessment and Studies, conducted a customized search of university records to identify all faculty who were paid through wages and were listed in the Course Offering Directory as having taught in the Fall 2005 semester. These 284 faculty members were contacted by mail or by e-mail about ten days after the start of the survey field period. The final sampling frame included 2,460 full and part-time faculty (including the 284 wage faculty) and 987 graduate teaching assistants.

All schools in the University were represented in the survey. In this report, results from faculty in the College of Arts and Sciences (college faculty) were further divided into three categories according to the respondent's self-identification: Social Sciences, Natural Sciences, and Humanities and Performing Arts. Results from remaining faculty (non-college faculty) represent all of the schools of the University: Continuing and Professional Studies, Curry School of Education, Darden School of Business Administration, McIntire School of Commerce, School of Architecture, School of Engineering and Applied Science, School of Law, School of Medicine, and School of Nursing.

Distribution of Responses			
<i>Schools</i>	<i>N</i>	<i>No. resp.</i>	<i>% of resp. *</i>
Arts & Sciences	1417	736	52%
Continuing Studies	225	34	15%
Curry School of Education	185	114	62%
Darden School of Business	66	29	44%
McIntire School of Commerce	65	31	48%
School of Architecture	63	32	51%
School of Engineering	303	163	54%
School of Law	104	30	29%
School of Medicine	847	261	31%
School of Nursing	64	45	70%
Other	108	89	82%
Total	3447	1564	45%

* Not adjusted for disqualified cases.

Data Collection

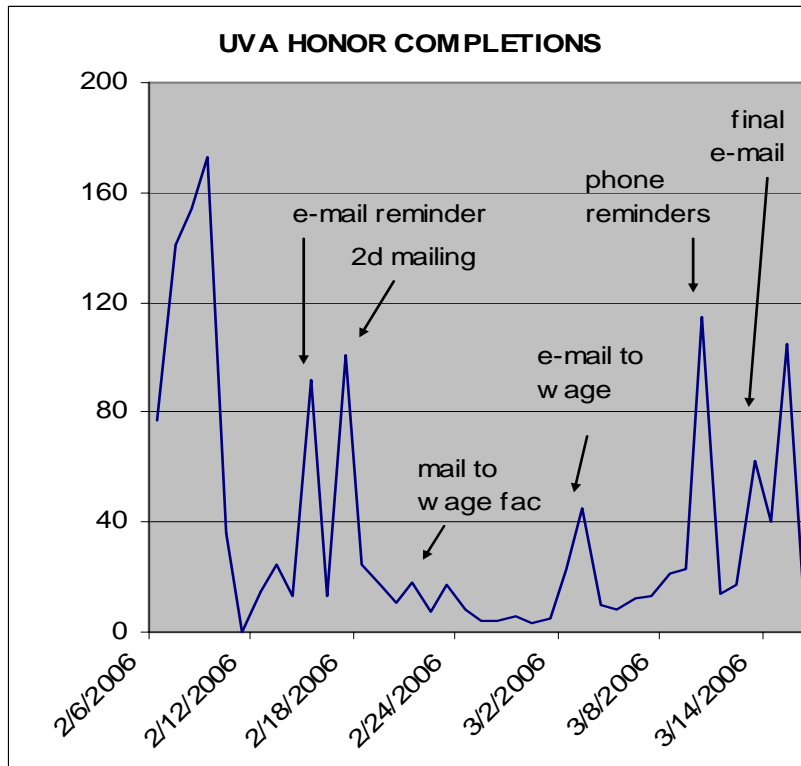
An advance letter, which informed participants about the study and asked for their participation, was prepared at CSR and mailed to all faculty and teaching assistants on February 3, 2006. A confirmation postcard was included in this mailing for respondents to return to CSR once the questionnaire was completed.

The advance letter directed respondents to the CSR website where a welcome screen provided instructions on how to obtain an *anonymous* PIN number and password to enter the questionnaire. This information was randomly assigned to respondents so it could not be matched to the completed questionnaires, keeping responses fully anonymous. At the end of the questionnaire, respondents were asked to indicate by e-mail their completion of the questionnaire, or to mail back the confirmation postcard.

