

*Envisioning Integrity at the University of Virginia:
Invigorating a Community of Trust*

*An Interim Report of 2001-2002 Activities of
The Envisioning Integrity Team*

**Respectfully Submitted by:
Patricia H. Werhane, Chair
Patricia Lampkin, Advisor
Leanna Blevins, Doctoral Intern**

Envisioning Integrity at the University of Virginia

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Executive Summary

In 2001, President Casteen established a University-wide team to explore the concept of honor at the University. Our group, originally named “The Honor Team,” was charged with focusing on the undergraduate student experience, with the goal of recommending a series of approaches by which all undergraduate students, during their tenure at the University, would confront, question, and reflect on their own ethical foundations, values, and integrity. The aim was neither to criticize the Honor System nor in any way interfere with its valuable work. Rather, the team would build upon the original purpose of the Honor System, encouraging students to recognize integrity and trust as overlapping values that ought to be embedded in all their experiences. In so doing, the team would foster the conviction that a key tenet of the student experience at the University of Virginia is to live honorably within and beyond its community.

Our team quickly realized that we could not succeed in our mission by taking a narrow view either of our subject or our audience. We also wanted to distinguish ourselves from the Honor System, a student-run organization focused primarily on the Honor Code and the judiciary responsibilities tied to its enforcement. We renamed our group “The Team Charged with Envisioning Integrity at the University of Virginia” and expanded our charge to incorporate an exploration of integrity and trust in all aspects of University life. Because the student experience—both undergraduate and graduate--hinges on so many relationships formed around Grounds, the team decided that every member of the community should be better aware of their personal values and ideas of trust and integrity. The committee therefore formed subcommittees focusing on: undergraduate students; graduate students and teaching assistants; professional students and post-doctoral fellows; faculty; administration and staff; and alumni and parents.

The revised aim of the Envisioning Integrity Team is to expose the entire University community to sets of experiences in which they confront, question, and reflect on honor, comprised of integrity and trust, as a core value underpinning all University life.

The Committee will send its final report to the President in July 2002. The report will include an overview of the Committee’s vision, agenda, and goals. For each segment of the University community we studied, the report will outline the challenges for envisioning integrity for that community, practical processes and steps toward solutions, timetables, costs and requested support, and envisioned outcomes of the proposed processes. It will outline and prioritize, by academic year and importance, specific steps we recommend that each unit of the University take in order to affirm and apply the core value of honor in all that we do as a community. The report will conclude with overall recommendations to the President for carrying forth these processes.

Patricia H. Werhane, Chair
Patricia Lampkin, Advisor, Interim Vice President for Student Affairs
Leanna Blevins, Doctoral Intern

Committee Membership

Chair: Patricia Werhane, Ruffin Professor of Business Ethics

Members:

Jack Blackburn, Dean of Admissions

Richard Bonnie, Professor of Law

Brad Brown, Associate Professor, McIntire School of Commerce

Laurie Casteen, Interim Assistant Director of Orientation

Robert Constant, Assistant Director of Athletics

Angela Davis, Associate Dean of Students

Michael Diz, Graduate student, School of Law

Nicole Eramo, Special Assistant to Honor Committee

Ernie Ern, Professor Emeritus

Moira Fogarty, Second Year Class President

Ruth Gaare Bernheim, Executive Director, Institute for Practical Ethics

Elizabeth Gibson, Center for Palliative Care, PhD candidate Biomedical ethics

Katie Gillespie, 4th year Curry School, Vice Chair for Honor Education

Ann Hamric, Associate Professor, School of Nursing

Byron Hulsey, Assistant Director Jefferson Scholars, Lecturer in History

Deborah Johnson, Professor and Chair, Engineering

Ann Kim, Asian Student Union

Leigh Middleditch, former President, Alumni Association

Cheryl Mills, alumna, Senior VP, Oxygen Media, Inc.

Steven Nock, Professor of Sociology

Brian Prescott, Graduate student, Curry School

Jahan Ramazani, Professor, English Language and Literature

Penny Rue, Dean of Students

Mark Sawyer, Graduate student, School of Medicine

Lamont Soverall, Graduate student, Darden School

Diana Sun Solymossy, alumna

M. Rick Turner, Dean of African American Affairs

Richard Guy Wilson, Chair, Architectural History

Brian Wispelway, Professor of Medicine

Carol Wood, Director of University News Service

Ex Officio:

Thomas Hall, Chair, Honor System

Patricia Lampkin, Interim VP for Student Affairs

Gordon Rainey, University Board of Visitors

Support:

Leanna Blevins, Doctoral Intern, President's Office

Envisioning Integrity at the University of Virginia: *Invigorating a Community of Trust*

Interim Report to the President: July 11, 2002

In 2001, President Casteen established a University-wide team to explore the concept of honor at the University of Virginia, reflecting a growing concern for the state of this core value 160 years after the founding of the Honor System. Social and cultural changes have placed tremendous pressures on this time-honored system and prompted its examination. In her report on *The Student Experience at The University of Virginia*, Interim Vice President for Student Affairs, Pat Lampkin reminds us that a key tenet of the student experience at the University of Virginia is to live honorably within and beyond our community. This core value is critical to the unique education offered by the University of Virginia, yet little attention has lately been given to understanding the responsibilities incumbent upon those privileged to live under the canopy of this community of trust. Recent challenges involving the Honor System underscore the timeliness of this exploration.

Our group, originally named “The Honor Team,” was charged with focusing on the undergraduate student experience, with the goal of recommending a series of approaches by which all undergraduate students, during their tenure at the University, would confront, question, and reflect on their own ethical foundations, values, and integrity. The aim was neither to criticize the Honor System nor in any way interfere with its valuable work. Rather, the team would build upon the original purpose of the Honor System, encouraging students to recognize integrity and trust as overlapping values that ought to be embedded in all their experiences. Ideally, this process of self-reflection would not constitute another external duty imposed upon students, but would instead tap into their drive for self-understanding and allow expression of their evolving values.

Our team quickly realized that we could not succeed in our mission by taking a narrow view either of our subject or our audience. As is commonly the case across Grounds, the word “honor” created confusion in our discussions when team members failed to distinguish between System and concept. We wanted to distinguish ourselves from the Honor System, the student-run organization focused primarily on the Honor Code and the judiciary responsibilities tied to its enforcement. Further, we wanted to broaden our discussions to encompass the many ramifications of living in a community of trust. The committee therefore renamed itself “The Team Charged with Envisioning Integrity at the University of Virginia” and expanded its charge to incorporate an exploration of honor, integrity, and trust in all aspects of University life. Because the student experience—undergraduate and graduate-- hinges on so many relationships formed around Grounds, the team decided that every member of the community should be better aware of their personal values and ideas of trust and integrity. The team therefore formed subcommittees focusing on: undergraduate students; graduate students and teaching assistants; professional students and post-doctoral fellows; faculty; administration and staff; and alumni and parents.

Rather than focusing on the Honor System, the Envisioning Integrity Team sought to explore and articulate the ways in which the original purpose of the Honor System is currently manifested, to help students realize that integrity and trust far exceed the

scope of any prescribed Honor Code. The Honor Code is routinely cited as a major factor in undergraduate students' decisions to attend the University, and our students commonly express a desire to live honorably. But any such expression ought to elicit a willingness to honestly examine the extent of one's integrity and to appraise how well it meets the expectations of our community of trust.

Rather than focusing solely on the undergraduate student experience, the team sought strategies for integrating considerations of honor into the lives of graduate students. This diverse population, too often neglected in discussions of the University's student experience, serves as critical connectors between faculty and undergraduates. Moreover as teaching assistants, their experience with honor is too often limited to negative encounters with a System many believe is antiquated and irrelevant. Already convinced of the importance of academic integrity, graduate students often invest significant time, energy, and emotion in Honor cases that ultimately absolve students they know to be dishonest.

