

BICENTENNIAL REPORT

Bicentennial Analysis

*A report by the Honor Assessment & Data
Management Working Group*

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1 INTRODUCTION

1.1 LETTER FROM THE CHAIR

To the Community of Trust,

On behalf of the Honor Committee, thank you for engaging our Bicentennial Analysis. The data within this report should not be viewed in dispassionate isolation and should be considered alongside the greater history of our constantly evolving Honor System, University, and society. Too often, the Honor System's available data has been guarded, a disservice to the University seeking to improve its most revered tradition. With the Bicentennial Report - of which this data analysis a significant part - we attempt to share the full story of the Honor System, with the spirit of transparency and honesty that defines the Community of Trust.

The confidentiality of reported students, and those who report them, is of paramount importance to the Honor Committee. This Analysis avoids analyses which would compromise that confidentiality by, for example, providing multiple demographic identifiers for specific cases. Any potentially identifying case information provided within this Analysis, and elsewhere in the Report, was previously made widely available through contemporary press reporting, public legal action, or other direct action by the involved parties. No personal information, aside from aggregated and de-identified case data, has been disclosed from otherwise confidential Honor files.

The number of reports received annually by the Honor Committee is small relative to the number of students at the University. To draw conclusions from any single year's data would not take into account the annual variability in reporting trends and case outcomes. In an effort to mitigate this form of statistical bias, and to further protect the confidentiality of individual students, case data has often been aggregated across several years prior to analysis.

The University of Virginia uses the Integrated Postsecondary Education Data System (IPEDS) categorizations of race, as well as binary definitions of gender, when reporting data. The Honor Committee recognizes the limitations of these definitions to reflect the full range of personal identity and currently collects more flexible, self-reported data from students. The comparison of Honor Committee data to UVA population data, however, necessitates the use of IPEDS categorizations.

This Analysis draws distinctions and comparisons between the various case outcomes of reports received by the Honor Committee. The parameters of those decisions are more thoroughly explained within the Analysis itself. The decision to, for example, lump all sanction outcomes together (leaves of absence, dismissals, and withdrawals) for certain discussions reflects today's multi-sanction Honor System ... a System which retains the single sanction of permanent dismissal from the University for guilty verdicts at hearings.

This Analysis potentially lays to rest many misconceptions about the Honor System while simultaneously identifying new areas for improvement. These revelations were earned through meticulous examination of data mined from deep within scores of archived cases. As with any data analysis of this magnitude, there were considerable challenges in compiling, analyzing, and interpreting data... data originally collected by dozens of different Honor Committees with almost as many collection strategies. The Honor Committee's Assessment and Data Management Working Group, chaired by Charlotte McClintock (College, 2019), dedicated hundreds of hours, over many months, to bring these truths to the Community. To Charlotte - I offer my deepest gratitude for a job exceedingly well done.

Our greatest hope is that this Analysis will lead to thoughtful, compassionate, informed decision making by all those invested in the success of the Honor System. Honor demands nothing less.

Most Sincerely,

Ory Streeter

Chair, UVA Honor Committee (2018-19)

1.2 ADJUDICATING THE HONOR CODE

Regulating student conduct at the University is delegated by the Board of Visitors to two student bodies: the University Judiciary Committee (UJC) and the Honor Committee. The UJC adjudicates alleged violations of the 12 Standards of Conduct. The Honor Committee adjudicates alleged violations of the Honor Code - cases of lying, cheating, and stealing.

All University of Virginia students pledge to never lie, cheat, or steal during their time as students. If a student violates the Honor Code but is not yet under suspicion, they may file a Conscientious Retraction (CR). Once reported to the Honor Committee, a student may make an Informed Retraction (IR). If a student forgoes an IR, the case proceeds to an Investigation Panel (I-Panel). The I-Panel determines which cases are sent to a hearing. If a student is found guilty at a hearing, they are permanently dismissed from the University. Students may permanently Leave the University Admitting Guilt (LAG) or request a hearing for Contributory Health Impairments (CHI) - previously termed "CMD" - at almost any point prior to a hearing.

DEFINITIONS:

The following definitions are intended to improve understanding of Honor Committee case processing. For complete and binding definitions, please refer to the Honor Committee By-laws.

- *CR: Conscientious Retraction.* Before they have reason to believe they are under suspicion for an Honor Offense, a student may take responsibility for their actions and make amends with the affected parties. A complete and valid CR protects a student from being found guilty at a hearing.
- *IR: Informed Retraction.* A student is given the option to take responsibility for their actions and make amends to the community, and may return to the University after a two-semester leave of absence.
- *LAG: Leaving Admitting Guilt.* A student may choose to forgo a hearing and leave the University admitting guilt of the accused Honor offense(s). Students who LAG forgo their right to a hearing and receive the same sanction as students who are found guilty at a hearing - permanent dismissal from the University.
- *I-Panel: Investigation Panel.* A panel of three Committee members who review evidence compiled by the Investigators on the case to determine whether it is more likely than not that an Honor offense has occurred.
- *CMD: Contributory Mental Disorder* If a student believes they have a condition which contributed to their commission of an Honor Offense, they may request a special hearing conducted by an independent panel of experts. The CMD process was recently modified (Fall 2018) and a CMD was renamed a Contributory Health Impairment (CHI). We will use the old CMD acronym to reflect the policies in place at the time much of the reviewed data was generated.

THE HONOR CASE PROCESS

The Honor Committee consists of 27 elected student Representatives - five students from the College of Arts and Sciences and two students from each of the University's remaining schools. The Honor Committee's Executive Board is internally elected from within the Committee. The Honor Committee and its Executive Board maintain a pool of trained Support Officers to facilitate case processing. The Committee Representatives and the Support Officers fulfill unique roles within the Honor System. Case processing begins when the Honor System receives a report from a faculty member, student, or community member. Honor does not seek out cases, but rather depends on members of the community to bring cases forward. Once a report has been made, the student is contacted by a confidential advisor designated to guide

the student through the process and act as emotional support. The reporter and any additional primary witnesses are interviewed. The reported student is then given the initial evidence. The student then has seven days to decide whether they would like to make an Informed Retraction (IR). Passed in 2013, the IR allows students to take responsibility for their actions, make amends, and complete a two-semester leave of absence from the University before returning to the Community of Trust.

If the student chooses not to make an Informed Retraction, the case proceeds to a full investigation. Two Support Officers interview all relevant witnesses and gather evidence. The results of the investigation are compiled into an Investigation Log (I-Log) and presented to a panel of three Committee Representatives (I-Panel) who decide whether it is “more likely than not” that the student committed an Honor offense. Reports found to have met that evidentiary standard lead to formal accusation of the reported student and those that do not are dropped. If the student is accused at I-Panel, the student may elect to have a hearing where a panel of students will find the student guilty or not guilty of the accused offense(s) based on three criteria: Act, Knowledge, and Significance. If the panel finds the student guilty, the student is dismissed from the University. Students have the right to appeal guilty verdicts to an Appeal Review Committee composed of Honor Committee Representatives. The student may Leave Admitting Guilt (LAG) at any point in the process. Students may also request a hearing on CHI - formerly CMD - throughout most of the case processing timeline.

1.3 THE ASSESSMENT AND DATA MANAGEMENT WORKING GROUP

The Assessment and Data Management Working Group is tasked with creating and maintaining transparent, consistent, and secure systems to store pertinent demographic, public opinion, and internal evaluation data to inform Honor policy and dialogue so that Honor is accountable to itself and its goals and its members can make informed decisions on how best to serve the students and the University.

The Assessment and Data Management Working Group is tasked with:

- (i) Determining and evaluating which demographic case data are necessary and appropriate to keep *so that the Honor Committee can understand how identity shapes experience with the Honor System.*
- (ii) Developing and maintaining clear security and confidentiality protocols for demographic data storage *so that access to sensitive data is secure and guidelines are easily understood and consistently followed.*
- (iii) Building out data management infrastructure for demographic data, internal metrics, and external metrics in conjunction with University records management *so that future iterations of this committee can easily access data and the work of previous committees.*
- (iv) Conducting evaluations of public opinion and knowledge about Honor *so that the Honor Committee can better understand how students and faculty see the system and education resources can be better directed to address possible gaps in knowledge where they exist.*
- (v) Developing guidelines for consistent public opinion evaluation across time (i.e. how often opinion data will be collected, consistency of metrics, and questions asked) *so that progress across time is comparable and measurable.*
- (vi) Developing and implementing guidelines for consistent internal evaluation of support officers and committee members *so that our work is always professional, timely, competent, and compassionate, and so that mistakes or gaps in knowledge are corrected in order to ensure that our work is always improving.*
- (vii) Producing an end-of-term report detailing the current state of affairs, guidelines for future work, and advice and insights for the next committee *so that institutional knowledge is not lost, and the next committee can begin where the previous committee leaves off.*

1.4 DATA SETS

The data used for this analysis comes from three categories of data:

DISMISSALS: A Century of Annual Data (1919-2016) was drawn from lists of dismissed students and aggregate totals put together by various committees through the years, discovered by the Honor Committee Chair. The data on totals from 1919-1939 come from a list of all students dismissed from the University during that period which included name, school of enrollment, and home state. This data set was recorded by committee, and is represented by the first year of the Committee term. The totals from 1946 to 1968 come from a similar list which included only names. The 1968-1987 data comes from aggregate descriptive statistics put together by decades by various committees. The 1987 to 2016 totals come from the Students Facing Sanction (1987-2016) data set and the 2017 total is a subset of the All Reported Students (2012-2017) which includes only students who faced some type of sanction. Prior to 2013, students were either dismissed from the University or left admitting guilt, students after 2013 were dismissed, left admitting guilt, or took the Informed Retraction.

ALL SANCTION TYPES: Three Decades of Detailed Data (1987-2016) is composed of case status forms completed by Honor Support Officers based on records retained pertaining to each case, with help from the Executive Secretary to the Honor Committee Mary White in retrieving demographic information from the Student Information System (SIS). During the summer of 2018, trained Honor Support Officers and Committee members collected information on dates, procedural details, and case outcomes from old case files and recorded the information on new case status forms. The Executive Secretary to the Honor Committee then looked up each student based on whatever information was available, (frequently the student's name, year, and school of enrollment) and recorded the student's demographic information based on what was available on SIS. Records of students who were found not guilty are immediately destroyed after the hearing and are not included in this data set. ($n=571$)

REPORTS: All Reports and Outcomes (2012-2016) from the Honor internal case management system (OCP) retrieved by the Vice Chair for Investigations in the summer of 2018. When a case is reported and is created in OCP, the Executive Secretary to the Honor Committee searches the Student Information System for the student's race, gender, international status, and athlete status and records the information on OCP. This data set includes all students reported to the system, including cases in which the student was found not guilty or faced no sanction. ($n=276$)

1.5 METHODOLOGY

Section Three through Section Five of this report will provide descriptive statistics on relevant dimensions of student identity. Section Three provides aggregate totals over 100 years of the system. Section Four will look at historical trends over the past thirty-three years using the All Sanction Types (1987-2016) data set. Section Five will explore the All Reports & Outcomes (2012-2017) data set. Section Six gives a review of the effects of the Informed Retraction. Section Seven of this report will use logistic regression to investigate the influence of various dimensions of identity on the probability of facing a sanction outcome. A longer discussion of methodology will precede the model results in Section Seven.

2 EXECUTIVE SUMMARY

We hope this report fosters conversation about how students experience Honor at the University and begins an open dialogue on how we can all work towards a better system together. We also hope this report will shed light on a process that is typically opaque for most students. This analysis uncovered a number of valuable insights, and we hope the recent initiation of self-identified demographic data collection and the collection of more information about reporters and type of Act will enable more analysis in the future.

KEY FINDINGS: DISMISSALS: A CENTURY OF ANNUAL TOTALS (1919-2017)

- **Dismissal rate was highest from 1950 to 1970:** Between 1950 and 1970, the dismissal rate hovered around 0.2% of enrolled students, then declined sharply in the 70s and 80s, and was higher in the 2000s.
- **Between 1919-1939, more than 60 percent of dismissed students were from out-of-state:** Residency was a significant issue from 1919 to 1939, with Southern students lamenting that students from the North were degrading the culture of Honor at the University.

KEY FINDINGS: ALL SANCTION TYPES: THREE DECADES OF DETAILED DATA (1987-2017)

- **Cheating is the most commonly sanctioned offense:** Since 2000, more than 65 percent of sanctioned students were reported for cheating.
- **The number of sanctioned stealing offenses has declined:** Sanctions for stealing have decreased from 26 percent of all sanctions between 1987 and 1989 to 2 percent of all sanctions from 2010 to 2016.
- **The demographics of sanctioned students have changed:** In the 1980s and 1990s, the percentage of sanctioned students who were Black was higher than the percentage of Black students attending UVA but this disparity decreased over time. The percentage of sanctioned students who were Asian increased over the same period. The percentage of sanctioned students from 2010-2016 who were international students increased relative to previous years.

KEY FINDINGS: ALL REPORTS AND OUTCOMES: SIX YEARS OF FULL DATA (2012-2017)

- **Student class year affects the number of reports received:** Third year undergraduates made up the highest proportion of reports and first year undergraduates made up the lowest. The number of graduate student reports was similar to the number of first year undergraduate reports.
- **Higher year students reported to the system were more likely to be sanctioned than lower year students, relative to the number of reports received for students of the same year:** Relative to the number of reports received against students in the same year, higher year students were sanctioned more frequently than lower year students. Higher year students were also more likely to make an Informed Retraction. Accordingly, graduate students are the most likely to be sanctioned and most likely to make an Informed Retraction, relative to the number of reported graduate students.
- **Reported student demographics do not mirror UVA demographics:** There were a substantial number of reported cases with unavailable race data. White students were under-represented in reports relative to the University population. Asian students and Black students were over-represented in reports. International students were also over-represented. Male students were over-represented, and female students were under-represented.

KEY FINDINGS: THE INFORMED RETRACTION: A DATA DRIVEN REVIEW

- **A higher percentage of reported students were sanctioned after the passage of the IR:** 2017 was the first year in the study period in which more students received some type of sanction [found guilty and dismissed, left admitting guilt (LAG), or took a leave of absence (IR)] than did not.
- **There were fewer hearings per year after the passage of the IR:** The Informed Retraction allows students the option of admitting guilt and taking a one-year leave of absence from the University. This option may be viewed by students as more favorable as opposed to facing a Hearing, resulting in an increased number of IRs and a reduced number of Hearings.

KEY FINDINGS: STATISTICAL MODELING: RECENT SANCTIONING

- **Statistical modeling revealed the effects of certain case factors on case outcomes:** The international status of the reported student, the reported student class year, and the reporter type had statistically significant effects on case outcome. International students were more likely to be sanctioned relative to domestic students. Students reported by faculty were more likely to be sanctioned than students reported by students. Higher year students (fourth years, graduate students) were more likely to be sanctioned than first year students. There was no statistically significant effect of race, gender, or athlete status on case outcome.

3 DISMISSALS: A CENTURY OF ANNUAL DATA (1919-2016)

As a reminder, this data comes from from lists of dismissed students and aggregate totals put together by various committees through the years, discovered by the Honor Committee Chair. The data on totals from 1919-1939 come from a list of all students dismissed from the University during that period which included name, school of enrollment, and home state. This data set was recorded by each Committee and is presented using the year in which each Committee term began. The totals from 1946 to 1968 come from a similar list which included only names. The 1968-1987 data comes from aggregate descriptive statistics put together by decades by various Committees. The 1987 to 2016 totals come from the Students Facing Sanction (1987-2016) data set and the 2017 total comes from a subset of the All Reported Students (2012-2017) including only students who faced some type of sanction. Students in years before 2013 were dismissed from the University or left admitting guilt, students after 2013 were dismissed, left admitting guilt, or took the Informed Retraction.

100 YEARS OF DISMISSALS

Figure 1 gives the number of students sanctioned for each year from 1919 to 2017. Cases before 1939 are listed by first year of Committee term, cases after are listed by report date. From 1919-2017, 1104 students were sanctioned by the Honor System. We were unable to locate any records from 1939 to 1945 or from 1972. The first recorded Honor trial took place in 1851 but the formal Honor Committee, as we know it today, was not formed until 1912.

