



Faculty Survey on the UVa Honor System, 2006

REPORT OF RESULTS

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UVa Faculty Survey on the Honor System

Table of Contents

List of Tables & Figures	i
Acknowledgements.....	iv
Overview of Results.....	v
Chapter I Introduction.....	1
Chapter II Knowledge of the Honor System.....	5
Chapter III Expressed Support for the Honor System.....	12
Chapter IV Classroom Discussion of the Honor System.....	22
Chapter V Cheating: Perceived Prevalence and Actual Encounters	25
Chapter VI Responses to Encounters with Cheating.....	35
Chapter VII Faculty Experience with the Honor Process	48
Chapter VIII Getting Information about the Honor System.....	51
Chapter IX Suggestions for Improvements	53

APPENDICES

<i>Appendix A</i>	<i>Questionnaire</i>
<i>Appendix B</i>	<i>Frequencies</i>
<i>Appendix C</i>	<i>Survey Methodology</i>
<i>Appendix D</i>	<i>Survey Materials</i>

List of Tables and Figures

List of Tables		Page
Table 1.1	TAs and Faculty by Gender	2
Table 1.2	TAs and Faculty by Race	2
Table 1.3	TAs and Faculty by School of Affiliation	3
Table 1.4	Faculty by Age	3
Table 1.5	Faculty by Length of Employment	3
Table 1.6	Faculty by Tenure Status	3
Table 1.7	Faculty by Type of Classes Taught	4
Table 1.8	Faculty by Type of Students Taught	4
Table 2.1	Familiarity with the Honor System by Faculty and TAs	5
Table 2.2	Which of the following constitutes an Honor offense (by Faculty and TAs)?	6
Table 2.3	When a trial for an Honor offense results in a guilty verdict, which penalties apply (by Faculty and TAs)?	6
Table 2.4	Basic Knowledge Index by Faculty and TAs	7
Table 2.5	Basic Knowledge Index by School	7
Table 2.6	Detailed Knowledge Index by Faculty and TAs	9
Table 2.7	Detailed Knowledge Index by School	9
Table 2.8	Combined Knowledge Index by Faculty and TAs	10
Table 2.9	Combined Knowledge Index by School	10
Table 3.1	Level of Support for the Honor System by Faculty and TAs	11
Table 3.2	Support of the Honor System by School	12
Table 3.3	Reservations about the Honor System	13
Table 3.4	Concerns about the Honor System	14
Table 3.5	How do you think the system should be changed?	15
Table 3.6	Perceived Support of Honor System among Faculty	16
Table 3.7	Perceived Support of Honor System among TAs	16
Table 3.8	How impression was Affected by Experience by Faculty and TAs	17
Table 3.9	Support Matters by Faculty and TAs	17
Table 3.10	Support Matters by School	18
Table 4.1	Experience with the Honor System by all Respondents (Faculty and TAs)	19
Table 4.2	Classroom Acknowledgement Index by Faculty and TAs	20
Table 4.3	Classroom Acknowledgement Index by School	21
Table 5.1	How commonplace you think student cheating is in your own classes (by Faculty and TAs)?	22
Table 5.2	Percent Who Think Cheating is Commonplace in their own Classes by School	22
Table 5.3	How commonplace you think cheating is in the University in general (by Faculty and TAs)?	23
Table 5.4	Percent Who Think Cheating is Commonplace in the University in General by School	23
Table 5.5	Have you EVER <i>clearly observed</i> a student cheating or <i>been quite certain</i> that a student cheated (by Faculty and TAs)?	24

List of Tables and Figures

Table 5.6	Have you EVER <i>clearly observed</i> a student cheating or <i>been quite certain</i> that a student cheated (by School)?	24
Table 5.7	In the past two years, have you ever clearly observed a student intentionally cheating or been <i>quite certain</i> that a student had cheated on work for your course (by Faculty and TAs)?	25
Table 5.8	In the past two years, have you ever clearly observed a student intentionally cheating or been <i>quite certain</i> that a student had cheated on work for your course (by School)?	25
Table 5.9	How many times in the past two years have clearly observed a student intentionally cheating or been <i>quite certain</i> that a student cheated on work for your course (by Faculty and TAs)?	26
Table 5.10	Last two years: Observed Cheating or Been Quite Certain of it by School	26
Table 5.11	In the past two years have you <i>ever suspected</i> that a student cheated on an exam or assignment (by Faculty and TAs)?	27
Table 5.12	In the past two years, have you <i>ever suspected</i> that a student cheated on an exam or assignment (by School)?	27
Table 5.13	Number of Suspected Incidents by Reporting Respondents by School	28
Table 5.14	All Encounters with Cheating by Faculty and TAs	28
Table 5.15	Number of Encounters with Cheating by Faculty and TAs	29
Table 5.16	Last Two Years: Observed or Suspected Cheating by School	29
Table 5.17	Prevalence of Cheating in Your Own Classes by Number of Actual Encounters	30
Table 5.18	Prevalence of Cheating in the University in General by Number of Encounters	30
Table 6.1	Actions Taken by Faculty and TAs when Certain that Cheating has been Observed	31
Table 6.2	Summary of Action(s) taken by Faculty and TAs who Observed Cheating	32
Table 6.3	Percent Who Worked through Honor System When Cheating has been Observed	34
Table 6.4	Percent of Academic Action when Cheating has been Observed	35
Table 6.5	Actions Taken by Faculty and TAs when Cheating has been Suspected	36
Table 6.6	Summary of Action(s) Taken by Faculty and TAs who Suspected Cheating	37
Table 6.7	Percent Who Worked through the Honor System when Cheating has been Suspected	38
Table 6.8	Percent of Academic Action when Cheating has been Suspected	39
Table 6.9	Reasons Faculty and TAs do not Report Incidents to Honor Committee	40
Table 7.1	Helpfulness of the Honor Advisors	41
Table 7.2	Time Commitment to the Honor Process	41
Table 7.3	Fair Treatment of the Accused Student during the Honor Process	42
Table 7.4	Fair Treatment of the Reporter during the Honor Process	42

List of Tables and Figures

Table 7.5	Satisfaction with Overall Process	43
Table 7.6	Satisfaction with Outcome	43
Table 7.6	Dissatisfaction with Outcome	43
Table 8.1	Where to Turn for More Information about the Honor System by Faculty and TAs	44
Table 8.2	Percentage who know Honor Committee Representative by Faculty and TAs	44
Table 8.3	Percentage within each School who know their Honor Committee Representative	45
Table 8.4	Preferred Method of Communication	45
Table 9.1	What are the factors that work to reduce the effectiveness of the Honor System?	46
Table 9.2	Suggestions for Improving the Honor System	47
Table 9.3	Suggestions for Increasing Faculty Support for the Honor System	48

List of Figures

3.1	Combined Knowledge Score and Support for the Honor System	15
6.1	Observed Cheating – Working through Honor System and Acting Academically	33

Acknowledgements

In the early spring of 2006, the University of Virginia's Center for Survey Research conducted a survey of UVa faculty and teaching assistants, on behalf of the University's Honor Committee, the student organization charged with overseeing the University of Virginia's Honor Code. The survey was designed to determine the knowledge and the opinion of UVA teaching faculty about the Honor System. The Honor Committee and the Office of the Vice President and Provost at the University provided funding for the effort.

The Principal Investigator for the project was Thomas M. Guterbock, Ph.D., Director of the Center for Survey Research. Mr. Guterbock was responsible for the overall scientific direction of the study, including the study design, questionnaire development, data analysis and reporting. At the Center for Survey Research, Mr. Guterbock was assisted by Abdoulaye Diop, Ph.D., Senior Research Analyst, Deborah L. Rexrode, M.A., Research Analyst, and Kate F. Wood, Ph.D., Research Associate. Ms. Wood led in the initial development of the survey questions and moderated the faculty focus group. Ms. Rexrode served as project coordinator and was responsible for drafting the report in its final form.

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The Center for Survey Research is responsible for any errors in this report. CSR is a unit of the Weldon Cooper Center for Public Service. Inquiries may be directed to: Center for Survey Research, University of Virginia, P. O. Box 400767, Charlottesville, VA 22904-4767. The Center can be reached by telephone at [434-243-5222](tel:434-243-5222), by e-mail to surveys@virginia.edu, or through the World Wide Web at www.virginia.edu/surveys.

Overview of Results

UVa Faculty Survey on the Honor System

In the Fall of 2005, the University of Virginia's Honor Committee and the UVa Center for Survey Research conducted a survey of UVa faculty. The results of the Faculty Survey on the Honor System offer a unique look at the current views of faculty about the system and their experiences with it in recent years. The Honor Committee and the Office of the Vice President and Provost provided funding for the effort.

The survey was undertaken to determine how the faculty's understanding of the Honor System affects its interactions within the "Community of Trust." The survey had three specific goals:

- To collect information on the knowledge, experience, and perceptions of the faculty;
- To evaluate the correlation between the faculty's knowledge, experience and perceptions; and
- To create a forum to provide feedback from the faculty to the Honor Committee.

In order to achieve the most accurate measure of faculty opinion possible, the Center for Survey Research obtained a list of all teaching faculty, including teaching assistants, from the UVa Office of Institutional Assessment and Studies. Staff at the Center for Survey Research and the 2005-2006 Honor Committee developed the survey questionnaire. After pre-testing and revision, the survey was administered via the Internet during February and March 2006. A total of 1,564 respondents completed the survey, including 1059 faculty members (including 166 adjunct or graduate instructors) and 505 teaching assistants. More than one-half (52.6%) of eligible teaching faculty responded to the survey.

