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**FACULTY AND STUDENTS' PERCEPTIONS OF ~~Academic Integrity:~~
CHEATING BEHAVIOR: A JOURNEY INTO MORAL DEVELOPMENT**

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DOCTOR OF PHILOSOPHY IN URBAN EDUCATION

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at the

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This dissertation has been approved for
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Accounting

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**FACULTY AND STUDENTS' PERCEPTIONS OF CHEATING BEHAVIOR:
A JOURNEY INTO MORAL DEVELOPMENT**

VIC HIGGINS

ABSTRACT

Research has shown that academic misconduct is an issue of concern in most subject areas across both secondary and post-secondary education. However, variation in both investigators' research interests and definitions of the behaviors being investigated leave many unanswered questions regarding the seriousness and nature of the problem, as well as how educators and their students perceive these behaviors.

Although comprehensive data have been collected and continue to inform the field, most major studies of academic dishonesty have assigned what is referred to in the research as "cheating behaviors" based on the researchers' experiences with cheating or the definitions used in previous research. Very few studies have investigated both faculty and student perceptions of the seriousness of pre-defined cheating behaviors, and a surprising lack of research exists which asks participants to define the behaviors they consider to be cheating. This, then, was the foundation of this research.

This research took place at two Northeast Ohio universities, selected for their similar academic offerings and service to comparable communities. Faculty and student participants from all colleges at both universities were self selected by completion of an online survey that was sent via e-mail.

Both faculty and students perceptions of cheating behaviors are complex. Faculty and student perceptions of the reasons people cheat fell into four categories. When asked to list cheating behaviors, each group listed behaviors which fell into four categories. A

factor analysis indicated that there are between five (students) and six (faculty) underlying factors of cheating behaviors. In each case faculty consider student-cheating behaviors to be more serious than students do. In comparison, faculty-cheating behaviors fell into five categories that when comparison could be made, students reported these behaviors to be more serious than faculty did. Students' perceptions vary across colleges of study on the seriousness of many behaviors; however faculty perception's only vary by college of study on the behavior of plagiarism.

Additionally, five other themes emerged from the data: no common understanding of cheating behaviors, "two different worlds", no common understanding of who has the responsibility for maintaining the integrity of the academic environment, faculty cheating and just communities. These themes and the implications are explored along with suggestions for future research.

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CHAPTER I

THE PROBLEM

Studies indicate that Academic Cheating has increased, (Anderman & Murdock, 2007) but to understand the importance of this perceived increase we must first examine our common understandings of the term cheating. More importantly we must stop and ask ourselves if our focus should be on the increase in cheating or if it should be on the decrease in a common understanding of academic integrity. Many of the studies in cheating focus on identifying which characteristics are associated with cheating (Dawkins, 2004; Eberhardt, Rice, & Smith, 2003; Finn & Frone, 2004; Kanfer & Duerfeldt, 1968; Leming, 1980). Presumably this behavioristic framework can be used to predict who will cheat, assisting in preventative measures as well as catching it when it happens. Perhaps educators would be better served by changing the framework to look beyond the prevalence or correlates of cheating behaviors to the social context within which individuals must understand and act on moral and ethical dilemmas. Certainly it can be argued that universities offer a unique social context that necessarily exposes us to differing levels of moral development, and other understandings of right and wrong. However beyond the exposure of the social context, the university environment also introduces professional and institutional influences on those understandings. Further,

faculty and students on a campus with multiple colleges face additional influence from peers who are operating within other social groups and therefore other standards.

If our understandings are not consistent with the professions and the institutions we represent, the integrity of those same institutions may be undermined. But if there is any location where the “established norms” should be questioned, tested and protested it is within the hallowed halls of universities. Faculty and students have an obligation to maintain the integrity of the practices within which they operate.

However in the publish-or-perish environment of academia there is an irony.

“While we identify our words as ours, secure them by copyrights, and insist on rigorous rules of bibliographic reference, the object of the enterprise is to give our ideas away. Our fondest hope is that everyone will take our ideas: yet no one must take our words. Our stature as scholars is increased when others take our ideas, but our very existence is diminished if the expression of those ideas—our words—is taken by others as their own” (Blatt & Ozolins, 1982).

Yet those ideas may be relative in value - not absolute.

“ The society that generates, receives, and uses intellectual property qualifies its worth because of its mutually developed cultural values that serve as a yardstick... Only a society with shared values can establish the worth of a particular cultural creation” (Clark, 2001))

A commitment to shared core social values, it can be argued, is what allows our society to exist at all. Throughout history and across cultures there is indication from religious and other known cultural beliefs that integrity has been a subject of importance not only for the individual but for the community at large:

Mitra - In Vedic Hinduism, represents friendship, **integrity**, harmony, and all other qualities necessary to maintain order in human existence.

Fides - The Roman goddess of good faith and honesty, who oversaw the **integrity** of the Romans. In the later Roman period she was called Fides Publica (“Public Faith”) and was considered the guardian of treaties and other state documents.

Shun - In Chinese mythology, one of the three legendary emperors, along with Yao and Da Yu, of the golden age of antiquity (c. 23rd century BC), singled out by Confucius as models of **integrity** and virtue. Shun is credited with standardizing weights and measures, regulating waterways, and organizing the kingdom into provinces (Britannica Online).

From these summaries it can be inferred that these cultural understandings of integrity have in common the intent of maintaining order within human societies. Today that order might be better understood as setting the standards by which societies measure themselves. That is not to say that integrity should be understood as standardization, but rather as the core values that allow us to organize and maintain our communities.

In fact it is the community that defines core values. MacIntyre (1981) would argue that this not only applies to the institutionalized macro-community but also to micro-communities such as churches, local business organizations, and academic environments, among others. In these cases, individuals might also have varying understandings of integrity based on the practices of each community. How integrity is considered is therefore conditional to the community in which it is situated. Weaver, (2006), further suggested that if practices are socially embedded and constituted, then

“honest communication among practitioners is essential, or else the products of the practice might not be achieved.” In this sense the integrity or soundness of the institution or community requires the integrity of its individual members.

Weaver (2006) seems to suggest that participating in a practice means membership in a tradition, understood as “incorporating that tradition’s practices and ways of understanding and, in a vital and living tradition, reasonably arguing about those practices” (p.344). His ideas about participation would suggest that the values of the culture are subject to constant repositioning and revision. Universities would seem to be the best places to both revise and argue those revisions. From this viewpoint, not meeting standards of academic integrity or cheating, as MacIntyre and Weaver allude, might simply be a method of *reasonably arguing* about the acceptable practices of the educational environment. The following vignette offers an example of how our students understand what is considered to be acceptable practice:

In a recent university plagiarism task force meeting, one of the members recounted the following story:

A student came into the offices for writing help and provided a paper for review. When the task force member read the paper, she discovered that it was not the student’s work and, furthermore, the sources used had all been plagiarized. When the student was confronted, her response was: “That’s how it works. I cheat, you catch me, and then I *fix* it.”

Although this might be perceived as an extreme (albeit authentic example), it demonstrates a skewed understanding of the practice expected of her in an educational setting. It also shows that the student acknowledged the institutional rules but believed

the onus for maintaining those rules fell to the staff member. Further in Bennett's (2005) study on plagiarism, students reported that they saw the faculty as enforcers of rules imposed by administration. Moving beyond the question of what happens if the student in the vignette does not get caught; the question remains as to why this student takes no moral responsibility for her actions. Further, students not only push the responsibility away from themselves, they may in fact remove the responsibility from anyone they must encounter face-to-face and place it on an unnamed administration.

It may be germane to this discussion to ask if academic integrity conflicts with academic freedom. Rutgers University proffers "ethical conduct [as] the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses." Further they maintain that honesty and integrity are necessary preconditions for academic freedom (teachx.rutgers.edu/integrity/policy.html). On the other hand, MacIntyre's idea that reasonably arguing about practice may in fact appear to be a breach in integrity, seems to contradict the Rutgers precept. The following should serve as an example of this apparent contradiction in the perception of academic integrity:

The editor of a student newspaper at an urban university publishes the first of a three-part expose on how the university spends funds from a mandatory fee paid by every student. The information is not flattering to the university and the response from the student body is outrage over the way the funds are spent. The administration saw the outrage as a *disruption in the educational process* clearly incited by the editor and clearly banned in the student handbook.

From Rutger's perspective this is a breach of conduct and should be dealt with seriously. From MacIntyre's perspective this student was fully participating in his community by calling into question the practices therein. This example demonstrates not only different ways that the same behavior may be viewed but also explores the more complex issue that different communities of practice may have different communities of understanding. The gap in understandings between communities may then be further influenced when one community views the rules as in conflict with other communities of practice – in this case, our civil and constitutional rights.

The Changing Definition of Academic Integrity

Breaches in academic integrity have been historically broadly defined as: unrealistic reporting (Keehn, 1956), deception (Taylor & Lewit, 1966), inappropriate self-administered rewards (Kanfer & Duerfeldt, 1968), deviant student behavior (Hill, 1968), and classroom dishonesty (Vitro, 1971). However, such wide reaching classifications do not consider the students' or faculty's orientation to issues of integrity. To understand the historical context of academic integrity requires the investigation of the different behaviors that have been understood to be breaches of academic integrity in both the research and in the information provided to students and faculty.

A review of the literature reveals an institutionalized perception of academic integrity. In most cases academic integrity has been defined by what it is not; that is – it is not cheating (Alutu & Alutu, 2003; Belleza & Belleza, 1989; Blatt & Ozolins, 1982; Cizek, 2003; Flynn, Reichard, & Slane, 1987; Graham, 1994; Leming, 1978; McCabe, 2005). Further an investigation of many university websites and student handbooks indicated that universities also define it in this manner. These definitions usually include

a long list of what is considered to be academic dishonesty, cheating, or *behaviors that are unwelcome in the educational environment*. Beyond the subjective nature of the interpretation of these unwelcome behaviors, interestingly many of these same sites offer no clear delineation of what is in fact academic integrity. The following are two examples from the Universities examined in this study.

Due to odd labeling and web links, the University of Akron's Student Judicial Affairs website seems to define academic integrity as plagiarism. Their website, www.uakron.edu/studentlife/sja/SJAaca.php, has a link labeled "Academic Integrity Defined", a click on that link leads to a page about plagiarism, where academic integrity is not mentioned. At Cleveland State University (CSU) the student handbook does not mention academic integrity. It does discuss academic misconduct and defines it as cheating, plagiarism or tampering (www.csuohio.edu/studentlife/conduct/index.html). Each of the three main categories is broken down to specific behaviors as follows:

Cheating -- Fraudulent acquisition and/or submission of another's intellectual property. This includes but is not limited to the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments, and copying the examination answers of others.

Plagiarism -- Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Tampering – Altering through forgery, fabrication, deletion, and/or misrepresentation one's own or another's academic record. This includes but is not limited to the tampering of graded material, grade books, or electronic records of graded material and the misrepresentation of degrees awarded, honors received, or sanctions issued (CSU Student Code of Conduct, p.17-18).

The repercussions of these behaviors are further mediated by the percent of the course grade the particular assignment represents

At CSU, like many universities, academic misconduct behaviors are listed under academic regulations and are accompanied by an additional list of behaviors which violate other codes of conduct such as sexual harassment or disruption of an authorized school event. Note how easily a collective understanding of academic integrity is lost and replaced with a collective “*Not-to-do list*”.

The *not-to-do list* has influenced the research in the field. Within the research, definitions of academic integrity are inferred from studies on academic dishonesty. The research definitions of academic dishonesty range from inappropriate self administered rewards (Kanfer & Duerfeldt, 1968) to more extensive lists of unethical behaviors such as Brown and Choong's (2003, appendix A) list of 16 specific behaviors, or McCabe's list of 26 specific behaviors, as modified and used in this study. Other authors have more philosophical thoughts about the effect the behavior has on a student's grade and/or on other students. One example would be the idea that

“It all may best be viewed in terms of effect on relative grades, i.e. if students' actual learning is still reflected in final grades, it's not likely to be cheating. On the other hand, if actions change (improve) that

grade relative to other students, then other students are harmed and it is likely to be cheating” (Higbee & Thomas, 2002).

This tendency to define academic integrity by what it is not may leave a serious gap in faculty and students’ understanding both of what constitutes academic integrity and their role as participants in the academic community. Providing a list of cheating behaviors gives students the impression that any behaviors *not* on the list must therefore be acceptable. As a result students may perceive something as simple as failure to complete course assignments as acceptable behavior because it is “not on the list.” Further faculty may be less inclined to report offenses if they do not agree that the listed behavior is serious.

The problem of defining academic integrity by what it is not, that is, it is not cheating, is cause for concern when examining the students’ or faculty’s ability to interpret the information or to use it to build their own ethical selves. This apparent lack of understanding is further exacerbated by our rapidly changing technological environment.

Use and Advancement of Technology

Many researchers suggest in the discussion section of their papers that cheating may be increasing as a function of increased technology use. These same researchers offer no credible proof that this hypothesis is so – but rather only that the tools used for cheating have changed (Ercegovac & Richardson, 2004; Etter, Cramer, & Finn, 2006; Kraus, 2002).

Roach (1998) found that students who copy from the Internet are somewhat more likely to cheat on tests. The relative low percentage of Internet cheaters however, does

not support the view that... "technology has ushered in a new and menacing era in the realm of cheating"..., neither that "cyberplagiarism" has increased across a wider population of students, nor academic settings (Dawkins, 2004). It is important to consider that like cheating-behaviors, technology adoption itself is influenced by peer or other social groups (Karaca Mandic, 2004). While it is important to examine these influences, discussion of causation should be avoided when examining correlations.

While this study does not attempt to answer questions about the effects of technology integration on perceptions of cheating behaviors, the author does recognize the contextual influence technology has had in education.

The role of technology in education is in flux as both students' and teachers' self efficacy and experience levels with technology change. "Current learning theories, such as constructivism, emphasize using computer technology as a tool to access and organize information, and to construct personal knowledge" (Milbrath & Kinzie, 2000). The increased quantity of information available to us as a population has grown exponentially; as a result, it is almost necessary to use technology simply to keep up with the sheer volume of information. Unfortunately, the speed at which technology changes, has caused problems in our understanding of the socially acceptable use of this technology from the standpoint of both legality and morality. Further the understanding of credible source materials may be eroding as the internet with its blog and wiki environments has provided a space where anyone with an opinion can be seen as an authority on an issue (Keen, 2007). If true this could add to faculty and student misinterpretations. In fact, many of the laws currently used for intellectual property --

one of the main issues in plagiarism-- were created in direct response to technological advancements. A brief exploration of copyright law can demonstrate this point.

Copyright Laws.

The concept that a person should have the right to make a profit from ownership of his ideas is a relatively new one. For generations most people agreed that knowledge could not belong to any one person.

“Oratio publicata res libera est.” translates as a speech made public is free (Quintus Aurelius Symmachus, 345-410AD). However as marketing of ideas and products increased throughout history, the conflict between personal possession and rights of the public domain of knowledge began to arise. This conflict of the free democratic distribution of knowledge and individual motivation in a free market has been part of the American identity from the beginning. Students and faculty are on the front line of this battle today.

Since the invention of the printing press socially acceptable behaviors that effectively balance these two concerns have had to be redefined. One example is the United States copyright law. Since 1976 there have been 46 changes to the copyright laws. Of these, 21 are in direct response to technological advances that allow duplication and distribution of materials in ways not previously considered to be a threat to copyright holders. It is within this context of constant change to the laws and ease of distribution of materials that students and faculty must define their moral selves.

Beyond the difficulties of trying to define oneself within an ever and quickly changing technological environment, there are the additional problems caused by the new technological vocabulary that has invaded our lexicon, and therefore our mindset. One

example of this might be the sorting machine model of education, which refers to learning in terms of input, and output (Spring, 2006). If we think of learning in terms of input and output, then output can be assessed as either acceptable or flawed in which case standardized tests make perfect sense. However, if students do not see their learning as output they may see the flaw in this reasoning and begin to look at education as a game. From here it is a short trip to the gaming industry where cheat codes and other materials that are created for the gaming market can make cheating seem acceptable (<http://www.cheatcodes.com/>).

Finally the role of technology in shaping our perceptions through the media should be mentioned here. As will be addressed later in this paper the context of a moral judgment-event, including the social acceptance of behaviors, influences the decision process to behave morally. It has been suggested by Callahan (2006) that the media's desire to capture an audience has led them to present a more lurid and negative interpretation of the morality of others. Consider Enron, reality TV or the myriad of Washington, D.C. scandals. This could suggest that the increase in cheating is not related to the individual's use of technology but rather to our interpretation of acceptable behavior in relationship to technological influences on our social norms.

The issues of development of self-identity within the arena of technology integration and copyright laws become more complex in higher education as the free exchange of ideas comes into direct conflict with the personal ownership of those same ideas. In his study of university professors, Henry (2002) noted the value of the internet "in supporting faculty productivity, especially in the stimulation and refinement of ideas" (p.54). Although certainly liberating, free exchange requires special attention to, and

knowledge of the copyright laws. As an example, journal articles in PDF form may be placed on electronic course reserve through the universities library or on course management sites such as WebCT but may not be placed on an open web site. In other words we are allowed to exchange and distribute ideas but we are limited by the effect on the rights of the owner.

While our institutions develop more and more policies to control ownership of materials it is important to remember that the laws are protecting us from ourselves. Clark (2001) argued that within a productive society exchange and innovation must be maximized. In so doing “cultural identity is achieved over time as one interacts” with others (Coleman, 2003). Therefore all teachers and students should be instructed in the use and reasons for copyright protection in order that they might weigh-in on the values and worth to be assigned to intellectual property in their own work as well as the work in their classes, and in so doing more clearly define their own identity.

In order to clarify misperceptions about academic integrity vs. academic dishonesty, it is the purpose of this study to determine what behaviors faculty and students consider as cheating, how severe they believe these behaviors to be, and how the perceptions of faculty and students compare between and across programs of study.

Research Questions

1. What are faculty and student perceptions of cheating behavior?
2. How do faculty and students define cheating behaviors?
3. What are the differences/similarities in these definitions?
4. Are there variations by college?

Survey Creation and Pilot Test

To better explore the faculty and students perceptions of cheating behaviors, a survey was created that includes:

- Demographics (faculty and student options)
- Participant created list of cheating behaviors
- Perceived seriousness of McCabe Behaviors Likert scale.
- Reasons for cheating and behaviors that are not cheating

Phase I: Pilot test Survey.

A printed version of the survey was given to 27 undergraduate education students. Further details on participants and administration techniques are listed in chapter three of this document.

The survey instrument was modified based on feedback from these students. Specific modifications are listed in Chapter Three of this document.

The survey was modified for clarity and moved to an online surveying system (surveymethods.com). Separate student and faculty surveys were created to gather differing demographic information. Secondary surveys were created to ask for interest in participation in a raffle or a follow up focus group on this topic.

Phase II: Pilot test online Survey.

The new surveys were pilot tested at a third university, Kent State University, by 27 undergrad and graduate students across five colleges and 53 faculty across 3 colleges. Again, the surveys were modified for clarity based on participant feedback and answers.

Definition of Terms

The definitions listed below were gathered from the *Oxford American Dictionary of Current English and the Oxford English Dictionary*. It should be noted that these short definitions while concise oft times lose secondary and connoted interpretations of the terms. For example while integrity in academics refers to the honesty of the work, the same term used to describe institutions refers to their soundness or wholeness.

Cheat *v & n* - tr. (often foll. by into , out of) deceive or trick (cheated into parting with his savings). (foll. by of) deprive of (cheated of a chance to reply).

Cahoots *n pl* - in collusion.

Collusion *n* - a secret understanding, esp. for a fraudulent purpose.

Identity *n* - The sameness of a person or thing at all times or in all circumstances; the condition or fact that a person or thing is itself and not something else; individuality, personality.

Integrity *n* - moral uprightness; honesty.

Tattletale *n* - one who tells tales or informs, esp. a child.

Plagiarize *v tr* - take and use (the thoughts, writings, inventions, etc., of another person) as one's own.

Snitch *n* - An informer; one who turns King's or Queen's evidence.

Limitations

The distribution system used for this research requires that students and faculty be notified by e-mail to participate in the online survey. By its very nature this limits feedback to those with some amount of technology experience. In addition due to privacy and public records laws, the e-mail addresses available for students from the University

of Akron were limited to approximately 5000 students who opted into an online campus directory. Cleveland State University allowed the e-mails to both faculty and students to be sent through the campus system. There is no guarantee that the students use their university e-mail addresses, nor notify the university to forward e-mail to a different address. As a result many students may not receive the e-mail invitation to participate.

Online surveys present their own issues. In the case of this study, the survey software was unable to create a user generated item that could be Likert-ranked within the same question. In addition: to promote ease of use, the survey is not password protected. While it is highly unlikely that individuals outside of the campus community would access this page, no guarantee of limited distribution or participation can be made.

Finally it should be mentioned that McCabe (2007) noted, students are concerned that online surveys gather IP addresses; as a result he believes he is getting a lower response rate on his surveys. The same concerns may limit student responses to this survey.

Researcher Bias

In addition to the limitations listed above, it should be noted that the researcher for this study teaches at the university level. This experience may influence the researcher's perceptions and attitudes about the value and purpose of education and as a result influence the researcher's ideas about cheating.

CHAPTER II

LITERATURE REVIEW

Theoretical Framework

The following section centers on moral development and moral reasoning. It is important to look further at the moral development not only of our students and faculty but also of the institutions in which they function. An exploration of the moral development literature suggests the developmental stages are simply contextual reference points for the moral reasoning processes that predate cheating behaviors.

Moral Development

A review showed that much of the research on academic dishonesty viewed any activity through a humanist or behaviorist lens. As a result the research has examined cheating as either a prevalent behavior or behaviors correlated with individual traits such as age, gender or sense of belonging (Whitley, 1998). This approach may be useful for quantifying how often these behaviors are performed or for developing predictive models of who is most likely to cheat, but these models place contextual issues into quantifiable variables or boxes that may better be considered as fluid processes of understanding. Rogoff and Angelillo (Rogoff & Angelillo, 2002) argue that this '*box problem*' sees culture as a fixed characteristic that can be categorized and that while it may be useful to

think about it in this way for issues of identity, this *box* limits the research on cultural process.

This limiting lens leads to demographic variables being used extensively in the research and as a result most studies do not attempt to identify the processes underlying the decision to cheat (Anderman & Murdock, 2007). The foundation of this lens may be due to our understanding of moral development as an ontological (or age related) phenomenon. This might best be represented through a brief summary of Kohlberg's post Piagetian work on moral development. Kohlberg's theory of six levels of moral development includes:

Level 1. Preconventional Morality

Stage 1. Obedience and Punishment Orientation.

Stage 2. Individualism and Exchange

Level II. Conventional Morality

Stage 3. Good Interpersonal Relationships.

Stage 4. Maintaining the Social Order.

Level III. Postconventional Morality

Stage 5. Social Contract and Individual Rights.

Stage 6: Universal Principles.

While some have interpreted his stages as age related, Kohlberg himself found them not developed through neither maturation, nor socialization but rather through our own thinking about moral problems. He acknowledged that social encounters might precipitate these thought processes but still limited the responsibility to the individuals development level. Limitations of his work include that he did not believe that there was

downward mobility between stages. His theory states that, once you have reached a stage you would never revert back to a previous stage. Further in his later work Kohlberg suggests that his Stage 6 Universal principles may not be valid or minimally could not be clearly explored with the tools he had developed to examine the other stages.

Undoubtedly Kohlberg's work has influenced the accepted understandings of cheating behaviors. As a result the research has focused on locating commonalities in individuals in order to classify their developmental stages. In fact these stages and behaviors are developing within larger communities of practice and may be subject to fluid revision based on the situation.

It is interesting to note that these developmental stages may also apply at the macro-level of the institutions in our society. For example, the hierarchical nature of the university may preclude the institution from being able to develop beyond conventional morality. University policies are in place to maintain social order.

Activity theory allows us to see the complexity of moral activity beyond Kohlberg's *just communities* as a factor in individual moral development. In activity theory development occurs in an interactive dynamic process. While they have not yet found their way into much of the research on academic integrity or cheating these processes of moral reasoning have been explored through decision theories that examine deliberative processes such as utility theory and prospect theory, as well as the emotional processes and evolutionary influences.

Moral Reasoning

It can be suggested that the moral development stage affects the cognitive processes by which individuals make decisions. The deliberative and emotional aspects

of these processes have been explored. Deliberative theories such as the economic based utility theory suggest that individuals make decisions on behaviors based on the probability of certain outcomes. In this simple weighting equation cheating might be seen as the rational decision. From this viewpoint a correct institutional response would be to reduce the expected utility of the cheating behavior.

Prospect theory agrees that the decision process is based on weighted utility but also argues that the equation should be expanded to include a variable reference point. This reference point allows not only for a recalibration of utility but also for a recalibration of the likelihood of a particular consequence from the behavior. Under this theory some unlikely consequences are likely to be eliminated as part of a decision weight function. Other long term consequences (positive or negative) may be seen as less important as a result of temporal discounting. Additionally the referenced point for the utility of a given action may be recalibrated as a result of gain/loss framing. For example, people tend to take risks to avoid loss, but avoid risks when looking at gains. From this viewpoint a correct institutional response would be to help students see their grades as gains.

Bandura (2002) suggests that these recalibrations might better be understood as part of the mechanisms of the self-regulatory process. Within the self regulatory process he argued that moral justification, dehumanizing or attributing blame to the victim, and displacement of responsibility along with minimizing or misconstruing the consequences might effect how the reference point is recalibrated (see Bandura, 1986, Fig. 1)

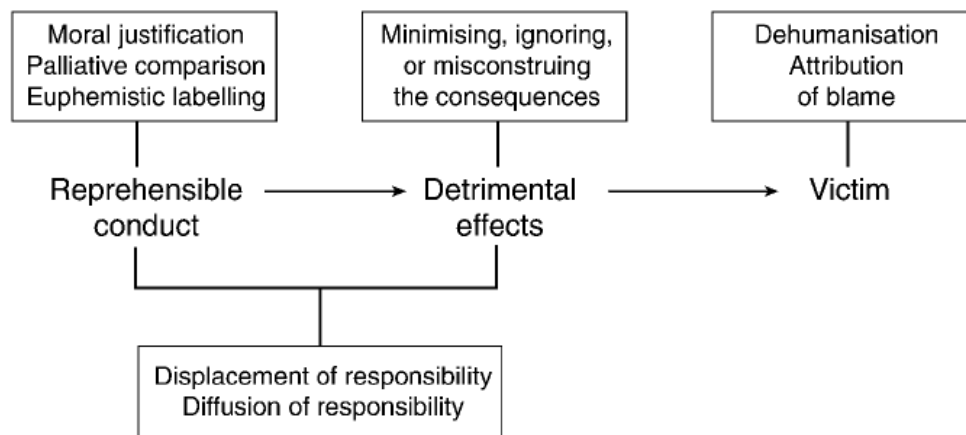


Figure 1. Mechanism through which moral self-sanctions are selectively activated and disengaged from detrimental behavior at different points in the self-regulatory process (Bandura, 1986).

Bandura (2002) also suggests that language plays a role in shaping our thought process on which actions are based. From this, an examination of the language used to describe cheating may reveal a use of euphemisms among students and faculty who do not see certain behaviors as serious forms of cheating. It is further suggested that students may develop neutralizing attitudes that help them explain away their cheating behavior (Whitley Jr. & Keith-Spiegel, 2002).

The previously mentioned Deliberative theories seem to suggest that at each decision point an individual weighs a series of outcome values to determine the overall utility of an action. If as Labaree (1997) argues our students see the educational system as a means for personal advancement with no regard to the quality of education or learning, not only might their reference point be distorted, the *outcome values* may be skewed. In such cases it can be argued, “cheating could be seen as a rational choice in a society of warped values” (Anderson & Murdock, 2007, p xiv). Further it could be argued that this choice is in fact civil disobedience as a form of social justice. This would suggest that

some cheating may in fact be representative of Kohlberg's stage 6 of moral development – universal principles.

Proponents of Emotion Based theories agree that complex cognitive processes are involved in our decisions, however they profess that our emotions and moods influence those processes. These theories suggest that emotion is a source of information and that we may change our selection of cognitive processes due to a bias created by our mood. Additionally memories of previous emotional states may affect our current decision processes. Finally the role of anticipated emotions should also be considered. Perhaps the most influential of these would be regret and disappointment. Anderman and Murdock (2007) state that avoiding disappointment is a strong motivator – based on an expected outcome. This emotional component offers some explanation of why a high performing student might decide to cheat.

In simplistic terms decision theorists look at cheating as a decision to cheat or not to cheat. In reality the decision that may be made is –Right here, in this situation, with these people, is it cheating or not?

In an effort to better understand the decision process other researchers have suggested that motivation and identity play a role. For example “developmentalists have sought to shift the focus or broaden the purview of psychological research and theory beyond moral cognition to include questions not only of moral motivation but also of moral identity” (Bergman, 2002), p.105). These concepts might best be understood through Sociocultural Theory.

Sociocultural Theory

Exploring the communities of practice leads to examination of Sociocultural theory, which today focuses on the work of Vygotsky. He argued that higher order thinking develops through social interaction, based on the idea that perception and activity are inseparable. He believed that the human mind comes to exist, develops, and can only be understood within the context of meaningful, goal-oriented, and socially determined interaction between human beings and their material environment.

Vygotsky's ideas about the zone of proximal development suggest that the learning process is specifically related to the social interaction available to the individual at the moment.

Two subsets of sociocultural theory that seem to be relevant to our understanding of decisions to cheat are Goal Theory and Activity Theory.

