Honor & Beyond: A Collaborative Approach to Ethics and Integrity at the University of Virginia

Presenters:

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What do we hope to accomplish today?

- Demonstrate this collaborative model as a "best practices" program.
- Demonstrate a collaborative model for incorporating integrity at your institution.
- Encourage reflection about the role of honor and integrity at the University of Virginia.
- Provide you with information about ethics and honor.

Introduction
The Collaborative Model

Community of Trust

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University of Virginia Honor System

Began in 1842 after a period of student-faculty tension.
Has continually evolved since then.
System is entirely student-run.
Covers lying, cheating, and stealing in and out of the classroom.
Single Sanction: Permanent dismissal.

Operates in the City of Charlottesville and the County of Albemarle, and whenever a student represents him or herself as a UVa student.

as a UVa student.
Overseen by a 23-member committee, University of Virginia Honor System

- Competitive try-outs provide 150 support officers.
- Average 87 investigations/year with 26 guilty verdicts or “LAGs” (students leaving the University admitting guilt).
Target Strategies: University of Virginia Honor System

Primary Target: The Student

- Summer showing of Honor video for all incoming First Year students.
- First week activities: Dorm talks, graduate presentations (Vice President et al).
- Distribution of “Green Books” and CD videos for all undergrads.

Secondary Targets: Faculty, Special Groups

- Host a dinner for all new faculty members with a “Who’s Who” of the University in attendance.
- Faculty handbook on Honor.
- In attendance.
- Standing Diversity Advisory Board Committee.
- Permanent Faculty Advisory Committee.
- Occasional letters reminders to faculty from key university leadership.
- Frequent meetings with administrators (Vice President et al).

Special Target: Alumni

- Developing relationships with alumni.
- Host a dinner for all new faculty members with a “Who’s Who” of the University in attendance.

First Week Activities: Dorm talks, graduate new members, wine and cheese.
- First week activities: Dorm talks, graduate orientations, wine & cheese.
- Summer showing of Honor video for all incoming First Year students.
- Visibility on class syllabi and in classroom facilities.
- Develop relationships with alumni.
- Faculty handbook on Honor.
University of Virginia Honor System

Strengths:
- Faculty support
- "Spotlighting"
- Diversity within the system
- Good resources for education and outreach.
- Core value of the institution.
- Culture of student self-governance.
- Board of Visitors and administration backing.
- Supportive alumni (both financially and qualitatively).
- Strong historical tradition (161 years old).

Challenges:
- Diversity within the system
- "Spotlighting"
- Faculty support
- Good resources for education and outreach.
Why Virginia? Why now?

Honor is a core value of the University of Virginia, and a key element of the undergraduate experience. Honor is associated with the judicial processes of the Honor Committee and its support officers do not have the resources to spearhead a more broad discussion of ethics and integrity at the University.

- Increasingly, Honor is viewed as an element of the undergraduate experience.
- Limited to student participation – students often viewed faculty as "get you caught." 
- Afraid student view of honor and integrity limited to what would happen if you "caught.
- Too narrow a definition of honor and integrity.

The Honor Committee and its support officers do not have the staff or resources to spearhead a more broad discussion of ethics and integrity at the University.

Increasingly, Honor is associated with the judicial processes of the Honor Committee.
This evolution of the "honor culture" at the University provided some unique possibilities and challenges when thinking about a more broad-based effort at promoting reflection regarding honor and integrity in and outside the classroom.

**Solution = use our strengths!**

- Collaborating across organizational lines and in cooperation with students, faculty, administrators and staff.
- Promoting new initiatives without undermining the student-run Honor System.
- Such discussion common on our grounds.
- The bond of the Community of Trust.