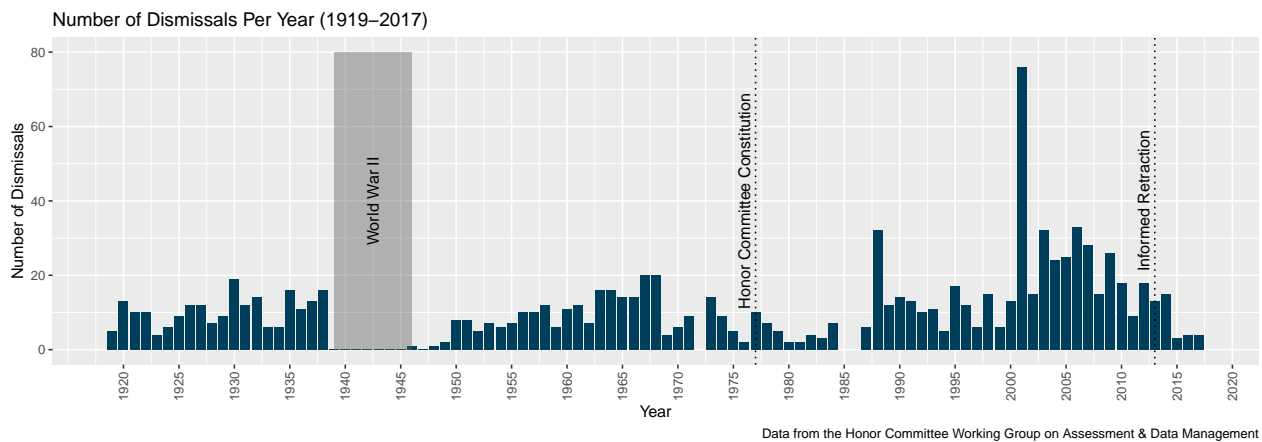


Figure 1: Total number of students facing sanction, 1919-2017.

The significant spike in number of dismissals in 2001 comes from an influx of reports from a single class, the “How Things Work” cases. In 2001, the professor for the introductory physics class “How Things Work” created an algorithm designed to flag sections of papers submitted for his class that were substantially similar. The professor discovered a large number of identical passages and reported over 100 cases in a single year. As a result of those cases, 48 students were found guilty at a hearing or left admitting guilt.¹

HISTORICAL INSIGHT

Between 1919-1939, more than 60 percent of dismissed students were from out-of-state: Residency was a significant issue from 1919 to 1939. In 1941, a student lamented that students from the North were degrading the culture

¹Boorstein, M. (2002, November 26). U-Va. Expels 48 Students After Plagiarism Probe. Retrieved December 1, 2018, from <https://www.washingtonpost.com/archive/local/2002/11/26/u-va-expels-48-students-after-plagiarism-probe/7448e1ac-2e50-45c4-b804-ob437ebfa743/>

of Honor at the University, going so far as to call them ‘Northern scum’². Figure 2 gives the proportion of dismissed students who were in-state and out-of-state from 1919 to 1939. From 1919-1939, over 60 percent of dismissed students were from out-of-state, with the proportion reaching above 90 percent for 1928 and 1931. Many of these students were from Northern states, most frequently New York.

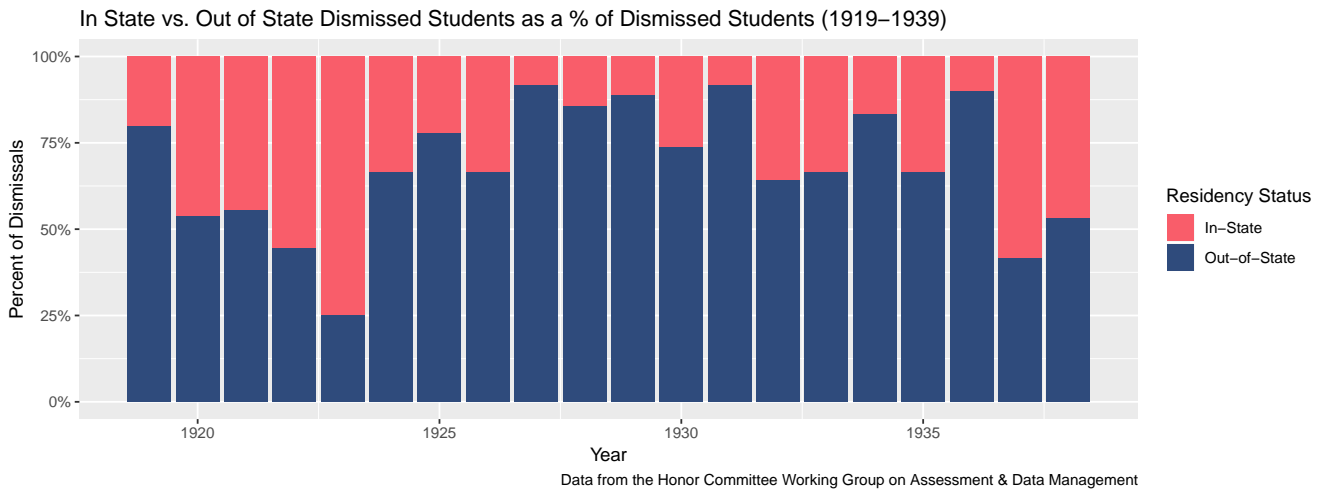


Figure 2: In state vs. out of state proportion, 1919-1939.

Dismissal rate was highest from 1950 to 1970: Figure 3 shows the dismissal rate per year (dismissals / enrolled students). Between 1950 and 1970, the dismissal rate hovered around 0.2% of enrolled students. The data shows a significant drop in dismissal rates from 1970 to 1986, though it’s possible data is missing or was poorly recorded. The 2000s show an increase from the 1990s. 2014 to 2016 have a significantly lower dismissal rate because of the introduction of the Informed Retraction.

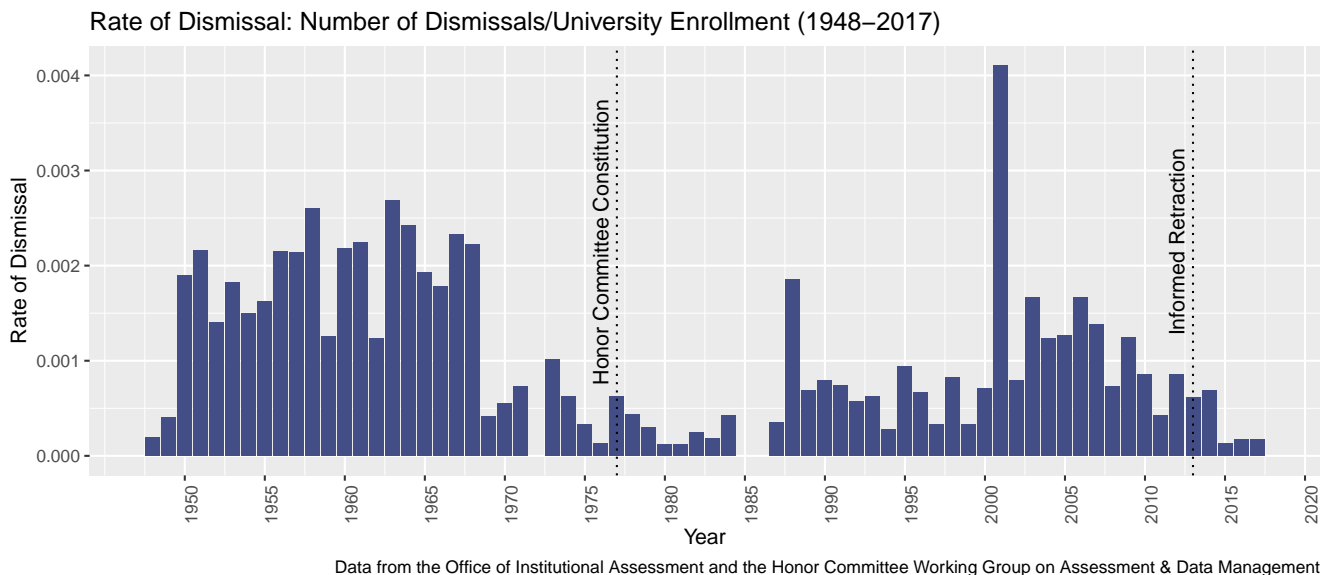


Figure 3: Dismissal rates, 1947-2017.

²Barefoot, C. (n.d.). The Evolution of Honor. Retrieved December 1, 2018, from http://uvmagazine.org/articles/the_evolution_of_honor

4 ALL SANCTION TYPES: THREE DECADES OF DETAILED DATA (1987–2016)

This section will present 30 years of data on students who received some type of sanction, including dismissals (students found guilty at hearing), students who left admitting guilt (LAG), and students who took a leave of absence (IR). The IR only became an option after 2013. **This data set does not include students who were found not guilty or whose cases were dropped by the I-Panel.**

This analysis was made possible through efforts of Honor Support Officers, Committee Members, and the Executive Secretary to the Honor Committee, Mary White. During the summer of 2018, trained Honor Support Officers and Committee members collected information on dates, procedural details, and case outcomes from old case files and generated updated case status forms with the available information. The Executive Secretary to the Honor Committee then looked up each student based on whatever information was available, (frequently the student’s name, year, and school of enrollment) and recorded the student’s demographic information based on what was available on the Student Information System (SIS). Records of students who were found not guilty are immediately destroyed after the hearing and are not included in this data set. ($n=571$)

4.1 SYSTEM CHANGES

Figure 4 gives the aggregate number of students who faced some type of Honor sanction in each year. All students counted before 2013 either left the University admitting guilt or were found guilty at a hearing and dismissed from the University. Where years are grouped together, the most recent six years will be separated into 2010–2013 and 2014–2016 to understand the system before and after the Informed Retraction. For cases after 2013, students were found guilty and dismissed from the University, left admitting guilt (LAG), or took a leave of absence (IR).

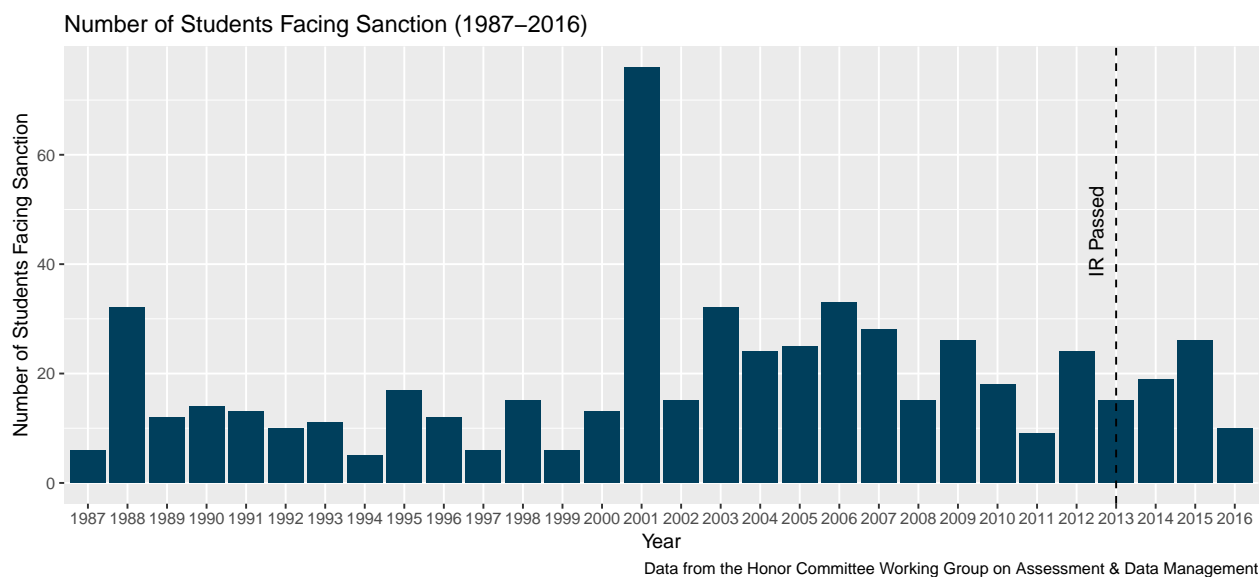


Figure 4: Number of students facing sanction for Honor Code violations, 1987-2016. The spike in 2001 is the result of an influx of reports from one class. The Informed Retraction (IR) was passed in 2013. Totals prior to 2013 include students found guilty and dismissed and students who left admitting guilt (LAG). Totals after 2013 also include students who took a leave of absence (IR).

Cheating is the most commonly sanctioned offense: Figure 5 gives the count of students facing sanction in each era by offense type. Figure 6 shows the proportion of each offense type as a total of all students facing sanction in each time period. The period from 2000–2004 had a much higher proportion of students sanctioned for cheating (student sanctioned for cheating made up 87 percent of all sanctions) due in part to the large number cheating reports re-

ceived from 'How Things Work'. Still, recent years have seen a higher proportion of sanctioned cheating cases, relative to the number of cheating reports, than in the past. The number of sanctioned cheating cases from 2005 to 2016 was higher than from 1990 to 1999. Sanctions for cheating were also a larger proportion of all sanctions (67 percent from 2005-2016, compared to 42 percent from 1990-1999). Cases where students were sanctioned for multiple offenses typically had cheating as one of the offenses.

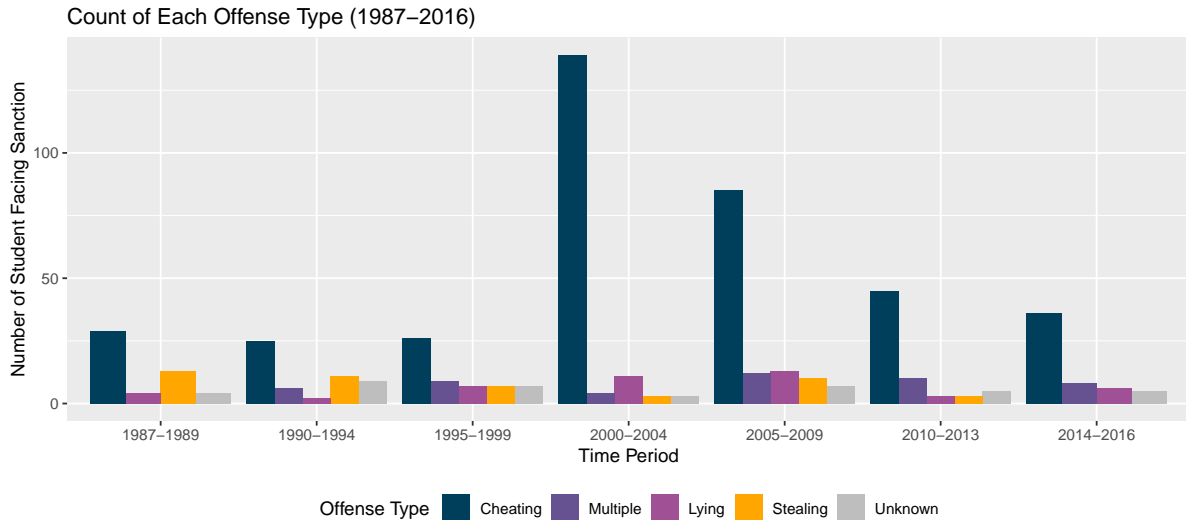


Figure 5: Count of students sanctioned by offense type, 1987-2016. Cheating is the most commonly sanctioned offense.

Stealing has decreased as a percentage of sanctioned offenses: From 2000-2016, stealing cases were a much lower proportion of total cases for which students faced a sanction than they had been from 1987 to 1999. From 1987-1989, stealing cases were 26 percent of all sanctions. From 2010-2016, stealing cases were only 2 percent of all sanctioned offenses.

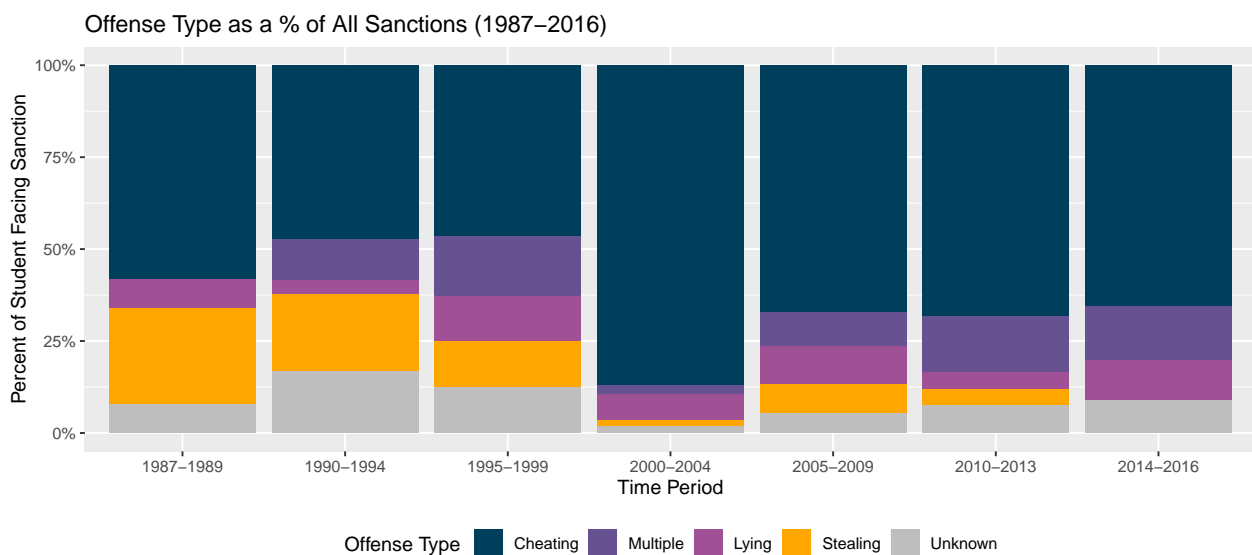


Figure 6: Offense type as a % of all sanctions, 1987-2016. Cheating is the most commonly sanctioned offense. Stealing has decreased as a percentage of sanction offenses.