The proposals herein aimed at graduate students are intended to address their dual roles of teacher and student. By directing pedagogical training about honor at teaching assistants, the team intends to show them how the University's community of trust can and must be made manifest in every aspect of classroom life, not just as occasional encounters with the Honor System. Standardized honor orientation for all graduate students will initiate important conversations about what it means for them, both as students and teachers, to live within a community of trust.

The revised aim of the Envisioning Integrity Team is to expose the entire University community to sets of experiences in which they confront, question, and reflect on honor, comprising integrity and trust, as a core value underpinning all University life.

On the next pages we outline and prioritize, specific steps we recommend that each unit of the University take to affirm and apply the core value of honor in all that we do as a community. This initial report delineates the first two years of the project with an expectation that new ideas will be developed and incorporated along the way. Current ideas may also be changed in response to feedback from the community. In the appendices we offer the *raison d'être*--The What And Why-- for this project, along with detailed reports from each of the subcommittees.

Envisioning Integrity Solutions
Phase I: 2002-2003

Many activities already exist that spark discussion or reflective thinking among our students about personal integrity. The Envisioning Integrity Team wishes to celebrate and build upon these traditions and efforts. Yet in many cases, the concept of honor has become too wedded to the successes and failures of the Honor System. In response to problems identified by its subcommittees, our team has developed strategies and solutions that will nurture integrity and trust as broad values distinct from, yet mutually reinforcing, the work of the Honor System. The development of these solutions and the proposed implementation process form a direct link with another core value expressed in the Lampkin Report and by the Virginia 2020 planning team—public service. As members of a community of trust, we are obligated not only to understand the theoretical underpinnings of honor at the University but also to acknowledge our debt to all those who have contributed to its maintenance. This debt mandates that we address known deficiencies and build upon strengths to reinvigorate the role of honor in University life.

First, we focus on undergraduate students because many processes already exist to help new students appreciate the importance of integrity in their University experiences. Additionally, in order to best reach undergraduates, we address other key persons with whom they have daily close contact: faculty members and teaching assistants. Anecdotal evidence suggests that many faculty and teaching assistants regularly circumvent the Honor System when faced with a breach of the code, and that they associate the community of trust strictly with this “broken” System. The team realizes that without key support and reinforcement from faculty and their graduate assistants, any proposed or existing efforts could be undermined by mixed messages regarding the broader importance of our community of trust. What appears to be an initial focus on undergraduate students, in fact, includes implementation processes that involve other important stakeholders, both as populations that influence the undergraduate student experience and as individuals with their own personal interests in our community of trust.

For academic year 2002-2003, the team plans to build upon and expand current efforts, while implementing new ideas. These programs include the following:

For Undergraduate Students:

- **Dorm Talks:** In addition to the Honor System orientation, first-year students will experience “Dorm Talk” programs throughout the school year. These programs will feature trained facilitators presenting and facilitating ethical dilemmas and decision-making situations. Partnering with the Office of the Dean of Students – Residence Life, the Office of Orientation and New Student Programs, and the Honor Educators, the team will assist in writing case studies to be used in the training of the Resident Advisors and Honor Educators.
- **Grounds for Discussion:** With required attendance of all first-year students, this is a live-action play showing realistic scenes of student-life acted out by members of the student body during the first few weeks of classes. A member of the team was appointed to the Grounds for Discussion script revision committee and

submitted a scene focusing on ethical decision-making in regard to academic integrity. This scene will be included in the Fall 2002 production of Grounds for Discussion.

- Roundtable Discussions: Throughout the year, Honor Educators will hold Roundtable Discussions focused upon a particular topic regarding ethics and integrity. These Discussions will be open to the public and advertised in all of the dining halls via table tents that present an ethical dilemma. Table tents will not only provide an advertisement and a starting point for the Roundtable Discussion, but may also spur a conversation regarding the issue in the dining halls themselves.
- LASE: Sections of the one-credit Liberal Arts Seminars will continue to be sponsored by the Vice President for Student Affairs, and will add to the structure some graduate student curriculum planning and facilitation. Faculty members and graduate student members of the team will lend their expertise and support to creating dynamic discussions each week.
- Initiated by the Institute for Practical Ethics, the following undergraduate courses will be offered during the academic year 2002-2003:
 - 1) Ethics and Integrity in Contemporary Life
A one-credit course that examines the relationship between ethics and integrity in contemporary life. Guest lecturers will include leaders from business, law, medicine, and government.
 - 2) University Seminar Courses in Ethics
 - a. Public Health Ethics, Fall '02
 - b. Contemporary Ethical Issues, Spring '03
 - 3) Ethics and Public Policy
One-credit courses addressing ethical issues on particular topics in public policy.
Examples: Genetics, Ethics, and Society
Global Health Policy and Ethics
 - 4) Common Courses
Three-credit interdisciplinary courses, cross-listed in a number of departments that bring together many students and senior University faculty from different intellectual perspectives to explore and critically examine topics of contemporary significance.
Examples:
Fall 2002: 21st Century Choices: War, Justice and Human Rights
Spring 2003: Environmental Decision Making

For Undergraduate and Graduate Students:

- Honor Educator Training: Currently, the Honor System has several Honor Educators. A training program may potentially be developed in conjunction with the team, the Darden School, and the Curry School to train undergraduate

and graduate students to perform Dorm Talk sessions that will include ethics and integrity more generally, rather than solely focused on the Honor Code and System.

- Collaboration with the Teaching Resource Center: The team will work with the Teaching Resource Center to create new training sessions for professional and graduate students in the Honor System, educating students regarding plagiarism, and in envisioning integrity. These sessions will be offered at the annual TRC orientation for new faculty and teaching assistants, as well as throughout the year when teaching assistants may be facing violations of the community of trust.
- Responsible Computing Quiz: The team will work with ITC to include an ethics-related question on the “responsible computing” quiz students are required to take prior to receiving a log-on i.d. for email.

For Professional and Graduate Students:

- Initiated by the Institute for Practical Ethics, the following graduate courses will be offered during the academic year 2002-2003:
 - 1) Seminars in Professional Values
Seminars held in the homes of faculty throughout the academic year that bring together faculty and professional and graduate students from two or more schools or disciplines to explore, through literature or film, the roles and ethical responsibilities that cut across the professions in contemporary American life.
 - 2) Noon Seminars on Ethics
Graduate student brown-bag lunches that focus on topics, current literature, or research on practical ethics.

For Students, Faculty, Staff, Administration, and Alumni

- University publications: The Cavalier Daily, Inside U.Va., Alumni Magazine, and parents’ newsletter will feature weekly, monthly, or timely questions regarding integrity and ethical decision-making. Community members will have the opportunity to respond and be published.
- “Ethically Speaking”: This new 13-part series explores the intersection of ethics, public policy and personal life. The program, which debuts this Fall, is produced by WHTJ Charlottesville PBS, in cooperation with the Institute for Practical Ethics. Hosted by John Jeffries, dean of the University's law school, the program features University faculty and local experts, who engage in spirited discussions about ethical challenges in contemporary life.
- Hoo Vision: One-minute “spots” on the Big Screen at football games that highlight the importance of integrity at the University (with Al Groh, Tiki Barber, and others).

- Outreach programs to alumni regional meetings: In conjunction with the Ethics and Integrity undergraduate course, Institute for Practical Ethics faculty will speak on ethics and integrity in contemporary life.
- Web access to speakers from the Ethics and Integrity course with attached bibliographies and tapes of the sessions will also be available for alumni groups and parents.
- Center for Academic Integrity National Conference: The Office of the Vice President for Student Affairs is coordinating and hosting this prestigious national conference this year with an anticipated attendance of at least 300 students, faculty, and administrators from around the country. This conference will spark nationwide discussions on ethical issues related to higher education.

