

Faculty and Administrator Perceptions of Academic Integrity: A Survey by the Center for Intellectual Property at the University of Maryland, University College

Background Information:

1. Are you currently employed with your institution *primarily* as an:

- Academic Administrator (e.g., Provost, Director, Asst Director)
- Faculty member
- Librarian or Library Faculty member
- Other (please specify): _____

2. What is your Current Rank (select *one* only)?

- Instructor
- Assistant professor
- Associate professor
- Professor
- Librarian Faculty Rank (e.g., I, II, III, or IV or equivalent)
- Adjunct Assistant Professor
- Adjunct Associate Professor
- Adjunct Professor
- Collegiate Assistant Professor
- Collegiate Associate Professor
- Collegiate Professor
- I do not have a rank
- Other (please specify below):

3. How long have you been employed at the institution (i.e., college or university) you consider to be your place of *primary* employment? (NOTE: please put the total of both full-time *and* part-time employment at the institution)

- 0-3 years
- 4-6 years
- 7-10 years
- More than 10 years

II. Faculty and Administrator Perception About Academic Dishonesty.

4. In your opinion, how *pervasive* is academic dishonesty among students at your institution?
- Not pervasive
 Somewhat pervasive
 Don't Know
 Moderately pervasive
 Extremely pervasive
5. In your opinion, how frequently was *verifiable* student academic dishonesty (e.g., plagiarism or cheating) reported to your institution's administration (e.g., a Director, Dean, or Provost) by faculty members at your institution *during the previous 12 months*?
- Never
 1-3 times
 4-6 times
 7-10 times
 More than 10 times
6. *During the previous 12 months*, how frequently did you hear of cases of plagiarism on written assignments?
- Never
 1-3 times
 4-6 times
 7-10 times
 More than 10 times
7. *During the previous 12 months*, how frequently did you hear of cases of cheating on quizzes, tests, or examinations?
- Never
 1-3 times
 4-6 times
 7-10 times
 More than 10 times
8. *During the previous 12 months*, how frequently did you hear of cases of students obtaining *entire* papers from Websites such as commercial paper mills on the Internet?
- Never

- 1-3 times
- 4-6 times
- 7-10 times
- More than 10 times

9. The faculty at my institution consistently follow my institution's requirements or policy for reporting *verified* academic dishonesty, within their department, or to the upper level administration, observed among their students:

- Hardly Ever
- Infrequently
- Occasionally
- Often
- Very Often
- Don't Know

10. In your opinion, over the last two years, have the number of *formal reports* (i.e., formal action taken against a student based on evidence) of academic dishonesty at your university:

- Increased
- Stayed about the same (SKIP TO QUESTION 13)
- Decreased (SKIP TO QUESTION 13)
- Don't Know (SKIP TO QUESTION 13)

11. If you responded "Increased," what do you think has caused the increase in academic dishonesty (please specify below)?

12. In your view, to what extent has the *availability of digital text*, such as documents on the World Wide Web, or materials found in online journal databases, contributed to academic dishonesty at your institution?

- Minimally
- Somewhat
- Moderately
- Substantially
- A Great Deal

13. What do you think are the **top 3** reasons for academic dishonesty at your institution? **Select three items only and please rank your choices using a 1 for the primary reason, a 2 for the next most important reason, and a 3 for the third most important reason:**

- Procrastination

- Uncertainty about what constitutes academic dishonesty
 - Lack of instruction about academic dishonesty by faculty
 - Ethical/Moral apathy
 - Easy access to digital text via the Internet
 - A lack of shared academic integrity values
 - Failure by the institution to enforce academic integrity standards
 - Laziness
 - Lack of language skills (e.g., English as a second language)
 - Self-esteem
 - Grade pressure
 - Competition between students
- Other (please specify below):

14. Do you currently teach at least one course per year?

- Yes
- No (SKIP TO QUESTION 18)

15. In your opinion, how serious a problem is academic dishonesty in the course(s) you teach?

- Not serious
- Somewhat serious
- Moderately serious
- Extremely serious
- Don't Know

16. Have you ever had a student in your course(s) commit an act of *verifiable* (i.e., you found evidence) academic dishonesty?

- Yes
- No (SKIP TO QUESTION 18)

17. If yes, how did you respond the last time you had *verifiable* evidence that academic dishonesty occurred in your course? **Check all that apply:**

- I did nothing
- I gave the student a verbal warning but no formal penalty
- I lowered the grade on the assignment in question
- I assigned an "F" for the assignment in question
- I assigned an "F" for the course
- I reported the incident to my Department Chair or other responsible administrator

- I allowed the student to resubmit the assignment in question with no grade penalty
- I allowed the student to resubmit the assignment in question with grade penalties
- Other (please specify below):

III. Use of plagiarism detection devices.

18. Have you ever used a plagiarism detection site and/or service such as turnitin.com, google.com, or EVE2 on the World Wide Web?