4.2 DEMOGRAPHICS

Demographic information of sanctioned students was collected by the Executive Secretary to the Honor Committee, who searched the Student Information System using the dismissed students name and recorded the student’s gender, race, international status, student athlete status, and transfer student status, where available. All UVA population demographic information comes from the Office of Institutional Assessment & Studies. Years are grouped together into 5-7 year time periods in order to look at historical trends clearly and minimize variance due to small sample sizes. Meaningful conclusions could not be drawn for student athlete status or transfer student status because of significant unknown proportions.

4.2.1 RACE

Racial demographics for this section are categorized by Integrated Postsecondary Education Data System (IPEDS) standards in order to maintain institutional consistency and compare reported student demographics to the demographics of the University. Our analysis in this section focuses primarily on White, Black or African American, and Asian or Asian American race students. Students of a race other than White, Black, or Asian make up a very small percentage of the University and of students reported to the Honor system; their racial identity may be potentially identifying given their small numbers, so they are aggregated as “Other”. Figure 7 shows the demographic makeup of the University at representative points through the past few decades.

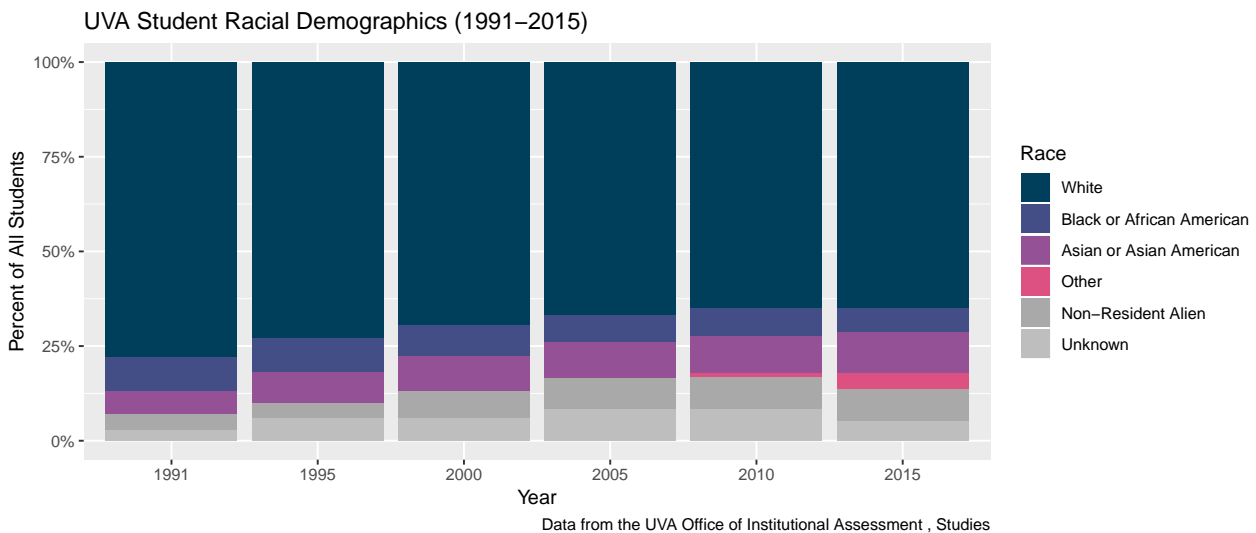
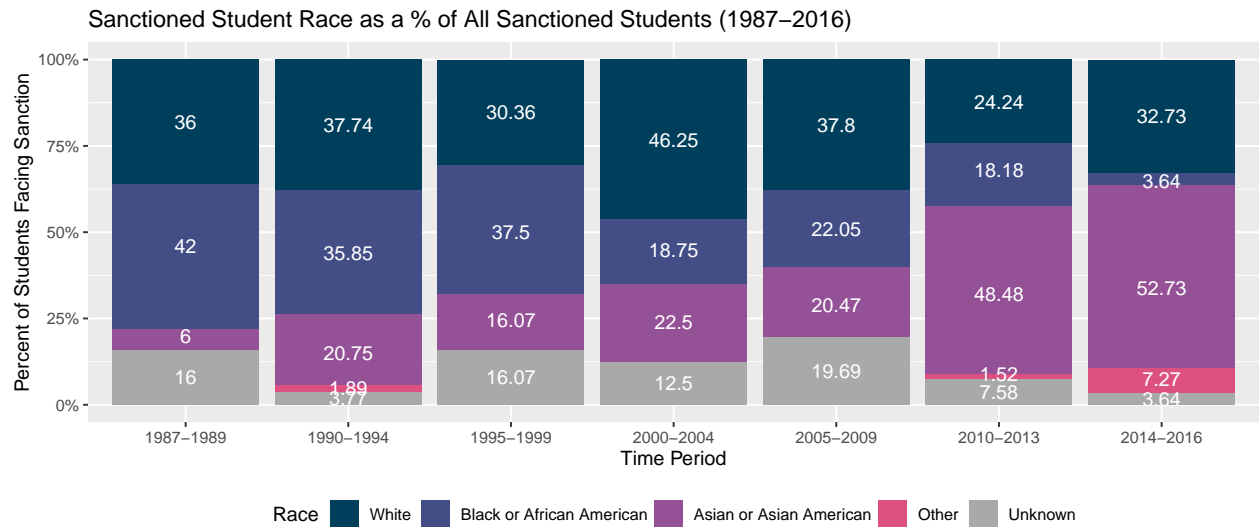


Figure 7: University population race demographics, 1991-2018. The University has grown more diverse over time.

The racial demographics of students dismissed from the University for violations of the Honor code have changed substantially over the past three decades: Figure 8 shows the demographic breakdown of dismissed students by race in five year increments. Figure 9 gives the aggregate totals for each time period.

Figure 7 gives the demographic makeup of the University for representative years over a similar period of time. The Black or African American student population at the University decreased from 9 percent in 1991 to 6 percent in 2018. The Asian or Asian American students made up 6 percent of University students in 1991 and 12 percent in 2018.

From 1987 to 2009, Black or African-American students faced sanction at a rate that was significantly disproportionate to their population at the University. From 1987 to 1989, Black students made up 41 percent of all students dismissed from the University (dismissal and leaving admitting guilt were the only possible sanctions during at this time). Comparatively, Black students made up only 9 percent of University students in 1991, the earliest year for which data was available.



v

Figure 8: Students sanctioned by race, as a proportion of all students facing sanction, 1987-2016. The proportion of sanctioned students who were Black/African-American decreased. The proportion of sanctioned students who were Asian/Asian-American increased. The proportion of sanctioned students who were White/Caucasian remained relatively stable.

From 2010 to 2016, Black students made up 12 percent of sanctioned students.

The proportion of sanctioned students who are Asian or Asian American has increased over the past thirty years. Asian students made up 6 percent of students dismissed from the University from 1987 to 1989, but made up 50 percent of students sanctioned from 2010 to 2016. Many of the Asian students in our data were international students, which may contribute to the significant disproportionality. Figure 9 gives the aggregate totals of students sanctioned by race in order to understand how the number of students sanctioned by race has changed, in addition to the proportions.

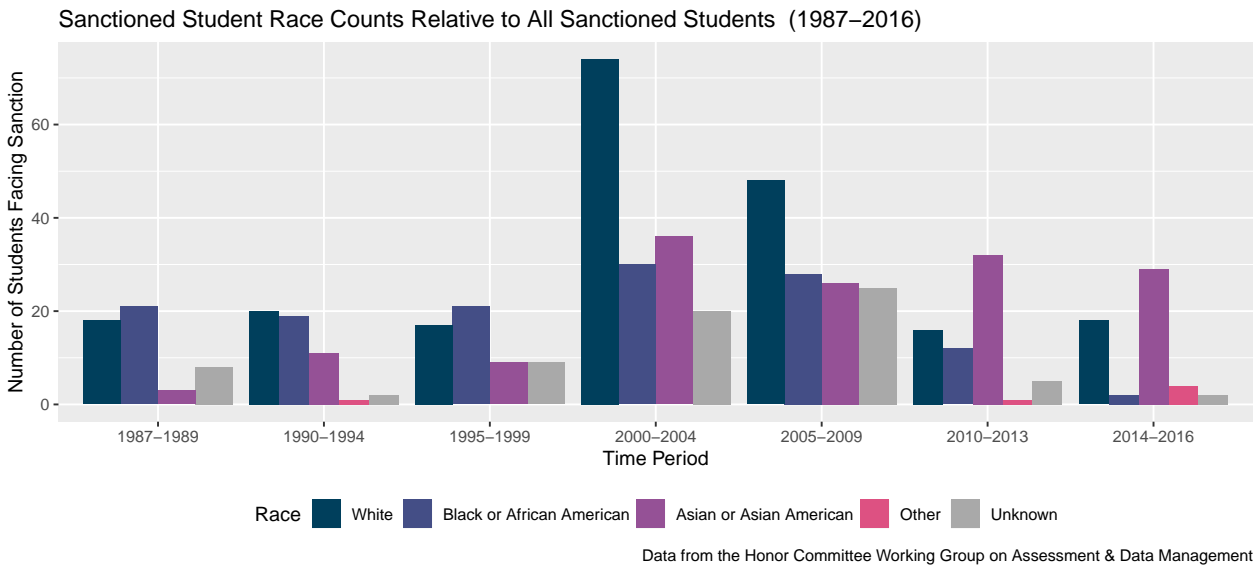


Figure 9: Aggregate totals of students by race, 1987-2016. There more sanctions in the 2000's than in the 1990's.

4.2.2 GENDER

Figure 10 gives the gender makeup of University students from 1991 to 2018.

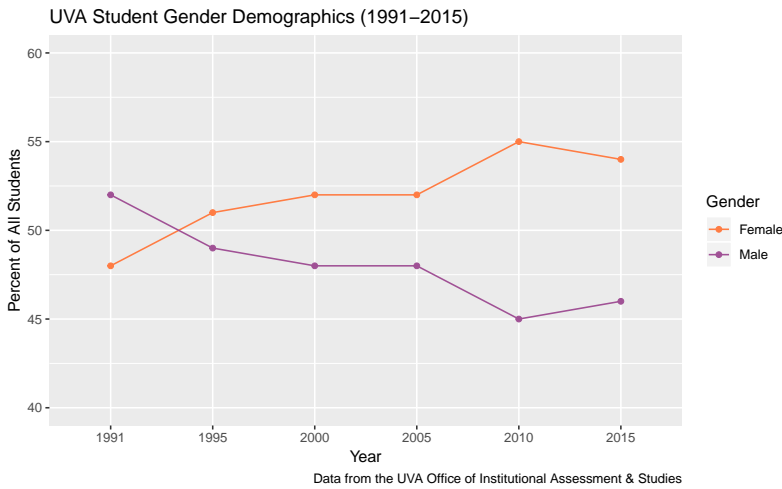


Figure 10: Gender demographics of the University, 1991-2018. The proportion of female students at the University increased from 1991 to 2010.

the proportion of female students sanctioned has increased over the past 15 years as the proportion of male students sanctioned has decreased, and in the most recent time period, male students were only over-represented among sanctioned students by 10 percentage points.

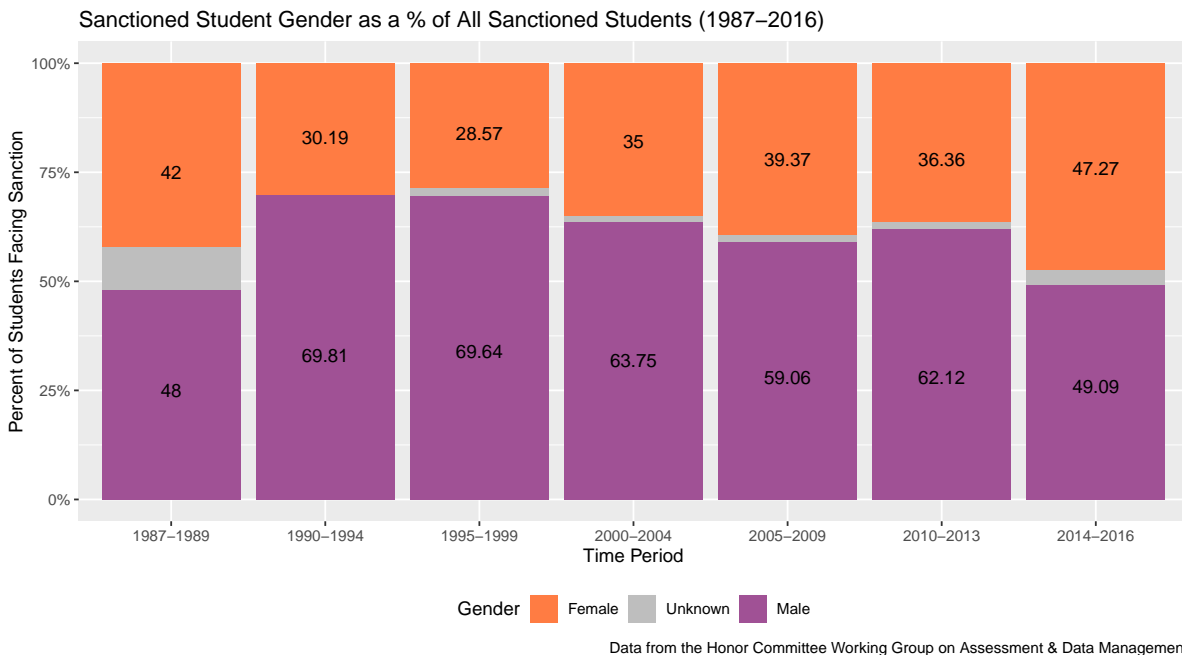


Figure 11: Students sanctioned by gender, as a proportion of all students facing sanction, 1987-2016. Male students were overrepresented as a proportion of all sanctioned students relative to the University population. However, the recent gender demographics of sanctioned students approach University gender demographics.

More male students than female students were sanctioned for every time period under study: Figure 11 shows students sanctioned by gender during each time period under study. The gender disparity was most significant from 1990 to 2000, where 70 percent of students sanctioned were male and 30 percent were female. In comparison, in 1995, 51 percent of students were female and 49 percent were male. Male students were over-represented by 20 percentage points within the population of sanctioned students.

The gender demographics of recently sanctioned students are better approaching University gender demographics: The

4.2.3 INTERNATIONAL STATUS

The proportion of students with an unknown international status is larger in the earlier time periods, and therefore results are the least robust for the period from 1987 to 2000.

The international student population at the University has grown: Figure 12 shows the growth of the international student population at the University. The proportion of international students at the University relative to domestic students increased from 4 percent in 1991 to 9 percent in 2016.

The proportion of sanctioned students that are international students has increased substantially: The proportion of international students sanctioned by Honor relative to domestic students increased beginning in 2010. Even if all of the students with unknown residency status in the earlier time periods were international students, the 2010 to 2016 time period would still exhibit an increase. Given that international students are 9 percent of the University populations and 40 percent of students facing sanction, there exists a significant over-representation of international students among students facing sanctions. The 2012-2017 all cases data shows that international students make an Informed Retraction more frequently than domestic students, which may contribute to this sanction disparity.

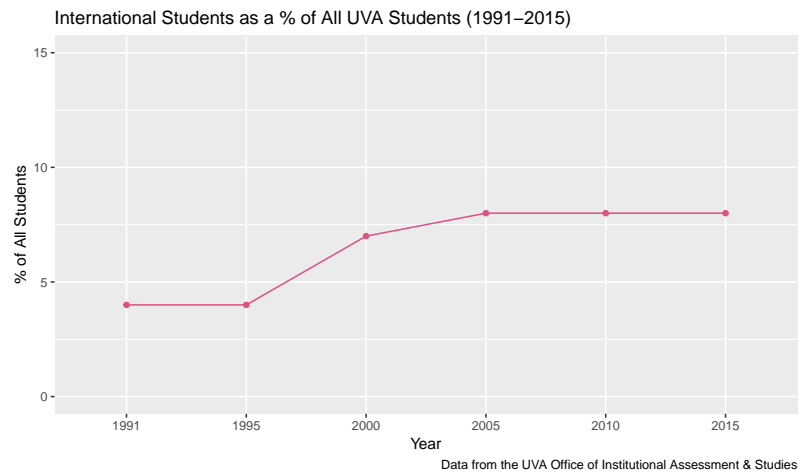


Figure 12: International demographics of the University, 1991-2018. The proportion of UVA students who are international students doubled between 1991 and 2015.