For Parents

- Summer Orientation: The Honor System will be discussed by a student committee member during a parent session at summer orientation. This discussion is only the first step in what should become an ongoing dialogue with parents, not just on the Honor System, but on the whole philosophy of integrity at the University.
- Web access to speakers from the Ethics and Integrity in Contemporary Life course with attached bibliographies and tapes of the sessions will also be available for alumni groups and parents.

Resources for Phase I

In order to make Envisioning Integrity a reality, programmatic planning and development must occur during the summer of 2002. Two graduate students are available to facilitate this development. One is a Master's level student, Marsh Pattie, with experience in college judicial affairs and a keen interest in the project. The other is a doctoral level student, Leanna Blevins, who has been supporting the Envision Integrity Team project as well as the Virginia 2020 Student Experience project during the last year as a representative of President Casteen's office. These two will work together, with the leadership of Team Chair Pat Werhane and Interim VP for Student Affairs Pat Lampkin, to advance the solutions developed by the Team. In addition, the Special Assistant to the Honor Committee, Nicole Eramo, will work with the Team during the implementation phase. Nicole will primarily assist with solutions that blend both Team and Honor Committee initiatives.

The Honor System office has volunteered office and computer space for Mr. Pattie, and the President's Office has provided \$5000 toward his salary. In addition, the President's Office has generously allowed for Ms. Blevins to participate as part of her paid internship. The Vice President for Student Affairs will provide guidance to the project. Further financial resources will be necessary for the adequate development and production of substantive resources that will reach all constituents. The Vice President for Student Affairs, in collaboration with the Development Office, will spearhead grant-

writing and fund-raising activities related to the activities of the Envisioning Integrity Team.

2003-2004: Phase II

Continuation of projects listed for 2002-2003. Additionally:

For students, graduate and professional students, staff, and faculty:

- Vignette Video: a video or video series with short (two-minute) vignettes that spur discussions on ethical behavior in a variety of situations, e.g., faculty / student relationships, graduate student / faculty relationships, student / staff relationships, community member / general public, etc. These videos can be used in the classroom, staff / departmental meetings, or a variety of ways.
- Brown-bag luncheons: Speakers from within the community will be invited to speak on an array of ethics-related topics. Some may be targeted toward particular audiences and others will be very broad in subject matter. These luncheons will be open and free of charge.

For graduate teaching assistants and faculty:

- Teacher Training Series: Initiatives that were developed in conjunction with the Teaching Resource Center during Phase I will be implemented and will include how to teach students about plagiarism and other topics, as well as how to facilitate classroom discussions on ethics-related issues.
- Internet-based resources: As a combined effort between the Team, the Honor System, the TRC, and the Institute for Practical Ethics, there will be a plethora of resources on the Internet.
- Honor Liaisons: Each GSAS department will choose or elect two individuals who will provide a link between Teaching Assistants and the Honor System, as well as disseminate general information about integrity building activities to the graduate community.

For undergraduate students:

- Continuation of the courses offered in 2002-2003 with more sections offered in those courses that are most in demand.

For alumni, parents, faculty, staff and administration:

- Honor Video: Parents will be sent a copy of the Honor System video / CD Rom at home (thanks to a generous donation by the Parents' Program), and will be encouraged to watch it with their children.
- Web availability of lectures, discussions, and other materials gathered from ethics courses and seminars at the University, with bibliographies. Tapes of these materials will be available as well.

Assessment and Feedback

Assessment of the successes of the proposed solutions will play a critical role in forming future implementation plans. Development of a comprehensive evaluation mechanism will be required by any major foundation or donor interested in specific projects and will ensure that this report is not simply read once and forgotten. Thus, considering an evaluation plan at this stage is essential if we are to secure resources that will allow us to devote a person (either a graduate student or a professional) to this effort on a semi-permanent basis. During Phase I, a feedback method will be considered and developed.

As stated earlier in the report, this initial report outlines the first two years of the project with the anticipation that new ideas will be developed and incorporated along the way. Current ideas may also be changed in response to feedback from the community. The team expects that the implementation of each of the phases will be adapted to the needs and wishes of an ever-changing community.

APPENDIX I: BACKGROUND

Envisioning Integrity in a Community of Trust At the University of Virginia¹

THE WHAT:

The University of Virginia is distinctive among institutions of higher education. Founded by Thomas Jefferson in 1819, the University sustains the ideal of developing, through education, leaders who are well prepared to help shape the future of the nation. The University is public, while nourished by the strong support of its alumni. It is also selective; the students who come here have been chosen because they show the exceptional promise Jefferson envisioned. (UVa Web site: *Overview of the University*)

The University mission, to educate students for leadership, was articulated by Thomas Jefferson as his *raison d'être* of his envisioned academical village. The University has undergone dramatic growth and change since its founding. Still, Jefferson's ideal remains the core mission of the University. From that mission we can identify a number of core values: academic rigor, honor, trust, integrity, student self-governance, and public service. These are values that should be affirmed and practiced in all areas throughout the University by its administrators, staff, faculty, teaching assistants, researchers, students, and by our alumni. The focus of this Committee is on these core values.

Honor can be defined as “honesty and integrity in one’s beliefs and actions” (Webster, 216); uprightness; trustworthiness; character and behavior that elicits public esteem and respect. Honor entails a community of trust grounded in the ideal of honor where mutual respect and integrity are part of personal values and define interrelationships on all levels. The ideal is a community in which each of us confronts, questions, and reflects on our values and the values of the University, and evaluates our contributions to that community in ways that are specific to each area of interest and in every activity.

At the core of the University of Virginia’s mission is the student-directed University’s Honor System.

The central purpose of the Honor System is to sustain and protect a community of trust in which students can enjoy the freedom to develop their intellectual and personal potential. The concept of an honor system implies that students commit themselves to the pursuit of truth. Dishonest means are incompatible with this pursuit. (“On my honor...” *Philosophy and Guidelines of the Honor System*)

The goal of the University of Virginia’s Honor System is to develop, encourage, maintain and adjudicate honor between all students at the University in all their activities. However, the Honor System is only part of our more broad-based initiative to envision integrity throughout all aspects of the University of Virginia. A community of trust is the critical underpinning for all the core values of the University: academic rigor, student self-governance

¹ This is a provisional name for this project, revised from its original name, “The Honor Team” because it expands substantially on the Honor System and the notion of honor at the University.

and public service, as well as honor, and cannot be isolated as merely the procedures of Honor System *per se*. Rather, honor should be embedded in all that we do and stand for in all facets of University life. It is the mission of this project to realize that goal.

THE WHY:

Integrity and trust are standards or values that distinguish those human beings we admire and model from others. They constitute what it means to be a person of good character, a person worthy of esteem and admiration. Trust is the basis for social, economic and political exchanges. They are core values of a democratic society. Part of being an excellent university is to provide lifetime learning by educating for good character and citizenship. It is unworthy of us not to try to realize this worthy ideal.

Still, it is a daunting task to foster a community of trust throughout the University, a university that is large, diverse, economically challenged, and undergoing constant change. Thus the question is, why engage in such a project? There are a number of reasons, some mundane, some more philosophically challenging.

- the University has the nation’s oldest student-governed honor system. The Honor System is part of our “brand,” and we are as well known for that as we are for academic excellence or athletic achievement.
- The Board of Visitors has recognized that one of its major duties is “the preservation of the ideals and traditions of the University and particularly encouragement of the maintenance of the Honor System by the student body. (*Manual of the Board of Visitors*, p. 2)
- In recent surveys by the Development Office, when asked what they best remembered about UVa and what most influenced their lives, alumni uniformly cited the Honor System as the single most important aspect of their education. Many claimed that they preferred to do business or interact with UVa alumni because of the assumed community of interpersonal trust that could be counted on.
- Today not every member of the University is informed about the Honor System. Not every member supports the System, and indeed, many administrators, faculty, students, and even some alumni have become skeptics. Thus there is an urgent need for new educational initiatives to expose every member of the community to what it means to live honorably within the University.
- Another way to frame the “why” is to think about a world where trust was absent.
 - We would have monitors in every exam.
 - We might have armed guards at every building; metal detectors, random searches of rooms and buildings.