Dweck's work on Goal Theory suggests that students have varying goals such as performance goals and mastery/task goals that influence their understanding of learning and may influence their motivation to act in a given fashion.

Goal Theory is currently very popular but suffers from the problem of still focusing the lens on the individual. It is also limited by the rigidity of a label as one or the other; suggesting that an individual cannot be both mastery oriented and want to avoid looking stupid. Nor is one likely to move from one goal to another.

Activity theory incorporates many of the findings on motivation, goals and contextual factors related to cheating, however it sees them as separate parts of a larger whole. A preliminary understanding of activity theory suggests three subsets of the decision process:

1. Activity – Motivation: Go to school – fun/forced, intrinsic/extrinsic
2. Action – Goal: Take a test / write a paper etc – see how well you did/get out of school.
 - a. When a student asked what Algebra I was used for, the response was "to get into Algebra II"
3. Operation – Conditions: Cheat /don't cheat – (various individual and contextual factors)

One proponent of activity theory Barbara Rogoff (2002) adds to Vygotsky's concept of Zone of Proximal Development by suggesting the developmental process of apprenticeships. An initial review of her work suggests that ethics and moral decisions are directly related to experience through apprenticeships. Granott (1998) adds a further harmonious beauty to this lens by suggesting that not only is there interaction between the individual and the social environment but that it should be considered as a unit she refers to as a developmental ensemble.

The ensemble is the smallest group of individuals who directly interact with one another during developmental processes related to a specific activity-context. Like the musical ensemble, the developmental ensemble is characterized by the interdependence and interrelation between the development of its members. As a unit, the ensemble has several advantages.

One, it accommodates the dynamic social constellations that form and change within social settings during unconstrained developmental processes.

Two, the unit is objective and clearly identifiable.

Three, the underlying structure and dynamics of ensemble processes indicate how development occurs through social interaction and can be compared across ages, activities, and cultures.

Ensemble processes allow the dynamic systems approach to be used in the study of development, focusing on interactive systems and on their dynamic processes (<http://communication.ucsd.edu/MCA/Journal/moremca.html>).

Using these frameworks, this study attempts to look at the *developmental ensembles* in which students evaluate cheating behaviors. Understanding these underlying contextual components may change the lens of future research on cheating from the current focus on prevalence or correlates.

Literature on Cheating

Problem/prevalence.

Depending on one's definition of academic dishonesty, the data collection methods employed, and other variables, prior studies report that anywhere from 13 to 95% of college students engage in some form of academic dishonesty (McCabe & Trevino, 1993). While many of these studies suggest that there has been an increase in dishonest behaviors, other findings by some of the same authors propose that media reports of dramatic increases in cheating may well be unfounded (McCabe & Bowers, 1994). Further one of the main researchers in this field, Donald McCabe points out that although the number of students who cheat has increased only modestly, the students who do cheat are engaging in a wider variety of test cheating behaviors today and are also cheating more often (McCabe & Trevino, 1996).

Impact on higher education.

Whether cheating has increased or simply become more complex, we in higher education must address it. Alutu and Alutu (2003) argue that cheating on examinations “produces a devastating social malaise that reduces the worth of academic certificates” (p.149). Austin, Simpson and Reynen (2005) support this idea but take it a step further to include all cheating behaviors and suggest that not only does it decrease the real value of the conferred degree but also may alter our perceptions of the true meaning of academic success.

The many behaviors that constitute cheating combine to diminish our ability to accurately gauge student achievement. Cheating can distort our understanding of what is happening in schools and confound efforts to craft meaningful educational interventions and policies. At a more abstract level, cheating can result in mixed messages to students regarding the values we wish to instill (Cizek, 2003).

Plagiarism offers a different concern to the field. “Our stature as scholars is increased when others take our ideas, but our very existence is diminished if the expression of those ideas—our words—is taken by others as their own” (Blatt & Ozolins, 1982), p.562). The fact that accurate grades (i.e., those that have not been distorted by plagiarism) indicate a person’s progress in a particular subject relative to (1) other people in his or her year, and (2) the individual’s own expectations, must be clearly elucidated (Bennett, 2005).

Unfortunately cheating is not limited to our students. It has been shown that faculty also cheat and “there are consequences to educators' cheating even when that

cheating happens to go undetected. Because a significant aspect of their job is the modeling of appropriate social and ethical behavior” (Cizek, 2003, p.30).

One final reason that educators must care about this issue is that they may inadvertently be supporting behaviors such as collaborative learning that may be construed as cheating in another setting or classroom. In the authors’ (Anderson and Murdock, 2007) discussion they talk about the broader issue of cooperative learning, beyond how to help students with the workload or benefits to their self-esteem or motivation to learn . They suggest the following larger context questions:

- Is a student cheating when collaboratively working with another student?
- What does that say about the instructor and the larger educational system?
- What pedagogical purpose is served by declaring that students will be judged on memorization and must therefore spend a disproportionate amount of time attempting to cram dates, definitions, and other facts into their short-term memory?
- To what other educational purposes might that time have been put?
- What is the purpose of this sort of assessment - is information being collected about students’ proficiency for the purpose of helping them to learn more effectively, or is the exercise more about sorting them, or controlling them? (p. xvi)

Correlates

Characteristics of individuals.

While it is important to understand the variety of behaviors which are considered to be cheating; as important is a clear understanding of who cheats and why. This section will discuss the literature on the characteristic of students who cheat.

Demographics: Gender, age, cultural differences, religion.

Brown and Choong (2003) found that males were generally more likely to self report cheating than females. Anderson and Murdock (2007) argue that the age and grade level variations cannot be cleanly examined separately. Further they suggest that it is a curvilinear relationship with cheating increasing from kindergarten to high school and then decreasing in bachelors programs and further in graduate programs. Etter, Cramer and Finn (Etter et al., 2006) found that the variation by religious beliefs was directly correlated to church attendance and that it was not that highly religious people were less likely to cheat, but rather that they were less tolerant of cheating behaviors. Further in an examination of religious and non religious schools Brown and Choong (2003) found variation in the type, not extent, of cheating. Secular students were more likely to cheat by having someone check a paper or by working with others on an individual project while students at religious institutions were more likely to copy off someone else's exam.

Academic characteristics.

Academic characteristics were also shown to influence cheating behavior. For example, students with low GPA's are more likely to cheat, perhaps as a coping mechanism. The same has been shown to be true for students with low self-efficacy beliefs about their academic abilities (Anderman & Murdock, 2007). However recent

research has shown that students with high self efficacy may be more likely to cheat if they are not getting the A they think they deserve, perhaps as a self defense mechanism.

Brown and Choong (2003) found there was a variation in prevalence of cheating by major, for example, business students were more likely to acknowledge having witnessed cheating than nursing students and that they (business students) were less likely to report a classmate for cheating than their nursing counterparts.

Context Variables

It may be argued that academic major is a contextual variable similar to other organizational memberships. It was found that membership in other institutions and organizations may influence the decision to cheat. For example fraternity and sorority members cheat more than non-members but the authors believed that cheating would not change dramatically if fraternities or sororities did not exist on campus (McCabe & Bowers, 1996). McCabe and his colleagues further stated that the perception of peers' behavior was the most influential contextual variable on a student's decision to cheat (McCabe & Trevino, 1993). This seems to suggest that social learning theory may be particularly useful for understanding academic dishonesty among college students

As suggested earlier in this paper, demographic variables do not identify the processes underlying the decision to cheat. However, "demographic variables are popular and extensive in the research literature. They are in most cases, fixed variables that lead only to shocking statistics and very general profiles of cheaters, drawing attention to the problem of academic dishonesty" (Anderman & Murdock, 2007, p.15).

Role of assessment.

Any exploration of cheating and the context of cheating must address the role of assessment in the production of those behaviors. “Given the importance of examination results and certification, students may seek strategies for passing examinations that constitute examination malpractice” (Alutu & Alutu, 2003), p.149).

The distinction between raising achievement and promoting learning may be lost to both students and teachers when achievement is defined as higher scores on a standardized test (Anderman & Murdock, 2007). Anderman goes on to say that it may be because students exist in a society where education is sometimes conceived as little more than a credentialing ritual. Schools then become a vast public subsidy for private ambition (page XIV). Beyond an increase in student cheating we may be seeing the long term ramifications of high stakes testing. – The external pressures on teachers and administrators has produced an increase in their cheating (Cizek, 2003). This would seem to be explained by Campbell’s law:

The more any quantitative social indicator is used for social decisionmaking, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor. (Campbell, 1976)

While Campbell’s law offers some explanation for the behaviors we see in the K-12 system it does not address the larger issue of the repercussions of teachers cheating given that they are supposed to be role models. The university’s ability to promote academic integrity is undermined as universities encounter students whose moral selves have been defined in such amoral environments.

Two different worlds.

“There seems to be a general agreement that academics and the rest of humanity live in two different worlds” (Blatt & Ozolins, 1982), p.562). As suggested previously, our students may see education as little more than a credentialing ritual with learning being an ancillary purpose. This would suggest that academic integrity holds less importance than obtaining the diploma. These two different worlds may lead to varying understanding of expected behaviors. For example, one of the most serious academic concerns is plagiarism, yet to many people the very term *academic concern* is an oxymoron. Specifically of interest to this study is the ideas that “cheating is defined much differently in the university than outside of it”(Blatt, 1983), p.564). As a result “A deep analysis of cheating may lead us to investigate not only the structures that give rise to it, but the process by which we come to decide what will be classified as cheating in the first place” (p. xiv). “It's not just that questionable educational practices may cause students to cheat, it's that such practices are responsible for defining certain behaviors as cheating” (p.xv).

Faculty and Students' Perceptions of Cheating

Some research results suggest student cheating may be associated more strongly with beliefs and values than with situational factors and that students and faculty diverge widely on beliefs about what constitutes cheating (Roth & McCabe, 1995). The following is a discussion of student and faculty beliefs.

Student beliefs.

The variation in beliefs about cheating have led some researchers to examine what those beliefs are: for example, Brown and Choong found that the main reason students

believe other students cheat is to get high grades. While Anderman and Murdock suggest that “a student who has a favorable attitude to cheating likely has irrational beliefs reinforcing it, for example, ‘If I don't cheat I will fail,’ or ‘Those who score high marks in examinations cheat’” (p.152). Beyond these irrational beliefs students may believe there are contradictions in the practices they see in their classrooms. For example, the practice of individually assessing group work and the penalizing of copying while at the same time encouraging collaborative learning (Ashworth & Bannister, 1997).

While most people are in agreement that cheating is a moral issue, many students may not see their specific behavior as cheating but rather as the noble assistance of a classmate.

Student view- “I think allowing someone to look at your work is teaching--you are just doing the job of the teacher, which the teacher may have done badly or may have done well. If you are willing to do it, which is a decision for you to make, then I don't think it is cheating” (EV).

Finally, students may see cheating as a strategy for coping with the demands of the level of work in higher education and the pressure to succeed. If students get the impression that “everyone is doing it” and “no one cares,” they will reason that it is all right to cheat and, indeed, it makes little sense not to cheat (Cole & Kiss, 2000).

Faculty beliefs.

Faculty see the students' behaviors through a different lens that may include a view of the lived experience of their students. For example they may believe that “cheating is just another form of learning” and therefore relatively acceptable (Keith-Spiegel, Tabachnick, Whitley Jr., & Washburn, 1998, p.224). Further as McCabe's

research shows, faculty are not likely to report many kinds of cheating in their classrooms. While they may agree that cheating is a moral issue, they may feel that the 'official' university policy on cheating is not always appropriate. Faculty may not feel comfortable with their role in ruining a student's academic career or they may attempt to understand the motivation of the student. Faculty may believe that the students' cheating is motivated by one or a combination of the following: idleness, rebellion, a lack of interest in studying, the potential for a good grade or simply by the probability of not being caught. They also may see cheating as a willful squandering of educational privilege.

Interestingly, faculty and students may have similar understandings of some cheating behavior, for example, intentional versus unintentional plagiarism. Research suggests that both staff and students feel collusion is much more acceptable than plagiarism because some learning may be taking place (Barrett & Cox, 2005). These similarities in understanding may be specific to the learning environment. Students at different schools may see some behaviors as coping mechanisms or study skills. This was demonstrated in Brown and Choong's study where they found that public school students, as a percentage, were more likely than their private school counterparts to have someone check their written assignments. However private school students who participated in this activity did so significantly more frequently than their public school counterparts. This change in who participates and how often, may indicate that public school students are using this behavior as a coping mechanism, where it may be a learned study skill for the private school student. This suggests that neither would consider it to be cheating.

Brown and Choong argue that “ethics education might have been either too general or too situation specific for students to make a link to their academic pursuits” (Brown & Choong, 2003). As a result some researchers have suggested that an honor code policy would assist students in understanding how ethics fits into their lived experiences.

Honor Codes

Some findings support the hypothesis that the students more correctly perceive the formal norms in the honor-system setting (Bonjean & McGee, 1965). Bok offers the honor code as perhaps the most effective approach in matters of academic integrity, but acknowledges that, "the pervasive competition for grades; the size, diversity, and impersonal nature of many large universities; their lack of any honor code tradition; and the widespread distaste for accusing one's classmates" combine to work against such an approach [p. 87] (Bok, 1990, as cited in (McCabe & Trevino, 1993).

McCabe and Trevino suggest that there are 3 plausible reasons that honor codes may reduce cheating:

1. honor codes clarify expectations
2. honor codes shift the responsibility for control of academic dishonesty from faculty and administrators to students
3. students may try to preserve privileges given in an honor code system (e.g. unproctored tests) (McCabe & Trevino, 1993)

However McCabe and Trevino warn that “any movement to adopt honor codes is ill conceived if it is undertaken as the sole solution to the academic dishonesty problem”(McCabe & Trevino, 1993). They suggest that the “combined faculty and

student understanding and support of the institution's academic integrity policies may be more important than the simple existence or nonexistence of an honor code (McCabe & Trevino, 1993).

Other researchers acknowledge that a full-blown honor code is simply not feasible on many campuses. However, schools seeking to promote academic integrity can usefully adopt variants of each of the major characteristics of honor code systems: honor pledges, student involvement in the disciplinary process, requirements to report cheating by others, and unproctored examinations (Cole & Kiss, 2000; Whitley Jr. & Keith-Spiegel, 2002).

Some schools with honor codes (Stanford University is one example) have adopted a compromise requirement that might be called a “no tolerance” or “action” requirement. Students are required to take appropriate action when they witness an academic integrity violation, but they are not necessarily required to report the violation to the designated authorities (Cole & Kiss, 2000). The student ethic is one of fellow-feeling and peer loyalty, and it is in this context that cheating is mainly evaluated.

Community/Environment

The most important question to ask concerning academic dishonesty may be how an institution can create an environment where academic dishonesty is socially unacceptable: that is, where institutional expectations are clearly understood and where students perceive that their peers are adhering to these expectations. Although there are no simple answers, one alternative may be Kohlberg's [27, 28] suggestion that schools should become "just communities" (McCabe & Trevino, 1993).

The Carnegie Foundation agrees that, "What is needed, we believe, is a larger, more integrative vision of community in higher education... a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good" [10, p. 7]. (McCabe & Trevino, 1993).

If, as Bandura (et al 2003) suggests, self efficacy influences the self-regulative standards that people adopt and that self efficacy is developed through mastery experiences, social modeling, and persuasive forms of social influences, it becomes clear that the communities in which our students operate are key to their moral development and more importantly their moral action. This seems to be supported in the cheating research (Anderman & Murdock, 2007).

McCabe and Bowers (1996), as noted earlier, found that fraternity and sorority members cheat more than non-members. In a UK study, the prevalence of admitted dishonest behaviors varied significantly according to degree program. There was also variation in what is perceived as dishonest behavior (Bates, Davies, Murphy, & Bone, 2005).

This idea might support this study's hypothesis by suggesting that varying subgroups operate in independent "social solar systems". The study expects to find similar independent systems for students and faculty within and across programs of study.

McCabe has turned his focus into a national picture. This study acknowledges that view but suggests that his numbers offer a two dimensional view of our students three dimensional world. It is within this world that our behaviors are judged. However, the school environment is only a small part of the social impressions.

Summary

Much of the previous research on cheating suggests that the increase in cheating is related to increased technology use: this study will examine that hypothesis. A great deal of research has been conducted on prevalence of cheating behaviors, but very little has been written about perceptions of cheating behavior. This study is rare in that data was gathered from both faculty and students. The significance of this study may be in its strategy to actively question what behaviors participants consider to be cheating. The results will offer us information about shared values, but may also offer a picture of communities of understanding.

CHAPTER III

METHODOLOGY

The purpose of this study is to determine what behaviors faculty and students consider as cheating, how severe they believe those behaviors to be, and how the perceptions of faculty and students compare between and across programs of study.

Participants

Faculty and student participants from all colleges at two universities were self selected by completion of an online survey that was sent via e-mail. The two Northeast Ohio Universities, Cleveland State University and the University of Akron, were selected for their similar academic offerings and service to comparable communities. Enrollment and faculty counts for the universities were obtained from each university's Office of Institutional Research. According to Fall 2007 enrollment and payroll records, Cleveland State University (CSU) had approximately 9,798 undergraduates, and 5,585 graduate students (including doctoral) for a total of 15,393 students (www.csuohio.edu/iraa/). CSU employs 571 fulltime and 453 part time faculty. The University of Akron (UA) has approximately 18,974 undergraduate and 4,033 graduate students for a total of 23,007 students. UA employs 737 fulltime and 828 part time faculty (www.uakron.edu/ir/).

Instrument Creation

Though this study's objective is to compare findings with previous research, it was determined that a new survey should be created for the assessment, as those used in previous studies did not ask participants to create their own list of cheating behaviors but rather to rank or admit to committing a behavior from a list produced by the researchers. This study began with the creation of a survey consisting of multiple choice, essay, and Likert-scale questions as well as questions on participant demographics, (e.g. age, college of study, years teaching/class). Questions included a participant created list of behaviors considered to be cheating and Likert-scale ranking of the perceived severity of infraction for those behaviors. An additional list of 22 cheating behaviors selected from the current research allowing for Likert-scale ranging from "not cheating" to "cheating very serious" was included. The survey concluded with open ended questions regarding the reasons people cheat or alternative ideas about cheating.

Original Survey Created for Pilot Test

Demographics (faculty and student options)

Participant created Cheating Behaviors list

Situational Melioration list

Technology Use scale

Perceived seriousness of cheating behaviors from research (McCabe, 2007)

Reasons for cheating and behaviors that are not cheating

Student Survey Pilot Test

Pilot test 1 –The survey was given to 27 undergraduate education students.

This sample was composed of 17 females and 10 males. Twenty of the participants were between the ages of 18 and 24, three were between 25 and 30, and four were between 31 and 40 years old. Students were encouraged to both complete the survey and to write directly onto the instrument any questions or confusions they had.

The survey instrument was modified based on feedback from these students. Modifications included: specification of a list of College selections to avoid confusion, addition and clarification of questions regarding university handbook, addition of cheating experience and response questions, rephrasing of questions about cheating to clarify that both faculty and student behaviors are being considered, removal of both the situational melioration section and the technology use scale, and finally addition of one question on how participants define academic integrity.

Upon completion of the analysis and corrections the survey was moved to an online surveying system – surveymethods.com. Two surveys were created for this stage, one for faculty and one for students. The surveys were identical except the offer to enter the raffle was limited to students and the demographic questions were altered for the specifics of the two populations. For example, students were asked their year in school and faculty were asked their number of years of teaching experience. While placing the behaviors from McCabe's list into the online survey software it was determined that his questions regarding footnoting might be misconstrued by users of various citation styles. As a result, all references to footnoting were replaced with citing or citation. Upon submitting the completed survey, participants were redirected to a new survey that asks for interest in a focus group or raffle drawing and collects contact information. This redirection assures that identifying data is not gathered with the survey answers.

Online Surveys Pilot Test

Pilot test 2 – Invitations to take the surveys were e-mailed to 460 students and 480 faculty at Kent State University. The e-mail addresses were obtained from Kent's online directories. Faculty e-mails were selected from 7 colleges and student e-mails were selected from 11 majors within the seven colleges. The survey was attempted by 30 students, 27 successfully completed the survey. The survey was attempted by 60 faculty, of whom 53 completed the survey. Participants were encouraged to both complete the survey and to write comments on how the instrument might be improved.

The student sample was composed of 18 females and 9 males. The ages ranged from 18 to 55 years old: 14 of the participants were between the ages of 18 and 24, 3 were between 25 and 30, 3 were between 31 and 35 years old, 1 was between 36 and 40, and 5 were between 46 and 55. Students' responses were from five colleges including, Arts and Sciences, Education, Nursing, Business Administration, and Technology.

The faculty sample was composed of 43 females and 10 males. The ages ranged from 18 to 65 years old: 14 of the participants were between the ages of 25 and 35, 21 were between 36 and 45, 12 were between 46 and 55, and 13 were between 56 and 65 years old. Faculty responses were from three colleges: Arts and Sciences, Education and Nursing.

The survey instruments were modified based on answers and feedback from the participants. Modifications included changing the college selections from university specific names to general fields to avoid conflict of program and university. Additional job titles were added to the faculty survey for clarity. To aid in comparison of groups the age question on both surveys was modified to match five-year age spans. The question

about sources of information was modified to ask for primary source, and an additional question of all sources that apply was added. The design of the page which asked about behaviors was modified from two forced responses on each of nine pages to two forced and two optional answers on the first page and four optional answers on two additional pages. To aid in clarity, the question asking respondents to list faculty and student cheating behaviors was split into two questions; one to list student behaviors and one to list faculty behaviors separately. The question giving an option to list more behaviors was modified to increase responses from “Do you want to list more behaviors?” to “Can you think of more behaviors?” The list of behaviors from McCabe’s research was split into two separate pages to allow the scale to stay on the page and to increase the ease of data entry. Finally the last question asking how the instrument might be improved was removed. A question encouraging other comments was added in its place.

Upon completing the survey, participants were redirected to another survey that asked for interest in participating in a follow up focus group or for students’ interest in entering a raffle to win a video mp3 player. The focus group survey was modified to not require contact information if the participants chose to opt out of the focus group and raffle.

With these modifications the survey was ready for final distribution to the Akron and CSU populations.

Final Instruments

The surveys consist of multiple choice, essay, and Likert-scale questions which are divided into five sections: Section I asks information on participant demographics (i.e. age, college of study, years teaching/class), Section II requests participants to list

behaviors they consider to be cheating and rank those behaviors, Section III presents participants with a list of behaviors that may be considered cheating and asks them to rank the behaviors on a Likert-scale ranking of the perceived severity of the infraction for those behaviors, Section IV asks participants to rank their type and amount of technology experience. Finally, Section V solicits participants' beliefs on three open ended questions about reasons people cheat, behaviors others think are cheating and a definition of academic integrity.

Data Collection Procedures

Institutional review board.

In order to pursue this study, permissions had to be obtained from each of the three universities. Cleveland State University IRB approval was obtained in August 2008 (see appendix F). Permission from Kent State University was obtained September 2008 (see appendix F). Approval for research at the University of Akron was obtained October 2008 (see appendix F).

E-mail address requests.

Requests were made of both universities to supply faculty and student e-mail addresses. The faculty addresses were supplied under a public records request from each university.

Due to student privacy issues, obtaining CSU and UA student e-mail addresses required additional requests to each university's Office of Institutional Research (OIR), as well as maneuvering through layers of electronic protections. At CSU the OIR was able to accommodate the research by sending out the e-mail requests to all students and faculty without releasing any data to the researcher.

A similar request to the OIR at the University of Akron was sent up the chain of command and, as of this writing, has not been returned.

Survey distribution.

A link to the final survey instrument was sent via e-mail to all faculty at both Cleveland State University and the University of Akron. A similar link was sent via e-mail to all students at Cleveland State University and all students who opted into the online directory at the University of Akron. While faculty response was likely to be high due to the nature of the study, in order to enhance the likelihood of student responses to the survey, each student participant was given the opportunity to enter a raffle to win a 4gb video mp3 player (a Sanza by SanDisk). Two winners were selected randomly using Random.org, one from each university.

The survey was made available for four weeks to allow for sufficient responses (300 faculty and 800 students). To the extent possible, every attempt was made to receive responses from all student years, (freshman, sophomore, junior, senior, graduate and law) and all faculty levels across all colleges.

The survey is open-ended and participants were asked to list behaviors or characteristics they consider to be academic dishonesty and rate the importance of each item on a Likert-scale from 0 (not cheating), 1 (less serious) to 4 (very serious). A principal component factor analysis was conducted to determine if faculty and students identify different factors as cheating behavior. Lastly, the survey asked participants to identify reasons they believe people cheat and behaviors that others consider to be cheating that they do not agree with. The demographics collected varied slightly for faculty and students.

Upon completion of the survey, participants were asked if they would like to participate in a follow-up focus group and/or to enter the raffle for the Video mp3 player. In order to maintain the anonymity of survey responses, raffle and focus group participants were automatically redirected to another survey to gather contact information.

Data Analysis

Variables.

Dependent Variables

Perceived Seriousness of 22 behaviors

Mean Scores of Factor Variables

Independent Variables

Status/Identity (faculty or student)

University

College

Gender

Age

GPA

Job Title

Years of Teaching Experience

Source of Policy Information

Qualitative Responses

List of Behaviors

Reasons for behaviors

Other comments

Phase I: Qualitative data analysis.

From the researcher's current qualitative understandings this study was framed through the following three lenses: First a Phenomenological framework was used to identify what cheating is and how it is described by the participants. Second, as an instructor at the university level, the researcher is concerned with the interests of our students, suggesting this as an Action Research framework which may be significant for other teachers in their classrooms. Grounded Theory constant comparative methods was used to analyze the open ended surveys responses. Excel and NVivo software were used to manage the data.

Staying true to grounded theory, the analysis began with a complete read through all of the responses. The purpose of this first step was twofold: both to introduce to the full body of the data, and to allow a search for patterns. As patterns began to emerge, further constant comparison was used to develop categories of responses to the open ended question about 'reasons people cheat' and the lists of 'cheating behaviors'. The categories, patterns and impressions from this first level of qualitative analysis were used to inform Phase II, the quantitative analysis that follows.

Phase II: Quantitative data analysis.

Data analysis included various quantitative methods specific to the research questions, including: descriptive statistics, ANOVA, and Factor Analysis.

1. What are faculty and student perceptions of cheating behavior?
2. What are the differences/similarities in these definitions?
3. Are there variations by college?

To address Questions, a principal component factor analysis was used to investigate the underlying patterns of association between faculty and student perceived seriousness of cheating behaviors. Analysis of Variance was used to investigate the variance by college of study. The results from the factor analysis and the Analysis of variance were used to inform Phase III, the final qualitative analysis that follows.

Phase III: Qualitative data analysis.

The third phase included incorporating the categories created in Phase I into the factors created in Phase II in order to allow a more thorough understanding both of the factors (similarities) and of behaviors that do not fit (differences) within the factors.

In order to improve the validity of the qualitative section of the analysis, three data sources were used: open ended survey questions, factors developed in quantitative analysis and researcher field notes. Each of the research questions were explored using the constant comparative method. The research questions are as follows:

1. What are faculty and student perceptions of cheating behavior?
2. How do faculty and students define cheating behaviors?
3. What are the differences/similarities in these definitions?
4. Are there variations by college?

CHAPTER IV

FINDINGS

The results of the study of faculty and students perceptions of cheating behaviors are presented in this chapter. The chapter is organized into four sections: Participants, Procedure, Data Analysis and Summary. Descriptive statistics were used to present the sample demographics. Both quantitative and qualitative data analysis techniques were used to test the research questions.

Participants

The survey invitation was sent via e-mail to 21,249 (16225 CSU and 5024 UA) students enrolled at the two Ohio universities and 2936 (1188 CSU and 1751UA) faculty at the same universities. The surveys were attempted by 1801 students and 345 faculty members. They were completed by 1462 (1225 CSU and 237 UA) students and 297 (137 CSU and 160 UA) faculty, for a 6.9% and a 10.1% response rate respectively. This sample included individuals from ten (10) different colleges within the two Universities (see Table 1).

The student sample was composed of 484 males (33%) and 978 females (67%). The students' ages included ranges from 15-19 years old through 65 and older (see Table 2). Student self reported grade point averages were ranked from 1 to 7, with 1 as the

value *less than 1* stepping up to 7 as the range 3.6-4.0. Actual responses ranged from 1 to 7, with a mean of 6.19 and a mode of 7. Only 6.2% or ninety-one (63 CSU 28 UA) students reported living on campus. Students year in college ranged from freshman to graduate student (see Table 3).

Table 1

Number and Percent of Student and Faculty Participants by College

College of Study	Student		Faculty	
	n	%	n	%
Arts & Science	155	10.6	87	29.29
Business Administration	279	19.08	27	9.09
Education	318	21.75	57	19.19
Engineering	89	6.09	17	5.72
Fine & Applied Arts	36	2.46	27	9.09
Law	67	4.58	9	3.03
Liberal Arts & Social Science	208	14.23	35	11.78
Nursing*	59	4.04	12	4.04
Science	170	11.63	21	7.07
Urban Affairs	81	5.54	5	1.68
<i>Total</i>	1462	100	297	100

*Note. Nursing students were specifically separated in the survey instrument

Table 2

Number and Percent of Student and Faculty Participants by Age

Age group	Students		Faculty	
	n	%	n	%
15-24	617	42.2		
25-40	616	42.1	67	22.6
41-55	201	13.7	133	44.8
56+	28	1.9	97	32.7
<i>Total</i>	<i>1462</i>	<i>100</i>	<i>297</i>	<i>100</i>

The faculty sample was composed of 150 males and 147 females. The faculty ages ranged from 25-30 years old through 65+ years (See Table 2). Faculty reported teaching experience from one year to over 25 years of experience (see Table 4). The contract status for faculty was 181 full-time and 116 part-time. Faculty titles included Adjunct, Clinical, Instructor, Associate, Assistant, Professor and Emeritus status (see Table 5). Professors and Assistant professors were most likely to be full-time appointments, while Adjunct Instructor, Visiting Instructor and Professor emeritus were most likely to be part-time appointments.