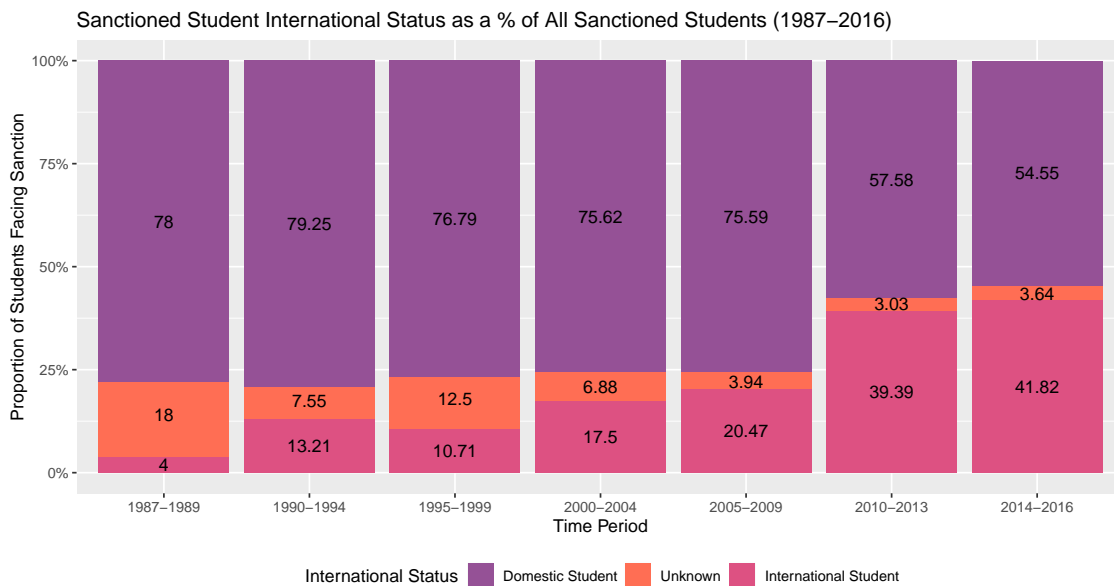


Figure 13: Students sanctioned by international status, as a proportion of all students facing sanction, 1987-2016. The proportion of sanctioned students who are international students has increased substantially over time, and international students are now heavily overrepresented in sanctions.

4.3 KEY FINDINGS & DISCUSSION

KEY FINDINGS: ALL SANCTION TYPES: THREE DECADES OF DETAILED DATA (1987-2016)

- **Cheating is the most commonly sanctioned offense:** Since 2000, more than 65 percent of sanctioned students were reported for cheating.
- **The number of sanctioned stealing offenses has declined:** Sanctions for stealing have decreased from 26 percent of all sanctions between 1987 and 1989 to 2 percent of all sanctions from 2010 to 2016.
- **The demographics of sanctioned students have changed:** In the 1980s and 1990s, the percentage of sanctioned students who were Black was higher than the percentage of Black students attending UVA but this disparity decreased over time. The percentage of sanctioned students who were Asian increased over the same period. The percentage of sanctioned students from 2010-2016 who were international students increased relative to previous years.

DISCUSSION

Offense Type: As the Honor System adapts to the mindset of the students it represents, the type of offenses reported and sanctioned has adjusted. While lying, cheating, and stealing have always been the three tenets of what the Honor System sets out to enforce, the proportion of the cases handled has changed drastically over time. Stealing was once a major offense type heard by the Honor Committee. Cases such as the “Coke Case,” where a student allegedly stole several cans of soda from an open vending machine, was found guilty at an Honor hearing, then nearly immediately had the verdict nullified had great influence on what the students, and therefore Committee, saw fit to enforce. In addition, while the University Judiciary Committee (UJC) pre-dates this data set, increased cooperation and more clear guidelines of which Committee is responsible for what has seen stealing cases mostly being handled by UJC. Despite this, while lying and stealing make up only a fraction of the cases handled by the Honor Committee, both remain important aspects of the system.

Race: A more robust discussion of the recent racial demographics, especially the over-representation of Asian and Asian American students, can be found in the discussion section for the six year data set on page 28.

The racial demographics of students facing Honor sanction have change dramatically over the past three decades. Black students made up 42 percent of all sanctioned students from 1987 to 1989, but only 3.54 of sanctioned students from 2014-2016. We cannot explain this decline with any specific policy change within the system. We do not have data on the racial demographics of reports during this time period, so we are unable to assess whether the significant disparities observed are the result of a high number of reports of Black or African American students or whether the system contained biases which made Black or African American students more likely to face some type of sanction. Though the data on athlete status had significant unknown proportions, many of the Black students sanctioned in earlier years were student athletes, and so a coordinated effort to provide students athletes with more comprehensive academic resources may contribute to this observed trend.

It is also important to note that there are significant unknown proportions in our race data, reaching up to 20 percent of sanctioned students in some time periods. This means the relative rates of racial disparity could be more significant than they appear. We had hoped to be able to compute racial disproportionality indices (RDIs), comparing the number of Black or African American students who faced a sanction as a percent of all sanctions to relative size of the Black or African American population at the University. Unfortunately, we were unable to do so for two reasons: First, because the University uses the IPEDS standards which categorize all international students as ‘Non-Resident Alien’, we would only be able to compute RDIs for domestic students. Given that international students are such a large percentage of our

data, especially in recent years, we felt this might misrepresent the true numbers. Second, because we have such large percentages of unknowns, which could be distributed differently than our observed data, any RDIs we computed would have a significant margin of error and could be much lower or much higher than the true number. The percentages we report here are necessarily a floor; because unknowns are included in the proportions, each proportion could be higher than the observed value, but none could be lower, and therefore we felt comfortable reporting the percentages as a baseline. Any RDIs relative to a baseline could be higher or lower than the true value, rendering them essentially an unfounded guess.

Gender: From 1990-2013, female students were underrepresented among sanction and male students were overrepresented, relative to University demographics. The gender demographics of recently sanctioned students are better approaching University gender demographics, with about equal gender representation in sanctions from 2014 to 2016, though male students are still slightly overrepresented among sanctions relative to UVA. As we will see later in the 6 year data, the overrepresentation of male students in reports and sanctions relative to their population is a remarkably consistent trend over the six year period, potentially suggesting a consistent underlying cause or mechanism. This would benefit from further research and consideration to understand the interplay of gender and sanction outcomes.

International Status: 2010-2016 saw a significant increase in sanctions for international students relative to 2000-2009; international students made up 40 percent of all students who faced some type of sanction. As we will see in the next section, international students more frequently take the IR, which may explain some of the sanctions from 2014-2016, but not the trend from 2010 to 2014. Honor's Community Relations and Diversity Advisory Committee (CRDAC) works closely with the International Studies Office on education and outreach, but this issue would benefit from further study and a deeper understand of what is truly driving this trend.

5 ALL REPORTS & OUTCOMES: SIX YEARS OF FULL DATA (2012-2017)

This section will consider six years (2012-2017) of case processing data from report to case outcome. This data set was retrieved from the Honor internal case management system by the Vice Chair for Investigations. The earlier years of data (2012-2014) contained a significant number of unknowns across demographic fields, where the later years (2015-2017) were more complete. This data set does not contain information on the Act reported (Lying, Cheating, or Stealing), but collection efforts are underway to enable a future analysis across types of Act. For the context of this analysis, it is important to note that *the vast majority of reported Honor cases pertain to cases of cheating, see Figure 5*) and so analysis will heavily focus on potential significance for cheating behavior.

5.1 REPORTING

The Honor process begins when the system receives a report. Honor cannot and does not proactively seek out cases; cases can only be initiated through a report from faculty, students, or community members.

Reporting rates were low: Honor usually receives between 40 and 60 reports per year. The average for the study period was 46 reports. The University's total enrollment as of fall 2017 was 24,360 students³, which translates to a reporting rate of 0.002 cases per enrolled student per year. In comparison, a 2012 survey, 4.7 percent of students admitted to having committed an Honor offense during their time at the University.⁴

Most cases were reported by professors:

Any person (faculty, student, staff, community member) can report a student to the Honor System.

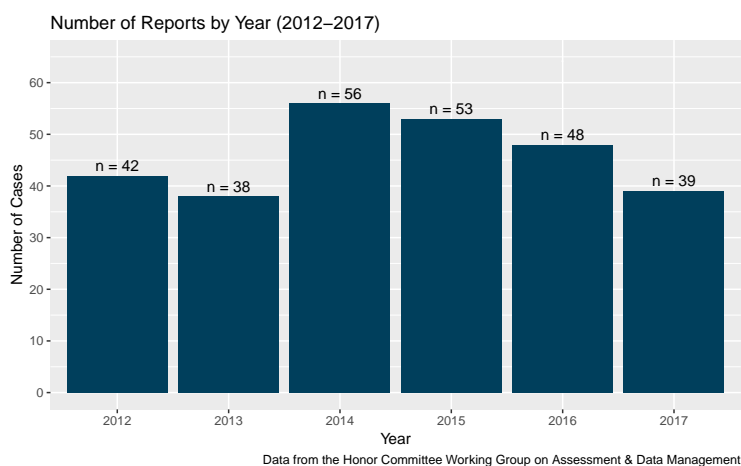


Figure 14: Number of students reported to the Honor System, 2012-2017

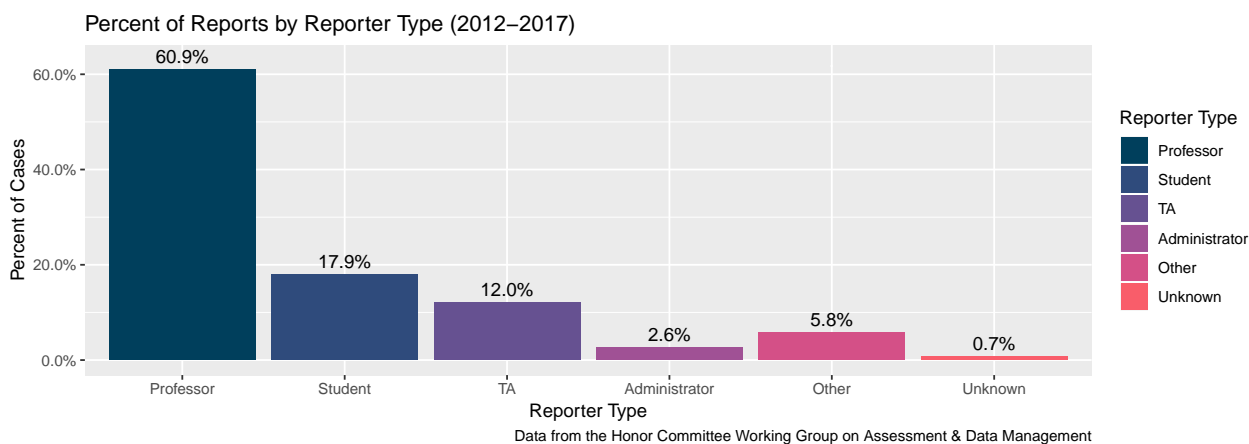


Figure 15: Number of reports by reporter type, 2012-2017.

³<https://ias.virginia.edu/university-stats-facts/enrollment>

⁴<http://honor.virginia.edu/sites/honor.virginia.edu/files/2012-Student-Survey.pdf>

Figure 15 shows the number of reports by reporter type. Professors were the most frequent reporters (60 percent of reports), followed by students at 18 percent and teaching assistants (TAs) at 11 percent. Data on department breakdowns has not been consistently collected by previous committees, but collection is beginning now in order to enable future committees to better understand the distribution of reports by reporter department (where the reporter is a professor).

Most reported students in the College of Arts and Sciences (CLAS) or the School of Engineering and Applied Science (SEAS): Figure 16 gives the breakdown of reported students by school of enrollment. Most reported students (54 percent) in the College of Arts and Sciences, followed by 13 percent in the School of Engineering and Applied Science, and between 1 and 3 percent for all other schools with 19 percent of cases in which the student’s school of enrollment is unknown⁵. No reports were received from the Darden School of Business or the School of Law between 2012 and 2017. The number of students reported by the other schools varies significantly by year because of their small size relative to CLAS and SEAS.

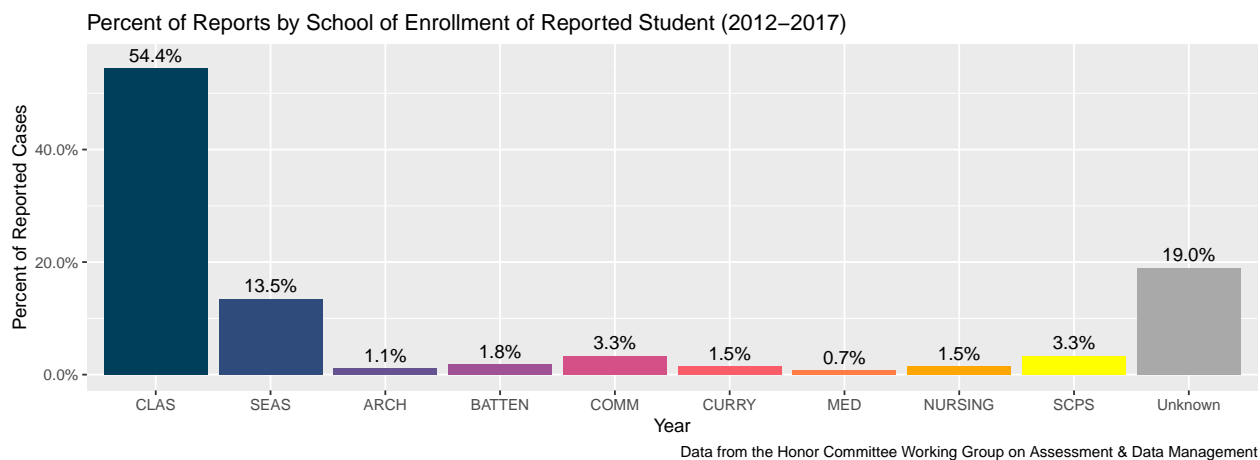


Figure 16: Number of reports by school of enrollment of the reported student, 2012-2017.

Reporting rates vary by school: Figure 17 shows the total number of reports over the six year period as a proportion of total school enrollment. The Frank Batten School for Leadership & Public Policy has the highest rate of reporting relative to their size, where the Curry School for Education and the Medical School have the lowest rates of reporting relative to their size.

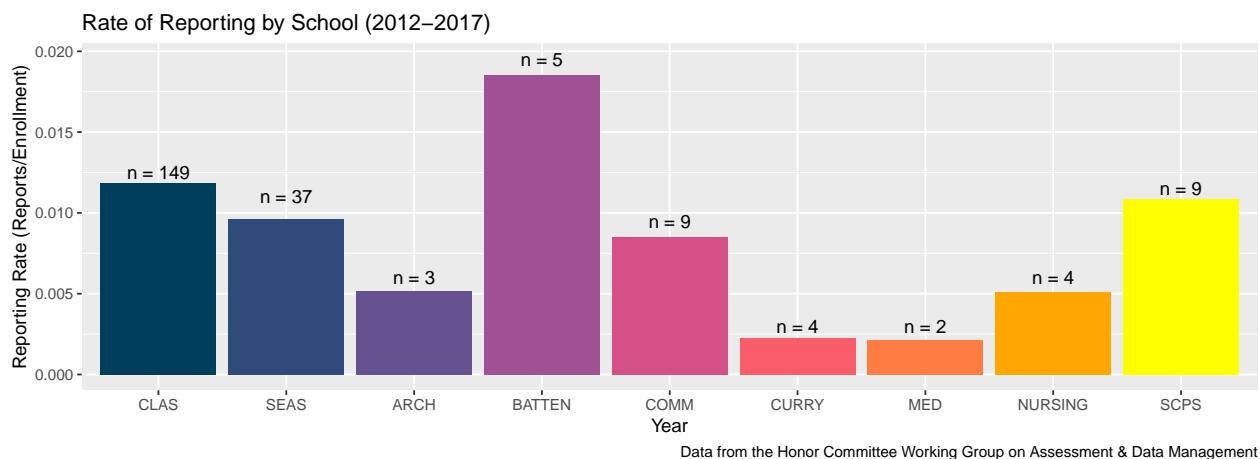


Figure 17: Reporting rates by reported student school of enrollment, 2012-2017.

⁵Cases with unknown school of enrollment from 2012 to 2014.

It is important to recognize that reporting rates do not necessarily reflect the true rates of Honor offenses in any of the given schools, given that offenses may go unreported for a variety of reasons. *It is also important to note that the rates for the small schools are extremely variable given the small number of cases (given by the n above each bar), so the most robust conclusions can be drawn from the CLAS and SEAS rates.*

First years reported least frequently, third years reported most frequently: Many within and outside of Honor wonder whether first year students may be more likely to cheat or be reported to Honor given the wide variety of student backgrounds represented at the University and the novelty of the Honor code to many students. Figure 18 gives the true proportions.