Possibilities & Challenges
The mission of the Institute for Practical Ethics and Public Life (IPE) is to foster interdisciplinary scholarship, education, and research in practical ethics as an integral part of undergraduate, graduate, and professional education throughout the University and thus create a model for ethics as an integral part of undergraduate, graduate, and professional education. To this end, the Institute provides an intellectual home for faculty and students from across the University who wish to pursue interdisciplinary scholarship, educational, and teaching on the complex ethical issues that underlie contemporary professions, organizations, and public policy. Additionally, the Institute aims to connect, create, and support programs in practical ethics throughout the University and thus create a model for ethics as an integral part of undergraduate, graduate, and professional education.
Jim Childress, director and Hollingsworth Professor of Practical Ethics, gathered a core ethics faculty to explore ways in which they could collaborate. Ethics gathered a core ethics faculty to explore ways to foster creative programs in practical ethics that bridge real-world experience and scholarly reflection.

The Institute for Practical Ethics

November 17, 2000 -- IPE opened its doors to foster creative programs in practical ethics that bridge real-world experience and scholarly reflection.
The Institute for Practical Ethics

Funding

- The Richard M. Donchian Foundation provided $500,000 over a four-year period for various programs, including undergraduate internships in practical ethics and interdisciplinary courses in ethics.
- The Office of the President and the Office of the Vice President have provided additional financial support.
- John Allen Hollingsworth, a member of U.Va.'s class of 1951, pledged $500,000.

The Institute for Practical Ethics
The Institute for Practical Ethics

Goals

- To foster research in practical ethics in professional life and public policy.
- To develop an interactive model that brings ethicists and practitioners together so that each can learn from the other.
- To bridge the academy, professional, and public life relationships.
- To bridge the academy, professional, and public life by bringing ethical theory and practice into a close relationship.
- To infuse ethics into the undergraduate curriculum.
The Institute for Practical Ethics

Programs

- Environmental Decisions
- Professional Values Seminars
- Guns, Germs and Lead
- Germs, Guns and Lead
- International Health Policy
- Environmental Choices in the 21st Century
- Special Studies in Environmental Health
- Ethics and Integrity in Contemporary Life
- Genetics, Ethics and Society
- 21st Century Choices: War, Justice, Human Rights

Courses in Ethics, including:

- Ethically Speaking television series
- Interdisciplinary seminars
- Internships in ethics
- "Guns, Germs and Lead" PHIL 445
- "Guns, Germs and Lead" LAW 5706
- "Germs, Guns and Lead" HES 705
- International Health Policy HES 708
- Environmental Decisions EVSC 494
- EVSC 263
- EVSC 493
- INST 200
- INST 306
- INST 305
- HIST 290
Beyond the University—National Biotech Association works with ethics education modules and case studies. Collaborative projects with the Centers for Disease Control and Prevention (CDC) and the Virginia Department of Health (VDH).
The Institute for Practical Ethics

What does IPE bring to the fold?

- Expands and deepens UVA’s commitment to education that nurtures public responsibility, along with personal honor and integrity.
- Working to bring the University’s ethics curricula to practical application through internships and courses showing ethical decision-making in action.
- Along with prominent scholars and promoting interdisciplinary research, it will help us demonstrate the relevance of Jefferson’s values in our increasingly complex world and will add depth to the Honor Code that guides our students as they address ethical questions throughout their personal and professional lives.

“This Institute builds on the strong ethical foundation laid by Thomas Jefferson. Along with prominent scholars and promoting interdisciplinary research, it will help us demonstrate the relevance of Jefferson’s values in our increasingly complex world and will add depth to the Honor Code that guides our students as they address ethical questions throughout their personal and professional lives.”

- Ruth Gaare-Bernheim, Executive Director

Executive Director
Ruth Gaare-Bernheim
Envisioning Integrity

2001 Presidential Mandate

- Established University-wide "Honor Team"
- Composed of broad range of leaders from the student body, faculty, staff, alumni, and administration.
- Mission: To recommend a series of approaches by which all undergraduate students would confront, question, and reflect on their own ethical foundations, values, and integrity.
Envisioning Integrity

Immediate Challenges

- Potential to undermine partners.

Emphasis on three-pronged approach.

- Singular focus on undergraduates too narrowly conceived.

Entire community -- students, faculty, staff, administration, alumni, and parents -- needed to be included.