The electronic version of the questionnaire was deployed on February 3, 2006. On February 7, 2006, all participants received an initial e-mail notice with a hyperlink to the survey. An e-mail thank you/reminder was sent a week later on February 14. On February 16, an additional letter was mailed to 284 wage faculty who were omitted from the first mailing. The initial email notice to this group of faculty was sent on February 23, 2006 with a thank you/reminder email on March 1, 2006.

A paper version of the survey was created from the electronic version for several respondents who requested a paper questionnaire to complete. Four faculty members took advantage of this option.

On March 3, telephone reminder call sheets were prepared for all faculty who had not yet completed the questionnaire. Three attempts were made to contact faculty to encourage their completion of the questionnaire, including attempts to their offices and home phone numbers, where known. Calls were made from March 7-11, 2006. Prior to the telephone reminders, there were 1051 completions. The following graph reflects the increase in responses generated by the various reminders; it shows that the telephone reminders were especially effective.



A final email reminder was posted to all faculty and teaching assistants on March 10, indicating the web survey would close on March 15. Data from the web were downloaded on March 17 to prepare for analysis and report writing.

Survey Tasks and Dates

<i>Task</i>	<i>Date</i>
Advance letter	2/3/2006
Initial email notice	2/7/2006
Email reminder	2/14/2006
Advance letter to wage faculty	2/16/2006
Initial email notice to wage faculty	2/23/2006
Email reminder to wage faculty	3/1/2006
Telephone reminders	3/7-11/2006
Final email reminder	3/10/2006
Web close-out	3/15/2006

Response rates

The following table shows the disposition of each sampled case from the study. A total of 1,564 usable questionnaires were completed, including both the internet completions and the small number completed on paper. After undeliverable and other identifiable disqualified respondents were removed, the population size of each group was 2,233 faculty and 932 graduate teaching assistants. From these groups there were 1129 completes (includes 70 partials) for faculty and 536 completes (includes 31 partials) for teaching assistants.

When those on the mailing list who were disqualified or did not have valid addresses are excluded, the completions represent 48.2% of those whom we attempted to contact. However, some of the cases that remained in an 'open status' at the close of the study are also either disqualified or had bad addresses. If it is assumed that the rate of disqualifications and bad addresses is the same among these open-status cases as it is among those from whom we heard back, then the open-status case count can be reduced by a corresponding percentage. The disqualification rate applied to each group was equal to that known from returned surveys and disqualification/refusal emails, and was calculated separately for faculty and teaching assistants. This yields an estimated number of qualified, reachable cases of 3,166, and the 1,564 returns yield a final response rate of just over half that number, or 52.6%. (This corresponds to AAPOR Standard Response Rate RR4.²). Teaching Assistants responded at a rate of 57.5%, compared to 50.6% for the faculty.

² American Association for Public Opinion Research. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys*. Lenexa, KS: AAPOR, 2004. Also available on line at www.aapor.org.

The following is the final disposition report for the study:

OVERALL DISPOSITION - ALL						
	COUNT	OVERALL	QUALIFIED/ REACHABLE	Adjusted count	Adjusted %	% of returns
<i>Complete</i>	1564	45.4%	48.2%	1564	49.40%	78.12%
<i>Partial</i>	101	2.9%	3.1%	101	3.19%	5.04%
Completes/Partials				1665	52.59%	
<i>Refusal</i>	223	6.5%	6.9%	223	7.04%	11.14%
<i>Disqualification</i>	114	3.3%				5.69%
<i>Bad Mail</i>	90	2.6%				
<i>Open Status</i>	1355	39.3%	41.8%	1278	40.37%	
Total	3447	100.0%	100.0%	3166	100.00%	

OVERALL DISPOSITION - FACULTY						
	COUNT	OVERALL	QUALIFIED/ REACHABLE	Adjusted count	Adjusted %	% of returns
<i>Complete</i>	1059	43.0%	46.1%	1059	47.42%	75.70%
<i>Partial</i>	70	2.8%	3.0%	70	3.13%	5.00%
Completes/Partials				1129	50.55%	
<i>Refusal</i>	178	7.2%	7.7%	178	7.97%	12.72%
<i>Disqualification, unavailable</i>	92	3.7%				6.58%
<i>Bad Mail</i>	70	2.8%				
<i>Open Status</i>	991	40.3%	43.1%	926	41.47%	
Total	2460	100.0%	100.0%	2233	100.00%	

