

Honor Audit Commission
2017-2018 Report

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I. Preface

In August of 2016, the Honor Committee created the Honor Audit Commission (HAC or the Commission) to broadly evaluate the Honor System at the University of Virginia (UVA or the University). Early conversations among HAC members focused on defining the purpose of the Honor System so as to understand how to evaluate its health. While it comprises many policies and institutions, our initial conversations ultimately led us into a more philosophical discussion during which we determined the fundamental purpose of the Honor System was the stewardship of the Community of Trust (as defined in Section II).

The Honor System has experienced great change since its inception as a pledge in 1842. From considering cheating at cards to be an Honor offense in the 19th century to the creation of the Informed Retraction in 2013, the Honor System and its processes have evolved to reflect the students and the community they wish to create. Recognizing that a healthy system is one that develops over time, our committee approached our task with an open mind.¹

Over the next 12 months, the Commission collected a variety of data from many sources to help in our evaluation. We conducted a historical analysis of the Honor System. We analyzed current procedures and data on case outcomes. We examined 24 peer schools (18 of which have an honor code) including William & Mary, Washington & Lee, University of North Carolina, UCLA, Duke, Princeton, Harvard, and the Naval Academy (see Appendix B for further explanation). Working with UVA Institutional Assessment, we surveyed a representative sample of UVA students and faculty members in the Spring of 2017. Of this pool, 286 students and 395 faculty members from all schools responded.

The Honor System remains an important part of the student experience. Based on our assessment, we found three areas that we believe require additional attention in order to maintain a functioning Honor System in UVA's third century. First, there is a lack of clarity about what constitutes the Community of Trust and the Honor System's role in maintaining that ideal. Second, there is a concern that the Honor System is not representative of all student communities at UVA. Third,

¹ See <https://honor.virginia.edu/history> or http://uvamagazine.org/articles/the_evolution_of_honor for more detailed accounts of the history of the Honor System.

there is a lack of understanding that may lead to lower levels of support for the Honor System by a substantial portion of the University's faculty.

In this report, we identify contributing factors and suggest possible solutions to address these three areas. We recognize that ultimately addressing these challenges is the responsibility of the students. The student-run nature of UVA's Honor System is unique among most of our peers and remains a key factor for its success. Thus, the Commission's observations are meant to foster debate among the student body on how to improve the Honor System.

Capitalized terms used in this report and not otherwise defined are defined in Appendix D.

II. What is the Community of Trust?

The Commission sees the fostering of the Community of Trust as the central purpose of the Honor System. The Honor website describes the Community of Trust as follows:

We believe that students, faculty, and administrators are not passive recipients of culture, but rather are active agents in creating and maintaining the ideals of our community. As students at the University of Virginia, we have made the conscious decision to not let personal gain, ambition, or future advancement become the defining characteristics of our four years at this university. Instead, we seek to conduct ourselves with integrity, respecting the work and property of our fellow students and the wisdom of our professors. We aim to cultivate habits that will inform our work habits long after we graduate; to assume the best in each other; and to hold fast to notions of right and wrong, even when doing so comes at personal cost. Through this collective effort, our ultimate end is to live and work in a Community of Trust, where honesty and mutual respect are the baseline for all our interactions and academic endeavors.

Overall, the community agrees with this purpose for the Honor System. Over 85% of survey respondents agree or strongly agree that the Honor System is vital to the Community of Trust. Additionally, 80% of student respondents agree or strongly agree that they can trust their fellow students will act with honor and integrity.

Treating fellow students with “integrity” and “mutual respect” encompasses more than simply avoiding lying, cheating, or stealing. Many have questioned the mandate of the Honor System to preserve the Community of Trust when the Honor System has no authority over student actions such as physical assault, sexual assault, and other actions that all can agree go against the concept of a Community of Trust. The Honor Committee has struggled with the tension of the expectation that they are responsible for upholding the Community of Trust while, at the same time, the reality that they do not have power over all conduct that may be considered dishonorable.

This tension found its way into debates about the Single Sanction. Historically, maintenance of the Community of Trust has also served as a primary reason for upholding the Single Sanction – those who are believed to be unable to uphold the standards of the Community of Trust must be permanently expelled from the University. Many arguing against the Single Sanction, however, point out that other examples of dishonorable behavior do not face a single penalty for guilt, a concern

most often shared regarding assault. Further, recent referenda have revealed an increasing percentage of students do not feel a Single Sanction is appropriate in the context of Honor cases, as evidenced by the passage of the Informed Retraction clause in 2013 and recent elections showing 59% of students who voted (just shy of the 60% required) are in favor of a multiple sanction system. In a 2017 survey, 45% of students stated they felt uncomfortable with the Single Sanction and would be deterred from making a report because of the Single Sanction, up from 36% in 2012.

This tension is also manifest in concerns around the Significance criteria. In an Honor trial, jurors are asked the following question when considering the criteria of Significance: “Would open toleration of this Act violate or erode the Community of Trust?” When asked if they would report another student for an Honor offense, students often cite the seriousness of the offense as the reason for not reporting. This assessment may be related to the Single Sanction and believing the act should not warrant such a severe penalty. This raises the question, however, of whether “smaller” Honor offenses also erode the Community of Trust? Further, faculty members who bring a case of academic cheating to Honor may be particularly distressed that academic fraud they deemed important enough to bring to Honor could be dismissed because students do not believe it to be significant. In our survey, 27% of faculty indicated concern about seriousness as their most likely deterrent to reporting a possible Honor offense.

Together, these concerns raise some fundamental questions. What is the best scope of the Honor System? While many of our peer schools have scopes narrower than UVA’s, a handful extend the concept of honor to all student conduct. Historically, UVA’s Honor System included acts beyond lying, cheating, and stealing. How tolerant should we be of those who violate broader community standards? The Significance criteria, the Informed Retraction, and punishments for acts beyond lying, cheating, and stealing all raise questions about how to best maintain the Community of Trust.

Possible Solutions

1. Reframe who defines the Community of Trust.
 - Honor should work consistently with other groups that address student conduct to reframe the dialogue around the Community of Trust and broaden the scope to behaviors beyond those under the purview of the Honor Code. Examples of these other groups include the University Judiciary Committee, Orientation, Housing and Residence

Life, the four Greek Governing Councils, and The Office for Equal Opportunity and Civil Rights.

- Collaborative efforts could consist of inclusive and collaborative education materials or having Honor include a page in the Honor module for all incoming students that makes reference to these other organizations and their role in maintaining the Community of Trust.
2. Reframe the discussion around the Community of Trust.
 - In order to reframe the discussion around the Community of Trust, it should no longer be used as the primary justification for the Single Sanction. It also no longer makes sense to rely on this justification given the advent of the Informed Retraction – Honor now facilitates a process by which those who have violated the Code can return to the community.
 3. Consider whether Significance should remain an element of an Honor offense.
 - The subjectivity of the criteria of Significance may itself be eroding the Community of Trust one “insignificant” lie at a time.

III. Is the Honor System representative of the entire student body?

Historically, Honor has not kept accurate data on gender, race, age and national origin for Honor Representatives or Support Officers. Despite increased outreach efforts, this year's Honor Support Officer diversity breakdown is: 1.3% Middle Eastern/North African, 2.6% Black/African American, 5.1% Hispanic/Latino, 2.6% Caucasian/Hispanic/Latino, 10.3% Asian, 2.6% Caucasian/Middle Eastern and 65.4% Caucasian. Honor has also not regularly maintained demographic data regarding students reported for an offense. This creates difficulty for Honor to accurately answer questions regarding perceived targeting and other fairness concerns.

There is a sense that the Honor System is not representative of the entire student body. The participation of students in the Honor process is voluntary at the Support Officer level, where students apply to become participants in the Honor System. At the Honor Committee level, students are elected by their peers within the Colleges and Schools of the University. There are currently 98 Support Officers and 27 elected Representatives from a total of 11 Colleges and Schools of the University. While the Honor Support Officer and Honor Representative positions are vigorously pursued, according to our survey 78% of students do not know who their representative is and 68% do not know who to contact about a possible Honor violation. Many students feel disconnected from these processes and this feeds into the narrative that Honor is elitist.

Honor turns away over 100 students each year that want to become Support Officers. This only fuels the perception by some students that Honor is an exclusive group that does not represent the student body. There is also a lack of data to suggest how engaged Support Officers are during an academic year. Given the size of the pool and number of cases in a given year, students serving as Support Officers may have little or no opportunity to engage. Having a position but no responsibility can result in disillusion and disinterest in the system.

Structural changes in the Support Officer roles may also lead to disengagement and a feeling of disenfranchisement, even by Support Officers themselves. In a change since the last Audit Commission in 2001, Honor has gone from a system where Support Officers were split into three roles – educators, advisors, and counsel - to a system where Support Officers now serve as “generalists,” meaning that they may serve any function at any one time. To date, there has been no evaluation of whether this change in job responsibilities led to an improvement in education or case

processing. While this change to generalists has the potential to improve the global level of motivation of all Support Officers who may have felt that certain roles (e.g., education) were less motivating than other roles (e.g., advisor, counsel), the move may also mean that the actual implementation of each discrete job responsibility is stymied by a feeling of role ambiguity. Support Officers may now feel little or no responsibility for excellent outcomes in any one function in an effort to serve in all three. This may reduce a willingness on behalf of the Support Officer to take initiative and perform well.

