

## Student and Faculty Perceptions of Academic Misconduct in Higher Education

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### Outcomes

- Gain a better understanding of faculty and student perceptions of academic misconduct
- Generate new ideas for upholding academic integrity at your institutions
- Generate new ideas for exploring academic misconduct using NSSE and FSSE

### Agenda

1. Academic misconduct on your campus
2. Academic misconduct background
3. Overview of NSSE and FSSE
4. Our study of academic misconduct
5. Discuss action plans
6. Discuss new academic misconduct items

### Misconduct on Your Campus

- How big of a problem is academic misconduct on your campus?
- What issues of academic misconduct are relevant at your institution?
- Does your campus proactively manage academic misconduct?

### Misconduct Background Literature

- The importance of upholding academic integrity (Coalter, Lim, & Wanorie, 2007)
- Student confusion about plagiarism (Power, 2009)
- Cultural norms (McCabe & Trevino, 1996; Rettinger & Kramer, 2009)
- The role of technology (Young, 2010)

### A Few Words About NSSE

- NSSE gives a snapshot of student experiences inside and outside of the classroom at four-year colleges and universities
  - Focus on behaviors (and some perceptions)
- NSSE survey items represent good practices related to desirable college outcomes
- NSSE focuses on indirect, process measure of student learning and development

## A Few Words About FSSE

- Designed to compliment NSSE
- Gives a snapshot of
  - Faculty perceptions of how often students engage in different activities
  - The importance faculty place on various areas of learning and development
  - The nature and frequency of student-faculty interactions
  - How faculty members organize their time in and out of class

## Research Questions

1. How much of a problem do faculty and students perceive various forms of academic misconduct to be?
2. How do these perceptions vary by faculty and student characteristics?

## Academic Misconduct Items

- Faculty:
  - How much of a problem do you think each of the following is at your institution?
  - How much do you think each of the follow has occurred in the courses you've taught during the academic year?
- Students:
  - How much of a problem do you think each of the following is at your institution?
- Response options:
  - 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little

## Academic Misconduct Items

Students....

- Representing work of others as own
- Not using proper citation
- Using unauthorized assistance
- Using an exam or quiz substitute
- Gaining access to an exam ahead of time
- Submitting same work for more than one assignment
- Falsifying information or data
- Intentionally helping another commit misconduct

## Study Population

- 2008 FSSE and NSSE administration
  - 5344 faculty members
    - 43% teach more first-years
    - 48% teach more seniors
    - 9% non teaching
  - 5983 students
    - 44% first-years
    - 56% seniors
  - 55 institutions

## Student Characteristics

### First-Year

- 64% female
- 96% full-time enrollment
- 94% 23 years old or younger
- 72% white
- 13% transfer students
- 14% Greek membership
- 12% athletes
- 68% living on campus

### Seniors

- 64% female
- 83% full-time enrollment
- 61% 23 years old or younger
- 77% white
- 46% transfer students
- 14% Greek membership
- 6% athletes
- 19% living on campus

## Student Characteristics

### First-Year

- 13% Arts and Humanities
- 8% Biological Sciences
- 15% Business
- 12% Education
- 6% Engineering
- 3% Physical Sciences
- 12% Professional
- 10% Social Sciences
- 21% Other/Undecided

### Seniors

- 14% Arts and Humanities
- 7% Biological Sciences
- 19% Business
- 14% Education
- 5% Engineering
- 3% Physical Sciences
- 7% Professional
- 12% Social Sciences
- 20% Other

## Faculty Characteristics

### Teach More First-Years

- 81% full-time
- 21% Professor
  - 20% Associate Professor
  - 25% Assistant Professor
  - 17% Instructor
  - 12% Lecturer
- 36% tenured
  - 17% tenure-track
- 45% female
- 71% white
- 97% on campus instruction

### Teach More Seniors

- 84% full-time
- 28% Professor
  - 26% Associate Professor
  - 26% Assistant Professor
  - 11% Instructor
  - 7% Lecturer
- 48% tenured
  - 20% tenure-track
- 43% female
- 75% white
- 94% on campus instruction

## Faculty Characteristics

### Teach More First-Year

- 38% Arts and Humanities
- 6% Biological Sciences
- 2% Business
- 4% Education
- 2% Engineering
- 20% Physical Sciences
- 4% Professional
- 13% Social Sciences
- 10% Other

### Teach More Seniors

- 19% Arts and Humanities
- 7% Biological Sciences
- 13% Business
- 7% Education
- 8% Engineering
- 8% Physical Sciences
- 9% Professional
- 14% Social Sciences
- 17% Other

## Overall Student Results

How much of a problem at your institution? <i>4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little</i>	FY	SR
A. Representing work of others as own	13 %	14 %
B. Not using proper citation	15 %	18 %
C. Using unauthorized assistance	12 %	13 %
D. Using an exam or quiz substitute	9 %	5 %
E. Gaining access to an exam ahead of time	9 %	8 %
F. Submitting same work for more than one assignment	10 %	11 %
G. Falsifying information or data	11 %	9 %
H. Intentionally helping another commit misconduct	13 %	11 %