- We might have trouble trusting the administrators that this is truly an accredited university, that the diplomas represent academic achievement rather than being bought, that the paychecks are good, etc.
 - We could never be sure if the history we were taught was actual fact or fabricated.
 - We might have trouble believing our politicians or trusting our government to act consistently and in good faith protect our rights and security.
 - We might believe little of what is taught, worry that publications were fabricated or plagiarized, question the credentials of our faculty and the background of our administrators and staff, wonder whether our healthcare professionals are truly professionals, etc.
 - We might cheat in athletics, lie about our statistics, deliberately harm opponents, play athletes who are not registered at UVa, or should not be.
 - The ideal of freedom, the basis for our political system, would be challenged, since one could trust no one else in whatever they were engaged in.
- The “bottom line” is that we cannot function well in any area of society without trust and honor. A community of trust simply works better for everyone than a society where these precepts are absent.
 - Finally, integrity and trust are standards or values that distinguish those human beings we admire and model from others. They constitute what it means to be a person of good character, a person worthy of esteem and admiration. Trust is the basis for social, economic and political exchanges. They are core values of a democratic society. Part of being an excellent university is to provide lifetime learning by educating for good character and citizenship. It is unworthy of us not to try to realize this worthy ideal.

APPENDIX II: REPORTS FROM THE SUBCOMMITTEES

Undergraduate Students Subcommittee.....vi - ix

Administration and Staff Subcommittee..... x - xi

Faculty Subcommittee.....xii - xiii

Graduate Students and Teaching Assistants Subcommittee.....xiv - xix

Professional Students and Postdoctoral Fellows Subcommittee.....xx - xxiv

Alumni and Parents Subcommittee.....xxv - xxvii

Envision Integrity
Undergraduate Student Sub-committee
Solutions Template
3/14/02

1.

Challenges	Solutions	Overlaps	Owners	Timeline	Necessary Support	Costs
What are the primary problems/challenges to be addressed that relate to your particular committee? Please explain.	What are practical steps to address the challenges?	Does your problem/solution overlap with other committees that encompass “big picture” at the University?	Who should be in charge of implementation of the solution? Who will assist?	Over what period of time will the solution be implemented?	Who must “buy-in” for the solution to be successful?	What is the cost for solution in terms of time, labor, and effort?

Challenges:

Students (and others) feel disconnected from the concept of honor, associating it mostly with a punitive system. Some members of the community have developed a cynical view of the Honor System, while others feel that it is not fairly implemented. A veil of secrecy contributes to ordinary community members feeling disenfranchised regarding honor and the honor system. While honor is a concept that alumni of the University hold as almost a sacred part of their UVa experience, current community members seem to hold no such reverence. Recent widespread cheating scandals have contributed to disillusionment within the community. And yet, our data do indicate that our students cheat at levels far below the national norms.

Solutions

Consider a Social Norms approach to educating the University community regarding honor and behaving with integrity. The social norms process uses information gleaned from community members to develop positive messages about what is normative behavior. Its hallmarks include the PIE model—developing messages that are positive, inclusive, and empowering. This approach has been used primarily in campaigns around reducing high risk drinking, cigarette smoking, and other health risks. Social norms experts agree that honor as a concept has high potential for an effective social norms campaign.

Overlaps

We believe the sense of disconnectedness also applies to graduate students and faculty, who fell outside the scope of our inquiry. Therefore, any initiative in this direction can and should be applied to those populations as well, without significant additional resources. Should we wish to include faculty, additional survey costs would be required.

Owners

The Honor Team or a subset could serve as a Social Norms steering committee, if assisted by a doctoral student who would serve as project point person and possibly other interns. The University could draw on other internal resources including current faculty experts on social norms, two of whom have pledged their support for the process.

Other necessary resources include students in marketing and qualitative research courses who could perform actual survey work.

Timeline

Steps to Develop a Social Norms Marketing Campaign

1. Determine goals and objectives
2. Collect baseline data (~4 months)
3. Develop a message (~2 months)
4. Develop a market plan
5. Pre-test and refine materials (~3 months)
6. Implement campaign (Year one)
7. Evaluate and revise

Necessary Support

Support for this project would need to come from the President, whose support would be symbolic and empowering. Expert advice from professionals within Health Promotions within Student Health, and the Center for Alcohol and Substance Education, would be critical. Select faculty in the Curry School and the McIntire School would also be essential to message development.

Costs (based upon data provided by Health Promotions; approximately \$60K)

In-kind services

Doctoral Intern :20 hrs./wk @ 9 months = \$10K; annual tuition = \$5K; health insur. = \$1K TOTAL:\$16K

Masters Intern: same as above

TOTAL: \$16K

Supplies:

1. Determine goals and objectives: **Is there a gap between perception and reality?**

- Intercept interviews n=500 TOTAL: \$1K
 - Incentives = \$1K (coupons)
 - Copies = n/c
 - Space on Lawn = n/c

OR

- Survey n=3,000 (estimate) TOTAL: \$11K
 - Incentives = \$6K
 - Printing = \$1K
 - Postage= \$1K
 - Sample Selection = \$1K
 - Instrument Development = \$2K

2. Collect baseline data (~4 months) (see above)

3. Develop a message (~2 months)

- Graphic Designer = \$2K (possibly use Commerce students) TOTAL: \$2K

OR

- Contest of Commerce Students = \$2K TOTAL: \$2K

4. Develop a market plan

- Committee/Interns=n/c

5. Pre-test and refine materials (~3 months)

- Intercept interviews n=500 TOTAL: \$1K
 - Incentives = \$1K (coupons)
 - Copies = n/c
 - Space on Lawn = n/c

AND/OR

- Focus Group Testing n=48 (6 groups) TOTAL: ~\$2.6K
 - Incentive = \$15/participant/ \$720

- Food = \$4/participant/ \$192
- Tapes = \$2/group/ \$12
- Transcription = \$150/group/\$900
- Room Rental = n/c
- Moderator = \$100/group/\$600 (possibly n/c if intern has experience)
- Note taker (intern) = n/c
- Advertisement = \$189/ad in CD (quarter page); in Connections=n/c

6. Implement campaign (Year one)

- Poster Campaign (500 posters)
- Posters = \$1/poster; \$500
 - Poster placement = n/c (have interns or council put up posters)
 - Advertisements in CD = \$189/quarter page ad (8 ads)
 - Coverage by CD, local and regional papers, local TV, radio stations = n/c

TOTAL: \$2K

• Events

- Summer Orientation
- Parents Weekend
- Faculty Orientation
- Faculty/Staff Resource Fair

TOTAL: \$5K

7. Evaluate and revise

- Evaluation Plan n/c (Intern)
- Revision
 - Intern to rework=n/c
 - Update Posters = n/c (Commerce students)
 - Update Events=n/c (Intern/Commerce Students)

2.

Challenges	Solutions	Overlaps	Owners	Timeline	Necessary Support	Costs
Educating students about the benefits and responsibilities of living in the Community of Trust.	Reproduction of the Honor Video on CD/DVD with complimentary materials such as an Honor quiz, a mock case and other engaging, interactive concepts.	Overlap exists with the graduate student group. This project could easily include interactive materials from a graduate student perspective.	The Honor Committee should have ultimate control over the production but they will need assistance from the Division of Student Affairs, Educational Technologies, and other offices in and outside the University who could assist with production.	3-6 months.	As mentioned previously, the Honor Committee will need support from the Division of Student Affairs, Educational Technologies and some outside agencies to produce a high-quality product.	\$8,000-10,000 for reproduction of the Honor Video itself. Programming, production and distribution of the CD: \$10,000. The Committee would, however, realize tremendous savings over time as reproduction and distribution of a CD is much cheaper than the current VHS tape. The Honor Committee is currently undertaking this project on their own, with help from the Parent's Program but additional financial support could be necessary.