Possible Solutions

1. Utilize a voluntary data disclosure form.
 - We recognize that it can be difficult to obtain gender, race, religion, sexuality or disability data because it is not always reported in SIS; however, we recommend that the Honor Committee give a voluntary disclosure form to those accused of an Honor offense or utilizing a CR/IR that allows the accused to self-report that data to the system.
2. Utilize all interested students.
 - The Honor Committee should measure the level of engagement among Support Officers and further identify how all interested students can be included in creative ways that can advance public awareness, understanding, and support of the Honor Code and Honor System. Honor should ensure that any student who wants to be involved in Honor has an opportunity to do so (see Appendix C for further explanation of Support Officer selection).
3. Consider a new Support Officer structure.
 - There is an opportunity to improve the motivation of existing Support Officers by returning to specific roles, which we believe will provide Support Officers with greater levels of responsibility and intrinsic motivation. A possible solution would be to create a tiered pool of Support Officers where all students must be educators for a year before they are able to become counsel or advisors and run for any type of leadership position.
4. Employ creative engagement around voting.
 - More students vote in student elections when there are important questions, including questions regarding the Honor System and its functioning, on the ballot. Still, lack of voter turnout even in these more popular elections makes it difficult for current student

systems, including Honor, to be representative of the views of students as a whole and creates less buy-in for community concepts like the Community of Trust. Honor should focus on better utilizing Support Officers and elected Representatives to creatively engage the general student body as well as individual constituent schools when governance issues arise.

IV. Does the faculty support the Honor System?

One of the most unique aspects of UVA's Honor System is that it is entirely student governed. UVA's Honor System is based on a promise made by UVA students to one another and to the broader community to maintain certain standards of behavior. Among peer institutions, UVA's Honor System remains one of the few truly student-run honor systems.

Faculty support is critical to the success of the Honor System. While there is generally strong support for the Honor System among the faculty, our survey results suggest there are significant portions of the faculty who harbor doubts about some aspects of the system, including the student-run nature of the system, fairness, peer pressure, and judgment.

Among faculty concerns is the perception that cases take too long and the process is overly burdensome; 22% of faculty members indicated that the biggest deterrent to reporting an Honor offense is that reporting and following through with a case takes too much time (see Appendix D for an overview of the Honor case process). In addition, despite most faculty have an opinion about Honor, our survey results indicate a general lack of knowledge about the Honor System among the faculty. Historically, Honor has done significant outreach to the University community when constitutional amendments are proposed, but not much at other times and not often directed to faculty alone.

Faculty respondents also express concern regarding situations in which students are found not guilty. Faculty typically bring cases to Honor only when they feel strongly that cheating has occurred; yet, the standard of proof for Honor cases is high – beyond a reasonable doubt. Faculty may be disappointed when their referral of a case to Honor leads to a not guilty verdict and no punishment because of the high standard of proof. Stories of cases travel far and fast and can have a multiplying impact. When cases result in not guilty verdicts, the reporter is deterred from reporting future instances, and those that hear about students escaping consequences are discouraged from reporting. Additionally, there are UVA schools and departments, such as the Law School's Student Conduct Committee, that utilize their own adjudication processes, essentially bypassing the student-run Honor System. Altogether, these factors erode the faculty's trust in the Honor System.

In addition to the concerns discussed above, of particular concern among faculty is the Single Sanction. When asked if "the Single Sanction is a fair penalty for a student found guilty of lying,

cheating, or stealing,” 47% of faculty stated that they agreed or strongly agreed. Additionally, when asked their biggest deterrent from reporting a possible Honor offense, 23% of the faculty selected uneasiness of the possibility of a student being dismissed by the University and 21% stated they did not believe in the Single Sanction. When asked if “the sanction for an Honor offense should vary based on the significance of the offense,” 75% of the faculty stated that they agreed or strongly agreed.

Possible Solutions

1. Improve proactive faculty engagement.
 - Honor should pursue a more active role in messaging across UVA, striving for a more cohesive and accessible educational approach. Community members are rarely involved in the weekly Honor meetings or other informative Honor events, and Honor should evaluate how to make this information more accessible to the broader community.
 - Over the next four years, Honor should have a goal of meeting with each faculty member at their offices for an informative discussion relating to Honor.
 - The Honor Committee should evaluate how the Honor System could maintain its student-run nature while exploring other ways to engage faculty in the process.
2. Assign more Support Officers per case.
 - Coinciding with the suggestion of expanding and diversifying the Support Officer pool, as well as an attempt to address concerns of timeliness, at least three investigators should be assigned to each case, and perhaps two advisors for both the Community and the Student. This would ease scheduling concerns and make the case processing more efficient without creating any undue crowding.

V. Conclusion

Two consistent items of concern emerged across our work, the Single Sanction and community engagement. The fact that the Single Sanction emerged as a focal point of tension for many who report negative feelings about Honor was not surprising to the Commission. Debates about the Single Sanction and its purpose in the modern Honor System will most certainly continue well after the release of this report. While the Commission has no specific recommendations related to sanctioning, we urge Honor to participate in community discussions about specific changes to the Single Sanction as opposed to facilitating debate about ambiguous alternatives. The adoption of the Informed Retraction is an example of a shift in policy resulting from many years of dialogue and debate about a number of factors, including the Single Sanction, incentives for truthfulness, and allowing forgiveness based on certain conduct once reported. The chart below provides a brief example for how Honor might begin to benchmark the University against systems at other institutions and structure productive conversations regarding the advantages and disadvantages of maintaining the status quo.

More surprising to this body, and a potentially more serious threat to the health and future of the Honor System than the Single Sanction debate, are concerns about mistrust in the Honor System, or even worse, apathy toward the Honor System and its value to this community. Student and faculty engagement are critical to the future success of the Honor System. Engaging in inclusive and wide-ranging conversations about the Community of Trust and its contribution to the University and the student experience could represent an opportunity for broader engagement of the community beyond the Single Sanction debate. Additionally, collecting consistent data on reports, trials, and outreach efforts represent opportunities to foster transparency and build trust with the community and we encourage Honor to seize these opportunities as they can. Lastly, Honor should consider institutionalizing a regularly convened Audit Committee as part of the system to continually evaluate the system and its health.

	Examples	Pro	Con
Single Sanction	VMI &W&L	<ul style="list-style-type: none">• Highest perceived deterrent effect• Consistent with UVA identity and tradition	<ul style="list-style-type: none">• Discourages reporting less serious offenses• No rehabilitation opportunity

Dual-Sanction	Princeton, JMU, Stanford	<ul style="list-style-type: none"> • Allows for one-mistake • Incentive to display integrity in the face of a mistake 	<ul style="list-style-type: none"> • Confusion around process • Continued lack of discretion
Multi-Sanction	VT & most others	<ul style="list-style-type: none"> • May feature rehabilitative/educational opportunities • Sanction can be tailored to match the offense • Recognizes developmental needs of college students 	<ul style="list-style-type: none"> • May increase opportunities for bias • Sanctions may be too weak to deter future offenses • May allow for repeated offenses • More complicated

VI. Appendices

Appendix A: Commission Members

Phoebe Willis <i>Chair</i> Col '13 Law & Darden '18	Evan Pivonka <i>Special Assistant Honor</i> GSAS '12	Jimmy Fang <i>Alumni representative</i> SEAS '96	Barbara Fried <i>BOV representative</i> GSAS '04
Nojan Rostami <i>Student representative</i> Col '18	Bryanna Miller <i>Student representative</i> Col '18	Catherine Toro <i>Student representative</i> Col '18	Jack O'Rourke <i>Student representative</i> SEAS '18
Michael Lenox <i>Faculty representative</i> SEAS '93, '94	Gary Ballinger <i>Faculty representative</i> Col '89	Nicole Eramo <i>Administrative representative</i> Col '97Curry '03, '10	Marsh Pattie <i>Administrative representative</i> Curry '03, '11
Sarah Killian <i>Support Officer</i> <i>representative 2016-2017</i> Col '18	Katie Deal <i>Honor Committee</i> <i>representative 2016-2017</i> Col '17	Ankita Satpathy <i>Support Officer</i> <i>representative 2017-2018</i> Col '19	Andrew McCartney <i>Honor Committee</i> <i>representative 2017-2018</i> Curry

Appendix B: Peer Comparison

Further insight into the scope of the University's Honor System can be gained by observing the practices of peer institutions. The HAC reviewed 24 peer schools, 18 of which have an honor code.

Virginia		Non-Virginia Public		Non-Virginia Private		Military Academies
George Mason	Virginia Tech	Berkeley	Ohio State	Duke	Stanford	West Point
JMU	W&L ²	Indiana	UCLA	Emory	Vanderbilt	Annapolis
VMI	W&M	Michigan	UNC	Harvard	Williams	Air Force
				Middlebury	Yale	
				Princeton		

A number of schools have honor systems similar to the University's that explicitly recognize lying, cheating, and stealing as honor offenses.

- Naval Academy, West Point, William & Mary, and Indiana University.

Still many more limit their honor systems to only academic dishonesty, basically behaviors that give unfair academic advantage such as cheating and plagiarism.

- Harvard, Princeton, Yale, Michigan, Williams, George Mason, JMU, Virginia Tech.

Still others place both academic dishonesty and personal conduct, broadly defined, under the umbrella of their honor system, though they often set up dual adjudicating systems similar to the University's Honor and Judiciary Systems.

- Duke's honor system covers everything from lying, cheating, and stealing to hazing, stalking, disruption, bridge painting, noise and smoking.
- Ohio State has a single administrative body, made up entirely of faculty and administrators, who oversees violations of both academic integrity and personal conduct.