- Yes
- No (SKIP TO QUESTION 25)

19. Please put an **X** next to *all* of the Web search engines or plagiarism detection devices and/or services listed below that you have used to check for possible academic dishonesty:

- CopyCatch.com
- Edutie.com
- EVE2: Essay Verification Engine
- Findsame.com
- Glatt Plagiarism Services
- How Original/Paperbin/Integriguard.com
- MOSS (Measure of Software Similarity)
- PlagiServe: Global Academic Integrity Service
- TurnItIn.com
- Wcopyfind
- Web search engines (e.g., google, hotbot, Yahoo)
- Other (please specify): _____

20. Of the search engines or detection devices you listed above, which one do you use most often to check for plagiarism?(please specify):_____.

21. The last time you taught, did you have *all* of the students in your course submit one or more of their papers/projects to a detection service such as turnitin.com?

- Yes (SKIP TO QUESTION 23)
- No

22. The last time you taught, how many student assignments/projects/papers did you submit to a **Web-based tool such as google.com or turnitin.com** to check for possible academic dishonesty in student work?

- None
- One paper/project or other assignment
- More than one assignment but less than 5
- More than 5 assignments but less than 10
- More than 10 papers/projects or other assignments

23. In your opinion, how *useful* are Web-based search tools and detection devices for identifying suspected academic dishonesty?

- Not at all useful
- Somewhat useful
- Moderately useful
- Extremely useful
- Don't Know

24. In your opinion, does the availability of Web-based detection devices make verifying suspected plagiarism *faster*?

- Not Faster At All
- Somewhat Faster
- Much Faster
- A Great Deal Faster
- Don't know

IV. Academic integrity policies and the prevalence of honor codes.

25. Does your institution have an honor code or honor pledge?

- Yes
- No (SKIP TO QUESTION 29)
- Don't know (SKIP TO QUESTION 29)
- Other (please specify below):

26. Is your honor code or honor pledge available on the World Wide Web?

- Yes
- NO (SKIP TO QUESTION 29)

27. If yes, please provide the Web address (URL) below:

28. Have you read the honor code or honor pledge for your institution?

- Yes
- No

29. Does your institution have an academic integrity policy?

- Yes
- No (SKIP TO QUESTION 32)
- Don't know (SKIP TO QUESTION 32)

30. Have you read the academic integrity policy for your institution?

- Yes
- No

31. Is the policy available on the World Wide Web? If yes, please provide the Web address (URL) below:

32. Please list below the name of the institution(s) that you think have the most equitable honor code or academic integrity policies:

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33. To what extent do you agree that your institution's academic dishonesty procedures (and/or policies) are overly time-consuming to *enforce*?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

34. To what extent do you agree that allowing faculty to handle instances of academic dishonesty in their course, as they see fit, is an issue of academic freedom?

- Strongly Agree
- Agree
- No opinion
- Disagree
- Strongly Disagree

35. Potential personal liability (e.g., being sued), stemming from accusing a student of academic dishonesty, deeply concerns me:

- Strongly Agree
- Agree
- No opinion
- Disagree
- Strongly Disagree

36. To what extent do you agree that those students accused of academic dishonesty are treated equitably at your institution?

- Strongly Agree
- Agree
- No opinion
- Disagree
- Strongly Disagree

V. Role of academic support services in plagiarism prevention and detection.

37. My institution provides at least one support service (e.g., librarians, writing center counselors/advisors, and tutors) to help students to *avoid* academic dishonesty:

- Yes
- No (SKIP TO QUESTION 40)

38. If yes, please specify which services are available to you (check *all* that apply):
- Writing Center counselors/advisors
 - Librarians
 - Tutors
 - Other (please specify in the box below):

39. How many times have you used the support services (e.g., librarians, writing center counselors/advisors, and tutors) during the previous 12 months?
- I did not use them
 - One time
 - 2-3 times
 - 4-6 times
 - 7-10 times
 - More than 10 times

40. Students at my institution are required to take at least one course, seminar, or workshop that includes education on library skills, research methods and/or citation format.
- Yes
 - No (SKIP TO QUESTION 44)
 - Don't Know (SKIP TO QUESTION 44)

41. If yes, please specify the name(s) of seminar(s), course(s), or workshop(s) in the box below:

42. Support services (e.g., librarians, writing center counselors/advisors, and tutors) at my institution play an important role in encouraging academic integrity:
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Don't Know

43. To what extent do you agree that support services (e.g., librarians, writing center counselors/advisors, and tutors) at your institution play an important role in assisting faculty or administrators to *detect* academic dishonesty?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

44. Have you ever used the World Wide Web as a teaching tool or as a supplement to a face-to-face course, or have you taught a course entirely online?

- Yes
- No (**PLEASE STOP NOW AND SUBMIT THE SURVEY, THANK YOU!**)

45. In your opinion, did academic dishonesty *increase* after you used the Web or taught online?

- Yes
- No
- Don't Know

46. In your view, does using the Web in teaching, or teaching a course entirely on the Web, make it more difficult to *identify* academic dishonesty?

- Yes
- No (SKIP TO QUESTION 47)
- Don't Know (SKIP TO QUESTION 47)

47. If yes, please tell us why you think this in the box below:

48. In your opinion, does using the Web in teaching, or teaching a course entirely on the Web, make it more difficult to *verify* suspected academic dishonesty?

- No, Not More Difficult
- Somewhat More Difficult
- Much More Difficult
- A Great Deal More Difficult
- Don't know

The End. Thank you for your assistance!