Table 3

Number and Percent of Student Participants by Year in College

Year	Frequency	Percent
Freshman	142	9.71
Sophomore	127	8.69
Junior	231	15.80
Senior	314	21.48
Graduate	581	39.74
Other	67	4.58
<i>Total</i>	1462	100

Table 4

Number and Percent of Faculty by Years of Teaching Experience

Years	Frequency	Percent
1 to 2	23	7.74
3 to 5	47	15.82
6 to 10	61	20.54
11 to 15	52	17.51
16 to 20	34	11.45
21 +	80	26.94
<i>Total</i>	297	100

Table 5

Number and Percent of Faculty by Title

Title	Frequency	Percent
Adjunct Faculty	81	27.27
Clinical Faculty	8	2.69
Term Instructor	6	2.02
Visiting Instructor	2	0.67
Instructor	29	9.76
Assistant Professor	45	15.15
Associate Professor	61	20.54
Professor	56	18.86
Professor Emeritus	9	3.03
<i>Total</i>	297	100

The overall survey participation was very high with representative samples collected across gender, age, years of experience, year in school (class standing), and multiple disciplines. While many of the demographic variables have been useful in the analysis as indicators of group behaviors, it is equally important to look past the en masse demographic data and explore the individuals that both operate within the group and are influenced by their perceptions of the group.

Procedure

The survey was administered and collected during the fall semester of 2008. Participants could opt out of the survey at any time. Respondents were asked to answer a set of demographic questions including Status/Identity (faculty or student), University,

College, Gender, Major, Age, GPA, Job Title, Source of Policy information and Years of Teaching Experience, as well as three open ended questions related to the reasons people cheat, behaviors others consider to be cheating that they do not, and additional comments. They were asked to list behaviors they consider to be cheating and rate the seriousness of each item on a Likert-scale ranging from 1 (not serious) to 4 (very serious). The following instructions were provided:

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments.

List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

Participants were informed that they would not be able to return to the list once they moved forward in the survey. The full surveys are available in Appendix F.

After both students and faculty compiled their lists of cheating behaviors for students and faculty, participants were asked to rank 22 cheating behaviors found in previous research, on a five-item Likert-scale ranging from 0 =not cheating to 5 = cheating very serious. The questions were presented to participants in this order to prevent any priming of ideas about cheating behaviors.

Data Analyses

Preliminary data assessment and gathering.

The purpose of my preliminary or first read of the raw data was two-fold: first was to familiarize myself with the data corpus and the second was to look for patterns or themes in the data. I cannot overstate the value of this first read as no sorting or categorizing had begun. I was being introduced to 1759 people one answer at a time. These introductions included but were not limited to: faculty who indicated they were too busy to answer the questions much less track student behaviors in their classes; students who seemed proud to discuss the cheating they had seen or participated in while at the same time being surprised that professors might cheat too; individuals who felt that all cheating is severe and that they would never cheat (#s1132); and individuals who stated that they believe everyone cheats in some form (#s1737). Beyond the previously mentioned range of respondents, two other ideas emerged immediately.

First, it was apparent that a few responses were inappropriate and were therefore flagged for deletion. Other deleted or omitted responses included: incomplete surveys, test surveys that were used to check the function of the software and a few responses that obviously were not intended to be taken seriously. Whenever possible the responses from incomplete surveys were included in the qualitative analysis.

Many surveys were necessarily omitted from the quantitative analysis due to insufficient or incomplete information, yet there was something to be learned from many of the omitted responses. For example, one student answered almost all of the questions with non-relevant information. His responses were obviously not intended to be useful, as indicated by listing “bullshitting online surveys” as his major. However when he came to

the question about reporting a classmate for cheating he simply wrote, “I’m no snitch.” This respondent further suggested that sending surveys via e-mail was akin to spam and therefore in and of itself unethical. He seemed to imply that the act of sending an unsolicited e-mail was unethical and somehow deserving of his scorn to the point of lying on the survey. Interestingly, he seemed to suggest that whatever judgment he made about other students’ cheating behaviors would never override his not wanting to be identified as a *snitch*. This was the first indication in this study of the role of *identity* in ethical considerations. It seemed in this response and many others, how students self-identified was part of the consideration of the discussion of reasons to cheat. As the analysis continued I discovered that identity was also part of the faculty considerations and perceptions of cheating behavior.

The next obvious point in the data was related to the length of answers. Many respondents were concise to the point of omission of information, but others answered in prose. The average time to complete a survey was approximately 12 minutes for students and 14 minutes for faculty; however some participants took an hour or more to complete the survey. A few faculty members reported opening the survey and setting it aside until a more convenient time in order to give it their full attention. It was apparent that the average time spent on the survey was indicative of the length of response. In most cases more time equaled more questions answered or more detailed information about context or motive given within the answers. There was also a subset of the more in-depth responses that indicated not only more attention to the questionnaire but also more interest in the survey overall. For example, one person in 5 minutes listed three behaviors in short sentences, i.e. “Plagiarizing a paper” (F6). Another person in 44

minutes listed five behaviors, i.e. “Students plagiarizing on a written assignment - directly copying text from references and putting it in their papers without using quotations, and without giving credit to the author(s) IAW APA guidelines” (F37). This was the first indication of the importance of the roles of *time* and *interest* to this study.

It became clear after reading the surveys that there were distinct themes in the data. The first theme was the *prominence of certain behaviors*. The majority of the respondent-created list of cheating behaviors seemed to be either about tests or papers. Further each of these behaviors apparently had subcategories within them. This is not to say that the myriad of other behaviors listed were incidental to the study, but rather to explore what, if any, ideas might represent a common understanding of cheating. The second theme was the *prominence of certain reasons for cheating*. For example the word “*lazy*” seemed to show up an inordinate number of times in the listed reasons for cheating. As I moved further into categorizing the ideas I could not help but notice slight differences in wording used to describe the same overt behaviors.

I found myself asking: What is the difference between copying someone else’s answers on a test and peeking at someone else’s answers during a test? The word *lazy* stuck with me. What is the difference between being lazy and not wanting to do the work? How does the perceived value of the assignment mitigate these ideas? With a mindful eye on underlying ideas about identity, time, interest and language, it was these two themes of *prominence of behaviors* and *prominence of reasons* that led to the next stages of qualitative analysis.

Phase I: Qualitative data analysis.

Section I: Reasons people cheat. In order to get a sense of the contextual influences on cheating behavior, the first survey item that I analyzed was the responses to “Please list in order the main reasons that people cheat.” The individual demographics and specific answers to this question were moved to a separate Excel file for sorting and analysis. One thousand four hundred fourteen students (97%) and 291 faculty (98%) answered the request to list reasons that people cheat.

The sub-categories or reasons for the behaviors were determined from the data. As I read each item I created the sub-category/categories that the item might be listed under. New items were compared to the previous sub-categories and either added to that category and/or a new sub-category was created. This procedure was continued until all items in both the faculty and student lists could be classified into at least one sub-category. Table 6 indicates the categories that were created and the percent of responses that fell within each category.

The essence of the responses were condensed to create each of the sub-categories, that is, “lazy”(1), “laziness”(F1), “to lazy to do own work”(32), “Laziness (simply choosing not to study/complete work)”(136), “to lazy to study” (1543), “they’re lazy and obviously wasting someone’s money”(182), “Laziness, lack of commitment”(F324), and many other variations were condensed to create the category *Lazy*. I then sorted the subcategories by commonalities creating four categories of Reasons People Cheat; Anxiety, Identity, Value, and Not cheating (Table 6).

Table 6

Percentage of Faculty and Student Identifying Reasons People Cheat by Category

Category	Reasons	Faculty		Students	
		%	Rank	%	Rank
Anxiety	Lack Ability	9.39	2	11.41	3
	Grades	9.11	5	13.00	2 *
	Time	8.44	6	8.77	5
	Fear/Anxiety	6.74	7	6.23	6
	Prepared – lack	4.74	10	10.81	4 *
	Pressure	4.27	11	3.75	10
	Financial Aid	1.23	16	1.26	16
	Procrastinate	0.57	18	1.05	18
Identity	Lazy	13.47	1	14.76	1
	Responsibility	5.03	9	2.66	13 *
	Morality	3.89	12	1.62	15 *
	Self	3.61	13	3.21	11
Value	Expectations	9.39	2	5.35	7
	Attitude	9.20	4	4.35	9 *
	Easier	5.31	8	4.97	8
	Opportunity	1.71	15	3.11	12
	Value of				
	assignment	0.85	17	2.47	14 *
Not cheating	Unclear cheating	3.04	14	1.26	16

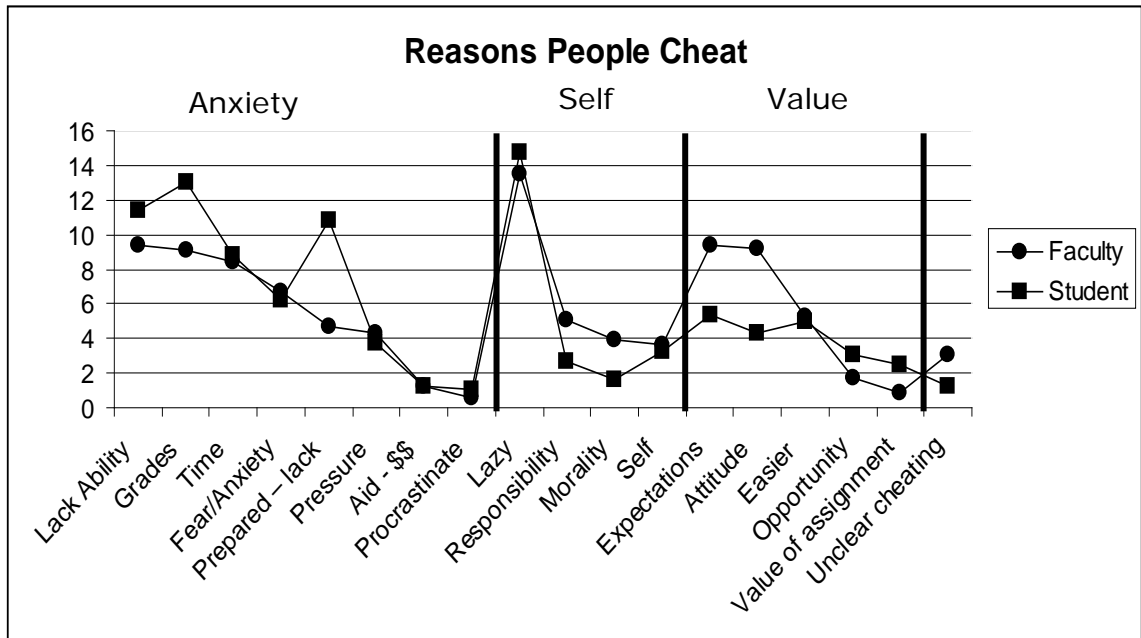


Figure 2. Reasons People Cheat

The above figure clearly indicates that laziness was the most common response from both students and faculty. However, faculty and students did not indicate the same level of awareness on other reasons for cheating. Students were more likely to list anxiety related motives such as grades and lack of preparation as reasons to cheat. Faculty were more likely to list students' value motives such as attitudes and expectations as reasons for cheating than students were. Faculty were also more likely to list identity issues, as reasons to cheat. For example, faculty were more than twice as likely as students to list a lack of morals or ethics as a reason for cheating.

Some behaviors were not mentioned frequently (less than 4% of responses), however they are worthy of further consideration. From these outlying examples there are apparently two different ideas of who should take responsibility for preventing cheating and two different ideas about the role of the perceived value of an assignment in the decision process when considering cheating.

In explaining responsibility, faculty tended to place the responsibility of learning on the student as shown in comments such as “not understanding the material or the assignment but not being willing to ask for help”(F6) Faculty were also more likely to suggest that the students think they will not get caught “They think they can without getting caught”(F52). While a few students also suggested not getting caught may play a role, they were more likely to address some kind of failing in the university, for example: “They cheat because they believe if they can beat the system then it is the system's fault for not setting up measures to prevent cheating instead of theirs for being dishonest”(94). “Most people do not want to learn, they just want the piece of paper and cannot wait for the moment to get the hell out of school. Who really enjoys suffering through hours of dry reading and writing sessions? If the process can be made easier by external assistance, then many people welcome it.” (7).

Some students placed the blame for cheating directly on the faculty, i.e. “Teachers don't provide necessary support, teachers play favorites, teachers don't teach...”(111). Other students were more damning of apparent faculty’ apathy towards cheating, i.e. “At [University name omitted] they cheat because they were not taught correctly the first time. The apathy shown by the faculty is reflected in the apathy students show towards their studies” (158).

The perceived value of the assignment seemed to have a variation in understanding between faculty and students. Students were three times more likely than faculty to mention how the cheater values the assignment as a reason for cheating, and within these responses there was a variation in how the assignment was perceived. Faculty were more likely to judge the assignment from a pedagogical standpoint, i.e.

“The assignment was too hard” (F22), “They are not interested in the topic” (F86), or “Instructors make it too easy--we have to structure to prevent or discourage”(F226). However students seemed to look more at relevance. For example, students listed “assignment/exercise seems useless”(1), “don't see value in assignment”(13) and “the work they are doing isn't significant enough”(18).

As with responsibility for the cheating, students also place the onus on faculty for students' lack of understanding the assignment as seen in responses such as “insufficient guidelines provided by faculty while submitting the exam or homework”(38) and “teachers [] have unreasonable expectations”(111).

A more complex view of reasons for cheating was beginning to emerge. While faculty and students seemed to agree on some reasons for cheating such as laziness, lack of ability, time, anxiety and pressure, they differed in the perceived relevance of other reasons such as expectations, attitude, grades, preparedness and responsibility. Previously seen ideas of *time and interest* were replicated here under the titles of *time and value of assignment*. Further, it seemed that the role of *identity* as seen here, under the guise of the categories *lazy and responsibility* clearly plays a contextual role in determining the seriousness of the behaviors.

Section II: Cheating behaviors –students. The next stage of analysis was to qualitatively view the actual items that both students and faculty listed as student cheating behaviors. I again used the grounded theory constant comparative method to create categories of understandings directly from the data. As before, the individual demographics and specific answers to this question were moved to a separate electronic file for sorting and analysis. Unlike the previous question which had one opportunity to

list reasons, in this question participants were able to list between 1 and 12 student cheating behaviors. The net result was that the 1462 students listed 4207 student cheating behaviors, and the 297 faculty listed 995 student cheating behaviors.

Again, the categories for the analysis were determined from the data. As I read each item, I created the category/categories that the item might be listed under. New items were compared to the previous categories and either added to that category and/or a new category was created. This procedure was continued until each item in both the faculty and student lists could be classified into a single category. Table 7 indicates the categories that were created, the percent of respondents within each category, and the average rank given to the items within that category. The student responses were sorted into 30 categories and faculty responses were sorted into only 27. There were five categories found only in the student response including: *stealing* (usually referring to theft of property including books, supplies or ideas); *excessive bathroom breaks* (usually during exams for the purpose of checking notes); *copying* (with no indication of the object or content of what was being copied), and finally; copying homework (often seen as a reasonable coping mechanism by students particularly if learning still occurred). There was one category found only in the faculty responses: *cheating on grades* (including hacking the grades or changing the grade in grade books). Beyond these obvious differences there were a few surprising numbers. For example, while on average faculty ranked most of the types of behaviors more serious than students did, they ranked not attending class and not being prepared for class as less serious than students did.

Table 7

Number and Percent of Faculty and Students Listing, and Average Rating of Seriousness
of Student Cheating Behaviors

Behavior	Students			Faculty		
	Num.	%	Ave. Rating	Num.	%	Ave. Rating
Acting as someone else	40	2.74	3.63	15	5.05	3.60
Advance materials	294	20.11	3.23	44	14.81	3.57
Attendance	43	2.94	3.29	10	3.37	2.60
Bathroom	12	0.82	3.50			
Bribing	24	1.64	3.67	2	0.67	4.00
Buying -selling	106	7.25	3.58	33	11.11	3.94
Cheating on a test	240	16.42	3.21	56	18.86	3.57
Citation	94	6.43	3.01	71	23.91	3.08
Collaboration	125	8.55	2.46	29	9.76	2.79
Copy homework	240	16.42	2.19			
Copying	89	6.09	3.21			
Copying answers	259	17.72	3.32	78	26.26	3.66
Grades				8	2.69	3.63
Group Work	66	4.51	2.80	12	4.04	2.75
Indicative Behaviors	21	1.44	2.67	3	1.01	3.67
Internet	77	5.27	3.25	32	10.77	3.56
Lab Research	97	6.63	3.01	27	9.09	3.67
Looking	231	15.80	3.19	37	12.46	3.43

Behavior	Num.	%	Ave. Rating	Num.	%	Ave. Rating
Lying	46	3.15	2.89	47	15.82	3.28
Not own work	437	29.89	3.41	88	29.63	3.52
Not Prepared	15	1.03	2.33	2	0.67	1.50
Online class	44	3.01	2.70	8	2.69	3.75
Other	201	13.75	3.25	62	20.88	3.48
Plagiarism	699	47.81	3.48	187	62.96	3.59
Recycling	33	2.26	2.09	16	5.39	3.13
Sharing AKA collusion	134	9.17	3.27	16	5.39	3.44
Stealing	19	1.30	3.58			
Talking during exam	50	3.42	3.02	4	1.35	3.25
Unauthorized aid	436	29.82	3.12	100	33.67	3.56
Using tech. during test	35	2.39	3.38	8	2.69	3.75

Note. The average rating was calculated from the ratings of each response in each behavior category.

Table 7b

Number and Percent of Faculty and Students Listing, and Average Rating of Seriousness of Student Cheating Behaviors by Type

	Behavior	Students			Faculty		
		n	%	Ave. Rating	n	%	Ave. Rating
Collusion	Group Work	66	4.51	2.80	12	4.04	2.75
	Sharing AKA collusion	134	9.17	3.27	16	5.39	3.44
	Copy homework	240	16.42	2.19			
	<i>Total</i>	<i>440</i>	<i>10.46</i>		<i>28</i>	<i>2.81</i>	
Paper	Recycling	33	2.26	2.09	16	5.39	3.13
	Citation	94	6.43	3.01	71	23.91	3.08
	Buying–Selling	106	7.25	3.58	33	11.11	3.94
	Collaboration	125	8.55	2.46	29	9.76	2.79
	Not own work	437	29.89	3.41	88	29.63	3.52
	Plagiarism	699	47.81	3.48	187	62.96	3.59
	<i>Total</i>	<i>1494</i>	<i>35.51</i>		<i>424</i>	<i>42.61</i>	
Test	Bathroom	12	0.82	3.50			
	Using tech during test	35	2.39	3.38	8	2.69	3.75
	Talking during exam	50	3.42	3.02	4	1.35	3.25
	Copying	89	6.09	3.21			
	Looking	231	15.80	3.19	37	12.46	3.43
	Cheating on a test	240	16.42	3.21	56	18.86	3.57
	Copying answers	259	17.72	3.32	78	26.26	3.66
	Advance materials	294	20.11	3.23	44	14.81	3.57
	Unauthorized aid	436	29.82	3.12	100	33.67	3.56
	<i>Total</i>	<i>1646</i>	<i>39.13</i>		<i>327</i>	<i>32.86</i>	
Other	Not Prepared	15	1.03	2.33	2	0.67	1.50
	Stealing	19	1.30	3.58			
	Indicative Behaviors	21	1.44	2.67	3	1.01	3.67
	Bribing	24	1.64	3.67	2	0.67	4.00
	Acting as someone else	40	2.74	3.63	15	5.05	3.60
	Attendance	43	2.94	3.29	10	3.37	2.60
	Online class	44	3.01	2.70	8	2.69	3.75
	Lying	46	3.15	2.89	47	15.82	3.28
	Internet	77	5.27	3.25	32	10.77	3.56
	Lab Research	97	6.63	3.01	27	9.09	3.67
	Grades				8	2.69	3.63
	Other	201	13.75	3.25	62	20.88	3.48
	<i>Total</i>	<i>627</i>	<i>14.90</i>		<i>216</i>	<i>21.71</i>	
	<i>Grand Total</i>	<i>4207</i>	<i>100.00</i>		<i>995</i>	<i>100.00</i>	

Total Participants: Faculty 297, Students 1462

Note. The average rating was calculated from the ratings of each response in each behavior category.

In the sorting and analysis of the listed behaviors the prominence of behaviors that I had observed earlier held true. An inordinate number of responses referred to cheating behaviors related to tests, faculty 32.86%, students 39.13% - or papers, faculty 42.61%, students 35.51%. A new category referred to as collusion arose adding a social aspect to some cheating behaviors. Interestingly, this new category was seen in more than 10% of student responses and less than 3% of faculty response. I should also mention that both faculty (9) and students(10) reported types of cheating behaviors that were independent of the larger categories, e.g. bribing a professor, or acting as someone else. Further examination of the original two broad categories suggested these two categories were insufficient to describe the nuance of potential behaviors within them. The following may demonstrate more of the range and the variation for faculty and students.

Students mentioned unauthorized aids 436 times– usually used in direct reference to a testing environment. Unauthorized aides may include the use of, cheat sheets, notes, calculators, cell phones (or other electronic devices), canned briefs, open textbook or answers written on the students body or checked in the bathroom. While the list of possible behaviors in this category was extensive, some participants specifically identified the intent of the individual as a mitigating factor. Also, students seem to separate the act of creating or having a cheat sheet, from the act of using or distributing same. In addition many explained their beliefs or reasoning for the rank in more detail, e.g. “Crib notes - not serious, but dishonest. Life is an open book test” (#11650). Others chose to clarify allowable aides, “During an open book exam, usually one is allowed to use their own notes, and their book. If someone where [sic] to use other materials, like someone else’s notes, or a commercial class guide, that would be unfair and cheating”

(#11045). One surprising finding in the unauthorized aid category was that members of the faculty were far more likely to list an electronic aid in this type of cheating than students.

In some cases students chose to describe a visible behavior that may be indicative that a hidden cheating behavior is happening, e.g. “Moving your sleeves up and down” (#310) may be a clue that the student is checking illicit notes. It seemed unclear whether the students were identifying a cheating behavior or identifying behaviors that faculty should be on the lookout for. Again, suggesting the argument that an understanding of perceived responsibility, and perhaps of enforcement, may play a role in the perception of the behavior.

On additional exploration of the responses, I began to notice linguistic differences with accompanied variation in perceived seriousness for similar behaviors. It seemed that the language used to describe the behavior may be related to the perceived seriousness of the behavior. For example, when listing cheat sheets related behaviors, if the student clearly identified that the materials were not allowed, they tended to rank the behavior more seriously than someone who simply stated the behavior. The rank of seriousness of the responses in this category ranged from 1 – 4. Of the 434 student responses in this category, 74 students specifically stated that the materials were not authorized. Of the seventy-four, more than 56%, forty two students ranked the behavior as 4 (extremely serious). Of the 100 faculty responses in this category, 24 faculty members mentioned that the materials were not authorized. Of those twenty-four, fifteen faculty members, more than 62%, ranked the behavior as 4 (extremely serious). This would seem to

indicate that an acknowledgement of the rules may influence one's perception of the behavior.

Further, the language used may also produce the opposite effect. For example some students referred to *peeking* at their or their neighbor's notes, while others described the same behavior as *looking* at someone else's paper, or *checking* your answers on your friends paper. The respondents who used words like peeking or checking tended to rank the behavior as less serious than respondents who used words like: *getting* the answer or *stealing* the answer from a neighbor's answer sheet. It is also possible that situational information listed in the responses may influence the perceived seriousness of the behavior. For example, getting answers from a friend may be seen as less serious than getting them from an unwitting classmate.

To summarize, a majority of responses were specifically about assigned papers or testing environments. However, the qualitative information seemed to be suggesting a complicated network of understanding that may influence the decision to cheat. Broadly, the network includes issues of identity, issues of fear and power (anxiety), value issues, recognition of the behavior as cheating, and belief about responsibility to cheat or prevent cheating. Each of these issues may influence a multitude of subtleties of understanding and perceptions of the behaviors. Knowing this I then began to look at how students and faculty view faculty cheating behavior.

Section III: Cheating behaviors-faculty. As with the lists of student cheating behaviors, the categories for the analysis of faculty cheating behaviors were determined from the data. As I read each item, I created the category/categories that the item might be listed under. Whenever possible, category names from the student behavior lists were

used to maintain some consistency between the two groups. As before, new items were compared to the previous categories and either added to that category and/or a new category was created. This procedure was continued until each item in both the faculty and student lists of faculty cheating behavior could be classified into a single category. Table 8 indicates the categories that were created listed in alphabetical order, the percent of respondents within each category, the average rating given to the items within that category and the rank by number of responses. The most frequently listed behaviors by students were favoritism (23.9%), grades (16.4%), and class (14.7%). The most frequently listed behaviors by faculty were plagiarism (15.2%), fabrication (11.0%) and favoritism (7.9%).

Further examination of Table 8 indicates 3 faculty cheating behaviors listed only by students and 13 faculty cheating behaviors listed only by faculty. It was interesting to note that while both faculty and students recognized favoritism as a faculty cheating behavior, only students mentioned specific discrimination by race or gender and specific favoritism for athletes.

Two things became clear from analyzing this list. First, the most prominent behaviors varied between faculty and students. Second, the cheating behaviors listed by faculty had many new items beyond those in common with the student list of faculty cheating behaviors.

Table 8

Number, Percent and Rank of Faculty and Students Perceptions of Faculty Cheating Behaviors

Behavior	Faculty List				Student List			
	n	%	Ave. Rating	Rank	n	%	Ave. Rating	Rank
Accepting bribes	13	1.66	3.62	17	51	2.41	3.84	11
Advance info to students	5	0.64	3.40	28	21	0.99	3.48	18
Athletes					14	0.66	3.57	21
Attendance	24	3.07	3.21	12	33	1.56	2.94	16
Authorship	17	2.18	3.35	14	8	0.38	3.38	25
Citation	25	3.20	3.44	10	16	0.76	2.88	19
Class	39	4.99	3.03	5	312	14.77	3.08	3
Colleague	6	0.77	3.33	27				
Committee	4	0.51	2.75	30				
Credit	15	1.92	3.40	15	14	0.66	3.50	21
Dept. Standards	2	0.26	3.50	33				
Discrimination					40	1.89	3.93	14
Double Dipping	8	1.02	3.75	22				
Evaluations	8	1.02	3.88	22	7	0.33	3.86	26
Fabrication	86	11.01	3.90	2	70	3.31	3.83	7
Favoritism	62	7.94	3.39	3	505	23.90	3.37	1
Giving students test answers	7	0.90	3.29	25	70	3.31	3.21	7
Gossip	5	0.64	3.60	28				
Grade	36	4.61	3.17	8	347	16.42	3.35	2
IRB	7	0.90	3.14	25				
Lie	39	4.99	3.53	5	41	1.94	3.37	12
Load (teach/committee)	4	0.51	3.00	30				
Manipulation	11	1.41	3.18	20				
No category					23	1.09	3.26	17
None					16	0.76	-	19
Not reporting cheating	8	1.02	3.13	22	60	2.84	3.57	9
Other's work (OW)	60	7.68	3.60	4	103	4.87	3.72	5
OW-faculty	21	2.69	3.52	13	35	1.66	3.11	15
OW-publish	12	1.54	3.92	18	10	0.47	3.80	24
OW-student	25	3.20	3.60	10	76	3.60	3.64	6
Philosophy	3	0.38	3.00	32				
Plagiarism	119	15.24	3.87	1	175	8.28	3.69	4
Power	32	4.10	3.63	9	41	1.94	3.56	12
Recycling	12	1.54	3.08	18				
Relationship (inappropriate)	14	1.79	3.00	16	52	2.46	3.58	10
Tampering	1	0.13	4.00	35				
Teaching under influence	2	0.26	4.00	33				
Theft	11	1.41	3.18	20				
Vita	38	4.87	3.68	7	13	0.62	3.62	23

Note. OW = Other's work

Interestingly the faculty list seemed more complete and complex. The data suggested that faculty understanding of their own cheating behaviors was more complex than, and in some ways out of touch with, the students' understanding. In an effort to see the faculty point of view, I began to explore what overarching themes these categories might have.

In Table 9, I sorted the categories into common themes and placed each of the behavior categories within those themes. It seemed that 5 themes of faculty cheating behavior could clearly be identified; cheating in class, cheating in your department, plagiarizing, cheating in publications, and other illegal activities. Some behavior categories did not cleanly fit into one theme, i.e. cheating on course evaluations might be seen as an in class behavior or as a departmental behavior. In all cases the behavior categories were sorted according to information within the data. In the case of course evaluations, the specific behaviors listed were most often seen in the classroom and therefore were listed under the Cheating in Class theme. Using this new organization of the behaviors I then created Table 10 to show comparative results to the student responses.

