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merit
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fidelity
accountability
trust
confidence
improvement
respect

INTEGRITY



FLORIDA STATE UNIVERSITY
Academic Integrity Survey
Spring 2015

Table of Contents

Introduction.....	1
Student Survey Results.....	2
Faculty Survey Results.....	45
Teaching Assistant Survey Results.....	75

Introduction

The Academic Integrity Survey was conducted by the Academic Honor Policy Committee at Florida State University during Spring Semester 2015 in cooperation with the International Center for Academic Integrity (ICAI). The following groups were invited to participate in the study:

- (1) All faculty members (both tenure-track and specialized)
- (2) All teaching assistants
- (3) A random sample of all enrolled graduate students (excluding Law and Medicine, whose academic integrity policies differ from the standard) equaling 25% of the population.
- (4) Random samples of all first-year undergraduate students, second-year undergraduate students, third-year undergraduate students, and fourth-year undergraduate students, each equaling 25% of the population of students at that level.

The total number of participants invited to participate, with the corresponding level of response, broken down by category, was:

Population	Sample Size	Response N	Response %
Faculty	1,749	622	36%
Teaching Assistants	1,823	421	23%
Students*	8,860	1,136	13%

*Current ICAI survey procedures require combining all students for reporting purposes; thus, breakdowns by class level are not available.

The following pages contain both a standard reporting of results by population provided by ICAI and illustrative bullet points developed by the Academic Honor Policy Committee. Where possible and appropriate, the 2015 survey results are compared to the results obtained on a similar survey conducted in cooperation with ICAI in 2003.

The Committee is grateful for the efforts of ICAI, and especially to retired Rutgers Professor Donald McCabe, to develop and conduct this survey at colleges and universities across the nation.

Student Academic Integrity Survey

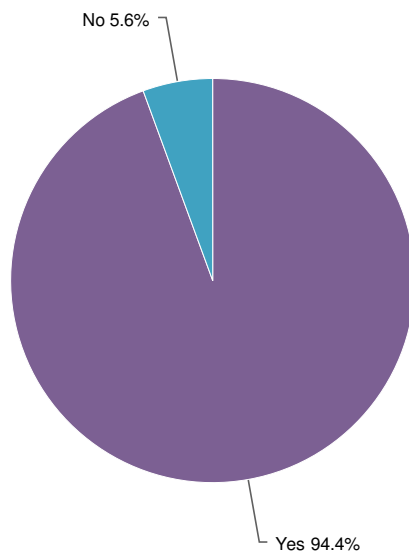
1. How would you rate:

	Very Low	Low	Average	High	Very High	Responses
The severity of penalties for cheating at Florida State University?	11 1.0%	30 2.7%	376 33.7%	453 40.6%	245 22.0%	1,115
The average student's understanding of campus policies concerning student cheating?	28 2.5%	133 11.8%	405 36.1%	363 32.3%	194 17.3%	1,123
The faculty's understanding of these policies?	3 0.3%	21 1.9%	208 18.6%	446 40.0%	438 39.2%	1,116
Student support of these policies?	24 2.1%	120 10.7%	531 47.4%	329 29.4%	116 10.4%	1,120
Faculty support of these policies?	5 0.4%	17 1.5%	247 22.1%	461 41.2%	388 34.7%	1,118
The effectiveness of these policies?	31 2.8%	87 7.7%	403 35.9%	410 36.5%	192 17.1%	1,123

FSU Notes:

- Students rated the severity of penalties in the Academic Honor Policy as higher (63% high/very high) than did faculty (21% high/very high).
- Most students reported that they think that the average FSU student generally understands and supports the Academic Honor Policy and that the policy is effective.
- Students rated the FSU faculty's understanding of the policy as dramatically higher (79% very high/high) than the faculty members rated their own understanding of the policy (35% high/very high).

2. Have you been informed about the academic integrity or cheating policies at Florida State University?



Yes	94.4%	<div style="width: 94.4%; height: 15px; background-color: #6a3d9a;"></div>	1,063
No	5.6%	<div style="width: 5.6%; height: 15px; background-color: #00a0c0;"></div>	63
Total			1,126

Statistics

Total Responses 1,126

FSU Notes:

- The overwhelming majority of students (94%) indicate that they have been informed of the university's policy on academic integrity. Because most students indicate in response to Question 3 that they see faculty members in the classroom as their primary source of information about the policy, the results indicate that instructors are discussing integrity-related issues in FSU classrooms.

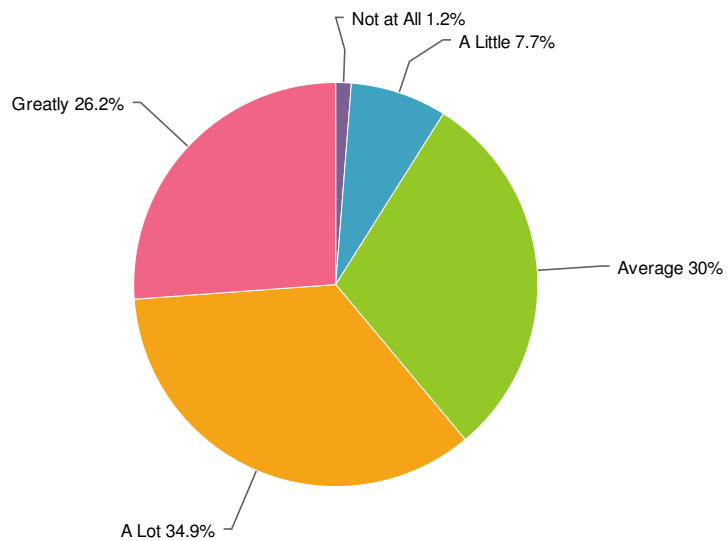
3. Where and how much have you learned about these policies?