Envision Integrity Initiative / Staff/Administration Sub-committee

1. Challenges

- a. It is a student system and staff is reluctant to get involved in it. Students are aware that they need the support of the faculty and staff, but they are reluctant to encourage direct involvement.
- b. High turnover of administrative staff and faculty (2000 new hires per year)
- c. Lack of familiarity and/or interest in an honor system
- d. No formal honor/ethics education for new employees
- e. Overcoming a mistrust of the students using the system to their advantage.
- f. Students have to overcome the perception that staff members do not think the system works.
- g. Because some staff members are charged with enforcing University rules as a part of their jobs, students sometimes think they are not being trusted.

2. Solutions

- a. Establish an education/orientation process which begins in the hiring interview and continues throughout the employment of each person.
 - i. Partner with HR to include this issue on the checksheet as a point of discussion in the initial interview. Include this on future check sheets to be used in the annual performance evaluation.
 - ii. Develop a separate video, which is designed to show how staff members might incorporate principles of honor into their daily dealings with students and colleagues. An alternative would be to revise the current employee video and devote some segment of it to honor and ethics.
 - iii. Charge all department heads with devoting part of at least one staff meeting each year to honor and ethics. A speaker's bureau could be developed with students, faculty and staff who could speak to various offices about honor and ethics.
 - iv. Create a semester-long program of activities focused on honor and ethics. Some of these would include a lecture series, seminars, teach-ins, movies, and brown-bag lunches culminating in an Honor Week and conference, not unlike the week for the Nobel Peace laureates.
 - v. Publish and distribute to all employees a pamphlet, which could describe the employee's role in the University's community of trust.

3. `Overlap

- a. The semester-long program will involve everyone.
- b. The education function can be for every constituency.

4. Owners

- a. Human Resources should take a leading role in consultation with the Honor Committee
- b. All supervisors and managers
- c. The Honor Committee
- d. Office of the VP for Student Affairs
- e. The semester-long program would require support from all corners of the University to include all schools and colleges and with leadership from the highest levels of the University.
- f. The Alumni Association

5. Timeline

- a. Partnering with HR can start this spring.
- b. The semester-long program could be conducted during the spring semester of 2003.
- c. The video could be developed within the next twelve to eighteen months.

6. Necessary Support

- a. From all of the owners listed in the solution section

7. Estimated Costs

- a. Development of video: \$15 –20,000
- b. Honor Week & Conference expenses: \$30 - \$70,000
- c. Pamphlet \$5,000

Feb. 1, 2002

***FACULTY
ENVISION INTEGRITY
SOLUTIONS TEMPLATE***

Challenges	Solutions	Overlaps	Owners	Timeline	Necessary Support	Costs
What are the primary problems/challenges to be addressed that relate to your particular committee? Please explain.	What are practical steps to address the challenges?	Does your problem/solution overlap with other committees that encompass “big picture” at the University?	Who should be in charge of implementation of the solution? Who will assist?	Over what period of time will the solution be implemented?	Who must “buy-in” for the solution to be successful?	What is the cost for solution in terms of time, labor, and effort?

Challenges

Integrity is one of the most important attributes we can teach our students, regardless of academic discipline. Faculty should be models of integrity and should engage students in critical reflection of their own ways of thinking. Challenges for the faculty are:

- Number of and diversity of faculty
- Faculty embitterment toward Honor System
- Variety of teaching styles
- Variety of disciplines- solutions must be general enough to encompass all yet applicable to all
- Variety of faculty comfort level in discussing or facilitating discussions regarding ethical issues
- Balancing disciplinary content and also incorporating the solutions

Solutions

1. Training video with short (2 minute) vignettes that encompass a variety of relationships (i.e. faculty/student, student/student, staff/student, etc.). Topics might include sexual harassment, how professors deal with student stress (consistency vs. individual understanding), cheating, vague syllabi/ unclear expectations by faculty or supervisor, etc. The Envision Integrity Advisory Group (assuming it represents a good cross-section of the University) should advise on specific content. This group should also be the initial presenters/facilitators.

The video should be shown via a variety of channels:

- Faculty should show it in class and facilitate discussions
- Deans/department heads should show it at departmental meetings for discussion
- President Casteen should show it at the All University Retreat and have small group discussions
- Student organizations should show it at meetings and discuss
- Supervisors should show it to their employees and discuss

2. Written vignettes or photographs that would serve a similar purpose as the video yet would cost significantly less. These could be available on the Teaching Resource Center website.

3. Monthly feature in Inside U.Va. or Cavalier Daily with a written vignette and commentary from faculty, students, etc.

4. Toolkit and web resources with easily downloaded vignettes (mentioned above) housed at the Teaching Resource Center

5. Email listserv for ongoing discussions

Overlaps

All committees because they will all want to use this video and adapt it to their needs.

Owners

The Envision Integrity Advisory Group should also be the initial presenters/facilitators. After fall 2002, representatives will be identified within each department to create a core group of facilitators (by volunteering or students can nominate professors). Those folks will be trained as facilitators by the Leadership Development Center. The core group would then go out and provide workshops on request.

Timeline

Kick-off of the video could be at the fall 2002 President's All University Retreat. After that, videos should be distributed and President/Provost could ask that deans show it and that it becomes a part of new faculty orientation. Existing faculty could be cycled through over the next 5-10 years.

Necessary Support

- University leadership, especially the President, Provost, and Deans
- Leadership Development Center
- Teaching Resource Center

Cost

- Time and effort of the Envision Integrity Advisory Group
- Production of the video

Envision Integrity Graduate Student Sub-Committee

Problem:

Most graduate students are unfamiliar with the mechanics of an Honor System that strikes them as antiquated and irrelevant. In addition, many feel the Honor System is an inefficient means to combat cases of academic dishonesty that they encounter not just in their academic programs but also in their roles as teaching assistants. What graduate students tend to see of the Honor System is not positive. When they initiate investigations of what they deem to be clear breaches of academic integrity, too often they invest significant time, energy, and emotion in a process that ultimately absolves the accused student.

Graduate students, of course, are more than just teaching assistants. Most come to the University in order to receive professional and academic training to pursue academic passions and interests in the years after their graduation. The University's graduate programs vary widely in purpose and methodology, yet too few graduate students are exposed to accurate information about the Honor System or how the ideals of academic and professional integrity relate to their particular discipline.

Challenges:

A much neglected population within the University, graduate students often serve as the critical connectors between the faculty and the undergraduate population. Not yet faculty but well beyond the undergraduate experience, graduate students inhabit a complex space in our community. It is essential to support them completely as essential actors in our ongoing effort to promote integrity throughout our culture.

Arriving graduate students enter many different departments within different Schools of the University. Some come strictly to conduct post-doctoral research, while others are preparing for job roles, such as faculty member, physician, lawyer, or advanced practice nurse. Some will be students only, while others will work for the University, especially in positions as teaching or research assistants. Many graduate students commute from out of town or hold down full-time jobs outside the University, limiting their involvement in the University community. There is no standard orientation program for all graduate students, and even within each School, different departments have differing orientations and different expectations for graduate students. All of these differences make creating a "community of trust" a large challenge within the graduate student body.

The lack of a coherent sense of community among the graduate student population is a huge challenge with ramifications far beyond the scope of this team. Graduate students must first feel as though they are an important part of the greater University community and that their presence is valued, before they can be expected to fully participate in the norms and expectations of that larger community. Clearly there is very little interaction or community feeling across graduate and professional programs. This lack of community is also acutely felt *within* schools. Graduate students also report feeling extremely isolated from the undergraduate community and the services and resources that predominantly support undergraduate students. Our sense is that this lack of community creates a void in the communication of important information, the establishment of community norms and feelings of support and camaraderie for the students. We feel that any initiatives designed to promote integrity/honor within the graduate student community will be hampered by this lack of community. Group norms would likely contribute to an individual student's sense of personal integrity. Additionally, the sense of peer support and the ability to efficiently and effectively communicate accurate information throughout the community would aid graduate students in their own "enforcement" of honor and integrity in their roles as peers and as TAs.