Table 9

Number and Percent of Faculty Listing Faculty Cheating Behaviors by Average Rating of Seriousness within Themes

	Behavior	n	%	Ave. Rating	Tot. %
Class					
	Teaching Under the Influence	2	0.26	4.00	
	Evaluations	8	1.02	3.88	
	Power	32	4.10	3.63	
	Accepting bribes	13	1.66	3.62	
	Advance info to students	5	0.64	3.40	
	Favoritism	62	7.94	3.39	
	Giving students answers on test	7	0.90	3.29	
	Not reporting cheating	8	1.02	3.13	
	Attendance	24	3.07	3.21	
	Grade	36	4.61	3.17	
	Class	39	4.99	3.03	
	Poor philosophy	3	0.38	3.00	
	Relationship (inappropriate)	14	1.79	3.00	32.39
Department					
	Tampering	1	0.13	4.00	
	Double Dipping	8	1.02	3.75	
	Vita	38	4.87	3.68	
	Gossip	5	0.64	3.60	
	Lie	39	4.99	3.53	
	Dept. Standards	2	0.26	3.50	
	Colleague	6	0.77	3.33	
	Load (teach/committee)	4	0.51	3.00	
	Committee	4	0.51	2.75	13.70
Plagiarism					
	OW-publish	12	1.54	3.92	
	Plagiarism	119	15.24	3.87	
	Other's work (OW)	60	7.68	3.60	
	OW-stu	25	3.20	3.60	
	OW-fac	21	2.69	3.52	30.35
Publishing					
	Fabrication	86	11.01	3.90	
	Citation	25	3.20	3.44	
	Credit	15	1.92	3.40	
	Authorship	17	2.18	3.35	
	IRB	7	0.90	3.14	
	Recycling	12	1.54	3.08	20.74
Illegal					
	Manipulation	11	1.41	3.18	
	Theft	11	1.41	3.18	2.82
Total		781			100.00

Table 10

Number, Percent and Average Rating of Seriousness of Faculty and Students Listing
Faculty Cheating Behaviors by Themes

Behavior	Faculty List			Student List		
	n	%	Ave. Rating	n	%	Ave. Rating
Class						
Evaluations	8	1.02	3.88	7	0.33	3.86
Power	32	4.10	3.63	41	1.94	3.56
Accepting bribes	13	1.66	3.62	51	2.41	3.84
Advance info to students	5	0.64	3.40	21	0.99	3.48
Favoritism	62	7.94	3.39	505	23.90	3.37
Discrimination				40	1.89	3.93
Athletes				14	0.66	3.57
Giving answers on test	7	0.90	3.29	70	3.31	3.21
Not reporting cheating	8	1.02	3.13	60	2.84	3.57
Attendance	24	3.07	3.21	33	1.56	2.94
Grade	36	4.61	3.17	347	16.42	3.35
Class	39	4.99	3.03	312	14.77	3.08
Relationship (inappropriate)	14	1.79	3.00	52	2.46	3.58
Teaching Under the Influence	2	0.26	4.00			
Poor philosophy	3	0.38	3.00			
Department						
Tampering	1	0.13	4.00			
Double Dipping	8	1.02	3.75			
Vita	38	4.87	3.68	13	0.62	3.62
Gossip	5	0.64	3.60			
Lie	39	4.99	3.53	41	1.94	3.37
Dept. Standards	2	0.26	3.50			
Colleague	6	0.77	3.33			
Load (teach/committee)	4	0.51	3.00			
Committee	4	0.51	2.75			
Plagiarism						
OW-publish	12	1.54	3.92	10	0.47	3.80
Plagiarism	119	15.24	3.87	175	8.28	3.69
Other's work (OW)	60	7.68	3.60	103	4.87	3.72
OW-student	25	3.20	3.60	76	3.60	3.64
OW-faculty	21	2.69	3.52	35	1.66	3.11
Publishing						
Fabrication	86	11.01	3.90	70	3.31	3.83
Citation	25	3.20	3.44	16	0.76	2.88
Credit	15	1.92	3.40	14	0.66	3.50
Authorship	17	2.18	3.35	8	0.38	3.38
IRB	7	0.90	3.14			
Recycling	12	1.54	3.08			
Illegal						
Manipulation	11	1.41	3.18			
Theft	11	1.41	3.18			
<i>Total</i>	<i>781</i>			<i>2114</i>		

As with the list of student behaviors, there were two prominent types of perceived cheating behaviors for faculty; plagiarism & publication and class related behaviors. Of the total 781 faculty listed behaviors, some form of plagiarizing or publication cheating was mentioned 399 times, more than 51% of all faculty responses. While most of the behaviors listed referred to plagiarism or publishing, 253, or 32.3% of the total faculty responses referred to various ways faculty might cheat in the classroom. Students also responded with items from these two categories however 73.4% of student responses were classroom related and 24% were plagiarism or publishing related. Upon further review of the student responses I found that a large number of the responses in the plagiarism and publishing categories were from graduate students.

Before exploring these two main categories a few items stood out and are worthy of mention here. First, the disparity in faculty and student perceptions of seriousness, that we had seen in the student behavior list were reduced in the faculty behavior list. It seemed that students tended to see faculty cheating behavior as more serious than student cheating behavior. In general the average ranks of faculty and student seriousness of behaviors were much closer for faculty cheating behaviors. Also in contrast to the findings in the student behaviors, in many cases the students consider the faculty cheating behaviors to be more serious than faculty do. One notable exception was student perceptions of the perceived seriousness of citation errors or omission for faculty.

Secondly, while the two main categories represented 83% of faculty responses, more than 13% of faculty reported a list of behaviors which seemed to be directly related to collegiality. I am currently referring to the category as *department* due to the number of items that may be part of faculty employment that are beyond the immediate impact to

the students. This category might as easily be referred to as professionalism, or collegiality. The most common behaviors listed in this category were *Lying* and *misrepresenting one's Vita*. Both faculty (3.53, 3.68) and students (3.37, 3.62) found these behaviors to be very serious. Faculty listed an additional 7 behaviors in this category not mentioned by students. A few of the items seemed to be statements of disapproval of non-conformity, such as faculty not attending college meetings, or perhaps even jealousy of a colleague's advantage, i.e. "taking a full teaching release just because you have a grant ." Many referred to a sense of fairness, of not carrying one's load, such as committee work or teaching loads. Other's referred to more insidious behavior such as deliberately undermining a colleague's work. While this category represented only 13.7% of the listed behaviors, it is fascinating to see this rare view into the standards faculty hold for themselves.

Authors note: I found myself reconsidering this idea after conducting the factor analysis. The collaboration factor had similar behaviors that referred to a sense of fairness. I was also reminded that some of the reasons to cheat that were listed earlier referred to a sense of fairness.

I will now address the two main categories of faculty cheating behavior interpreted from both faculty and students responses. The category referred to as *Class* consisted of behaviors that happened in a classroom, or in regards to a particular course. The most prominent behaviors (> 4% of responses) in the *Class* category for faculty included power (4.1%), favoritism (7.9%), grade (4.6%) and class (4.9%). The most prominent behaviors students listed were favoritism (23.9%), grade (16.4%) and class (14.7%).

Power refers to behaviors that are an abuse of subordinates or peers with particular focus on the teacher-student relationship. Faculty were twice as likely to mention power as students but in both cases the behavior was considered very serious ($F=3.63$, $S=3.56$). Examples of power behaviors included: “Forcing and delaying student graduation to continue to (ab)use them to write your papers.” (F187), “Using the instructor position to influence students in political or other beliefs” (F106), or “Punishing students thru lower evaluation due to disagreement over politics, etc.”(322).

Favoritism was considered any behavior that treats one student or groups of students differently than another student or group of students. These behaviors were not only listed three times as often by students than faculty but students additionally specified subsets of the behavior including discrimination against race or gender and special treatment for athletes. In general faculty and students seem to equally consider favoritism to be cheating, with common rankings of the behavior at 3.37 for faculty and 3.35 for students. However, students consider the special treatment of athletes to be slightly more serious with an average rank of 3.57 and discrimination to be extremely serious with an average rank of 3.93.

As might be expected in any classroom, grades and how they are distributed might be disputed. While 4.6% of faculty referred to unfair grading practices, these behaviors represented more than 16% of the behaviors listed by students. Faculty listed behaviors such as “Not actually grading student work - e.g. cheating on grades” (F202) and various forms of grade inflation or subjective grading. Some faculty offered motive in the behaviors such as “grading very leniently in order to get better course evaluations” (F278). Students responses did not include ideas about grade inflation but rather focused

primarily on the fairness of the grades i.e. “Unfair grading of subjective material based on feelings about the student (S1218), or “Not grading the same for all students” (S499) or “Inducing a grading scale that hands over an advantage to certain students” (S2).

Lastly, *other class* related behaviors were 4.9% of faculty responses and 14.77% of student responses. For students these cheating behaviors seemed to include 3 main issues: The first was faculty not being prepared to teach; as seen in comments such as “Failure to adequately prepare for class” (S620) and “not teaching the course as it should be taught/not putting effort into it, as this is cheating the students out of money and time” (S1071). The second was concerns about the accuracy of the syllabus; “Not following their syllabus or sticking with their criteria and changing it as they go along, adding more work” (S884). The third was a criticism of the repeated use of increasingly outdated material. “using old lecture material that is irrelevant” (S429) or “not changing tests from year to year” (S684). Faculty responses also included the same three class related behaviors, but in addition, faculty included a new series of behaviors related to modeling correct citation or credit, as well as copyright for works used in the classroom. Faculty also mentioned not meeting students’ needs as a faculty cheating behavior. For example, “not providing accommodations for students with disabilities” (F278). Faculty also included in their lists a series of behaviors that were specific to the content of the class. For example “Not presenting two or more sides to an argument or evaluation of person or event in history” (F322) or “Teaching subjects such as ‘global warming being caused by man’ as fact when there is no conclusive evidence to support it” (F106).

What we see is, that while both students and faculty agree on most of the common behaviors that might be perceived as faculty cheating in the classroom, there is no

indication that there is the same sense of these behaviors as being common. Students were much more likely to mention classroom behaviors they perceived as inequitable. Interestingly, faculty considers poor pedagogical practices to be cheating, or at minimum a behavior that should have some consequences.

One other faculty cheating behavior that was listed is worth mentioning. Both faculty and students consider it to be cheating for faculty to not report cheating, however, students consider it to be a more serious offense than do faculty.

Author's Comment: I was reminded of the sense in some of the reasons for cheating that suggested faculty are not reporting cheating and that cheaters feel they will not get caught. A few of the reasons listed suggested some people cheat to be able to compete with the cheaters. As a teacher I found myself pondering this impression. Do cheaters really not get caught? The actual records of numbers of academic action taken against students who have cheated would seem to suggest this impression is true. The estimated number of cases that were brought to judicial affairs at CSU were five cases in a four year period.¹ However I believe this impression may in fact be overly inflated by the fact the student privacy laws usually require faculty to handle these issues privately. Beyond the privacy issue, departments may have policies in place to address issues within the college, allowing actions to be taken against the student at that level. Finally instructors may require offending students to repeat the work or accept an F on the assignment. Therefore students are very likely to witness other students cheating, but they are less likely to see any consequences of that cheating thereby creating the impression of no consequences. We are following another rule book –

¹ Per conversation with Judicial Affairs officer.

in some cases. Is this different worlds or simply a lack of information to students understanding of their own rights?

The second most common category of faculty cheating behaviors were plagiarism and publication. I separated the behaviors clearly related to plagiarism from those related to publication; I find that in many cases they hold only slight semantic differences and in other cases the behaviors are only differentiated by the intention to publish. With that in mind, I will speak about the two collectively. Because of the open ended nature of the questions many responses were incomplete to compare with other responses. Some responses clearly named the behavior as plagiarism, while others simply referred to the use of ‘others’ work’. Further, other’s work often identified a specific victim. For example, someone might say “plagiarizing”, or “plagiarizing someone else’s work” or “claiming someone else’s work”, or “claiming the work of a student”. Other respondents talked about using someone else’s work without permission. The most serious of these behaviors with an average faculty rank of 3.92 and an average student rank of 3.8 was considered to be publishing someone else’s work as your own. Another interesting point that may be related to the sense of fairness was that to the use students’ work was considered to be more serious than claiming a colleague’s work.

The behaviors that were listed under the publish category included behaviors that in some way broke a rule or social understanding. Interestingly the issue of plagiarism seems to become more complicated as the ego of writers, the threats of pending tenure and power issues combine. More than 11% of faculty responses indicated faculty fabricating data or papers as a cheating behavior. The reasons for and extent of this

behavior are not addressed in this research. It should be noted that a similar behavior was identified for students and may be worth follow up research.

While fabrication clearly fit into the publication category, it did not seem related to the other items I had placed in this category. It was found to be extremely serious by both faculty (3.9) and students (3.8). The other behaviors listed under publishing referred to questions of credit, authorship, ownership and allowable use as seen in recycling of one's own work. As I mentioned earlier, many of the student responses in this category were from graduate students referring to personal experience regarding receiving fair credit for their work. However, these issues of fair play were also seen in dozens of faculty responses.

Now with a nebulous understanding of the reasons for cheating and some of the behaviors that are understood to be cheating it is time to look at the quantitative information available.

Phase II: Quantitative data analyses.

A principal component factor analysis was used to further explore Question 1, What are faculty and student perceptions of cheating behaviors? And Question 1b, What are the differences/similarities in these definitions? The factor analysis was used to investigate the underlying patterns of association between faculty and student perceived seriousness of cheating behaviors.

The factor analysis was conducted using a Principal Component Analysis Varimax Rotation method with Kaiser normalization. The minimum criterion for an item loading on a factor was set at 0.30. From an analysis of the eigenvalues it was determined that five (5) factors accounted for 73.65% of the variance in the student responses and

that six (6) factors accounted for 74.15% of variance in the faculty responses (see Table 11). For comparative purposes, tables showing the results of the specific behaviors loading in the factor analysis of student ratings of the 22 cheating behaviors and the results of the factor analysis of faculty ratings are included in appendix H.

Table 11

Factor Analysis and Cronbach's Alpha Reliability Coefficients for Students' Cheating Behaviors as Perceived by Faculty and Students

Dimension	Students		Faculty	
	Items	Alpha	Items	Alpha
Test Factor	6	0.93	6	0.91
Plagiarism Factor	5	0.89	4	0.85
Collaboration Factor	5	0.85	3	0.90
Citation Factor	3	0.87	3	0.83
Fabrication Factor	3	0.85	4	0.76
Dishonesty Factor			2	0.59

In each case the factor names were derived from common vocabulary within the items loaded for that factor, or from a common theme within the items. The factors for students were, *test* with 6 items loading, *plagiarism* with 5 items loading, *collaboration* with 5 items loading, *citation* with 3 items loading and *fabrication* with 3 items loading. The factors for faculty were identical to the students' factors with the exception of an additional factor labeled 'dishonest'. Two items that had been related to the collaboration

factor for students were seen as an independent factor by faculty. These were behaviors *B1 Learning what is on a test from someone who has already taken it*, and *B2 Using a false excuse to delay taking test*. One other behavior loaded in different factors for faculty and students, *B16 Copying material almost word-for-word from a written source without citation*. With the exceptions noted above, it seems that faculty and students have similar but not identical understandings of the factors underlying the cheating behaviors listed in this study.

Factor Variables. Mean scores of each of the behaviors loaded within each factor were calculated and used to create 11 new factor variables. The faculty and student Citation factor and Test factor were identical, reducing the new factor variables to 9. Analyses of Variance were conducted on each of the 9 factor variables created to examine parts of the research questions. The first analysis was to examine Question 1b, What are the differences/similarities in these [faculty and students] definitions? To examine this, a one-way analysis of variance (ANOVA) between faculty-status and student-status perceived-seriousness-ratings was conducted on all 9 variables. Significant variance by status was found in all 9 variables. In every case faculty rated the behaviors as more serious than students did. The ANOVA findings are listed in Table 12.

Table 12

ANOVA of 9 Factorial Variables by Faculty or Student Status

	Student Factors				Faculty Factors			
	df		F	Sig.	df		F	Sig.
Citation	1	1750	16.37**	0.000	1	1750	16.37**	0.000
Collaboration	1	1757	107.7**	0.000	1	1757	113.7**	0.000
Fabrication	1	1750	96.17**	0.000	1	1750	83.96**	0.000
Plagiarism	1	1750	62.53**	0.000	1	1750	72.46**	0.000
Test Factor	1	1757	53.75**	0.000	1	1757	53.75**	0.000
Dishonesty (F)					1	1757	48.36**	0.000

Note. The Citation variable and Test variable were identical for faculty and Students. ** $p < .01$.

The relationship among the 9 variables of Citation, Collaboration, Fabrication,

Plagiarism, Test and Dishonest were assessed using the Pearson Product Moment

correlation coefficient. The results of this analysis are shown in Table 13.

Table 13

Correlation Matrix for Factor Variables

	Te	Pl	Co	Ci	Fa	Di	Pl1	Co1	Fa1
TESTFAC	1								
PLAGFAC	.614(**)	1							
COLLFAC	.505(**)	.419(**)	1						
CITATFAC	.459(**)	.494(**)	.507(**)	1					
FABRIFAC	.575(**)	.703(**)	.466(**)	.584(**)	1				
DISHFAC	.441(**)	.330(**)	.566(**)	.389(**)	.359(**)	1			
PLAGSTU	.622(**)	.983(**)	.418(**)	.541(**)	.746(**)	.329(**)	1		
COLLSTU	.539(**)	.431(**)	.932(**)	.517(**)	.476(**)	.827(**)	.430(**)	1	
FABRISTU	.540(**)	.645(**)	.463(**)	.525(**)	.975(**)	.356(**)	.655(**)	.473(**)	1

As shown in table 13 all 9 Factor Variables were correlated at the .01 level. Such correlation among the dependant variables might suggest the need for an additional

analysis of MANOVA. However, for the independent variables Status, Knowledge of Policy and Age the small degrees of freedom indicated that the correlations were not high enough to suggest the use of a MANOVA (Heiman, 2003). Further the Eta Squared for the Independent variable College of Study indicated an effect size accounting for less than 2% of variance. Therefore MANOVAs were not included in this study.

Analyses of Variance were also conducted on each of the 22 behavior ratings used in the factor analysis to examine possible outliers or patterns. Significant variance by status was found in 21 of the 22 behaviors. Only one item failed to show significant differences between faculty and student perceived seriousness; *B11 Paraphrasing/copying few sentences from written source without citing it*. As with the previous 9 factor variables, when significance was found, faculty considered the behaviors to be more serious than students. The ANOVA findings for all of the behaviors are listed in Table 14.

Table 14

ANOVA of 22 Cheating Behaviors by Faculty or Student Status

	df		F	Sig.
B1	1	1757	45.08**	0.000
B2	1	1756	27.47**	0.000
B3	1	1756	27.34**	0.000
B4	1	1757	31.11**	0.000
B5	1	1757	64.50**	0.000
B6	1	1757	32.31**	0.000
B7	1	1757	46.11**	0.000
B8	1	1757	39.17**	0.000
B9	1	1757	117.17**	0.000
B10	1	1757	117.94**	0.000
B11	1	1750	2.15	0.143
B12	1	1750	4.41*	0.036
B13	1	1750	54.36**	0.000
B14	1	1750	57.70**	0.000
B15	1	1750	79.56**	0.000
B16	1	1750	10.00**	0.002
B17	1	1750	56.27**	0.000
B18	1	1750	37.36**	0.000
B19	1	1750	43.98**	0.000
B20	1	1750	89.68**	0.000
B21	1	1750	53.12**	0.000
B22	1	1750	81.11**	0.000

* p< .05. ** p <.01.

Not cheating. Beyond the ANOVA a simple frequency was used to explore which if any behaviors were not considered to be cheating. Overall, faculty and students seemed to agree that Plagiarism and the Test related behaviors are cheating. However, they did not agree that the Collaboration, Citation or Fabrication factors were cheating behaviors. As can be seen in the following chart more than 20% of students and 10% of faculty do not believe that behaviors 1 and 2 are cheating. More than 15% of students and 3% of faculty do not consider behaviors 9, 10 and 13 to be cheating. Combined, these five behaviors were loaded together in the student responses to create the Collaboration factor. For faculty these 5 behaviors represent to distinct factors, one of Collaboration and one of Dishonesty. The Citation factor also contained behaviors which over 6% of students and 2% of faculty do not consider to be cheating.

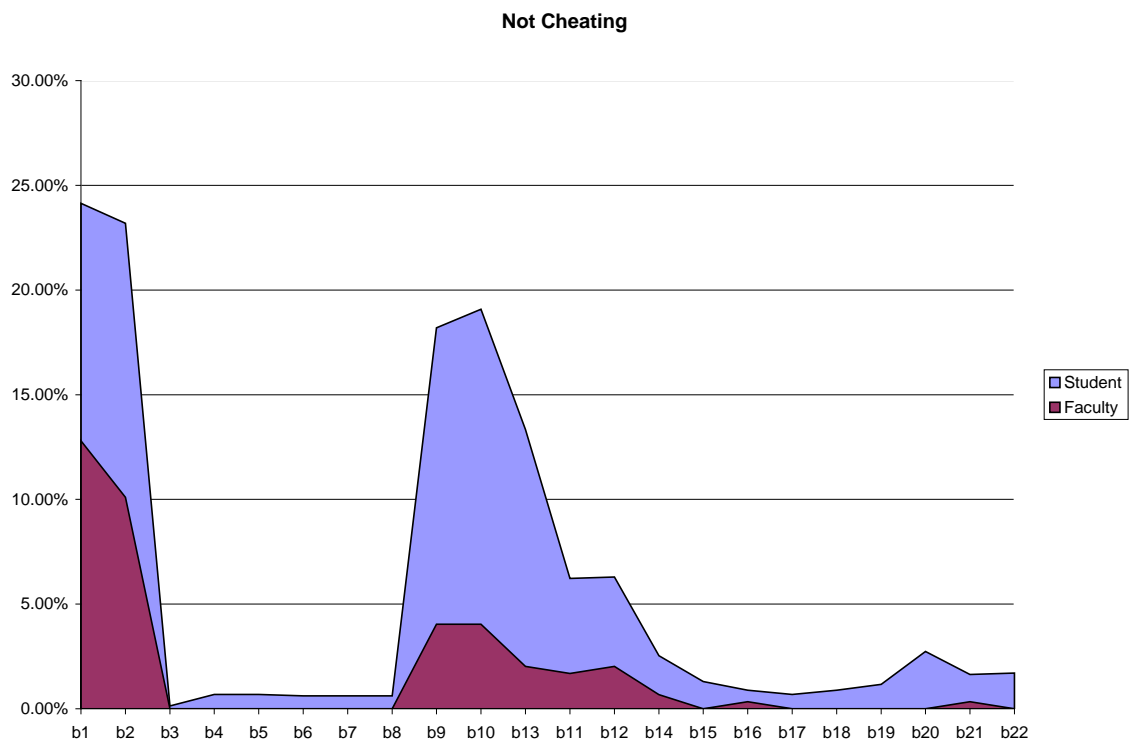


Figure 3. Not Cheating

Analysis by college. A one-way analysis of variance (ANOVA) was used to examine Question 1c, Are there variations in faculty and student perceptions of cheating behaviors by college? Mean behavior ratings for the 9 factor variables were compared by the colleges of study listed in Table 1. The ANOVA showed that there was a significant variation by college for each of the 22 behaviors (see Table 15).

It should be noted that conducting analysis of variance on 10 different colleges increases the probability of finding differences: commonly referred to as *family wise type I error*. The original research question required these comparisons. By grouping the behaviors according to their factor loading and creating new combined variables we may partially address this concern for anomalies. commonalities in the variances.

Table 15

ANOVA of 9 Factoral Variables by College of Study

	Student Factors				Faculty Factors			
	df		F	Sig.	df		F	Sig.
Citation	9	1742	2.92**	0.002	9	1742	2.92**	0.002
Collaboration	9	1749	6.37**	0.000	9	1749	5.52**	0.000
Fabrication	9	1742	6.30**	0.000	9	1742	5.72**	0.000
Plagiarism	9	1742	3.45**	0.000	9	1742	3.34**	0.000
Test Factor	9	1749	4.52**	0.000	9	1749	4.52**	0.000
Dishonesty (F)					9	1749	6.51**	0.000

Note. The Citation variable and Test variable were identical for faculty and Students.

** $p < .01$.

The Tukey post-hoc indicated that in general when there were significant differences, participants from the Law College and the College of Arts and Science tended to rate the behaviors as more serious than the other colleges. In contrast, when

significant differences were found, participants from the Colleges of Business and Engineering tended to rank the behaviors as less serious than the other colleges. The specific post-hoc findings by variable are as follows:

Citation Factor-Arts & Science and Education rated the Citation factor as significantly more serious than Business Administration. See Figure 4.

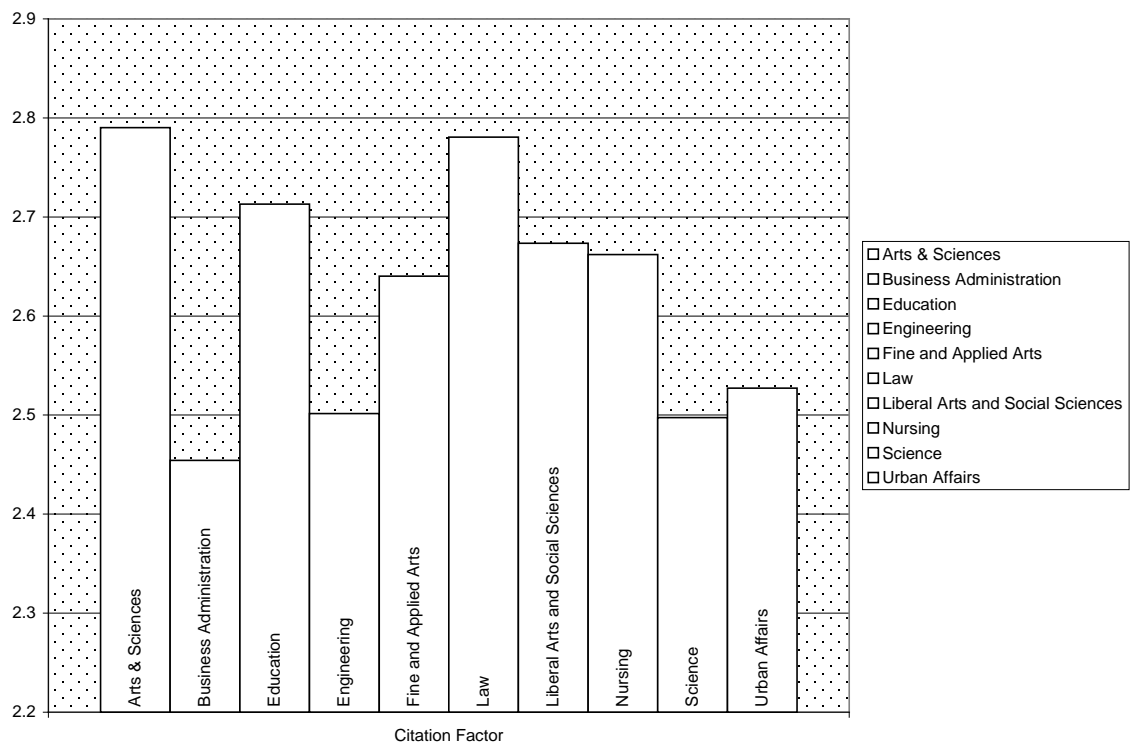


Figure 4. Average Seriousness Rating of Citation Factor by College of Study

The citation factor chart (See Figure 4) and average means for the three behaviors indicate an overall trend line for each college in the following order of perceived seriousness from highest to lowest: Arts & Science (2.79), Law (2.78), Education (2.71), Liberal Arts & Social Science (2.67), Nursing (2.66), Fine & Applied arts (2.64), Urban (2.53), Engineering (2.50), Science (2.50), and Business Administration (2.45).

Collaboration Factor-The post hoc finding for the collaboration factors created from both the student factor analysis and the faculty factor analysis were identical with the exception of the College of Law. In both collaborative variables Arts & Science, Law and Education consider the Collaboration Factor to be more serious than Business Administration or Science. In the Faculty factor Law considers the Collaboration factor to be more serious than all other colleges although not a significant difference from Nursing and Fine & Applied Arts.