	Learned Little or Nothing	Learned Some	Learned A Lot	Responses
First-year orientation program or registration program.	193 17.3%	520 46.6%	402 36.1%	1,115
Campus website.	519 46.7%	440 39.6%	152 13.7%	1,111
Student handbook.	381 34.3%	463 41.6%	268 24.1%	1,112
Program counselor, residential advisor, or faculty advisor.	470 42.3%	392 35.3%	249 22.4%	1,111
Other students.	572 51.4%	389 35.0%	151 13.6%	1,112
Faculty (e.g., discussed in class, course syllabi, or course outlines).	42 3.7%	287 25.5%	796 70.8%	1,125
Teaching assistant.	423 38.2%	392 35.4%	291 26.3%	1,106
Dean or other administrator.	633 57.2%	320 28.9%	154 13.9%	1,107

FSU Notes:

- Instructors and course syllabi were students' primary sources of information about the policy (96% reported learning "Some" or "A Lot" from faculty), followed by Orientation (83%) and the Student Handbook (66%).

4. To what extent do you have a clear understanding of Florida State's policies regarding academic honesty?



Not at All	1.2%		14
A Little	7.7%		87
Average	30.0%		338
A Lot	34.9%		394
Greatly	26.2%		295
Total			1,128

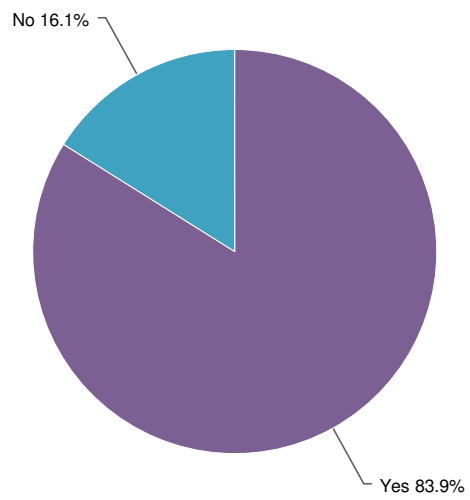
Statistics



Total Responses 1,128

FSU Notes:

- Very few students (9%) reported having little or no understanding of the policy.

5. Before you came to Florida State University, were you aware that the school had an academic honor policy?

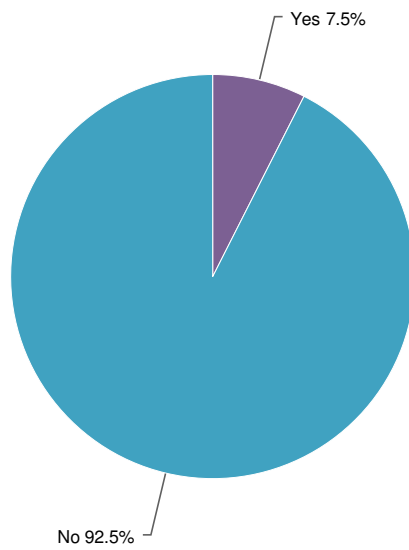


Yes	83.9%		944
No	16.1%		181
Total			1,125

Statistics

Total Responses 1,125

6. Did the fact that Florida State University has an academic honor policy impact your decision to attend?



Yes	7.5%		84
No	92.5%		1,041
Total			1,125

Statistics

Total Responses 1,125

7. In the past year, how often, on average, did your instructors discuss policies concerning:

	Never	Very Seldom	Seldom/Sometimes	Often	Very Often	Responses
Plagiarism	34 3.0%	90 8.0%	297 26.4%	421 37.4%	284 25.2%	1,126
Guidelines on group work or collaboration	68 6.1%	143 12.7%	332 29.6%	395 35.2%	184 16.4%	1,122
Proper citation/referencing of written sources	33 2.9%	79 7.0%	207 18.4%	409 36.4%	395 35.2%	1,123
Proper citation/referencing of Internet sources	40 3.6%	89 7.9%	211 18.8%	396 35.4%	384 34.3%	1,120
Falsifying/fabricating course lab data	243 21.7%	190 17.0%	275 24.6%	259 23.2%	151 13.5%	1,118
Falsifying/fabricating research data	209 18.7%	177 15.8%	281 25.2%	272 24.4%	178 15.9%	1,117

FSU Notes:

- Although responses to Questions 2-4 make it clear that students are well-informed about the Academic Honor Policy, particularly by instructors, responses to Question 7 suggest that classroom discussions of integrity focus primarily on plagiarism prevention (by teaching students to use citation methods effectively). It is useful to compare this instructor emphasis on plagiarism with results from several subsequent questions about students' perceptions of how frequently various cheating behaviors occurred in their high school (Questions 8 and 10), occur at FSU (Questions 9 and 11), and that they themselves engage in (Question 13). Specifically, survey results suggest that of all possible cheating behaviors, students are most likely to engage in some form of unauthorized collaboration with others.

8. How frequently do you think the following occurred at your secondary school/high school?

	Never	Very Seldom	Seldom/Sometimes	Often	Very Often	Responses
Plagiarism on written assignments.	27 2.4%	160 14.3%	402 36.0%	376 33.7%	151 13.5%	1,116
Inappropriately sharing work in group assignments.	29 2.6%	108 9.7%	250 22.4%	437 39.2%	292 26.2%	1,116
Cheating during tests or examinations.	35 3.1%	209 18.7%	356 31.9%	330 29.5%	187 16.7%	1,117
Submitting the same paper in more than one course without specific permission.	175 15.7%	397 35.6%	344 30.9%	139 12.5%	60 5.4%	1,115
Purchasing papers.	281 25.2%	438 39.3%	258 23.1%	88 7.9%	50 4.5%	1,115
Use of electronic/digital devices as an unauthorized aid during an in-class test.	139 12.5%	290 26.1%	306 27.6%	249 22.4%	126 11.4%	1,110
Falsifying information on an exam or paper after it has been graded/submitted.	279 25.1%	465 41.9%	230 20.7%	101 9.1%	35 3.2%	1,110

FSU Notes:

- A strong majority of students (65%) indicated that classmates in their high schools often or very often worked together on assignments when they were not authorized to do so.
- Other high-school cheating behaviors that were reported at high rates (as occurring often or very often) include plagiarism (47%), cheating on exams (46%), and using electronic/digital devices to cheat on tests (34%).

