

**Faculty Perceptions of Academic Dishonesty:  
A Cross-Campus Comparison of Three Institutions in the Southeast**

by

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## Abstract

This study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. Additionally, this study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. In order to gather data, the survey instrument was adapted from two different surveys of faculty perceptions of academic dishonesty. The first was from Dr. Wehman's (2009) study on faculty perspectives of academic integrity on an urban campus (See Appendix C), the second part was from a Dr. McCabe's (1993) study on faculty academic integrity (See Appendix D). Data analysis revealed that the faculty members' awareness of academic integrity strongly impacts their attitudes of dishonesty than the experiences within their own classroom. Generally, faculty did not personally witness any dishonest behavior within their classroom, but do understand what cheating is, and how to implement policies if the situation arose. Additionally, most faculty inform students of their academic dishonesty penalties within their classroom, but, they often do not take preventative actions to stop it. Lastly, when placed in a situation of dishonesty, the faculty members indicated that they would ignore the incident. Implications for policies and procedures related to academic dishonesty are discussed.

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## **Chapter I: Introduction**

The integrity of an academic institution is a quality that is advocated by all educational institutions, faculty, administrators and students around the world (Katoch, 2013). In higher education, academic dishonesty is an act that is commonplace and has been happening for decades (McCabe & Trevino, 1993; McCabe & Trevino, 1997; McCabe, Trevino, & Butterfield, 2001). Academic integrity “is complex with alliances to conventional standards of morality--- especially those of telling the truth, honesty and fairness--- as well as to personal ideals that may conflict with such standards” (McFall, 1987, p.5). Academic dishonesty is hard to define, as it varies from one institution to another (McCabe, Butterfield, & Trevino, 2006). Throughout the past decades, there has been research on students and their motivation to cheat (Bowers, 1964; McCabe & Trevino, 1996; McCabe & Trevino, 1997; Murdock & Anderman, 2006; Rabi, Patton, Fjortoft, & Zgarrick, 2006; Simkin & McLeod, 2010; Whitley, 1998). But, there are few studies that look at the issues of academic dishonesty from the view of the faculty member.

### **Purpose of the Study**

The purpose of this study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. Furthermore, the study examined the types of

actions that were taken by the faculty member when a dishonest behavior was observed by him/her and how these actions differed based upon the factors listed above.

### **Research Questions**

The following research questions were used in this study

1. What are the faculty attitudes of academic dishonesty policies at their institution?
2. What are the faculty actions and experiences of academic dishonesty policies at their institution?
3. What are the faculty preventative actions that are taken related to academic dishonesty policies at their institution?
4. What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty? How do they differ on the basis of the following factors: tenure status, academic discipline, faculty rank, number of years teaching, age, gender, and faculty awareness and understanding of the academic dishonesty policy at their institution?

### **Significance of the Study**

There are some research studies that examine academic dishonesty from the view point of faculty (Hudd, Apgar, Bronson, & Lee, 2009; Levy & Rakovski, 2006; McCabe, 1993; McCabe, Butterfield, & Trevino, 2003; Nuss, 1984; Volpe, Davidson, & Bell, 2008). These studies have had an impact on higher education administrators and faculty in regards to how they should address issues of academic dishonesty on their campuses. One study indicated that there has been a steady increase in academic dishonesty over the last few decades, with student's dishonesty levels rising from 23% in 1941 to around 90% of students in 2002 (Jensen, Arnett, Feldman, & Cauffman, 2002). Although these numbers are high and could continue to climb

higher, institutions of higher education seem to be unable to stop the demise of their academic integrity, and put an absolute halt to academic dishonesty. Research has indicated that there are effective ways to deter academic dishonesty on college campuses (McCabe & Trevino, 1993; Seirup-Pincus, 1996). These include academic honor codes, academic policies, and faculty members. Seirup-Pincus (1996) noted that one way to deter academic dishonesty on college campuses was to involve the entire campus community this includes faculty. The faculty member's role is vital in bringing about change in dishonest behaviors of students. According to Seirup-Pincus (1996), "the role of the faculty in bringing about change in student behavior in regard to cheating is essential" (p. 4). Faculty members play a critical role in the educational processes and controlling dishonest behavior (Jendrek, 1989; McCabe, 1993). Although research has pointed to faculty's impact on academic dishonesty, little research has been done on the faculty members perspective of academic dishonesty within the classroom (Jendrek, 1989; McCabe, 1993).

Realizing that faculty are vital to bringing about change to college campuses, it is important to conduct research to fill in the gaps of information on their perspective of academic dishonesty (Bates, Davies, Murphy, & Bone, 2005; Jendrek, 1989; McCabe et al., 2003; Pincus & Schmelkin, 2003; Volpe et al., 2008). Most studies that are conducted on academic dishonesty often focus on the student's perspective and motivations as to why students decide to cheat. Flint, Clegg, and Donald (2006) pointed out that while students were often the focal point of studies on academic dishonesty, there were relatively few studies that examined the faculty members and their ability to influence student conduct. Based on this information, it was vital for additional studies to be conducted from the perspective of the faculty. This research study attempts to bridge the gap of information to include faculty members' perspectives. This

perspective is essential for helping institutions to develop effective academic policies and procedures and to preserve the integrity of academic institutions.

This study used a quantitative approach, focusing on the faculty members' attitudes, experiences, and preventative actions towards academic dishonesty. Additionally, it explored the relationship between the attitudes, experiences and preventative actions with demographic variables (tenure, academic discipline, rank, number of years teaching, age, and gender). A survey was used to collect the data. This study is expected to contribute to furthering an understanding of academic dishonesty. Additionally, it will be helpful to institutions in developing policies and procedures to protect the academic integrity of the institution.

### **Definitions of Terms**

Academic Dishonesty: "students' attempt to present others' academic work as their own...includes behaviors such as cheating on exams, copying other student's homework and assignments, and plagiarism" (Jensen et al., 2002, p. 210). Furthermore, it is "an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise..... to include forgery or academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty" (Gehring & Pavela, 1994, p. 5).

Cheating: "is intentional using or attempting to use unauthorized materials, information or study aids" (Pavela, 1978, p. 72).

Plagiarism: "is deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgement" (Pavela, 1978, p. 73).

Internet Plagiarism: Using a search engine to find a topic and copy the text and paste it into a word processing program, and the use of "Web paper mills," sites that collect and distribute papers on the Web, either free or for a fee (McMurty, 2001, p. 37).

### **Organization of the Study**

Chapter 1 introduces the study, presenting the purpose, research questions and definitions of terms. Chapter 2 focuses on a review of related literature concerning overview, trends, higher education response and faculty and academic dishonesty. Chapter 3 reports the procedures utilized in this study, including the participants, instrumentation, procedures, and independent and dependent variables. All the findings of the study are reported in Chapter 4. Chapter 5 discusses the overview, results, limitations and recommendations.

## **Chapter II: Literature Review**

Academic integrity is a virtue that is advocated by all educational institutions, faculty, administrators and students worldwide (Katoch, 2013). According to Jones (2011), academic integrity is a social contract where individuals relinquish social rights in that they will not commit nor allow someone else to commit a dishonest act. In higher education, student academic dishonesty has become a common occurrence and faculty, staff and administrators have been dealing with it for generations. According to Howard and Davies (2009), “students have been systematically plagiarizing since at least the 19<sup>th</sup> century” (p. 65). Over the last several decades, studies have examined students and the motivations that drive them to academic dishonesty (Bowers, 1964; McCabe & Trevino, 1996; McCabe & Trevino, 1997; Murdock & Anderman, 2006; Rabi et al., 2006; Simkin & McLeod, 2010; Whitley, 1998). However, there have been few studies that examine the issues of dishonesty from the faculty members’ perspective.

### **Purpose of the Study**

The purpose of this study was to determine the frequency and types of academic dishonesty that have occurred at three public institutions as perceived by the faculty members. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. Furthermore, the study examined the types

of actions that were taken by the faculty member when a dishonest behavior was observed and how these actions differed based upon the factors listed above.

### **Research Questions**

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4. What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty? How do they differ on the basis of the following factors: tenure status, academic discipline, faculty rank, number of years teaching, age, gender, and faculty awareness and understanding of the academic dishonesty policy at their institution?

### **Overview of Academic Dishonesty in Higher Education**

Schmelkin, Gilbert, Spencer, Pincus and Silva (2008) indicated that, “academic integrity is one of the fundamental values of higher education” (p. 587), and many colleges and universities include academic integrity as a cornerstone of their institutions. Today’s college students, identified as the millennial generation, “have been raised in an era of societal concerns about integrity” (Hendershott, Drinan & Cross, 2000, p. 587). These students have grown up in an environment where integrity has been at the forefront of their academic and social lives; they are constantly exposed to scandal, dishonesty and corruption within all aspects of their lives,

which in turn has caused many students to become weary of the academic administrators that espouse the importance of upholding the virtues of academic integrity (Hendershott et al, 2000).

According to Pino and Smith (2003), “academic dishonesty is an issue which has garnished national attention and it is considered a serious problem among college students” (p. 490). Recent literature on cheating and plagiarism in higher education would suggest that it is more rampant and acceptable with the current generation of students (Brown & Choong, 2005; Brown, Weible, & Olmosk, 2010; Chapman & Lupton, 2004; Jones, 2011; Karon, 2012; McCabe, Butterfield, & Trevino, 2004). Brown et al. (2010) noted that the students admitting to participation in cheating “is alarming, ranging from a low 49% for students in undergraduate marketing classes in 1998, to 100% for undergraduate management majors in 2008” (p. 299).

Traditionally, institutions of higher education were not only expected to develop a student academically, but they were also responsible for instilling values and shaping character of the student; however, when examining publications on academic dishonesty, studies have shown that cheating on U.S. college campuses is rampant and on the rise (Maramark & Maline, 1993). The demise of academic integrity on college campuses is threatening the academic missions of institutions and undermining the value of learning that is taking place at these institutions (Bertram-Gallant, 2008).

### **Definition of Academic Dishonesty**

Academic dishonest behaviors are challenging to identify and define in higher education, due in part to the ambiguous and inconsistent nature of the definitions dishonesty (Barnett & Dalton, 1981; Pincus & Schmelkin, 2003; Schmelkin, Kaufman, & Liebling, 2001; Whitley & Keith-Spiegel, 2002) According to Whitley and Keith-Spiegel (2002), “Academic dishonesty appears to be one of those phenomena that few people can define exactly, but that everyone can



recognize when they see it” (p. 16). What could be considered cheating to one person, may be acceptable behavior by another (Bates et al., 2005). The inconsistencies in the definition, severity and conceptions of academic dishonesty make this issue more complex (Brown & Choong, 2005; Cannon, Fox, & Renjilian, 1998; Franklyn-Stokes & Newstead, 1995; Graham, Monday, O’Brien & Steffen, 1994; McCabe et al., 2004; Nuss, 1984; Pincus & Schmelkin, 2003; Roig & Ballew, 1994; Sims, 1995). One of the main factors with the inconsistencies with the definitions of academic dishonesty is held in part by faculty members in the classrooms may hold different opinions and believe they have academic freedom to define academic policies as deemed appropriate for their classroom (Betram-Gallant, 2008). As a result, the institutions have to create codes of conduct that use broad and generic statements of integrity and honor, that can be interpreted by the faculty in their classrooms (Betram-Gallant, 2008). The codes of conduct that are created by the institutions contain a variety of grey areas that vary based on the course and instructor. It has become vital that faculty produce rules and definitions of academic dishonesty that are clear and easy to understand by the student (Betram-Gallant, 2008).

A traditional definition would classify academic dishonestly as a, “students’ attempt to present others’ academic work as their own...includes behaviors such as cheating on exams, copying other student’s homework and assignments, and plagiarism” (Jensen et al., 2002, p. 210). Andreatta (2009) further illustrates these behaviors of dishonesty as, “copying answers from a classmate on an exam, bringing and using unapproved notes and resources to an exam, having another person take an exam in your place, changing answers on an already graded exam and resubmitting it for credit and stealing exam materials from department offices” (p. 33). These definitions identify specific acts that are considered being academically dishonesty. Davis, Drinan and Betram-Gallant’s (2009) definition of academic dishonesty was:

Deceiving, or depriving by trickery, defrauding, misleading or fooling another. When we talk about student cheating, academic cheating, or academic misconduct, we are referring to acts committed by students that deceive, mislead, or fool the teacher into thinking that the academic work submitted by the student was a student's own work. (p. 2)

Furthermore, Davis et al. (2009) examined how academic dishonesty is not only detrimental to the student but also to the professor. Academic dishonesty deprives the instructor from his or her ability to properly assess the student's knowledge and deprives the student of the opportunity to learn (Davis et al., 2009). Moreover, if there is consistent cheating, "it defrauds the public who believe that academic diplomas or degrees signify a certain level of accomplishment by the students who possess them" (Davis et al., 2009, p. 3).

In a 1994 report on academic dishonesty, Gehring and Pavela (1994) defined academic dishonesty as:

As an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. We also consider academic dishonesty to include forgery or academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty. (p. 5)

Another definition of academic dishonesty was identified by Pavela (1978) and proposed that academic dishonesty is a typology, which is comprised of four components. These four components are cheating, fabrication, plagiarism and facilitating academic dishonesty. The components are as follows:

1. *Cheating* is intentional using or attempting to use unauthorized materials, information or study aids in any academic exercise. The term *academic exercise* includes all forms of work submitted for credit or hours.
2. *Fabrication* is intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. *Plagiarism* is deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgement.
4. *Facilitating academic dishonesty* is intentionally or knowingly helping or attempting to help another" engage in a dishonest act. (p. 72)

Based on the review of the literature, the concept of academic dishonesty has a multitude of definitions. There are differing ideas on what classifies a dishonest act and the effects of the environment and audience can determine if academic dishonesty is being committed. Davis et al. (2009) suggested that "the definition of cheating is dependent on expectations, and its character marked by a lack of transparency" (p. 3), contributing to the overarching idea that academic dishonesty is subjective making it difficult to define and enforce.

### **Trends of Academic Dishonesty in Higher Education**

Academic dishonesty on college campuses is on the rise (Bowers, 1964; Brown & Choong, 2005; Chapman & Lupton, 2004; Jones, 2011; Karon, 2012; McCabe et al., 2004). Although it is currently on the rise with this generation of students, this is not the first generation of students who have committed academically dishonest acts (Howard & Davies, 2009; Whitley & Keith-Spiegel, 2002). According to Whitley and Keith-Spiegel (2002), "cheating and other forms of academic dishonesty are not new problems...these behaviors have existed as long as there have been tests and will probably continue as long as students are evaluated" (p. 3). Nuss

(1984) also noted “cheating and competition are not new issues in higher education...for at least the past 50 years these topics have appeared in the literature” (p. 140). Moreover Davis et al. (2009) indicated that academic dishonesty and/or cheating should not be viewed as a new phenomenon. Instead it should be examined by linking characteristics, functions, and purposes of education. The authors further explained these characteristics that influence the historical overview of academic dishonesty as follows:

...personal characteristics of students have always played a part in shaping cheating behavior, but so too have situational factors (that is, non-proctored exams, teaching style of the professor, classroom environment, and chances of success), characteristics of the campus and educational system (that is, organizational moral climate, the pressure for grades, a lack of perceived connection between morality and academic misconduct), and fears of failure. (p. 36)

From a historical perspective, academic dishonesty is not a new occurrence. Although the decades have changed, the motivations behind why a student chooses to be academically dishonest are found to be consistently similar from the 1700’s to present day. Students that were found guilty of dishonesty during the eighteenth century were often in risk of failing their classes, and thus would resort to cheating as a way to avoid the public shame associated with failure (Davis et al., 2009). These students viewed cheating as a way to “maintain one’s sense of personal honor because deceiving the teacher was more admirable than failing a class” (Davis et al., 2009). A student’s fear of failing continues to be a motivating factor for students to make the decision to cheat or not to cheat.

During the nineteenth and into early twentieth century in the United States, colleges and universities across the country began to grow exponentially (Davis et al., 2009). The sheer

number of students attending postsecondary education increased and the students, “began to view courses and assignments as hurdles that had to be cleared in order to make personal and professional progress” (Davis et al., 2009, p. 37). During this time, a survey indicated that approximately 40% of students admitted that they had engaged in cheating. Additionally, the survey indicated that student cheating had tainted the integrity of institutions (Davis et al., 2009). This illustrates the similarities between this previous generation and the current generation of students. The students today are driven and want to succeed in life, often times doing what they need to do to rise to the top, which parallels with this previous generation of students.