All schools in the University were represented, with respondents in the School of Arts and Sciences accounting for nearly half, at 47 percent. Respondents from the School of Engineering and Applied Science accounted for 10.4 percent of respondents, and 16.7 percent were from the School of Medicine. Slightly more than 2 percent were from the School of Continuing and Professional Studies, 7.3 percent were from the Curry School of Education, 2 percent were from the McIntire School of Commerce, 2 percent were from the School of Architecture, and 2.9 percent were from the School of Nursing. The fewest respondents were from the Graduate School of Business Administration and the School of Law, at 1.9 percent each. About 6 percent did not identify their school affiliation. The margin of error for the overall sample is ± 1.7 percentage points.

The results of the survey are summarized below and are treated in detail in the chapters of the full report.

Knowledge of the Honor System

On the whole, UVa faculty and teaching assistants say they are familiar with the Honor System, but most think of themselves as only somewhat familiar with it. Responses to factual questions about what constitutes an Honor offense and what the penalty is for an Honor offense bear out their self-perception. About 41 percent of the respondents know exactly what constitutes an honor offense: lying, cheating, or stealing. Slightly more than

two-thirds of the respondents (68%) know that permanent dismissal from the University is the only penalty applied in the case of a guilty verdict in an Honor trial.

Expressed Support for the Honor System

The survey shows both support for the Honor System and a significant level of opposition to it. More than two-thirds of respondents (66.3%) express support for the system, including nearly a third of respondents (30.1%) who say they strongly support the system. A somewhat larger percent (36.2%) temper their support with reservations. In addition, 12.6 percent are neutral in their view of the system. A total of 17.0 percent of respondents express opposition to the system, including 10.0 percent who somewhat oppose it, 4.5 percent who oppose it and think it should be changed, and 2.5 percent who completely oppose it and think it should be abolished.

Those 560 respondents who expressed support for the system "with reservations" were asked to elaborate upon their reservations in an open-ended question. The "single sanction" was mentioned by 200 (35.9%) of those who have reservations. Other concerns, each noted by fewer than 10 percent of respondents to this question, include: student abuse of the system, the time-consuming process, issues of fairness, ineffectiveness of the system, selective enforcement, lenience in the system, the scope of offenses being too narrow, and lack of faculty input into the System. Nearly a third of those who said they support the system with reservations did not provide a response to the open-ended question.

Those who said they are neutral or somewhat opposed the system (N=343) were asked about their main concerns. Of those, 41 percent did not elaborate, but 25.7 percent mentioned the single sanction. Other responses, each mentioned by 9 percent of respondents or fewer, include the belief that the system is ineffective, concerns about fairness, the "seriousness clause,"¹ the time-consuming nature of the process, lack of student reporting of Honor offenses, the belief that more supervision by adults is required, that it is too hard to convict, and that faculty are attacked for reporting an Honor offense.

Those who think that the system should be changed were also asked to elaborate. Two-thirds of them said that the single sanction needs to be abolished, while others call for more faculty involvement in the Honor Committee, changing the trial process, increasing student support and adding other misconduct to the list of Honor offenses.

Respondents were also asked to evaluate the level of support of the Honor System they believe their colleagues express. More than two-thirds of survey respondents believe that their colleagues support the system, with 24.8 percent reporting that they believe colleagues strongly support the system. An additional 42.7 percent believe that colleagues support the system with reservations. Nearly 16 percent said that most of their colleagues are neutral, 10 percent said most do not support it, 6 percent said most oppose it and think it should be changed, and less than 1 percent said their colleagues think the Honor System should be abolished.

¹ This clause has since been changed to a criterion of "triviality."

Respondents were asked whether their experience with the Honor System had affected their impressions of it. Two-thirds (66%) said it has not, while 15 percent said that their experience with the Honor System has positively affected their impression of it and 18 percent said the effect was negative.

Classroom Discussion of the Honor System

Faculty respondents were asked a series of questions about how the Honor System affects their teaching methods. Two-thirds reported that they “always” or “regularly” ask students to sign the Honor pledge on work and tests, and nearly two-thirds regularly (or always) state clear expectations about honorable conduct on the assignments they give. Nearly half (46.9%) “always” or “regularly” discuss the Honor code on their course syllabus. Most faculty members do not regularly give exams without proctoring, and most do not regularly give closed-book or time-limited take-home exams.

Cheating: Perceived Prevalence and Actual Encounters

A series of questions asked instructors about their perception and experience with cheating in their courses. Asked about how common they think cheating is in their *own* courses, the survey respondents were quite optimistic, with more than three-quarters (76.7%) stating that they think cheating is either very uncommon (38.8%) or uncommon (37.9%). Only 1.3 percent think cheating is very common in their courses, and nearly 13 percent say they don’t know.

Regarding cheating *in general* at the University, the total who stated that cheating is very uncommon or uncommon is 44.4 percent. Thirty percent of respondents think cheating is somewhat common at the University, and 4.3 percent said they think cheating is very common. Twenty-one percent said they don’t know about its prevalence.

Nearly a third (31.6%) of survey respondents reported that during their employment at the University, they clearly have observed a student cheating on work for their course. More than half (55%) *of those respondents* have observed cheating in the past two years. On the whole 17.5% of respondents have observed cheating in the past two years.

All respondents to the survey were asked whether they have *suspected* cheating on an exam or assignment in the past two years. They were asked to exclude from their response any instances of which they have been certain, and to which the prior question referred. Nearly a third (32.6 %) said that they have suspected cheating. To summarize: of all respondents thirty-nine percent have observed or suspected cheating at least once during the same time period.

Responses to Encounters with Cheating

When cheating is *observed*, what do teaching faculty at the University do about it? Offered a list of possible actions, from discussion with colleagues or the student involved to taking academic action (lowering the grade or failing the student), to involving the Honor Committee, most faculty members responded that they took more than one action. Only 2.6% said they did nothing. The majority had discussed it with the student (57.3%) or with colleagues involved in teaching the course (51.5%). Thirty-four percent discussed it with colleagues not involved in teaching the course. Forty-one percent failed the student

on the assignment. Most faculty and teaching assistants who observed cheating did not report the incident to the Honor Committee. Only 16.4 percent did.

When cheating was suspected, a larger proportion (28.3%) did nothing, and 31 percent discussed it with the student. Less than 1 percent failed the student on the assignment, though 7.3 percent lowered the student's grade. Only 1 percent reported their suspicion to the Honor Committee, and 1.4 percent reported that they discussed it with an Honor Committee advisor or representative.

Of the 1,564 survey respondents, 585 (37.4%) have ever observed cheating or suspected cheating in the past two years but have not reported it to the Honor Committee. Asked why they did not report these incidents, nearly two-thirds of respondents said that there was not enough evidence. About 31 percent said that the punishment is too strong for the level of infraction. Twenty-three percent lack confidence that a guilty student would be punished, and 22 percent said that the process is too time-consuming. Twenty-one percent said that they did not want to be responsible for the student's dismissal from the University.

Faculty Experience with the Honor System

Those faculty members who have in fact reported a case to the Honor Committee were asked about their experiences in doing so. Eighty-five percent reported that the Honor Advisors were either very helpful or somewhat helpful to them. Asked about the time commitment required, the majority (53.7%) think that the process is "time-consuming but manageable." Eighty-two percent of those working with the Honor Committee feel that the student involved was treated very fairly or somewhat fairly in the process. Only 3.7 percent feel that the student was not treated fairly at all. Overall, 62.9 percent were satisfied with the process, while 37.1 percent reported that they were dissatisfied. But, when asked about the outcome, 45.7 percent said the outcome was just, 32.6 percent said it was not, and 21.7 percent said they were not sure.

Getting Information about the Honor System

The Honor Committee was interested in determining the sources faculty and teaching assistants use to obtain information about the Honor System. The most common sources of information are the Honor Committee website, other faculty colleagues, and Honor Committee members. However, 85.8 percent of faculty and TAs reported that they do not know their Honor Committee representative (a student elected from their school as a member of the Honor Committee).

Asked about their preferred methods of communication with the Honor Committee, the respondents reported that they prefer electronic methods. Nearly half (48.8%) prefer to obtain information from the website, 40.3 percent prefer a web-based training option, and 35.1 percent mentioned email. Honor Committee presentations at faculty meetings are also popular, mentioned by 32 percent of survey respondents.

Suggestions for Improvements

Respondents to the survey were asked to identify factors that work to reduce the effectiveness of the Honor System. More than half of the survey respondents did not reply to this question, which was open-ended. The single sanction is the most frequently mentioned response, noted by 16 percent of all survey respondents (including those who did not answer the question). Other factors mentioned, each by less than 14 percent of those answering the question (and less than 7 percent of all respondents), are lack of knowledge or communication issues, lack of enforcement, lack of full support from students, faculty and the administration, time concerns, UVA culture, perceived biases in the system, distrust of the Honor Committee, the nature of the trial process, and the seriousness clause that allows for the acquittal of small offenses.

Suggestions for improvements reflect the respondents' opinions about the factors that reduce the system's effectiveness. This question was also asked in an open-ended format. In all, 721 respondents provided suggestions for improvement. Nearly 15 percent of all respondents suggested changing the single sanction by creating alternative punishments. Improving communication, increasing faculty participation, changing trial procedures, and including other offenses, such as rape, are also suggestions.

Chapter I

Introduction

In the Fall of 2005, the University of Virginia's Honor Committee and the Center for Survey Research conducted a survey of UVa faculty. The results of the Faculty Survey on the Honor System offer a unique look at the current views of faculty about the system and its experiences with it in recent years. The Honor Committee and the Office of the Vice President and Provost provided funding for the effort.

The survey was undertaken to determine how the faculty's understanding of the Honor System—in terms of knowledge, experience and perception—impacts its interactions within the "Community of Trust." More precisely, the survey had three goals:

- To collect information on the knowledge, experience, and perceptions of the faculty;
- To evaluate the correlation between the faculty's knowledge, experience, and perceptions;
- To create a forum to provide feedback from the faculty to the Honor Committee.