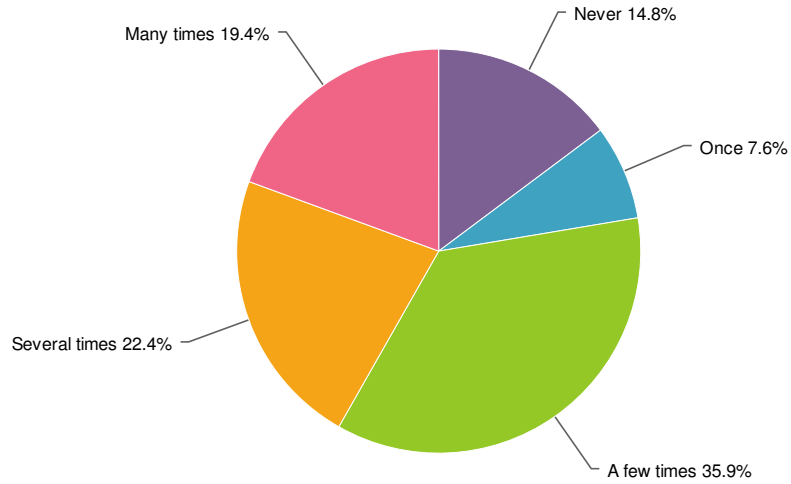
9. How frequently do you think the following occur at Florida State University?

	Never	Very Seldom	Seldom/Sometimes	Often	Very Often	Responses
Plagiarism on written assignments.	47 4.2%	361 32.2%	481 42.9%	180 16.1%	52 4.6%	1,121
Inappropriately sharing work in group assignments.	37 3.3%	241 21.5%	403 35.9%	294 26.2%	147 13.1%	1,122
Cheating during tests or examinations.	95 8.5%	424 37.8%	403 36.0%	152 13.6%	47 4.2%	1,121
Submitting the same paper in more than one course without specific permission.	150 13.4%	468 41.7%	350 31.2%	121 10.8%	34 3.0%	1,123
Purchasing papers.	127 11.3%	370 33.0%	365 32.6%	172 15.4%	86 7.7%	1,120
Use of electronic/digital devices as an unauthorized aid during an in-class test.	149 13.3%	414 36.9%	367 32.7%	137 12.2%	55 4.9%	1,122
Falsifying information on an exam or paper after it has been graded/submitted.	287 25.7%	527 47.2%	242 21.7%	41 3.7%	20 1.8%	1,117

FSU Notes:

- Across all categories of cheating behaviors, students expressed the belief that cheating occurs less frequently at FSU than it did at their high school.
- Students indicated clearly that, similar to high school, unauthorized group work is the form of cheating occurring most frequently at FSU (39% said it occurred often/very often).
When rank-ordered, students' perceptions of the ways other FSU students have cheated match their rank-ordered sense of high school cheating behaviors, with one notable exception: purchasing papers ranks second in FSU perceived cheating behaviors (at 23% occurring often/very often), while it ranked sixth in the high school responses.
- In contrast, a negligible percentage of students report actually engaging in a similar behavior themselves (.05% reported having purchased a paper from a paper mill and handed it in as their own; similarly, fewer than 1% of the student respondents reported having done so in 2003).

10. How often, if ever, have you seen another student cheat during a test or examination at your secondary school/high school?

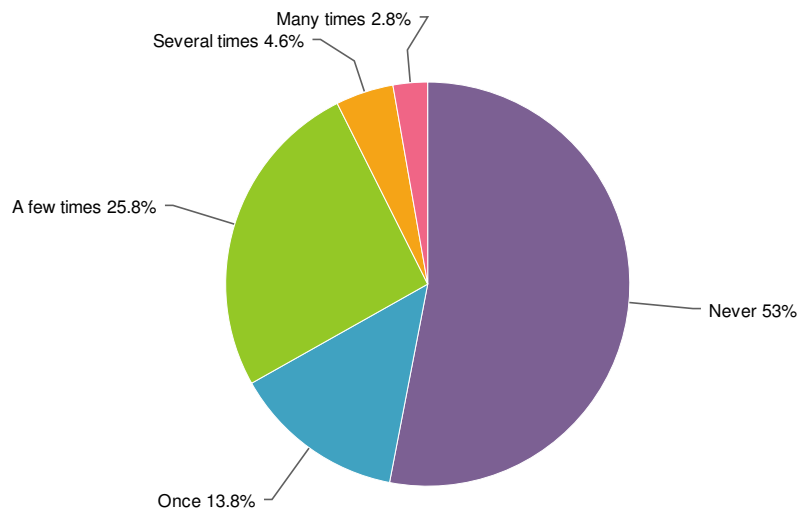







Never	14.8%		166
Once	7.6%		85
A few times	35.9%		403
Several times	22.4%		251
Many times	19.4%		218
Total			1,123

Statistics

Total Responses 1,123

11. How often, if ever, have you seen another student cheat during a test or examination at Florida State University?

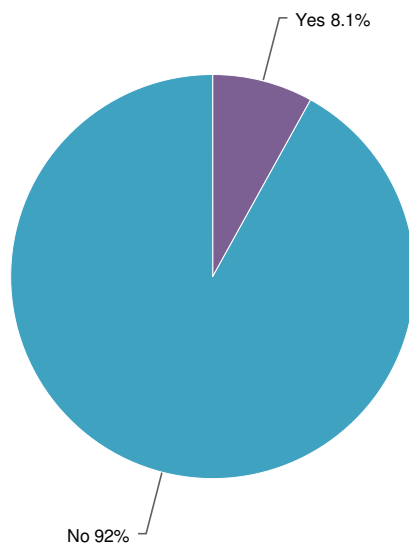




				Statistics	
Never	53.0%			595	Total Responses 1,122
Once	13.8%			155	
A few times	25.8%			289	
Several times	4.6%			52	
Many times	2.8%			31	
Total				1,122	

FSU Notes:

- Student responses to Question 10 and Question 11 are consistent with earlier results indicating that students have observed cheating less frequently at FSU than they did at their high schools. Only 7% of respondents reported that they had seen someone cheat several or many times on a test at FSU, while 32% reported seeing test cheating at the same levels in high school. However, these results could be affected by the length of exposure respondents have had to the environment; all subjects spent four years in high school, while the length of time they have spent at FSU will vary based on year in school.
- If these students' perception that high school students are exposed to more cheating in high school is accurate, this highlights the challenges faced by those trying to re-orient students to the university's higher expectations.