Finally, many graduate students feel apathetic about the Honor System, despite the fact that most graduate students spend more time at UVA than the majority of undergraduates. This apathy may stem from deeper issues such as:

- Graduate students who serve as teaching assistants are **caught "in the middle,"** functioning simultaneously as students and instructors. Yet, they do not receive adequate information about the honor system to understand its impact on either role.
 - This middle position places the graduate student between undergraduate students and professors. In cases of undergraduate students being charged with an honor violation, this triangulation places

the graduate student in the untenable position of negotiating the concerns of the honor committee, the professor, the accused student, and the graduate student's own interests.

- Many graduate students experience **little support from professors** when they become involved in an honor case. This further increases feelings of vulnerability and powerlessness.
- The **time** involved with prosecuting a case can cost a graduate student precious time in the library or lab. Especially if the graduate student is also teaching, the additional burden of an honor trial can be too much to bear.
- Many graduate students oppose the single sanction and feel tremendous guilt about the prospect of being "responsible" for the potential expulsion of a student. This **emotional burden**, coupled with the lack of faculty support and education about the system, leads many graduate students to develop their own penalties for dealing with honor infractions.
- When considering the possibility of graduate students themselves committing honor offenses, the potential **cost of expulsion is much higher** for a graduate than an undergraduate student. In essence, expulsion from a graduate program could well be a career-ending event.

Solutions:

Possible solutions include initiatives to foster communication within and across the individual schools. An organized method of communication (e-mail majordomo for example) would allow accurate information and personal efforts at interaction feasible. Organized activities promoting social interaction across and within schools will also help to foster feelings of community. A graduate student "space" of some sort in which graduate students might congregate would also foster community. Additionally, it would be beneficial to provide some sort of student affairs branch of the administration that could support graduate students with their concerns in the way that undergraduates are currently supported. For example, it is our sense that students who become involved in issues related to academic fraud do not generally know about/seek the support resources that are available to them in the way that undergraduates do. It appears that students with other non-academic concerns likewise do not seek/know about resources available to them. While graduate students do have academic contact persons who specialize in graduate student issues, there is not currently, to our knowledge, a similar person(s) for student affairs issues.

Additional support from graduate students coping with honor issues can be drawn from the Darden School model. The Graduate Student Subcommittee of the Envision Integrity Team proposes that each department in the College and each school in the University have at least one Honor Representative responsible for educating teaching assistants about the Honor System at the beginning of the academic year, discussing the expected standards of academic integrity with incoming graduate students each fall, and serving as department advisors for teaching assistants and graduate students who might encounter academic dishonesty during the academic year. The Honor Representative will work closely but informally with the Honor Committee to ensure that graduate students receive accurate information about the Honor System appropriate for their respective departments.

While the Honor Representatives will constitute an indispensable resource for teaching assistants and graduate students throughout the University community, it is equally important that the graduate population as a whole is the beneficiary of active and supportive faculty mentorship in the areas of academic and professional integrity. To this end, the Graduate Student Subcommittee of the Envision Integrity Team proposes that each school in the University appoint a full-time, tenured member of the faculty to work directly with the Honor Representatives and take overall responsibility for the mentoring of graduate students in their respective schools. Because of the breadth of the College of Arts and Sciences, there should be a mentor for the humanities and a mentor for the sciences. This should be considered significant service to the University and replace one other responsibility expected of our faculty. The faculty mentor should report to the Vice President for Student Affairs.

Given the obstacles to full participation of graduate students in the Honor System, a series of *incentives* must be developed to encourage graduate student involvement. Incentives for graduate students could fall into three categories: money, food, course credit, and administrative support:

1. **Money:** The suggestion to develop honor liaisons in each GSAS department is likely to be met with fairly intense skepticism. However, if this responsibility carried with it a stipend to compensate students for their time, more graduate students may consider such a position. \$500 per academic year

- would be a significant contribution to graduate students' incomes and would compensate them for the responsibility of addressing the honor needs in their departments.
2. Food: Most graduate students survive on limited salaries, if they have departmental support, or loans. Semesterly, department-based lunches geared around concepts of academic integrity would encourage students to learn more about honor. Also, a graduate student gathering space, where food and drinks are offered, would allow a more informal atmosphere where graduate students could interact with each other about a variety of issues.
 3. Course Credit: In departments where applicable, graduate students could be encouraged to study the theories, processes, and history of honor in a collegiate environment.
 4. Administrative Support: When a graduate student is contemplating bringing honor charges against a student, she needs objective counsel about the process upon which she is embarking. If she calls the Honor Committee and speaks to an educator (if she knows to do this), chances are the educator will be an undergraduate student who does not understand what it is like to go through this process as an instructor. Support from a dedicated group of graduate students within this Honor Committee should be made available to graduate students.

Additional suggestions to enhance the idea of honor in the graduate community:

5. Develop a "Graduate Honor Video" to be sent to all graduate students and used in graduate student orientation in all schools.
6. Develop consistent expectations for all graduate students serving as Teaching Assistants (TAs) to:
 - a. Attend the Teaching Resource Center's annual teaching workshop for TAs in the fall;
 - b. Attend a TRC session specifically on "Honoring the Honor Code: How Faculty and TAs can Promote Academic Honesty"
 - c. Provide ongoing education for TAs in the form of problem-solving sessions with faculty on how to handle common breaches of academic honesty.
7. Develop consistent expectations for all graduate students serving as Research Assistants in the sciences by increasing the discussion of UVA's concept of honor in BIMS 710, "Research Ethics", currently required of all graduate students in the sciences.

Overarching Concerns:

- Need to steer away from promotion and enforcement of the Honor System and toward the larger question of professional ethics;
- Faculty should be involved in teaching graduate students about professional ethics with less emphasis on the honor system (perhaps develop a pool of advisors in matters of professional ethics);
- Balance need to work within the Honor System and need to acknowledge profound ambivalence among graduate students and faculty

Overlaps:

These recommendations clearly overlap with **faculty**, as faculty expectations and mentorship are crucial to strengthening the graduate students' concept of honor and its central place at UVA. There is also overlap with the **Honor Committee** as the graduate student liaisons would be trained and paid through the Honor Committee. There is also overlap with the **Teaching Resource Center**.

Owners:

1. Honor Committee
2. Dean of Students
3. Individual departments that may consider offering courses on honor

4. Laurie Casteen, Assistant Director of Orientation, is currently working on a graduate student orientation that could include development of a module related to Envisioning Integrity. This module could be distributed to Schools and Departments within GSAS, perhaps by the Office of Student Affairs.
5. Teaching Resource Center; ongoing education could be facilitated by honor liaisons in each graduate school/department
6. Faculty Coordinator of BIMS 710

Timeline:

Implementation of incentive systems could begin in Fall 2002. Approval for course credit may take longer. It would be highly desirable to have all components in place by Orientation to Fall semester, 2003.