There have been several surveys of UVa students regarding the Honor System in recent years. In contrast, surveys of the faculty have been less frequent, with the last one having been carried out in 1991.¹

Summary of methods

The 2005-2006 Honor Committee and the Center for Survey Research staff developed the survey questionnaire. The draft survey instrument was pretested on a focus group of faculty and TAs in December 2005 and refined based on feedback from that focus group. Because the Honor Committee was interested in eliciting opinions from all members of the University faculty, the survey was designed to reach all teaching faculty and teaching assistants at the University. A sample was not attempted; rather, a full list of University teaching faculty was obtained, and attempts were made to contact all persons on the list. The survey was administered via the internet² during February and March 2006. Recruitment and reminders to respondents used several modes: invitation letters were sent via internal university mail (Messenger Mail) and the U.S. mail, several reminders were sent via e-mail, and final reminders took the form of telephone calls and telephone messages by CSR interviewers to the offices and homes of non-respondents. In order to allow full anonymity for survey respondents, tracking of returned surveys was separated from the actual survey response process.

A total of 1,564 completed questionnaires were received by the Center for Survey Research, including 893 full-time faculty, 166 adjunct faculty or graduate instructors, and

¹ Donald McCabe of Rutgers University surveyed UVa faculty as part of his national research regarding faculty and academic integrity. The current survey did not endeavor to replicate that study, and the items used are not directly comparable.

² CSR used the Sawtooth SensusWeb survey design and hosting program to deploy the survey. For those who requested it, a paper version of the questionnaire was also offered.

505 graduate teaching assistants (TAs). The estimated rate of response to the survey is 52.6%, and the margin of error on the responses is $\pm 1.7\%$ percent for the full sample. Further details on the survey method are provided in Appendix B.

The following chapters summarize the survey findings. Chapter II considers respondents' knowledge of the Honor System, Chapter III examines the level of support for the Honor System expressed by faculty and teaching assistants, Chapter IV reports on discussion of the Honor System in the classroom, Chapter V reports on perceived prevalence of and actual encounters with cheating, Chapter VI examines responses to encounters with cheating, Chapter VII examines faculty experience with the Honor process, Chapter VIII reports on communication with the Honor Committee, and Chapter IX provides suggestions for improvements.

Demographic profile of respondents

Demographic characteristics are presented by position (TA and full-time faculty) for gender, race, and school of affiliation in order to highlight the differences among these groups. For the remaining demographic categories, information is provided for faculty only. Total number of respondents includes 505 TAs, 166 adjunct faculty, and 893 full-time faculty. For purposes of analysis, adjunct faculty and full-time faculty are combined.

Table 1.1 TAs and Faculty by Gender

What is your gender?	TAs		Faculty	
	%	n	%	n
Male	49.6	231	63.7	625
Female	50.4	235	36.3	356
Total	100	466	100	981

Table 1.2 TAs and Faculty by Race

What is your race?	TAs		Faculty	
	%	n	%	n
White	77.1	347	90.2	865
Black	1.6	7	2.8	27
Other	21.3	96	7.0	67
Total	100	450	100	959

Table 1.3 TAs and Faculty by School of Affiliation

What is your school of affiliation?	TAs		Faculty	
	%	n	%	n
A&S - Social Sciences	18.4	93	10.3	109
A&S - Natural Sciences	21.0	106	9.7	103
A&S - Humanities and Performing Arts	32.3	163	15.2	161
Continuing and Professional Studies	0.0	0	3.2	34
Curry School of Education	6.1	31	7.8	83
Darden School of Business Administration	0.0	0	2.7	29
McIntire School of Commerce	0.2	1	2.8	30
School of Architecture	0.6	3	2.7	29
School of Engineering and Applied Science	13.1	66	9.2	97
School of Law	0.2	1	2.7	29
School of Medicine	0.2	1	24.6	260
School of Nursing	1.8	9	3.4	36
School of affiliation not reported	6.1	31	5.6	59
Total	100	505	100	1059

Table 1.4 Faculty by Age

What is your age?	%	n
20-29	4.2	42
30-39	21.6	216
40-49	29.1	291
50-59	28.4	284
60 and older	16.7	167
Total	100	1000

Table 1.5 Faculty by Length of Employment

How long have you been employed at UVa?	%	n
Less than 2 years	14.3	142
2-4 years	13.0	129
5-9 years	25.5	254
10-19 years	24.2	241
20 or more years	23.1	230
Total	100	996

Table 1.6 Faculty by Tenure Status

What is your Tenure status?	%	n
Have tenure	46.8	472
Tenure-track, not yet tenured	16.2	163
Not in tenure track position	37.1	374
Total	100	1009

Table 1.7 Faculty by Type of Classes Taught

What type of classes do you teach?	%	n
No fall and spring classes	13.6	135
Seminar classes only	29.8	297
Small and medium classes	38.4	382
At least one large class in fall or spring	18.3	182
Total	100	996

Table 1.8 Faculty by Type of Students Taught

What types of students do you teach?	%	n
Teach undergrads only	18.0	180
Teach grads and undergrads	46.5	465
Teach grads only	35.6	356
Total	100	1001

Chapter II

Knowledge of the Honor System

This section shows respondents' familiarity and knowledge of the Honor System. The first question respondents were asked was, "How would you rate your familiarity with the Honor System at the University of Virginia?" Table 2.1 reflects those answers.

Table 2.1 Familiarity with the Honor System by Faculty and TAs

Familiarity with the Honor System	TA n=505	Faculty n=1059	Total	n
	(%)	(%)	(%)	
Very familiar	12.1	23.5	19.8	310
Somewhat familiar	65.9	56.5	59.5	931
Slightly familiar	19.8	18.0	18.6	291
Not at all familiar	2.2	2.0	2.0	32

Basic Knowledge

In addition to the subjective self-rating, an additional series of questions was designed to evaluate the extent of faculty and teaching assistants' knowledge of the Honor System. One set of questions asked about basic knowledge of the system. A second set required a more detailed response. The basic knowledge questions asked:

- What constitutes an Honor offense?
- Which penalty or penalties are applied when a trial for an Honor offense results in a guilty verdict?

The questions were asked in a multiple response format, allowing respondents to select more than one option. The following table indicates those who selected each response.

Table 2.2 Which of the following constitutes an Honor offense (by Faculty and TAs)?

Offense	TA n=505	Faculty n=1059	Total	n
	(%)	(%)	(%)	
Possession or selling of illegal drugs	40.0	29.3	32.7	512
Stealing	81.4	79.3	80.0	1,251
Assaulting a student	41.0	33.8	36.1	565
Lying	85.0	87.8	86.9	1,359
Cheating	99.2	99.8	99.6	1,558
Public drunkenness	21.8	15.5	17.5	274
Answered correctly (Chose only lying, stealing, & cheating)	36.6	43.2	41.0	642

(n=1,564)

Table 2.3 When a trial for an Honor offense results in a guilty verdict, which penalties apply (by Faculty and TAs)?

Offense	TA n=505	Faculty n=1059	Total	n
	(%)	(%)	(%)	
Permanent dismissal from the University	90.5	88.2	88.9	1,391
Suspension from the University	25.1	19.4	21.2	332
Failing the course	22.6	11.9	15.3	240
Monetary fine	2.8	0.7	1.3	21
Community service	5.3	3.9	4.3	68
Don't know	5.7	6.9	6.5	102
Answered correctly (Only permanent dismissal)	61.6	71.0	68.0	1063

(n=1,564)

In order to summarize the findings, the questions about what constitutes an Honor offense and which penalty is applied in the case of a guilty verdict were combined to construct an index measuring the **basic knowledge** of the Honor System. Faculty and TAs who answered both questions correctly would score two points and those who answered either one of the two questions correctly would score one point. Faculty and TAs who do not know what constitutes an Honor offense and did not indicate the correct penalty would score zero points on the same index.

Table 2.4 Basic Knowledge Index by Faculty and TAs

Basic Knowledge Index	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
0 points	27.5	23.5	24.8
1 point	46.7	38.8	41.4
2 points	25.7	37.7	33.8
Mean	.98	1.14	1.09

The means of points scored on the Basic Knowledge index by school of affiliation are reflected in Table 2.5.

Table 2.5 Basic Knowledge Index by School

School Affiliation	Mean	n
A&S - Social Sciences	1.21	202
A&S - Natural Sciences	1.05	209
A&S - Humanities and Performing Arts	1.11	324
Continuing and Professional Studies	.59	34
Curry School of Education	.91	114
Darden School of Business Administration	1.72	29
McIntire School of Commerce	1.55	31
School of Architecture	1.22	32
School of Engineering and Applied Science	1.17	163
School of Law	1.37	30
School of Medicine	.93	261
School of Nursing	1.04	45
Total	1.09	1474

Total n excludes those who did not report a School Affiliation.

Detailed Knowledge

The questions requiring more detailed knowledge asked about responsibility for running the system, the role of the faculty in relation to the Honor System, the options open to faculty in the case of suspected or observed cheating, and the requirements of the Honor Committee in case of cheating.

The items included in the index are:

D1 – According to your understanding of the Honor Code, who is responsible for running the Honor System?

Correct Answer: University of Virginia students only

D2 – According to your understanding of the Honor Code, what is the role of the faculty in relation to the Honor System?

Correct Answers:

- 1) Faculty members report cases of cheating to the Honor Committee
- 2) Faculty members support the Honor System in their classes and interactions with students

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?

Correct Answer:

- 1) Report the cheating to the Honor Committee
- 2) Academic Option: Report the cheating to the Honor Committee and fail the student(s) involved in the infraction on the assignment or exam at issue.

D4 – If you detect cheating in your class, are you required to report the cheating to the Honor Committee?

Correct Answer: No

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?

Correct Answer: Before the student has been suspected of cheating, the student can retract the work in question and not be charged with an offense.