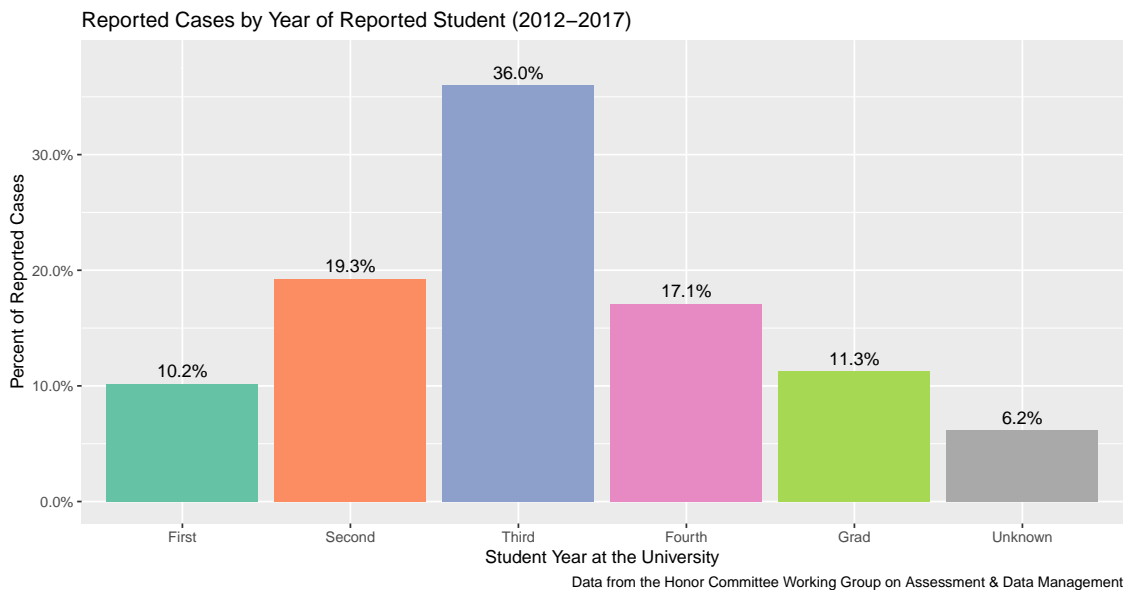


Figure 18: Reports by year of reported student, 2012-2017.

Third year students make up the highest proportion of reported students, at around 36 percent. Second year students follow at 19 percent, fourth year students at 17 percent, and first year students at 10 percent. Graduate students were 11 percent of all cases, and about 6 percent of cases have year unknown.

5.2 CASE PATHS AND OUTCOMES

Honor cases end in one of seven ways: the reported student makes an IR, the case is dropped by the I-Panel, the case is dropped by the Executive Committee, student leaves admitting guilt (LAG), student found guilty at hearing, student found not guilty at hearing, or with the case sent to the Contributory Mental Disorder process (CMD). IR, Guilty, and LAG were considered **sanction** outcomes where the student either takes a leave of absence or leaves the University. I-Panel Drop, Administrative Drop⁶, and Not Guilty were considered **no-sanction** outcomes where the student does not face any consequence for the report. The Contributory Mental Disorder process (CMD) will not be considered in discussions of sanction as the sanctioning purview is outside the jurisdiction of the Honor Committee.

⁶A case is considered Administrative Drop if it is dropped by the Executive Committee when the report is made in bad faith, the case has no evidence, or if the case was dropped for a procedural reason (i.e. student is no longer enrolled, no jurisdiction to hear the case, etc).

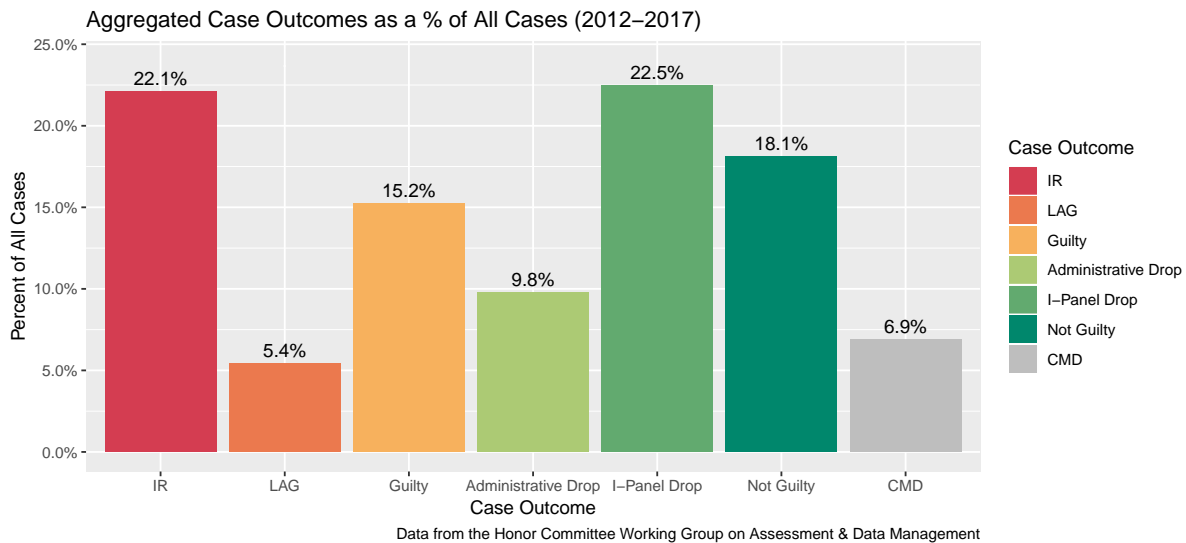


Figure 19: Aggregate case outcomes, 2012-2017. Guilty, IR, and LAG are Sanction outcomes, Not Guilty, I-Panel Drop, and Administrative Drop are No-Sanction outcomes.

IRs were the most common sanction, I-Panel drops were the most common no sanction outcome: Figure 19 shows the aggregate totals for each possible case outcome over the study period. IRs were the most common *sanction* outcome (22 percent of all cases), followed by 15 percent of cases where the student is found guilty at a hearing and 5 percent of cases where the student leaves admitting guilt (LAG). Drops by the I-Panel were the most common *no-sanction* outcome at 22 percent, followed by not guilty at hearing (18 percent) and Administrative Drop (10 percent). Around 7 percent of cases end in the Contributory Mental Disorder process. Over the entire six year study period, around 43 percent of students faced some type of sanction and 57 percent did not. For students whose cases went to a hearing, 46 percent were found guilty and 54 percent were found not guilty.

First year students face sanction least frequently, graduate students face sanction most frequently: Figure 20 shows sanction outcome proportions by year of reported student. First year students faced a sanction in 25 percent of all cases, the lowest frequency across all years. Graduate students faced sanction most frequently, with 61 percent of graduate student cases ending in sanction.

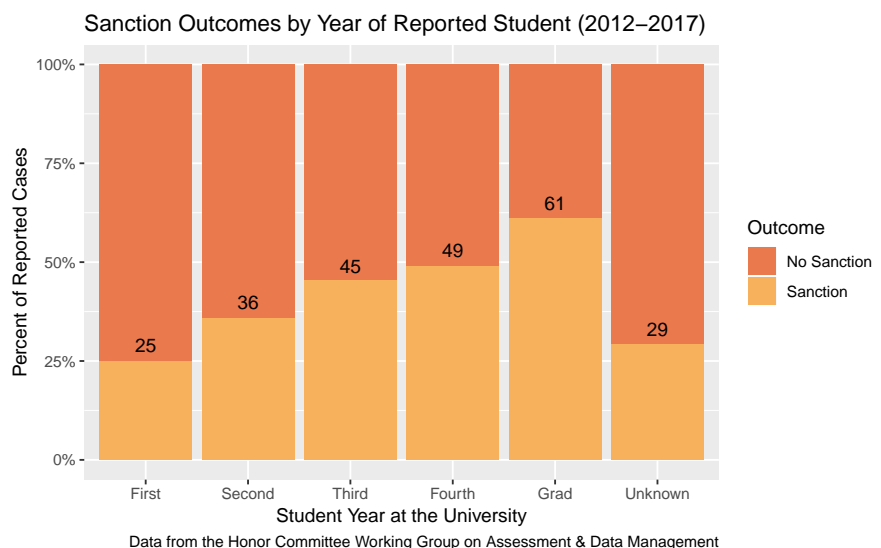


Figure 20: Sanction outcomes by student year, 2012-2017

cases. There is an increasing trend in sanction outcomes by student year.

Figure 21 sheds more light on this trend, showing each case outcome by year of reported student as a proportion of all case outcomes for students of that year.

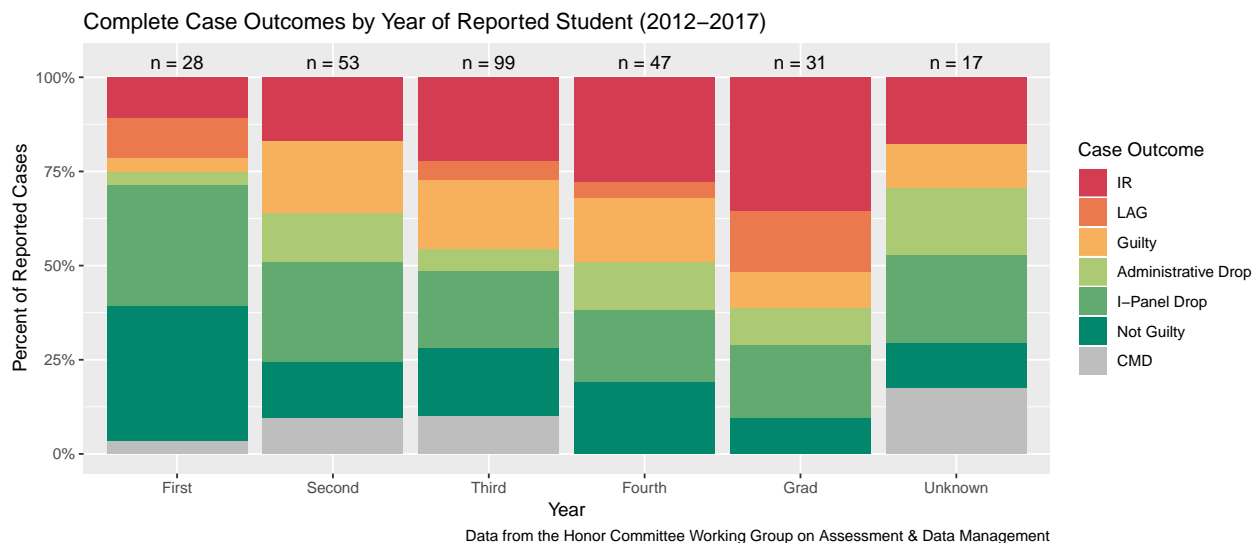


Figure 21: Case outcomes by year of reported student, 2012-2017.

Higher year students more likely to make an Informed Retraction, less likely to be found not guilty at hearing: Figure 21 shows complete case outcomes by year of reported student and Table 1 shows the percent breakdowns. 11 percent of first year students choose to make an Informed Retraction, compared to 28 percent of fourth year students and 35 percent of graduate students. Second year and third year students fall in the middle at 17 percent and 22 percent making an Informed Retraction.

Table 1: Case Outcomes by Year of Reported Student, 2012-2017

	First	Second	Third	Fourth	Grad	Unknown
IR	10.71	16.98	22.22	27.66	35.48	17.65
LAG	10.71	0.00	5.05	4.26	16.13	0.00
Guilty	3.57	18.87	18.18	17.02	9.68	11.76
Administrative Drop	3.57	13.21	6.06	12.77	9.68	17.65
I-Panel Drop	32.14	26.42	20.20	19.15	19.35	23.53
Not Guilty	35.71	15.09	18.18	19.15	9.68	11.76
CMD	3.57	9.43	10.10	0.00	0.00	17.65

36 percent of first year students were found not guilty at a hearing, compared to 19 percent of fourth year students and 10 percent of graduate students. Second and third years fall in between, at 26 and 20 percent found not guilty at hearing, respectively.

More students received sanction after IR was passed:

The percent of students who received some type of sanction has consistently increased over the past five years beginning in 2013 with the passing of the Informed Retraction, suggesting that the IR may ensure that more students face some sort of sanction. Figure 22 shows that 2017 was the first year under study in which more students faced a sanction (IR, Guilty, or LAG) than did not face a sanction (I-Panel Drop, Administrative Drop, Not Guilty).

Not all reported cases were equally likely to end in sanction: Figure 23 gives the proportion of cases ending in sanction as compared to no sanction by type of reporter.

Students reported by professors faced a sanction outcome in 54 percent of cases and students reported by administrators faced sanctions in 57 percent of cases, compared to cases reported by students in which the reported student faced a sanction in 12 percent of cases during the study period. Cases reported by teaching assistants (TAs) end in sanction at rates similar to professors at 42 percent of reported cases. Students reported by any other individual (community members, staff, alumni) faced sanction 5 percent of the time.

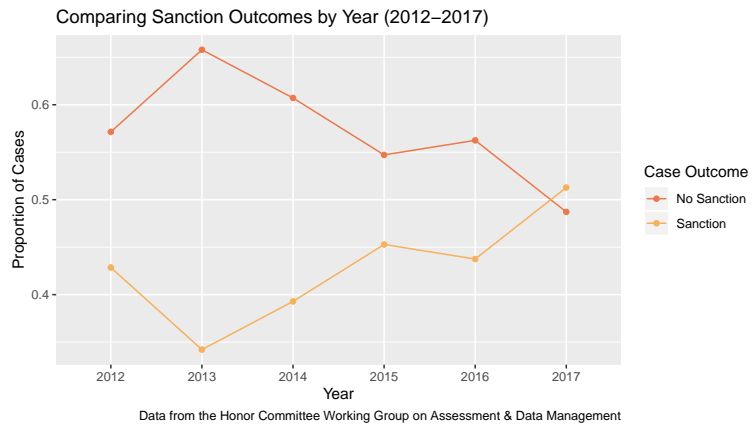


Figure 22: Percent of cases ending in sanction (LAG, IR, Guilty) compared to no-sanction by year, 2012-2017. 2017 was the first year in which more students faced sanction than no-sanction.

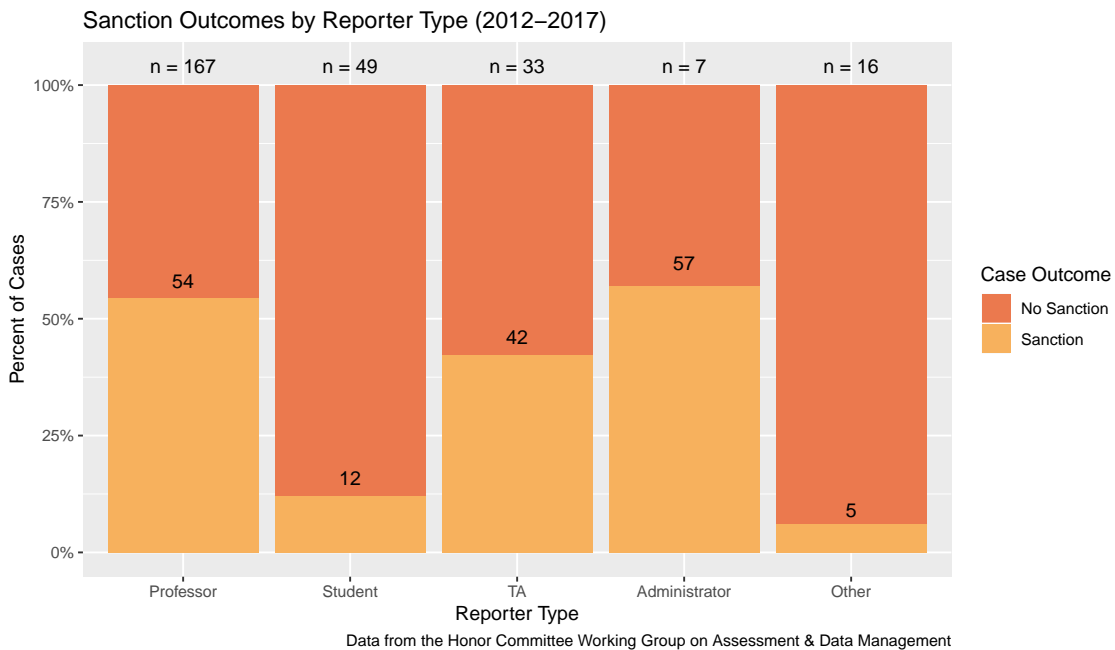


Figure 23: Frequency of sanction outcomes by reporter type, where reporter type is known, 2012-2017.

5.3 DEMOGRAPHICS

Demographic data from the period under study has substantial proportions of unknowns across demographic dimensions. The Honor System has sporadically tracked case demographics, and has rarely kept self-reported demographic information. Beginning with the 2018-2019 Committee, all students will be asked to complete a self-reported demographic data form, and we hope that a more robust and complete analysis and review will be complete in five to ten years once a large enough sample of cases with self-reported demographic information exists.

The authors would like to note that gender for the context of this report will rely primarily on the male-female binary conception for identifying gender and race and ethnicity categories are based on the Integrated Postsecondary Education Data System (IPEDS) categorizations, for institutional consistency. The Honor Committee acknowledges the insufficiency of these definitions to capture the full range of identity. This analysis will consider race, gender, international status, and athlete status.