The middle of the twentieth century witnessed a significant increase in student cheating (Davis et al., 2009). The reasons behind the increase are not completely certain; however, some individuals have “argued that dramatic change in American colleges and universities, along with turbulence of the Vietnam and Watergate era, led to an increase in student cheating” (Davis et al., 2009, p. 38). Moreover, during this time there was a rise of a new term called paper mills, where a student would pay for a pre-made paper and turn in the paper as their own authentic work. This new term and related pre-made papers, caused faculty to enforce plagiarism and cheating rules within their classrooms (Davis et al., 2009). There may have been an increase of student dishonesty during this timeframe because the American society became interested in what was going on the college campuses, and “as a result, popular press reports of cheating exploded in the middle of the last century, lending an air of crisis to the situation and resulting in a demand for action on the part of colleges and universities” (Davis et al., 2009, p. 38). Bowers (1964) published the first pivotal study published on academic dishonesty. In his study, Bowers surveyed approximately 5000 students at 99 colleges between the years 1962 and 1963. His

findings revealed that nearly half of all students surveyed had partaken in some form of academic dishonesty since enrolling in college (Bowers, 1964). Bowers noted that his findings were “probably a conservative estimate for the sample and an even more conservative one for the population of students attending regionally accredited colleges and universities across the country” (1964, p. 193). After these findings were published, other studies on student academic honesty were conducted. These studies found that there were dangerously low levels of student honesty in institutions of higher education, indicating that cheating had become an ingrained part of student life in the United States (Davis et al., 2009).

By the second half of the twentieth century, students were cheating to get through their educational careers (Davis et al., 2009). A study at the University of Georgia surveyed approximately 4,000 high school students between 1969 and 1989, and found the rates of self-reported cheating rose drastically during that time period. The actual statistics were as follows:

students who admitted to using a cheat sheet during a test increased from 33.8% (1969) to 67.8% (1989); letting others copying their assignments increased from 58.3% (1969) to 92.5% (1979) to 97.5% (1989); and use of others’ words or ideas without citation (plagiarism) increased from 66.5% (1969) to 76.1% (1989). (Schab, 1991, table 2).

Cheating not only increased sharply with high school students, but at the college and university level as well. Davis et al. (2009) noted:

The increase in cheating from the lower grades to higher grades may be most simply explained by Campbell’s Law which loosely translated says the higher the stakes the more likely people are to cheat. And, as students’ progress in the educational system, the stakes become higher—graduation from high school is the minimum requirement for

surviving in the twenty-first century economy, while the bachelor's degree is becoming mandatory. (p. 39)

As students graduated from high school and moved towards the extremely competitive world of college admissions, the stakes were much higher and students felt pressured to perform, which led some to be academically dishonest. According to Callahan (2004), “once a student is in college, he or she will sense that the real competition has just begun” (p. 215). Higher education today has become a high stress environment that students feel propelled to act in an academically dishonest way to stay competitive with his or her fellow classmates (Callahan, 2004; Tippett et al., 2009). Callahan (2004) interviewed the dean of admissions for Harvard University and he noted:

...the accumulation of ‘credentials’ simply continues to intensify as the stakes increase. The ‘right’ graduate school looms after college, and the ‘right’ sequence of jobs is next. Such attainments make it possible to live in the ‘right’ kinds of communities and begin the job of bringing up the following generation, one that might need to vault to even greater heights. (p. 215)

Academic dishonesty is on the rise in the twenty-first century (Jones, 2011). Jones (2011) noted that this rise in dishonesty has sparked numerous debates at institutions throughout the United States. Lathrop and Foss (2000) indicated that, “we know students are cheating more often today; their cheating techniques are increasingly sophisticated, and many express guilt or remorse only if they are caught” (p. 1). The current generations of students are much savvier in their cheating techniques. A national survey found that 54% of students had admitted to some sort of Internet plagiarism (Jones, 2011). Internet plagiarism can be defined as cutting and

pasting sentences to paragraphs from the Internet directly into their original work without citation (Rimer, 2003). Technology has been one of the major demises to academic integrity in colleges and universities. Advances in technology have made it even more difficult to prevent cheating. High tech cheating has slowly begun to replace the cheating practices of yesterday (Davis et al., 2009; Jones, 2011). Some of the students from this generation believe that anything you find on the Internet is common knowledge and thus negates the need for citation (Rimer, 2003). Moreover, cheating has become such a serious issue that faculty adjust their classroom practices in order to reduce academic dishonesty violations (Hudd et al., 2009). To further understand the current trends in academic dishonesty, it is important to understand how different the current generation of students is in comparison to previous generations.

The current generation of students, also known as the millennials, have grown up with higher social and academic expectations than any other generation thus far in the United States (Howe & Strauss, 2000). The millennial generation is comprised of individuals born between 1982 and 2003, have been described as having seven distinctive traits, which are as follows: special, sheltered, confident, team oriented, achieving, pressured and conventional (Howe & Strauss, 2000). The high pressures for this generation to succeed in all aspects of their lives has driven them to turn to academic dishonesty to meet the expectations that have been set on them by their peers, family and society (LeMay, 2012). According to Lowery (2004), “the societal messages about the special nature of the Millennial’s and their role as the next great generation place much pressure on them to shape our society in the years to come...these students have experienced highly scheduled lives for years and considerable pressure to get into the right college” (p. 93). LeMay (2012) quoted a Stanford University official who indicated that “it’s not that they don’t know right from wrong, it’s that they see themselves as having no choices, they’ll



say it's not cheating its survival" (p. 1). Moreover, the diminished levels of integrity within our society have made it so that a culture of cheating has emerged (Callahan 2004; Hendershott et al., 2000). Furthermore, this generation has grown up in a culture "where a clear sense of who created intellectual products is not valued or understood" (Lowery, 2004, p. 93). Some of these students do not realize that what they are doing is morally wrong or incorrect because they have not been taught these things. It is important when looking at academic dishonesty trends to understand how different the world is now compared to earlier years. The millennial generation of students is constantly feeling pressured by internal and outside forces to succeed, paired that with the insistent influx of technology, academic dishonesty is easier to occur today than in previous generations.

When examining the complexity of the current generation of students, students may feel more compelled to act in an academically dishonest way in order to get ahead. This generation of students has been under a great deal of pressure to succeed since kindergarten, and more so than previous generations; there are pressures for high test scores, ivy league college admission and societal pressures that consistently over emphasize outcomes over intellectual growth (Callahan, 2004). Scanlon and Neumann (2002) indicated that technology and the internet, in particular, are the main reasons for the decline in academic integrity. McCabe et al. (2001) are cited as saying that, "increased competition for the most desired positions in the job market and for the few coveted places available at the nations' leading business law, and medical schools is yet another motivation for these students deciding to cheat" (p. 220). According to Lanthrop and Foss (2000), the reasons why the millennial generation chooses to cheat is simple: "(1) it's easy, especially with new technologies, (2) fewer than 10% are caught, and (3) most of those who are caught get off without serious penalty" (p. 1).

The number of academic dishonesty cases in higher education today continues to rise. Jensen et al. (2002) indicated that 90% of college students self-reported that they have cheated. According to Pino and Smith (2003), in a review of 107 studies on cheating among college students; the average student reported that 43.1 % had cheated on examinations, 40.9 % had cheated on homework assignments, and 47 % had plagiarized.

The reasons that students cheat vary from student to student, but studies have indicated that dishonesty is a serious problem in higher education. Higher education administrators recognize this issue and have been working to find effective ways of handling academic dishonesty (Hendershott et al., 2000). This generation of students believe that cheating is a normal part of everyday life (Callahan, 2004; Davis et al., 2009; Davis, Grover, Becker & McGregor, 1992). Scanlon and Neumann (2002) pointed out that “colleges and universities are not doing nearly enough to foster a commitment among students to academic honesty” (p. 376). Scanlon and Neumann (2002), revealed, that based on a survey of 257 chief academic officers, they found that few faculty discussed cheating in class, few institutions provided student development programs on academic integrity, and almost none made an effort to assess the extent of cheating on their campus (p. 376).

Colleges and universities could deter cheating at their institutions. One of the major deterrents of academic dishonesty is having an honor code in place or creating a campus environment that is not conducive to dishonesty. Bok (1990) noted that, “perhaps the greatest benefit of honor systems is the stimulus they give students to think about their own moral responsibility and to discuss the subject among themselves” (p. 87). According to McCabe and Trevino (1993), “honor codes look like they are in a state of revival on America’s college campuses” (p. 524) “this renewed interest in honor codes implies the belief that codes can

influence academic dishonesty and the limited empirical research available supports this belief” (p. 524).

The enforcing of honor codes and teaching of moral of education within the confines of a college or university is not an original notion. Until this century it was within the realm of higher education to teach moral education as well as academic (Bok, 1990). Bok (1990) indicated that, “the entire undergraduate experience reflected the overriding commitment of the nineteenth-century college to strengthen the character of its students” (p. 66). The focus on moral education began to change after World War II. Bok (1990) explained the fall of moral education from higher education in the following:

The undergraduate experience continued to have important effects on values, but its influence lay chiefly in persuading students to become less dogmatic, more inclined to question the precepts of parents and church, more accepting of different perspectives and points of view. This emphasis suited a society which increasingly emphasized tolerance rather than adherence to particular body of moral precepts.... educators found it hard to help inquiring undergraduates to replace their discarded dogmas with a new set of moral values. Instead, professors concentrated on more and more on conveying knowledge and imparting skills, leaving students free to fashion their own beliefs and commitments amid the multiple distractions on campus life (p. 70).

Bok felt that through the implementation of honor codes or other moral education systems that universities could obtain a strong hold on the academic dishonesty issues on college campuses. Bok (1990) noted:

Universities need to consider the larger campus environment beyond the classroom. An obvious step in this direction is to have rules that prohibit lying, cheating, stealing, violent behavior, interference with free expression, or other acts that break fundamental norms. Such rules not only protect the rights of everyone in the community; they also signal the importance of basic moral obligations and strengthen habits of ethical behavior (p. 84).

Reintroducing a concept of campus community has been found as another effective foundation for campuses to govern academic integrity (McCabe & Trevino, 1993). This idea of community is defined as, “a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good” (McCabe & Trevino, 1993, p. 522). These campus communities are essential a part of a modified honor code (McCabe, Butterfield, & Trevino, 2006). McCabe et al. (2006) indicated that “modified codes emphasize the promotion of integrity among students rather than the detection and punishment of dishonesty, and the underlying thrust is to address the issue of student cheating through the development of strong community standards and the significant involvement of students in the formation and implementation of these standards” (p. 303). While this idea of community is attractive, some do find it challenging to convince hesitant faculty and administrators to report students when they are found cheating (McCabe & Trevino, 1993). Some people at sizeable campuses are concerned with how effectively messages can be communicated to the entirety of the campus community (McCabe & Pavela, 2000). However, according to McCabe and Pavela (2000), “new survey data provide empirical support for the effectiveness of modified honor codes, the fact remains that implementing an effective modified code at a large public university—with its many part-time and commuter students—is a difficult challenge” (p.35).

But with many large-scale institutions such as University of Maryland at College Park, who have successfully been able to implement a modified honor system, the idea of creating a diverse campus community that embraces academic integrity is not out of reach (McCabe & Pavela, 2000).

According to McCabe and Trevino (1993), a study was conducted that “compared cheating among students under an honor system and a proctor system at the same university and found the students under the honor system were less likely to cheat” (p. 524). Additionally, an experiment was conducted in five sociology classes before and after an honor system and found that cheating was greatly reduced when an honor system was in place (McCabe & Trevino, 1993). According to a study that was conducted to measure the perceptions of and adherence to the honor code at their institution, 92% of the respondents reported they had not observed any code violations, which suggested the honor code was effective. Honor systems in place, can be effective in deterring academic dishonesty by the students.

Academic dishonesty is an important issue in education in the United States. By the time most students arrive on college campus they have already been exposed to situations of cheating or dishonesty (Davis et. al, 2009). It is vital for colleges and universities to create environments that instill morality and honesty. However, according to Bok (1990), “the examples universities set through their official policies are but a few of the innumerable messages bearing ethical content that pass through the campus community” (p. 94). Moreover, Bok (1990) suggested that to create an ethical environment on campuses, “universities must try to make these implicit messages affirm rather than undermine basic moral values” (p.95). Maramak and Maline (1993), further echo Bok’s sentiments, noting the following:

...institutions need to emphasize to students the basic tenets upon which higher education was founded—academic honesty and scholarship. Research clearly shows we can no longer assume students will understand or unequivocally accept institutional statements reflecting these values. Students need to learn that upholding these standards is a shared responsibility. In doing so, society can be assured that students will be able to handle the responsibilities of citizenship and make honorable contributions to their professions and to their communities. (p. 9)

Furthermore, Maramark and Maline (1993) highlighted several other recommendations that college and university administrators could utilize to create an ethical campus community and these included: the need to enforce a concrete plan on academic dishonesty, create stronger sanctions for students who are caught cheating, and to educate faculty on the importance of discussing the academic honor code with classes so that students fully understand the repercussions that can occur for academic dishonesty. Bok (1990) also had recommendations, which included things such as prepping proctors, advisors, deans and financial aid officers to be more aware and attune to the issues of honesty, and cheating.

Designing and implementing all the policies and procedures necessary to create a campus community that embraces ethical standards is taxing on already overworked college administrators. In 1992, the International Center for Academic Integrity was created to assist colleges and universities with implementing successful honor policies on their campuses (International Center for Academic Integrity Timeline, n.d.). According to the International Center of Academic Integrity (n.d.) website, it “began at a March 1992 conference hosted by Donald McCabe of Rutgers University to discuss the results of McCabe’s survey of academic integrity at 31 schools” (para 1). McCabe’s survey “had revealed troubling data concerning the extent of

cheating and the attitudes surrounding it” (International Center of Academic Integrity, n.d.). From this conference, the center was created. This center has become the forefront for academic dishonesty policy in the United States and is housed at Clemson University. It was founded to “combat cheating, plagiarism and academic dishonesty in higher education” (International Center for Academic Integrity Mission Statement, n.d.). Colleges and universities that choose to become members of this organization are provided benefits including: access to materials, direct assistance in creating honor codes, consultants and on-site visits (International Center of Academic Integrity, n.d.).

### **Faculty and Academic Dishonesty**

For faculty and academics at institutions of higher education in the United States, dealing with student acts of dishonesty has become a seemingly endless, nagging problem (Coren, 2011; Karon, 2012). Davis et al. (2009) indicated that research on faculty responses to academic dishonest behavior shows that a majority of professors have witnessed a dishonest act, few of which actually report or do anything (p. 114). Nearly one third of all faculty completely avoided the dishonest act and chose not to report (Davis et al., 2009). In Keith-Spiegel, Tabachnick, Whitley and Washburn’s (1998) study, 71% of all faculty in their sample typically agreed that confronting a student who has cheated is one of the most “negative aspects of the teaching profession” (p. 224). This idea of turning a blind eye or looking the other way seems to have become the norm in academia in regards to cheating. Coren (2011) further enforced this notion in his study, which found that 40% of faculty admitted to ignoring student cheating on more than one occasion.

The reasons why faculty are choosing to ignore academic dishonesty within their classroom varies, but most feel that dealing with the issue only causes more problems including:

undue stress, and placing the student and faculty member in an emotional and uncomfortable situation (Coren, 2011). Coren (2011) noted that, “faculty are aware that such transgressions have genuine potential to create uncomfortable circumstances and spark student-faculty conflicts” (p. 292). Furthermore, Coren (2011) found that, “pursuing cheating cases takes many hours and lots of emotional energy, usually at the busiest time of the semester, whether I pursue something is in part due to time. No one reduces my other work and I can spend 20 hours in a week on a plagiarism case for a course paper” (p. 302). Additionally, it has been found that untenured faculty find that opening a case of dishonesty could be potentially damaging to their future positions and they must sacrifice time away from gaining tenure to handle the situation (Keith-Spiegel et al., 1998). Many faculty feel that they do not have sufficient evidence to make such claims against students (Coren, 2011; Keith-Spiegel et al., 1998). Furthermore, there is a great disparity in what faculty identify as academic dishonesty from classroom to classroom, subject area to subject area (Lang, 2015). For some faculty, academic dishonesty is as simple as a black and white issue (Howard & Davies, 2009), while others believe that academic integrity itself is a learned skill that the faculty member can teach and model for the student, infusing ethics into everything that they do (Jones, 2011). Volpe et al. (2008) suggested that when faculty attitudes are different than their behaviors, this can send mixed messages to students, which ultimately could encourage rather than discourage the issue. In the Kelley and Bonner (2005) study on faculty perceptions of dishonesty, they found evidence of this discrepancy as 63% of the respondents reported having personally experienced one act of dishonesty during their academic career, and 79% of the respondents indicated hearing of at least one case of plagiarism in the last year.