An interesting outlier is Washington & Lee, which defines an honor offense as one of "dishonorable conduct," which is purposefully not clearly defined, allowing the current generation of students to define what they deem as dishonorable. Though, in practice, it is traditionally understood to be acts of lying, cheating, and stealing.

(1) Peer Governance

Of the group of peer institutions, a wide majority of the governance structures involve either a pure faculty/administration mix, or have students working with and supervised by faculty and administration in governance roles. Very few are purely student-operated in terms of selection and sanctioning.

- Faculty/admin only: Stanford, Michigan

² W&L is an in-state, private school.

- Faculty, administration and students: UNC, California (Berkeley), Indiana, Middlebury, Harvard, Ohio State, Williams, Navy, George Mason, Yale, California (Los Angeles), Virginia Tech, James Madison
- Students with some faculty and administrative oversight: Air Force, Army, William & Mary, Duke, Emory
- Students: Princeton. Washington & Lee.

Those coded as being fully student-run are those where no indication is given that faculty or administration are involved in the selection of members of the academic integrity governance structure nor of the results of its processes with regard to finding of fault as well as sanctioning.

(2) Breadth of Student Involvement

There are a select few schools that have wide participation of students in their academic integrity enforcement structure. In each of the schools where faculty and administration take part, the number of students involved appears to be limited. Emory has a 20-person honor council where members are selected in their second semester of their second year and serve until graduation. They are “professionalized” in that they take a 2-credit course each semester where they are trained on processes and questions of academic integrity.

George Mason’s 100-member student committee is one of the largest, and Washington & Lee University also has a wide base of participation with representatives from each class, including graduate students at their law school. In many of the hybrid faculty/student systems, no more than a handful of students are involved (e.g., Yale = 3 undergraduates, UCLA = 3 undergraduates and 3 graduate students, Indiana = 2 students).

In terms of process, there is a mix of selection and appointment of the students who do serve. At Emory, for example, the Dean and the Honor Council chair nominate new members. The Honor Chair is nominated by the Dean of the College and confirmed by majority vote. The number of institutions where selection of those who administer the system is done entirely by students is small. At the Air Force and Naval Academy, election of specific honor boards occurs by students only at the Wing and Brigade level, respectively. At West Point (USMA), it is done at the level of the class of cadets but there is some administrative oversight with regard to sanctioning. Washington & Lee University’s student representatives are elected by the student body, as are William & Mary’s.

(3) UVA Student Involvement

In comparison with our peers, the governance of the Honor system can be characterized as a purely student-run approach. The participation of students in the process is voluntary at the Support Officer level, where students apply to become participants in the system and in direct election of members of the Honor Committee by the students within the Colleges and Schools of the University. There are currently 98 support officers and 27 elected representatives from a total of 11 colleges and schools of the University. This level of representativeness puts the University near the top level of our peers in terms of breadth of participation.

Appendix C: Support Officer Selection

Students, generally in their first or second year at the University, volunteer to become Honor Support Officers. These individuals serve the system in multiple roles, including educating the student body about Honor and the operation of the System, and serving as advisors, investigators, and counsel during processes of adjudicating potential Honor offenses. Generally, between 160 and 220 students a year apply to become Support Officers. The process of selection involves taking a 20-question multiple-choice test and participating in two interviews.

Each class usually consists of around 30-40 new support officers, meaning that 80% or more of the students that seek to serve the Honor Committee each year in a visible Support Officer role are turned away. Presently, while statistics are gathered regarding certain demographic characteristics of those who take the test, there is no recent or historical analysis of whether the pool of “accepted” Support Officers is similar to or different from the pool of “rejected” applicants. Put another way, there is no system currently in place to determine whether the selection process has an adverse impact on traditionally underrepresented socioeconomic or demographic groups.

Both the testing format and the interview format introduce what we believe to be unacceptably high levels of risk of creating such adverse impacts. The format and content of the test (in this case, multiple choice and short answer questions involving memorizing aspects of the history and operation of the Honor Code and Honor System) is not as related to the tasks performed by Support Officers as would be optimal in a selection test. Furthermore, it is unclear how effective the interview process is in identifying and evaluating appropriate skills in successful future Support Officers.

There are currently 98 Support Officers. There are currently over 21,000 students enrolled at the University. While this level of student representation may be more broad-based than what is seen at peer institutions, we nonetheless believe that expanding participation in the System will help in building support and reinforcement for the ideals of Honor in the community. In order to improve public understanding of our student-managed system as well as belief in the ideal, Honor should have low barriers to participation.

Appendix D: Criteria, Scope, Alternatives to Trial, & Case Process

(1) Criteria and Scope

By today's standard, an Honor Offense is defined as a Significant Act of Lying, Cheating or Stealing, which Act is committed with Knowledge. Three criteria determine whether or not an Honor Offense has occurred:

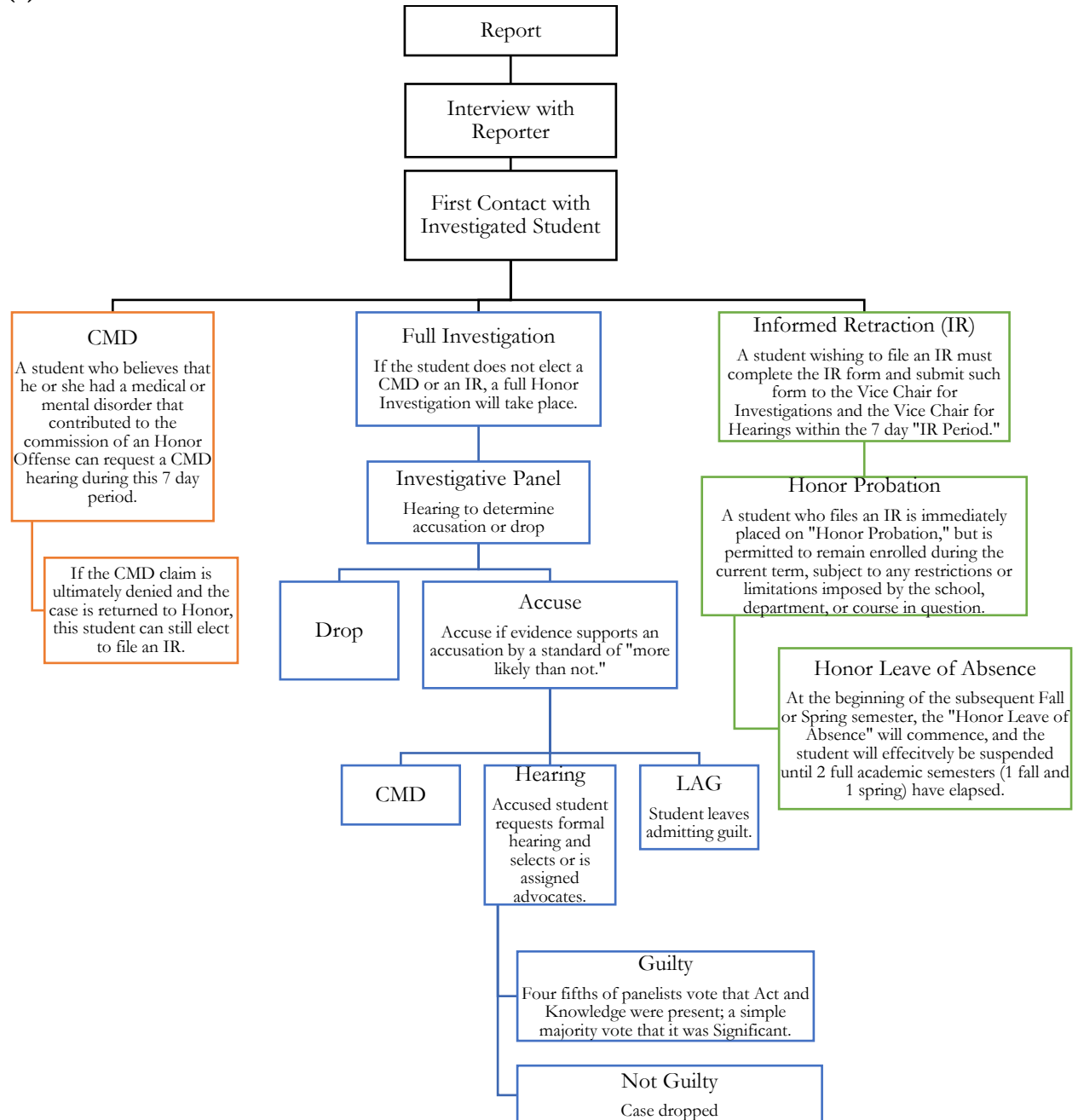
- Act: Was an act of lying, cheating or stealing committed?
- Knowledge: Did the student know, or should a reasonable University student have known, that the Act in question was Lying, Cheating, or Stealing?
- Significance: Would open toleration of this Act violate or erode the Community of Trust?

Although a student should always conduct himself honorably, a student is only formally bound by the Honor System in Charlottesville and Albemarle County, and elsewhere at any time when he identifies himself as a University of Virginia student in order to gain the reliance and trust of others. The geographic limitation is intended to prevent an overextension of the System, for the Honor System can only act effectively where it is reasonably well-known and understood.