The faculty and TAs were asked about the options the Honor System makes available to them once they detect cheating in their classes. This item was scored liberally to allow faculty and TAs to score a point if their answer to the question is (1) “Report the cheating to the Honor Committee” or (2) “Report the cheating to the Honor Committee” and “Fail the student(s) involved in the infraction on the assignment or exam at issue.” This second option is counted as a correct answer to the question even though the academic option is available outside the Honor System. A statistical analysis of scale reliability indicated that item D3 would either have to be scored liberally or excluded from the detail knowledge index. When strictly scored, it failed to correlate with other knowledge items. We chose to score liberally and retain the item.

To summarize these findings, a **detailed knowledge index** was computed in a manner similar to the basic knowledge index. Respondents who answered all five questions correctly would score a maximum of five points on the index.

Table 2.6 Detailed Knowledge Index by Faculty and TAs

Detailed Knowledge Index	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
0 points	14.5	9.7	11.3
1 point	26.7	16.4	19.8
2 points	25.0	22.8	23.5
3 points	19.4	26.1	23.9
4 points	10.9	18.3	15.9
5 points	3.6	6.7	5.7
Mean	1.96	2.47	2.31

Table 2.7 Detailed Knowledge Index by School

School Affiliation	Mean	n
A&S - Social Sciences	2.56	202
A&S - Natural Sciences	2.36	209
A&S - Humanities and Performing Arts	2.34	324
Continuing and Professional Studies	1.53	34
Curry School of Education	2.01	114
Darden School of Business Administration	2.83	29
McIntire School of Commerce	3.65	31
School of Architecture	2.75	32
School of Engineering and Applied Science	2.72	163
School of Law	2.53	30
School of Medicine	1.93	261
School of Nursing	2.33	45
Total	2.35	1474

Total n excludes those who did not report a School Affiliation.

Summary

To summarize this analysis, a final index was computed, combining both the basic knowledge index and the detailed knowledge index. The new index ranges from 0 to 7 possible points. Figure 2.8 and 2.9 presents the distribution of this combined index.

Table 2.8 Combined Knowledge Index by Faculty and TAs

Combined Knowledge Index	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
0 points	5.9	6.1	6.1
1 point	17.0	9.6	12.0
2 points	22.6	13.7	16.6
3 points	16.4	15.1	15.5
4 points	17.2	20.7	19.6
5 points	12.3	17.7	15.9
6 points	6.9	11.9	10.3
7 points	1.6	5.2	4.0
Mean	2.94	3.61	3.40

Table 2.9: Combined Knowledge Index by School

School Affiliation	Mean	n
A&S - Social Sciences	3.77	202
A&S - Natural Sciences	3.41	209
A&S - Humanities and Performing Arts	3.45	324
Continuing and Professional Studies	2.12	34
Curry School of Education	2.92	114
Darden School of Business Administration	4.55	29
McIntire School of Commerce	5.19	31
School of Architecture	3.97	32
School of Engineering and Applied Science	3.89	163
School of Law	3.90	30
School of Medicine	2.86	261
School of Nursing	3.38	45
Total	3.44	1474

Total n excludes those who did not report a School Affiliation.

Chapter III

Expressed Support for the Honor System

One purpose of this survey was to determine the level of support for the Honor System among teaching faculty at the University of Virginia. The Honor Committee was interested in determining both the level of support expressed by the faculty members themselves and in the level of support they perceive among their colleagues.

Own Support

Respondents were asked, “How would you describe your own level of support for the Honor System?” Those who answered, “Completely oppose the system as it now exists” were then asked, “Do you think the system should be changed or abolished?” Tables 3.1 and 3.2 reflect those responses.

Table 3.1 Level of Support for the Honor System by Faculty and TAs

How would you describe your own level of support for the Honor System?	TA n=498	Faculty n=1052	Total	n
	(%)	(%)	(%)	
Strongly support it	24.7	32.5	30.0	465
Support it, but with some reservations	39.0	34.8	36.1	560
Neutral	14.9	11.5	12.6	195
Somewhat oppose	12.9	8.6	9.9	154
Completely oppose the system as it now exists - Abolish	2.0	2.8	2.5	39
Completely oppose the system as it now exists - Change	3.4	4.9	4.5	69
Completely oppose the system as it now exists – Not sure	0.2	0.2	0.2	3
No opinion/decline to answer	3.0	4.8	4.2	65

Table 3.2 Support of the Honor System by School (strongly support/support with reservations)

School Affiliation	%	n
A&S - Social Sciences	55.6	196
A&S – Natural Sciences	63.2	204
A&S - Humanities and Performing Arts	63.3	311
Continuing and Professional Studies	77.4	31
Curry School of Education	84.1	113
Darden School of Business Administration	89.3	28
McIntire School of Commerce	77.4	31
School of Architecture	64.5	31
School of Engineering and Applied Science	72.7	161
School of Law	58.6	29
School of Medicine	78.1	233
School of Nursing	93.3	45
Total	69.4	1413

Total n excludes those who did not report a School Affiliation.

Reservations about the Honor System

Those respondents who said they support the Honor System with reservations were asked to further elaborate in an open-ended question. The responses were categorized by Center for Survey Research staff. Each respondent could provide more than one answer. In considering the responses below, it is important to note that these questions *were not asked of all the respondents*.

Table 3.3 Reservations about the Honor System (of those who support with reservations)

Reservations	number of responses	% of those who were asked this question
Single sanction	200	35.9
Student abuse of the system – lack of reporting	39	7.0
Process is time consuming - cumbersome	32	5.7
Ineffectiveness	30	5.4
Fairness – equal treatment	27	4.8
Lack of enforcement – selective enforcement	25	4.5
Minor offenses go unpunished - lenience	20	3.6
Facilitates temptation – cheating	16	2.9
Scope of offenses too narrow	10	1.8
Lack of faculty input - participation in trial	6	1.1
Other	45	8.1
No answer given	177	31.8

Base n=557 with 380 answering

(Asked only of those who support the Honor System, but with some reservations)

Concerns about the Honor System

When asked about level of support for the Honor System, those respondents who have a neutral position or indicated they somewhat oppose the system were also asked to further elaborate in an open-ended question. Table 3.4 summarizes the concerns of survey respondents who consider themselves neutral or somewhat opposed with respect to the Honor System.

Table 3.4 Concerns about the Honor System

Concerns	number of responses	% of those who were asked this question
Single sanction	88	25.7
Lack of confidence in students/does not prevent cheating/ineffective	31	9.0
Fairness-equal treatment	29	8.5
Honor Trial Rules/Seriousness Clause	24	7.0
Process is time consuming - practical	22	6.4
Student reporting – or lack thereof	18	5.2
More supervision needed from adults/faculty	13	3.8
Rigidity –scope of offenses too narrow	11	3.2
Lack of faith in the process/too hard to convict	10	2.9
Faculty attacked for reporting	3	0.9
Other	27	7.9
No answer given	141	41.1

Base n=343 with 202 answering

(Asked only of those who were neutral or somewhat oppose the Honor System)

How the system should be changed

When asked about level of support for the Honor System, those respondents who completely oppose the Honor System as it now exists were asked whether the system should be changed or abolished. In an open-end question, respondents who said they want the system changed were asked to elaborate on how the system should be changed. These responses were coded and Table 3.5 summarizes the responses.

Table 3.5 How do you think the system should be changed?

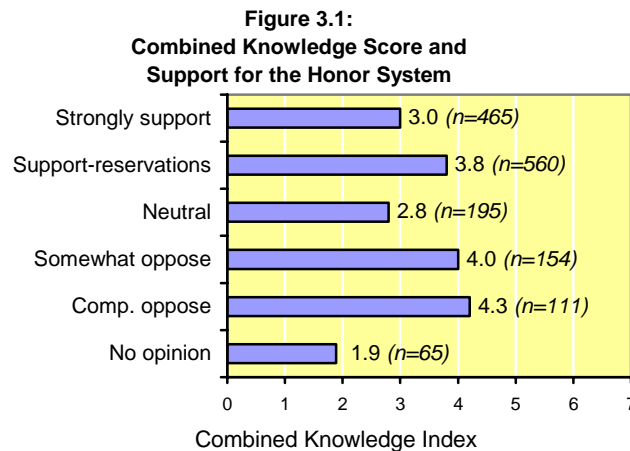
Proposed Changes	number of responses	% of those who were asked this question
Develop tiered sanctions-abolish single sanction	45	65.2
More faculty involvement in trials-Honor Committee	6	8.7
Change trial rules-improve process	4	5.8
Increase student support-ownership	4	5.8
Add more offenses	2	2.9
Other	7	10.1
No answer given	14	20.3

n=69 with 55 answering

(Asked only of those who were completely opposed to the Honor System as it now exists and prefer to see it changed and not abolished)

The relationship of support to knowledge of the system

In Chapter 2, we described a combined knowledge index: a seven-point score indicating how much a respondent knows about seven specific aspects of the Honor System. Figure 3.1 shows the average score on the seven-point knowledge index for respondents grouped by their level of support for the Honor System.



Perceived Support of Colleagues

Survey respondents were asked, “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?” Tables 3.6 and 3.7 show those responses.

Table 3.6 Perceived Support of Honor System among Faculty

How strong do you think support for the Honor System is among faculty?	TA n=484	Faculty n=998	Total	n
	(%)	(%)	(%)	
Very strong; most strongly support it	26.0	24.1	24.8	367
Moderate support, many have reservations	44.0	42.1	42.7	633
Most are neutral	14.0	16.6	15.8	234
Many do not support it	10.5	9.6	9.9	147
Most do not support it and think it should be changed	4.8	6.7	6.1	90
Most do not support it and think it should be abolished	0.6	0.8	0.7	11

TAs were then asked, “In general, how strong do you think support is among your teaching assistant colleagues?”