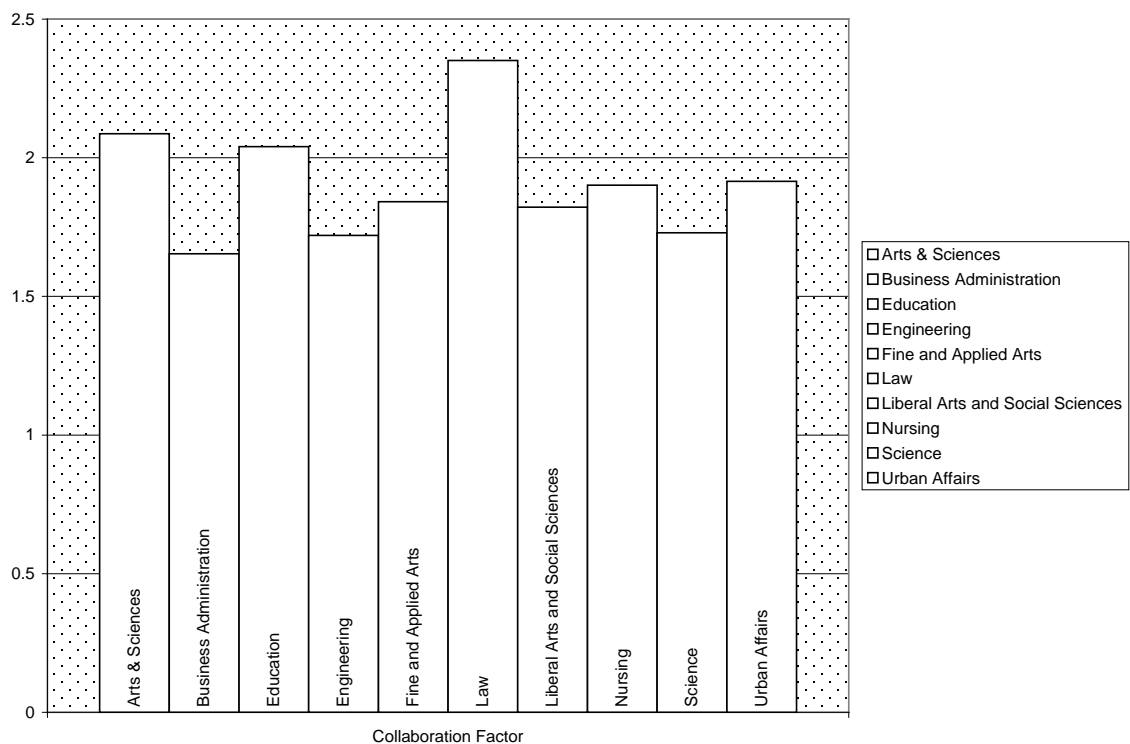


Figure 5. Average Seriousness Rating of Citation Factor by College of Study

The collaboration factor chart (See Figure 5) and average means for the three behaviors indicate an overall trend line for each college in the following order of perceived seriousness from highest to lowest: Law (2.35), Arts & Science (2.09), Education (2.04),

Urban (1.92), Nursing (1.90), Fine & Applied arts (1.84), Liberal Arts & Social Science (1.82), Science (1.73), Engineering (1.72), and Business Administration (1.66).

Fabrication factor. Arts & Science consider the Fabrication factor to be more serious than Engineering, Business Administration and Science. Further, Engineering considers the fabrication factor to be significantly less serious than all other colleges except Business Administration and Science.

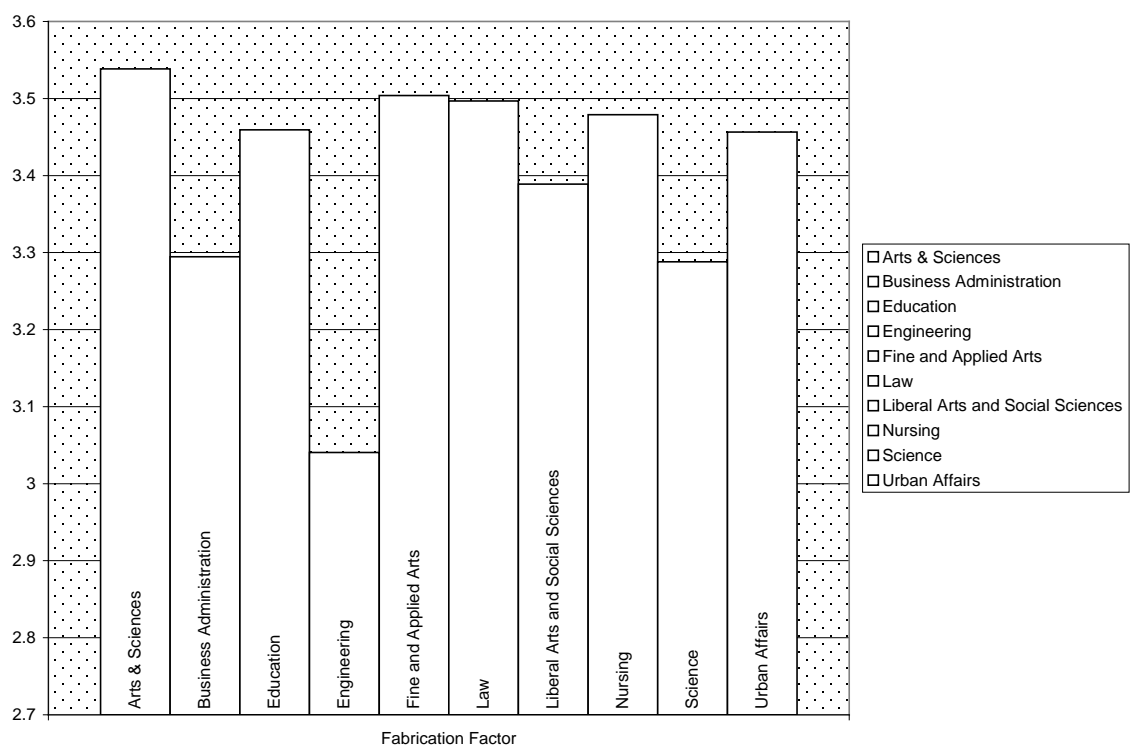


Figure 6. Average Seriousness Rating of Fabrication Factor by College of Study

The fabrication factor chart (Figure 6) and average means for the three behaviors indicate an overall trend line for each college in the following order of perceived seriousness from highest to lowest: Arts & Science (3.48), Urban (3.46), Nursing (3.45), Law (3.44), Fine & Applied arts (3.43), Education (3.41), Liberal Arts & Social Science (3.30), Business Administration (3.22), Science (3.20), and Engineering (2.89).

Plagiarism factor. The post hoc finding for the plagiarism factors created from both the student factor analysis and the faculty factor analysis were identical. Arts and Science consider the Plagiarism Factor to be more serious than Engineering, Business Administration and Science.

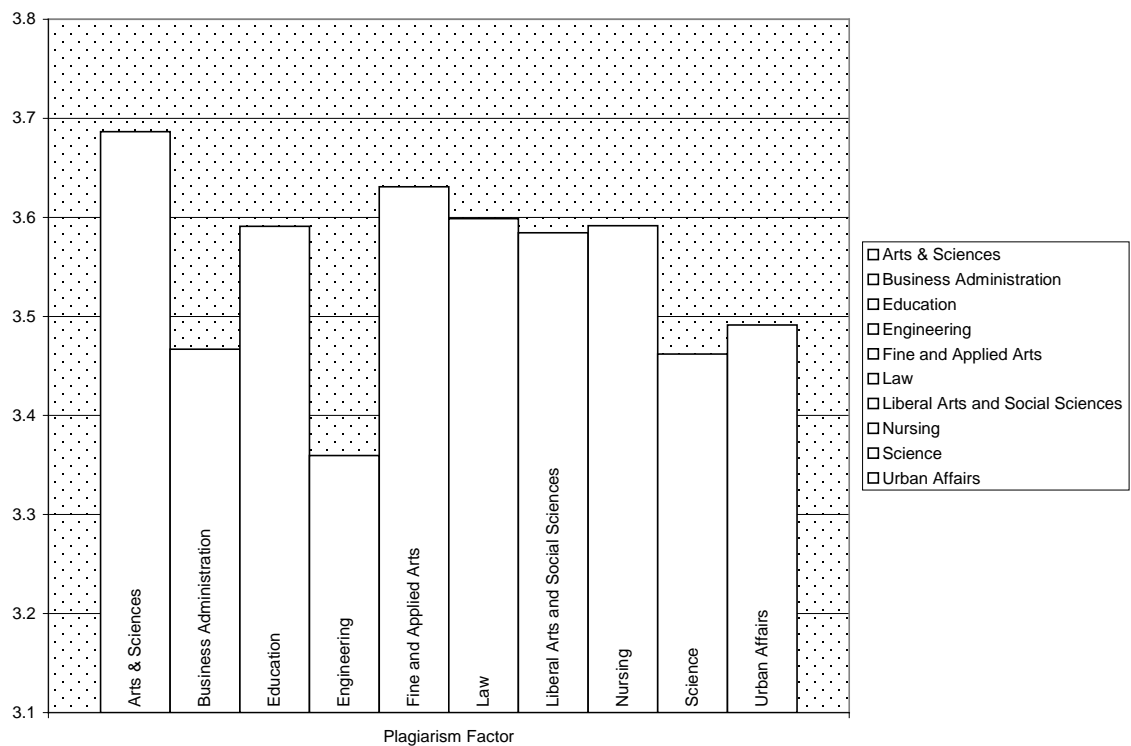


Figure 7. Average Seriousness Rating of Plagiarism Factor by College

The plagiarism factor chart (See Figure 7) and average means for the five behaviors indicate an overall trend line for each college in the following order of perceived seriousness from highest to lowest: Arts & Science (3.69), Fine & Applied arts (3.65), Law (3.61), Liberal Arts & Social Science (3.60), Education (3.60), Nursing (3.59), Science (3.48), Urban (3.48), Business Administration (3.48), and Engineering (3.35).

Test factor. Arts and Science and Law consider the Test Factor to be more serious than Engineering, Business Administration and Science.

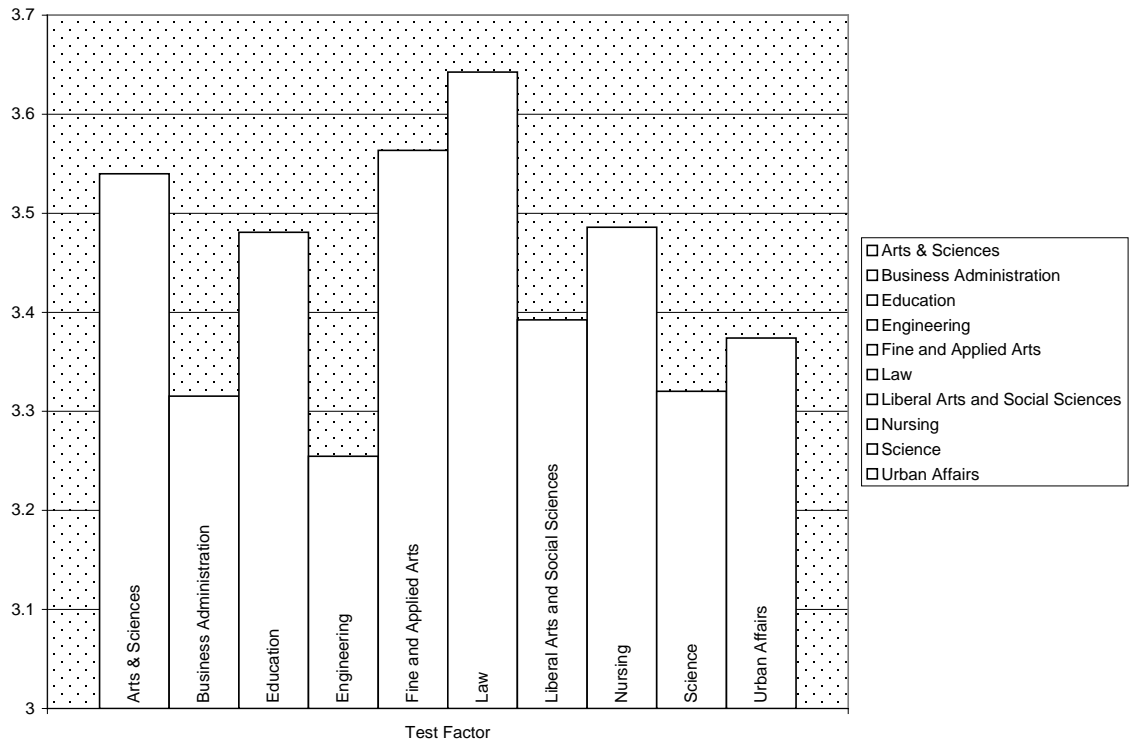


Figure 8. Average Seriousness Rating of Plagiarism Factor by College

While the post hoc indicated the previously mentioned significant variances, the test factor chart (See Figure 8) and average means for the six behaviors indicate an overall trend line for each college in the following order of perceived seriousness from highest to lowest: Law (3.64), Fine & Applied arts (3.56), Arts & Science (3.54), Nursing (3.49), Education (3.48), Liberal Arts & Social Science (3.39), Urban (3.37), Science (3.32), Business Administration (3.32), and Engineering (3.25).

Dishonesty factor. Law considers the Dishonesty factor to be more serious than all other colleges.

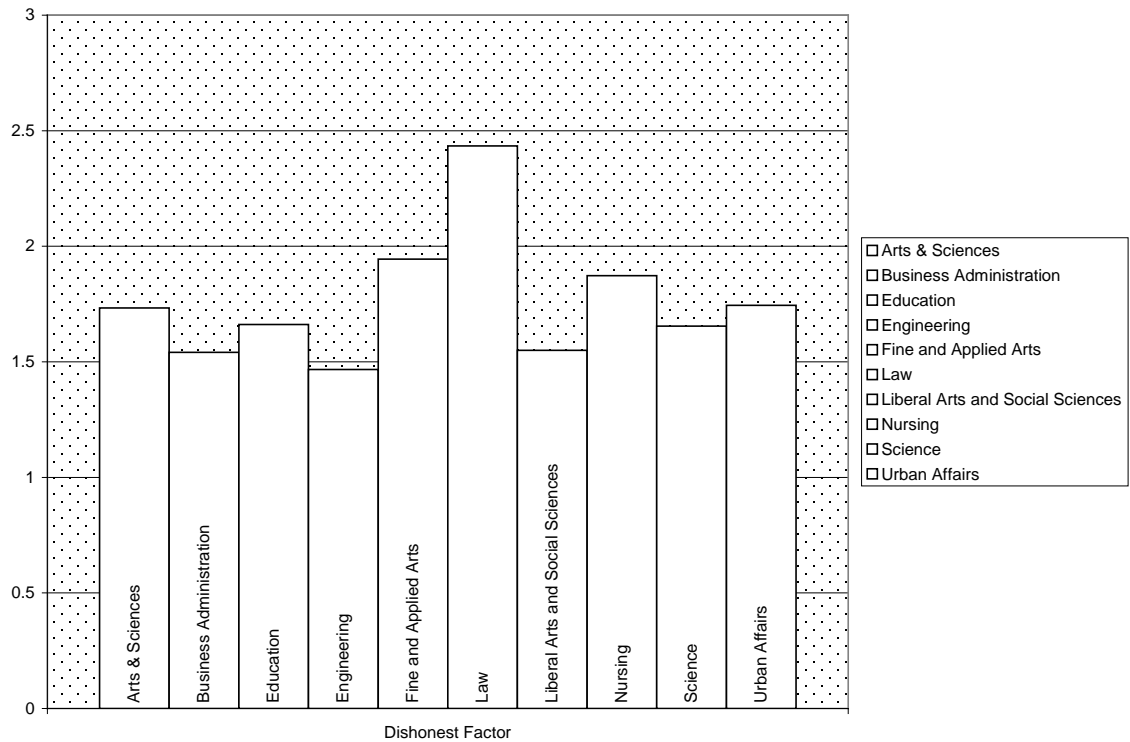


Figure 9. Average Seriousness Rating of Dishonest Factor by College of Study

The dishonest factor chart (Figure 8) and average means for the two behaviors indicate an overall trend line for each college in the following order of perceived seriousness from highest to lowest: Law (2.43), Fine & Applied arts (1.94), Nursing (1.87), Urban (1.74), Arts & Science (1.73), Education (1.66), Science (1.65), Liberal Arts & Social Science (1.55), Business Administration (1.54), and Engineering (1.47).

A one-way analysis of variance was also conducted on the 22 individual behaviors to look for outliers or patterns. The ANOVA showed that there was a significant variation by college for each of the 22 behaviors (see Table 16). These findings were consistent with the previous ANOVA of the factorial variables. No outliers were discovered, however no significant differences were found in the Post hoc for behaviors B8 and B16.

Table 16

ANOVA of 22 Cheating Behaviors by College of Study

Behavior	df		F		Sig.
B1	9	1749	6.26	**	0.000
B2	9	1748	4.28	**	0.000
B3	9	1748	2.42	**	0.010
B4	9	1749	3.03	**	0.001
B5	9	1749	3.09	**	0.001
B6	9	1749	5.37	**	0.000
B7	9	1749	4.84	**	0.000
B8	9	1749	2.91	**	0.002
B9	9	1749	5.33	**	0.000
B10	9	1749	6.15	**	0.000
B11	9	1742	2.14	*	0.024
B12	9	1742	2.56	**	0.006
B13	9	1742	3.56	**	0.000
B14	9	1742	3.61	**	0.000
B15	9	1742	4.01	**	0.000
B16	9	1742	2.13	*	0.024
B17	9	1742	2.90	**	0.002
B18	9	1742	2.27	*	0.016
B19	9	1742	2.23	*	0.018
B20	9	1742	6.35	**	0.000
B21	9	1742	4.55	**	0.000
B22	9	1742	4.67	**	0.000

* p < .05, ** p < .01

Note: No Significant Differences were found in the Post Hoc for Behaviors B8 and B16

The Tukey post-hoc findings for the individual behaviors were similar to those for the Factor variables. In general when there were significant differences, participants from the Law College and the College of Arts and Science tended to rank the behaviors as more serious than the other colleges. In contrast, when significant differences were found, participants from the Colleges of Business and Engineering tended to rate the behaviors as less serious than the other colleges.

By using the variables created in the factor analysis to group the behaviors and plotting the mean ratings a pattern began to emerge. By plotting faculty and student means on separate graphs we see that the patterns are slightly different for the two groups

(Figures 10 & 11). The graph patterns seemed to indicate that while significant differences existed between colleges, those differences were not consistent for all categories of behaviors. Further, it was apparent that while there was some significant variation of the perceived seriousness of the factor variables by college, overall the behaviors within each factor seemed to be rated in a similar pattern across colleges. Graphs of the mean ratings by specific factors can be found in Appendix I.

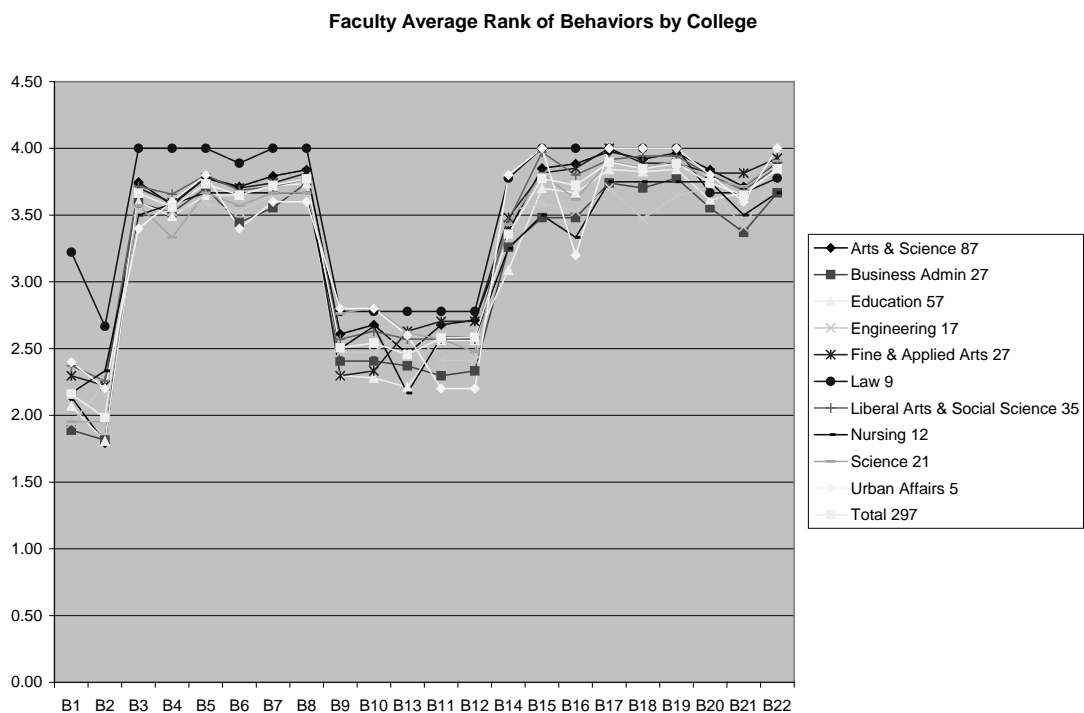


Figure 10. Faculty Average Behavior Rating by College

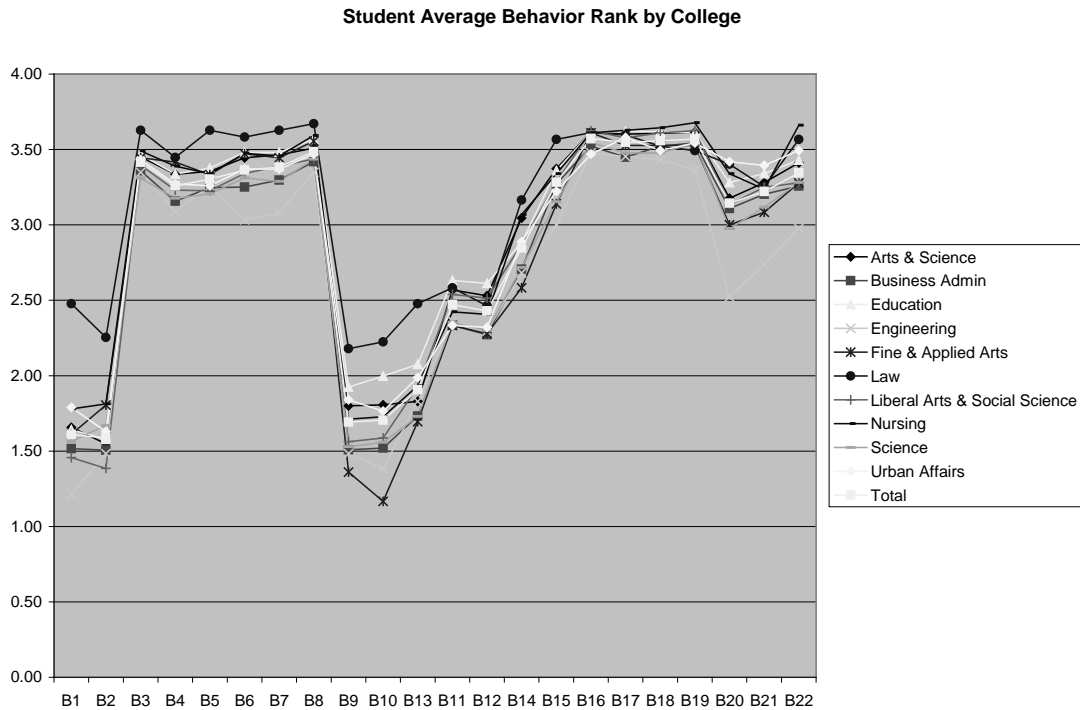


Figure 11. Student Average Behavior Rating by College

It became clear that while many of the individual findings in variance were only marginally significant, combined they gave an overall impression of how the factors may be perceived in each college.

The first ANOVA had indicated variation by status, and therefore the possibility of two distinct populations. If so, perhaps the variance by college was an apparition of the variance by status. It was also possible that the variance by college only occurs in one of the populations. To address this question, the populations were split by status and One-Way ANOVAs were run on each population by both faculty and student factors by status. The results for the student factors are shown in Table 17 and the results for the faculty factors are shown in Table 18.

Table 17

ANOVA of 5 Student Factoral Variables by College of Study for Faculty and Students

Student Factors								
Dimension	Students				Faculty			
	df		F	Sig.	df		F	Sig.
Citation	9	1445	2.29*	0.015	9	287	0.60	0.800
Collaboration	9	1452	5.95**	0.000	9	287	1.08	0.379
Fabrication	9	1445	5.39**	0.000	9	287	1.38	0.197
Plagiarism	9	1445	1.51	0.140	9	287	3.90**	0.000
Test Factor	9	1452	2.84**	0.003	9	287	1.10	0.362

* $p < .05$, ** $p < .01$.

Table 18

ANOVA of 6 Faculty Factoral Variables by College of Study for Faculty and Students

Faculty Factors								
Dimension	Students				Faculty			
	df		F	Sig.	df		F	Sig.
Citation	9	1445	2.29*	0.015	9	287	0.60	0.800
Collaboration	9	1452	5.63**	0.000	9	287	0.83	0.591
Fabrication	9	1445	4.40**	0.000	9	287	2.05*	0.034
Plagiarism	9	1445	1.56	0.122	9	287	3.48**	0.000
Test Factor	9	1452	2.84**	0.003	9	287	1.10	0.362
Dishonesty	9	1452	5.64**	0.000	9	287	1.63	0.107

* $p < .05$, ** $p < .01$.

Before examining the Posthoc findings from Table 17 and 18 there appears to be two distinct populations. Perhaps most interestingly we see that while students across programs of study have significant variance in ratings of most of the behaviors, they are in agreement about the plagiarism variable. In contrast faculty have significant variation in perceived seriousness of the plagiarism factor.

The post hoc findings for the separate ANOVAs of Faculty and Student perceptions of five Student Factoral Variables and the six Faculty Factoral Variables were not consistent with the findings for the two groups combined. As with the combined group findings when significance was found, the College of Law, the College of Liberal Arts & Social Sciences and the College of Arts & Sciences were likely to perceive the behaviors as more serious than other colleges. Also, when significance was found the College of Business Administration and the Engineering College were more likely to perceive the variables as less serious than other colleges. One addition to the separate findings, was that the College of Education found citation and collaboration variables to be significantly more serious than Business Administration or Engineering.

An ANOVA by knowledge of policy was run on each of the variables for both faculty and student factors. The post hoc findings indicated that in general faculty and students who were familiar with the university policy considered the behaviors to be more serious than those who were somewhat familiar, and those who were somewhat familiar tended to consider the behaviors to be more serious than those who were not familiar with the policy. However, separate examination by status indicated again that two distinct populations may exist (Tables 19 and 20).

Table 19

ANOVA of 5 Student Factoral Variables by Knowledge of Policy for Faculty and Students

Student Factor								
	Students				Faculty			
	Df		F	Sig.	df		F	Sig.
Citation	2	1452	16.77**	0.000	2	294	4.88**	0.008
Collaboration	2	1459	17.52**	0.000	2	294	3.52*	0.031
Fabrication	2	1452	6.82**	0.001	2	294	5.28**	0.006
Plagiarism	2	1452	3.73*	0.024	2	294	11.16**	0.000
Test Factor	2	1459	8.32**	0.000	2	294	7.21**	0.001

* $p < .05$, ** $p < .01$.

Table 20

ANOVA of 6 Faculty Factoral Variables by Knowledge of Policy for Faculty and Students

Faculty Factor								
	Students				Faculty			
	df		F	Sig.	df		F	Sig.
Citation	2	1452	16.77**	0.000	2	294	4.88**	0.008
Collaboration	2	1459	15.25**	0.000	2	294	2.39	0.093
Fabrication	2	1452	6.41**	0.002	2	294	8.80**	0.000
Plagiarism	2	1452	3.5*	0.030	2	294	7.91**	0.000
Test Factor	2	1459	8.32**	0.000	2	294	7.21**	0.001
Dishonesty	2	1459	12.36**	0.000	2	294	2.73	0.067

* $p < .05$, ** $p < .01$.

When exploring the separate analysis, the generalization above holds true, however the significant variation was skewed for students. When significance was found students, who were familiar with the policy found the behaviors to be significantly more serious than either students who were somewhat familiar or students who were not familiar with the policy. By contrast, when significance was found faculty who were somewhat familiar with the policy found the behaviors to be more serious than those with no familiarity and less serious than those with knowledge of the policy (See Tables 19-20).

An ANOVA by age of participants was conducted on each of the factorial variables to examine the role of development in perceptions of cheating (Table 21). The age groups were 15-24 years old, 25-40 years old, 41-55 years old and 56 years old and over. The ANOVA age indicated that in general students found the behaviors to be more serious as age increased, which seemed to support previous research suggesting an ontological root to moral development. However, the posthoc indicated that 15-24 year old students consider the factor variables to be significantly less serious than any other age group. Additionally the ANOVA by age of faculty did not support a general variance by age. In general faculty 56 years old and over, find the collaboration variable and the dishonest variable as significantly more serious than faculty under 40. See Tables 21 and 22.

Table 21

ANOVA of 5 Student Factoral Variables by Faculty and Students' Age

Student Factors									
	Students					Faculty			
	df		F		Sig.	df		F	Sig.
Citation	3	1451	3.58	*	0.013	2	294	0.07	0.934
Collaboration	3	1458	36.97	**	0	2	294	5.81 *	0.003
Fabrication	3	1451	34.63	**	0	2	294	0.89	0.411
Plagiarism	3	1451	5.19	**	0.001	2	294	0.81	0.446
Test Factor	3	1458	11.98	**	0	2	294	0.06	0.939

* $p < .05$, ** $p < .01$.

Table 22

ANOVA of 6 Faculty Factoral Variables by Faculty and Students' Age

Faculty Factors									
	Students					Faculty			
	df		F		Sig.	df		F	Sig.
Citation	3	1451	3.58	*	0.013	2	294	0.07	0.934
Collaboration	3	1458	35.76	**	0	2	294	4.56 *	0.011
Fabrication	3	1451	26.55	**	0	2	294	0.74	0.479
Plagiarism	3	1451	6.22	**	0	2	294	1.12	0.328
Test Factor	3	1458	11.98	**	0	2	294	0.06	0.939
Dishonesty	3	1458	19.82	**	0	2	294	3.86 *	0.022

* $p < .05$, ** $p < .01$.

To further explore the question of age and exposure to policy an ANOVA by Students' Year in College was conducted on the student responses. The findings are reported in Table 23. The posthoc findings indicated that when there were significant differences, graduate students and students classified as *other* considered the behaviors to be significantly more serious than any of the undergraduate years. Further, there was no significant variance across any of the undergraduate years. While this finding may be related to age, it may also suggest a relationship to years of exposure to policy. See Table 23.