OVERALL DISPOSITION - TEACHING ASSISTANTS						
	COUNT	OVERALL	QUALIFIED/ REACHABLE	Adjusted count	Adjusted %	% of returns
<i>Complete</i>	505	51.2%	53.4%	505	54.18%	83.75%
<i>Partial</i>	31	3.1%	3.3%	31	3.33%	5.14%
Completes/Partials				536	57.51%	
<i>Refusal</i>	45	4.6%	4.8%	45	4.83%	7.46%
<i>Disqualification</i>	22	2.2%				3.65%
<i>Bad Mail</i>	20	2.0%				
<i>Open Status</i>	364	36.9%	38.5%	351	37.66%	
Total	987	100.0%	100.0%	932	100.00%	

Margin of Error

Because the full population of eligible respondents was solicited for response in this survey rather than a sample, the margin of error due to random sampling error is quite small. With 52.6% of the estimated qualified, reachable population of 3,166 responding, the margin of error for the results of this survey is $\pm 1.7\%$ at a 95% level of confidence.³

³ The formula for the standard error of estimate for the population proportion is the square root of $(1-f)pq/(n-1)$, where p is the sample proportion, n is the sample size, q = (1-p) and f is the proportion of the finite population which was sampled. In this study, f = .526.

This means that 95 out of 100 samples of this size, drawn from the same population, will generate a result that is within ± 1.7 percentage points of the percentage in the population as a whole.

The margin of error for each school of the university varies with the size of the achieved sample within the school and the percentage of that school's faculty who responded. The following table shows the margins of error, calculated for each school at the 90% level of confidence. For the sample as a whole, the margin of error calculated at the 90% level of confidence is $\pm 1.5\%$.

School Margins of Error (90% level of confidence)					
<i>Schools</i>	<i>N</i>	<i>No. resp.</i>	<i>% of resp.*</i>	<i>1-f</i>	<i>Margin of error</i>
Arts & Sciences	1417	736	52%	48%	2.1%
Continuing Studies	225	34	15%	25%	7.1%
Curry School of Education	185	114	62%	38%	4.8%
Darden School of Business	66	29	44%	56%	11.5%
McIntire School of Commerce	65	31	48%	52%	10.7%
School of Architecture	63	32	51%	49%	10.2%
School of Engineering	303	163	54%	46%	4.4%
School of Law	104	30	29%	71%	12.7%
School of Medicine	847	261	31%	69%	4.2%
School of Nursing	64	45	70%	30%	6.7%
Other	108	89	82%	18%	3.7%
Total	3447	1564	45%	55%	1.5%

*Not adjusted for disqualified cases.

Source: William G. Cochran, **Sampling Techniques**, 3rd edition (New York: John Wiley and Sons, 1977).

Appendix D

Survey Materials

Advance Letter



Center for Survey Research • University of Virginia
A UNIT OF THE WELDON COOPER CENTER FOR PUBLIC SERVICE

2400 Old Ivy Road
P. O. Box 400767
Charlottesville, VA 22904-4767
Tel: (434) 243-5222
Fax: (434) 243-5233
www.virginia.edu/surveys
surveys@virginia.edu

February 3, 2006

«First_Name» «Last_Name»
«Address_Line1»
«City», «State» «Zip_Code»

Dear «First_Name»:

The Honor Code is an important part of University of Virginia life. The Honor Committee, an elected body of University students, is interested in how the Honor System influences the interaction of teaching faculty (including graduate teaching assistants) with their students. Because the Honor System affects the entire university community, the Honor Committee wants to know how well informed the teaching faculty is about the Honor System and what type of experiences they have had with the Honor Committee.

On behalf of the Honor Committee, the University of Virginia Center for Survey Research is hosting an online survey which we have assisted in developing. I am writing to ask that you complete the questionnaire that will take approximately 10-15 minutes to complete. All teaching faculty and graduate teaching assistants are being asked to participate. Being respectful of the many demands on your time, the Center for Survey Research has created a web-based questionnaire designed to gather information about your familiarity and experience with the Honor System as well as your support and knowledge of the Honor System. In addition, you will have the opportunity to provide suggestions you may have for improving the Honor System.