Table 3.7 Perceived Support of Honor System among TAs

How strong do you think support is among the TAs?	%	n
Very strong; most strongly support it	19.0	94
Moderate support, many have reservations	37.0	183
Most are neutral	26.5	131
Many do not support it	8.9	44
Most do not support it and think it should be changed	7.7	38
Most do not support it and think it should be abolished	0.8	4

(Asked of TAs only-n=494)

Experience and Impressions of the Honor System

Faculty and TAs were also asked, “Has your experience with the Honor System affected your impressions of it?” Those who indicated their impression has been affected were asked, “How did your experience affect your impressions of the Honor System?” Table 3.8 reflects those responses.

Table 3.8 How Impression was Affected by Experience by Faculty and TAs

How did your experience affect your impressions of the Honor System?	TA n=498	Faculty n=1051	Total	n
	(%)	(%)	(%)	
Very positively	4.2	8.4	7.0	109
Somewhat positively	10.0	7.0	8.0	124
Not affected	70.3	65.1	66.8	1034
Somewhat negatively	10.6	10.8	10.8	167
Very negatively	4.8	8.7	7.4	115

Does faculty’s support matter?

When asked how much they think their support for the Honor System matters to the effectiveness of the Honor Committee, the following responses were given.

Table 3.9 Support Matters by Faculty and TAs

How much do you think your support matters to the effectiveness of the Honor Committee?	TA n=488	Faculty n=1037	Total	n
	(%)	(%)	(%)	
Very much	46.1	48.2	47.5	725
Somewhat	37.9	38.7	38.4	586
Not at all	16.0	13.1	14.0	214

Table 3.10: Support Matters by School (by those who answered that support matters “very much”)

School Affiliation	%	n
A&S - Social Sciences	38.5	200
A&S - Natural Sciences	38.9	208
A&S - Humanities and Performing Arts	44.3	318
Continuing and Professional Studies	64.7	34
Curry School of Education	62.8	113
Darden School of Business Administration	75.9	29
McIntire School of Commerce	60.0	30
School of Architecture	41.9	31
School of Engineering and Applied Science	47.9	163
School of Law	31.0	29
School of Medicine	49.6	260
School of Nursing	66.7	45
Total	47.3	1460

Total n excludes those who did not report a School Affiliation.

Chapter IV

Classroom Discussion of the Honor System

The following series of survey questions concerned the ways in which the Honor System is part of classroom teaching.

Table 4.1 – Experience with the Honor System by all Respondents (Faculty and TAs)

In the past two years, how often have you done each of the following?	Never	Occasionally	Regularly	Always	Number Responding
	(%)	(%)	(%)	(%)	
B1. Discussed the Honor Code on the course syllabus	37.3	15.8	14.7	32.2	1356
B2. Discussed the Honor Code with your class	31.8	31.4	16.4	20.4	1384
B3. Given in-class exams without proctoring	50.7	16.7	17.6	15.0	1225
B4. Given closed-book or time-limited take-home exams	52.5	22.5	18.7	6.3	1237
B5. Given the same exams on different days to meet student needs	32.3	45.1	17.3	5.3	1230
B6. Stated clear expectations about honorable conduct on assignments, verbally or in writing	17.0	18.4	32.8	31.9	1384
B7. Asked students to sign the Honor pledge on work and tests	22.5	11.4	27.2	38.9	1381
B8. Talked with other faculty members about the Honor System.	18.5	64.8	13.1	3.5	1461

Classroom Acknowledgement Index

To summarize the findings on these questions, four items were grouped to construct a classroom acknowledgement index. These items were chosen because they are potentially applicable in nearly every kind of course. Faculty and TAs who answered “regularly” or “always” to each of these items would score a point on the index with a maximum of four points. Faculty and TAs who “never” or “occasionally” undertook these activities would score lower on the index and hence show limited classroom acknowledgement of the Honor System.

The items included in the index are:

- B1** – Discussed the Honor Code on the course syllabus
- B2** – Discussed the Honor Code with your class
- B6** – Stated clear expectations about honorable conduct on assignments, verbally or in writing
- B7** – Asked students to sign the Honor pledge on work and tests

Table 4.2: Classroom Acknowledgement Index by Faculty and TAs

Classroom Acknowledgement Index	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
0 points	24.6	28.1	27.0
1 point	20.2	15.2	16.8
2 points	18.4	18.6	18.5
3 points	19.2	14.1	15.7
4 points	17.6	24.0	21.9
Mean	1.85	1.91	1.89

The mean of points scored on the Classroom Acknowledgement index by school of affiliation are reflected on Table 4.3.

Table 4.3: Classroom Acknowledgement Index by School

School Affiliation	Mean	n
A&S - Social Sciences	2.05	202
A&S - Natural Sciences	2.10	209
A&S - Humanities and Performing Arts	2.01	324
Continuing and Professional Studies	2.82	34
Curry School of Education	2.40	114
Darden School of Business Administration	2.17	29
McIntire School of Commerce	3.42	31
School of Architecture	1.44	32
School of Engineering and Applied Science	2.37	163
School of Law	1.67	30
School of Medicine	.51	261
School of Nursing	2.60	45
Total	1.88	1474

Total n excludes those who did not report a School Affiliation.

Chapter V

Cheating: Perceived Prevalence and Actual Encounters

The questionnaire asked faculty and TAs about their perceptions of the prevalence of cheating in their own classes and in UVa classes generally.

B31 – How commonplace do you think student cheating is in your own classes?

Table 5.1 How commonplace you think cheating is in your own classes (by Faculty and TAs)?

How commonplace do you think student cheating is in your own classes?	TA n=496	Faculty n=1046	Total	n
	(%)	(%)	(%)	
Very common	2.0	1.0	1.3	20
Somewhat common	10.3	8.9	9.3	144
Uncommon	42.5	35.8	37.9	585
Very uncommon	33.3	41.5	38.8	599
Don't know	11.9	12.9	12.6	194

Table 5.2 Percent Who Think Cheating is Commonplace in their own Classes by School

School Affiliation	%	n
A&S - Social Sciences	17.3	202
A&S - Natural Sciences	14.4	209
A&S - Humanities and Performing Arts	10.2	322
Continuing and Professional Studies	5.9	34
Curry School of Education	1.8	112
Darden School of Business Administration	17.2	29
McIntire School of Commerce	9.7	31
School of Architecture	3.1	32
School of Engineering and Applied Science	17.9	162
School of Law	3.3	30
School of Medicine	3.5	254
School of Nursing	4.4	45
All Faculty and TAs	10.4	1462

*Note: % is based on "very common" and "somewhat common" counts
Total n excludes those who did not report a School Affiliation.*

B32 – How commonplace do you think student cheating is in the University in general?

Table 5.3 How commonplace you think cheating is in the University in general (by Faculty and TAs)?

How commonplace do you think student cheating is in the University in general?	TA n=498	Faculty n=1053	Total	n
	(%)	(%)	(%)	
Very common	4.2	4.3	4.3	66
Somewhat common	33.3	28.2	29.9	463
Uncommon	37.8	35.8	36.4	565
Very uncommon	7.6	8.2	8.0	124
Don't know	17.1	23.6	21.5	333

Table 5.4 Percent Who Think Cheating is Commonplace in the University in General by School

School Affiliation	%	n
A&S - Social Sciences	39.6	202
A&S - Natural Sciences	36.4	209
A&S - Humanities and Performing Arts	41.4	321
Continuing and Professional Studies	26.5	34
Curry School of Education	22.8	114
Darden School of Business Administration	34.5	29
McIntire School of Commerce	22.6	31
School of Architecture	37.5	32
School of Engineering and Applied Science	38.7	163
School of Law	36.7	30
School of Medicine	22.7	260
School of Nursing	15.6	45
All Faculty and TAs	33.5	1470

*Note: % is based on “very common” and “somewhat common” counts
Total n excludes those who did not report a School Affiliation.*

Observed cheating at UVa

Faculty and TAs were asked: “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?”³ A “yes” answer was given by 31.6 percent of the respondents.

The experience of having ever observed cheating varies widely by TAs and faculty and across schools of the University, as seen in Table 5.5 and 5.6.

Table 5.5 Have you EVER *clearly observed* a student cheating or *been quite certain* that a student cheated (by Faculty and TAs)?

EVER clearly observed a student cheating or been quite certain that a student cheated	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
Yes	26.5	34.1	31.6
No	73.5	65.9	68.4

Table 5.6 Have you EVER *clearly observed* a student cheating or *been quite certain* that a student cheated (by School)?

School Affiliation	%	n
A&S - Social Sciences	45.5	202
A&S - Natural Sciences	39.7	209
A&S - Humanities and Performing Arts	41.4	324
Continuing and Professional Studies	20.6	34
Curry School of Education	14.9	114
Darden School of Business Administration	34.5	29
McIntire School of Commerce	38.7	31
School of Architecture	15.6	32
School of Engineering and Applied Science	44.8	163
School of Law	16.7	30
School of Medicine	5.0	261
School of Nursing	20.0	45
All Faculty and TAs	31.2	1474

Total n excludes those who did not report a School Affiliation.

³ Emphasis in the original on-line questionnaire.

Observed cheating in the last two years

Those who said “yes” to having ever observed cheating were then asked if they have ever observed a student intentionally cheating or been quite certain that a student had cheated *in the past two years* at the University of Virginia (from January 2004 to the time of the survey). Those who said yes were asked how many times this has occurred.

The percent of all faculty and TAs who said “yes” is 17.5 (55% of those who had ever observed cheating while at UVA). Overall, about one in six UVA teaching staff has observed cheating (or been quite certain of it) in the last two years.

Table 5.7 In the past two years, have you ever clearly observed a student intentionally cheating or been *quite certain* that a student had cheated on work for your course (by Faculty and TAs)?