Table 23

ANOVA of 5 Student Factoral Variables and 6 Faculty Factoral Variables by Students' Year in College

	Student Factors					Faculty Factors				
	df		F		Sig.	df		F		Sig.
Citation	5	1449	3.57	*	0.003	5	1449	3.75	*	0.002
Collaboration	5	1456	10.95	**	0.000	5	1449	3.57	*	0.003
Fabrication	5	1449	11.1	**	0.000	5	1449	8.88	**	0.000
Plagiarism	5	1449	3.11	*	0.009	5	1456	9.59	**	0.000
Test Factor	5	1456	1.99		0.078	5	1456	1.99		0.078
Dishonesty						5	1456	7.61	**	0.000

* $p < .05$, ** $p < .01$.

Table 24

ANOVA of 9 Factor Variables by Faculty Years of Teaching Experience

	Student Factors				Faculty Factors			
	df		F	Sig.	df		F	Sig.
Citation	5	291	0.36	0.878	5	291	0.36	0.878
Collaboration	5	291	2.87*	0.015	5	291	2.37*	0.039
Fabrication	5	291	1.74	0.126	5	291	1.72	0.129
Plagiarism	5	291	1.36	0.241	5	291	1.12	0.347
Test Factor	5	291	0.10	0.992	5	291	0.10	0.992
Dishonesty					5	291	1.88	0.098

* $p < .05$,

An ANOVA by Years of Teaching Experience indicated that faculty do not differ greatly in their perceptions of the factor variables as a function of their years of teaching experience. The only exception to this seems to be their ideas about collaboration. The Tukey posthoc indicated that faculty with 1-2 years of teaching experience found the collaborative behaviors (B9, B10) to be less serious than teachers with 20 plus years of teaching experience (Table 24).

The information gathered in the previous analyses was used to inform the final phase of qualitative analysis.

Phase III: Qualitative data analysis. In the third phase, I incorporated the categories created in Phase I into the factors created in Phase II in order to allow a more thorough understanding both of the factors (similarities) and of behaviors that do not fit (differences) within the factors (see Tables 7 and 11). With the category list in hand I began to explore how these behaviors related to the factors that had been created in the

factor analysis. I then began to sort and arrange the categories based on those factors (see Table 25).

Table 25

Number and Percent of Faculty and Students Listing, and Average Rating of Seriousness of Student Cheating Behaviors by Factors

Behavior	Student			Faculty			
	Num.	%	Rating	Num.	%	Rating	
Testing							
Acting as someone else	40	2.74	3.63	15	5.05	3.60	
Advance materials	294	20.11	3.23	44	14.81	3.57	
Bathroom	12	0.82	3.50				
Cheating on a test	240	16.42	3.21	56	18.86	3.57	
Copying answers	259	17.72	3.32	78	26.26	3.66	+
Indicative Behaviors	19	1.30	2.53	3	1.01	3.67	+
Looking	231	15.80	3.19	37	12.46	3.43	
Other	2	0.14	4.00				
Sharing AKA collusion	134	9.17	3.27	16	5.39	3.44	
Talking during exam	50	3.42	3.02	4	1.35	3.25	
Using tech during test	35	2.39	3.38	8	2.69	3.75	
Unauthorized aid	436	29.82	3.12	100	33.67	3.56	+
Plagiarism							
Buying -selling	106	7.25	3.58	33	11.11	3.94	+
Copying	89	6.09	3.21				+

Behavior	Num.	%	Rating	Num.	%	Rating	
Copy homework	240	16.42	2.19				+
Not own work	437	29.89	3.41	88	29.63	3.52	+
Plagiarism	699	47.81	3.48	187	62.96	3.59	
Recycling	33	2.26	2.09	16	5.39	3.13	
Collaboration							
Collaboration	125	8.55	2.46	29	9.76	2.79	
Group Work	66	4.51	2.80	12	4.04	2.75	
Citation							
Citation	94	6.43	3.01	71	23.91	3.08	+
Fabrication							
Lab Research	97	6.63	3.01	27	9.09	3.67	+
Lying	46	3.15	2.89	47	15.82	3.28	+
Other							
Attendance	43	2.94	3.29	10	3.37	2.60	
Bribing	24	1.64	3.67	2	0.67	4.00	
Grades				8	2.69	3.63	
Internet	77	5.27	3.25	32	10.77	3.56	
Not Prepared	15	1.03	2.33	2	0.67	1.50	
Not categorized	201	13.75	3.25	62	20.88	3.48	
Online class	44	3.01	2.70	8	2.69	3.75	
Stealing	19	1.30	3.58				

Note. + Indicates categories that the survey behaviors would fall under (McCabe 2005).

This chart provides two immediate clarifications. First, we can see that most of the behaviors identified as cheating by both faculty and students cleanly fit into the 5 factor labels created in the Phase II factor analysis. We also clearly see the emergence of at least one additional factor. Items falling into this final category may not generally be considered cheating, but they have in common a sense of impropriety. Second, using this we can compare the understandings of cheating behavior explored in this study with what has been explored in previous research.

Using the same methods as earlier to sort the behaviors, I compared the previous research behaviors that were specifically asked about in this survey with Table 28. What I found was that all of the 22 behaviors asked about in this survey would fit within 10 of the 32 behaviors identified in this study. The common behaviors have been marked with an asterisk in Table 28. This may indicate the existence of more cheating behaviors or it may indicate a more complex representation of the 5-6 factors underlying cheating behaviors.

While there was a relatively low number of responses related to *–acting as someone else*, these numbers combine with the behaviors related to cheating with technology and cheating in online classes to suggest opportunities for new types of impersonation. One university official speaking on terms of anonymity suggested that there was a student that they knew of who had taken almost his entire degree online and that in fact it was suspected the person never attended or did any of his own work. This person will graduate this year.

I would remind the reader that these category names were created by me with my understanding of the participants' intent. It is quite possible that a different lens could have created a very different view. For example, had I decided to compare and contrast emotive words or active versus passive vocabulary these general categories might have looked quite different.

Summary and Synthesis

Research question 1.

What are faculty and student perceptions of cheating behavior?

To summarize, I initially found a prominence of certain types of cheating behaviors. For student-cheating the main types are paper related or test related. For faculty-cheating the main types are paper/publishing related or class related.

There was also a prominence of certain reasons given for cheating. The majority of reasons were found to fall into 4 categories: anxiety, identity, value or not considered cheating. In general there was agreement among faculty and students on the reasons; however there was variance in the relative percentage of responses.

Both groups listed laziness as the main reason for cheating. Additionally, students were more likely to report that lack of preparation and pressure for grades were reasons for cheating. Faculty were more likely to report student attitude and expectations as reasons for cheating. Faculty were also more likely to consider a lack of morals or personal responsibility as reasons for cheating.

Research question 2.

How do faculty and students define cheating behaviors?

The qualitative analysis of the cheating behaviors indicated that for Student-cheating there were 31 behaviors within 4 categories: Collusion, Papers, Tests, and other. For faculty-cheating there were 37 behaviors in 5 categories: Class, Department, Plagiarism, Publishing, and illegal

Research question 3.

What are the differences/similarities in these definitions?

The factor analysis of the students' perceived seriousness of the 22 pre-listed behaviors indicated that these behaviors loaded into 5 factors for students; Tests, Plagiarism, Collaboration, Citation and Fabrication. These same items loaded into 6 factors for faculty; Tests, Plagiarism, Collaboration, Citation, Fabrication and Dishonest.

Interestingly, the behaviors that fall under the collaboration factor may not be considered cheating by up to 20% of students.

An ANOVA's by status indicated that faculty consider all behaviors to be more serious than students perceive them to be.

Research question 4.

Are there variations by college?

An ANOVA by college was conducted. When faculty and student responses were analyzed together, little variation was found across colleges. The exceptions to this were the College of Law with the highest overall rating of seriousness for the variables and the College of Engineering with the lowest rating. With or without significant variation, there was an indication of discernable trend lines within each college. More importantly these trends tended to stay constant across behaviors within specific factors, but not across factors.

When faculty and student responses were analyzed separately, a clear image of two populations was exposed. The variation by college that we had seen before still existed but now it was clear that faculty varied on issues of plagiarism and students varied on almost every other behavior.

Other ANOVAs indicated that: Knowledge of policy, Age and Year in school may be related to perceived seriousness of behaviors. Also new teachers perceived the collaboration behaviors to be less serious than teachers with 20+ years of experience.

Many of the findings here support previous research and may be used to inform future research, however, the original research questions seemed insufficient when reviewing the body of the findings. In chapter five I will address the themes which emerged from these data and the implications of those themes.

CHAPTER V

CONCLUSIONS

This chapter begins with a Description of the Study followed by a Discussion of the Findings organized by themes, relating back to the research questions. The Discussion is followed by Limitations to the Study, Recommendations for Future Research and a Conclusion.

Description of the Study

It was the purpose of this study to determine what behaviors faculty and students consider as cheating, how severe they believe those behaviors to be, and how the perceptions of faculty and students compare between and across programs of study. To address this purpose the following research questions were asked:

1. What are faculty and student perceptions of cheating behavior?
2. How do faculty and students define cheating behaviors?
3. What are the differences/similarities in these definitions?
4. Are there variations in these definitions by academic college?

Faculty and student participants from all colleges at two Northeast Ohio universities were self selected by completion of an online survey that was sent via e-mail to over 20,000 students and over 2500 faculty. The two Northeast Ohio universities,

Cleveland State University and the University of Akron, were selected for their similar academic offerings and service to comparable communities.

The survey instrument was pilot tested first in a printed form, and then modified and pilot tested at a third university in the online version. Two final instruments were created with slight variation of demographic questions. The final instruments consisted of multiple choice, essay, and Likert-scale questions which were divided into five sections. Every effort was made to comply with the policies and procedures of each university, including full compliance with the Institutional Review Board at CSU, permissions from the Office's of Institutional research at all three universities, and compliance with student privacy laws.

The survey was made available for four weeks to allow for sufficient responses. To the extent possible, every attempt was made to receive responses from all student years, (freshman, sophomore, junior, senior, graduate and law) and all faculty levels across all colleges. The surveys were completed by 1462 students and 297 faculty, for a 6.9% and a 10.1% response rate respectively. This sample included individuals from ten (10) different colleges within the two universities.

The first phase of qualitative analysis using grounded theory, determined the common categories of behaviors for both students and faculty cheating behaviors. This phase also explored the common understandings of reasons for cheating. The second phase of quantitative analysis introduced 5 to 6 factors of cheating behaviors and variance status (faculty versus student) and by college. The third phase of qualitative analysis attempted to incorporate the categories created in Phase 1 into the factors created

in Phase II in order to allow a more thorough understanding both of the factors (similarities) and of behaviors that do not fit (differences) within the factors.

Discussion of the Findings

“In an era of high-stakes testing in the nation’s high schools, students are learning early on that they must succeed at all costs, and for some this means cheating just to get by. For others, cheating represents a contest of wills or even a game of sorts between students and educators, or simply an easier way of getting things done in a day and age characterized by corporate fraud and political shenanigans at every level. Indeed, scarcely a month goes by without headlines reporting acts of plagiarism by well-known authors or university professors, and students may believe that American culture may not condone cheating, but there is certainly a “wink-wink nudge-nudge” quality to this perception that maintains cheating is acceptable if one does not get caught” (purchased from <http://www.phd-dissertations.com/>).

Authors note: As part of my exploration of this topic, after completing my literature review, with the approval of my advisor, I purchased a literature review from PhD-dissertations.com. The point of this purchase was to expand my understanding of the allure of some cheating behaviors, particularly the use of papers purchased from online paper-mills. The above paragraph is part of that purchased work. The complete purchased literature review is available in Appendix G.

My impressions of the purchased work were that it was a technically correct document based on the requirements I had given. Any objections I had to the document were based on my own knowledge of the previous research,

presumably not a problem for someone purchasing a paper. At the time of the purchase, I found myself calculating what the first three chapters of this dissertation would have cost me. Simply put, the cost of the document would have been less than the tuition I paid while I wrote it myself.

As was clearly indicated in earlier research academic cheating is an issue at all levels of education. However, the previous research seemed to assume an agreed upon understanding of certain behaviors as cheating. It was the purpose of this study to explore that understanding and to determine what behaviors faculty and students consider as cheating, how severe they believe those behaviors to be, and how the perceptions of faculty and students compare between and across programs of study.

The findings in Chapter IV explored the details of a multitude of analyses. The information presented here will attempt to respond to the previous literature and explore the following four larger themes:

1. There is not a common understanding of cheating.
 - a. Faculty consider student cheating as more serious than students
 - b. This study suggested that there are 5-6 factors of cheating
 - c. Factors perceived differently across colleges
 - d. Collaborative behaviors may not be cheating
2. Two different worlds
 - a. Power issues
 - b. Role of environment
 - c. The comparison of faculty and student variance by college
 - d. The game of school

3. There is not a common understanding of who has the responsibility for maintaining the integrity of the academic environment.
 - a. The role of identity
 - i. Not being a *snitch*, not being a *cheater*
 - ii. Labeled as *lazy*
4. Introduction of faculty cheating

Response to Literature on Cheating

On many points these findings supported previous research. This study found, in every case, faculty considered the behaviors to be more serious than students supporting McCabe's (2005) study of university students and faculty. These findings also seem to support McCabe's ideas that improving academic integrity is the responsibility of the university community. As indicated by the qualitative responses here, there is not a common understanding at these two universities of who has the responsibility for integrity in an educational environment.

However this study differed from McCabe's work in three important ways. First, unlike McCabe's study, when looking at perceptions of seriousness of the behaviors, responses of *Not Cheating* were reported out separately from the cheating categories. This was particularly important as we saw a clear indication that most collaborative behaviors are not considered to be cheating. This calls into question the numbers in much of the research on cheating, including that of other McCabe studies. Let me explain: suppose a researcher asks students to report if they had, over the course of the past year ever performed a given behavior. Even if the student rated the behavior as not cheating, the summary of the results may be presented that the student cheated if they

acknowledged they had performed the behavior. When in fact they may have performed the behavior and not considered it to be cheating at all.

Second, while McCabe had split his behaviors into three categories (tests, written assignments and other assignments) the factor analysis conducted in this study indicated that students consider 5 factors for these behaviors and faculty consider 6.

Finally this study differed from McCabe's work in that ANOVA's were conducted to investigate the differences in faculty and students responses. The analyses of variance were thought to add to the interpretation of the differences found between faculty and student responses.

While much of the previous research looked at the prevalence of cheating or the characteristics of cheaters, this study added to the research by providing an understanding of faculty and students' perceptions of cheating and the reasons people cheat. In particular this study has called into view the perceived value of the assignment on the students' decision process as well as the role of identity in how we think about and rationalize cheating.

Response to Literature on Moral Development

While this study would seem to support previous research suggesting an ontological relationship to the perceptions of cheating behaviors, other factors may influence this finding. For example graduate students consistently found the behaviors to be more serious than undergraduate students regardless of age.

Additionally, Knowledge of Academic Policy, Year in School and College Attended may influence students' perceptions and appeared to have an impact on the research questions as described in the identified themes of: Not a common understanding

of cheating behaviors, “Two different worlds”, No common understanding of who has the responsibility for maintaining the integrity of the academic environment, Faculty cheating and Just communities.

Theme One: Not a common understanding of cheating.

Question 2: How do faculty and students define cheating behaviors? I initially found that both faculty and students responses included a prominence of certain types of cheating behaviors. For student-cheating the main types listed were paper related or test related. For faculty-cheating the main types were paper/publishing related or class related.

The two main categories of student cheating, tests and papers might also be considered in more complex ways. While most students acknowledged any type of test cheating as serious, most rated these behaviors as less serious than faculty. Importantly, there was a subset of both faculty and student respondents that called into question the value of tests not only for potential bias, but as a valid assessment tool, particularly under circumstances of perceived favoritism or discrimination.

Question 3. What are the differences/similarities in these definitions? An ANOVA by status indicated faculty consider all behaviors to be more serious than students perceive them to be.

The factor analysis of the students’ perceived seriousness of the 22 pre-listed behaviors indicated that these behaviors loaded into 5 factors for students: Tests, Plagiarism, Collaboration, Citation and Fabrication. These same items loaded into 6 factors for faculty: the five mentioned previously and the additional factor of Dishonesty.

The behaviors that loaded in the Dishonesty factor for faculty loaded in the Fabrication factor for students. This slight variance in understanding may be an indication that dishonesty in an academic setting is seen as justifiable by students. Interestingly, the behaviors that loaded under the collaboration factor may not be considered cheating by many students as well as a subset of faculty.

Implications. The implications of the perceived increased seriousness by faculty may affect how faculty perceive students who have cheated.

As the weight of the responses for student cheating behaviors fell into two categories, paper and test cheating, it might be suggested that these two categories also represent the majority of cheating of which faculty and students are aware. Therefore, it might stand to reason that universities would want to apply their limited resources to addressing these two behavior categories. However I would suggest that it is shortsighted to use resources to address only these behaviors. This research suggests there are at minimum five categories of cheating that might be addressed. Additionally, the reasons people cheat and the reality of the situational influences cannot be overlooked in consideration of any academic policy.

The findings here of comparable behaviors by faculty in the paper/plagiarism category further complicate how this issue should be considered and addressed in the future. The fact that students are aware of this behavior by faculty may also discredit the authority assumed for faculty on all subjects of academic integrity.

Theme Two: Two Different Worlds

As mentioned earlier faculty perceived each of the student-cheating behaviors to be more serious than students did. This would seem to lend credence to the idea that faculty and students live in two different worlds of perceptions.

This separation of worlds is also supported by the number of collaborative behaviors that were not seen as cheating by a large portion of students. Within the student responses that rated these behaviors as cheating was the specific qualifier that the behavior had been forbidden by faculty. Qualifiers such as these seem to address power differentials between students and faculty.

It could be that the ability of the faculty to require honesty and integrity from their students is being undermined by the accountability movement in education. As Gregory Cizek noted demands for accountability move cheating further up the ladder to the teachers and administrators in our K-12 system, who may teach to the test, coax a student to ‘reexamine a question’ or outright change answers in order to improve student scores. Unfortunately teaching to the test has not only infected our K-12 schools but is now thriving on college campuses. On the Education Next website Cizek states that “*critics of accountability view cheating as the natural, and not so reprehensible, result of placing undue emphasis on the results of a single test. Some even view cheating as a kind of civil disobedience*” (Retrieved Oct 6, 2009 from <http://educationnext.org/cheatingtothetest/>). While Cizek was specifically addressing the issues of high stakes testing it may be that a similar response can be expected from many assessment methods.

Beyond the differences by status of the perceptions of seriousness of the given behaviors the variation by college was also examined. A variation by college was seen in

the combined group; however when faculty and student responses were analyzed separately, it was clear that faculty varied on issues of plagiarism and students varied on almost every other behavior. The fact that there were no common findings between the two groups would seem to lend credence to the idea that we live in two overlapping but different worlds of cheating perceptions.

Is it possible that we value these behaviors more highly because this is our profession? This research shows not only that student cheating behaviors are considered more serious by faculty but that in many cases that which makes a behavior “cheating” is the emphasis placed by faculty. This would suggest that faculty have the power to define what behaviors are cheating and to decide how serious each behavior should be considered. The apparent subjective nature of the faculty emphasis may result in students judging each behavior in a situational or contextual framework. If a behavior is cheating in one class and not in another, then faculty are making the rules for what constitutes student cheating behavior. Students may see this system as arbitrary and from the accusations of favoritism present in this study; they may perceive the system as set up against them.

Implications. The emphasis on examination results over learning combined with student perceptions of the arbitrary nature of outcomes based accountability presents an interesting argument for students to believe that school is not related to the real world and therefore follows other rules such as those of a game. It is hard to argue with the students who suggest “life is an open book test”.

The findings of the analysis of variance conducted by college for both faculty and students suggest not only two different worlds for students and faculty but also that

situational influence may be playing a role in faculty perceptions of plagiarism. It may be reasonable to assume that the *publish or perish* environment combined with other demands of faculty life may influence how faculty perceive issues of plagiarism both in their own work and in that of their students.

Theme Three: No common understanding of the responsibility for maintaining the integrity of the academic environment.

There was also a prominence of certain reasons given for cheating. The majority of reasons were found to fall into 4 categories; anxiety, identity, value, or not considered cheating. In general there was agreement between faculty and students on the reasons; however, there was variation in the relative percentage of responses.

Both groups listed laziness as the main reason for cheating. However, students were more likely to report that lack of preparation and pressure for grades were reasons for cheating. Faculty were more likely to report student attitude and expectations as reasons for cheating. Faculty were also more likely to consider a lack of morals or personal responsibility as reasons for cheating. From this it would seem that faculty see cheating as an identity.

While faculty were inclined to suggest that cheating was an identity issue, students often suggested that cheating was a response to unfairness present in the assessment tool or process. In these cases, the students held faculty accountable for the cheating that takes place in the classroom. Not only do students believe that faculty should create fair assessments but that they should also prevent cheating and catch cheaters. While faculty in this study did not place the onus of prevention and catching of

cheaters on students, the faculty penchant towards cheating as an identity clearly removes the responsibility from them.

Other issues of identity, including how students and faculty self-identify and how they identify others, may also influence perceptions of responsibility to academic integrity. There were two particular identities that students seemed to want to avoid: cheater and snitch. Many students clearly stated “*I am not a cheater*” and then proceeded to list reasons that people cheat. Those who prefaced their responses with this statement often justified the cheating behaviors by placing responsibility for integrity on the faculty. Another label or identity that students seemed to try to avoid was the social label of being a *snitch*. Students trying to avoid this label do not wish to report their classmates’ cheating behaviors. By extension this leaves the responsibility for maintaining academic integrity to the faculty.

Implications. Faculty is more likely to see cheating as a personal issue or identity. This perception may lead them to label a cheating student, thereby affecting their own expectations of the student. This is not to suggest that faculty is deliberately mistreating students, but rather that because of their mindset that makes cheating an identity issue, they may not feel any responsibility to its prevention, nor to offer remedial support to struggling students.

It should be noted that many faculty responses showed an understanding of the detrimental effects of labeling students. However their comments suggested a concern that labeling a student as a “cheater” for a minor infraction could interfere with future opportunities for that student.

The interplay of identity and responsibility to the academic community may not only have implications for faculty willingness to report or prevent student cheating but also on student responsibility to their own learning. We know from this work that students do not always take responsibility for their own cheating behaviors, and are often not willing to report their classmates' cheating behaviors. It seems unlikely that they will take the responsibility for their own learning or hold their classmate accountable for the cheating behavior.

We also know that students are not willing to self-identify as *cheaters or snitches*. To avoid such an identity they may attempt to reframe the situation. This reframing might become a circular, self fulfilling prophecy. For example a student who is *not a cheater* finds himself or herself in a class with the following givens:

- The teacher has high expectations.
- The student is not prepared for an assignment.
- The student cheats.

The student may reframe the situation to maintain identity, i.e. feels they had to cheat because the teacher's expectations are so high.

The desire to avoid the identity of *snitch* has implications for both the perceptions of cheating and consideration of university academic policy. A student who actively identifies as *not a snitch* may assume camaraderie with their classmates that while not condoning cheating behaviors does not condemn them either. The implied honor in *not being a snitch* may override any obligation to the academic community and has particular implications for the use of honor codes.

Theme Four: Faculty cheating

This study is unique in its offering of a rare view of faculty cheating behaviors. The data were composed of specific behaviors listed by both students and faculty however many students, responded with a statement of surprise that faculty might cheat. From those listed, five general categories of faculty cheating behaviors were found: Classroom behaviors, Plagiarism behaviors, Publishing behaviors, Department/Collegiality behaviors, and Illegal behaviors. The last category, Illegal behaviors, included only two items: theft and manipulation. The behaviors were not academic related and will not be addressed in this summary.

The category referred to as *Class* consisted of behaviors that happen in a classroom or in regards to a particular course. The most prominent behaviors in the *Class* category for faculty included favoritism, class, grades and power behaviors. The most prominent behaviors students listed were favoritism, grades, and class. Favoritism behaviors were not only listed three times as often by students than faculty, but students additionally specified subsets of the behavior including discrimination against race or gender and special treatment for athletes.

Students were three times as likely as faculty to list *other class* related behaviors as faculty cheating, including 3 main issues: not being prepared to teach, not following the syllabus, and repeated use of increasingly outdated material.

Faculty included behaviors not seen in the student list such as modeling correct citation or credit as well as copyright for works used in the classroom, not providing accommodations for students with disabilities and not addressing the content of the class well.

The next two categories of faculty cheating behaviors were plagiarism and publication. I separated the behaviors clearly related to plagiarism from those related to publication; I find that in many cases they hold only slight semantic differences and in other cases the behaviors are only differentiated by the intention to publish. With that in mind I will speak about the two collectively. The most serious of these behaviors was considered to be publishing someone else's work as your own. The power differential between faculty and students seemed to influence the perceptions of how serious publishing someone else work is considered. For example to use a student's work was considered to be more serious than claiming a colleague's work.

Interestingly the issue of plagiarism seems to become more complicated as the ego of writers, the threats of pending tenure, and power issues combine. These behaviors were listed under publishing and referred to questions of credit, authorship, ownership and allowable use as seen in recycling of one's own work. As I mentioned earlier many of the student responses in this category were from graduate students referring to personal experience regarding receiving fair credit for their work. However, these issues of fair play were also seen in many of the faculty responses.

While the first three categories represented a majority of both student and faculty responses, a few students and many faculty reported a list of behaviors directly related to collegiality that have no immediate impact to the students. There were two common behaviors listed by both faculty and students in this category *lying* and *misrepresenting one's curriculum vita*, however faculty listed an additional seven behaviors in this category not mentioned by students.

Perhaps not surprisingly students were more likely than faculty to list a behavior related to the class and faculty were more likely to list behaviors related to plagiarism and publication. Faculty were twice as likely to mention cheating behaviors related to power as students. Unfair grading practices were a much more frequently listed behavior by students than by faculty (4:1).

The disparity in faculty and student perceptions of seriousness that we had seen in the student behavior list was reduced in the faculty behavior list. Specifically students tended to see faculty cheating behavior as more serious than student cheating behavior. In some cases the students considered the faculty cheating behaviors to be more serious than faculty did.

What we see is that both students and faculty agree on most of the common behaviors that might be perceived as faculty cheating in the classroom, through plagiarism and in publishing. However faculty hold additional standards for each other in departmental collegiality.

One other faculty cheating behavior that was listed in the Class category is worth mentioning. Both faculty and students consider it to be cheating for faculty to not report cheating, however students consider it to be a more serious offense than faculty do.

Implications. Perhaps one of the most important implications of these findings is that favoritism was not only the main type of faculty cheating behavior listed by students, it was often also one of the reasons listed for cheating by students. From this we can assume that faculty classroom cheating behaviors directly influence students' decisions to cheat.

The number of responses in the Plagiarism and Publishing categories show that these behaviors do not end when grades are no longer in the decision model. As stated earlier the situational influences including the *publish or perish* requirements of academe may replace the situational influences our students feel in a classroom assignment. As importantly, from these responses it would seem that faculty are in fact modeling these cheating behaviors for our students. Clearly the ideas of ownership that have been argued since the first copyright laws are still being battled today.

Limitations

While the findings here are fascinating and deserve our attention the following limitations should be considered:

- First, the study was limited to 2 universities in Northeast Ohio the findings may not be generalized to other populations.
- Second, small response numbers from some colleges may have skewed scores.
- Third, participation was limited to self selected responses from student email invitations. Due to the nature of email mobility, there is no guarantee that all emails that were deliverable were actually received. Additionally, due to privacy laws and university policy requirements, the University of Akron invitations were limited to those in a student opt-in to database at UA and may not be representative of the university as a whole.
- Fourth, this study was limited to a few types of quantitative and qualitative analysis; additional multivariate analysis or other qualitative views may have offered more information.

- Finally, understandings and interpretations of these data may have been limited by the researcher's own biases.

Given these findings and limitations the following section describes recommendations for future research.

Future Research

In order to further understand both cheating behaviors and the decision processes that precede those behaviors the following future research is recommended:

First, this study's findings might be better validated through use of a focus group to specifically explore the 33 behaviors found here.

Second, this study found 5-6 factors of cheating behavior from the 22 behaviors of previous research. This study also found 33 distinct behaviors. A future survey and factor analysis of the 33 behaviors found here might offer new factors.

Third, studies should be considered to explore the role of identity on perceptions of both cheating behaviors and responsibility to the integrity of the academic community. This becomes particularly important when considering Honor Codes or other forms of student-led policies. One study might explore if the desire to not be identified as a "snitch" may override honor-code requirements that students report cheating.

The role of identity might also influence how we perceive a situation. Much of the previous research suggests that there are general characteristics of cheaters. The qualitative responses here suggest that cheating is a decision-based process with multiple variables. An interesting future study might explore how the decision process moves beyond whether or not to cheat to how to maintain one's identity, perhaps by rationalizing the behavior or reframing the issue. An examination of the specific language used to

describe behaviors, such as less harsh descriptions or euphemisms may expose underlying biases.

Beyond the self identity of students, how others identify those who cheat also deserves future exploration. The influence of the perception of cheating as an identity, for example only those with low moral standards or who are lazy cheat, may have ramifications not only for how instructors think of the student but also to their own responsibility to engage their students or create materials and tests that are both meaningful and difficult to cheat on. Further, how that perception of cheating as an identity effects arguments for remedial support might also be explored.