5.3.1 RACE

Race demographics for the University come from the Office of Institutional Assessment & Studies. Where not specified otherwise, the numbers are from enrollment totals by race for the fall semester of 2017. Racial categories which had few students were categorized together as *Other* in order to protect the confidentiality of students for whom race could be a potentially identifying factor given a small number of student with that race at the University.

Race demographics contain a substantial proportions of unknowns: More than 60 percent of cases in 2012 have no listed race. This may be due in part to the transition to a new internal case management system and partially because race comes from demographics listed in the student's SIS account and some students do not have a race or ethnicity listed on SIS. Most of the unknown values come from 2012 and 2013. In 2012, more than 50 percent of students did not have a race listed on the internal case management system. This may be because the system was new at the time and the information was not consistently recorded, or be a consequence of whatever information was listed on SIS. For this reason, the race proportions listed are necessarily a *floor* for the true number, meaning they are the minimum possible value. It is important to recognize these proportions may not be accurate because the distribution of unknowns likely does not mirror the distribution of known values by race (see Figure 25). Because there are such significant proportions of unknowns, we cannot draw conclusions about relative size, given that the unknown proportion could change the relation metric between two racial groups.

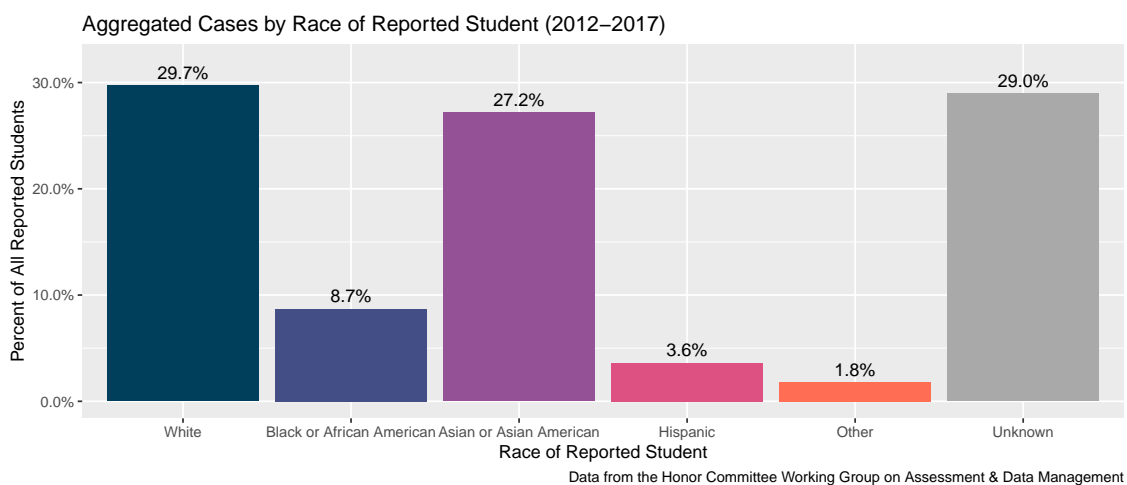


Figure 24: Racial demographics of Honor reports, 2012-2017.

Reported student demographics do not mirror UVA demographics: White students are underrepresented among students reported to Honor. White students make up 29.7 percent of students reported to Honor, but were 58 percent of all enrolled UVA students in 2017. Asian students are significantly over-represented among students reported to Honor relative to their representation at the University. Asian students constitute at least 27.1 percent of reported students but are 12 percent of the UVA domestic student population (for whom race is identified by the IPEDS standards), a difference of 15.1 percentage points. Black students are over-represented by 2.7 percentage points, at 8.7 percent of reported students and 6 percent of UVA students. The proportion of Black students relative to all reported cases has declined significantly over the past thirty years (see the *Demographics* section of *Three Decades of Dismissals* for more). Hispanic students are underrepresented, making up 6 percent of UVA students but 3.6 percent of reported students.

Most students with race unknown are international students: Figure 25 gives useful insight into the distribution of students with unknown race. A significant proportion of students with race unknown are international students. For the international students with race known, nearly all are Asian students. UVA follows the Integrated Postsecondary Education Data System (IPEDS) standards and does not publish racial demographics for international students, but we hope to gain a better understanding through a future analysis of self-identified demographic data.

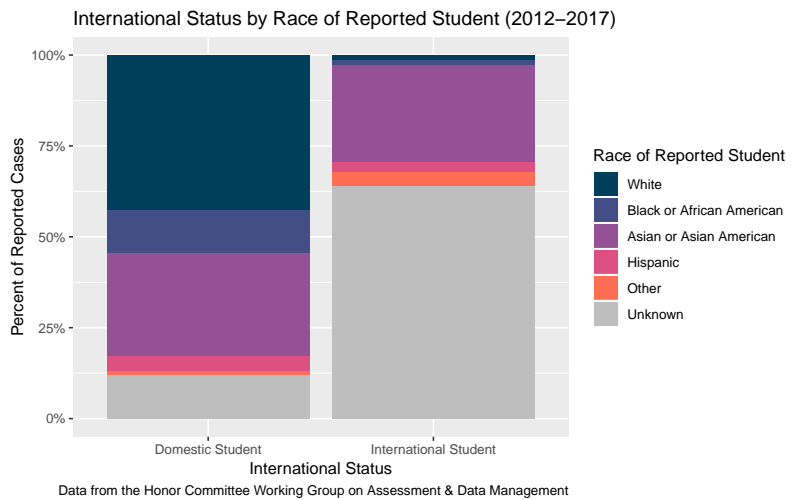


Figure 25: Racial demographics of Honor reports by international status where international status is known, 2012-2017.

5.3.2 GENDER

Gender, for the context of this analysis, was considered using male-female categories for institutional comparison. The 2017-2018 Committee introduced self-identified demographic data forms which give students the option to specify a gender other than male or female if they so wish, and so future analyses will be more detailed.

Male students over-represented relative to UVA demographics, female students under-represented: UVA has a student population that is 54.9 percent female and 45.1 percent male⁷, yet female students constitute 39.4 percent of students reported to Honor and male students make up 55.1 percent, with 5.4 percent unknown. Male students are overrepresented by 10 percentage points relative to their population at the University.

Gender trend is a consistent phenomenon over the six year study period:

Gender has been remarkably stable across multiple years, as shown by Figure 27. This likely indicates that the disproportionate representation of male students is not due to statistical chance.

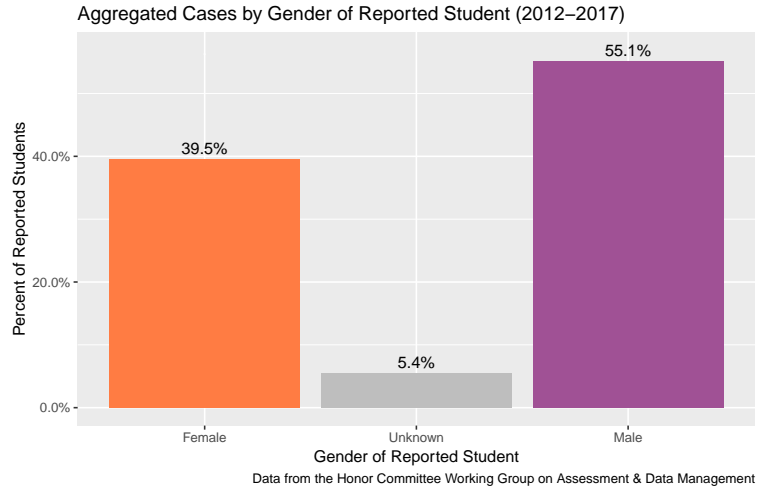


Figure 26: Gender demographics of Honor reports, 2012-2017.

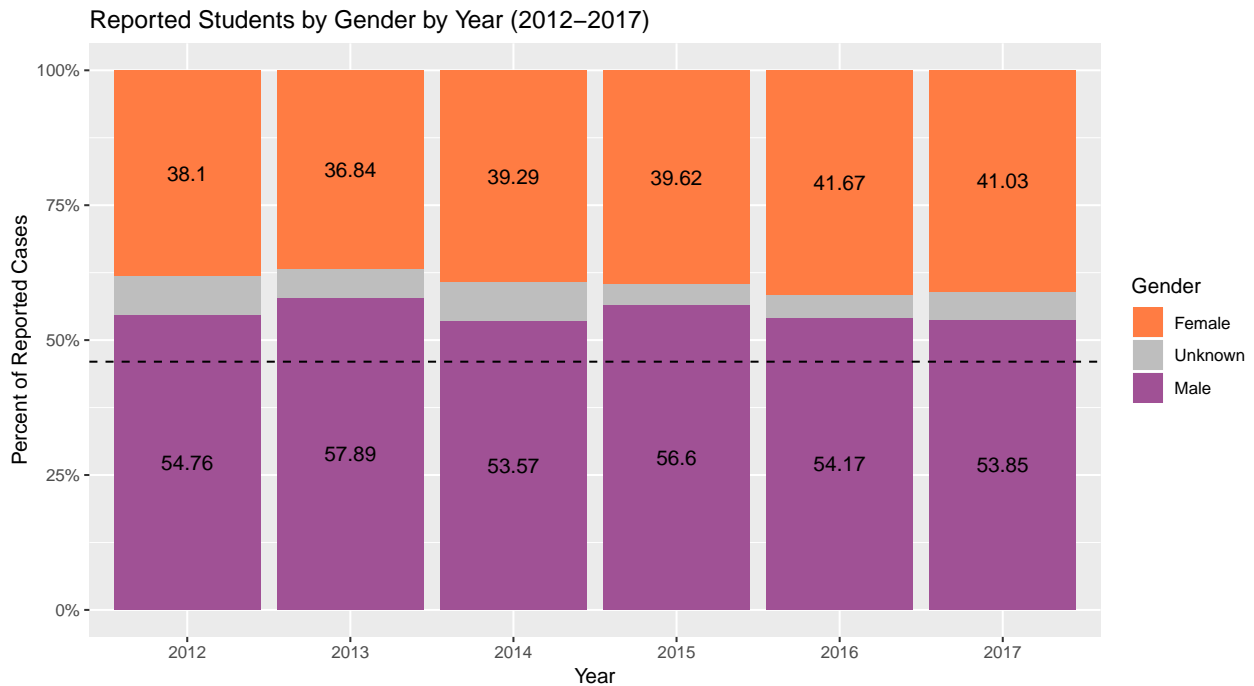


Figure 27: Gender demographics of Honor reports, 2012-2017. Dotted line represents the proportion of male students in the UVA student population in 2017.

⁷<https://admission.virginia.edu/admission/statistics>

5.3.3 INTERNATIONAL STATUS

Based on anecdotal experience with case processing, many in Honor have become concerned that international students are over-represented among students reported to Honor. Figure 28 confirms that concern.

International students are over-represented

relative to UVA demographics: International students are 10 percent of enrolled UVA students⁸ but were 28 percent of students reported to the Honor System, making them over-represented in reports.

International students end up in sanction outcomes more frequently than in no-sanction outcomes: Looking at sanction outcomes, international students make the IR or are found guilty at a hearing more frequently than domestic students. 32 percent of international students make the informed retraction, compared to 19 percent of domestic students. 19 percent of international students are found guilty at a hearing, compared to 14 percent of domestic students.

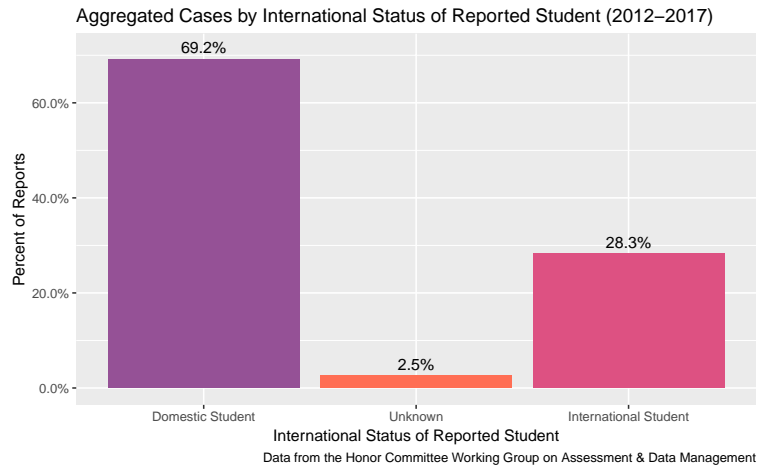


Figure 28: International students as a percent of all reported students, 2012-2017.

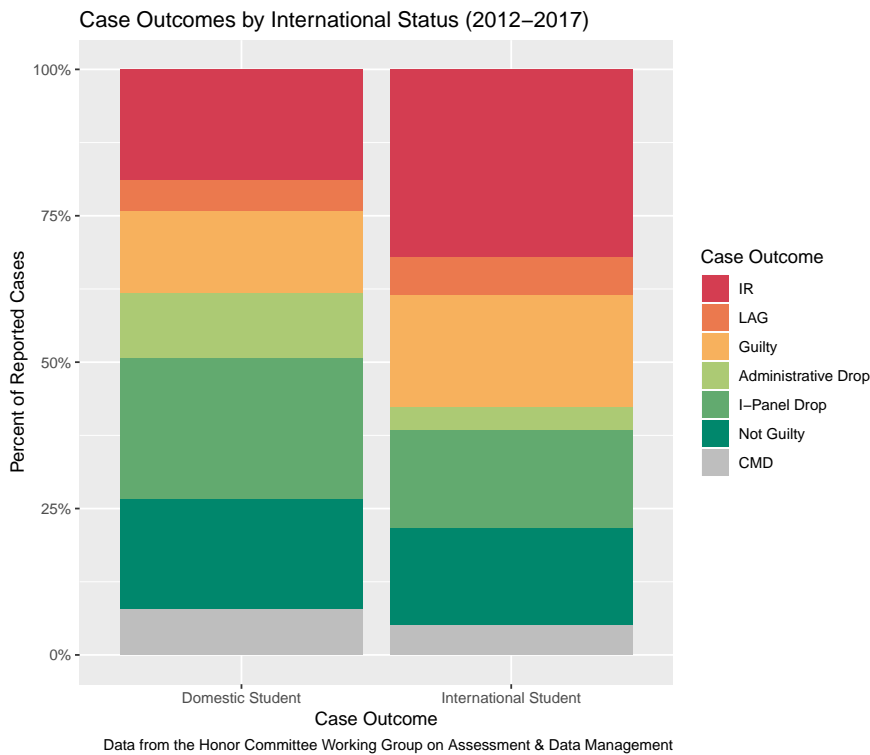


Figure 29: International status of reported students by case outcome where international status is known, 2012-2017. International students end in sanction outcomes more frequently.

LAG rates are very similar for international students and domestic students. 6 percent of international students leave admitting guilt, compared to 5 percent of domestic students. In looking at no-sanction outcomes, 17 percent of international students have their case dropped at I-Panel, compared to 24 percent of domestic students. 4 percent of international students have cases that end in Administrative Drop, compared to 11 percent of domestic students. See Section Six for more on international students and the likelihood of sanction in the results of a logistic regression model to understand the effect of international status of likelihood of sanction, after controlling for race, gender, reporter type, student year, and athlete status.

⁸Enrollment Data. Office of Institutional Assessment Studies. Retrieved from: <https://ias.virginia.edu/university-stats-facts/enrollment>

5.3.4 ATHLETE STATUS

There are currently 854 student athletes at the University, constituting 3.4 percent of the student body.⁹ Given that there were 21 student athletes reported during the six year study period, we cannot draw robust conclusions about the intersection between athlete status and other identities.

Student athletes are over-represented relative to UVA demographics: Student athletes are 7.6 percent of students reported to Honor, more than twice the proportion of student athletes at the University. Because the proportion of students athletes at the University and reported to Honor is so low, this number may be higher or lower than the true value.

Student athletes face sanctions at the same rate as other students: Student athletes face sanction in 43 percent of cases, very similar to the proportion for students who are not student athletes (44 percent). There were no significant differences in the types of outcomes within the sanction/no-sanction framework between student athletes and non-athlete students.