In the past two years, clearly observed a student intentionally cheating or been <i>quite certain</i> that a student had cheated	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
Yes	21.8	15.5	17.5
No	78.2	84.5	82.5

Table 5.8 In the past two years, have you ever clearly observed a student intentionally cheating or been *quite certain* that a student had cheated on work for your course (by School)?

School Affiliation	%	n
A&S - Social Sciences	28.2	202
A&S - Natural Sciences	24.4	209
A&S - Humanities and Performing Arts	23.1	324
Continuing and Professional Studies	8.8	34
Curry School of Education	4.4	114
Darden School of Business Administration	6.9	29
McIntire School of Commerce	22.6	31
School of Architecture	3.1	32
School of Engineering and Applied Science	27.6	163
School of Law	10.0	30
School of Medicine	0.8	261
School of Nursing	11.1	45
All Faculty and TAs	17.4	1474

Total n excludes those who did not report a School Affiliation.

Table 5.9 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 (by Faculty and TAs)?

How many times in the past two years have you clearly observed a student intentionally cheating or been <i>quite certain</i> that a student cheated?	TA n=505	Faculty n=1059	Total
	(%)	(%)	(%)
Not observed	78.2	84.5	82.5
One time	11.3	7.6	8.8
Two times	5.9	4.4	4.9
Three times	3.0	2.3	2.5
Four times	0.8	0.5	0.6
Five times	0.0	0.1	0.1
Six or more times	0.8	0.6	0.6

Further insight into the rates of occurrence of observed cheating is derived by totaling the number of incidents reported by teachers and dividing by the number of reporting teachers. The result: about one-third of an occurrence every two years per faculty member or TA.

Table 5.10 Last two years: Observed Cheating or Been Quite Certain of it by School

School Affiliation	Percent	N of times per respondent
A&S - Social Sciences	28.2	.53
A&S - Natural Sciences	24.4	.46
A&S - Humanities and Performing Arts	23.1	.36
Continuing and Professional Studies	8.8	.21
Curry School of Education	4.4	.04
Darden School of Business Administration	6.9	.10
McIntire School of Commerce	22.6	.48
School of Architecture	3.1	.03
School of Engineering and Applied Science	27.6	.67
School of Law	10.0	.10
School of Medicine	0.8	.01
School of Nursing	11.1	.18
All Faculty and TAs	17.4	.32

Suspected cheating in the last two years

All respondents to the survey were asked whether, in the past two years (since January 2004) they “have *ever suspected* that a student cheated on an exam or assignment.” They were asked to exclude from their response any instances they reported on in the preceding question, which asked about cases in which they had observed cheating or been quite certain of it. Those who said yes to the question on suspected cheating were asked how many times this had occurred. The percent of all faculty and TAs who said “yes” is 32.6.

Table 5.11 In the past two years have you *ever suspected* that a student cheated on an exam or assignment (by Faculty and TAs)?

In the past two years have you <i>ever suspected</i> that a student cheated on an exam or assignment?	TA n=501	Faculty n=1056	Total
	(%)	(%)	(%)
Yes	40.9	28.6	32.6
No	59.1	71.4	67.4

Table 5.12 In the past two years, have you *ever suspected* that a student cheated on an exam or assignment (by School)?

School Affiliation	%	n
A&S - Social Sciences	46.3	201
A&S - Natural Sciences	40.7	209
A&S - Humanities and Performing Arts	42.9	322
Continuing and Professional Studies	20.6	34
Curry School of Education	25.4	114
Darden School of Business Administration	27.6	29
McIntire School of Commerce	45.2	31
School of Architecture	15.6	32
School of Engineering and Applied Science	42.9	163
School of Law	10.0	30
School of Medicine	6.1	261
School of Nursing	17.8	45
All Faculty and TAs	32.4	1471

Total n excludes those who did not report a School Affiliation.

When the number of suspected incidents is divided by the number of reporting respondents, the resulting “number of times per teacher” by school of affiliation is reflected in Table 5.13.

Table 5.13: Number of Suspected Incidents by Reporting Respondents by School

School Affiliation	%	N of times per respondent
A&S - Social Sciences	46.3	1.14
A&S - Natural Sciences	40.7	.95
A&S - Humanities and Performing Arts	42.9	.92
Continuing and Professional Studies	20.6	.47
Curry School of Education	25.4	.42
Darden School of Business Administration	27.6	.59
McIntire School of Commerce	45.2	.74
School of Architecture	15.6	.25
School of Engineering and Applied Science	42.9	1.18
School of Law	10.0	.30
School of Medicine	6.1	.11
School of Nursing	17.8	.31
All Faculty and TAs	32.4	.74

Observed plus Expected Cheating in the Past Two Years

An overall gauge of the prevalence of student cheating, as experienced by faculty and TAs, is obtained by combining the results of the questions that asked separately about incidents in which respondents observed cheating (or were quite certain of it) with the results of the separate question on incidents of suspected cheating in the past two years.⁴

Tables 5.14 to 5.16 show encounters with observed or suspected cheating in the past two years by TAs and faculty and by school.

Table 5.14 All Encounters with Cheating by Faculty and TAs

Observed or suspected cheating in the past two years	TA n=501	Faculty n=1056	Total
	(%)	(%)	(%)
Yes	48.5	34.6	39.0
No	51.5	65.4	61.0

⁴ Note that respondents were asked to exclude from their report of suspected incidents any observed (or quite certain) incidents they had reported in the prior question. This allows the two answers to be added without duplication of reporting.

Table 5.15 Number of Encounters with Cheating by Faculty and TAs

Number of times observed or suspected cheating in the past two years	TA n=501	Faculty n=1056	Total
	(%)	(%)	(%)
Not suspected or observed	51.5	65.4	61.0
One time	16.2	12.2	13.5
Two times	14.2	9.1	10.7
Three times	7.6	4.5	5.5
Four times	3.6	3.0	3.2
Five times	1.6	1.4	1.5
Six or more times	5.4	4.3	4.6

Table 5.16 Last Two Years: Observed or Suspected Cheating by School

School Affiliation	%	n
A&S - Social Sciences	57.2	201
A&S - Natural Sciences	52.2	209
A&S – Humanities and Performing Arts	50.6	322
Continuing and Professional Studies	20.6	34
Curry School of Education	28.1	114
Darden School of Business Administration	31.0	29
McIntire School of Commerce	48.4	31
School of Architecture	18.8	32
School of Engineering and Applied Science	50.9	163
School of Law	20.0	30
School of Medicine	6.1	261
School of Nursing	22.2	45
All Faculty and TAs	38.8	1471

Total n excludes those who did not report a School Affiliation.

The Relation of Perceived Prevalence to Actual Encounters

At the beginning of this chapter, results were shown for the question of how common faculty and TAs perceive cheating to be at UVa. One might expect that those faculty and TAs who have directly encountered cheating, either by observing it or merely suspecting its occurrence in a specific instance, would gauge cheating to be more common. Table 5.17 shows the relationship.

Table 5.17 Prevalence of Cheating in Your Own Classes by Number of Actual Encounters

Prevalence of cheating by number of actual encounters	None in past 2 years	Once	Twice	Three or more times	Total
	(%)	(%)	(%)	(%)	(%)
Very common	0.6	0.0	1.2	5.2	1.3
Somewhat common	4.2	6.7	14.0	29.7	9.4
Uncommon	32.6	43.3	51.8	44.5	37.9
Very uncommon	47.2	39.0	24.4	15.3	38.9
Don't know	15.4	11.0	8.5	5.2	12.5

Table 5.18 shows the relationship between the number of encounters and how common TAs and faculty perceive cheating to be in the University in general.

Table 5.18 Prevalence of Cheating in the University in General by Number of Encounters

Prevalence of cheating by number of actual encounters	None in past 2 years	Once	Twice	Three or more times	Total
	(%)	(%)	(%)	(%)	(%)
Very common	2.7	2.4	3.1	13.1	4.3
Somewhat common	23.7	30.5	42.9	45.4	29.8
Uncommon	37.9	41.0	33.7	27.9	36.4
Very uncommon	10.1	7.6	3.1	3.1	8.0
Don't know	25.5	18.6	17.2	10.5	21.4

Chapter VI

Responses to Encounters with Cheating

The previous chapter reported the number of faculty and TAs who had observed or suspected cheating among their students. The survey then asked those respondents who had observed or suspected cheating what they did about it. This chapter analyzes the actions taken in response to cheating behavior, considering first cheating of which the faculty and TAs were quite certain, and secondly, cheating that was suspected.

Actions re: Observed Cheating

One set of questions was asked of faculty and TAs regarding action(s) taken if cheating has been observed in the last two years. Respondents could choose one or more responses from an offered list of possible actions. On average, most respondents who had observed cheating tended to report more than one action taken in regard to the cheating.

Table 6.1 lists the possible action(s) faculty or TAs may have taken if they were certain that cheating had been observed in the last two years.

Table 6.1 Actions Taken by Faculty and TAs when Certain that Cheating has been Observed

Actions taken when certain that cheating has been observed	TA n=110	Faculty n=164	Total	n
	(%)	(%)	(%)	
No action	5.5	0.6	2.6	7
Discussed it with colleagues or the teaching assistant involved in the course	64.5	42.7	51.5	141
Discussed it with the department chair or dean	15.5	24.4	20.8	57
Discussed it with other colleagues not involved in teaching the course	33.6	34.1	33.9	93
Discussed it with student	49.1	62.8	57.3	157
Tried to get a student to report it to the Honor Committee	2.7	4.9	4.0	11
Lowered the student's grade	21.8	23.2	22.6	62
Required the student to resubmit the work	14.5	17.7	16.4	45
Failed the student on the assignment	39.1	42.7	41.2	113
Failed the student for the course	1.8	11.0	7.3	20
Discussed the matter with an Honor Committee advisor or representative	8.2	23.2	17.2	47
Reported the case to the Honor Committee	11.8	19.5	16.4	45
Something else	7.3	6.1	6.6	18

Note: n=274 (who reported observing cheating or being certain of it in last two years). Respondents were allowed to choose more than one response.