This idea that the faculty should not be the main enforcers of codes of ethics has surfaced in the literature. Enforcing academic dishonesty codes of ethics and academic integrity within the classroom setting should not be placed solely on the faculty member. While the faculty does have some level of control in the classroom, it is up to the students and administration to foster an honest environment (Volpe et al., 2008). The idea of creating a campus community that fosters an honest environment evolved from the McCabe and Trevino's (1993) study, and also surfaced in Bok's (1990) work as well. McCabe and Trevino's (1993) study focused on making the enforcement of policy a community issue not just a faculty problem. Overall there can be a lack of support at the administration level for faculty members when it comes to cases and issues with academic dishonesty within their classrooms. Schmelkin et al. (2001) noted "it is imperative that administrators offer greater support to faculty members and better educate students about the university's policy on academic dishonesty" (p. 6). Moreover, when there are codes of ethics put into place, there is the issue of faculty education. Boehm, Justice and Weeks (2009) indicated that there was a lack of faculty training and education on how to handle such dishonesty issues.

Another issue that has risen from the literature is this notion that faculty have an ethical responsibility to teach students about academic integrity, the idea that faculty should be modeling the activity, and thus the student will model as well. Katoch (2013) noted:

...both faculty members and students have the responsibility of upholding the principles of academic integrity. The faculty and staff members should create an environment in which honesty is encouraged, dishonesty is discouraged and integrity is openly discussed. All the faculty members should follow the principles of academic integrity in their own

behavior, work and conduct. Students are obligated not only to follow these principles, but also take an active role in encouraging other students to respect them. (p. 105)

Woessner (2004) further supported this idea by stating, “Faculty members have an ethical responsibility to severely discipline students who overtly engage in academic plagiarism. By relying on policies that emphasize leniency, faculty members actually promote rather than discourage plagiarism” (p. 313). Jones (2011) also supported this notion. Jones (2011) noted:

...many professors at the university were indeed involved in disseminating information about academic integrity to their students. They are working to make a difference. These professors realize that teaching students about academic integrity is everybody’s business, involving all stakeholders. According to the students surveyed, the primary ways information about academic integrity was disseminated at the university were (a) informally from professors’ lectures or talks (75%), (b) discussions of current events involving ethical issues (67%), and (c) the university Introduction to College Life class (67%), (p. 145)

### **Higher Education Response to Academic Dishonesty**

With dishonesty on the rise across the United States, how colleges and institutions are handling the problem has been brought to the forefront. It has become the norm that each campus contingency tends to “shift the blame” (McCabe, 2005, p. 28). It has become a popular notion to view the campus community as a village, one that works together as a whole to serve the greater good (McCabe, 2005). Many argue, mostly students, that campus policies on academic dishonesty are often poorly defined, out of date, have negative connotation towards students and usually not discussed by faculty within the classroom (McCabe, 2005).

In regards to guidelines and policies, the International Center for Academic Integrity recommends that all colleges and universities examine their academic dishonesty policies often; however, many schools do not (McCabe, 2005). Pincus and Schmelkin (2003) noted:

Most universities have developed guidelines and policies about academic dishonesty, which often include examples of cheating. Unfortunately, the examples are typically limited to behaviors that have been commonly agreed upon as representing academic dishonesty (e.g., using crib sheets, plagiarizing, copying from another student during an exam). What consistently has been missing from these lists of examples have been the ambiguous behaviors. (p. 208)

Furthermore, the lack of flexibility in many of the academic policies could be a reason to understand why so many faculty members choose not to report students who they feel are in a “less serious incident” (Pincus & Schmelkin, 2003, p. 208). Findings from Kelley and Bonner’s (2005) survey indicated that by involving faculty in the development of “the policies and procedures for addressing academic dishonesty is essential because, as those most affected by the problem, they need to be involved in developing sanctions for and proposing solutions to lessen the problem” (p. 49).

Another area of research focuses on moving the focus from penalizing the student, to using an act of dishonesty as a teachable moment. Rimer (2003) noted that colleges “have begun trying to fight cheating by educating both the faculty and students on academic integrity and revising school policies” (p. 2). Howard and Davies (2009) reinforced that “students don’t need threats; students need pedagogy” (p. 65). Moreover, Karon (2012) indicated that the “solution should be positive...and reflected as so in the syllabus; help students to avoid plagiarism rather than focus on catching cheating” (p. 30).

There are different tools that can be used on campuses to assist with dishonesty. Jones (2011) indicated “many institutions of higher education have adopted academic honesty policies, instituted academic integrity tutorial completion prerequisites for next term registration and acquired plagiarism software detection tools” (p. 141). Some schools are choosing to implement all or some of these tools.

McCabe et al. (2004) suggested that there are two common approaches to how higher education is responding to academic dishonesty: the deterrence approach and the ethical community building approach. A deterrence approach is one that is traditionally associated with honor code policies, which basically involves students committing to reporting their peers (McCabe et al., 2004). It is “based on the power discrepancy between faculty/administrators and the student body and focuses on exercising authority and imposing rules and sanctions” (McCabe et al., 2004, p. 128).

The ethical community-building approach to responding to academic dishonesty on campus is a more aspirational response to cheating behavior, it focuses on creating a campus culture of integrity and ethics (McCabe et al., 2004). The ethical community-building approach:

Assumes that students are social beings who will adhere to cultural values and norms...focuses on moral education, the creation of normative pressures and promotion and development of commitment to prosocial values and norms (e.g. mutual trust, respect, supportiveness). An ethical community is one that includes clear communication of rules and standards, moral socialization of community members and mutual respect between student and faculty (McCabe et al., 2004, p. 129)

This approach to academic dishonesty has shown to be effective in reducing dishonesty. According to McCabe et al. (2004), there has been evidence that has shown that the ethical community building approach is helpful in creating a culture of ethics and community and can be effective in reducing dishonest behaviors on campus

### **Academic Dishonesty Studies**

There have been several notable research studies on the topic of academic dishonesty in higher education, which have made significant contributions to the literature, including Bowers (1964), McCabe and Trevino (1993), McCabe (1993), McCabe and Trevino (1997) McCabe et al. (2003), Levy and Rakovski (2006), and Pino and Smith (2003). One of the most noteworthy studies in academic dishonesty was conducted by McCabe and Trevino in 1993. This study was one of the first major, multi-campus investigations of institution-level variables that influence cheating behavior. McCabe and Trevino (1993) noted that there was a gap in the research of the effectiveness of honor codes and their attempt to fill these gaps by “comparing academic dishonesty in colleges that have honor codes and those that do not” (p. 523). McCabe and Trevino (1993) stipulated, “the few studies that have addressed effectiveness of honor codes have generally considered code effectiveness independent of context” (p. 523). They believed that it was important to “acknowledge and understand the complexity of the social systems within which honor codes are embedded and the fact that other contextual factors may be as important or more important than the existence of an honor code by itself” (McCabe & Trevino, 1993, p. 523). The five hypotheses of their study were as follows:

Hypothesis 1: Honor codes are associated with decreased academic dishonesty.

Hypothesis 2: Academic dishonesty will be inversely related to understanding and acceptance of academic integrity policies.

Hypothesis 3: Academic dishonesty will be inversely related to the perceived certainty of being reported by a peer.

Hypothesis 4: Academic dishonesty will be inversely related to the perceived severity of penalties.

Hypothesis 5: Academic dishonesty will be positively related to perceptions of peers' academic dishonesty.

The study was conducted with 15,904 students from twenty-eight U.S. colleges and universities. Institutions were selected since they had participated in a conference on honor systems in 1988. Surveys were mailed to the random sample; the students were asked to complete the survey anonymously and return it by mail or to special collection boxes set up on their campuses. A total of 6,096 surveys were returned, for an overall response rate of 38.3 %. McCabe and Trevino had predicted for Hypothesis 1 self-reported cheating was significantly higher among students at non-honor code schools than among those at honor code schools.

Additionally, "academic dishonesty was significantly correlated with: (1) the understanding/acceptance of academic integrity policies (hypothesis two); (2) the perceived certainty of being reported (hypothesis three); (3) the perceived severity of penalties (hypothesis four); and (4) the perceptions of peers' behavior (hypothesis five), supporting all of the hypothesized bivariate relationships" (McCabe & Trevino, 1993, p. 531). The results of this study suggested that an honor code was important but not as important as other social context factors at an institution. According to McCabe and Trevino (1993):

Academic dishonesty is most strongly associated with the perceptions of peers' behavior. It is influenced to a lesser degree by the existence of a code, certainty of being reported,

the perceived severity of penalties and, indirectly by the understanding and acceptance of academic integrity policies. (p. 536)

This study was important for the field of higher education because it confirmed that honor codes were important, and could be helpful at institutions to deter academic dishonesty. However, there were social factors that needed to be taken into consideration in relation to the reasons why students continue to cheat regardless of whether there are honor codes in place or not.

A second study that was influential to the body of research of academic dishonesty was the McCabe (1993) study on faculty perspective of academic dishonesty. This study was one of the first of its kind to focus on the faculty perspective of academic dishonesty. McCabe, a seasoned researcher in the field of academic dishonesty research, decided to conduct this study after discovering the gaps in the research on the faculty perspective. McCabe (1993) indicated that, the primary question to be addressed in this research was how faculty responded to suspected incidents of student cheating and the influence of a student honor code. Previous research on the subject indicated that faculty are often very reluctant “to use the formal campus procedures in cases of suspected academic dishonesty” (p. 650), and are more adept to handle the situation contained within their classroom. McCabe noted that there was no previous research done at institutions that had honor codes. The hypothesis for the study was as follows:

Hypothesis 1: Faculty in institutions with honor codes will display a greater tendency to report incidents of cheating to the designated authority than will faculty of non-code institutions.

The study was conducted at 16 institutions throughout the United States during the 1991-92 academic year. Seven of the 16 institutions had a student honor code, all of the schools had a

highly selective admissions process (mean SAT score = 1221) and were modest sized (mean population = 3686). Surveys were mailed to a random sample of 100 faculty members at each college or university during the fall 1991. The data was collected anonymously, and the faculty were asked questions about “students cheating in their own courses, how they would respond to such incidents, and their assessments of their institutions effectiveness in dealing with student cheating” (McCabe, 1993, p. 651). Eight hundred surveys were returned (50%) and 789 (49%) contained usable data. The return rates of schools with honor codes (52%) was slightly higher than rates at non-code schools (49%). Each of the schools that participated also conducted a student survey on cheating and academic honesty during the fall 1990 (McCabe & Trevino, 1993).

The findings of the study were consistent with the prior research, confirming in “a large diverse sample that faculty who observe student cheating are generally reluctant to get involved in the designated campus judicial process” (McCabe, 1993, p. 653). The faculty prefer “as one respondent put it to keep the problem local and deal directly with the student” (McCabe, 1993, p. 654). All in all, the most important finding from the study was that “even the faculty who teach in institutions with strong honor code traditions show a reluctance to report cheating violations” (McCabe, 1993, p. 654).

There were many similarities between the results of this study with previous studies. It does differ from previous research in at least one major way, and that is the “the inclusion of seven schools in the sample who use traditional honor codes to address issues of academic integrity” (McCabe, 1993, p. 656). According to McCabe (1993):

Although the pattern of results between honor code and non-code institutions exhibits some similarities, clearly the willingness of faculty to address issues of cheating through



established procedures differs significantly between these two groups. Both faculty and student data from this project suggests why. In particular, when asked to rate their campus policies on academic integrity, both students and faculty at code institutions provide significantly higher ratings than their counterparts at non-code institutions on factors such as student understanding of the campus policy, faculty support of these arrangements, and the overall effectiveness of these policies (p. 656).

Another study that was influential was Pino and Smith's (2003) study on college students and academic dishonesty. This study examined students' attitudes and behaviors about learning in relation to academic dishonesty. There was a reduction in academic integrity levels within this U.S. and Pino and Smith (2003) wanted to examine factors that influenced student's academic ethics. Pino and Smith (2003) considered one way to rebuild academic integrity and reduce incidences of academic dishonesty was to nurture the growth of academic ethics in students. Academic ethic's according to Pino and Smith (2003) was a learned behavior, and students who possessed this would place academics above all other things in their lives.

Pino and Smith's (2003) study was conducted with a sample of 721 students that were enrolled in a particular course. Six hundred and seventy-five students completed the survey, with a response rate of 94%. The students were asked the following question, "how many times, during a typical semester, have you engaged in any of these actions that would be considered academic dishonesty? Academic dishonesty was defined as the following: cheating on a test, cheating on an assignment, or plagiarizing work that is not your own (failure to cite)" (Pino & Smith, 2003, p. 491).

The results of the study were similar to other studies on academic dishonesty and 47% of the students had committed some type of academic dishonesty. The authors also looked at

specific variables to see if there were differences among groups in relation to academic dishonesty. Some of the most significant findings of these analyses were that the more television a student watched, the more likely they were going to engage in academic dishonesty; the higher one's class standing (year in college) and the lower the grade point average, the more likely they would engage in academic dishonesty; and participating in student clubs/groups (including sorority/fraternity), the more likely they would engage in academic dishonesty. According to Pino and Smith (2003), "those with an academic ethic have a higher GPA as well, and those with higher GPA's are less likely to engage in academic dishonesty...those with an academic ethic have a stronger academic locus of control, are less likely to drink and party, miss or skip class less often, and reject the GPA perspective" (p. 494). Pino and Smith's (2003) study was important to the literature on academic dishonesty because it identified the idea of academic ethic as a crucial component that a student must possess to refrain from committing an act of academic dishonesty.

McCabe et al.'s 2003 study entitled "Faculty and Academic Integrity: The Influence of Current Honor Codes and Past Honor Code Experience" is another significant study for the area of academic dishonesty. This study is significant in that it is one of the few studies that examined the issue from the faculty members' perspective. The authors of the study assessed the issue by "examining the influence of honor codes on faculty members' academic integrity-related attitudes and behaviors" (McCabe et al., 2003, p. 367). This study builds on McCabe's (1993) study on academic dishonesty from the faculty member perspective. There were ten hypotheses for this study. They are as follows:

Hypothesis 1: Code faculty are more likely than non-code faculty to believe that student should be held responsible for peer monitoring.

- Hypothesis 2: Non-code faculty will be more likely than code faculty to take actions designed to catch cheaters.
- Hypothesis 3: Non-code faculty will be more likely than code faculty to deal personally with suspected cheaters.
- Hypothesis 4: Code faculty will be more likely than non-code faculty to perceive that their institution's academic integrity policies are fair.
- Hypothesis 5: Code faculty will be more likely than non-code faculty to perceive that their institution's academic integrity policies are effective.
- Hypothesis 6: In non-code environments, faculty with code experience will be less likely than faculty who lack code experience to perceive that the campus academic integrity policy is fair.
- Hypothesis 7: In non-code environments, faculty with code experience will be less likely than faculty who lack code experience to perceive that the campus academic integrity policy is effective.
- Hypothesis 8: In non-code environments, faculty with code experience will be more likely than faculty without code experience to believe that students should be held responsible for peer monitoring.
- Hypothesis 9: In non-code environments, faculty with code experience will be more likely than faculty without code experience to deal personally with suspected cheaters.
- Hypothesis 10: In non-code environments, faculty with code experience will be more likely than faculty without code experience to take action to catch cheaters.

This research project was a part of a larger study of academic integrity that was conducted during the 1999-2000 academic year. There was a student and faculty phase of the study. During the faculty phase, there were 17 schools, which were either classified as either “traditional code or non-code campuses” (McCabe et al., 2003, p. 373). The 17 schools that participated self-selected into the study and included “eight private institutions with honor codes and nine schools with no honor code” (McCabe et al., 2003, p. 373). At each school, a random sample of 200 faculty were mailed a survey asking them of questions pertaining to their perceptions on academic integrity on their campus, including their perceptions and attitudes about policies and procedures as well as reactions to instances of student cheating. A total of 2,408 surveys were distributed, with 803 surveys being returned (33.3%).

The findings of this study provided “significant new knowledge about the factors that influence faculty attitudes and behaviors related to academic integrity” (McCabe et al, 2003, p. 379). The authors found that current honor codes and past honor code experiences can have a significant impact on multiple faculty attitudes and behaviors (McCabe et al., 2003). The main results of this study increase previous research in this area by suggesting that, “faculty attitudes and behaviors differ at honor code and non-honor code institutions” (McCabe et al., 2003, p. 380). The authors of this study indicated that faculty at honor code schools appeared to have more “faith than faculty at non-code institutions in the academic integrity systems on their campuses” (McCabe et al., 2003, p. 380). McCabe et al. (2003) noted:

Honor code faculty are more willing to share responsibility with students for the monitoring of student behavior. They are also less likely to say that they take explicit actions designed to catch cheaters themselves, and they are less likely to say that they

deal personally with cheaters. These attitudes and actions may result because faculty at honor code institutions believe that the academic integrity policies at their institutions are more fair and effective. (p. 381)

Another study that was influential on academic dishonesty study was Levy and Rakovski's 2006 study. The purpose of this study was to "determine how students would react to a professor who has zero tolerance for academic dishonesty" (p. 736). The researchers examined, "student attitudes regarding penalties that should be imposed for various dishonest acts, which dishonest acts are most severe, and how frequently students engage in academic dishonesty" (Levy & Rakovski, 2006, p. 736).