## Overall Faculty Results

How much of a problem at your institution? <i>4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little</i>
A. Representing work of others as own
B. Not using proper citation
C. Using unauthorized assistance
D. Using an exam or quiz substitute
E. Gaining access to an exam ahead of time
F. Submitting same work for more than one assignment
G. Falsifying information or data
H. Intentionally helping another commit misconduct

## Overall Faculty Results

How much of a problem in your courses? <i>4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little</i>	More FY	More SR
A. Representing work of others as own	10 %	9 %
B. Not using proper citation	20 %	18 %
C. Using unauthorized assistance	8 %	7 %
D. Using an exam or quiz substitute	1 %	1 %
E. Gaining access to an exam ahead of time	2 %	2 %
F. Submitting same work for more than one assignment	5 %	5 %
G. Falsifying information or data	3 %	3 %
H. Intentionally helping another commit misconduct	5 %	5 %

## Results by Major: FY Students

### Representing work of others as own

Substantial Problem Highs	Substantial Problem Lows
Engineering (21%)	Biological Sciences (9%)
Business (16%)	Physical Sciences (11%)

### Not using proper citation

Substantial Problem Highs	Substantial Problem Lows
Engineering (17%)	Physical Sciences (10%)
Business (17%)	Biological Sciences (11%)

## Results by Major: SR Students

### Representing work of others as own

Substantial Problem Highs	Substantial Problem Lows
Engineering (21%)	Arts & Humanities (12%)
Biological Sciences (19%)	Professional (15%)

### Not using proper citation

Substantial Problem Highs	Substantial Problem Lows
Biological Sciences (24%)	Business (15%)
Arts & Humanities (20%)	Engineering (17%)

## Results by Major: Teach More FY

### Representing work of others as own

Substantial Problem Highs	Substantial Problem Lows
Biological Sciences (31%)	Engineering (12%)
Business (28%)	Professional (18%)

### Not using proper citation

Substantial Problem Highs	Substantial Problem Lows
Biological Sciences (54%)	Engineering (21%)
Social Sciences (47%)	Education (31%)

## Results by Major: Teach More SR

### Representing work of others as own

Substantial Problem Highs	Substantial Problem Lows
Arts & Humanities (25%)	Education (14%)
Social Sciences (24%)	Engineering (19%)

### Not using proper citation

Substantial Problem Highs	Substantial Problem Lows
Biological Sciences (49%)	Engineering (27%)
Social Sciences (46%)	Physical Sciences (31%)

## Results by Rank: Teach More FY

### Representing work of others as own

Substantial Problem Highs	Substantial Problem Lows
Lecturer (29%)	Instructor (18%)
Assistant Professor (28%)	Professor (19%)

### Not using proper citation

Substantial Problem Highs	Substantial Problem Lows
Associate Professor (46%)	Instructor (33%)
Lecturer (44%)	Professor (37%)

## Results by Rank: Teach More SR

### Representing work of others as own

Substantial Problem Highs	Substantial Problem Lows
Assistant Professor (24%)	Instructor (15%)
Associate Professor (22%)	Professor (22%)

### Not using proper citation

Substantial Problem Highs	Substantial Problem Lows
Lecturer (43%)	Instructor (30%)
Assistant Professor (42%)	Professor (37%)

## Results Summary

- Student and faculty agree on the most substantial problems
  - Not using proper citation
  - Representing work of others as own
  - Using unauthorized assistance
- And the least substantial problems
  - Using an exam or quiz substitute
  - Gaining access to an exam ahead of time

## Student Results Summary

- Perceptions vary by discipline
  - Higher perceptions of problems in Biological Sciences (SR), Business (FY), and Engineering
  - Lower perceptions of problems in Biological Sciences (FY), Business (SR), Physical Sciences
- Perceptions vary less for other student characteristics

## Faculty Results Summary

- Perceptions vary by discipline
  - Higher perceptions of problems in Arts & Humanities, Biological Sciences, Business, Social Sciences
  - Lower perceptions of problems in Engineering, Education, Physical Sciences, Professional
- Perceptions vary by rank
  - Higher perceptions of problems for Lecturers and Assistant/Associate Professors
  - Lower perceptions of problems for Instructors and Professors
- Perceptions vary less for other faculty characteristics

## Large Group Discussion

- What results, if any, did you find particularly surprising (i.e., results by major, rank, etc.)?
- What results were not surprising?
- What questions do these results raise?
- How can the findings from this study be used to improve practice at your institution?

## Small Group Discussion

Eberhardt, D. (2006). How should educators respond to academic dishonesty in college? *Journal of College Character*, 7(3), 1-2.

## Moving Forward

- In what ways can NSSE and FSSE further explore academic misconduct?

## Questions and Comments

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