(2) Alternatives to Trial

- Conscientious Retraction (CR): Before a student is accused or has suspicion of being accused of an Honor offense, they may submit a CR. A valid and complete CR can be used as a full, exonerating defense against Honor charges and the student can remain in the Community of Trust.
- Informed Retraction (IR): After a student is accused, they can still atone for their mistakes by submitting an IR. The IR is predicated on a student taking responsibility for the commission of an Honor Offense and making amends therefor, both by admitting such Honor Offense to all affected parties and by taking a leave of absence from the University community. A student who submits an IR agrees, implicitly, to recommit him- or herself to the Community of Trust and, accordingly, not to commit any further Act of Lying, Cheating or Stealing.
- Contributory Mental Disorder (CMD): Any accused student may request a CMD. A CMD is defined as a mental disease or disorder or medical condition which significantly contributed to the commission of an alleged Honor offense, causing the student: (1) To be unable to intend or control his or her actions giving rise to such alleged Honor offense; or (2) To have been so impaired at the time of the commission of the alleged Honor offense as to lack the specific intent to commit such alleged offense. If a student is found to have established a CMD, the underlying Honor charges are dismissed.

(3) Case Process

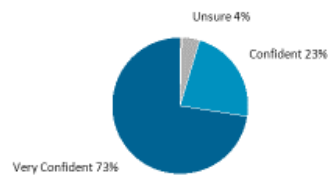


Appendix E: Student Survey

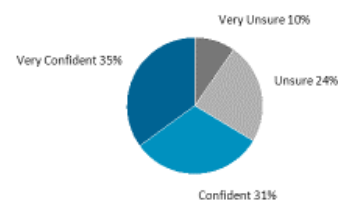
Those who completed the survey were entered into an Amazon gift card lottery. We did not collect demographic data for this survey; therefore, all conclusions can be assumed to represent the aggregate view of the many populations represented within the data.

How confident are you in your knowledge of the following aspects of the Honor System at UVA?

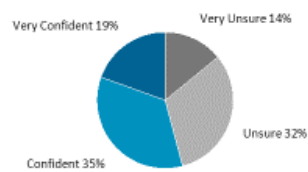
THE HONOR PLEDGE



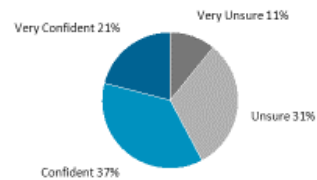
THE SINGLE SANCTION



THE CONSCIENTIOUS RETRACTION



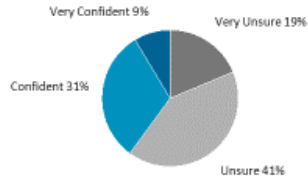
THE INFORMED RETRACTION



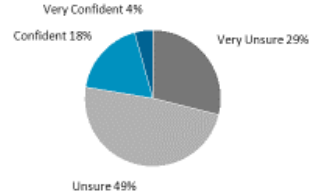
Source: 2017 student survey distributed by the Honor Audit Commission; n=283

How confident are you in your knowledge of the following aspects of the Honor System at UVA?

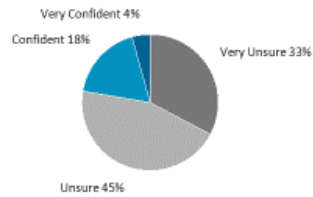
COMMITTEE ELECTIONS



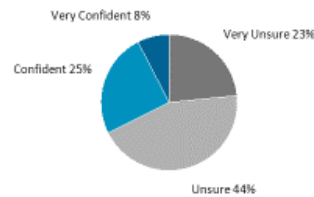
SUPPORT OFFICERS SELECTION



JURY SELECTION



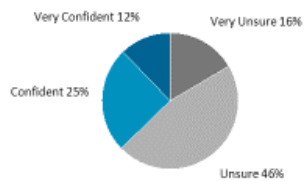
AMENDMENTS TO THE CONSTITUTION/BY-LAWS



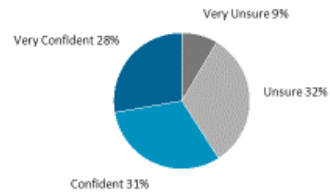
Source: 2017 student survey distributed by the Honor Audit Commission; n=283

How confident are you in your knowledge of the following aspects of the Honor System at UVA?

3 CRITERIA OF AN HONOR OFFENSE



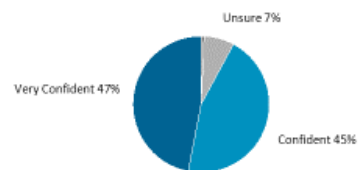
3 TYPES OF OFFENSES



METHODS FOR REPORTING OFFENSES



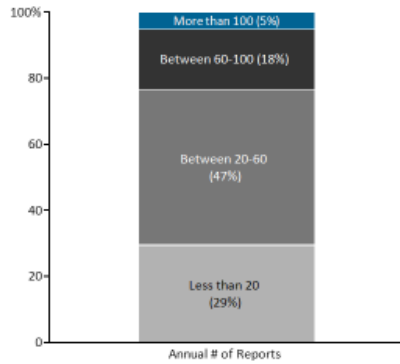
THE DEFINITION OF PLAGIARISM



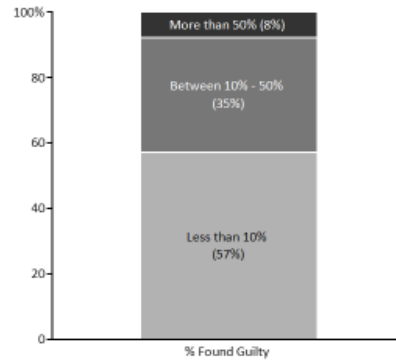
Source: 2017 student survey distributed by the Honor Audit Commission; n=283

Perception of frequency of Honor reports and convictions

Roughly how many students do you think are reported every academic year, from across the entire University, for a potential Honor Offense?



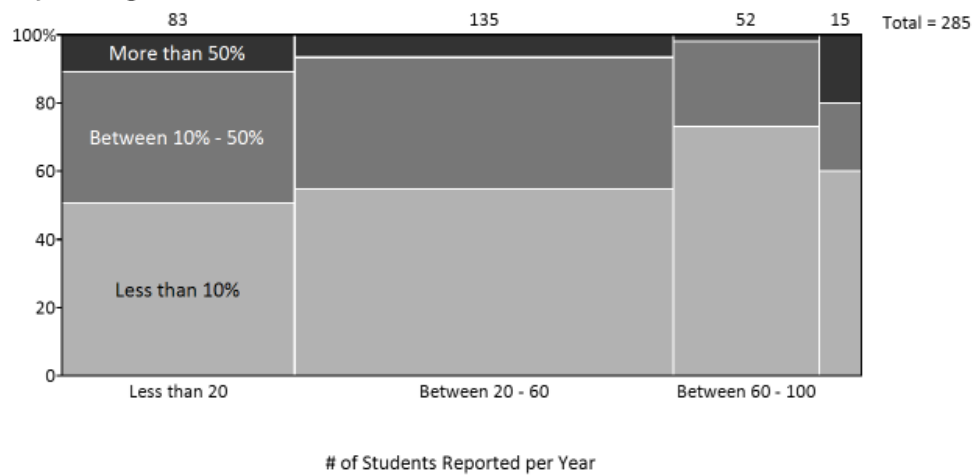
Of the students reported for an Honor Offense, what percentage do you think are ultimately found guilty at an Honor Hearing and permanently dismissed from the University?



Source: 2017 student survey distributed by the Honor Audit Commission; n=286

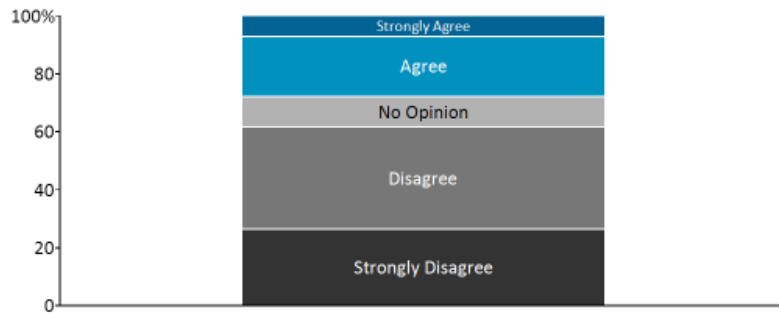
Perception of frequency of Honor reports and convictions

% Found Guilty at Hearing



Source: 2017 student survey distributed by the Honor Audit Commission; n=285

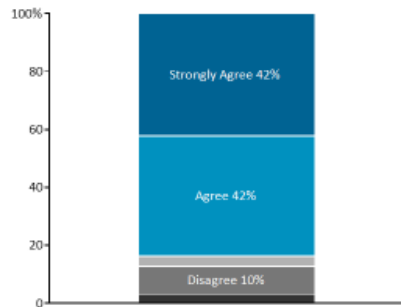
The Honor System is one of the reasons I applied to UVa



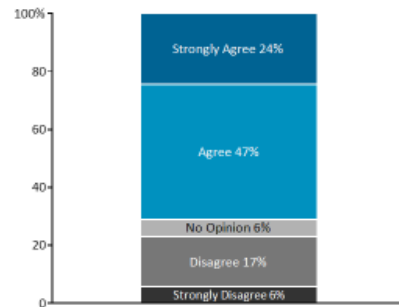
Source: 2017 student survey distributed by the Honor Audit Commission; n=284

General perspectives on Honor

The Honor System at UVa is essential to upholding a Community of Trust



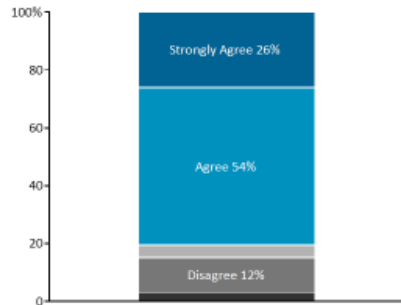
I believe in the fundamental fairness of the Honor System