The study was conducted with a sample of 5,317 students at a business college in the northeastern United States. The survey was emailed to all students within the college. A total of 1,269 students responded to the survey, with a response rate of 24%. The survey addressed the different penalties for academic dishonesty, the degree of dishonesty of different acts, dishonest behavior of students, and the students' reactions to different professors (Levy & Rakovski, 2006).

The findings of the survey were fairly consistent with what the researchers expected. There were several significant findings of the research. In terms of what students classified as a severe offense of academic dishonesty, there was little disagreement among the students, stealing exam materials was seen by the students as deserving the severest punishment. Furthermore, for the questions on the survey regarding penalty, severity and frequency of dishonest behaviors, "students indicated that the more serious offenses should be punished more severely, that they engage less in more serious dishonest behaviors and they should be penalized less severely for the acts in which they do engage" (Levy & Rakovski, 2006, p. 749). One of the main objectives

of this survey was to determine if a “zero tolerance policy would discourage dishonest students from registering for a particular professor’s class and encourage honest students to register” (Levy & Rakovski, 2006, p. 749). The findings indicated that if a professor adopts a zero-tolerance policy toward academic dishonesty and tells his/her class about this policy, then the professor can expect more students to drop or avoid his/her class (Levy & Rakovski, 2006). This was the first type study that examined students’ reactions to an academic dishonesty zero tolerance policy. According to Levy and Rakovski (2006):

Being a zero-tolerance professor is an attempt at preventing academic dishonesty. An exasperated professor who sees students committing the same dishonest acts semester after semester in his or her class may consider adopting a zero-tolerance policy—one violation and the student gets a grade of F in the course. If the professor follows through on the threat and word gets out, one would expect dishonest students to avoid this professor at all costs. Students who do enroll in the zero-tolerance professor’s class will likely think twice before engaging in dishonest acts. This policy may help to manage the class by freeing up the professor from focusing time and energy on other prevention and detection activities, as well as by creating a more level playing field for all students. Many an honest student complains about the advantage dishonest students have when they cheat. Perhaps this policy can serve not only as a deterrent but also as a way of teaching the importance of being honest and of developing trust. (p. 750)

A zero-tolerance policy could be valuable for institutions, and may deter academic dishonest behavior. This study was important to the literature on academic dishonesty because it was the first study of its kind to examine students’ reactions to a zero-tolerance academic

dishonesty policy. Additionally, it provided information about students' perceptions and attitudes towards academic dishonesty.

### **Summary**

When examining the research on academic dishonesty over the past few decades the one theme that remains consistent is that it is a chronic issue and is affecting all levels of the education system (Kelley & Bonner, 2005). It has become a serious issue for a number of reasons, but the most notable one are the declining levels of social integrity, the current generation of students and the don't get caught attitude that many students have adopted. Furthermore, it costs institutions "administrative time, loss of integrity within the school and student lack of respect for ethics and values" (Boehm et al., 2009, p. 47).

Research on academic dishonesty has focused on many differing areas; however, one area that lacks in the field is the faculty members' perspective of academic dishonesty within their classroom. In previous studies, the quality of interaction between students and faculty members has been shown to be an important factor as a deterrent to dishonesty (Kelley & Bonner, 2005). This study hopes to close the research gap by examining the faculty perspective of academic dishonesty.

### **Chapter III: Methods**

This study conducted descriptive and inferential research to explore the frequency and types of academic dishonesty occurring at institutions of higher education as perceived by faculty. This chapter will address the purpose, outline the instrumentation, procedures and methods and the data analysis for the study.

#### **Purpose of the Study**

The purpose of this study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. Furthermore, the study examined the types of actions that were taken by the faculty member when a dishonest behavior was observed by him/her and how these actions differed based upon the factors listed above.

#### **Research Questions**

The following research questions were used in this study

1. What are the faculty attitudes of academic dishonesty policies at their institution?
2. What are the faculty actions and experiences of academic dishonesty policies at their institution?
3. What are the faculty preventative actions that are taken related to academic dishonesty policies at their institution?



4. What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty? How do they differ on the basis of the following factors: tenure status, academic discipline, faculty rank, number of years teaching, age, gender, and faculty awareness and understanding of the academic dishonesty policy at their institution?

### **Research Design**

A cross-sectional survey method was used as the primary source of data collection. There are many benefits of survey methodology. These benefits include: the ease and efficiency of collecting large amounts of information from many participants; the relatively low cost and its generalizability of the data to gain a representative picture of the attitudes and characteristics of the large population (Creswell, 2003).

Along with the aforementioned benefits, there are some limitations to survey research. One of these limitations is flexibility. It is difficult to make any changes to the instrument once the survey has been launched and this includes not being able to change the questions themselves. This limitation is due in part to the survey is being standardized and thus cannot be altered in any way once it has been administered (Sincerio, 2012). Additionally, survey research can be unreliable and may be inaccurate due to that all information is self-reported (Beam, 2012).

### **Participants**

The sample for this study consisted of 254 undergraduate teaching faculty at three institutions in the southeastern region of the United States. Two of these institutions were land grant and one was the flagship institution for the state. One of the institutions has a historically strong campus wide academic honor code, one has a relatively moderate campus wide academic

honor code and one has a weak campus wide academic honor code system. These institutions were chosen intentionally to show a comparison between each in regards to perspectives and how they could differ based upon the campus culture for honor codes and academic honor systems. For the purpose of this study undergraduate teaching faculty was defined as full, associate, assistant professors, instructors, adjunct instructors and graduate teaching assistants that teach undergraduate students. This study was conducted during the fall semester of 2014. Participation in the study was voluntary. Institutional Research Board approval was secured before the study was conducted (See Appendix A).

The sampling procedure for this study was random sampling. Random sampling is the process of selecting a sample in which all individuals in the defined population have an equal and independent chance of being selected for the study (Creswell, 2003). In this type of sampling, the faculty members within each of the departments would have an equal and independent chance of being selected for the study. For this study, all faculty within all colleges and schools at each specified institution were randomly selected. All undergraduate faculty that fit within the specified guidelines were eligible to be included in the randomized sample.

### **Instrumentation**

The survey instrument was comprised of seventeen items that covered several areas including: demographics, awareness/understanding, attitudes, actions/experiences, and preventive actions. Likert and dichotomous scales were utilized throughout the instrument. The instrument was adapted by the researcher to assess faculty perceptions, attitude, and experiences with academic dishonesty during their academic careers (See Appendix E). The instrument was adapted from two different surveys of faculty perceptions of academic dishonesty. The first was from Dr. Wehman's (2009) study on faculty perspectives of academic integrity on an urban

campus (See Appendix C). The second part was from Dr. McCabe's (1993) study on faculty academic integrity (See Appendix D). The instrument was provided to a panel of experts in the field and these experts included faculty or individuals who had previously and were currently serving on an academic dishonesty committee. These experts were asked to review the questions. The questions that were not considered relevant were not included in the survey.

## **Procedures**

The surveys were administered during the fall semester 2014 to a random sample of undergraduate teaching faculty at the three institutions in the southeastern region of the United States. The Institutional Research Offices at each institution were responsible for generating a random sample of faculty based upon the criterion set by the researcher. The Institutional Research Offices at each institution created the sample for the researcher at each institution included in this study. At each institution, three hundred faculty members were randomly selected to participate in the study. Once the samples were created, each institution had different guidelines for sending out the surveys to their faculty. The researcher had to abide by these guidelines. Two of the institutions provided the electronic file of the random sample with the email addresses but did not include any identifying information. The researcher sent the email and survey directly to the faculty of these two institutions. One institution created the sample of undergraduate teaching faculty and sent the email and survey to the sample on the researcher's behalf. The response rate for each institution were as follows: institution one had a 50% response rate, institution two had a 25% response rate and institution three had a 3% response rate. The faculty members were sent an email outlining the purpose of the study with a link to the survey (See Appendix B). The participants were given two weeks to complete the survey. Subsequent reminder emails were sent at end of week one and two. Consent was

obtained from all participants based upon the requirements of the Institutional Review Board (See Appendix A). Surveys were coded to remove any identifying information about the participants. The survey took approximately 10 minutes to complete. The surveys were scored and uploaded into an SPSS data file via excel spreadsheets obtained from online survey site, Survey Monkey.

### **Independent and Dependent Variables**

Table 1 outlines each of the research questions, the dependent and independent variables associated with that research question, and the analysis performed on the question. For each of the questions, scales were created. For research question one, two scales were utilized to perform a descriptive analysis. For the second research question, one scale was utilized to perform a descriptive analysis. The third research question was answered by using one scale to perform a descriptive analysis. The fourth research question is divided into two parts; a and b. For the first part of research question four, there were independent and dependent variables that were utilized to perform backwards elimination analysis. The second part of research question four, there were independent and dependent variables that were used to perform backwards elimination analysis.

Table 1

*Research Questions, Variables, Analysis*

<b>Research Question</b>	<b>Variables (# of items)</b>	<b>Survey Items</b>	<b>Analysis</b>
1. What are the faculty attitudes of academic dishonesty policies at their institution?	Attitudes (5) Awareness (3)	6, 1a-1e 4, 5, 1f	Descriptive
2. What are the faculty actions and experiences of academic dishonesty policies at their institution?	Experiences (6)	7, 8, 9	Descriptive
3. What are the faculty preventative actions that are taken related to academic dishonesty policies at their institution?	Preventative Actions (4)	2,3,11	Descriptive
4a. What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty?	<u>Independent Variables</u> Attitudes (5) Awareness (3) Experiences (6) Preventative Actions/Actions to reduce Cheating (3)	6, 1a-1e 7,8,9, 2,3,11  9, 10	Backwards Elimination Regression Analysis
	<u>Dependent Variables</u> Actions/Reactions Violators (2)		
4b. What is the relationship of tenure status, academic discipline, faculty rank, gender with faculty awareness and understanding of the academic dishonesty policy at their institution?	<u>Independent Variables</u> Awareness (3) Demographics (6)	4, 5, 1f 14-17 9, 10	Backwards Elimination Regression Analysis
	<u>Dependent Variables</u> Actions/Reactions Violators (2)		

**Data Analysis**

The researcher used SPSS (version 23) for data analysis. Reliability measures (Cronbach's alpha) were conducted on questions 1-11. The data analysis addressed the following research questions:

1. What are the faculty attitudes of academic dishonesty policies at their institution?

A univariate analysis was conducted on the faculty attitudes of academic dishonesty policies.

2. What are the faculty actions and experiences of academic dishonesty policies at their institution?

A univariate analysis was conducted on the faculty actions and experiences of academic dishonesty policies.

3. What are the faculty preventative actions that are taken related to academic dishonesty policies at their institution?

A univariate analysis was conducted on the faculty preventative actions that were taken related to the academic policies at their institution.

4. What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty? How do they differ on the basis of the following factors: tenure status, academic discipline, faculty rank, number of years teaching, age, gender, and faculty awareness and understanding of the academic dishonesty policy at their institution?

A regression was performed on the first part of the question to examine the relationship (dependent variable) between each of the independent variables (faculty attitudes, experiences, actions and preventive actions towards academic dishonesty). A secondary analysis was performed of backwards elimination regression, to further examine a relationship between the variables. This examined how each of the demographics (tenure, academic discipline, faculty rank, years teaching, age, gender and faculty awareness and understanding of the policies), were different for each of the dependent variables (preventative actions that faculty members have about academic dishonesty). A

secondary analysis was performed of backwards elimination, to further examine a relationship.

## **Chapter IV: Results**

This chapter will review the results of the data for this study. The study examined the types of actions that were taken by the faculty member when a dishonest behavior was observed by him/her and how these actions differed based upon the factors listed above. Data analysis includes descriptive analysis, reliability analysis, regression and ANOVA.

### **Purpose of the Study**

The purpose of this study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. Furthermore, the study examined the types of actions that were taken by the faculty member when a dishonest behavior was observed by him/her and how these actions differed based upon the factors listed above.

### **Research Questions**

The following research questions were used in this study

- 1) What are the faculty attitudes of academic dishonesty policies at their institution?
- 2) What are the faculty actions and experiences of academic dishonesty policies at their institution?
- 3) What are the faculty preventative actions that are taken related to academic dishonesty policies at their institution?



- 4) What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty? How do they differ on the basis of the following factors: tenure status, academic discipline, faculty rank, number of years teaching, age, gender, and faculty awareness and understanding of the academic dishonesty policy at their institution?

### **Assessment of Measure Reliability**

Reliability was measured for each scale item and scales were created from the survey items and the reliability of the scales were measured using Cronbach Alphas. The Cronbach Alphas (n=254) ranged from .735-.943, with a median of .837. Cronbach Alphas internal consistency reliability estimates are displayed in Table 2.

Table 2

#### *Cronbach Alpha Measures*

Scale	Number of Items in Scale	Reliability
Actions Constitutes Cheating	20	.943
Experiences Classroom	6	.845
Awareness	3	.840
Prev. Actions	3	.843
Attitudes	5	.837
Actions Reactions Violators	12	.743
Prev. Actions Classroom	10	.739
Actions Witnessed Violations	5	.735
SQ 3-Informing Students of Penalties	1	n/a

### **Demographic Information**

For the purposes of this study, data was collected from three institutions in the Southeastern United States. Institutional Research Boards at each university approved data collection in an electronic format from undergraduate teaching faculty (Appendix A). Two hundred fifty-four participants submitted completed or partially completed surveys. The target population for this survey was undergraduate teaching faculty, including tenure and non-tenured

faculty and graduate teaching assistants. Information was gathered related to age, gender, number of years teaching, academic rank, academic teaching area and tenure. The demographic of the population was predominately male (54%) tenured faculty members (58%), with (49%) having 15 years + of academic teaching experience. With a noteworthy portion of the academic rank being associate and full professor (48%). There was variance in the age demographic. The age groups were 22-34 (16%), 35-44 (25%), 45-54 (18%), 55-64 (25%), 65 and over (11%) and declined to answer (2%). Additionally, there was a wide range of academic disciplines represented, with the most predominate area being Math and Science (22%) followed by Social Science at (19%). All demographic information for the samples can be seen in Table 3.

Table 3

*Participant Demographic Information*

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	138	54%
Female	108	42%
Declined to answer	9	3%
Total	254	100%
Tenured	149	58%
Non-Tenured	100	39%
Declined to Answer	6	2%
Total	254	100%
<b>Academic Rank</b>		
Asst. Professor	32	12%
Assoc. Professor	75	29%
Full Professor	76	29%
Instructor	30	11%
Lab Coord./Inst.	3	1%
Grad. Teach. Asst.	20	7%
Other	13	5%
Total	254	100%
<b>Age</b>		
22-34	41	16%
35-44	64	25%
45-54	46	18%
55-64	64	25%
65 and over	29	11%
Declined to answer	6	2%
Total	254	100%
<b>Teaching Discipline</b>		
Arts	11	4%
Business	21	8%
Comm/Journalism	21	4%
Education	22	8%
Engineering	25	9%
Nursing/Health Professions	9	3%
Interdisciplinary	7	2%
Math & Science	56	22%
Humanities	38	14%
Social Sciences	50	19%
Other	19	7%
Total	254	100%
<b>Years Teaching</b>		
<1 year	1	.1%
1-5 years	37	14%
5-10 years	39	15%
10-15 years	50	19%
15-20 years	27	10%
20-30 years	51	22%
30+ years	44	17%
Total	254	100%

*N=254*

## Research Question 1

The first research question of this study sought to address the faculty attitudes of academic dishonesty at their institution. To answer this question, 250 participants completed the 17 item *Faculty Perceptions of Academic Dishonesty* survey.

Scales were created to interpret the research question from the survey questions. For the first research question, the following scales were used for the analysis: attitudes, awareness and experiences in the classroom. The attitudes and awareness scales utilized to interpret this research question were 5-point scales. The experiences in the classroom scale used a 6-point scale. The results for the scales are shown in Table 4. In general, faculty expressed awareness of (M=4.23, SD=.57) and positive attitudes (M=3.30, SD=.71) toward the academic dishonesty policies at institutions, but a moderate amount (M=2.95, SD=.89) of experiences in their classrooms. The standard deviation was as follows: attitudes (.71), awareness (.57), experiences classroom (.90). The data indicates that faculty experiences within the classroom illustrate a weaker association on faculty attitudes on towards academic dishonesty, while faculty awareness of academic integrity at their institutions have a more positive association with faculty attitudes.