Fourth, the data unintentionally introduced perceptions regarding faculty cheating. Because the literature available on the topic is minimal, initial research might start by more clearly defining the issues through studies of prevalence and demographic correlates to the behaviors. Future research questions might include: Is plagiarism more prevalent among faculty who are under time constraints such as tenure or from senior faculty with access to graduate assistants? Or, Is there a relationship between student perceptions of high levels of faculty misconduct and increased cheating behaviors?

Fifth, I have often wondered what happens when students believe the test is more important than the learning and what we all become when the objective or destination seems more important than the process or the journey. I strongly believe that the perceptions of responsibility to the integrity of the community deserves our most intense focus for future research.

Conclusion

From the implications of these findings I would make the following recommendations:

In order to reduce cheating behaviors on our college campuses all members of the campus community need to have a common understanding of what behaviors are cheating. The five factors presented in this study may best be addressed individually.

The two different worlds of cheating perception held by faculty and students need to be addressed. I agree with the Carnegie Foundation that, "What is needed, we believe, is a larger, more integrative vision of community in higher education. . . a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good" [10, p. 7]. (McCabe & Trevino, 1993).

This integrative community may be understood through the lens of Kohlberg's Just Communities. We need to create an environment where academic dishonesty is socially unacceptable; that is, where institutional expectations are clearly understood and where students perceive that their peers are adhering to these expectations.

Creating an environment where cheating behaviors are socially unacceptable is insufficient without also acknowledging the reasons that people cheat. The Just Community would also need to address reducing issues of power in the classroom including unfair grading practices and favoritism. Many of the reasons for cheating listed by students that fell under the anxiety category might specifically be addressed by faculty using constructivist classroom techniques such as:

- Create real-world environments that employ the context in which learning is relevant;

- Focus on realistic approaches to solving real-world problems;
- The instructor is a coach and analyzer of the strategies used to solve these problems;
- Stress conceptual interrelatedness, providing multiple representations or perspectives on the content;
- Instructional goals and objectives should be negotiated and not imposed;
- Evaluation should serve as a self-analysis tool;
- Provide tools and environments that help learners interpret the multiple perspectives of the world;
- Learning should be internally controlled and mediated by the learner, (<http://www.cdli.ca/~elmurphy/emurphy/cle3.html>).

However Just communities may also incorporate an interpersonal classroom atmosphere that fosters intellectual, social, moral, emotional, and personality development (Devries & Zan). This interpersonal classroom atmosphere would need to be reinforced by supportive services, including direct instruction of expectations and an active support community including remedial services that allows students and faculty to believe they can succeed.

Further, the issue of plagiarism was found to be much more complex than had been previously discussed in the literature. While authors such as MacDonald and Carroll (2006) suggest a holistic approach to combating plagiarism, including adoption of “assessment led solutions which focus on using low stakes formative assessment as distinct from high stakes summative assessment.” Their work focuses on student

plagiarism and does not include the influence of faculty behaviors on students' decisions to plagiarize nor other methods of assessment for faculty advancement.

Final Thoughts

It is particularly ironic that collaboration and recycling has been the mortar that allowed me to build this collective work. Had my graduate faculty not allowed me to recycle and expand on previous work, or had I not had the help of many individuals, I would never have been able to tackle this dissertation. I found myself asking: Do we only consider these behaviors cheating if the student did not ask permission first?

If cheating is really about not meeting teacher expectations – are there really any cheating behaviors? Or does that imply that if students cheat, it is the faculty's fault – either by not clearly articulating their expectations or by having unrealistic expectations of students?

This study has perhaps created more questions than it has answered, however its greatest value may be that it took place at all. It has been a journey not only for me, the researcher, but also for those who have encountered this research process. From the first volunteer to pilot test the instrument through the faculty advisor of this study, we have all been influenced and acted on the insight we have gained simply by exploring the question: what is cheating?

The conversation about cheating and exploration of moral ideals needs to be brought into the community by those of us supporting academic integrity. At the university level, students are given information about expected behaviors in the form of a student handbook. Faculty may mention academic integrity when introducing the syllabus of the course but beyond that the conversation on cheating is being led by the

cheaters, either directly or through observation. In many cases the student privacy laws may block this conversation by requiring faculty to handle academic records in private. As a result students may see their classmates cheat and never see any repercussions for the behavior.

How faculty and university administrations handle this conversation may be the key to reducing cheating behavior. The following story exemplifies the simplicity of the need to lead the conversation:

Two Wolves

One evening an old Cherokee told his grandson about a battle that goes on inside people.

He said, "My son, the battle is between two wolves inside us all.

"One is Evil - It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

"The other is Good - It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith."

The grandson thought about it for a minute and then asked his grandfather:
"Which wolf wins?"

The old Cherokee simply replied, "The one you feed."(Author Unknown)

Which wolf shall we feed?

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APPENDICES

APPENDIX A

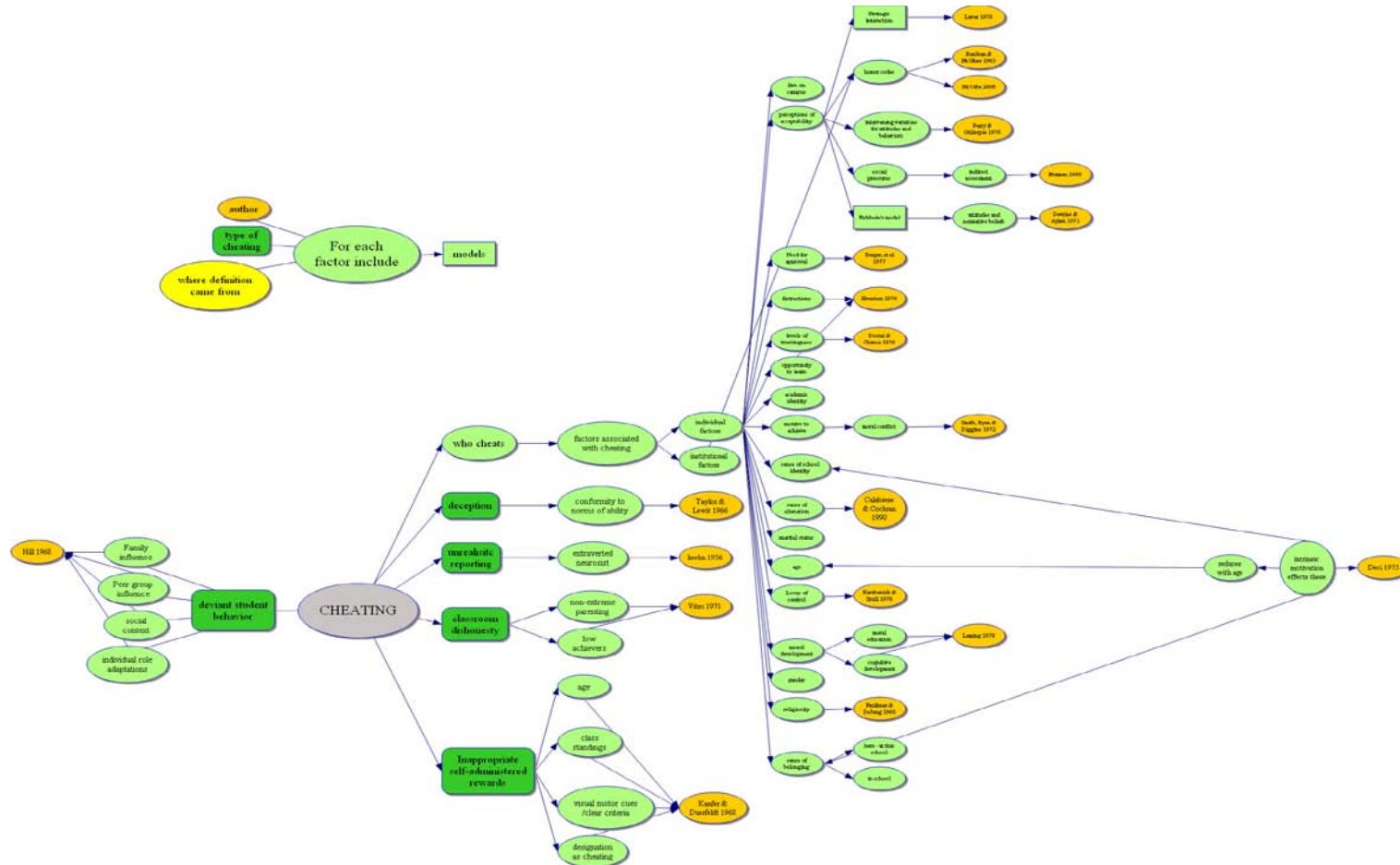
BROWN AND CHOONG (2003) PRACTICES

1. Asking about the content of an exam from someone who has taken it.
2. Having someone check over a paper before turning it in.
3. Giving information about the content of an exam to someone who has not yet taken it
4. Working with others on an individual project
5. Padding a bibliography
6. Plagiarism
7. Before taking an exam looking at a copy that was not supposed to be available to students
8. Allowing another to see exam answers
9. Visiting a professor to influence grade
10. Using a false excuse to delay an exam or paper
11. Copying off another's exam
12. Taking credit for full participation in a group project without doing a fair share of the work
13. Having information programmed into a calculator during an exam
14. Using exam crib notes
15. Turning in work done by someone else as ones own
16. Passing answers during an exam

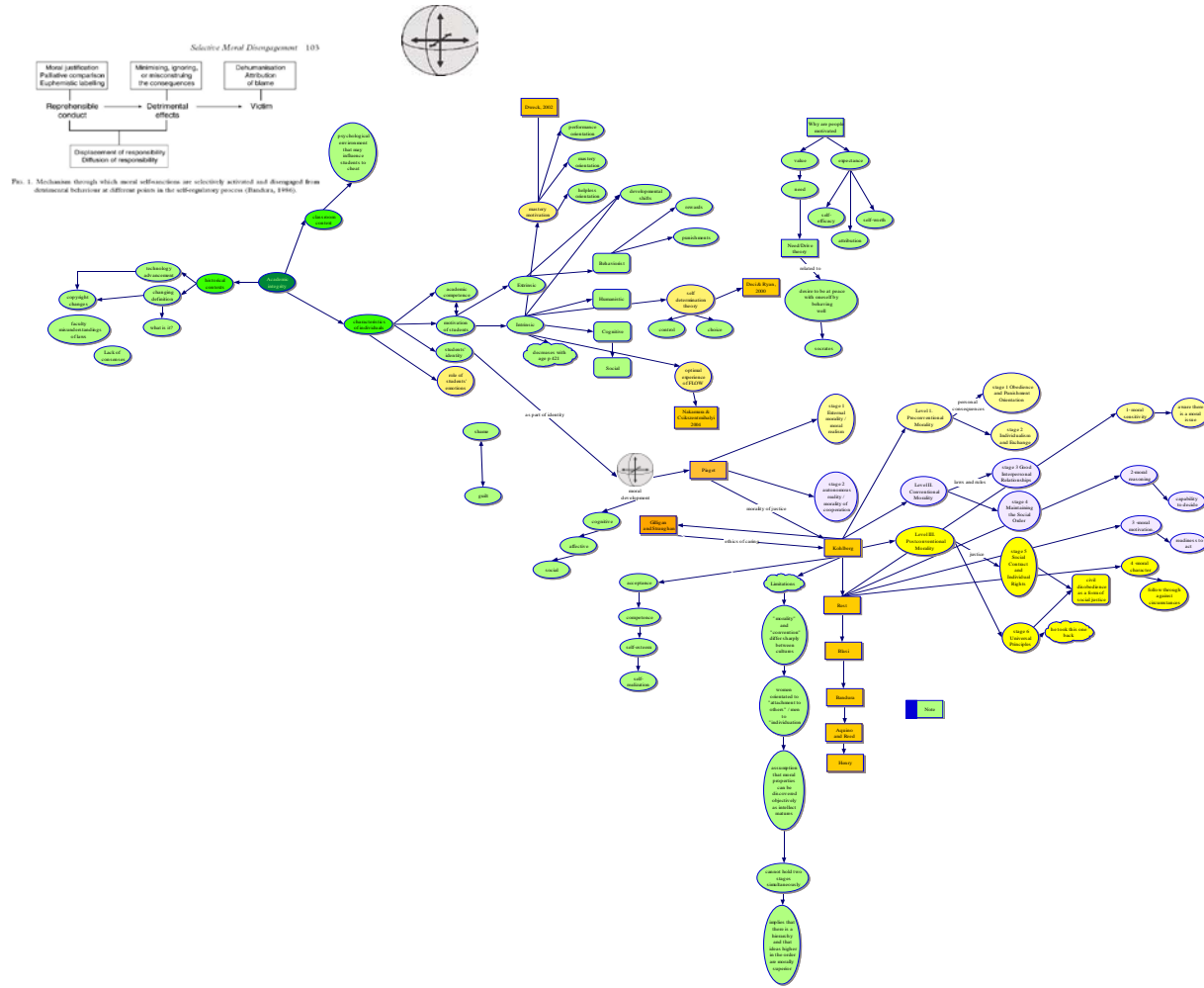
Brown and Chong, 2003, p.41

APPENDIX B

CHEATING CONCEPT MAP



MORAL DEVELOPMENT CONCEPT MAP



APPENDIX D

PLAGIARISM DECISION MODEL

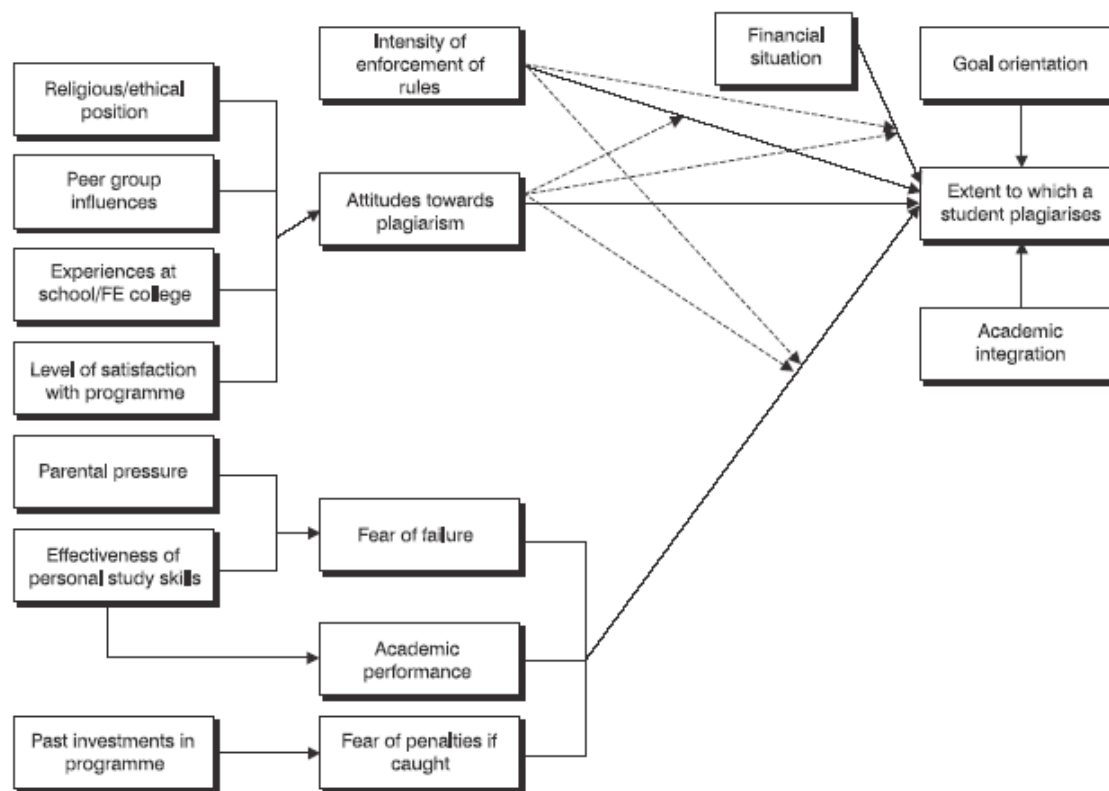


Figure 1. The hypothesised model

(Bennett, 2005)

APPENDIX E

IRB APPROVAL

CSU – full IRB approval

Kent – permission

Akron – permission

From: ["Frederick, Tonya" <tfreder2@kent.edu>](mailto:tfreder2@kent.edu)
To: [Vic D Higgins <v.higgins@csuohio.edu>](mailto:v.higgins@csuohio.edu)
cc: ["PALLOCK, LINDA" <lpallock@kent.edu>](mailto:lpallock@kent.edu)

Date: Thursday, September 25, 2008 08:44AM

Subject: RE: IRB approval letter

Hi Vic,

I have reviewed the materials sent regarding your research project and discussed it with our IRB Chair. You may go ahead with your pilot survey which includes students from KSU. Please feel free to contact me with future questions or concerns.

Thank you.

Tonya

Tonya Frederick, RN, BSN
Research Compliance Administrator
Research and Graduate Studies
137 Cartwright Hall
Kent State University
Kent, OH 44242-0001
Phone: [330-672-2704](tel:330-672-2704)
Fax: 330-672-2658

From: Vic D Higgins [mailto:v.higgins@csuohio.edu]
Sent: Wednesday, September 17, 2008 1:38 PM
To: Frederick, Tonya
Cc: r.nordgren@csuohio.edu
Subject: IRB approval letter

Tonya Frederick,

My name is Vic Higgins. I am a doctoral student at Cleveland State University. I am contacting you regarding approval to pilot test an online survey at Kent State University. I understand that Dr. Linda Pallock spoke with you this past Monday on my behalf. As per your conversation with Dr. Pallock I am sending the following attached files:

1. CSU IRB approval
2. Faculty Pilot survey (with online consent form)

3. Student Pilot survey (with online consent form)

Please note: The consent form is the first page of the online survey. Also, the survey instrument is being pilot tested at Kent State with approximately 20 faculty and 30 students. No focus group will be held for the pilot population.

My faculty advisor for this project is Dr. R.D. Nordgren [216 523-7499](tel:2165237499). Feel free to contact him or me if you have any questions.

Thank you in advance for your attention to this matter,
Vic Higgins

APPENDIX F

SURVEY INSTRUMENTS

Page 1 - Consent Form

Dear Students:

My name is Vic Higgins, I am a doctoral student at Cleveland State University. I am asking you to complete a survey on academic misconduct being administered to college students and faculty at Cleveland State University and the University of Akron. The survey will take approximately 10 - 20 minutes to complete.

Confidentiality:

Confidentiality will be maintained. Your name will not be collected or appear anywhere on the survey and complete privacy will be guaranteed. Any identifying information will be kept in a locked file that is only accessible to me or my research associates. Participation is completely voluntary and you may withdraw at any time. There is no reward for participating nor consequence for not participating.

Upon completion of the survey you will be offered the opportunity to participate in a follow up focus group and/or to register for the raffle of a video mp3 player.

For further information regarding this research please contact Vic Higgins at (216) 932-9904, email: v.higgins@csuohio.edu . If you have any questions about your rights as a research participant you may contact the Cleveland State University Institutional Review Board at (216) 687-3630.

Please print this page for your records.

By clicking on the NEXT button below you are indicating that you are 18 years of age or older and have read and understood this consent form and agree to participate.

Welcome -

The purpose of this survey is to gain insight into perceptions of academic behavior. The survey will ask questions about field of study, and perceptions of cheating behaviors. It is my hope that information from this survey will contribute to a better understanding of academic misconduct by starting a discourse on our campuses that will assist us in creating more effective prevention and intervention programs.

1. **University**
☐ Cleveland State University ☐ University of Akron
2. **College**
3. **Gender:**
☐ Male ☐ Female
4. **Age:**
5. **Year:**
6. **Major:**
7. **Do you live on campus?:**
☐ Yes ☐ No
8. **What is your GPA?**
9. **Do you know your university's policy on academic misconduct?**
☐ Yes ☐ No ☐ Somewhat
10. **Where did you receive your information on the university policy? (Choose all that apply)**
☐ Orientation
☐ University Webpage
☐ Student Handbook
☐ Department Chair
☐ Faculty
☐ Undergraduate/Graduate Catalog
☐ If other, please specify
11. **Which was your primary source for information on the university policy? (Pick one)**
☐ Orientation
☐ University Webpage
☐ Student Handbook

- ☐ Department Chair
- ☐ Faculty
- ☐ Undergraduate/Graduate Catalog
- ☐ If other, please specify

12. **Would you report a classmate for cheating?**

- ☐ Yes ☐ No ☐ It depends

13. **Please explain your answer to the previous question.**

14. **Would you report faculty for cheating?**

- ☐ Yes ☐ No ☐ It depends

15. **Please explain your answer to the previous question.**

Double check your responses. Once you move forward you will not be able to go back and change your answers.

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. Indicate if the behavior is performed by faculty or students. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

16. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

17. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

18. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

19. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

20. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

21. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

22. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

23. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

24. Can you think of more behaviors?

Note: Clicking "No" will move you to the next section of the survey. Once you move forward, you will not be able to return to this section.

☐ Yes ☐ No

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

25. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

26. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

27. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

28. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

29. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

30. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

31. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

32. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

33. Can you think of more behaviors?

Note: Clicking "No" will move you to the next section of the survey. Once you move forward, you will not be able to return to this section.

☐ Yes ☐ No

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

34. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

35. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

36. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

37. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

38. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

39. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

40. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

41. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

Consider the various academic environments in which college faculty may find themselves (e.g. in the classroom or lab, in a test or exam, grading homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

42. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

43. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

44. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

45. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

46. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

47. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

48. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

49. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

50. Can you think of more behaviors?

Note: Clicking "No" will move you to the next section of the survey. Once you move forward, you will not be able to return to this section.

☐ Yes ☐ No

Consider the various academic environments in which college faculty may find themselves (e.g. in the classroom or lab, in a test or exam, grading homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

51. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

52. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

53. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

54. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

55. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

56. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

57. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

58. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

The following behaviors are used in national research on the prevalence of student cheating.

59. Please use the 5-point scale to rate how serious of a response you believe each of the listed behaviors deserves.

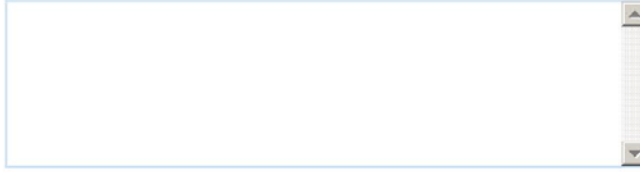
	Not Cheating	Cheating Not Serious	Cheating Somewhat Serious	Cheating Serious	Cheating Very Serious
Learning what is on a test from someone who has already taken it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using false excuse to delay taking test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying from another student on a test/exam without his/her knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping someone else cheat on test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying from another student on a test/exam with their knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using unauthorized crib/cheat notes during a test or exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an electronic/digital device as an unauthorized aid during a test/exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an electronic/digital device (e.g. text messaging) to get unauthorized aid from someone during a test/exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others (in person) on an assignment when asked for individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others (via email or instant messaging) on an assignment when asked for individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Behaviors used in national research on the prevalence of student cheating continued.


60. Please use the 5-point scale to rate how serious of a response you believe each of the listed behaviors deserves.

	Not Cheating	Cheating Not Serious	Cheating Somewhat Serious	Cheating Serious	Cheating Very Serious
Paraphrasing/copying few sentences from written source without citing it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraphrasing/copying a few sentences from Internet source without citing it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving non-permitted help from someone on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating/falsifying a bibliography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in work copied from another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying material almost word-for-word from a written source without citation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in work done by another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in a paper from a term paper mill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in a paper you purchased from a website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating or falsifying lab data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying someone else's program in a course requiring computer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating or falsifying research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

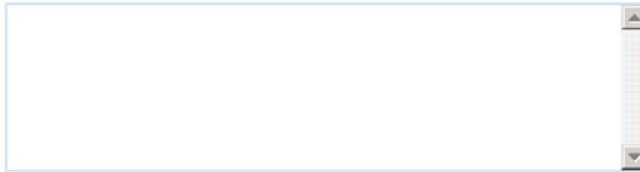
61. Please list in order the main reasons that people cheat.



62. Beyond those mentioned in section III, list behaviors that others may consider to be cheating that you do not.



63. Other thoughts and comments are welcome.



Thank you for completing this survey. Your time and opinions are appreciated.

**For further information regarding this research please contact
Vic Higgins at (216) 932-9904, email: v.higgins@csuohio.edu .**

**If you have any questions about your rights as a research participant you may
contact
the Cleveland State University Institutional Review Board at (216) 687-3630.**

**Upon submitting the survey you will be redirected to another site where you can
Enter to win one of two Sansa e260 video mp3 players and/or participate in a follow
up focus group on this topic.**

Click on the submit button to complete the survey.

Dear Faculty:

My name is Vic Higgins, I am a doctoral student at Cleveland State University. I am asking you to complete a survey on academic misconduct being administered to college students and faculty at Cleveland State University and the University of Akron. The survey will take approximately 10 - 20 minutes to complete.

Confidentiality:

Confidentiality will be maintained. Your name will not be collected or appear anywhere on the survey and complete privacy will be guaranteed. Any identifying information will be kept in a locked file that is only accessible to me or my research associates. Participation is completely voluntary and you may withdraw at any time. There is no reward for participating nor consequence for not participating.

Upon completion of the survey you will be offered the opportunity to participate in a follow up focus group.

For further information regarding this research please contact Vic Higgins at (216) 932-9904, email: v.higgins@csuohio.edu . If you have any questions about your rights as a research participant you may contact the Cleveland State University Institutional Review Board at (216) 687-3630.

Please print this page for your records.

By clicking on the NEXT button below you are indicating that you are 18 years of age or older and have read and understood this consent form and agree to participate.

Welcome -

The purpose of this survey is to gain insight into perceptions of academic behavior. The survey will ask questions about field of study, and perceptions of cheating behaviors. It is my hope that information from this survey will contribute to a better understanding of academic misconduct by starting a discourse on our campuses that will assist us in creating more effective prevention and intervention programs.

1. **University**
☐ Cleveland State University ☐ University of Akron
2. **College**
3. **Gender:**
☐ Male ☐ Female
4. **Age:**
5. **Job Title:**
6. **Contract**
☐ Full time ☐ Part time
7. **University Teaching Experience:**
☐ 1-2 yrs ☐ 3-5 yrs ☐ 6-10 yrs ☐ 11-15 yrs ☐ 16-20 yrs ☐ 21+ yrs
8. **Do you know your university's policy on academic misconduct?**
☐ Yes ☐ No ☐ Somewhat
9. **Where did you receive your information on the university policy? (Choose all that apply)**
☐ Orientation
☐ University Webpage
☐ Student Handbook
☐ Department Chair
☐ Faculty
☐ Undergraduate/Graduate Catalog
☐ If other, please specify
10. **Which was your primary source for information on the university policy? (Pick one)**
☐ Orientation
☐ University Webpage
☐ Student Handbook
☐ Department Chair
☐ Faculty

☐ Undergraduate/Graduate Catalog

☐ If other, please specify

11. **Would you report a student for cheating?**

☐ Yes ☐ No ☐ It depends

12. **Please explain your answer to the previous question.**

13. **Would you report a colleague for cheating?**

☐ Yes ☐ No ☐ It depends

14. **Please explain your answer to the previous question.**

Double check your responses. Once you move forward you will not be able to go back and change your answers.

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. Indicate if the behavior is performed by faculty or students. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

15. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

16. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

17. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

18. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

19. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

20. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

21. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

22. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

23. Can you think of more behaviors?

Note: Clicking "No" will move you to the next section of the survey. Once you move forward, you will not be able to return to this section.

☐ Yes ☐ No

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

24. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

25. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

26. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

27. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

28. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

29. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

30. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

31. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

32. Can you think of more behaviors?

Note: Clicking "No" will move you to the next section of the survey. Once you move forward, you will not be able to return to this section.

☐ Yes ☐ No

Consider the various academic environments in which college students may find themselves (e.g. in the classroom or lab, in a test or exam, on homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

33. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

34. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

35. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

36. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

37. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

38. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

39. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

40. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

Consider the various academic environments in which college faculty may find themselves (e.g. in the classroom or lab, in a test or exam, grading homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

41. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

42. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

43. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

44. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

45. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

46. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

47. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

48. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

49. Can you think of more behaviors?

Note: Clicking "No" will move you to the next section of the survey. Once you move forward, you will not be able to return to this section.

☐ Yes ☐ No

Consider the various academic environments in which college faculty may find themselves (e.g. in the classroom or lab, in a test or exam, grading homework or other assignments, or on research and publications - both on campus and on-line). In the space provided below, please list behaviors or activities that you believe demonstrate academic dishonesty or cheating in college learning environments. List as many behaviors or activities as you can think of. Be as specific as possible. After listing each behavior please use the 4-point scale to rate how serious of a response you believe each of the behaviors or activities deserves:

50. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

51. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

52. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

53. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

54. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

55. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

56. List a behavior or activity that you believe demonstrates academic dishonesty or cheating in college learning environments.

57. How serious do you consider this behavior to be?

Not Serious

☐

Somewhat Serious

☐

Serious

☐

Very Serious

☐

The following behaviors are used in national research on the prevalence of student cheating.

58. Please use the 5-point scale to rate how serious of a response you believe each of the listed behaviors deserves.

	Not Cheating	Cheating Not Serious	Cheating Somewhat Serious	Cheating Serious	Cheating Very Serious
Learning what is on a test from someone who has already taken it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using false excuse to delay taking test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying from another student on a test/exam without his/her knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping someone else cheat on test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying from another student on a test/exam with their knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using unauthorized crib/cheat notes during a test or exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an electronic/digital device as an unauthorized aid during a test/exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an electronic/digital device (e.g. text messaging) to get unauthorized aid from someone during a test/exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others (in person) on an assignment when asked for individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others (via email or instant messaging) on an assignment when asked for individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Behaviors used in national research on the prevalence of student cheating continued.