To summarize the action(s) taken by faculty and TAs who observed cheating, the list was collapsed into four categories:

- Talked about the incident with the student or a colleague (including chair or dean)
- Worked through Honor System (including those who tried to get another student to report the incident, discussed with an Honor Committee advisor, or reported to the Honor Committee)
- Acted Academically (including those who lowered the student’s grade, required the student to resubmit, or failed student on the assignment or for the course)
- Took No Action

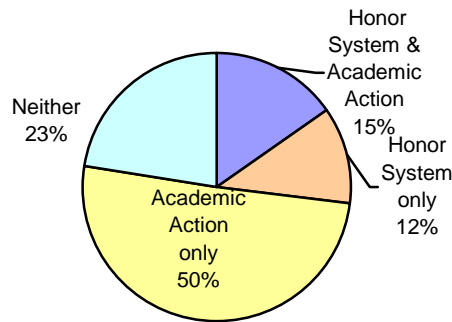
These courses of action are not mutually exclusive.

Table 6.2 Summary of Action(s) taken by Faculty and TAs who Observed Cheating

Summary of action taken by faculty and TAs who observed cheating	TA	Faculty	Total
	(%)	(%)	(%)
Talked about it	85.0	83.2	84.0
Worked through the Honor System	16.8	34.8	27.6
Acted on student’s grade or work	57.9	73.3	67.2
Took no action	5.6	0.6	2.6

Of faculty and TAs who have observed cheating, 15.3 percent say they have worked through the Honor System and acted academically in tandem. Just under twelve percent (11.7%) of faculty and TAs who have observed cheating said they worked through the Honor System, but did not act academically. Fifty percent (50.4%) of faculty and TAs who have observed cheating say they acted academically but did not work through the Honor System. The remaining 22.6 percent neither acted academically nor worked through the Honor System in response to the incident.

Figure 6.1: Observed Cheating - Working through Honor System and Acting Academically



Working through the Honor System

Further analysis of the likelihood of working through the Honor System indicates that there are some differences by school affiliation, as Table 6.3 shows.

Table 6.3 Percent Who Worked through Honor System when Cheating has been Observed

Percent Who Worked through the Honor System	Of those who observed cheating	Of all respondents in school
School affiliation	(%)	(%)
A&S – Social Sciences	26.3	7.4
A&S – Natural Sciences	21.6	5.3
A&S – Humanities and Performing Arts	24.0	5.6
Continuing and Professional Studies	0.0	0.0
Curry School of Education	0.0	0.0
Darden School of Business Administration	50.0	3.4
McIntire School of Commerce	28.6	6.5
School of Architecture	0.0	0.0
School of Engineering and Applied Science	37.8	10.4
School of Law	33.3	3.3
School of Medicine	50.0	0.4
School of Nursing	80.0	8.9
Total	27.3	4.7

Example: Of the 163 respondents from the School of Engineering and Applied Science, 27.6% (Table 5.8) indicated they have ever clearly observed a student intentionally cheating or been quite certain that a student had cheated on work for a course. Of the 45 respondents who observed cheating, 37.8% worked through the Honor System. These 17 respondents represent 10.4% of the School of Engineering and Applied Science.

Academic Action

The likelihood of taking academic action differed by school affiliation. See Table 6.4 for a listing of these differences.

Table 6.4 Percent of Academic Action when Cheating has been Observed

Percent Who Acted Academically	Of those who observed cheating	Of all respondents in School
School affiliation	(%)	(%)
A&S – Social Sciences	63.2	17.8
A&S – Natural Sciences	54.9	13.4
A&S – Humanities and Performing Arts	70.7	16.4
Continuing and Professional Studies	100.0	8.8
Curry School of Education	100.0	4.4
Darden School of Business Administration	100.0	6.9
McIntire School of Commerce	71.4	16.1
School of Architecture	100.0	3.1
School of Engineering and Applied Science	68.9	19.0
School of Law	66.7	6.7
School of Medicine	50.0	0.4
School of Nursing	40.0	4.4
Total	66.0	11.5

Example: Of the 163 respondents from the School of Engineering and Applied Science, 27.6% (Table 5.8) indicated they have ever clearly observed a student intentionally cheating or been quite certain that a student had cheated on work for a course. Of the 45 respondents who observed cheating, 68.9% acted academically. These 31 respondents represent 19% of the School of Engineering and Applied Science.

Actions re: Suspected Cheating

Paralleling the questions about actions in response to observed cheating, a set of questions was asked of survey respondents regarding action(s) taken when cheating was suspected. These responses were chosen by respondents from the same list, to allow for the reporting of multiple actions by faculty and TAs.

Table 6.5 lists the possible action(s) faculty or TAs may have taken if they suspected that cheating occurred.

Table 6.5 Actions Taken by Faculty and TAs when Cheating has been Suspected

Actions taken when cheating has been suspected	TA n=205	Faculty n=304	Total	n
	(%)	(%)	(%)	
No action	26.3	29.6	28.3	144
Discussed it with colleagues or the teaching assistant involved in the course	45.4	33.2	38.1	194
Discussed it with the department chair or dean	3.4	6.3	5.1	26
Discussed it with other colleagues not involved in teaching the course	14.1	15.5	14.9	76
Discussed it with student	31.2	30.9	31.0	158
Tried to get a student to report it to the Honor Committee	0.0	2.3	1.4	7
Lowered the student's grade	7.3	7.2	7.3	37
Required the student to resubmit the work	7.8	10.5	9.4	48
Failed the student on the assignment	2.9	6.3	4.9	25
Failed the student for the course	0.0	1.0	0.6	3
Discussed the matter with an Honor Committee advisor or representative	0.0	2.3	1.4	7
Reported the case to the Honor Committee	0.5	1.3	1.0	5
Something else	11.2	12.5	12.0	61

*Note: n=509 (who suspected cheating in the last two years)
Respondents were allowed to choose more than one response.*

To summarize the action(s) taken by faculty and TAs who suspected cheating, the list was again collapsed into four categories:

- Talked about the incident with student or colleague
- Worked through Honor System
- Acted academically
- Took no action

Table 6.6 Summary of Action(s) Taken by Faculty and TAs who Suspected Cheating

Summary of actions taken by faculty and TAs who suspected cheating	TA	Faculty	Total
	(%)	(%)	(%)
Talked about it	68.8	61.3	64.3
Worked through the Honor System	0.5	6.0	3.8
Acted on student's grade or work	16.7	22.2	20.0
Took no action	28.1	31.7	30.3

Working through the Honor System

As is the case with observed cheating, the likelihood of working through the Honor System in response to suspected cheating differs by school affiliation of the survey respondent, as Table 6.7 indicates.

Table 6.7 Percent Who Worked through the Honor System when Cheating has been Suspected

Percent Who Worked through the Honor System	Of those who suspected cheating	Of all respondents in school
School affiliation	(%)	(%)
A&S – Social Sciences	4.3	2.0
A&S – Natural Sciences	2.4	1.0
A&S – Humanities and Performing Arts	0.0	0.0
Continuing and Professional Studies	0.0	0.0
Curry School of Education	6.9	1.8
Darden School of Business Administration	0.0	0.0
McIntire School of Commerce	21.4	9.7
School of Architecture	0.0	0.0
School of Engineering and Applied Science	5.7	2.5
School of Law	0.0	0.0
School of Medicine	12.5	0.8
School of Nursing	12.5	2.2
Total	3.8	1.2

Example: Of the 163 respondents from the School of Engineering and Applied Science, 42.9% (Table 5.12) indicated they have ever suspected that a student cheated on an exam or assignment. Of the 70 respondents who suspected cheating, 5.7% worked through the Honor System. These 4 respondents represent 2.5 % of the School of Engineering and Applied Science.

Academic Action

Table 6.8 shows that there are also significant differences by school affiliation when considering the likelihood of acting academically in response to suspected cheating.

Table 6.8 Percent of Academic Action when Cheating has been Suspected

Percent Who Acted Academically	Of those who suspected cheating	Of all respondents in school
School affiliation	(%)	(%)
A&S – Social Sciences	25.8	12.4
A&S – Natural Sciences	4.7	1.9
A&S – Humanities and Performing Arts	22.5	9.6
Continuing and Professional Studies	28.6	5.9
Curry School of Education	44.8	11.4
Darden School of Business Administration	12.5	3.4
McIntire School of Commerce	21.4	9.7
School of Architecture	0.0	0.0
School of Engineering and Applied Science	12.9	5.5
School of Law	0.0	0.0
School of Medicine	6.3	0.4
School of Nursing	25.0	4.4
Total	18.9	6.2

Example: Of the 163 respondents from the School of Engineering and Applied Science, 42.9% (Table 5.12) indicated they have ever suspected that a student cheated on an exam or assignment. Of the 70 respondents who suspected cheating, 12.9% acted academically. These 21 respondents represent 5.5 % of the School of Engineering and Applied Science.

Overall Frequency of Reporting

Of the 1564 respondents, 3.5 percent indicated that they reported an occurrence to the Honor Committee.⁵ Of the 54 cases reported, 40 were reported by faculty and 14 by TAs.

Reasons Why Cases are not Reported to the Honor Committee

Table 6.9 shows reasons why incidents are not reported to the Honor Committee. This list includes only those faculty members and TAs who have either observed or suspected a cheating incident in the past two years, but said that they did not report the case to the Honor Committee. Respondents chose one or more reasons offered in the questionnaire.