12. Have you ever reported another student for cheating?



Yes	8.1%		90
No	92.0%		1,028
Total			1,118

Statistics

Total Responses	1,118
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FSU Notes:

- Very few students (8%) indicated that they have ever reported a student for cheating.

13. Please check how often, if ever, in the past year you have engaged in any of the following behaviors.

	Never	Once	More Than Once	Not Relevant	Responses
Fabricating or falsifying a bibliography.	730 94.1%	22 2.8%	9 1.2%	15 1.9%	776
Working on an assignment with others (in person) when the instructor asked for individual work.	537 69.2%	133 17.1%	86 11.1%	20 2.6%	776
Working on an assignment with others (using digital means like email, text messaging, or Facebook) when the instructor asked for individual work.	567 73.1%	97 12.5%	91 11.7%	21 2.7%	776
Getting questions or answers from someone who has already taken a test.	594 76.6%	106 13.7%	65 8.4%	10 1.3%	775
In a course requiring computer work, copying another student's work rather than writing your own.	691 89.0%	34 4.4%	26 3.4%	25 3.2%	776
Helping someone else cheat on a test.	715 92.4%	37 4.8%	14 1.8%	8 1.0%	774
Fabricating or falsifying lab data.	658 85.1%	35 4.5%	19 2.5%	61 7.9%	773
Fabricating or falsifying research data.	692 89.9%	17 2.2%	5 0.6%	56 7.3%	770
Copying from another student during a test WITH his or her knowledge.	732 94.5%	24 3.1%	10 1.3%	9 1.2%	775
Copying from another student during a test or examination WITHOUT his or her knowledge.	716 92.6%	35 4.5%	15 1.9%	7 0.9%	773
Using digital technology (such as email, text messaging, or Facebook) to get unpermitted help from someone during a test or examination.	752 97.0%	10 1.3%	4 0.5%	9 1.2%	775
Receiving unpermitted help on an assignment.	610 78.8%	104 13.4%	48 6.2%	12 1.6%	774
Copying (by hand or in person) another student's homework.	639 82.5%	74 9.5%	51 6.6%	11 1.4%	775
Copying (using digital means such as email, text messaging or Facebook) another student's homework.	675 87.4%	50 6.5%	40 5.2%	7 0.9%	772

14. (Continued) Please check how often, if ever, in the past year you have engaged in any of the following behaviors.

	Never	Once	More Than Once	Not Relevant	Responses
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper you submitted.	624 80.9%	76 9.9%	58 7.5%	13 1.7%	771
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.	754 97.8%	3 0.4%	1 0.1%	13 1.7%	771
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without citing them in a paper you submitted.	583 75.7%	105 13.6%	71 9.2%	11 1.4%	770
Submitting a paper you purchased or obtained from a website and claimed it as your own work.	757 97.9%	5 0.6%	1 0.1%	10 1.3%	773
Using handwritten crib notes (or cheat sheets) during a test or exam.	725 93.8%	21 2.7%	14 1.8%	13 1.7%	773
Using electronic crib notes (stored in tablet, phone, or calculator) to cheat on a test or exam.	743 96.5%	6 0.8%	9 1.2%	12 1.6%	770
Using an electronic/digital device as an unauthorized aid during an exam.	741 96.5%	9 1.2%	10 1.3%	8 1.0%	768
Copying material, almost word for word, from any written source and turning it in as your own work.	747 96.9%	13 1.7%	5 0.6%	6 0.8%	771
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	743 96.5%	14 1.8%	4 0.5%	9 1.2%	770
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	711 92.1%	39 5.1%	16 2.1%	6 0.8%	772
Turning in work done by someone else.	745 96.6%	14 1.8%	7 0.9%	5 0.6%	771
Receiving requests from another person (in person or using electronic means) to copy your homework.	567 73.4%	83 10.8%	114 14.8%	8 1.0%	772
Submitting the same paper in more than one course without specific permission.	737 95.6%	22 2.9%	5 0.6%	7 0.9%	771
Using Cliff Notes or Spark Notes and not citing.	696 90.3%	34 4.4%	26 3.4%	15 1.9%	771
Using a drug such as Adderall to aid in studying/taking an exam.	654 84.8%	29 3.8%	67 8.7%	21 2.7%	771
Cheating on a test in any other way.	717 93.1%	25 3.2%	13 1.7%	15 1.9%	770

FSU Notes:

- The ten ways in which the largest percentage of students reported having cheated (once or more than once), accompanied by the percentage of students reporting having engaged in the behavior in 2003,* in cases where comparable data were available, are:
 1. Working on an assignment with others (in person) when the instructor asked for individual work. (28% in 2015; 35% in 2003)
 2. Receiving requests from another person (in person or using electronic means) to copy your homework. (26% in 2015; no comparison data)
 3. Working on an assignment with others (using digital means like email, text messaging, or Facebook) when the instructor asked for individual work. (24% in 2015; no comparison data)
 4. Paraphrasing or copying a few sentences of material from an electronic source – e.g., the Internet – without citing them in a paper you submitted. (23% in 2015; 34% in 2003)
 5. Getting questions or answers from someone who has already taken a test. (22% in 2015; 29% in 2003)
 6. Receiving unpermitted help on an assignment. (20% in 2015; 19% in 2003)
 7. Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper you submitted. (17% in 2015; 33% in 2003)
 8. Copying (by hand or in person) another student's homework. (12% in 2015; no comparison data)
 9. Using a drug such as Adderall to aid in studying/taking an exam. (12% in 2015; no comparison data)
 10. Copying (using digital means such as email, text messaging, or Facebook) another student's homework. (12% in 2015; no comparison data)
- Within each category listed in the question, the vast majority of students report that they have not cheated by that means.
- Where comparisons are possible, with one exception, lower percentages of the 2015 student respondents reported having engaged in each of the cheating behaviors listed in the question than those in 2003.
- The three cheating behaviors reported most frequently in 2015 all relate to some aspect of working on out-of-class assignments with fellow students. Generalizing from these results, instructors can assume that between 24-28% of their students will take some action related to working together on graded homework.