59. Please use the 5-point scale to rate how serious of a response you believe each of the listed behaviors deserves.

	Not Cheating	Cheating Not Serious	Cheating Somewhat Serious	Cheating Serious	Cheating Very Serious
Paraphrasing/copying few sentences from written source without citing it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraphrasing/copying a few sentences from Internet source without citing it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving non-permitted help from someone on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating/falsifying a bibliography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in work copied from another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying material almost word-for-word from a written source without citation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in work done by another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in a paper from a term paper mill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning in a paper you purchased from a website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating or falsifying lab data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying someone else's program in a course requiring computer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabricating or falsifying research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

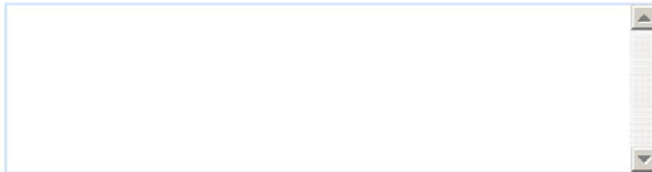
60. Please list in order the main reasons that people cheat.



61. Beyond those mentioned in section III, list behaviors that others may consider to be cheating that you do not.



62. Other thoughts and comments are welcome.



Thank you for completing this survey.

**For further information regarding this research please contact
Vic Higgins at (216) 932-9904, email: v.higgins@csuohio.edu .
If you have any questions about your rights as a research participant you may
contact
the Cleveland State University Institutional Review Board at (216) 687-3630.**

**Upon submitting the survey you will be redirected to a webpage which offers you the
opportunity to participate in a follow up focus group on this topic.**

Click on the submit button to complete the survey.

APPENDIX G
PURCHASED LITERATURE REVIEW



Custom research material provided by:
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Topic: Academic Cheating

Order ID: 86263

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Cheating in School

To steal ideas from one person is plagiarism; to steal from many is research. – “Felson’s Law” quoted in Gregory J. Cizek, 1999

Today, Americans use the word “cheat” to describe a wide range of activities that all involve depriving another of some right or property through deceptive means. The severity of these behaviors ranges from the fairly benign to the most severe. For example, when people cheat their neighbors by buying inexpensively priced items at a garage sale they know to be valuable, they may end of celebrating their savvy purchase on “Antiques Road Show.” When they cheat on their income taxes or their spouses, though, the outcomes can be expected to be negative and may even involve criminal prosecution. While definitions of cheating vary, it would seem reasonable to posit that most people possess a “little voice” that tells them when they are cheating. Because people are just people and subject to all of the frailties of the human condition, though, this “little voice” can be easily overcome through any number of rationalizations that justify such behaviors. Alas, high school, college and even elementary school students today are not immune from these rationalizations, and authorities report that the incidence of cheating is on the increase as a result of technological innovations that have been perverted to help students cheat even more easily. This paper provides a review of the relevant peer-reviewed and scholarly literature to identify current faculty and student perceptions of cheating behavior, any differences and similarities in how the behaviors are defined, and variations on these themes within American colleges. An analysis of how perceptions of cheating have been affected by students’ technology experience is followed by a summary of the research and important findings in the conclusion.

Review and Discussion

What are faculty and student perceptions of cheating behavior?

How do faculty and students define cheating behaviors? According to Cizek (1999), “Students and teachers have been questioned about their perceptions of cheating at both the high school and college level. Not surprisingly, students and their teachers differ in how they view cheating -- including their perceptions regarding both the frequency and the seriousness of the behavior -- with teachers tending to believe that cheating happens less and that is a more serious offense” (p. 27). Likewise, a study by Branch (2001) found that, “By all accounts, cheating is nothing new in academia. As long as there are students, there will be students who cheat. But, what is frightening--what should be the wake-up call to educators -- is the pervasiveness and cavalier attitude today's students seem to have toward cheating” (p. 10). Attitudes concerning cheating range the entire gamut from a “who cares?” attitude by many educators to those who are increasingly relying on custom-designed writing assignments and online plagiarism-verification services such as Turnitin.com. Likewise, some students believe that cheating by their peers diminishes the quality of their own efforts and are actively campaigning to stop such practices in their own institutions. In this environment, it is little wonder that the subject of cheating has assumed new relevance and importance today.

The results of a study conducted by Donald McCabe determined that almost three-quarters (74%) of the student respondents “admitted to one or more instances of serious cheating on a test or examination” during the past year (quoted in Branch at p. 10), a trend that this author emphasizes is “an alarmingly high percentage that may not decrease any time soon” (Branch, p. 10). The study by McCabe describes serious

cheating as “copying from another student on a test, or using crib notes” (quoted in Branch at p. 10). Moreover, almost as many students (72%) admitted plagiarizing and/or turning in work that was done by someone else, and almost a quarter (23%) of the student respondents reported that they had also committed other forms of cheating, such as collaborating on assignments with others when teachers specifically called for individual work (cited in Branch). According to McCabe, founder of the Center for Academic Integrity and a professor of faculty management at Rutgers University (Branch, 2001), more than 75 percent of college students cheat at least once during their undergraduate careers. Moreover, research conducted by the staff at *Who’s Who Among High School Students* found that fully 80 percent of high-achieving, college-bound students have cheated in the past, and these respondents felt that not only is cheating commonplace, but more than 50 percent of American students do not currently regard cheating as being serious offense (Some changes, 2001).

What are the differences/similarities in these definitions? Not surprisingly, definitions of cheating vary between the “cheaters” and the “cheatees,” and may depend on the context in which they are used. For instance, *Black’s Law Dictionary* (1990) defines “cheat” as follows: “The act of fraudulent deceiving. To deceive and defraud. It necessarily implies a fraudulent intent” (p. 237). Fraudulent intent is also a similarity found in most definitions of cheating identified in the review of the literature, but there were also some differences between such definitions noted as well. Definitions of cheating can even “vary by major and academic department,” Robinson and his colleagues (2004) advise, but in virtually all cases the organizational culture of the institution, the relationship between students and teachers, greek membership and what

type of cheating policies are in place serve to define what is considered cheating as well as its incidence.

Are there variations by college? The concept of cheating does in fact vary according to institution type and regional setting. For example, in a study by Collins and Amodeo (2005), the researchers found that schools of nursing, education, medicine, and dental medicine all have some different perspectives concerning cheating, with these medical schools assigning a higher priority to the individual's "little voice" than other academic settings. For instance, medical school responses to academic misconduct in determining when and if plagiarism did occur represent the first priority in an academic misconduct hearing and that the individual's "mental state" is relevant if a finding of academic misconduct is made (Collins & Amodeo). According to these authors, "Mental state is distinguished by the extent to which the perpetrator has some awareness that he or she may be doing something wrong. Higher levels of personal awareness would be treated with more severity than lesser levels" (Collins & Amodeo, p. 527). A survey of educators from different institutions by Collins and Amodeo found that definitions and attitudes concerning plagiarism and cheating by students among educators today exist across a continuum as described in Table 1 below.

Table 1.

Levels, Definitions, and Consequences for Plagiarism and Cheating.

<i>Level of Seriousness</i>	<i>Definition</i>	<i>Consequences for Plagiarism and Cheating</i>
Mild	No awareness/genuine mistake/misunderstanding of status review process e.g., poor use of citations.	1. Rewrite of assignment 2. "Homework assignment" re: plagiarism, citations.
Moderate	Semi-awareness. Moderate amount—not quite word for word but general copying.	1. Failing grade in course. 2. Apology to instructor and source (rather than other students involved). 3. Not allowed to participate in graduation. 4. Homework assignment" re: plagiarism/citations and/or write personal statement reflecting on lesson learned. 5. Asked to reflect on the steps/decision points that occurred that led to plagiarism. 6. "Monitoring" of student by chair or other key person (in addition to faculty advisor).
Severe	Full-awareness	Leave of absence or expulsion unless ameliorating circumstances exist.

Source: Collins & Amodeo, p. 527.

Some key factors that serve to mediate the seriousness of the above behaviors in these institutions included:

1. Early and genuine acceptance of responsibility;
2. Severe stress (not general academic stress; job-related stress, family responsibilities or minor illness);
3. Context of other academic/classroom/field behavioral pattern of "cutting corners" in other situations; and
4. Credibility -- place in program (amount of program completed) (Collins & Amodeo).

There are also some commonalities among definitions of cheating by students across the country. Based on his survey of 4,500 students, McCabe reports “I think there are a lot of students who want to cheat, but really only if they didn't care about the course or the teacher, or if they were forced to take the class” (quoted in Branch at p. 10). Likewise, all of the students in a recent study of definitions of cheating by Barry (2006) found that “students were likely to include the notion ‘taking someone else's words is plagiarism’ in both their pre-paraphrasing and post-paraphrasing definitions. After paraphrasing practice, however, students were more likely to include two additional specific elements of plagiarism in their post-paraphrasing definitions (taking someone else's ideas is plagiarism and not giving credit is plagiarism)” (p. 377).

Are perceptions of cheating related to technology experience?

In the Age of Information, it is little wonder that some students have found a way to pervert the abundance of Internet-based resources into ways to beat the academic system. The editors of *Journal of Social Work Education* (2001) report that, “New technologies have also made it easier to cheat. The Educational Testing Service notes that one Web site providing free term papers to students has averaged 80,000 hits per day” (p. 2). As Sisti (2007) emphasizes, “The Internet has become the research tool of choice for all students from elementary school through postgraduate programs. Indeed, it is quite possible that most students now lack a fundamental knowledge of library based research methods, Congressional numbering or even the Dewey Decimal system. Use of these conventions of library science has been supplanted by the innovation of web based search engines like Google.com” (p. 4).

So-called “term-paper mills” either sell, trade or simply give such stock term papers away in an effort to garner as many visitors per day as a means of selling advertising and generating revenues. In this regard, McCabe and Driman (2000) suggest that many high school and college students are defining plagiarism in a more casual manner than their counterparts did many years ago. These authors cite the importance of clearly defining plagiarism, having a clear written academic integrity statement that is widely distributed and accessible to faculty and students, and having related procedures in place (McCabe & Driman). These authors suggest that "in the absence of any guidance, students will make assumptions about appropriate use that are most convenient for them -- assumptions that often differ substantially from the views of faculty members or the institution" (p. B-7), such as the erroneous perception that resources that are located on the Internet do not require any type of attribution (McCabe & Driman). By the time students begin researching projects in high school, though, it is reasonable to assume that they have had some instruction concerning attribution of resources and appropriate citation methods, so this rationalization is clearly misplaced and the survey by McCabe determined that more than half of the student respondents admitted they have done at least some “Internet-related plagiarism” (quoted in Branch at p. 10).

The president of Duke University N. O. Keohane, reports that research conducted by the Center for Academic Integrity indicates “that campus norms and practices, such as effective honor codes, can make a significant difference in student behaviors, attitudes, and beliefs” (quoted in Some changes at p. 2). The organization headed by McCabe, the Center for Academic Integrity, is comprised of more than 600 colleges and universities; according to the Center, achieving improved academic integrity involves a commitment,

even in the face of adversity, to five core values: (a) honesty, (b) trust, (c) fairness, (d) respect, and (e) responsibility.

Beyond promoting these five core values in their institutions, some recommendations developed by the Center to help address the increasing incidence of cheating among students include the following:

1. Have clear academic integrity statements, policies, and procedures that are consistently implemented.
2. Inform and educate the entire community regarding academic integrity policy and procedures.
3. Promulgate and practice rigorously these policies and procedures from the top down, and provide support to those who faithfully follow and uphold them.
4. Have a clear, accessible, and equitable system to adjudicate suspected violations of policy.
5. Develop programs to promote academic integrity among all segments of the campus community. These programs should go beyond repudiation of academic dishonesty and include discussions about the importance of academic integrity and its connection to broader ethical issues and concerns.
6. Be alert to trends in higher education and technology affecting academic integrity on campus.
7. Assess regularly the effectiveness of policies and procedures and take steps to improve and rejuvenate them (Some changes, p. 2).

Conclusion

The research showed that a number of forces have combined to drive the increase in cheating by students in recent years, including the introduction of various technologies that have facilitated the practice as well as increased pressures to succeed academically. Indeed, in an era of high-stakes testing in the nation's high schools, students are learning early on that they must succeed at all costs, and for some this means cheating just to get by. For others, cheating represents a contest of wills or even a game of sorts between students and educators, or simply an easier way of getting things done in a day and age characterized by corporate fraud and political shenanigans at every level. Indeed, scarcely a month goes by without headlines reporting acts of plagiarism by well-known authors or university professors, and students may believe that American culture may not condone cheating, but there is certainly a “wink-wink nudge-nudge” quality to this perception that maintains cheating is acceptable if one does not get caught.

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Note: previous references are part of the purchased literature review

Appendix H - Factor Analysis Tables

Table H-1

Factors Underlying Students' Perceptions of Cheating Behaviors.

	Test Factors	Factor Loading	Alpha
B8	Using an electronic/digital device (e.g. text messaging) to get unauthorized aid from someone during a test/exam	0.813	0.927
B6	Using unauthorized crib/cheat notes during a test or exam	0.804	
B7	Using an electronic/digital device as an unauthorized aid during a test/exam	0.800	
B3	Copying from another student on a test/exam without his/her knowledge	0.769	
B5	Copying from another student on a test/exam with their knowledge	0.768	
B4	Helping someone else cheat on test	0.739	
	Plagiarism Factors		
B18	Turning in a paper from a term paper mill	0.856	0.886
B19	Turning in a paper purchased from a website	0.851	
B17	Turning in work done by another	0.776	
B15	Turning in work copied from another	0.586	
B16	Copying material almost word-for-word from a written source without citation	0.532	
	Collaboration Factors		
B9	Working with others (in person) on an assignment when asked for individual work	0.870	0.854
B10	Working with others (via email or instant messaging) on an assignment when asked for individual work	0.865	
B13	Receiving non-permitted help from someone on an assignment	0.670	
B1	Learning what is on a test from someone who has already taken it	0.667	
B2	Using false excuse to delay taking test	0.609	
	Citation Factors		
B11	Paraphrasing/copying few sentences from written source without citing it	0.900	0.872
B12	Paraphrasing/copying a few sentences from Internet source without citing it	0.896	
B14	Fabricating/falsifying a bibliography	0.498	
	Fabrication Factors		
B20	Fabricating or falsifying lab data	0.852	0.853
B22	Fabricating or falsifying research data	0.836	
B21	Copying someone else’s program in a course requiring computer work	0.535	

Table H-2
Factors Underlying Faculty Perceptions of Cheating Behaviors

	Factor Loading	Alpha
Test Factors		
Using an electronic/digital device (e.g. text messaging) to get unauthorized aid from someone during a test/exam	0.851	0.914
Using an electronic/digital device as an unauthorized aid during a test/exam	0.828	
Using unauthorized crib/cheat notes during a test or exam	0.814	
Copying from another student on a test/exam with their knowledge	0.804	
Copying from another student on a test/exam without his/her knowledge	0.778	
Helping someone else cheat on test	0.679	
Plagiarism Factors		
Turning in a paper from a term paper mill	0.872	0.848
Turning in a paper purchased from a website	0.855	
Turning in work done by another	0.730	
Turning in work copied from another	0.525	
Collaboration Factors		
Working with others (via email or instant messaging) on an assignment when asked for individual work	0.930	0.903
Working with others (in person) on an assignment when asked for individual work	0.919	
Receiving non-permitted help from someone on an assignment	0.696	
Citation Factors		
Paraphrasing/copying a few sentences from Internet source without citing it	0.943	0.827
Paraphrasing/copying few sentences from written source without citing it	0.935	
Fabricating/falsifying a bibliography	0.435	
Fabrication Factors		
Fabricating or falsifying lab data	0.864	0.757
Fabricating or falsifying research data	0.827	
Copying someone else's program in a course requiring computer work	0.612	
Copying material almost word-for-word from a written source without citation	0.406	
Dishonest Factors		
Using false excuse to delay taking test	0.801	0.594
Learning what is on a test from someone who has already taken it	0.765	

Appendix I – Mean Scores of Each behavior by College of Study

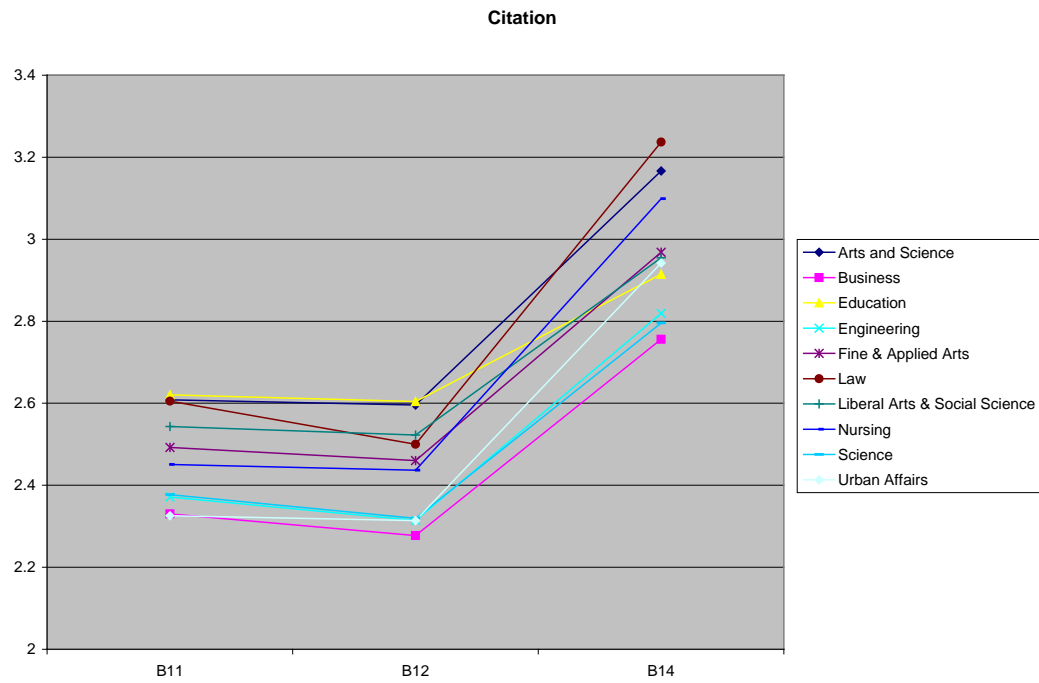


Figure 7 Average Rating of Citation Factor

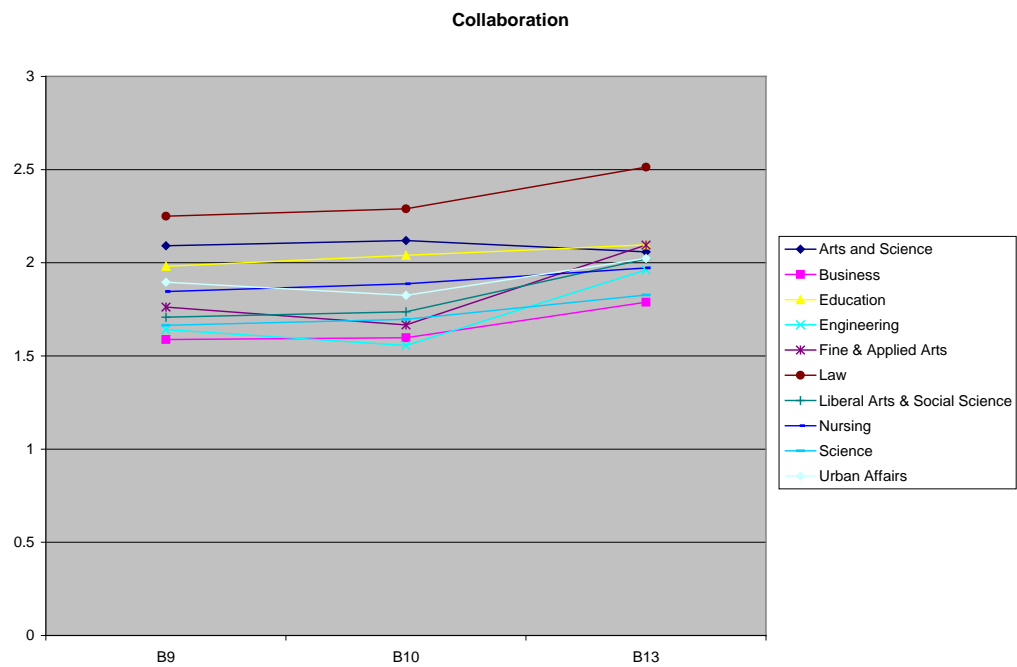


Figure 6 Average Rating of Collaboration Factor

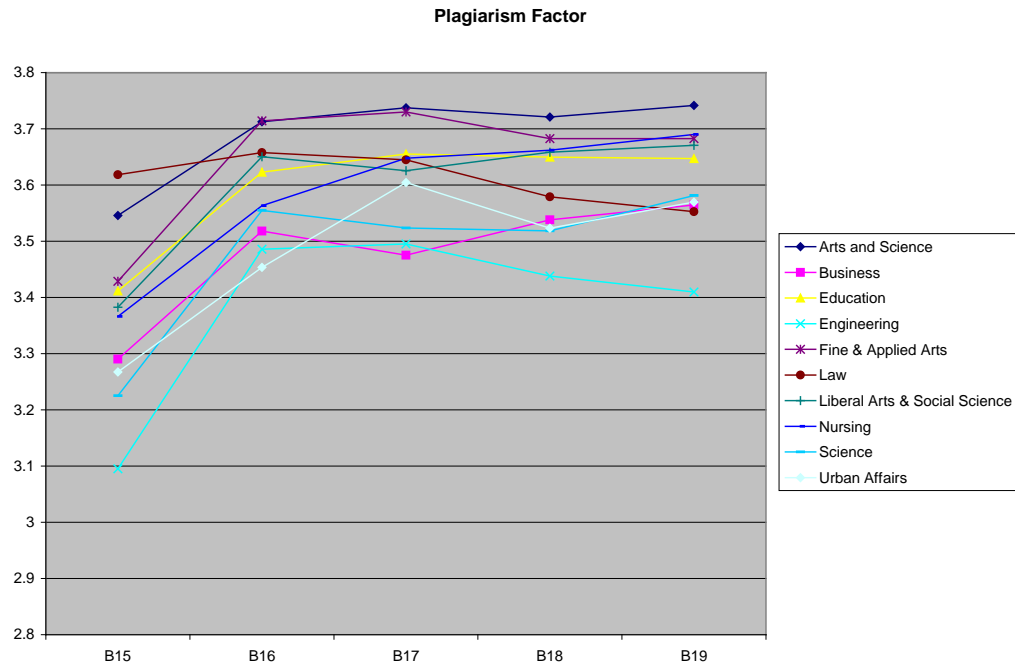


Figure 5 Average Rating of Plagiarism Factor

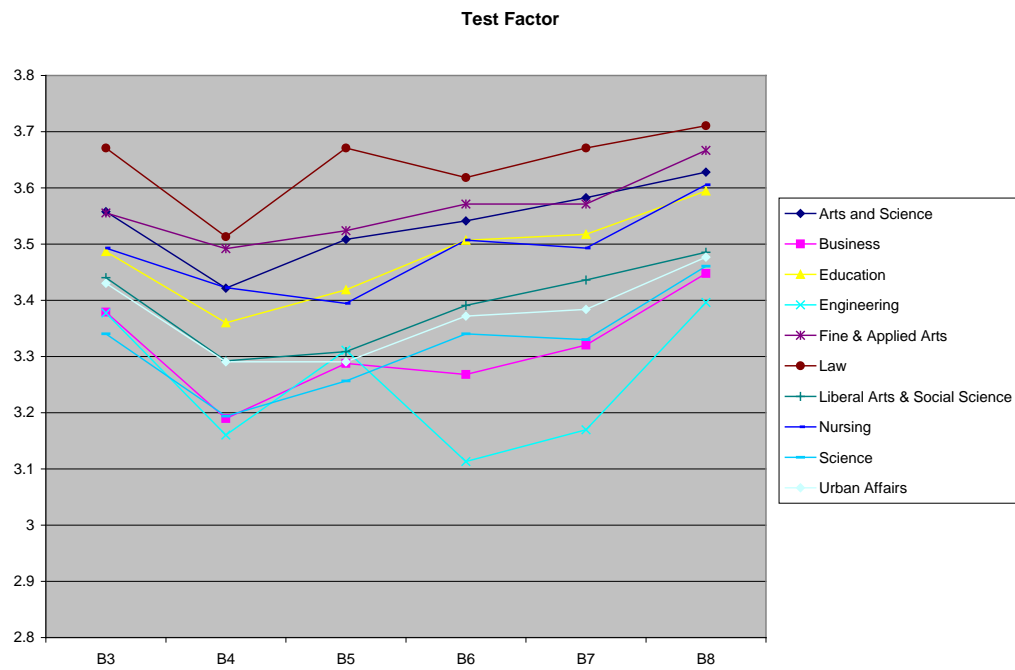


Figure I Average Rate of Test Factor by College

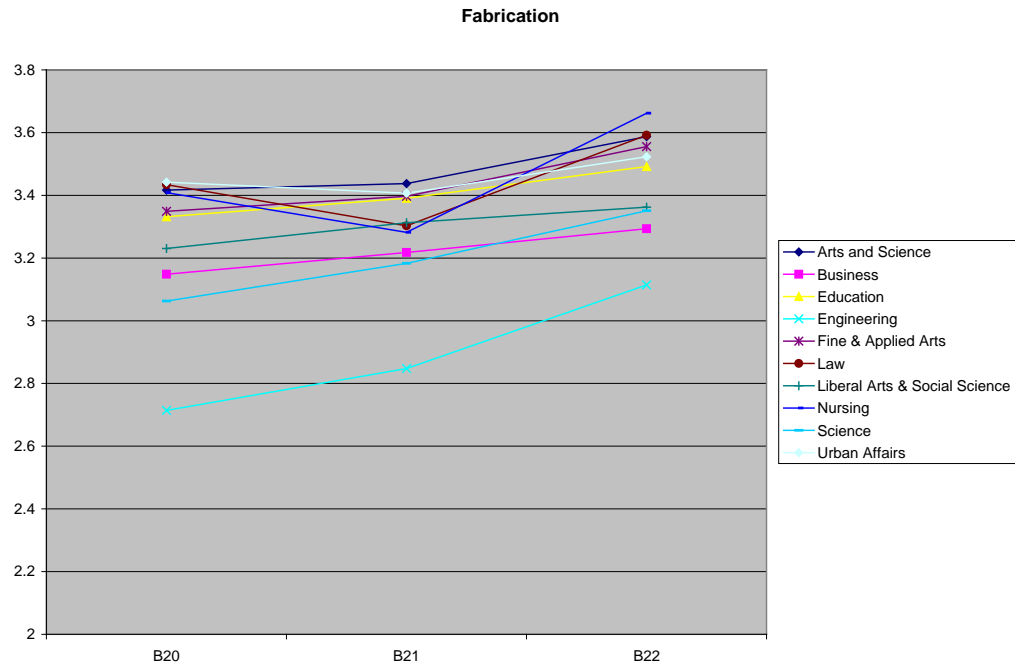


Figure 8 Average Rating of Fabrication Factor

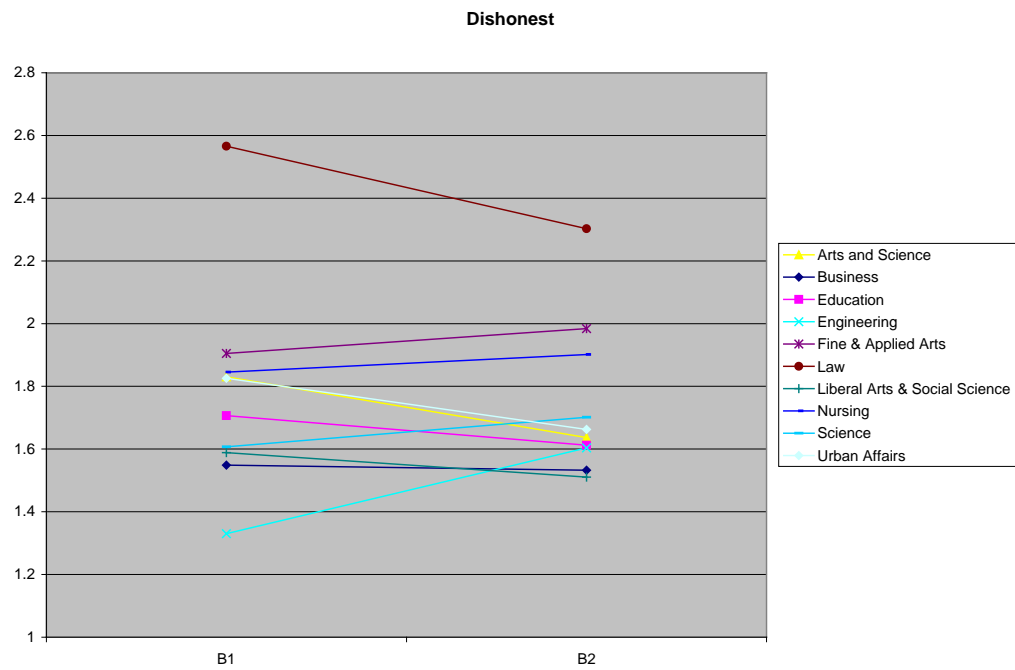


Figure 9 Average Rating of Dishonest Factor