Necessary Support:

Teaching Resource Center

Graduate teaching assistants

Faculty Senate

Faculty who supervise TAs and/or Graduate Assistants--key group to orient to any new plan

Administrative Deans in each of the Schools

Department Heads in GSAS

GSAS Council

Honor Committee

Costs: TBD

**Envision Integrity
Graduate Student Sub-Committee**

Challenges	Solutions	Overlaps	Owners	Timeline	Costs
Non-existent Graduate Student Community	Dedicated space; organized activities involving free food		Student Affairs, GSAS Council, Faculty Senate	ASAP	Food
Communication void about the philosophy and mechanics of the Honor System	Email majordomo; departmental liaisons; graduate student educators within Honor Committee		GSAS Council, Office of Orientation, Honor Committee	Fall 2002	Staff time
Lack of support for time spent and emotional burden of trials	Faculty mentors; dedicated student affairs support; financial compensation for departmental liaisons	Faculty Committee	Faculty Senate, Student Affairs, Honor Committee	Fall 2002	Faculty time; Part of Student Affairs position; Stipend for departmental liaisons
Lack of Standard Orientation Programs	Graduate Student Honor Video; standardized orientation programs		Office of Orientation, Honor Committee	Fall 2003	Video; orientation programs
Inconsistent expectations about honor across GSAS departments	New TA's attend TRC workshop and sessions dedicated to honor; on-going problem solving sessions; improve honor content in BIMS 710 for R.A.s	Faculty Committee	Teaching Resource Center, Director of BIMS 710, Directors of Graduate Students in each department	Fall 2002	Staff time

***PROFESSIONAL STUDENTS
ENVISION INTEGRITY
SOLUTIONS TEMPLATE***

Challenges	Solutions	Overlaps	Owners	Timeline	Necessary Support	Costs
What are the primary problems/challenges to be addressed that relate to your particular committee? Please explain.	What are practical steps to address the challenges?	Does your problem/solution overlap with other committees that encompass “big picture” at the University?	Who should be in charge of implementation of the solution? Who will assist?	Over what period of time will the solution be implemented?	Who must “buy-in” for the solution to be successful?	What is the cost for solution in terms of time, labor, and effort?

Challenges:

Graduate students in the Professional Schools include Architecture, Curry, Darden, Law, Medicine, and Nursing. Each of the professional schools is quite different from the others, therefore each has its own unique set of challenges. Solutions for students in the professional schools are divided into two categories: professionalism, which encompasses and is applicable to all the schools, and professional/ethical identity, which is specific to each school.

Overall, the Honor System does not play a large part in the lives of professional students. In addition, graduate professional students are very focused on the end-goal of their education, and vary widely in their interest in the larger University or in getting involved with honor/integrity issues. Time pressures undoubtedly contribute to this unwillingness. So one key initial challenge is to raise the students’ awareness that issues of honor and integrity are sufficiently important that they warrant discussion and deliberate thought.

The single sanction of the Honor System has much higher stakes for graduate professional students than for undergraduates. Generally, graduate students see the Honor System as something for undergraduates. They do not take part in student voting, probably because they do not realize that they can and they feel no ownership of the System.

There are some opportunities to explore conceptual aspects of integrity in classroom experiences, but again, this varies depending on school.

Solutions

Solutions for students in the professional schools are divided into two categories: professionalism-- [applicable to all the schools] and professional/ethical identity-[school- specific] -.

A. Professionalism (all schools):

1. Faculty should ask graduate students in professional schools to pledge their assignments. This will, at the least, cause students to think about the Honor System and the work they submit.
2. When bringing speakers to Grounds, ask them to mention professional or personal ethics in their talks.
3. Work to educate each school’s faculty group as this group has a primary impact on graduate students through - mentor/apprenticeship relationships.

4. Encourage faculty to stimulate a habit of critical reflection and discuss “gray areas” in classes, not to conclude what is right or wrong but to explore ideas and importantly, not to suppress them. Increasing student comfort with discussing issues openly is an important goal.
5. Address the central question, “What does it mean to be an honorable professional in my discipline?” Faculty should identify where this question is best addressed in the curriculum of each school.
6. Law and Ethics are overlapping concerns in all schools. Solutions to create open dialogue and discussion may work best as non-curricular, non-classroom experiences. Encourage interdisciplinary interchange among the professional schools: a discussion series on personal/professional integrity, speaker series, mixers, informal group discussions in faculty homes or other non-academic setting with interdisciplinary faculty teams. (Investigate IPE’s grant to do something like this)

B. Professional/Ethical Identity Solutions by School

1. Architecture

No specific recommendations at this time.

2. Curry

Problems: Curry students are diffuse: there are undergraduates and graduates together, athletes and non-athletes, full-time and part-time. Students are spread between divisions so that they interact only in large classes if at all. Educators often assume they are inherently ethical by virtue of having chosen a career field comparatively unlikely to be fraught with conflicts of interest. Also, because the field of education is largely considered to be public service and an “ethical” field, professors and students may feel they are absolved from the critical examination of such issues. Age and time in the profession also may be influential. To the degree that grade inflation is an issue of academic integrity, schools of education nationwide are some of the most egregious culprits. If grade inflation exists at Curry, and if it results in lowered expectations, then students may feel less accountable for their work, both in terms of quality and adherence to standards of academic integrity. Curry students are only sporadically required to “pledge” work.

Solutions:

- Make honor and the Honor System a larger part of orientation. Rather than lecturing, utilize the honor video.
- Consider creating small interdivisional ethics courses that focus on many educational issues.
- Create a dean’s advisory group charged with fostering a spirit of ethics and integrity.
- Faculty workgroups should be charged with integrating ethical issues and discussion into courses and curricula, including measures as simple as putting a statement about the Honor System on course syllabi and asking students to pledge their work.

3. Darden

Problems: Darden students are generally separate from the rest of the University by location, interaction, and age. Mature students have set principles of personal integrity and do not see U.Va. as a major contributor to them or see the school experience as an opportunity to deepen those values or beliefs.

Solutions:

- Continue ethics courses and the Honor Liaison program
- Continue cohort group discussions on ethical situations
- Utilize professional clubs to facilitate discussions and benefits of personal integrity with regards to personal careers

4. Law

Problems: As with Darden, Law students are generally separate from the rest of the University by location, interaction, and age. Mature students have set principles of personal integrity and do not see U.Va. as a major contributor to them or see the school experience as an opportunity to deepen those values or beliefs. While there is a required course on professional ethics, moving the focus away from honor as an externally imposed rule and extending the subtle appreciation for the importance of honor and integrity in daily life continue to be challenges.

Solutions:

- Continue the on-going ethics courses and integrity-related events currently occurring. Encourage faculty to discuss ethical issues that arise both in current events and as “side” issues in course material.
- Utilize the influence of the peer advisor program at the early stages of the Law School experience to implant the notion that honorable conduct and integrity are central to what it means to be a student at U.Va.
- Alter orientation by focusing on the idea of honor rather than the rules and penalties of the Honor System. Rather than lecturing, utilize the honor video

5. Medicine

Problems: Honor violations are sometimes seen as separate from being an ethical physician, and students who “play fair” in courses are at a disadvantage in a frequently competitive environment. Additionally, students and physicians are generally not aware of the Honor System other than it being a single sanction judicial process, and opportunity to educate them is extremely limited. The size of the medical school and very strict schedules for students do not allow for many extras. The apprenticeship model of clinical medical education makes learning highly variable – some professional faculty emphasize issues of honor and professional integrity but others do not. Clinical faculty do not get oriented to honor/integrity or the Honor System.

Solutions:

- Institute an introduction to the Honor system and to facilitating discussions of professional integrity into a new required faculty workshop (currently it is not required), then use that same workshop for existing faculty workshops
- Create an interactive website that will tell us if everyone completes an integrity-related “quiz” and have all faculty and students take the integrity “test” to compare attitudes and beliefs
- Require students to pledge all work

6. Nursing

Problems: Nursing graduate students see themselves as mature professionals, returning to school for a specific purpose. As such, they do not perceive personal integrity or honor as a major problem or issue. However, in discussions the following concerns were raised:

- A variety of views about the Honor Pledge and its significance exist among both students and faculty.
- Minimal orientation to the Honor System results in students being unsure of what is considered an honor violation.
- The lack of graduate nursing representation on the Honor Committee. Students report that they have no one to talk with about questions, as they are not comfortable approaching an undergraduate Honor rep.