*Note that the student response percentages for 2003 were reported separately for undergraduate and graduate respondents and thus had to be adjusted through a weighted average to make comparisons to 2015 possible.

15. Please rate how serious you believe each type of behavior is.

	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	Responses
Fabricating or falsifying a bibliography.	37 4.8%	201 26.2%	308 40.1%	222 28.9%	768
Working on an assignment with others (in person) when the instructor asked for individual work.	93 12.2%	334 43.7%	232 30.3%	106 13.9%	765
Working on an assignment with others (via digital means such as email, text messaging, or Facebook) when the instructor asked for individual work.	92 12.0%	323 42.1%	239 31.2%	113 14.7%	767
Getting questions or answers from someone who has already taken a test.	43 5.6%	107 14.0%	262 34.2%	354 46.2%	766
In a course requiring computer work, copying another student's work rather than writing your own.	11 1.4%	73 9.5%	231 30.2%	451 58.9%	766
Helping someone else cheat on a test.	8 1.0%	25 3.3%	142 18.5%	593 77.2%	768
Fabricating or falsifying lab data.	30 3.9%	104 13.6%	200 26.1%	433 56.5%	767
Fabricating or falsifying research data.	19 2.5%	75 9.8%	179 23.3%	494 64.4%	767
Copying from another student during a test WITH his or her knowledge.	8 1.0%	24 3.1%	120 15.6%	615 80.2%	767
Copying from another student during a test or examination WITHOUT his or her knowledge.	5 0.7%	12 1.6%	70 9.1%	679 88.6%	766
Using digital technology (such as email, text messaging, or Facebook) to get unpermitted help from someone during a test or examination.	9 1.2%	17 2.2%	101 13.2%	638 83.4%	765
Receiving unpermitted help on an assignment.	38 5.0%	224 29.2%	289 37.7%	216 28.2%	767
Copying (by hand or in person) another student's homework.	20 2.6%	144 18.8%	274 35.8%	328 42.8%	766
Copying (using digital means such as email, text messaging, or Facebook) another student's homework.	19 2.5%	146 19.1%	274 35.8%	326 42.6%	765

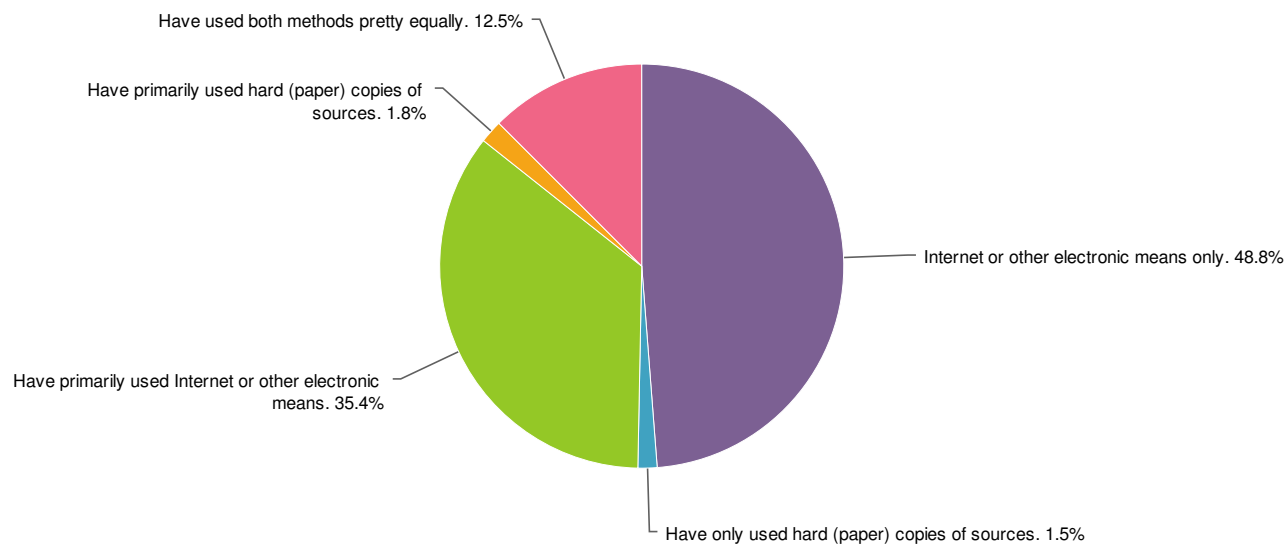
16. (Continued) Please rate how serious you believe each type of behavior is.

	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	Responses
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper you submitted.	34 4.4%	193 25.2%	295 38.6%	243 31.8%	765
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.	8 1.0%	18 2.4%	65 8.5%	674 88.1%	765
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without citing them in a paper you submitted.	31 4.1%	179 23.4%	287 37.6%	267 34.9%	764
Submitting a paper you purchased or obtained from a website and claimed it as your own work.	5 0.7%	13 1.7%	49 6.4%	696 91.2%	763
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.	7 0.9%	24 3.1%	112 14.6%	622 81.3%	765
Using electronic crib notes (stored in tablet, phone, or calculator) to cheat on a test or exam.	6 0.8%	20 2.6%	114 14.9%	625 81.7%	765
Using an electronic/digital device as an unauthorized aid during an exam.	7 0.9%	18 2.4%	101 13.2%	637 83.5%	763
Copying material, almost word for word, from any written source and turning it in as your own work.	5 0.7%	16 2.1%	102 13.4%	638 83.8%	761
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	7 0.9%	23 3.0%	162 21.2%	572 74.9%	764
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	37 4.8%	127 16.6%	250 32.7%	351 45.9%	765
Turning in work done by someone else.	7 0.9%	21 2.8%	99 13.0%	635 83.3%	762
Receiving requests from another person (in person or using electronic means) to copy your homework.	110 14.5%	136 17.9%	243 32.0%	271 35.7%	760
Submitting the same paper in more than one course without specific permission.	76 10.0%	152 20.0%	244 32.1%	289 38.0%	761
Using Cliff Notes or Spark Notes and not citing.	50 6.6%	201 26.4%	243 31.9%	268 35.2%	762
Using a drug such as Adderall to aid in studying/taking an exam.	302 39.5%	123 16.1%	110 14.4%	229 30.0%	764
Cheating on a test in any other way.	13 1.7%	68 8.9%	220 28.9%	461 60.5%	762