All members of the university community need to act as examples of integrity.
Envisioning Integrity

Name: Envisioning Integrity at the University of Virginia

Mission: To expose the entire University community to sets of experiences in which they confront, question, and reflect on honor, integrity, and trust, as core values underpinning all University life.

Co-Chairs: Patricia Werhane, Ruffin Professor of Business Ethics & Ed Freeman, Olsson Professor of Business Ethics

Revised Name & Mission

University Life.

Mission: to expose the entire University community to sets of experiences in which they confront, question, and reflect on honor, integrity, and trust.

Co-Chairs: Patricia Werhane, Ruffin Professor of Business Ethics & Ed Freeman, Olsson Professor of Business Ethics
Envisioning Integrity Framework

Integrity, Honor, & Trust

Faculty
Graduate Students, RAs, TAs, Postdocs
Undergraduates
Staff
Parents
General Faculty & Admin.

Professional Students
Alumni
Envisioning Integrity

Building Support...

- Subcommittees formed to offer practical, *cost-effective*, viable, and results-oriented proposals.
- Interim report was issued in early-2002.
- Presentation made to the Board of Visitors (BoV) in May 2002 seeking affirmation.
- Presentations continue to be made to additional constituencies
- Capitalized on media outlets such as *Alumni News*, *Cavalier Daily*, *Inside U.Va.*
Envisioning Integrity

Essential Partnerships
Envisioning Integrity

Starting Small

- These initiatives focused on utilizing existing resources and partnerships.
- Conference presentations (AACU, AAHE, CAI, etc.)
- Center for Academic Integrity 2002 conference
- U.Va. Ethics website
- Envisioning Integrity website
- Grounds for Discussion
- LAPE 151: Honor & Ethics in Everyday Life

Envisioning Integrity
Envisioning Integrity

The Funding Gap...

- Existing initiatives have been either low-cost or funded through "good-will." Interim funding for next steps has been sought from foundations and is now focused on private philanthropy.
- Long-term funding goal is to endow Envisioning Integrity at a level which will permit self-sufficiency.
- The long-term funding Program.

Envisioning Integrity
Envisioning Integrity

Progress to Date

Phase I (2002-2003):
- Practical ethics seminar;
- Grounds for Discussion;
- CAI conference;
- Partnership with IPE and Honor Committee.

Phase II (2003-2004):
- EI website;
- U.Va. ethics website;
- Conference presentations;
- EI educator training;
- Graduated dinner forums;
- Film series;
- Dorm talks;
- Orientation.

Phase III (2004-2005):
- Full-time coordinator;
- Faculty fellows program;
- Faculty orientation;
- Staff orientation;
- CD-ROM program;
- Faculty orientation.

Forms

- Roundtable discussions;
- Faculty and teaching assistant roundtable discussions;
- Staff orientation;
- Domains of discourse; orientation;
- Conference presentations;
- EI educator training;
- Graduate forum;
- Dinner forums;
- Film series;
- Dorm talks;
- Orientation.

Honors Committee

Discussion: CAL Conference; Partnership with IPE and
- Progrees to Date

Green = secondary funding goals
Red = primary funding goals
Blue = completed
Lessons Learned

- Take stock of institutional strengths and/or opportunities.
- Don’t be afraid to alter goals in the face of fiscal and institutional limitations or opportunities.
- Secure buy-in from a variety of critical sources (BoY, President’s office, Faculty Senate, administration, etc.).
- Collaborate and play-off each other’s successes.
- Identify a core group to maintain momentum.
- Start small and build off existing programs.
- Articulate a funding goal for the initiative.
- Identify how your initiative will support those strengths.
The End Result

An ethical community ... deliberately and

An ethical community to sustain that effort.

Support essentially for individual members of
day in and day out -- and provides the
intentionally attends to moral concerns --

— Harry Canon
Important Links

- Envisioning Integrity
  www.virginia.edu/envisioningintegrity

- Honor Committee
  www.virginia.edu/honor

- Ethics at the University of Virginia
  www.virginia.edu/uvaethics

- Institute for Practical Ethics & Public Life
  www.virginia.edu/ipe