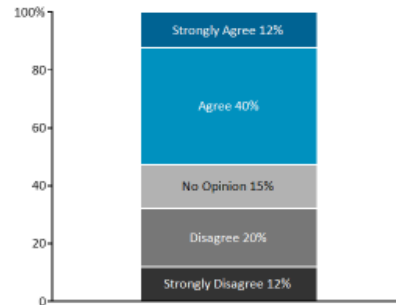
Source: 2017 student survey distributed by the Honor Audit Commission; n=284

General perspectives on Honor

I feel that I can trust my peers to act with integrity and honesty



I believe that the Honor Committee effectively represents the opinions of the student body

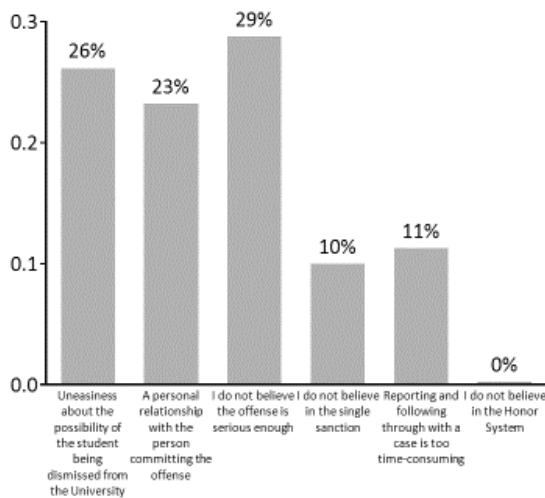


Source: 2017 student survey distributed by the Honor Audit Commission; n=283

Deterrents of reporting

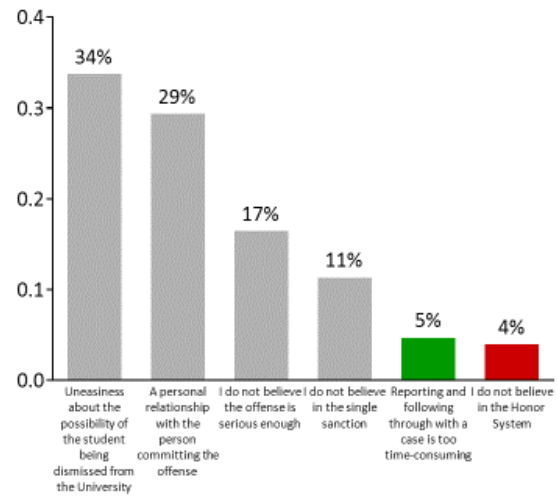
Which one of the following factors would be most likely to deter you from reporting an Honor offense against a student you believe to have committed an Honor offense?

2012 COMMITTEE SURVEY



Source: 2012 Honor Committee Survey; n=3999

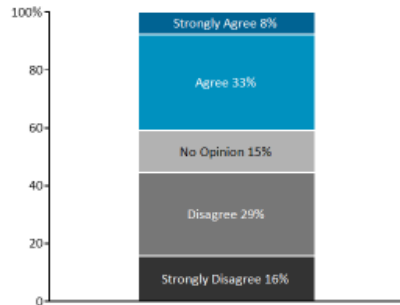
2017 HAC SURVEY



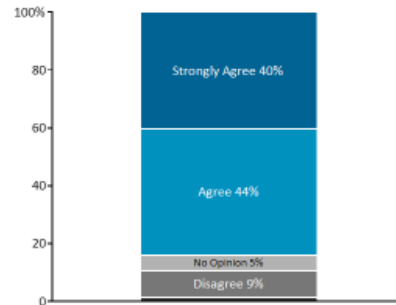
Source: 2017 Honor Audit Commission student survey; n=272

Single Sanction

The Single Sanction is a fair penalty for a student found guilty of lying, cheating, or stealing



The sanction for an Honor Offense should vary based on the significance of the offense

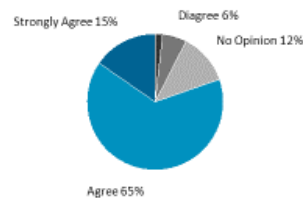


Source: 2017 student survey distributed by the Honor Audit Commission; n=280

General Perspectives

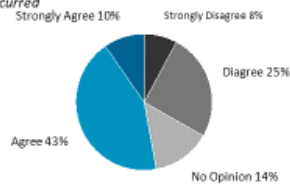
ACT, KNOWLEDGE, SIGNIFICANCE

The criteria of act, knowledge, and significance provide effective parameters for determining whether an Honor offense occurred



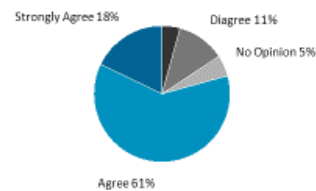
TRANSCRIPT

The notation on a guilty student's transcript should indicate that an Honor offense has occurred



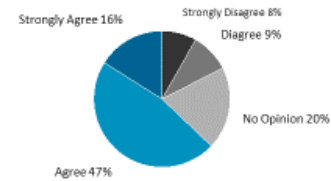
STUDENT JURIES

A jury of fellow students is a fair way of determining the guilt or innocence of an accused student



SINGLE SANCTION AS A DETERRENT

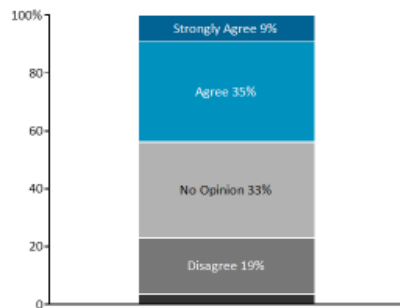
The primary benefit of the Single Sanction is its deterrent effect



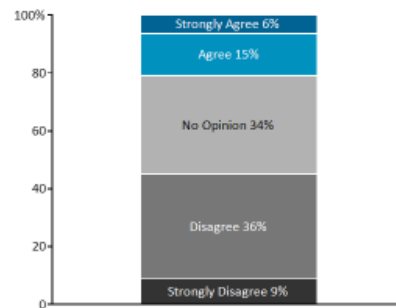
Source: 2017 student survey distributed by the Honor Audit Commission; n=280

Perspective on professors

Professors often refuse to report students to Honor and, instead, handle the matter themselves

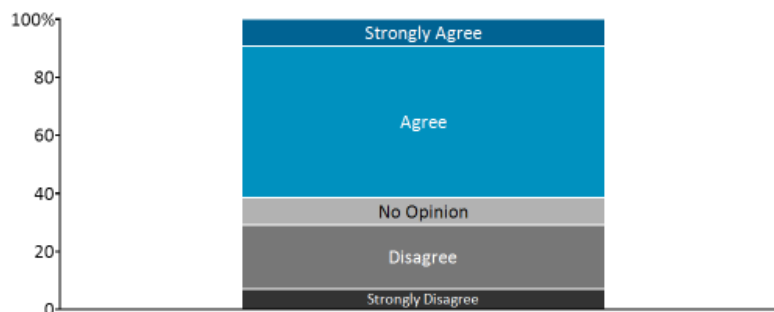


Professors unfairly target certain types of students suspected of cheating



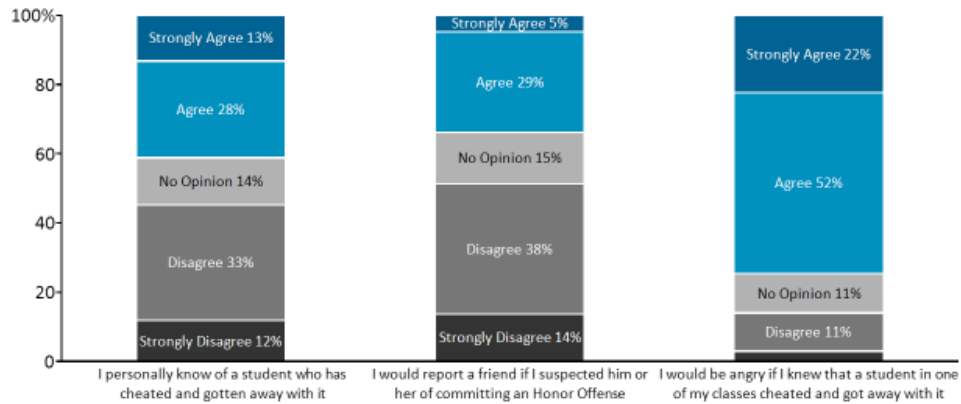
Source: 2017 student survey distributed by the Honor Audit Commission; n=271

I trust the Honor System to accurately determine the guilt or innocence of an accused student



Source: 2017 student survey distributed by the Honor Audit Commission; n=272

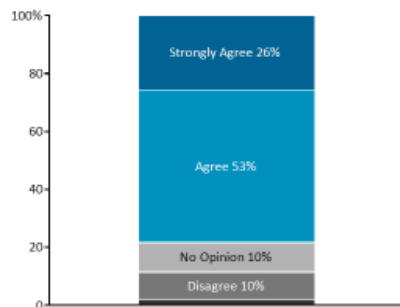
Perspective on friends/fellow students



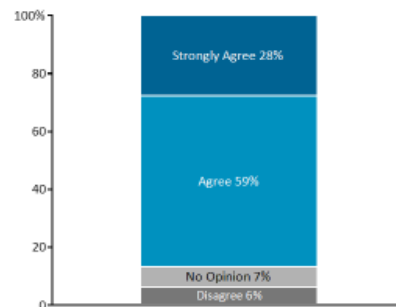
Source: 2017 student survey distributed by the Honor Audit Commission; n=272