Table 4

### *Faculty Attitudes towards Academic Dishonesty*

Scale	No. Items in Scale	Reliability	Mean (SD)	Sample Item or Definition of Scale
Experiences Classroom	6	.845	2.95 (.89)	How frequently do the following occur in your classroom (list of items)
Attitudes	5	.837	3.30 (.71)	At my institution faculty are eager to report suspected cases of academic dishonesty
Awareness	3	.840	4.23 (.57)	I am aware that my institution has an academic integrity policy.

The mean and standard deviation for each item associated with the overall scales are summarized in Table 5. Faculty were most likely to describe experiences such as students obtaining test questions/answers from previous students (M=3.5) or inappropriately sharing work in group assignments (M=3.36) and least likely to report instances in which students cheated during an exam (M=2.77). On the attitudes scale, the strongest indicator of a faculty member's attitudes toward dishonesty is faculty members support of reducing academic dishonesty at their institution (M= 3.79). On the awareness scale, the strongest indicator is a faculty member's awareness of the academic dishonesty policy at their institution (M=4.63).

Table 5

*Scale Items for Faculty Attitudes towards Academic Dishonesty*

Scale	Scale Items	Mean (SD)
Experiences in Classroom (n=239)	Obtaining test questions/answers from another student who has previously taken the course	3.50 (1.47)
	Students inappropriately sharing work in group assignments/projects	3.36 (1.23)
	Plagiarism on written assignments (includes improper citations purchasing paper from online source/other student)	3.20 (1.14)
	Copying of assignments/exam (knowingly and unknowingly) by a student	3.17 (1.30)
	Falsifying lab data/results	3.15 (2.05)
	Cheating during test or examinations (including written "crib" notes and electronic cheating i.e. using a cell phone)	2.77 (1.11)
Attitudes (n=252)	At my institution, faculty support the academic dishonesty policy	3.79 (.80)
	At my institution, penalties are severe for cases of academic dishonesty	3.38 (1.10)
	At my institution, faculty are vigilant in discovering cases of academic dishonesty	3.16 (.88)
	The academic honesty policies are effective at my institution	3.11 (1.02)
	At my institution, faculty are eager to report suspected cases of academic dishonesty	2.71 (.98)
Awareness (n=249)	I am aware that my institution has an academic integrity policy	4.63 (.55)
	I am familiar with the academic integrity policy at my institution	4.35 (.84)
	I understand the procedures to follow when a violation of the academic integrity policy occurs	4.24 (.84)

## Research Question 2

The second research question of this study sought out to address the faculty actions and experiences related to academic dishonesty at their institutions. To answer this question, 242 participants completed the 17-item *Faculty Perceptions of Academic Dishonesty* survey.

For the second research question, the following scales were used for the analysis: actions constitute cheating, actions witnessed violations and actions reactions violators. The actions constitute cheating and actions reactions violators scales utilized to interpret this research question were 5-point scales, the actions witnessed violations scale is a 6-point scale. Overall, results indicated that faculty do not witness many violations of policies within their classrooms (M=1.80, SD=.99), but rather, that they understand what actions constitute cheating and would know how to respond if placed in an academic dishonesty situation (M=4.50, SD=.59). Results for each variable can be seen in Table 6.

Table 6

*Faculty Actions and Experiences of Academic Dishonesty Policies at their Institutions*

Scale	No. Items in Scale	Reliability	Mean (SD)	Sample Item or Definition of Scale
Actions Witnessed Violations	5	.735	1.80 (.99)	In the past year, on a scale of 0-5, how much of a problem did you have with a student cheating in your classroom on exams, papers, homework, labs, other?
Actions Reactions Violators	12	.743	3.50 (.78)	If you were convinced, even after discussing with the student, that a student had cheated on a major test or assignment in your class; to what extent would you do the following
Actions Constitutes Cheating	20	.943	4.50 (.59)	To what extent would you consider each of the following behaviors cheating? (Choose from list)

The mean and standard deviation for each scale item is shown in Table 7. The table indicates that faculty most often witness academic dishonesty violations on papers (M=2.37). When reacting to violations, the strongest association is to reprimand or warn a student (M=4.14), rather than do nothing about the incident (M=1.24). When asked what actions constitute cheating, the faculty members overall indicated that all the items on the scale constituted some level of cheating (M=>4 for all items).

Table 7

*Scale Items for Faculty Actions and Experiences of Academic Dishonesty Policies at their Institutions*

Scale	Scale Items	Mean (SD)
Actions Witnessed Violations (n=111)	In the past year, how much of a problem did you have with a student cheating in your classroom:	
	Papers	2.37 (1.41)
	Homework	2.21 (1.48)
	Exams	1.97 (1.27)
	Lab Assignments	1.61 (1.16)
	Other	1.36 (1.03)
Actions Reactions to Violators (n= 65)	If you were convinced, even after discussing with the student, that a student had cheated on a major test or assignment, to what extent would you do the following:	
	Reprimand or warn the student	4.14 (1.20)
	Follow academic integrity policy	3.96 (1.29)
	Lower the student's grade	3.83 (1.44)
	Fail the student on the test or assignment	3.82 (1.44)
	Pursue actions through academic integrity system	3.72 (1.41)
	Engage a faculty/student conference to resolve the allegation	3.05 (1.60)
	Report student to your chair or dean	2.99 (1.55)
	Fail the student for the course	2.58 (1.38)
	Require the student to redo the assignment	2.38 (1.58)
	Require the student to retake the test	2.36 (1.63)
	Other	1.92 (1.62)
	Do nothing about the incident	1.24 (.67)
Actions Constitutes Cheating (n=234)	To what extent do you consider the following cheating:	
	Copying from another student during a test WITH his/her knowledge	4.83 (.50)
	Copying materials, almost word for word from any written source and turning in as one's own	4.82 (.52)
	Turning in work done by someone else	4.81 (.44)
	Turning in a paper obtained from a term paper "mill" or website	4.79 (.56)
	Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course	4.78 (.53)
	Copying from another student during a test without his/her knowledge	4.77 (.53)
	Using an electronic/digital device as an unauthorized aid during an exam	4.75 (.57)
	Fabricating or falsifying research data	4.73 (.64)
	Using unpermitted cheat sheets during a test	4.72 (.62)
	Cheating on a test in another way	4.71 (.56)
	Helping someone else cheat on a test/exam	4.71 (.58)
	In a course with computer work, copying another students program than writing their own	4.67 (.62)
	Fabricating or falsifying lab data	4.63 (.71)
	Fabricating or falsifying a bibliography	4.30 (.82)
	Using a false or forged excuse to delay taking an exam	4.28 (.93)
	Getting questions or answers from someone who has already taken the test/exam	4.23 (.99)
	Receiving unpermitted help on assignments	4.21 (.80)
	Working on an assignment with others when the instructor asked for individual work	4.12 (.91)
	Paraphrasing or copying a few sentences of material from written source without referencing	4.04 (.90)
Paraphrasing or copying a few sentences of material from electronic source without citing	4.04 (.93)	



### Research Question 3

The third research question of this study sought to address faculty preventative actions that were taken related to academic dishonesty policies at their institution. To answer this question, 238 participants completed the 17-item *Faculty Perceptions of Academic Dishonesty* survey.

For the third research question, the following scales and survey questions were used for the analysis: SQ 3, preventative actions, preventative actions classroom and preventative actions reduce cheat class. The scales utilized to interpret this research question were 5-point scales, survey question 3 was a dichotomous scale. In general, the results indicated that faculty overall inform their students of the penalties of academic dishonesty within the classroom (Yes=86%). Furthermore, there was marginal indication that faculty take preventative actions within their classroom to prevent dishonesty (M=2.85). Results for each variable can be seen in Table 8.

Table 8

*Faculty Preventative Actions Taken Related to Academic Policies at Institutions*

Scale	No. Items in Scale	Reliability	Mean (SD)	Sample Item or Definition of Scale
SQ 3-Informing Students of Penalties	1	n/a	*86%	Do you inform your students what the penalties are for cheating in your class?
Prev. Actions Classroom	10	.739	2.42 (1.41)	To what extent do you employ safeguards to reduce cheating in your courses?
Prev. Actions Reduce Cheat Class	6	.781	2.42 (1.41)	I would/or have ignored a suspected incident of cheating because I lacked evidence/proof
Prev. Actions	3	.843	2.85 (1.07)	List of policies on dishonesty, to what extent do you discuss these with your students?

N=238

\*Dichotomous Scale. Data represents percentage of faculty who responded yes on survey.

The faculty reported that the most likely way to deter dishonesty in the classroom is to regularly change exams (M=4.01), and the strongest indication of how a faculty member would react in an academic dishonest situation is that he or she would or have ignored an incident of academic dishonesty to avoid legal or other repercussions from the student (M= 3.53). The main

indicator of a faculty's preventative actions towards academic dishonesty was to discuss proper citation of references/sources within the classroom setting (M= 3.50). The mean and standard deviation for each scale item is shown in Table 9.

Table 9

*Scale Items for Faculty Actions & Experiences of Academic Dishonesty Policies at their Institutions*

Scale	Scale Items	Mean (SD)
SQ 3- Informing students of penalties	Do you inform your students what the penalties are for cheating in your class?	1.12 (.33)
Previous Actions Classroom	To what extent do you employ safeguards to reduce cheating in your courses:	
	Change exams regularly	4.01 (1.09)
	Discuss my view on importance of honesty and academic integrity with students	3.96 (1.15)
	Closely monitor students taking test/exams	3.95 (1.20)
	Provide information about cheating/plagiarism in courses	3.71 (1.42)
	Remind student periodically about their obligation under the University's academic integrity policy	3.58 (1.27)
	Hand out different versions of an exam	3.12 (1.61)
	Do Not use safeguards in my classroom	2.47 (1.49)
Previous Actions Reduce Cheat Class	I would/or have ignored a suspected incident of cheating because	
	I fear of legal or other repercussions from the student	4.04 (1.13)
	there is a lack of support from the administration	3.78 (1.28)
	lack of sufficient time to process thoroughly	3.74 (1.20)
	I didn't want to deal with it	3.67 (1.30)
	the cheating was trial /not serious	3.65 (1.11)
Previous Actions	To what extent do you discuss these with your students in your classroom	
	the proper citation references/or sources	3.53 (1.28)
	Plagiarism	3.45 (1.17)
	Permitted and prohibited group work or collaboration	3.41 (1.07)
	Proper citation/references of internet sources	3.38 (1.29)
	Falsifying/fabricating research data	2.57 (1.47)
Falsifying/fabrication lab data	2.25 (1.47)	

**Research Question 4**

The fourth research question of this study was divided into two parts for data analysis: part a and b. The first part of the question, sought to explore the relationship of faculty attitudes,

experiences, actions, preventive actions towards academic dishonesty and how they react to violators. The second part of the question was to examine the relationships between academic discipline, academic rank, gender and tenure with faculty awareness of academic dishonesty policies. To answer this question, 237 participants completed the 17-item *Faculty Perceptions of Academic Dishonesty* survey. Multiple regression was used to examine a combination of scales selected to identify the faculty relationships between faculty attitudes, experiences, actions, preventatives actions towards academic dishonesty. All in all, this grouping was successful in producing significant results, yielding  $F(5,231) = 3.041, p = .011$ ; however, the restricted model is preferred as it is eliminated variables that did not contribute any better than chance. Results for each variable can be seen in Table 10.

Secondly, a backward elimination regression was executed to determine the best predictors of faculty actions and reactions. Utilizing five predictors, an overall  $R^2$  of .062 was reached. Through backward elimination, a model retaining three predictors emerged. The final restricted model contained the variables of attitude, experiences in classroom and preventative actions and achieved an  $R^2$  .056 ( $F = 4.616, p = .004$ ). The results of this model indicated that attitudes and preventative actions had a strong association while experiences in the classroom exhibited a negative relationship; indicating that a more positive attitude toward academic dishonesty by the faculty leads them to take action towards violators and implement preventative actions in the classroom to deter dishonesty. The  $R^2$  difference of .006 between these two models is not statistically significant  $F(2,233) = .75, p > .05$ . Thus, the more restricted model was preferred. The results for the full and backward elimination can be seen in Table 10.

Table 10

*Faculty Relationships Backwards Regression Findings*

Factor	R <sup>2</sup>	Standard Error Estimate	r	Semi-partial	Beta
<b>Full Model<sup>a</sup></b>	.062	.769			
Attitude			.157	.091	.099
Awareness			.086	.036	.038
Exp_Class			-.155	-.136	-.139*
Preventive Actions			.126	.130	.129*
Preventive Actions-Reduce Cheating Class			.075	.070	.068
<b>Restricted Model<sup>b</sup></b>	.056 <sup>b</sup>	.768			
Attitude				.111	.113*
Experiences in Classroom				-.134	-.138*
Preventative Actions				.137	.135*

\*p&lt;.05

<sup>a</sup> F( 5,231)= 1.80, p=.011<sup>b</sup> F (3,233) = 4.616, p=.004

Lastly, the second part of research question four sought to identify any relationships with faculty awareness and understanding of academic policy at their institutions based on demographic factors. Multiple regressions were used to examine the most significant demographic factors to impact the differences in faculty awareness and understanding of academic policy at their institutions. All in all, this grouping was unsuccessful in producing significant results, yielding  $F(4,188) = 1.66, p = .160$ . Results for each variable can be seen in Table 11.

Secondly, a backward elimination regression was executed to determine the best predictors of faculty awareness and understanding of policy. Utilizing four predictors, an overall  $R^2$  of .034 was reached. Through backward elimination, a simpler model retaining one predictor emerged. The final restricted model contained the variable of academic discipline and achieved an  $R^2$  .024 ( $F = 4.61, p = .003$ ). The  $R^2$  difference of .01 between these two models is not statistically significant  $F(3, 188) = .65, p > .05$ . Thus, the more restricted model was preferred.

The results for the backward elimination can be seen in Table 11.

Table 11

*Differing Faculty Factors in Awareness and Understanding of Policy at Institution Backwards Regression Findings*

Factor	R <sup>2</sup>	Standard Error Estimate	r	Semi-partial	Beta
<b>Full Model<sup>a</sup></b>	.034	.548			
Academic Discipline		.007	-.154	-.174	-.191
Academic Rank <sup>d</sup>		.005	.005	.087	.097
Gender		.081	.031	.002	.002
Tenure		.087	.055	.076	.078
<b>Restricted Model<sup>b</sup></b>	.024	.546			
Academic Discipline		.006		-.154	-.154*

\*p<.05

<sup>a</sup> F (4,188)=1.66, p=.160

<sup>b</sup> F (1, 191)=4.61, p=.033

Finally, a backward elimination regression was executed on demographic question 17, academic disciplines, which emerged from the previous backward regression model as a significant predictor of faculty awareness of understanding of policy. The restricted model elicited significant findings in three of the eleven academic disciplines represented in the study and achieved an R<sup>2</sup> .063 (F = 5.67, p=.001). The academic areas of engineering (demographic 17e) and math and science (demographic 17h), demonstrated a positive relationship and higher scores of awareness for these disciplines with academic dishonesty policy knowledge. The academic area of nursing and health professions (demographic 17i) demonstrated a negative relationship, which indicated lower awareness with academic policy and understanding of dishonesty at their institution. The outcomes of this analysis are shown in Table 12.

Table 12

*Different Academic Disciplines Awareness and Understanding of Policy at Institution Backwards Regression Findings*

Factor	R <sup>2</sup>	Standard Error Estimate	r	Semi-partial	Beta
<b>Full Model<sup>a</sup></b>	.090	.559			
Arts		.186	.208	-.081	-.083
Business		.148	.274	.70	.163
Communication/Journalism		.190	.241	.075	.083
Education		.153	.823	.014	.017
Engineering		.155	.062	.120	.151
Humanities		.132	.661	.028	.036
Interdisciplinary		.219	.636	-.030	-.030*
Math and Science		.121	.221	-.079	-.107*
Nursing/Health Professions		.206	.018	.151	.158
Social Sciences		.119	.870	-.011	-.014*
Other		.156	.340	-.061	-.069*
<b>Restricted Model<sup>a</sup></b>	.063	.559			
Engineering			.002	.144	.143
Nursing/Health Profess.			.049	-.124	-.123*
Math/Science			.016	.151	.149

\*p<.05

<sup>a</sup> F (11, 242)=2.186, p=.016

<sup>b</sup> F (3, 250)=5.67, p=.001

### Summary

The purpose of this study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. These factors were examined by having undergraduate faculty at three institutions complete a survey instrument. The faculty in this study reported being aware and had positive attitudes towards academic dishonesty policies, recognized instances of cheating, and reported moderate violations within the classroom. When faced with instances of academic dishonesty, the faculty in this study were more likely to

reprimand or warn a student, than to do nothing about the incident. The most identified way of deterring dishonesty was through regularly changing exams. The respondents in the study also indicated that when faced with a dishonest situation, they would react by ignoring an incident to avoid legal or other repercussions from the student. Furthermore, faculty generally inform students of the penalties of academic dishonesty within the classroom, while marginally indicate that they take preventative actions towards preventing dishonesty within their classrooms.