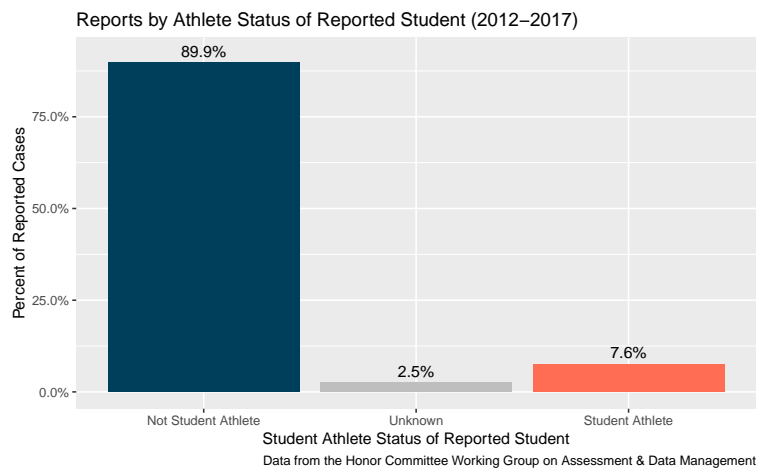
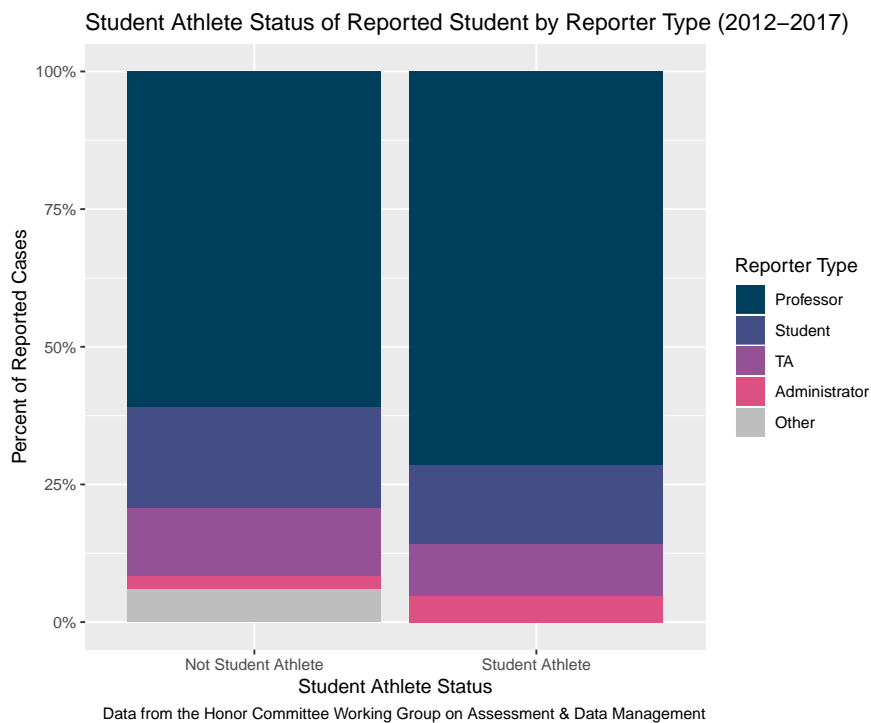


Figure 30: Aggregate totals of athlete status of reported students, 2012-2017.



Student athletes are slightly more likely to be reported by administrators, professors, less likely to be reported by students: 71 percent of student athletes are reported by professors, compared to 60 percent of other students. 5 percent of student athletes are reported by administrators, compared to 2 percent of other students. 18 percent of non-athlete students are reported by other students, compared to 14 percent of student athletes.

Figure 31: Athlete status of reported students by reporter type where reporter type is known, 2012-2017.

⁹Statistic provided directly by the UVA Athletics Department in January of 2019.

5.3.5 KEY FINDINGS & DISCUSSION

- **Student class year affects the number of reports received:** Third year undergraduates made up the highest proportion of reports and first year undergraduates made up the lowest. The number of graduate student reports was similar to the number of first year undergraduate reports.
- **Higher year students reported to the system were more likely to be sanctioned than lower year students, relative to the number of reports received for students of the same year:** Relative to the number of reports received against students in the same year, higher year students were sanctioned more frequently than lower year students. Higher year students were also more likely to make an Informed Retraction. Accordingly, graduate students are the most likely to be sanctioned and most likely to make an Informed Retraction, relative to the number of reported graduate students.
- **Reported student demographics do not mirror UVA demographics:** There were a substantial number of reported cases with unavailable race data. White students were under-represented in reports relative to the University population. Asian students and Black students were over-represented in reports. International students were also over-represented. Male students were over-represented, and female students were under-represented.

DISCUSSION

Reporter Type: Students reported by students face sanction much less frequently than students reported by faculty. The discrepancy in outcomes by reporter type may be due to the physical evidence the reporter is able to produce to substantiate their claim. When professors make a report, the report is often accompanied by a copy of the exam or assignment in question and the physical evidence of the reported Act, material evidence that a student may not be able to provide when making a report. A longer discussion of the effect of reporter type on probability of sanction can be found on page 38 in the Statistical Modeling section.

Student Year: Many students expect upon first consideration that first year students would be reported most frequently, potentially because of a lack of information about Honor and what constitutes an Honor offense, or a lack of familiarity with the culture of Honor at the University. Our data shows that third year students make up the highest proportion of reports. These were *reporting* rates, which may not reflect actual rates of lying, cheating, or stealing, and so it may be true that third year students were more likely to be in smaller classes where they were more likely to be caught cheating than first year students in a large lecture hall, or it could be that third year classes may be more challenging or may be required for the students major, thus giving higher necessity and incentive to cheating behavior.

Race: Conversations about race in Honor center around *spotlighting* and *dimming* effects on various groups. *Spotlighting* occurs when a student becomes more visible because of their minority identity, potentially making the student more likely that the student is watched closely and reported for cheating. *Dimming* occurs when a student is *less* visible because their identity is in the majority, making the student less likely to be reported.

Many factors may contribute to the disproportionality discovered here. One possible factor contributing to the over-representation of Asian students relative to the demographics of the University is the fact that the University demographic categories identify international students as a racial category with “Non-Resident Alien.” In our data, Asian international students are counted as Asian students. If Asian students make up a higher proportion of international students at the University than domestic students, this could contribute to the disproportionality. Similarly, if Asian international students were reported at higher rates than non-Asian international students, this could also contribute to the disproportionality.

School and program of study could also play a role. Racial demographics are different across schools of the University and across programs of study, which may contribute to demographic differences in reports as not all depart-

ments and schools report at equal rates. Spotlighting and dimming may affect whether students are reported. A theory of spotlighting would suggest that minority students are over-reported to Honor. A theory of dimming would suggest non-minority students are under-reported to Honor. We did not find any evidence that minority students were less likely to face sanction than non-minority students (see Section Six for more), which suggests that minority students are not being falsely reported to Honor.

We hoped to be able to analyze racial demographics by reporter type in order to understand whether the existing disproportionality has a specific source or if it is a general problem across all reporting sources. The high unknown proportions and small population size make it difficult to draw any robust conclusions, but for professors and students, the two reporters making up most of reports, the population distribution is relatively similar. In future analyses, we hope to be able to provide a more comprehensive analysis of racial demographics by reporter type in order to more effectively direct educational resources and outreach to addressing any existing disparity or disproportionality.

In future analyses with a smaller proportion of unknowns, we hope to compute racial disproportionality indices to compare each category to their population at the University, but at this time, our ability to do so is limited by the large proportion of unknowns which could substantially differ from the known distribution and alter the relative ratios in significant ways. That being said, we can confidently say that each percent displayed is logically a minimum possible value.

International Status: International students are substantially over-represented in reports relative to their population at the University, and more frequently end in sanction outcomes relative to domestic students. International students make an Informed Retraction more frequently than domestic students, which may contribute to this disproportionality. Ideally, we would hope to explore how international student status intersects with students race to more wholly understand student identity. We are currently unable to do so because UVA does not publish racial demographics for international students, and instead categorizes all international students together as “Non-Resident Alien”. A longer discussion of the effect of international status on the probability of sanction can be found on page 38 in the Statistical Modeling section.

6 THE INFORMED RETRACTION: A DATA-DRIVEN REVIEW

For over a century, the only possible sanction for a guilty student in the Honor process was expulsion from the University. In 2013, 64 percent of students voted in favor of the Informed Retraction, and the Committee quickly passed accompanying by-law changes to bring the policy into effect.

The Informed Retraction now allows students a chance to admit responsibility, make amends, and be re-admitted to the Community of Trust after a two-semester leave of absence. The Informed Retraction had immediate and significant impacts, and for the past three years around 40 percent of reported students chose to make the IR. Some consider the Informed Retraction to be a second sanction, and take it to mean the Honor System is no longer a single sanction process, but instead that the system is only single sanction at hearing.

The IR has changed the system significantly in a number of ways.

Fewer students are accused at I-Panel: Figure 32 shows the percent of cases which end in IR or I-Panel Drop, or are accused at I-Panel. As the proportion of students taking the IR has increased, accusations at I-Panel have decreased.

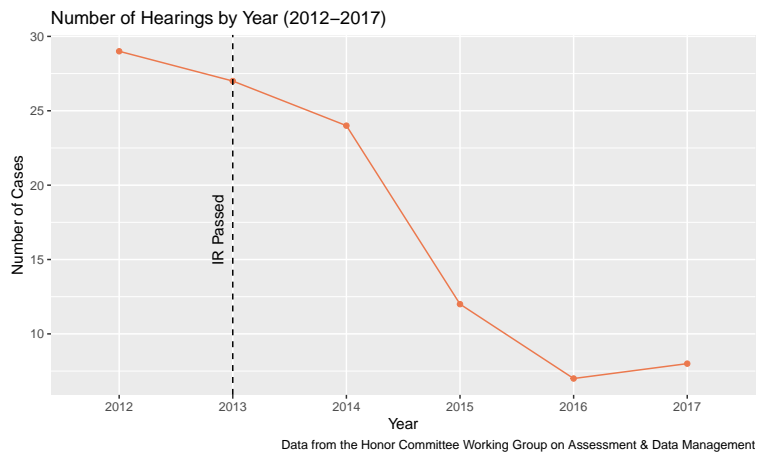


Figure 33: Number of hearings per year, 2012-2017.

where the student is found not guilty at a hearing (see Figure 35 on the next page).

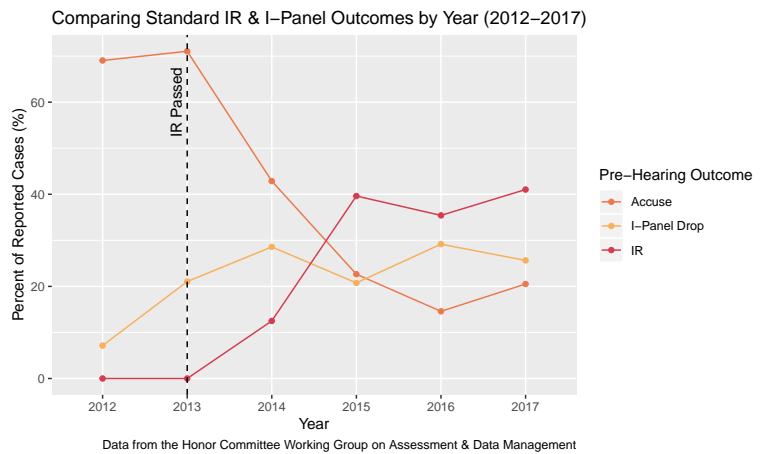


Figure 32: Percent of cases ending in IR compared to being dropped at I-Panel or accused at I-Panel, 2012-2017.

Fewer hearings per year: Another effect of the Informed Retraction is seen in the number of hearings per year (Figure 33). A student can choose to make the Informed Retraction during the 7-day period after they have been given the IR letter after the initial witness interview and cannot choose the IR at any other point in the process.

Before the IR, 25 to 30 cases per year were sent to a hearing. In 2016 and 2017, less than 10 cases per year were sent to a hearing. This is likely because of the number of students choosing to make an IR, but is also due in part to an increasing percent of cases dropped at I-Panel relative to a decreasing percent of cases

Fewer students LAG or are found guilty at hearing: Figure 34 shows the breakdown of case outcomes by year. After the introduction of the IR, LAG outcomes and guilty verdicts at hearings decreased and students choosing to make the IR increased by around the same amount.

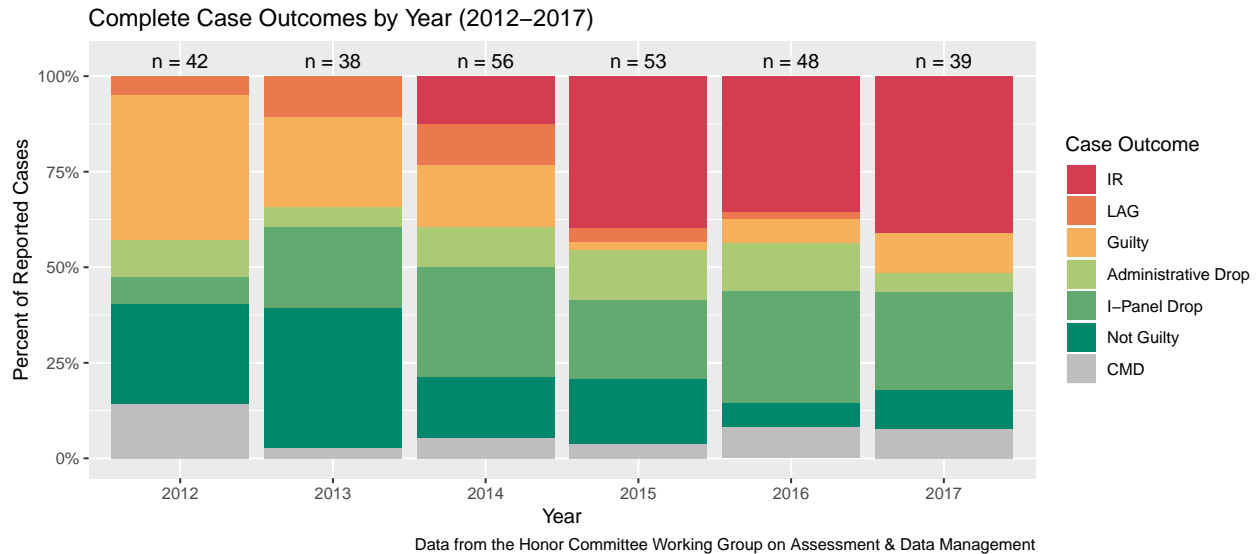


Figure 34: Aggregate case outcomes by year, 2012-2017.

During discussions about the Informed Retraction, concerned students frequently raise the concern that the IR may be used as a plea bargain, that students who are not guilty may choose to make the IR because they fear expulsion at a hearing. Because the proportion of sanction outcomes to no sanction outcomes has stayed relatively stable after the introduction of the IR (Figure 34), it does not appear that students who would have otherwise been found not guilty at hearing or had their case dropped are choosing the IR out of fear of expulsion at a hearing.

More cases are dropped at I-Panel, less students are found not guilty at hearing: Figure 35 shows the proportions of total case outcomes made up by not guilty verdicts and I-Panel drops. After the IR was passed in 2013, the proportion of students found not guilty at hearing decreased and the proportion of reported cases being dropped at I-Panel increased.

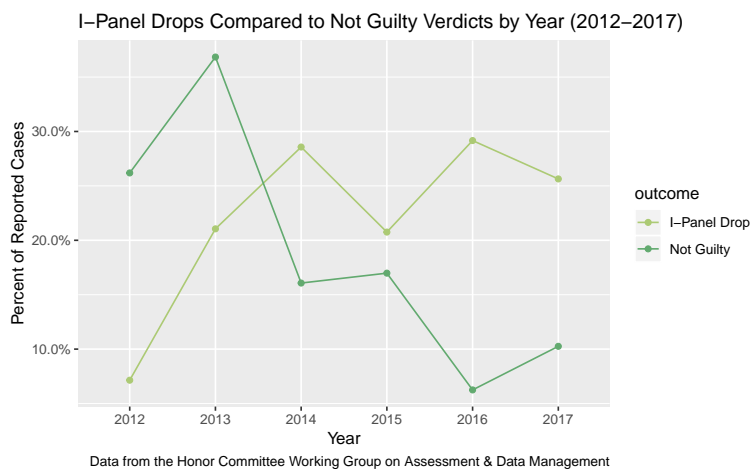


Figure 35: Percent of cases dropped by the Investigative Panel vs. cases in which the student was found not guilty at hearing, 2012-2017.

6.1 KEY FINDINGS & DISCUSSION

- **A higher percentage of reported students were sanctioned after the passage of the IR:** 2017 was the first year in the study period in which more students received some type of sanction [found guilty and dismissed, left admitting guilt (LAG), or took a leave of absence (IR)] than did not.
- **There were fewer hearings per year after the passage of the IR:** The Informed Retraction allows students the option of admitting guilt and taking a one-year leave of absence from the University. This option may be viewed by students as more favorable as opposed to facing a Hearing, resulting in an increased number of IRs and a reduced number of Hearings.

DISCUSSION

Effect of the IR: As the proportion of students taking the IR has increased, accusations at I-Panel have decreased, suggesting that students with enough evidence in their case to pass the “more likely than not standard” at I-Panel and be sent to hearing are choosing to make IRs instead. After the introduction of the IR, LAG outcomes and guilty verdicts at hearings decreased and students choosing to make the IR increased by around the same amount, suggesting that students who would have previously been found guilty at a hearing or left admitting guilt are now choosing the IR. After the IR was passed in 2013, the proportion of students found not guilty at hearing decreased and the proportion of reported cases being dropped at I-Panel increased. I-Panels may be more likely to drop cases which would previously have been sent to hearing based on a more cautious interpretation of the “more likely than not standard” potentially caused by a significant drop in the number of hearings and a heightened perception that hearings were more serious than in previous years when most cases were sent to a hearing.