Table 6.9 Reasons Faculty and TAs do not Report Incidents to Honor Committee
(Asked of those who encountered cheating but did not report it to the Honor Committee)

Why Not Report	TA n=238	Faculty n=347	Total
	(%)	(%)	(%)
Not enough evidence to report	71.0	60.5	64.8
The single sanction was too strong a punishment for the level of infraction	31.1	30.8	30.9
Lack confidence that a guilty student would be punished	18.5	25.9	22.9
The process is too time consuming	19.7	23.9	22.2
Single sanction: I did not want to be responsible for having a student dismissed from the University	26.1	17.9	21.2
Something else	12.6	23.3	19.0
The process seems adversarial toward faculty members	11.3	15.9	14.0
I think that cheating is commonplace, even at UVa	13.9	13.0	13.3
Afraid that an innocent student would be punished	19.3	5.5	11.1
Concern that the Honor System does not treat all student equally	8.0	11.8	10.3
Concern that the process would not be fair	6.7	10.7	9.1
I felt that a particular student or group of students needed to report the violation	1.7	9.5	6.3
(TA) Lack of support from the head instructor in the course	11.3	n/a	4.6
Not aware of the procedure	5.0	3.2	3.9
Concern that the incident might reflect badly on me	4.6	1.7	2.9
Concern that the incident might reflect badly on my TA	n/a	0.6	0.3
Total (n)	238	347	585

Base: Those observing/suspecting cheating in the past two years but not reporting to the Honor Committee

⁵ This total is accumulated from the answers to three questions: reporting one's most recent observed incident to the Honor Committee (B12_12); reporting one's most recent suspected incident in the last two years (B14_12); and answering yes to B18, which asked those who had observed or suspected more than one case, but not reported the most recent, whether they had reported any cases in the past two years.

Chapter VII

Faculty Experience with the Honor Process

Those survey respondents who had reported a case (N=54) to the Honor Committee in the past two years were asked a series of questions regarding their opinions and perceptions. Because of the small number of such cases, this report will not attempt to compare the responses of sub-groups among these respondents.

Table 7.1 Helpfulness of the Honor Advisors

How helpful were the student Honor advisors?	%	n
Not very helpful	14.8	8
Somewhat helpful	33.3	18
Very helpful	51.9	28

Respondents were asked to describe the time commitment required by someone who chooses to report a case. Response choices included: “Not a problem; not very burdensome;” “Time consuming, but manageable;” and “Too time consuming, prohibitive.”

Table 7.2 Time Commitment to the Honor Process

Time commitment to the Honor process	%	n
Not a problem; not very burdensome	29.6	16
Time consuming but manageable	53.7	29
Too time-consuming, prohibitive	16.7	9
Total	100	54

Fair Treatment during the Honor case process

Respondents who had reported an Honor case in the past two years were asked how fairly the accused student was treated in the process and how fairly the accuser was treated.

Table 7.3 Fair Treatment of the Accused Student during the Honor Process

How fairly was the accused student treated during the Honor process?	%	n
Very fairly	70.4	38
Somewhat fairly	11.1	6
Not fairly at all	3.7	2
Outcome not yet decided	14.8	8
Total	100	54

Table 7.4 Fair Treatment of the Reporter during the Honor Process

How fairly were you treated during the Honor process?	%	n
Very fairly	53.7	29
Somewhat fairly	22.2	12
Not fairly at all	11.1	6
Outcome not yet decided	13.0	7
Total	100	54

Satisfaction with the Honor process

Respondents who had reported an Honor case in the past two years were asked: “How satisfied were you with the overall process of the Honor case?”

Table 7.5 Satisfaction with Overall Process

Are you satisfied with the overall process of the Honor case?	%	n
Very satisfied	25.9	14
Somewhat satisfied	37.0	20
Somewhat dissatisfied	13.0	7
Very dissatisfied	24.1	13
Total	100	54

Satisfaction with the Outcome

Respondents were asked if they were satisfied the outcome of the Honor process was just.

Table 7.6 Satisfaction with Outcome

Are you satisfied that the outcome of the Honor case was just?	%	n
Yes	45.7	21
No	32.6	15
Not sure	21.7	10
Outcome not yet decided	n/a	8

Participants responding “no” to the above question were asked about their dissatisfaction.

Table 7.7 Dissatisfaction with Outcome

Why were you dissatisfied?	%	n
Too lenient	88.2	15
Something else	11.8	2
Total	100	17

Chapter VIII

Getting information about the Honor System

Respondents were asked “Where or to whom do you turn to if you have a question or concern about the Honor System?”

Table 8.1 Where to Turn for More Information about the Honor System by Faculty and TAs

Where or to whom do you turn if you have questions about the Honor System?	TA n=485	Faculty n=1024	Total
	%	%	%
Honor Committee website	26.4	24.7	25.2
Other faculty colleagues	19.6	22.6	21.6
Honor Committee Chair	10.1	22.0	18.2
Department Chair or Dean	6.4	13.5	11.2
Supervising faculty	21.6	3.2	9.1
Honor Support Officer	4.7	6.5	6.0
Honor brochure	4.3	4.1	4.2
Other	1.6	2.9	2.5
Other students	5.2	0.5	2.0

Knowledge of Honor Committee Representative

Most faculty and TAs do not know their school’s Honor Committee Representative (85.8%). See Table 8.2.

Table 8.2 Percentage who know Honor Committee Representative by Faculty and TAs

Do you know your Honor Committee Representative?	TA n=487	Faculty n=1032	Total
	%	%	%
Yes	10.3	16.1	14.2
No	89.7	83.9	85.8

Table 8.3 Percentage within each School who know their Honor Committee Representative

School Affiliation	%	n
A&S - Social Sciences	6.4	13
A&S - Natural Sciences	6.7	14
A&S - Humanities and Performing Arts	10.6	34
Continuing and Professional Studies	8.8	3
Curry School of Education	15.0	17
Darden School of Business Administration	65.5	19
McIntire School of Commerce	77.4	24
School of Architecture	18.8	6
School of Engineering and Applied Science	20.2	33
School of Law	13.8	4
School of Medicine	4.6	12
School of Nursing	55.6	25
Total	13.9	204

Preferred Method of Communication

The Honor Committee is interested in ways to improve its communication with faculty. In this section of the questionnaire, “Suggestions for improvements for the system” faculty and TAs were asked “Which of the following methods of communication would you most prefer?” The responses are indicated in Table 8.4.

Table 8.4 Preferred Method of Communication

Preferred method of communication	%	n
Information on the webpage	48.8	728
Web-based training option	40.3	601
Email	35.1	524
Honor presentations at faculty meetings	32.4	484
Newsletters	16.3	243
Information session at convenient times	16.1	240
Training workshops	8.4	125
One-on-one discussions	5.6	83
Something else	4.4	66

Note: Respondents were allowed to choose more than one response.

Chapter IX

Suggestions for improvements

Factors that work to reduce the effectiveness of the Honor System

The survey asked faculty and TAs to identify the factors that, in their opinion, reduce the effectiveness of the Honor System. This question was asked in an open-ended format in order to avoid "putting words in the mouths" of respondents. More than half of the survey respondents (845) provided no answer to this question. The results from those who did answer were coded by CSR staff and are presented in Table 9.1. In this table, the number of cases providing an answer is reported, along with the percentage of all respondents that number represents.

Table 9.1 What are the factors that work to reduce the effectiveness of the Honor System?

Factors that reduce effectiveness of the System	n	% of those who were asked this question
Single sanction	253	16.2
Lack of awareness/knowledge/communication	99	6.3
Lack of reporting/Enforcement	94	6.0
Lack of full support (student/faculty/administration)	83	5.3
Time concerns/cumbersome	78	5.0
UVa culture and characteristics	76	4.9
Biases and inconsistent enforcement/convictions	55	3.5
Distrust of Honor Committee (no faculty/administration involvement)	50	3.2
Trial process and rules (adversarial nature/outside lawyers)	46	2.9
Seriousness clause-acquittal of small offenses	34	2.2
Other	102	6.5
No response	845	54.0

Base n=1,566 with 721 answering

Suggestions for improving the Honor System

Survey respondents were also asked to suggest improvements to the Honor System. In this case, about two-thirds of respondents did not provide an answer. The suggestions were coded by CSR staff and are presented in Table 9.2.

Table 9.2 Suggestions for Improving the Honor System

Suggestions for improving the Honor System	n	% of those who were asked this question
Change Single Sanction-Create Alternative Punishments	224	14.6
Better Communication and Education	130	8.5
More Faculty Participation and/or Adult Involvement	44	2.9
Change Procedural/Trial Rules	42	2.7
Better Reporting and Enforcement	38	2.5
Increase Efficiency of Trials/Simplify Process	18	1.2
Abolish Honor System	13	0.8
Abolish Honor Pledge/Practical Changes to Exam Procedures	11	0.7
Include other Offenses (i.e. Rape)	8	0.5
Transparency/Public Reporting	6	0.4
Other	59	3.8
No response	1028	66.8

Base n=1,538 with 510 answering

Suggestions for increasing faculty support for the Honor System

Finally, UVa Faculty and TAs were also asked for their suggestions for increasing faculty support for the Honor System. As with the other items reported in this chapter, the open-ended responses were coded by CSR staff. Table 9.3 provides a list of the suggestions.

Table 9.3 Suggestions for Increasing Faculty Support for the Honor System

Suggestions for increasing faculty support	n	% of those who were asked this question
Increase awareness, communication and education	132	8.7
Increase Credibility (Reporting/Enforcement/Student Ownership)	92	6.0
Create Alternative Mechanisms for Addressing Cheating/End Single Sanction	85	5.6
Increase Faculty/Professional Involvement and Support Them in the Process	48	3.1
Increase efficiency and timeliness	39	2.6
Include More Offenses in Honor System	2	0.1
Other	44	2.9
No response	1,125	73.7

Base n=1,526 with 401 answering