Your participation is completely voluntary, and all your responses will be anonymous. Please visit <http://www.virginia.edu/surveys/honor> to find the online questionnaire. Follow the directions provided to obtain your PIN number and password. This information is randomly generated and assigned to respondents as they enter the survey and cannot be matched to the completed questionnaires, which remain fully anonymous. After you have completed the questionnaire, you are asked to notify the Center for Survey Research that you have finished so you will not receive reminder notices. You may also send the enclosed confirmation postcard to us indicating you have completed the questionnaire or wish to be removed from further contact. For those with access, please return the postcard by messenger mail.

If you have any questions about this survey, please contact the Center for Survey Research by phone at 243-5222 or by email at surveys@virginia.edu. Thank you for your participation.

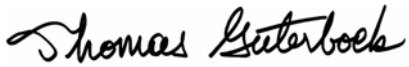
Cordially yours,

Thomas M. Guterbock
Director
Center for Survey Research
University of Virginia

Confirmation Postcard

Thank you for your help with this important survey. We really appreciate your time and effort. When you have completed the survey, please check the box below that applies to you and drop this card in the mail. For those with access, please return this postcard by messenger mail.

Returning this card will allow Center for Survey Research (CSR) to check your name off our mailing list so that we don't send you any more reminders. It also insures that your answers on the questionnaire will remain completely anonymous. If you have any questions, please call the Center for Survey Research at 434-243-5222.



Thomas M. Guterbock, Director
Center for Survey Research
University of Virginia

This postcard is being returned to confirm that . . .

- I have completed the UVa Honor questionnaire.
- I do not wish to participate at this time.

Name _____

Department _____

Email Invitation

February 7, 2006

Dear [faculty member/teaching assistant],

By now you have probably received an advance letter requesting your participation in a brief, on-line survey to gather information about your familiarity and experience with the Honor System. The survey will take no more than 10-15 minutes to finish, is sponsored by the UVa Honor Committee, and conducted by the Center for Survey Research.

All UVa teaching faculty and graduate teaching assistants are being asked to participate. Your participation is completely voluntary, and all your responses will be anonymous. Because the Honor System affects the entire university community, your participation is important even if you've had no direct experience.

Please enter the survey by visiting <http://www.virginia.edu/surveys> or click on the URL listed below to find the online questionnaire. Click on "UVA Honor Survey" to obtain your PIN number and password. Once you have completed the questionnaire, you will be asked to notify the Center for Survey Research by email that you have completed it so that you will not receive reminder notices.

If you have any questions about this survey, please contact the Center for Survey Research by phone at 243-5222 or by email at surveys@virginia.edu.

Thank you for your participation.

Sincerely,

Thomas M. Guterbock
Director
Center for Survey Research

Email Thanks

February 14, 2006

Dear [faculty member/graduate teaching assistant],

This is just a quick reminder to you to take a moment to complete a brief, on-line survey to gather information about your familiarity and experience with the Honor System. The survey will take no more than 10-15 minutes to finish, is sponsored by the UVa Honor Committee, and conducted by the Center for Survey Research.

Our records show that you have not yet completed the survey. However, if you have already done so, please accept our sincere thanks and disregard this reminder.

All UVa teaching faculty and graduate teaching assistants are being asked to participate. Your participation is completely voluntary, and all your responses will be anonymous. Because the Honor System affects the entire university community, your participation is important even if you've had no direct experience.

Please enter the survey by visiting <http://www.virginia.edu/surveys> or click on the URL listed below to find the online questionnaire. Click on "UVA Honor Survey" to obtain your PIN number and password. Once you have completed the questionnaire, you will be asked to notify the Center for Survey Research by email that you have completed it so that you will not receive reminder notices.

If you have any questions about this survey, please contact the Center for Survey Research by phone at 243-5222 or by email at surveys@virginia.edu.

Thank you for your participation.

Sincerely,

Thomas M. Guterbock
Director
Center for Survey Research

Email Reminder

March 10, 2006

Dear [faculty member/graduate teaching assistant],

The UVA Honor Committee survey closes next Wednesday, March 15. We really hope you will participate if you have not done so already. This anonymous and voluntary survey of all teaching faculty and graduate teaching assistants gathers information about your familiarity and experience with the Honor System. Because the Honor System affects the entire university community, your participation is important even if you've had no direct experience.