Informed Retraction -- Philosophy

The Informed Retraction makes the Honor System more fair

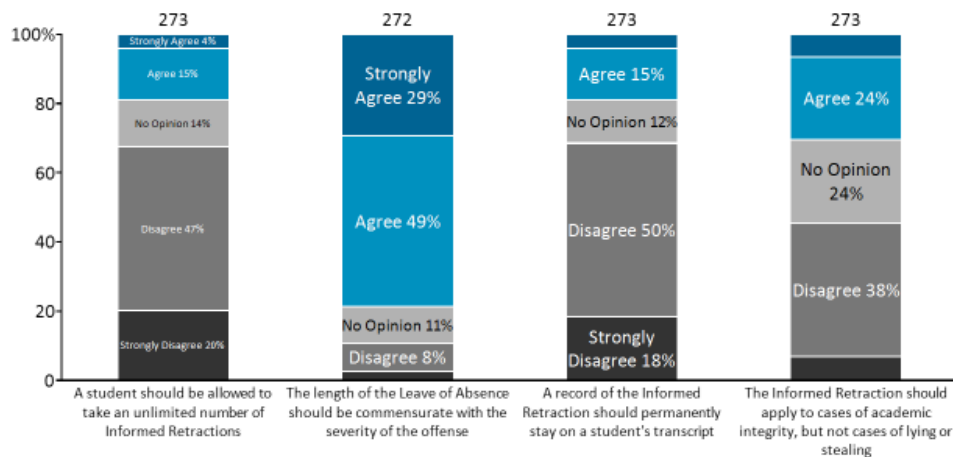


Admitting guilt and serving a predetermined punishment is ultimately an honorable course of action in the face of a lapse in judgment



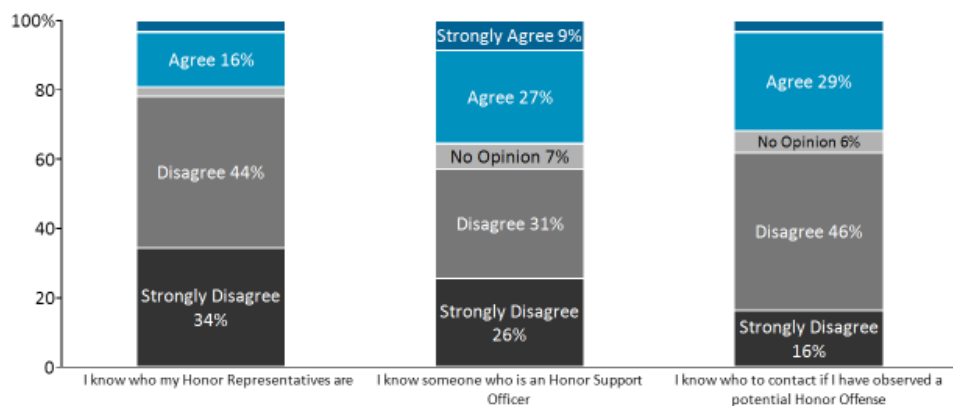
Source: 2017 student survey distributed by the Honor Audit Commission; n=273

Informed Retraction -- Logistics



Source: 2017 student survey distributed by the Honor Audit Commission; n=272

Student knowledge of Honor representatives

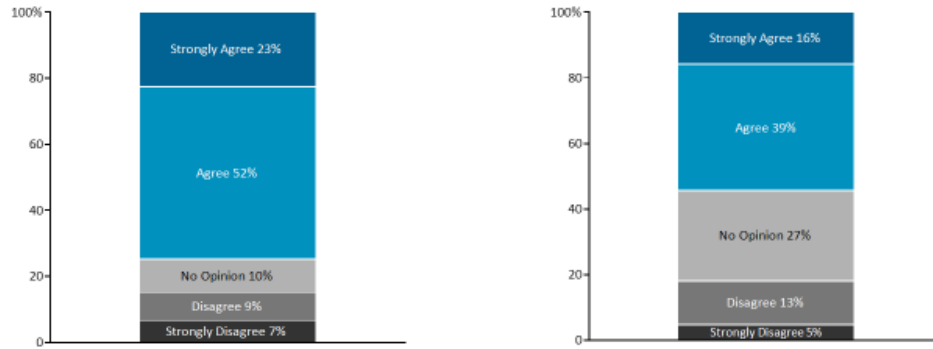


Source: 2017 student survey distributed by the Honor Audit Commission; n=270

Student Self Governance

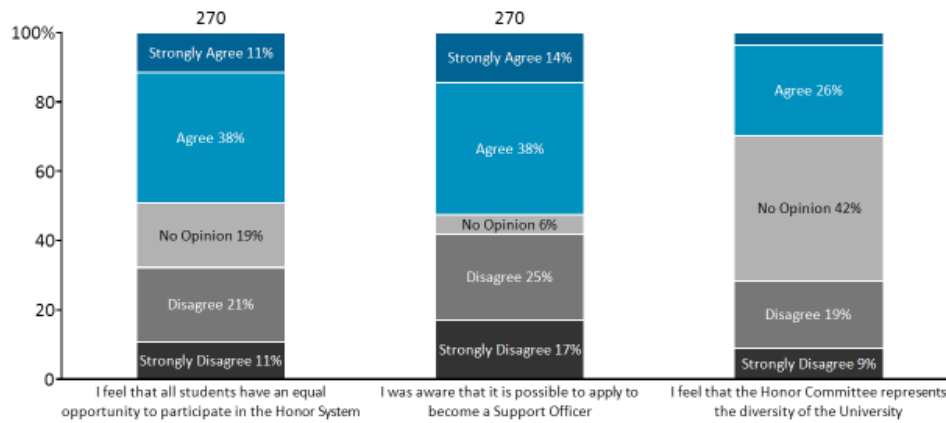
The Honor System is an excellent example of student self-governance at UVa

All decisions of the Honor Committee, actions of the Support Officers, and verdicts rendered at any Honor Hearings ultimately must be approved by the University Administration



Source: 2017 student survey distributed by the Honor Audit Commission; n=270

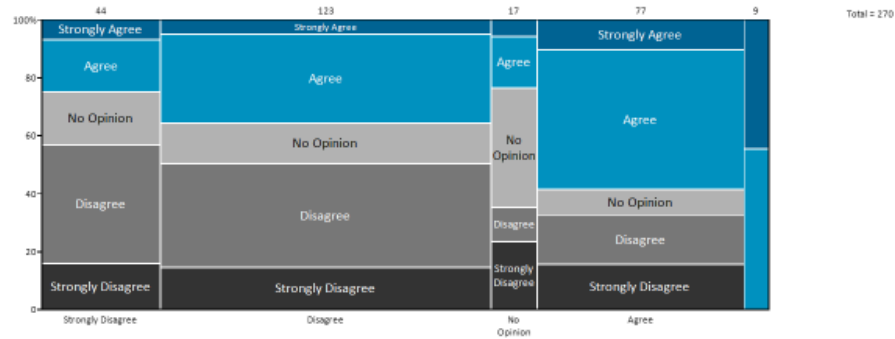
Representation in Honor



Source: 2017 student survey distributed by the Honor Audit Commission; n=270

Knowledge of who to contact vs. sanction

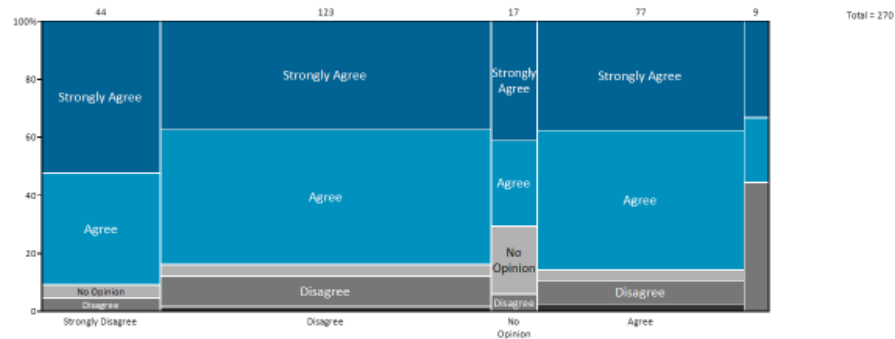
The Single Sanction is a fair penalty for a student found guilty of lying, cheating, or stealing



I know who to contact if I have observed a potential Honor Offense

Knowledge of who to contact vs. varying sanctions

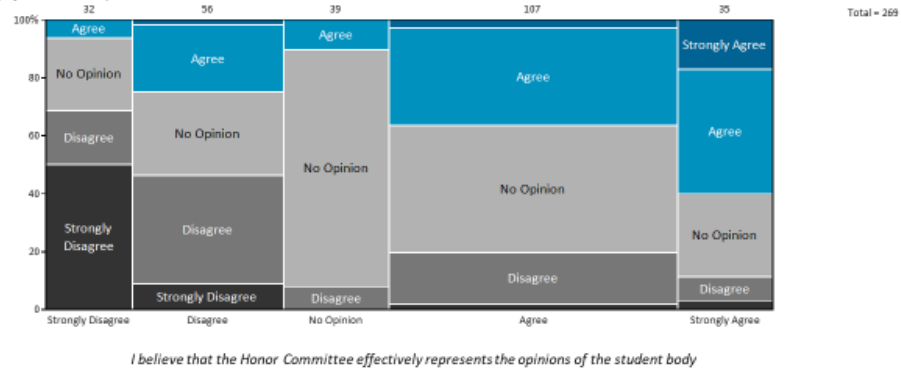
The sanction for an Honor Offense should vary based on the significance of the offense