FSU Notes:

- Overwhelmingly, students do not view working with others without authorization (i.e., giving and receiving help on assignments when the instructor has asked for individual work) as serious cheating (71% of students rated the behavior as either not cheating or non-serious cheating). This helps to explain why students are engaging in these behaviors more frequently than other types of cheating, especially as compared to cheating on tests or turning in work done by someone else.
- Students saw each of these cheating behaviors as less serious than did faculty respondents (See Faculty Survey Questions 15 and 16), with paraphrasing/copying a few sentences without citing them as the response on which the groups came closest to converging.

17. If you indicated above that you have paraphrased or copied material from a written or electronic source without citing it, please tell us how you accessed this material.



Internet or other electronic means only.	48.8%		160
Have only used hard (paper) copies of sources.	1.5%		5
Have primarily used Internet or other electronic means.	35.4%		116
Have primarily used hard (paper) copies of sources.	1.8%		6
Have used both methods pretty equally.	12.5%		41
		Total	328

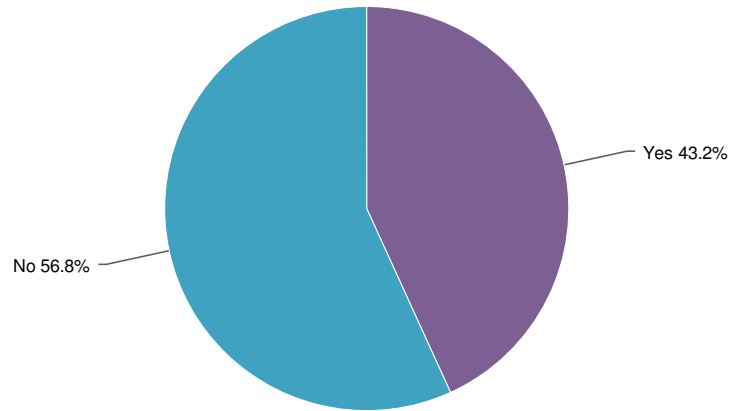
Statistics

Total Responses	328
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FSU Notes:

- In 2015, very few students who report having plagiarized have done so without using the Internet or other electronic means. In 2003, just one percentage point separated undergraduate students' reports of plagiarizing using the Internet vs. hard-copy materials.

18. Have you participated in Facebook groups organized around any course at Florida State University?

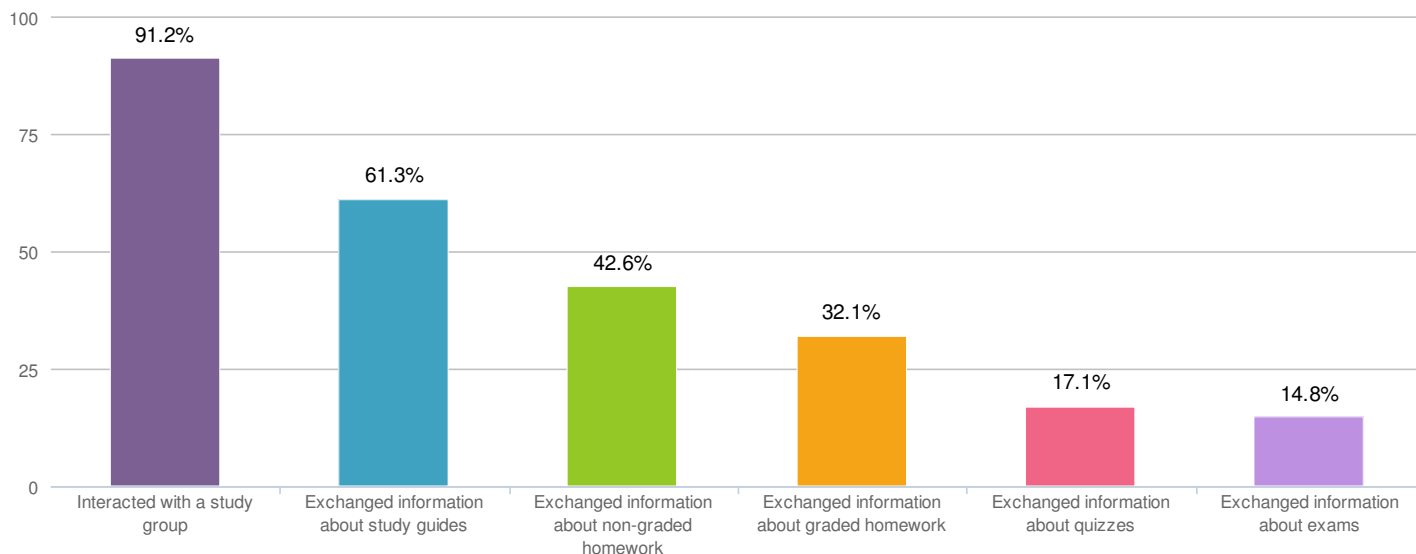


				Statistics		
Yes	43.2%			330		
No	56.8%			434		
Total				764		
					Total Responses	764

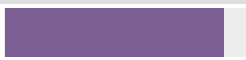

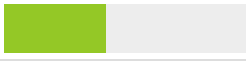

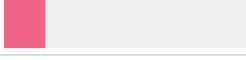
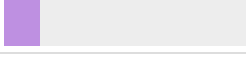
FSU Notes:

- Close to half of the respondents indicated that they have participated in course-related Facebook groups. Some of these groups are likely created and sanctioned by course instructors, while some are created by peer groups without instructors' knowledge.