## **Chapter V: Discussion, Implications and Recommendations**

This chapter will examine the results of the study through reliability statistics, descriptive statistics, multiple regression, backwards regression, and Pearson's correlation. Finally, this chapter will review the limitations regarding the current study and discuss recommendations for future study of this topic.

### **Purpose of the Study**

The purpose of this study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. Furthermore, the study examined the types of actions that were taken by the faculty member when a dishonest behavior was observed by him/her and how these actions differed based upon the factors listed above.

### **Research Questions**

The following research questions were used in this study

1. What are the faculty attitudes of academic dishonesty policies at their institution?
2. What are the faculty actions and experiences of academic dishonesty policies at their institution?
3. What are the faculty preventative actions that are taken related to academic dishonesty policies at their institution?



4. What is the relationship of faculty attitudes, experiences, actions, preventative actions towards academic dishonesty? How do they differ on the basis of the following factors: tenure status, academic discipline, faculty rank, number of years teaching, age, gender, and faculty awareness and understanding of the academic dishonesty policy at their institution?

## **Overview**

A lack of academic integrity and academic dishonesty has permeated academic society within the United States. Academic integrity is one of the fundamental values and a cornerstone of higher education in America (Schmelkin et al., 2008). The current generation of students, have been entrenched within the societal concerns of academic integrity (Hendershott et al., 2000). These students have come of age during a time where corruption, scandal and dishonest behavior is at the forefront of media reports which may have caused an internal struggle for these students. When they arrive at institutions of higher learning, integrity is expected by higher education administrators (Hendershott et al., 2000). Academic dishonest behavior is not a new occurrence; however, investigations of academic dishonesty amongst this generation of students, reveals that academic dishonesty is on the rise (Maramark & Maline, 1993; Pino & Smith, 2003). Academic dishonesty on college campuses has become a threat to the academic missions and to undermining the learning that is taking place across the United States (Betram-Gallant, 2008).

A review of the literature exposed a reoccurring topic that academic dishonesty, over the past few decades, was a continuing issue that is affecting all levels of the educational system in the United States (Kelley & Bonner, 2005). Dishonesty has become a problem for a number of reasons, but the most noticeable ones are the millennial generation's don't get caught attitude

and the declining levels of social integrity in the United States. Furthermore, according to Boehm et al. (2009), “it costs institutions administrative time, loss of integrity within the school and student’s lack of respect for ethics and values” (p. 47). Current studies on this issue have focused on many different subjects, yet, there is one area within the studies that is deficient and that is the faculty members’ perspective of academic dishonesty within their classroom. According to Kelly & Bonner (2005), the value of contact between students and their faculty members has shown to be a central factor as a major deterrent to performing dishonestly.

### **Discussion of Results**

The first research question of this study sought to address the faculty attitudes of academic dishonesty at their institution. In order to answer this question, 250 participants completed the 17 item *Faculty Perceptions of Academic Dishonesty* survey. When examining the data analysis results it indicates that experiences within the classroom have the least impact on faculty attitudes towards academic dishonesty, while the faculty’s awareness of academic integrity at their institutions has more of an impact on their attitudes. Moreover, the results indicated that the most frequently reported classroom experiences of the faculty were related to students obtaining test questions from another student who had already taken the course.

The findings on faculty awareness and academic integrity at their institutions is supported by the findings from Kaufman and Liebling (2001) study which noted that, “it is imperative the administrators offer greater support to faculty members” (p. 6). Furthermore, Maramark and Maline (1993) study also supported these findings, which found that campuses need to educate faculty on the importance of academic dishonesty. As the findings of this study have indicated that faculty attitudes are greatly impacted by academic integrity at their institutions.

The second research question of this study sought out to address the faculty actions and experiences of academic dishonesty at their institutions. To answer this question, 242 participants completed the 17-item *Faculty Perceptions of Academic Dishonesty* survey. The data suggested that faculty do not witness many violations of policies within their classrooms, but that they understand what actions constitute cheating and would know how to respond if placed in an academic dishonesty situation. Furthermore, the strongest reaction by faculty of a witnessed academic dishonest violation within their classroom would be to reprimand or warn the student. The findings of how faculty respond in situations of dishonesty were supported through a prior research study (Woessener, 2004). Woessener (2004) study indicated that faculty have an ethical responsibility to reprimand or warn the students who actively participate in acts of dishonesty (Woessener, 2004).

The third research question of this study sought to address were the faculty preventative actions that were taken related to academic dishonesty policies at their institution. To answer this question, 238 participants completed the 17-item *Faculty Perceptions of Academic Dishonesty* survey. The data implies that most faculty do inform students of their academic dishonesty penalties within their classroom; however, it suggests that faculty marginally take preventative actions within their classrooms to prevent academic dishonesty. The strongest indicator of faculty preventative actions within the classroom was that they regularly changed exams to prevent cheating. Additionally, in a situation of academic dishonesty, faculty members indicated that he or she would or have ignored an incident of academic dishonesty to avoid legal or other repercussions from the student. And finally, the results suggested that the main indicator of a faculty's preventative actions towards academic dishonesty was to discuss proper citation of references/sources within the classroom setting.

The findings related to ignoring academic dishonest behavior was supported through prior research (Coren, 2011; Davis et al., 2009; Keith-Spiegel et al., 1998). According to Davis et al. (2009), the majority of faculty have witnessed a dishonest act, and few actually do anything about it (p. 114). Furthermore, almost one third of all faculty have completely avoided dishonest acts and choose not to report (Davis et al., 2009). Keith-Spiegel et al. (1998), indicated that 71% of faculty sampled indicated confronting cheating is one of the most “negative aspects of the teaching profession” (p. 224). Additionally, Coren (2011) found that 40% of faculty have admitted to ignoring cheating on more than one occasion.

The fourth research question of this study sought to explore the relationship of faculty attitudes, experiences, actions, preventive actions towards academic dishonesty, and how do they differ on the basis of the factors of tenure status, academic discipline, faculty rank, number of years teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at their institutions. To answer this question, 237 participants completed the 17-item *Faculty Perceptions of Academic Dishonesty* survey. A multiple regression was used to examine a combination of scales selected to identify the faculty relationships between faculty attitudes, experiences, actions, preventatives actions towards academic dishonesty. Overall, the data indicated that this grouping was successful in producing significant results; however, the restricted model was a superior indicator and the results found that attitudes and preventative actions had a strong association while experiences in the classroom exhibited a negative relationship.

The findings of this question were supported by the prior research on faculty attitudes and experiences with academic dishonesty (McCabe, 1993). McCabe (1993) study indicated that faculty at institutions with strong academic dishonesty policies (honor codes) have significantly

higher ratings of their attitudes and experiences than of faculty at weaker academic dishonesty policies (non-honor code) institutions. Faculty at the stronger academic dishonesty policies universities were more supportive of the policies and procedures and the overall effectiveness of the policies. These findings support this study by mirroring that faculty experiences outside the classroom have a more significant association with their attitudes and experiences than inside the classroom setting.

The second part of research question four sought to identify any relationships with faculty awareness and understanding of academic policy at their institutions based on demographic factors. Several multiple regressions were used to examine the most significant demographic factors that could impact the differences in faculty awareness and understanding of academic policy at their institutions. Overall, this grouping was unsuccessful in producing significant results. Furthermore, a backwards elimination was used, which produced a simpler model retaining one predictor. The final restricted model revealed that the academic discipline variable was the most significant factor to affect faculty awareness and understanding of academic policy at their institution. The results elicited a significant finding in three of the eleven academic disciplines. The academic areas of engineering and math and science demonstrated a positive relationship and higher scores of awareness about with academic dishonesty policy knowledge. Academic areas of nursing and health professions demonstrated a negative relationship, which indicated lower awareness with academic policy and understanding of dishonesty at their institution.

These findings support the research of Lang (2015) who found there was a great disparity in what faculty identify as academic dishonesty from classroom to classroom, subject area to subject area. A specific example of these findings in relation to the nursing discipline were found

in the McCabe (2009) study on academic dishonesty in the nursing profession. This study found that more than 75% of nursing students had seen another nursing student cheat, and 17% self-identifying as cheating themselves (p. 615).

### **Implications for Higher Education**

The results of this study have implications for higher education administrators. First, this study has implications for academic integrity policy education and awareness at colleges and universities across the United States. Schools and universities can use this study as they are developing and refining their honor and integrity policy, as well as faculty education on the policies. The overall results indicated that there was more of an impact from the faculty awareness of their institution academic integrity policies than their firsthand experiences within the classroom. The lack and need for further faculty education of academic integrity policies is evident. Previous research supported these findings, that academic integrity policies were more than affecting just within the classroom. While faculty does have some level of control in the classroom, it was up to the students and administration to foster an honest environment (Volpe et al., 2008). Institutions of higher education have the opportunity with this research to further the education of faculty of their institutions in regards to their academic integrity policies.

Secondly, this study has implications for the development of education and awareness of honor and academic integrity policies aimed at specific academic disciplines. The overall knowledge and attitudes of the faculty within specific disciplines was affected. Out of the eleven disciplines classified within the survey demographics, only two disciplines, engineering and math and science, were identified as having a positive relationship with higher awareness scores and academic dishonesty policy knowledge. One discipline, nursing, had a negative relationship with lower awareness scores with academic policy and understanding of dishonesty at their

institutions. These findings support the research of Lang (2015) who found there was a great disparity in what faculty identify as academic dishonesty from classroom to classroom, subject area to subject area. This is a unique opportunity for higher education administrators to target specific disciplines with more awareness and education of their academic integrity policies at their institution.

Finally, this study has implications relating to the preventative actions faculty take to decrease the amount of dishonesty within their classroom settings. The results of the study implied that most faculty do inform students of their academic dishonesty penalties within their classroom; however, they largely do not take preventative actions within their classrooms to avoid academic dishonesty. Furthermore, many faculty indicated that if faced with a situation of academic dishonesty, they would choose to ignore an incident of academic dishonesty, rather than deal with the issue. This finding supports previous findings by Coren (2011) who found that 40% of faculty admitted to ignoring student cheating on more than one occasion. This has major implications for higher education policy development. Higher education administrators have a perfect opportunity to develop policies and practices on their campuses that support an environment of academic honor and a supportive system for faculty to report incidents of dishonesty.

### **Limitations**

Although this study yielded interesting data concerning faculty attitudes and awareness of academic dishonesty on their campus, there were several limitations to this study. First, the overall sample population was rather homogenous based on the teaching age and rank of the faculty. Fifty-six percent of the participants reported being over the age of 45 and over 50% of these faculty were tenured. These findings support previous research which indicated that

untentured faculty find opening a case of dishonesty could be potentially damaging to their future positions and they must sacrifice time away from gaining tenure to handle the situation (Keith-Spiegel et al., 1998). With a smaller percentage of the sample being untentured, it could have affected the overall results of the study, by not showing an accurate depiction of how the untentured faculty handle and address cases of academic dishonesty.

Another limitation associated with this study was the use of the survey *Faculty Perceptions of Academic Dishonesty*. This survey was adapted from two other survey instruments on faculty perceptions of academic dishonesty (McCabe, 1993; Wehman 2009). The original versions of these survey's focused on faculty training regarding academic dishonesty, and overview of college students and faculty views on academic integrity. The revised version of the survey focused on examining faculty members' attitudes, perceptions and preventative actions of academic dishonesty at their campus. Although the overall revised survey demonstrated high reliability, this is an instrument that had not been used prior to the current study to measure faculty members' perspectives. While this revised instrument demonstrated a great deal of promise, it is a new instrument and needs additional validation with other sample populations before it can be considered a reliable and valid measure for faculty members perspectives and attitudes on academic dishonesty.

### **Recommendations for Future Research**

Several recommendations for future research related to faculty perceptions of academic dishonesty can be gathered from the current study. The current study examined a small population of faculty at three universities in the southeastern United States. Future research could examine a larger sample population from across the United States. Furthermore, further research might benefit from examining a larger subset of academic disciplines and faculty demographics.



The current study examined the faculty perceptions, attitudes and actions towards academic dishonesty at their institution. While there were, some significant relationships found within academic disciplines and academic dishonesty, a further study could pursue an in depth look at faculty perceptions. For example, a qualitative study could be used to interview faculty to gather further data on faculty perceptions, attitudes, and experiences within their classroom at their institution.

Finally, while the faculty perceptions are interesting, it may be important to examine the higher education administrators perceived attitudes, experiences, and actions with academic dishonesty with respect to policy and classroom enforcement. Higher education administrators have the ability to help the campus create a culture of honesty and this can be done by enforcing honor codes and holding their students to higher standards. Furthermore, by supporting faculty when they face with a case of dishonesty and providing a strong and useful system may improve reporting instances and a fair due process.

### **Summary**

The purpose of this study was to determine the frequency and types of academic dishonesty that were occurring at three public institutions as perceived by the faculty. The study examined the faculty attitudes and perceptions toward academic dishonesty, and how these perceptions differed based on the following factors: tenure status, academic discipline, faculty rank, number of years of teaching, age, gender and faculty awareness and understanding of the academic dishonesty policy at the institution. Two hundred and fifty-four undergraduate faculty members at three institutions completed a survey instrument. The results indicated that the faculty members' awareness of academic integrity was stronger than the experiences within their own classroom. Overall, the faculty did not personally witness any dishonest behavior within

their classroom, but did understand what cheating was, and how to implement policies if the situation arose. Furthermore, most faculty informed students of their academic dishonesty penalties within their classroom but they often did not take preventative actions to stop it. When placed in a situation of dishonesty, the faculty members indicated that they would ignore the incident.

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## Appendix A

### IRB Approval Documentation

Office of Research Compliance  
115 Ramsay Hall, basement  
Auburn University, AL 36849



Telephone: 334-844-5966  
Fax: 334-844-4391  
[hsubject@auburn.edu](mailto:hsubject@auburn.edu)

March 18, 2013

MEMORANDUM TO: Ms. Emily Williams  
Department of Educational Foundations, Leadership, and Technology

PROTOCOL TITLE: "Faculty Perspectives of Academic Dishonesty"

IRB FILE NO.: 13-034 EX 1303

APPROVAL DATE: March 14, 2013  
EXPIRATION DATE: March 13, 2016

The referenced protocol was approved "Exempt" by the IRB under its FederalWide Assurance, number 0001104, and per 45 CFR 46.101 (b)(2):

- (2) "Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
- (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
  - (ii) any disclosure of the human subjects' response outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation."

Note the following:

1. CONSENTS AND/OR INFORMATION LETTERS: Only use documents that have been approved by the IRB with an approval stamp or approval information added.
2. RECORDS: Keep this and all protocol approval documents in your files. Please reference the complete protocol number in any correspondence.
3. MODIFICATIONS: You must request approval of any changes to your protocol before implementation. Some changes may affect the assigned review category.
4. RENEWAL: Your protocol will expire in three (3) years. Submit a renewal a month before expiration. If your protocol expires and is administratively closed, you will have to submit a new protocol.
5. FINAL REPORT: When your study is complete, please notify the Office of Research Compliance, Human Subjects.

If you have any questions concerning this Board action, please contact the Office of Research Compliance.

Sincerely,

Christopher Correia, Ph.D.  
Chair of the Institutional Review Board #1  
for the Use of Human Subjects in Research

cc: Dr. Maria Witte

**(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)**

**Information Letter  
for a Research Study entitled  
*Faculty Perceptions of Academic Dishonesty***

**You are invited to participate in a research study** to understand the frequency and types of academic dishonesty that are occurring at institutions as perceived by the undergraduate faculty. The study will look at the faculty attitudes and perceptions towards academic dishonesty and how these perceptions differ based on the specific factors. Furthermore, it will examine the types of actions that are taken by faculty members when a violation occurs, and how these actions differ based on the factors. This study is being conducted by Mrs. Emily H. Williams, Doctoral Candidate in Higher Education Administration at Auburn University. You were selected as a possible participant because you are a member of the undergraduate teaching faculty (including: full, associate and assistant professors, instructors and graduate teaching assistants).