I know who to contact if I have observed a potential Honor Offense

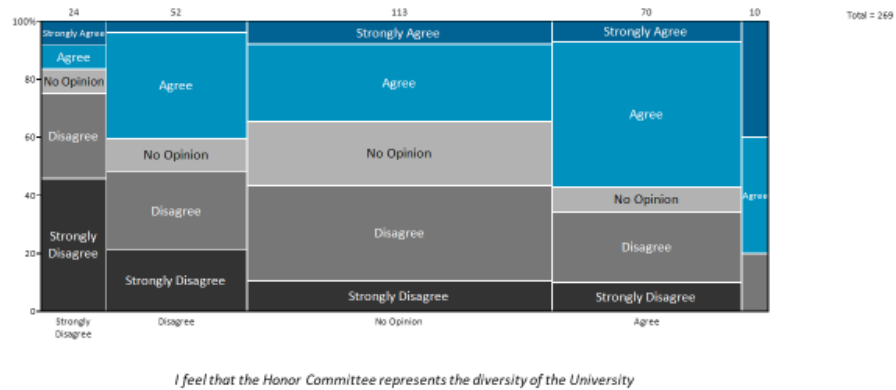
Thoughts on diversity and representation

I feel that the Honor Committee represents the diversity of the University



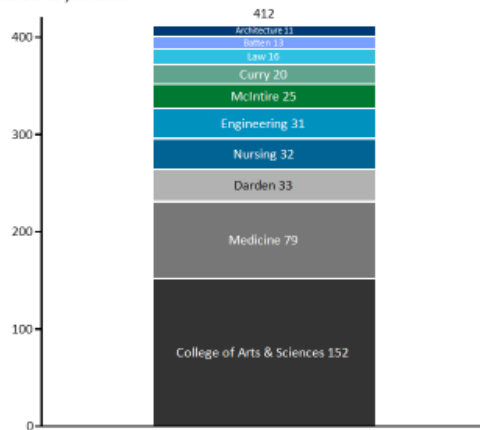
Diversity vs. thoughts on Single Sanction

The Single Sanction is a fair penalty for a student found guilty of lying, cheating, or stealing

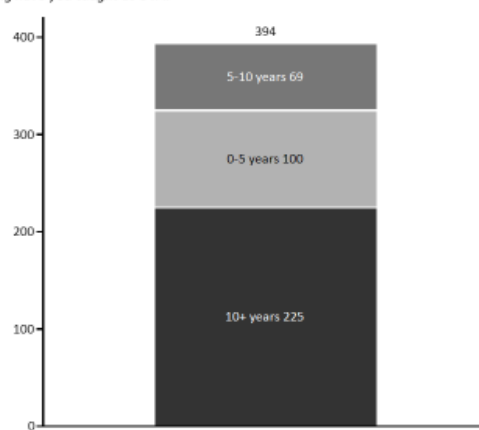


Response demographics

In what school do you teach?

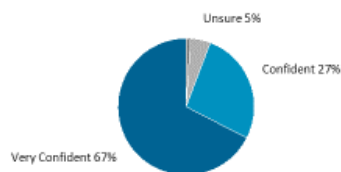


How long have you taught at UVA?

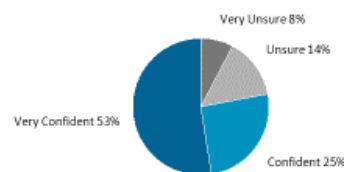


How confident are you in your knowledge of the following aspects of the Honor System at UVA?

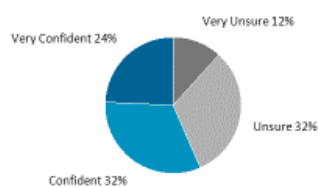
THE HONOR PLEDGE



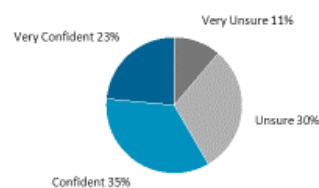
THE SINGLE SANCTION



THE CONSCIENTIOUS RETRACTION

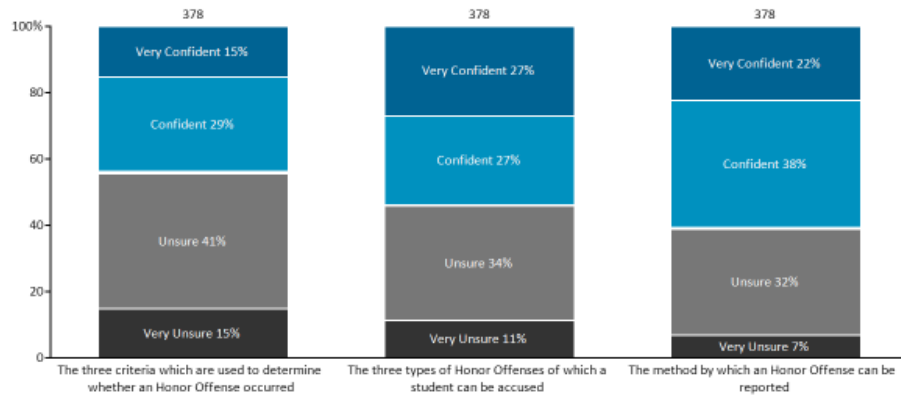


THE INFORMED RETRACTION



Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

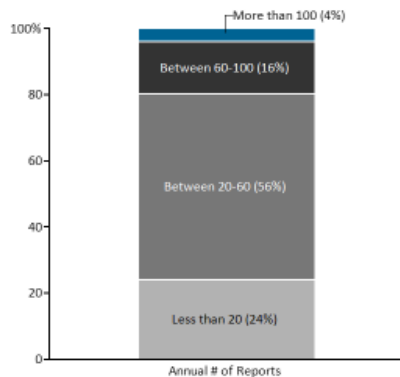
How confident are you in your knowledge of the following aspects of the Honor System at UVA?



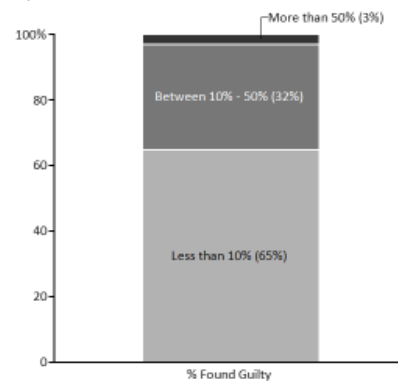
Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Faculty perception of frequency of Honor reports and convictions

Roughly how many students do you think are reported every academic year, from across the entire University, for a potential Honor Offense?



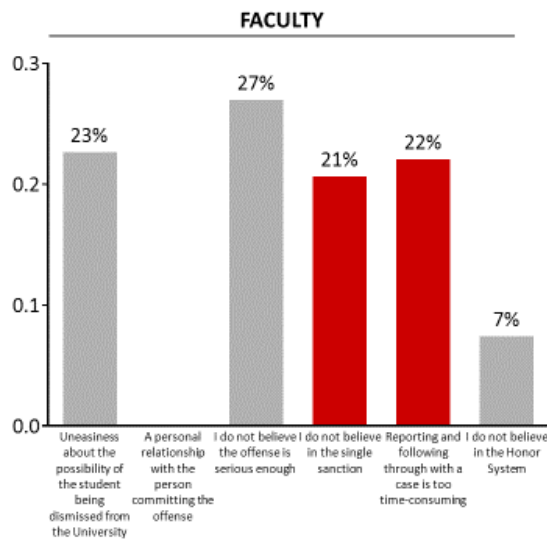
Of the students reported for an Honor Offense, what percentage do you think are ultimately found guilty at an Honor Hearing and permanently dismissed from the University?



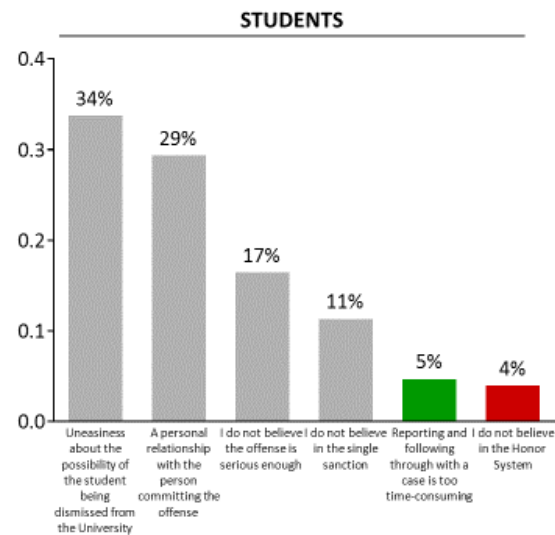
Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Deterrents of reporting: Faculty vs. Students

Which one of the following factors would be most likely to deter you from reporting an Honor offense against a student you believe to have committed an Honor offense?