7 STATISTICAL MODELING: RECENT SANCTIONING

The authors would like to stress that these findings are not predictive of the probability of outcomes for any individual student going through the Honor case process. Each case is weighed independently based on the evidence in each individual case and reported students should not depend on these probabilities in weighing decisions about their own case.

7.1 METHODS

Sanction Outcomes: In order to assess whether a reported student’s race, gender, international status, or student athlete status, year, or the type of reporter had a differential impact on whether a student received a sanction, we ran a logistic regression model using the `glm` command from the `stats` package in R. Seven cases were removed from the data set for the statistical modeling because they contained significant unknowns across multiple variables. None of the cases removed had students who faced a sanction outcome. Guilty verdict at hearing, student leaving admitting guilty (LAG), and Informed Retraction (IR) were considered sanction outcomes. Not Guilty verdict at hearing, I-Panel Drop, and Administrative Drop were considered to be no sanction outcomes. The dependent variable in this case was whether or not a student received sanction, and the independent variables were race, gender, athlete status, international status, student year at the time of report, and reporter type. P-values less than 0.05 were considered statistically significant.

Log-Likelihood Function:

$$\ell(\alpha, \beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6) = \sum_{i=1}^N -y_i(1-y_i) - \ln(1 + e^{y_i^*}) \quad (1)$$

Linear Model:

$$y_i^* = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 \quad (2)$$

y_i^* = Sanction Outcome

x_1 = Race

x_2 = Gender

x_3 = International Status

x_4 = Athlete Status

x_5 = Student Year

x_6 = Reported Type

7.2 RESULTS

Table 2 gives the results of the logit model of sanction outcomes. This model gives the effect of each factor relative to reports, not relative to the demographics of the University. Results are reported as average marginal effects, a measure of difference in predicted probability.

Table 2: Average Marginal Effect from Logit Model of Sanction Outcomes

Factor	Average Marginal Effect	Standard Error	z	p	lower	upper
International Student (vs. Domestic)	0.18	0.08	2.35	0.02*	0.03	0.34
TA (vs. Faculty)	-0.07	0.10	-0.72	0.47	-0.26	0.12
Administrator (vs. Faculty)	0.02	0.21	0.11	0.91	-0.39	0.44
Reporter Unknown/Other (vs. Faculty)	-0.43	0.08	-5.22	0.00	-0.60	-0.27
Second Year (vs. First Year)	0.06	0.11	0.60	0.55	-0.14	0.27
Third Year (vs. First Year)	0.15	0.10	1.61	0.11	-0.03	0.34
Fourth Year (vs. First Year)	0.27	0.11	2.42	0.02*	0.05	0.48
Graduate Student (vs. First Year)	0.37	0.12	3.16	0.00*	0.14	0.60
Year Unknown (vs. First Year)	0.12	0.16	0.74	0.46	-0.20	0.44
African-American (vs. Caucasian)	0.04	0.11	0.40	0.69	-0.17	0.25
Asian (vs. Caucasian)	0.05	0.08	0.61	0.54	-0.11	0.20
Hispanic (vs. Caucasian)	-0.04	0.16	-0.26	0.79	-0.35	0.27
Other Race (vs. Caucasian)	-0.34	0.11	-3.05	0.00*	-0.56	-0.12
Race Unknown (vs. Caucasian)	-0.03	0.09	-0.34	0.74	-0.21	0.15
Student Reporter (vs. Faculty)	-0.41	0.06	-6.65	0.00*	-0.53	-0.29
Student Athlete (vs. Not)	0.02	0.10	0.18	0.86	-0.18	0.22
Male (vs. Female)	-0.01	0.06	-0.12	0.91	-0.12	0.11
Unknown Gender (vs. Female)	-0.10	0.16	-0.65	0.51	-0.41	0.21

Note: * $p < 0.05$

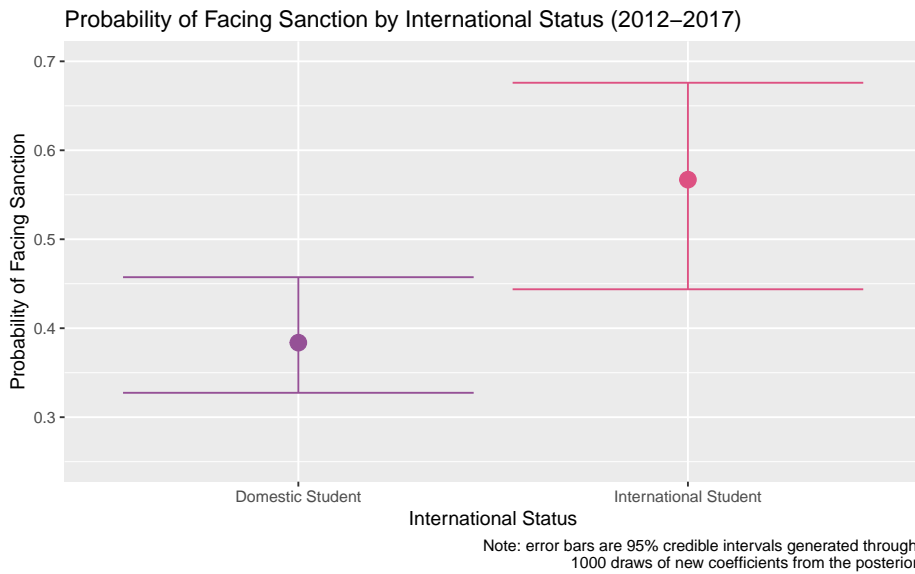


Figure 36: Predicted probability of a reported student facing sanction by international status, 2012-2017

International students more likely to face sanction: On average, international students were 18 percentage points more likely to face some sort of sanction outcome than domestic students, after controlling for gender, student year, race, athlete status, and reporter type ($p < 0.01$). Figure 36 gives the predicted probabilities of facing sanction by international status, with error bars representing a 95% credible interval.

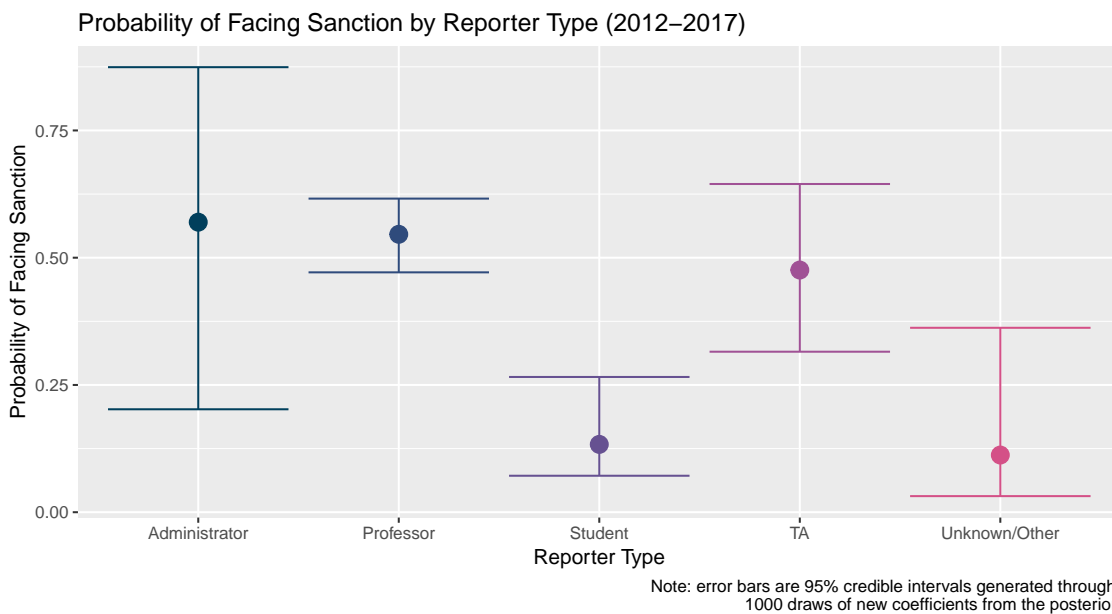


Figure 37: Predicted probability of a reported student facing sanction by reporter type, 2012-2017

Students reported by students much less likely to face sanction: Students who were reported by other students, as compared to students who were reported by faculty members, were on average 41 percentage points less likely to face a sanction outcome after controlling for gender, race, athlete status, international status, and student year ($p < 0.01$).

Higher year students more likely

to face sanction: Figure 38 shows the predicted probability of facing sanction by year of reported student with error bars representing the 95% credible interval. Fourth year students, as compared to first year students, were 27 percentage points more likely to face a sanction, on average, after controlling for race, gender, international status, athlete status, and reporter type ($p < 0.05$). Graduate students, as compared to first year students, were 37 percentage points more likely to face a sanction, on average, after controlling for race, gender, international status, athlete status, and reporter type ($p < 0.01$). The probability of facing sanction is higher for each year beyond first year.

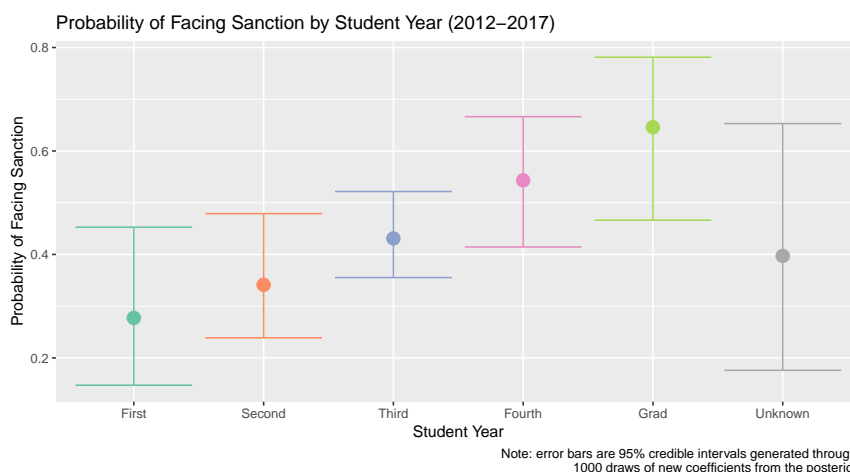


Figure 38: Predicted probability of a reported student facing sanction by year of reported student, 2012-2017

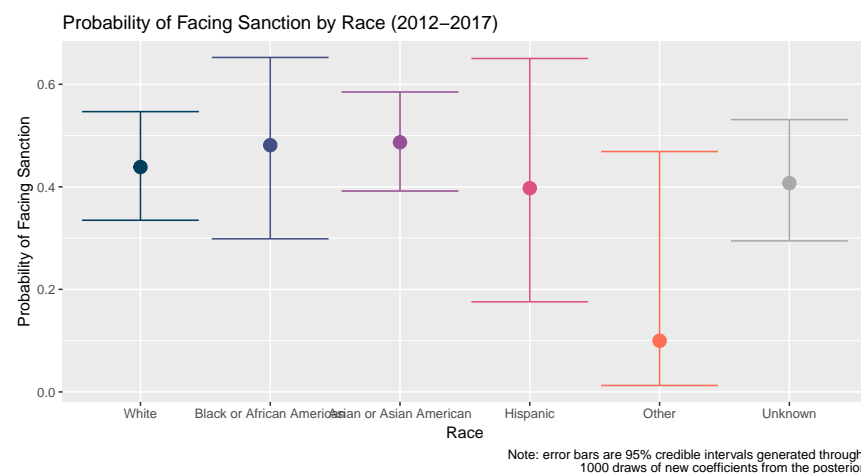


Figure 39: Predicted probability of a reported student facing sanction by race, 2012-2017

ing sanction by race of reported student with error bars representing the 95% credible interval. A subsequent logistic regression model which used White/Non-White racial categorization and the same controls also did not find any significant effect on race.

No significant effect from race of reported student for Asian or Asian-American students or Black or African-American students relative to White students:

After controlling for international status, year, gender, athlete status, and reporter type, we did not find any significant effect of race on whether a student faced a sanction. The effect for the *Other* category was statistically significant, but has such a small sample size (5 students over six years) that this finding likely does not have substantive meaning. Figure 38 shows the predicted probability of facing

7.3 DISCUSSION

It is important to remember that correlation does not imply causation. We may be missing some variable that is strongly correlated with the variable under study and is truly causal for this phenomenon.

International Status: International students were 18 percentage points more likely to face sanction than domestic students. This number describes the effect of being an international student relative to being a domestic student after a student is reported to the system, and does not describe a student's likelihood of being reported. After being reported, international students are more likely to face sanction than domestic students. As Figure 29 showed, international stu-

dents make the IR more frequently than domestic students. As the IR is considered to be a sanction, this may contribute to the disparity.

This effect could have any number of causes. Possibilities include the effect of the IR, understanding of the System and of the offense, or bias in the student hearing panel. The true cause of this effect is unknown, but this finding should be given considerable discussion and consideration by the Honor Committee and Support Officer Pool in order to serve all students equally and understand the potential for differential impact of the system based on student identity and circumstances.

Student Reporters: Students reported by other students were substantially less likely to face sanction by (41 percentage points). This is likely due to a difference in the type of evidence provided by student reporters, as compared to faculty. Faculty reporters or administrator reporters are likely to have physical evidence (the assignment or exam in question, Collab log-ins, etc.) to substantiate the report, where student reporters are more likely to have seen or overheard the commission of an Honor offense but are less likely to have physical evidence.

This could also be indicative of the hearing panel's level of confidence in the testimony of the reporter. Students may be more likely to believe and rely on the testimony of a professor or administrator relative to a student. This theory seems less plausible when considering the predicted probability of sanction when the reporter is a teaching assistant (TA). Teaching assistants are students, and in many departments are undergraduate students, yet cases reported by TAs are almost as likely to end in sanction as cases reported by professors. Therefore, if the reporter's status as a student has an effect, it is likely not due to their age or student status but rather their role relative to the reported student. TAs have academic authority in a course, where a student does not, and this may give them more credibility within Honor proceedings. Ultimately, the source of the effect cannot be determined, but should be a point of continued discussion and consideration.

Student Year: Higher year students and graduate students were more likely to face a sanction than lower year students. This is an interesting and previously unexpected effect. As shown in Figure 21, higher year students make the Informed Retraction more frequently, which may contribute to this effect. As the IR is voluntary, this means higher year students and graduate students are more likely to own up to and make amends for the reported offense.

Figure 21 also shows that higher year students are found not guilty at hearing less frequently than lower year students. The three criteria of an Honor offense are Act, Knowledge, and Significance. Knowledge and Significance may play a role in this student year effect. Student hearing panels may believe that first year students are less likely to be aware that a given Act was cheating or that such an Act would be considered significant within the University community. In contrast, panels may believe that higher year students and graduate students should reasonably know what constitutes appropriate conduct. Higher year students may also be more likely to have an Act considered significant because of the importance of a class to an undergraduate major or the higher stakes in cases of work being potentially published for graduate students.

Race: The only significant effect on race was for students of *Other* race as compared to white students. This finding likely does not have substantive significance because the number of students in the *Other* category was so small (5 students in a six year period). There were no other statistically significant effects from the race of the reported student. The race of a reported student did not have a significant effect on whether the reported student faced a sanction or did not face a sanction. This finding is limited to once a student is reported and does not speak to whether students of different racial identities are more or less likely to be reported to Honor when they are suspected of cheating. This model specifically asks, when we hold everything else constant: gender, athlete status, year, reporter type, is there any significant effect of race on likelihood of facing sanction after being reported? Our analysis suggests there is not.

Student Athlete Status: We did not find any significant effect for student athlete status, meaning student athletes were not significantly more or less likely to face sanction relative to non-athlete students.

8 CONCLUSIONS AND FUTURE DIRECTIONS

8.1 CONCLUSIONS

We believe this report has uncovered a number of interesting and relevant findings which will inform Honor policy and community dialogue in the future.

The Informed Retraction was a very significant change to the system and had substantial impacts on case processing. Some students, faculty, and alumni were concerned that the IR was a sign that the system was “going easy” on reported students, but the data shows that more students faced sanction after the IR was passed. Fewer students LAG or are found guilty at a hearing, and more students make amends and complete a two semester leave.

The effect of student year on likelihood of sanction was unexpected and previously unknown, as was the finding that third years make up the largest proportion of reports. Student year clearly has an important role in how students consider the implications of Honor and more thought and consideration should be given to how to address this and why this occurs.

Our ability to draw robust and meaningful conclusions about race was limited by the data available which had a substantial amount of unknowns. More of the unknowns came from international students for whom race was not identified. We hope collection of self-identified demographic data will enable more robust analyses in the future and a better understanding of identity within the system. That being said, the data we do have showed Asian student and international student over-representation, which should be considered by the Committee and by the community.

8.2 FUTURE DIRECTIONS

In future analyses, we hope to provide a more robust analysis of racial demographics once we have a large enough population of self-identified demographic data. We also hope to better describe reporting statistics by department (where the reporter is a professor) in order to understand the distribution of reports across the University and better direct education and outreach resources to students and faculty. We also hope to show more recent reporting statistics by type of Act, with categorizations of cheating acts provided in order to understand what students are being reported for and how report type affects case paths and outcomes.

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