**What will be involved if you participate?** Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to take an online survey. In this online survey, you will be presented a series of questions about your thoughts and perceptions of academic dishonesty. **Your total time commitment will be approximately 15 minutes.**

**Are there any risks or discomforts?** There are no foreseeable risks or discomforts associated with your participation in this study.

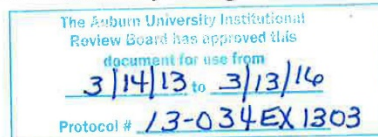
**Are there any benefits to yourself or others?** There are no foreseeable personal benefits associated with participation in this study.

**Will you receive compensation for participating?** There will be no compensation for participating in this study. Only helping to develop the research literature in this area of study.

**If you change your mind about participating,** you can withdraw at any time during the study by closing your browser. If you choose to withdraw, your data cannot be withdrawn because it is anonymous. Your decision about whether or not to participate or stop participating will not jeopardize your future relations with Auburn University.

**Any data obtained in connection with this study will remain anonymous.** I will not be collecting your name or other identifying information for this survey. Information collected through your participation may be published in a professional journal and/or presented at a professional conference.

**If you have any questions about this study,** please contact Mrs. Williams by email at ehw0002@tigermail.auburn.edu . **If you have questions about your rights as a**



**research participant**, you may contact Auburn University Office of Human Subjects Research or the Institutional Research Board by phone (334)-844-5966 or email at hsubjec@auburn.edu or IRBchair@auburn.edu .

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE PLEASE click on the "next" button below.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

Mrs. Emily H. Williams      1/1/13      \_\_\_\_\_ Investigator      Date

*Please type  
in this information*

The Auburn University Institutional  
Review Board has approved this  
document for use from  
3/14/13 to 3/13/14  
Protocol #: 13-034EX1303

## Appendix B

### Consent/Information Letters

Dear Members of the {University of Virginia, Auburn University, Clemson University}  
Undergraduate Faculty,

***I would like to enlist your help.*** I am a Ph.D candidate in the Higher Education Administration program at Auburn University. I am conducting a brief survey as part of my dissertation. The focus of the study is to understand the frequency and types of academic dishonesty that are occurring at institutions as perceived by the undergraduate faculty. The study will look at the faculty attitudes and perceptions towards academic dishonesty and how these perceptions differ based on the specific factors. Furthermore, it will examine the types of actions that are taken by faculty members when a violation occurs, and how these actions differ based on the factors.

**The information gathered will be used **ONLY** for my doctoral dissertation**

Please read through the consent letter below and click "**next**" to begin the survey, or you may follow this link to complete: <https://www.surveymonkey.com/s/AcademicDishonestyUVA>

Please share your opinion and experiences with me by completing the survey by **no later than Friday September 19.**

Thank you for your time and consideration!

Sincerely,  
**Emily H. Williams**  
*Doctoral Candidate, 2015*  
*Higher Education Administration,*  
*Auburn University*



#### About the survey

**You are invited to participate in a research study** to understand the frequency and types of academic dishonesty that are occurring at institutions as perceived by the undergraduate faculty. The study will look at the faculty attitudes and perceptions towards academic dishonesty and how these perceptions differ based on the specific factors. Furthermore, it will examine the types of actions that are taken by faculty members when a violation occurs, and how these actions differ based on the factors. This study is being conducted by Mrs. Emily H. Williams, Doctoral Candidate in Higher Education Administration at Auburn University. You were selected as a possible participant because you are a member of the undergraduate teaching faculty (including: full, associate and assistant professors, instructors and graduate teaching assistants).

**What will be involved if you participate?** Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to take an online survey. In this



online survey, you will be presented a series of questions about your thoughts and perceptions of academic dishonesty. **Your total time commitment will be approximately 10 minutes.**

**Are there any risks or discomforts?** There are no foreseeable risks or discomforts associated with your participation in this study.

**Are the any benefits to yourself or others?** There are no foreseeable personal benefits associated with participation in this study.

**Will you receive compensation for participating?** There will be no compensation for participating in this study. Only helping to develop the research literature in this area of study.

**If you change your mind about participating,** you can withdraw at any time during the study by closing your browser. If you choose to withdraw, your data cannot be withdrawn because it is anonymous. Your decision about whether or not to participate or stop participating will not jeopardize your future relations with Auburn University.

**Any data obtained in connection with this study will remain anonymous.** I will not be collecting your name or other identifying information for this survey. Information collected through your participation may be published in a professional journal and/or presented at a professional conference.

**If you have any questions about this study,** please contact Mrs. Williams by email at [ehw0002@tigermail.auburn.edu](mailto:ehw0002@tigermail.auburn.edu) . **If you have questions about your rights as a research participant,** you may contact Auburn University Office of Human Subjects Research or the Institutional Research Board by phone [\(334\)-844-5966](tel:334-844-5966) or email at [hsubjec@auburn.edu](mailto:hsubjec@auburn.edu) or [IRBchair@auburn.edu](mailto:IRBchair@auburn.edu) .

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE PLEASE click on the “next” button below.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

[NEXT](#)

## Appendix C

Dr. Wehman's Survey Instrument on Faculty and Academic Dishonesty

## 1. Faculty in Pursuit of Academic Integrity

The purpose of this research is to investigate issues in maintenance of academic integrity within faculty classrooms. My dissertation will gather information about academic integrity training and academic integrity practices of Arts and Sciences faculty instructing undergraduates at the University of Pittsburgh. (Completion Time: 10 minutes)

The responsibility of the faculty can be a significant component in maintaining integrity within the classroom. The extent to which faculty address cheating may determine the success of an institution's efforts to combat the problem.

If you are willing to participate, this survey will gather faculty responses concerning academic dishonesty, investigate the faculty's level of familiarity with the Arts and Sciences Academic Integrity Policy, investigate how faculty disseminates academic integrity expectations to students, and investigate faculty means to prevent or reduce Incidents of academic dishonesty. There are no foreseeable risks associated with this study. By reading my online dissertation, instructors could benefit from this study by learning how others combat academic dishonesty.

Your honest and candid responses to this survey are essential to the success of the research. Your participation is voluntary and appreciated. You may withdraw at any time. No compensation will be given. ANONYMITY OF RESPONSES IS GUARANTEED. Your responses will in no way be shown to other course instructors and will be kept under lock and key. I will obtain this confidential data from SurveyMonkey.com. Direct questions to Pat Wehman, Manager Course and Classroom Scheduling, Office of the University Registrar, 220 Thackeray Hall, Pittsburgh, PA, 15260; 412-624-7600; or wehman@pitt.edu.

## 2. Faculty in Pursuit of Academic Integrity

### 1. What types of training have you had on academic integrity at the University?

Check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> None (Skip to #2.)          | <input type="checkbox"/> Faculty development course              |
| <input type="checkbox"/> Department Chair briefing   | <input type="checkbox"/> Training during New Faculty orientation |
| <input type="checkbox"/> Department taught workshops | <input type="checkbox"/> Word of mouth                           |

Other (please specify)

### 2. When do you address academic integrity with your students? Check all that apply.

- Never (Skip to #3.)
- On syllabus and discuss with students
- On syllabus but do not discuss with students
- Before major assignments
- When a violation of academic integrity occurs

Other (please specify)

### 3. Do you inform your students what the penalties are for cheating in your classes?

- Yes     No

### 4. In the past year, which student academic integrity violations have occurred in your classes? Check all that apply.

- None (Skip to #5.)
- Altered graded solutions so to ask for more credit
- Collaborated on work that was to be done by an individual student
- Copied from another student
- Gave answers to another student
- Lied about reason for late assignment submission
- Plagiarism
- Turned in a paper from another class without faculty consent
- Used forbidden materials during assessment

Other (please specify)

**5. In the past year, on a scale of 0 to 10 (0=no problem, 10=large problem), how much of a problem did you have with student cheating in your classrooms on examinations, papers, homework, lab assignments, and other specified assignments? Choose NA for non-applicable.**

	0	1	2	3	4	5	6	7	8	9	10	N/A
Exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab Assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify and rank problem 0-10)

**6. During exams, what techniques do you use to uphold academic integrity in your classes? Check all that apply.**

- Do not give exams (Skip to #7.)
- Ask questions on exams specific to individualized student work
- Change exam from year to year
- Create different exam versions
- Make essay tests
- No restroom breaks during assessment
- Seat students sufficiently apart
- Use exam proctors

Other (please specify)

**7. What should educational institutions do to promote academic integrity?**

**8. In the past year, what actions have you taken whenever you observed cheating on exams, homework, and papers in your classrooms? Check all that apply.**

	Exams	Homework	Papers
Allowed student to redo/rewrite assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Failed student in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave student a verbal warning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave a zero for the assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lowered assignment score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reported incident to Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reported before Academic Integrity Hearing Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify for exams, homework, and papers)

**9. In the past year, which of the following has prevented you from acting on a case of observed cheating on an examination? Check all that apply.**

- Nothing would have prevented me from acting against cheating (Skip to #10.)
- Afraid could not "prove" case
- Afraid of law suits
- Did not want to damage relationship with student
- Feared hassle faced from administration
- Found out after grade was given to the student
- Laziness
- Management skills would be perceived as lacking
- Student denied the incident
- Student negotiated a good excuse
- Student was making decent progress in the course
- Thought the student would become violent
- Too time consuming to pursue

Other (please specify)

**10. Indicate your level of familiarity with the School of Arts and Sciences Academic Integrity Code and "The Pitt Promise".**

	Yes	No	Don't Know
For a first offense, does a signed statement of cheating and its sanctions become part of a student's permanent academic record?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can a faculty member elect not to pursue a documented complaint of academic dishonesty that is submitted by a member of the University community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a one-on-one resolution between the faculty member and a student cannot be reached, next should a meeting be scheduled between the faculty member, student, and the Dean (or his/her representative)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In proceedings before the Academic Integrity Hearing Board, can students hire legal counsel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can students choose to have public hearings before the Academic Integrity Hearing Board?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could there be grounds for dismissal of charges if procedures are not indicated within one term from the time of the alleged incident of academic dishonesty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do parties have ten working days from the date of the decision letter to seek review by the Provost or to petition the University Review Board for an appeal from a decision of an academic integrity hearing board?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do faculty serving on the Academic Integrity Board serve two-year terms?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do students sign "The Pitt Promise" upon entrance to the University?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. What is your level of familiarity with Turnitin.com software?**

Never Heard of     
  Heard of/Never Used     
  Have Used     
  Use Regularly

**12. Types of undergraduate courses taught? Check all that apply.**

<input type="checkbox"/> Clinical	<input type="checkbox"/> Internship	<input type="checkbox"/> Recitation
<input type="checkbox"/> Colloquium	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Seminar
<input type="checkbox"/> Correspondence	<input type="checkbox"/> Lecture	<input type="checkbox"/> Workshop
<input type="checkbox"/> Directed Study	<input type="checkbox"/> Mass Media	
<input type="checkbox"/> Independent Study	<input type="checkbox"/> Practicum	

Other (please specify)

**13. Gender?**

Male     Female

**14. Years of undergraduate teaching?**

#

**15. Tenure Tracking with Academic Rank? Choose one.**

<input type="radio"/> Tenure Stream Full Professor	<input type="radio"/> Non-Tenure Stream Full Professor
<input type="radio"/> Tenure Stream Associate Professor	<input type="radio"/> Non-Tenure Stream Associate Professor
<input type="radio"/> Tenure Stream Assistant Professor	<input type="radio"/> Non-Tenure Stream Assistant Professor
<input type="radio"/> Tenure Stream Lecturer	<input type="radio"/> Non-Tenure Stream Lecturer
<input type="radio"/> Tenure Stream Instructor	<input type="radio"/> Non-Tenure Stream Instructor

Other (please specify Rank and Tenure Tracking)

**16. Typical teaching status?**

Full-time     Part-time

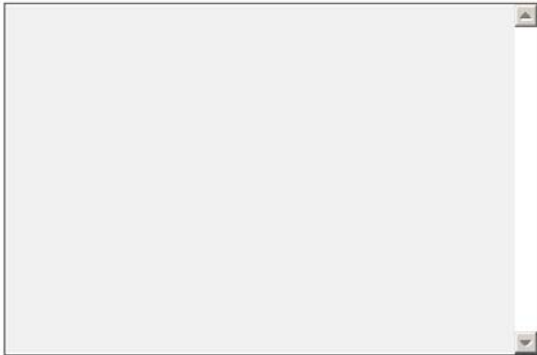
**17. Average number of undergraduate COURSES taught per year?**

#

**18. Arts and Sciences Disciplinary Classification? Choose one.**

Humanities     Natural Sciences     Social Sciences

**19. Any additional comments regarding academic integrity?**





## Appendix D

Dr. McCabe's Survey Instrument on Faculty concerning Academic Integrity

## McCabe's Academic Integrity Survey 2010

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### **Attachment B: Screen Shots of Faculty Survey**

# *Academic Integrity Texas Tech University Faculty Survey*

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## Academic Integrity Survey Consent Form

We are asking you to participate in a research project called the "Academic Integrity Survey." The Texas Tech survey is part of a nationwide survey of college students and faculty on the subject of academic integrity. Dr. Donald McCabe of Rutgers University is in charge of this research project. If at any time you have questions about the survey you may reach Professor McCabe at (973) 353-1409 or at [dmccabe@andromeda.rutgers.edu](mailto:dmccabe@andromeda.rutgers.edu).

The survey is designed to get the opinions of students and faculty about the current state of academic integrity at our nation's colleges and universities. If you wish to participate, you can click on the link below to access the survey. The survey will ask how you view the issue of academic integrity and how you think your students and peers view this issue. Some of the questions will ask about your own behavior and attitudes. While we hope you will answer all of the survey's questions, you are free to skip questions. The survey will take about fifteen minutes to complete. Although some of the questions are personal in nature, we do not think there is any risk in answering these questions. The survey is anonymous and kept confidential, so no answers can be linked to you personally. Dr. McCabe has conducted similar surveys on over 175 other campuses.

To encourage participation, those completing the survey will be eligible to **enter a random drawing for one of four one-hour massage gift certificates at our Wellness Center in the TTU Rec Center valued at \$50 each.** Registration for the prize drawing is accomplished through an independent secure link available at the end of the survey which allows participants to maintain complete anonymity while taking the survey but still be able to sign up for the prize drawing. Please note that Texas Tech employees may be required to pay taxes on incentive prizes; refer to OP 69.02.

No one but Dr. McCabe will see your survey responses. They will be kept in a secure database and no one will be able to determine what your individual answers were or whether you participated in the survey since participation in this survey is completely voluntary. You are not required to take the survey and there is no risk to you if you elect not to take the survey. You may choose to stop taking the survey at any time without penalty.

As noted above, Dr. McCabe will answer any questions you have about this research project and survey. You may contact him by telephone at (973) 353-1409 or by e-mail at [dmccabe@andromeda.rutgers.edu](mailto:dmccabe@andromeda.rutgers.edu). If you have any questions about your rights as a subject or about injuries that may be caused by this research, contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects, Office of Research Services, Texas Tech University, Lubbock, Texas 79409. Or you can call (806) 742-3884.

This consent form is not valid after May 31, 2010

Please continue below if you would like to participate in the Academic Integrity Survey.

## McCabe's Academic Integrity Survey 2010

### Academic Environment

Please tell us about the academic environment at Texas Tech.

1. How would you rate:	Very Low	Low	Medium	High	Very High
The severity of penalties for cheating at Texas Tech?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The average student's understanding of University policies concerning cheating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty's understanding of these policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support of these policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty support of these policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The effectiveness of these policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. When, if at all, do you discuss with students your policies concerning: (Check all that apply.)	Do not discuss	On individual assignments	In syllabus or course outline	At start of semester	Other	Not Relevant
Plagiarism [PLAGPOL1 THRU PLAGPOL6]	<input type="checkbox"/> =1 IF CHECKED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permitted and prohibited group work or collaboration [COLLPOL1 THRU 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The proper citation or referencing of sources [ATTRPOL1 THRU ATTRPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper citation/referencing of Internet sources [INTRPOL1 THRU INTRPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falsifying/fabricating research data [DATAPOL1 THRU DATAPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falsifying/fabricating lab data [LABPOL1 THRU LABPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## McCabe's Academic Integrity Survey 2010

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3. Please note the primary sources from which you have learned about the academic integrity policies at Texas Tech. (Check all that apply.)