Solutions:

1. Develop a more detailed orientation to the concept of honor and professional integrity, including faculty from the Envision Integrity Task Force.
2. Consider the Nursing School having a graduate student member of the Honor Committee.
3. Adapt the Darden School’s Honor Liaison program for each year to develop a liaison group between the Honor Committee Rep and the graduate student body.
4. Provide ongoing opportunities for discussion of integrity with regards to career development, possibly using the Graduate Nursing Student Organization monthly forums.

Overlaps

Leadership in each of the schools (Deans offices)
 Faculty committee of Envision Integrity
 University relations (bringing speakers to Grounds)
 Institute for Practical Ethics

Owners

Primarily, the changes will have to occur from within the professional schools, therefore there needs to be a key point person in the Dean’s office to make this happen in each school. Faculty are key owners.

Timeline

The “professionalism” solutions - relevant to all schools are such that they can be implemented within a one year time frame if given some -dedicated time, and planning and coordination.

Solutions that are specific to individual schools must first have the attention and support of the schools and must be made a priority. These solutions may be implemented over a 5 year period once a planning committee is in place.

Priority for solutions should be directed as follows:

1. Each school to develop priorities from the Solutions lists for school-specific initiatives for the next year.
2. Develop consistent expectations for all graduate students serving as Teaching Assistants to: attend the TRC's annual teaching workshop for TAs; attend a session specifically on "Honoring the Honor Code: How Faculty and TAs can Promote Academic Integrity"; provide ongoing education for TAs in the form of problem-solving sessions with faculty on how to handle common breaches of academic honesty.
3. Develop a system of peer advisors (Law School program; 2nd and 3rd year law students serve as advisors/mentors for 1st year students) or Honor Liaisons (Darden program; each class has individuals serving as Honor representatives to Honor Committee) for each department in the College and each school in the University that has graduate students. These individuals would act as orientation leaders in discussing integrity to beginning graduate students and as liaisons between the Honor System/Committee and student peers with questions or concerns about academic integrity. The Darden program is specifically about honor, and could be replicated in other schools; the Law program could incorporate honor conversations to existing peer advisor mentoring.
- 4. Develop a strong orientation/introduction to the concept of honor at the University of Virginia focused on graduate students. This may include a video, but would not necessarily have to.

Necessary Support

- Leadership in each of the schools (Deans offices)
- Faculty committee of Envision Integrity
- University relations (bringing speakers to Grounds)
- Institute for Practical Ethics

Costs

With the exception of creating new courses, the expenses in creating and implementing solutions for professional students are primarily ones of time and effort. In order to make an effective difference, much consideration and attention must be given so that the result is one of quality.

**Envision Integrity Initiative /
Alumni / Parents Sub-committee**

1. Challenges

- a. The Honor System is very much a student-owned system and parents and even some alumni – once they graduate – feel that they either don't understand it, don't feel a part of it, or don't feel encouraged offering their opinions about it. How do we get buy in/ownership from parents and alumni? How do we encourage them to have a vested interest in the community of trust.
- b. Physical distance from the University. How can we bridge the communications gap?
- c. Most parents are unfamiliar with what an honor system is and how it will affect their students' lives. Challenge is to educate them all so that they understand what it means to come under the Honor System and what it means to be a member of the University's community of trust.
- d. While the majority of alumni leave here with a pretty solid understanding of the Honor System, there is no established method of keeping them up-to-date on issues affecting the system (aside from the news media, which generally informs only when there is bad news).
- e. While we often hear of alumni who speak reverently of the Honor System, it is not universal, and especially not among minority alumni.

8. Solutions

- a. Parental Challenges The key to dealing with parents' questions and concerns begins with an education process (mixed with some marketing) that kicks in even before a student applies to U.Va. If we truly want to infuse the culture with honor and ethics, the messages should be crystal clear from day one, then repeated in numerous ways throughout the application process, first-year orientation, and during each of the following years while a student lives here. Parents need to understand that their students are entering a unique community, different from the one they may have experienced in high school.
- b. An additional challenge that was voiced had to do with our minority student/parent population and how the Honor System might be viewed differently by them.

Solutions:

- Create a tightly written University credo (with the key messages the group wants to communicate) of what the community of trust is and repeat it – where appropriate – on key websites and publications that parents will read as they begin to learn about the University.
 - Send the Honor Video to the parents of incoming students – first years and transfer – with a cover letter encouraging them to watch the video as a family and discuss the value of living in a community of trust. The University's Parents Program has offered to include videos in their mailing of the "Parent to Parent" handbook – and they are willing to take on the mailing expenses!
 - Put the new honor video on line and link it from several key web pages that the parents of incoming students would use.
 - Each year commission a piece for the parents' newsletter on the community of trust. It could be a Q&A with the Honor Committee chair or a first-person piece written by a student, a faculty or classified staff member about his or her experiences with honor, ethics and integrity at U.Va.
6. Include mention of the Honor System and the community of trust – reinforcing the unique values that we live by -- into the talking points of speakers at all venues in which parents visit the University, beginning with such events as Fall Fling, Orientation, and Family Weekend.
 7. Invite University speakers to "non alumni parents club" meetings for discussions about University life – including the importance of honor, ethics and integrity.
 8. The minority issue came late to our attention and we have not yet explored a variety of viable solutions, although a first step will be to get in touch with Office of African-American Affairs to talk about their

strong parents program and explore with them areas they believe might need to be strengthened regarding parental education.

9. Work with the director of the Ridley Scholars program to see if there is more that needs to be done in the way of talking with parents about the community of trust once their students have received entrance to the University.

- c. Alumni Challenges The key to dealing with alumni questions and concerns about honor at the University hinges on on-going communication with them that includes, like the solutions targeted to parents, both educational and marketing pieces.

Solutions:

* Designate a yearlong “honor/ethics/integrity” initiative among University alumni clubs in partnership with the Alumni News magazine.

10. Suggest that all club members read the same book or see the same movie to get discussion off to a lively start. Or use the news – for example the Enron case – to talk about real-life ethical situations.
11. Supply clubs with a list of University faculty members – working with the Institute of Practical Ethics – who would be willing to attend club meetings and act as discussion leaders.
12. Make a copy of the new honor video available to all alumni clubs.
13. Make honor and ethics a regular session at Reunions each year, pulling from our faculty ethicists to lead timely intellectual discussions of practical ethics.
14. Enlist the help of alumni boards – including the Board of Managers, the board of Ridley Scholars – to brainstorm additional needed solutions and to see where we’re missing target populations with our messages.
15. Meet with editors of Alumni News to explore coverage and advertising possibilities. Perhaps they would entertain once piece a year – written by either an alum or a faculty member – about ethical situations . . . and how living in a community of trust prepares people for the business world. This could help to bridge common experiences of University alumni.
16. Meet with the editors of other University alumni print and online publications -- A&S in particular -- to see if they would do something on honor initiative.

9. `Overlap

- a. Would need to work closely with the Honor Committee and the Office of VP Student Affairs to create University credo on the community of trust.
- b. Would need to create partnerships with all of the following -- the Honor Committee, the Parents Committee, the Office of African-American Affairs, the African-American Parents Committee, the Alumni Association, the Institute for Practical Ethics, the Ridley Scholars Program, and the Office of VP Student Affairs -- to create, coordinate, or kickoff any number of the suggested solutions regarding parents and alumni.

10. Owners

All of the above, and then some.

5. Timeline

- a. The Parents Committee said they could be ready this spring to include the video in parents' mailing – we just need to give them advance notice ASAP.
- b. Kickoff “honor, ethics, integrity” initiative to coordinate similar on Grounds initiative being proposed by the Administrative Staff subcommittee in spring 2003.
- c. Decide if we want to go ahead and do some quick fixes right away or if we want to have everything fall into place with University-wide initiative and roll out in a more coordinated fashion.

6. Necessary Support

From all of the owners listed in the solution section

7. Estimated Costs

There should be some marketing budget for the alumni initiative and an alumni speakers budget (which would include travel expenses that individual clubs might pick up), however most of what we recommend is based on relationships making things happen.

Feb. 1, 2002