If you have already completed the survey, which takes 10-15 minutes, please accept our sincere thanks and disregard this reminder. If you have not, kindly visit <http://www.virginia.edu/surveys/honor> and obtain an ID number and randomly generated password.

Once you are done, you will be asked to notify the Center for Survey Research by email so that you will not receive any further reminder notices. Because the online questionnaire is anonymous, the Center does not know who has completed the survey or chosen not to participate unless you send an email requesting removal from further contact.

If you have any questions about this survey (including technical difficulties), have completed the survey, or simply wish to be removed from further contact, please reply to this email or call 243-5222.

Thank you in advance for your contribution to this important assessment of the Honor System.

Sincerely,

Thomas M. Guterbock
Director, Center for Survey Research
University of Virginia
<http://www.virginia.edu/surveys>

Sample Web Screens

FACULTY AND T.A. SURVEY ON THE UVA HONOR SYSTEM

Welcome to the University of Virginia Honor Committee Survey. The Honor Code is an important part of University of Virginia life. The Honor Committee, an elected body of University students, is interested in how the Honor System influences the interaction of teaching faculty (including graduate teaching assistants) with their students. This questionnaire asks about your knowledge and experience with the Honor System, and gives you an opportunity to give suggestions for changes that might make it more effective.

Because the Honor System affects the entire university community, your participation is important even if you've had no direct experience. All of your responses will be completely anonymous. The survey will take about 10-15 minutes to complete.

This study is being conducted by the Center for Survey Research at the University of Virginia on behalf of the University of Virginia Honor Committee. We thank you for your participation in this survey.

Question Q2

Part I: Familiarity with the Honor System

First, a few questions about your familiarity with the Honor System.

How would you rate your familiarity with the Honor System at the University of Virginia?

- Very familiar
- Somewhat familiar
- Slightly familiar
- Not at all familiar

According to your understanding of the Honor Code, which of the following constitutes an Honor offense?

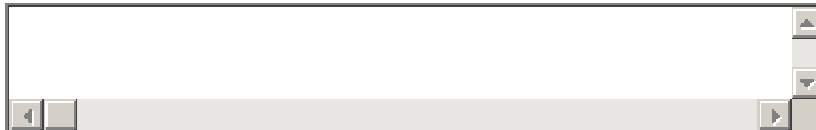
CHECK ALL THAT APPLY.

- Possession or selling of illegal drugs
- Stealing
- Assaulting a student
- Lying
- Cheating
- Public drunkenness

Question Q6

(CHECK ALL THAT APPLY)

- No action
- Discussed it with colleagues or the teaching assistant involved in the course
- Discussed it with the department chair or dean
- Discussed it with other colleagues not involved in teaching the course
- Discussed it with the student
- Tried to get a student to report it to the Honor Committee
- Lowered the student's grade
- Required the student to resubmit the work
- Failed the student on the assignment
- Failed the student for the course
- Discussed the matter with an Honor Committee advisor or representative
- Reported the case to the Honor Committee
- Something else



Question Q12

Prior Experiences

The next series of questions apply to your **experience** with the Honor case process in the **past two years**.

How helpful were the student Honor advisors?

- Very helpful
- Somewhat helpful
- Not very helpful
- They hindered the process

How would you describe the time-commitment required from you?

- Not a problem; not very burdensome
- Time-consuming but manageable
- Too time-consuming, prohibitive

Question Q32

Part VI. Basic information

If you are concerned that answering the following questions might make it possible

for you to be identified, please feel free to skip any of the questions.

What is your age?

- 20-29
- 30-39
- 40-49
- 50-59
- 60 and older

Do you consider yourself to be Hispanic?

- Yes
- No

(You may need to scroll down to hit **NEXT**)

What is your race?

- White
- Black
- Asian
- Native American
- Pacific Islander
- Other

FACULTY AND T.A. SURVEY ON THE UVA HONOR SYSTEM

Thank you for participating.

Your input will be helpful to us as we work to increase the effectiveness of the Honor System. If there's any other information about your case please provide it here:

Otherwise, please click **Next** to save your answers and leave the survey.

If you would like more information about the survey and the survey process you may contact us at:

For more information about the Honor Code or the Honor Committee:

Email: David Hobbs, Chair at hobbs@virginia.edu

Website: <http://www.virginia.edu/honor>