<input type="checkbox"/> Faculty orientation program. [S_ORIENT]	<input type="checkbox"/> Students. [S_STUDENTS]
<input checked="" type="checkbox"/> Faculty handbook. [S_HNDBK]	<input checked="" type="checkbox"/> Deans or other administrators. [S-DEAN]
<input type="checkbox"/> Department chair. [S_CAHAIR]	<input type="checkbox"/> Publicized results of judicial hearings. [S_HERING]
<input checked="" type="checkbox"/> Other faculty [S_FACULTY]	<input checked="" type="checkbox"/> University catalog [S_CALENDAR]
<input type="checkbox"/> Campus website. [S_WEBSITE]	<input type="checkbox"/> Other: <input style="width: 150px;" type="text"/>
<input checked="" type="checkbox"/> I have never really been informed about campus policies concerning student cheating. [S_NOTHING]	<input type="checkbox"/> [S_OTHER]

4. How frequently do you think the following occur at Texas Tech?	Never	Very Seldom	Seldom/Sometimes	Often	Very Often
Plagiarism on written assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students inappropriately sharing work in group assignments.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Cheating during tests or examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How often, if ever, have you seen a student cheat during a test or examination at Texas Tech?

Never	<input type="radio"/>
Once	<input checked="" type="radio"/>
A few times	<input type="radio"/>
Several times	<input checked="" type="radio"/>
Many times	<input type="radio"/>

## McCabe's Academic Integrity Survey 2010

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6. If you were convinced, even after discussion with the student, that a student had cheated on a major test or assignment in your course, what would be your most likely reaction? (Check all that apply.)

<input type="checkbox"/> Reprimand or warn the student [RE_WARN]	<input type="checkbox"/> Report student to the Dean of Students [RE_DOS]
<input type="checkbox"/> Lower the student's grade [RE_GRADE]	<input type="checkbox"/> Report student to your Chair, Director or Dean [RE_REPORT]
<input type="checkbox"/> Fail the student on the test assignment [RE_FTEST]	<input type="checkbox"/> Do nothing about the incident [RE_NOTHING]
<input type="checkbox"/> Fail the student for the course [RE_FCOURSE]	<input type="checkbox"/> Other <input type="text"/> [RE_OTHER]
<input type="checkbox"/> Require student to retake test/redo assignment [RE_REDO]	

7. Have you ever ignored a suspected incident of cheating in one of your courses for any reason?

Yes = 1                       No = 2 [IGNORE]

If so, did any of the following factors influence your decision? (Check all that apply.)

<input type="checkbox"/> Lacked evidence/proof [IGN_PROOF]	<input type="checkbox"/> Student is the one who will ultimately suffer [IGN_STUDSUFFER]
<input type="checkbox"/> Cheating was trivial/not serious [IGN_TRIVIAL]	<input type="checkbox"/> Didn't want to deal with it, system is so bureaucratic [IGN_DEAL]
<input type="checkbox"/> Lack of support from administration [IGN_NOSUPPORT]	<input type="checkbox"/> Not enough time [IGN_NOTIME]
<input type="checkbox"/> Other <input type="text"/> [RE_OTHER]	

8. Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else?

Yes                       No

If yes, how satisfied were you with the way the case(s) were handled?

Very Satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered "unsatisfied" or "very unsatisfied" please explain your response.



## McCabe's Academic Integrity Survey 2010

### Specific Behaviors

Students have different views on what constitutes cheating and what is acceptable behavior. We would like to ask you some questions about specific behaviors that some students might consider cheating. Please mark one response for each question.

In the **RED** column please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years. If a question does not apply to any of your courses, please check the 'Not Relevant' column. For example, if you do not use tests/exams, you would check 'Not Relevant' for questions related to tests/exams. In the **BLUE** column please mark **how serious** you think each type of behavior is.

	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Fabricating or falsifying a bibliography.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on an assignment with others (in person) when the instructor asked for individual work.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting questions or answers from someone who has already taken a test.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
In a course requiring computer work, copying another student's program rather than writing his/her own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping someone else cheat on a test.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Fabricating or falsifying lab data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating or falsifying research data.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Copying from another student during a test <b>with</b> his or her knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying from another student during a test or examination <b>without</b> his or her knowledge.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving unpermitted help on an assignment.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Copying (by hand or in person) another student's homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying (using digital means such as Instant Messaging or email) another student's homework.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

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	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper s/he submitted.	●	●	●	●	●	●	●	●
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as his/her own work.	○	○	○	○	○	○	○	○
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper s/he submitted.	●	●	●	●	●	●	●	●
Submitting a paper s/he purchased or obtained from a Web site (such as www.schoolsucks.com) and claiming it as his/her own work.	○	○	○	○	○	○	○	○
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.	●	●	●	●	●	●	●	●
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.	○	○	○	○	○	○	○	○
Using an electronic/digital device as an unauthorized aid during an exam.	●	●	●	●	●	●	●	●
Copying material, almost word for word, from any written source and turning it in as his/her own work.	○	○	○	○	○	○	○	○
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	●	●	●	●	●	●	●	●
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	○	○	○	○	○	○	○	○
Turning in work done by someone else.	●	●	●	●	●	●	●	●
Cheating on a test in any other way.	○	○	○	○	○	○	○	○
	<b>Never</b>	<b>Once</b>	<b>More Than Once</b>	<b>Not Relevant</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>

## McCabe's Academic Integrity Survey 2010

2. If you indicated above that students have paraphrased or copied material from a written or electronic source without citing it in one or more of your courses, please tell us how you believe they accessed this material: [MEANS]

Internet or other electronic means only	<input type="radio"/> 1
Hard (paper) copies of sources only	<input checked="" type="radio"/> 2
Primarily Internet or other electronic means	<input type="radio"/> 3
Primarily hard (paper) copies of sources	<input checked="" type="radio"/> 4
Have observed/suspected both methods pretty equally	<input type="radio"/> 5

3. Have you ever offered an online test or exam at Texas Tech?	Yes	No
	<input checked="" type="radio"/>	<input type="radio"/>

3a. If you have given an online test or exam at Texas Tech, have you ever observed students who: that apply.)

(Check all

Collaborated with others during an online test or exam when not permitted?	<input type="checkbox"/>
Used notes or books on a closed book online test or exam?	<input type="checkbox"/>
Received unauthorized help from someone on an online test or exam?	<input type="checkbox"/>
Looked up information on the Internet when not permitted?	<input type="checkbox"/>

4. How strongly do you agree or disagree with the following statements?

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly
Cheating is a serious problem at Texas Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our student judicial process is fair and impartial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should be held responsible for monitoring the academic integrity of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The types of assessment used in my courses are effective at evaluating student understanding of course concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The types of assessment used in my courses are effective at helping my students learn course concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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5. What safeguards do you employ to reduce cheating in your courses? (Check all that apply.)

<input type="checkbox"/>	None. I do not use any special safeguards in my courses. [SAFE1]
<input type="checkbox"/>	Use the Internet, or software such as turnitin.com, to detect or confirm plagiarism. [SAFE3]
<input type="checkbox"/>	Provide information about cheating/plagiarism on course outline or assignment sheet. [SAFE4]
<input type="checkbox"/>	Change exams regularly. [SAFE5]
<input type="checkbox"/>	Hand out different versions of an exam. [SAFE6]
<input type="checkbox"/>	Discuss my views on the importance of honesty and academic integrity with my students. [SAFE7]
<input type="checkbox"/>	Remind students periodically about their obligations under our University's academic integrity policy. [SAFE8]
<input type="checkbox"/>	Closely monitor students taking a test/exam. [SAFE11]
<input type="checkbox"/>	Other: <input style="width: 200px;" type="text"/> [SAFE12]

### Demographics

1. What is your academic rank? [RANK]

Assistant Professor	<input type="radio"/> 2
Associate Professor	<input checked="" type="radio"/> 3
Full Professor	<input type="radio"/> 4
Instructor	<input type="radio"/> 1
Lab coordinator/instructor	<input type="radio"/> 6
Other	<input type="radio"/> 9

2. Sex:

Female	<input type="radio"/>
Male	<input checked="" type="radio"/>

3. In which of the following areas is your primary teaching responsibility? [COLLEGE]

Arts	<input type="radio"/> 2
Business	<input checked="" type="radio"/> 7
Communications/Journalism	<input type="radio"/> 8
Engineering	<input type="radio"/> 3
Humanities	<input type="radio"/> 27
Math or Science	<input type="radio"/> 28
Nursing/Health Professions	<input type="radio"/> 15
Social Sciences	<input type="radio"/> 39
Interdisciplinary	<input type="radio"/> 97
Other	<input type="radio"/> 98

## McCabe's Academic Integrity Survey 2010

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4. How long have you been teaching at the university level? [YRSTEACH]

Less than 5 years	<input type="radio"/> 1
5-9 years	<input checked="" type="radio"/> 2
10-14 years	<input type="radio"/> 3
15-19 years	<input checked="" type="radio"/> 4
20 or more years	<input type="radio"/> 5

### Final Comments

1. Do you have any suggestions on how your campus might improve its policies concerning issues of academic integrity or any additional comments you care to make?

2. What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?

Thank you for participating in this survey!

Submit Form

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If you are having any difficulty, please contact Don McCabe at: [dmccabe@andromeda.rutgers.edu](mailto:dmccabe@andromeda.rutgers.edu)  
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## McCabe's Academic Integrity Survey 2010

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### Attachment D: QEP Student and Institutional Learning Outcomes

#### Students

Students should be able to...

1. identify the importance of professional codes of ethics related to their specific academic disciplines as appropriate
2. interpret the importance of professional codes of ethics related to their specific academic disciplines as appropriate
3. explain the importance of professional codes of ethics related to their specific academic disciplines as appropriate
4. identify key components of the institution's policy on academic integrity
5. recognize acts of academic integrity and of academic dishonesty
6. use their knowledge of academic integrity to make ethical academic decisions
7. identify ethical issues in personal, professional, and civic life from their own perspective as well as that of others
8. articulate ethical issues in personal, professional, and civic life from their own perspective as well as that of others
9. reflect critically on ethical issues in personal, professional, and civic life from their own perspective as well as that of others

#### Institutional

Members of the TTU community should be able to...

1. engage actively and critically in a conversation on "doing the right thing"
2. identify key components of academic integrity and practice behaviors associated with academic ethics
3. critically reflect on ethical issues
4. recognize diverse ethical perspectives
5. identify behavior that is consistent with relevant professional codes
6. incorporate ethics into their lives



TEXAS TECH UNIVERSITY  
**Ethics Center**

Office of the Provost | TTU Ethics Center

ADMIN 237 | [ethics.center@ttu.edu](mailto:ethics.center@ttu.edu) | <http://www.depts.ttu.edu/ethics/>

Box 45070 | Lubbock, Texas 79409-5070 | T 806.742.1505 | F 806.742.1510

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## Appendix E

### Survey Instrument on Faculty Perceptions of Academic Dishonesty

## Faculty Perceptions on Academic Dishonesty Survey

<b>1. Please read the statements below and indicate your level of agreement for each.</b>					
	Strongly Agree	Disagree	Undecided	Agree	Strongly Agree
At my institution, penalties are severe for cases of academic dishonesty					
At my institution, faculty support the academic honesty policy					
At my institution, faculty members are vigilant in discovering cases of academic dishonesty					
At my institution, faculty are vigilant about reporting suspected cases of academic dishonesty					
At my institution, faculty are eager to report suspected cases of academic dishonesty					
The academic honesty policies are effective					
Cheating is an issue taken seriously at my institution					

<b>2. Below are a list of policies on academic dishonesty. To what extent do you discuss these with students in your classroom.</b>					
	Not at all	A little	Somewhat	Much	To a Great Extent
Plagiarism					
Permitted and prohibited group work or collaboration					
The proper citation or referencing of sources					
Proper citation/references of internet sources					
Falsifying/fabricating research data					
Falsifying/fabricating lab data					

<b>3. Do you inform your students what the penalties are for cheating in your class?</b>	
YES	NO

<b>4. Indicate your level of familiarity with your institutions academic integrity policy.</b>					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am aware that my institution has an academic integrity policy					
I am familiar with the academic integrity policy at my institution					
I understand the procedures to follow when a violation of the academic integrity policy occurs					

<b>5. Please note the primary sources from which you learned about the academic integrity policies at your institutions (check all that apply).</b>	
	Faculty Orientation
	Faculty Handbook
	Department Chair

	Other Faculty
	University Website
	Students
	Dean or Administration
	Publicized results of a judicial hearing
	University Catalog
	I have never really been informed about campus policies concerning student cheating
	Other (please list below)
Other:	

<b>6. How frequently do you think the following occur in your classroom/institution?</b>						
	Never	Very Seldom	Seldom/Sometimes	Often	Very Often	I do not Know
Plagiarism on written assignments (includes improper citations, purchasing paper from online source/another student)						
Students inappropriately sharing work in group assignments or projects						
Obtaining test questions/answers from another student who has previously taken the course						
Falsifying lab data/results						
Copying of assignments/exam (knowingly and unknowingly) by a student						

<b>7. There are many different definitions of what is considered cheating and what is an acceptable behavior. Below is a list of potential behaviors that could be seen as cheating. To what extent would you consider each of the following as cheating?</b>					
	Not at all	A little	Somewhat	Much	To a Great Extent
Fabricating or falsifying a bibliography					
Working on an assignment with others when the instructor asked for individual work					
Getting questions or answers from someone who has already taken the test					
In a course requiring computer work, copying another students program rather than writing their own					
Helping someone else cheat on a test					
Fabricating or falsifying lab data					
Fabricating or falsifying research data					
Copying from another student during a test without his or her knowledge					
Copying from another student during a test WITH his or her knowledge					
Receiving unpermitted help on assignments					

Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper					
Turning in a paper obtained in large part from a term paper "mill" or website					
Paraphrasing or copying a few sentences of material from an electronic source (i.e. the internet) without citing it in the paper					
Using unpermitted "crib notes" (cheat sheets) during a test					
Using an electronic/digital device as an unauthorized aid during an exam					
Copying materials, almost word for word from any written source and turning it in as one's own					
Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course					
Using false or forged excuse to obtain an examination on a due date or delay taking an exam					
Turning in work done by someone else					
Cheating on a test in any other way					

<b>8. In the past year, on a scale of 0-5 (0=no problem, 5=large problem), how much of a problem did you have with student cheating in your classrooms on examinations, papers, homework, lab assignments, and other specified assignments? Choose NA for not applicable.</b>							
	0	1	2	3	4	5	N/A
Exams							
Papers							
Homework							
Lab Assignments							
Other: (please specify and rank)							

<b>9. If you were convinced, even after discussion with the student, that a student had cheated on a major test or assignment in your class. To what extent would you be likely to pursue each of the following</b>					
	Not at all	A little	Somewhat	Much	To a great extent
Reprimand or warn student					
Lower the student's grade					
Report student to the Dean of students					
Report student to your chair or dean					
Fail the student on the test or assignment					
Fail the student for the course					
Require student to retake the test					
Pursue actions through academic integrity system					



Follow academic integrity policy					
Do nothing about the incident					
Require student to redo the assignment					
Engage a faculty/student conference to resolve the allegation					
Other (please indicate):					

<b>10. Indicate your level of agreement with the following statements below.</b>					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I would/or have ignored a suspected incident of cheating because I lacked evidence/proof					
I would/or have ignored a suspected incident of cheating because cheating was trivial/not serious					
I would/or have ignored a suspected incident of cheating because there is a lack of support from administration					
I would/or have ignored a suspected incident of cheating because I didn't want to deal with it, system is so bureaucratic					
Lack sufficient time to process thoroughly					
Fear legal or other repercussions from student					

<b>11. What safeguards do you employ to reduce cheating in your courses, rate the extent to which you do each one.</b>					
	Not at all	A little	Somewhat	Much	To a great extent
I do not use safeguards in my classroom					
Use the internet (i.e. turnitin.com) to direct or confirm plagiarism					
Provide information about cheating/plagiarism on courses outlined on assignment sheet					
Change exams regularly					
Hand out different versions of an exam					
Discuss my view on importance of honesty and academic integrity with my students					
Remind students periodically about their obligation under our University's academic integrity policy					
Closely monitor students taking a test/exam					
Require students to sign an academic integrity pledge on ever assignment					
Other (please list below):					

### Demographic

<b>What is your academic rank:</b>	
Assistant Professor	
Associate Professor	
Full Professor	
Instructor	
Lab coordinator/instructor	

Graduate Teaching Assistant	
Other	

<b>What is your gender:</b>	
Male	
Female	

<b>How long have you been teaching (indicate # of years)</b>	
Overall:	
At this institutions:	

<b>What is your age range (please choose one):</b>	
22 to 34	
35 to 44	
45 to 54	
55 to 64	
65 and over	
Decline	

<b>Are you tenured?</b>	
Yes	No

<b>In which of the following areas is your primary teaching responsibility?</b>	
Arts	
Business	
Communications/Journalism	
Engineering	
Humanities	
Math and Science	
Nursing/Health Professions	
Social Sciences	
Interdisciplinary	
Education	
Other	