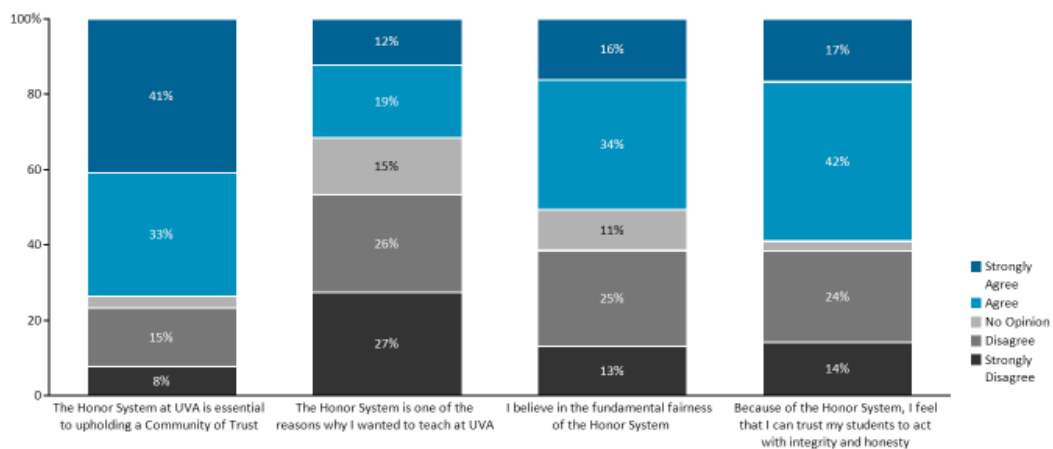


Source: 2017 Honor Audit Commission faculty survey; n=394



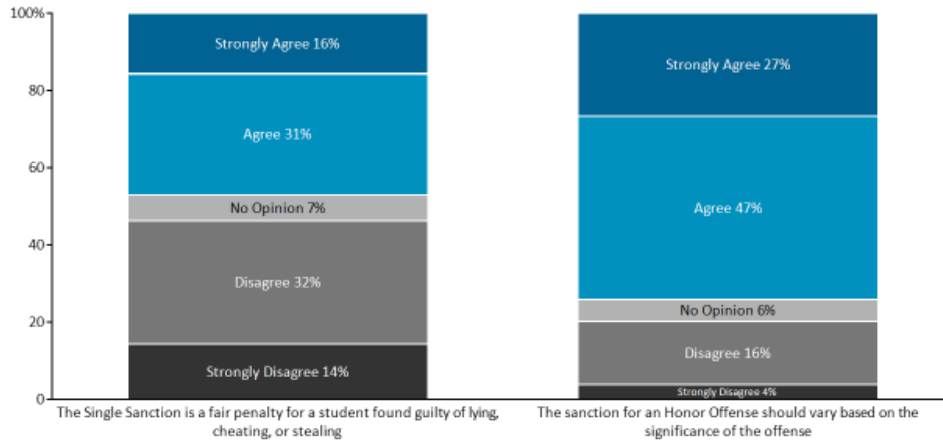
Source: 2017 Honor Audit Commission student survey; n=272

General faculty perspective



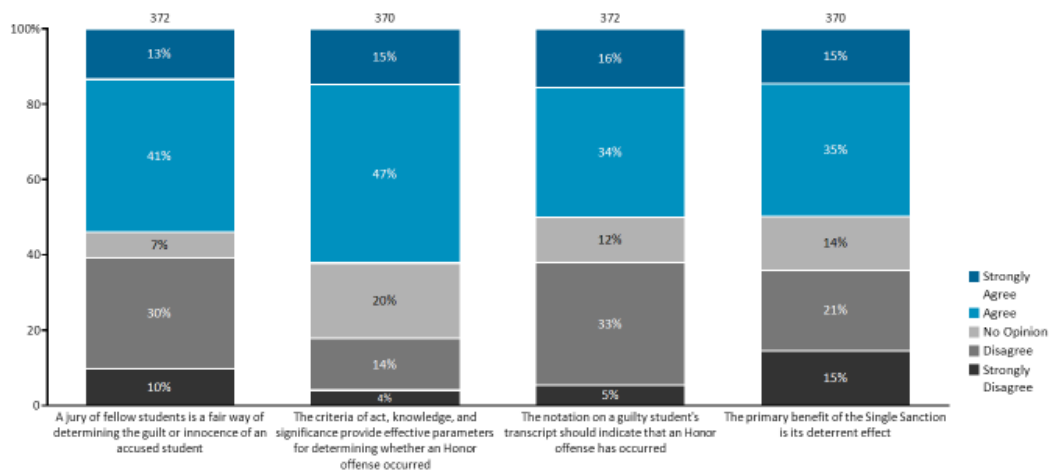
Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Faculty perspective on the Single Sanction



Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

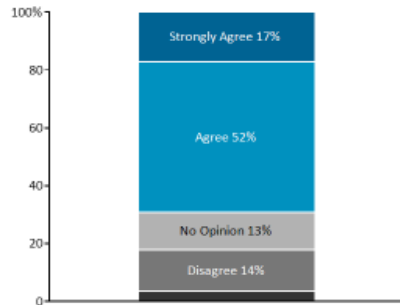
Faculty perspective on Honor procedures



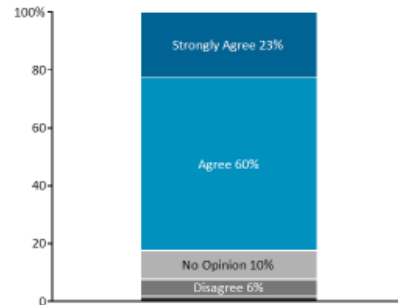
Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Faculty perspective on IR Philosophy

The Informed Retraction makes the Honor System more fair

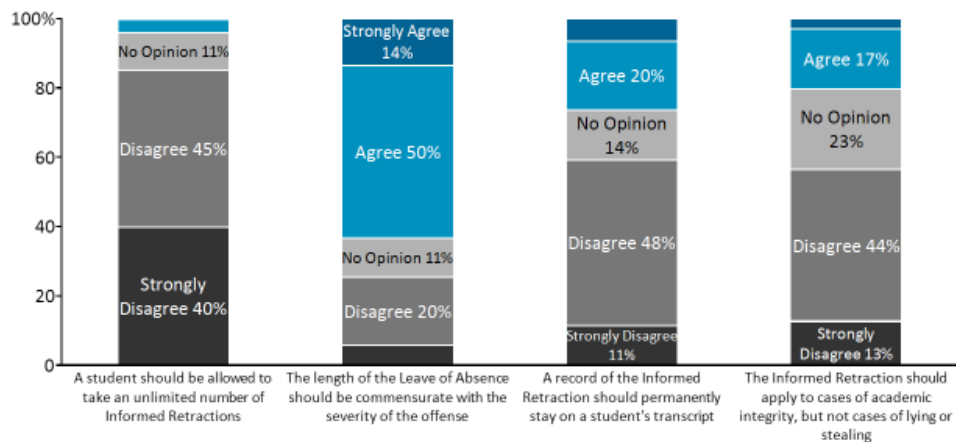


Admitting guilt and serving a predetermined punishment is ultimately an honorable course of action in the face of a lapse in judgment



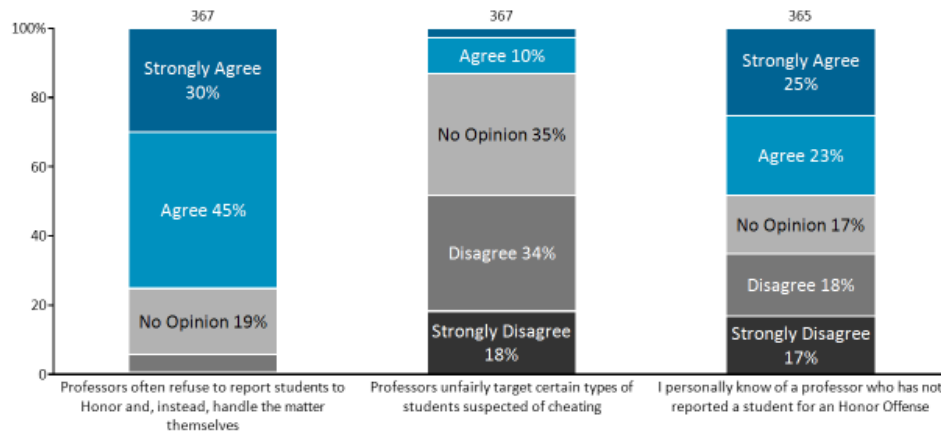
Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Faculty perspective on IR Logistics



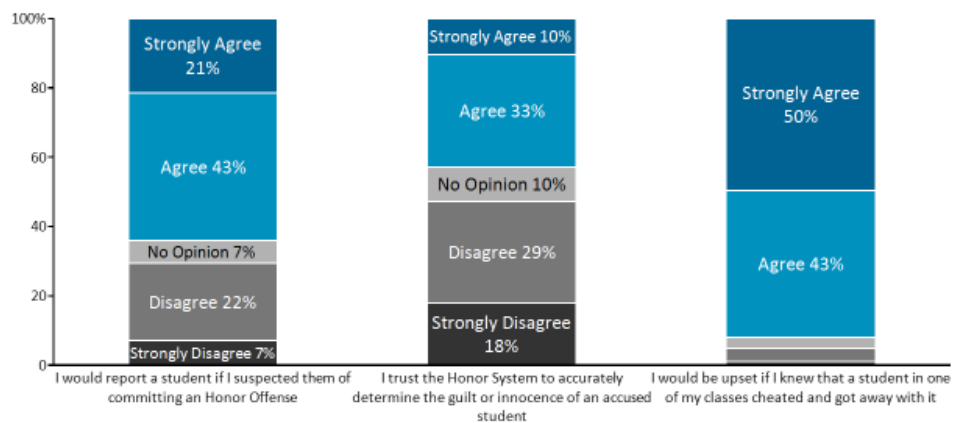
Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Faculty perspective on fellow faculty members



Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394

Faculty perspective on fellow faculty members



Source: 2017 faculty survey distributed by the Honor Audit Commission; n=394