19. If yes, which of the following behaviors you have engaged in during that participation (check all that apply)?



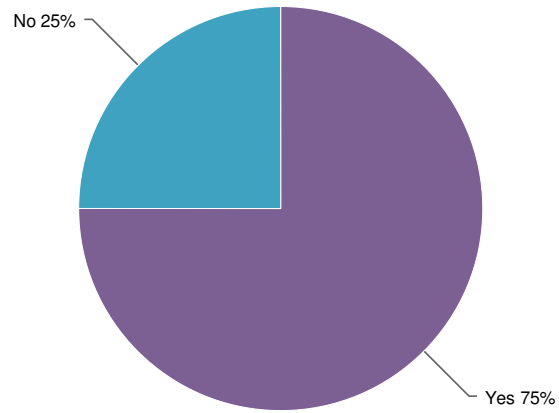
Statistics


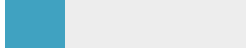
Interacted with a study group	91.2%		278	Total Responses	305
Exchanged information about study guides	61.3%		187		
Exchanged information about non-graded homework	42.6%		130		
Exchanged information about graded homework	32.1%		98		
Exchanged information about quizzes	17.1%		52		
Exchanged information about exams	14.8%		45		
Total			305		

FSU Notes:

- Much of the course-related Facebook activity reported by students (e.g., studying in groups, exchanging information about non-graded assignments), could be viewed as promoting learning.
- However, the high reported rates of exchanging graded homework, as well as having information about quizzes and tests in the realm of Facebook, raises concerns, especially given the high percentage of students who report participating in these online groups. Specifically, the average instance of students who reported cheating in the face-to-face exam setting was 5% (once or more than once.) The students who participated in Facebook groups reported exchanging information at a much higher rate (17% on quizzes and 15% on exams.) For more information about unauthorized collaboration on social media at FSU, see: <http://www.fda.fsu.edu/content/download/166441/1465870/file/facebookforfaculty.pdf>.

20. Have you ever taken an online test or exam at Florida State University?



Yes	75.0%		576
No	25.0%		192
Total			768

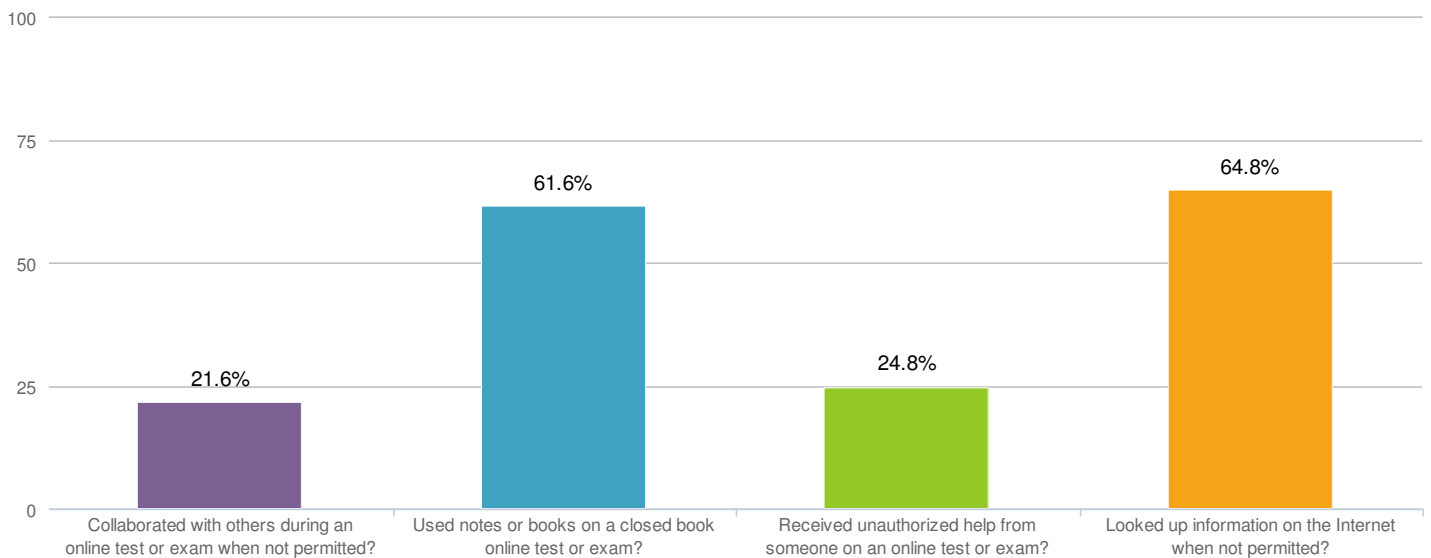
Statistics

Total Responses 768

FSU Notes:

- Most of the students surveyed have taken a quiz or test online.

21. If you have taken an online test or exam at Florida State University, have you ever (check all that apply):



Statistics

Collaborated with others during an online test or exam when not permitted?	21.6%		27	Total Responses	125
Used notes or books on a closed book online test or exam?	61.6%		77		
Received unauthorized help from someone on an online test or exam?	24.8%		31		
Looked up information on the Internet when not permitted?	64.8%		81		
Total			125		

FSU Notes:

- In response to a previous question, students reported low levels of test cheating (See Question 13, in response to which 2% reported having ever used digital technology to get test help, 2% admitted to having used electronic and 4% hard-copy crib notes, 2% used an electronic/digital device during an exam, 4% copied from someone with their knowledge, and 6% copied from someone without their knowledge.)
- Even the most frequently reported test-cheating behavior of helping someone cheat face-to-face (7%) is much lower than the high percentage of students who report having consulted unauthorized information during an online exam (65% from the Internet and 62% from notes and books). In addition, 22% of students who have taken an online test or exam report having collaborated with others and 25% report having received unauthorized assistance during an online test or exam.

22. How likely is it that:

	Very Unlikely	Unlikely	Likely	Very Likely	Responses
You would report an incident of cheating that you observed?	122 16.0%	355 46.5%	238 31.2%	48 6.3%	763
The typical student at Florida State University would report such violations?	159 20.8%	439 57.5%	150 19.7%	15 2.0%	763
A student would report a close friend?	579 75.8%	153 20.0%	26 3.4%	6 0.8%	764

FSU Notes:

- In 2003, 73%* of student respondents indicated that they were unlikely/very unlikely to report a cheating incident they had observed. Students in 2015 appear more open to the possibility of reporting cheating, with 62% unlikely/very unlikely to report.
- No such difference emerges when the question is modified – almost all students indicate that their fellow students are unlikely/very unlikely to report a close friend.

*Note that the student response percentages for 2003 were reported separately for undergraduate and graduate respondents and thus had to be adjusted through a weighted average to make comparisons to 2015 possible.

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

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly	Responses
Cheating is a serious problem at Florida State University.	79 10.3%	250 32.7%	338 44.2%	72 9.4%	25 3.3%	764
The investigation of suspected incidents of cheating is fair and impartial at Florida State University.	14 1.8%	43 5.6%	382 50.1%	261 34.3%	62 8.1%	762
Students should be held responsible for monitoring the academic integrity of other students.	84 11.0%	211 27.6%	211 27.6%	213 27.9%	45 5.9%	764
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	14 1.8%	56 7.3%	227 29.7%	371 48.6%	96 12.6%	764
Faculty members change exams and assignments on a regular basis.	27 3.5%	70 9.2%	236 30.8%	307 40.1%	125 16.3%	765
The amount of course work I'm expected to complete is reasonable for my year level and program.	19 2.5%	57 7.5%	76 9.9%	429 56.2%	183 24.0%	764
The degree of difficulty in my exams and assignments is appropriate for my year level and program.	18 2.4%	66 8.6%	67 8.8%	439 57.4%	175 22.9%	765
The types of assessment used in my courses are effective at evaluating my level of understanding of course concepts.	20 2.6%	85 11.2%	99 13.0%	433 56.8%	125 16.4%	762
The types of assessment used in my courses are effective at helping me learn course concepts.	18 2.4%	83 10.9%	95 12.5%	434 57.0%	132 17.3%	762

FSU Notes:

- Only 13% of students in 2015 agree or strongly agree that cheating is a serious problem at FSU, down from 20%* of students in 2003.
- Students' opinions vary regarding whether they are responsible for the academic integrity of others (34% agreed/ strongly agreed and 39% disagreed/strongly disagreed in 2015). Students in 2003 rejected the notion of responsibility for others somewhat more strongly (27% agreed/strongly agreed and 48% disagreed/strongly disagreed*).
- Faculty members are more supportive of students monitoring their classmates' academic integrity (61% agreed/strongly agreed and 20% disagreed/strongly disagreed) in the current survey.

*Note that the student response percentages for 2003 were reported separately for undergraduate and graduate respondents and thus had to be adjusted through a weighted average to make comparisons to 2015 possible.

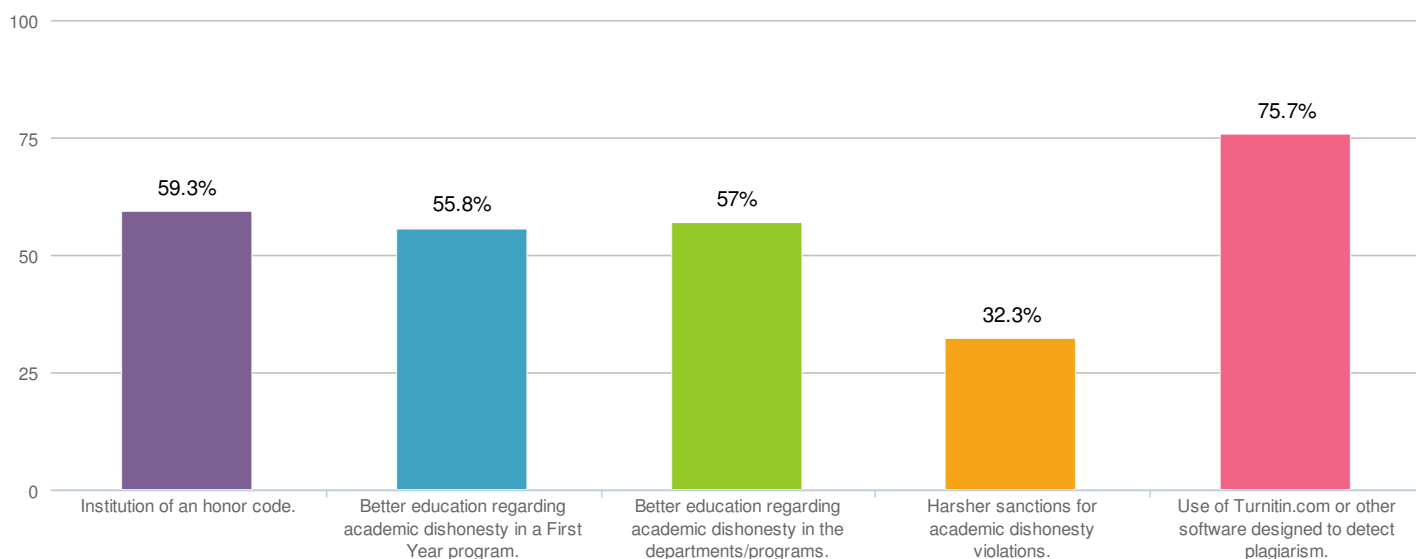
24. If you had cheated in a course and the following individuals knew about it, how strongly would they disapprove?

	Very Strongly	Fairly Strongly	Not Very Strongly	Not At All	Responses
A close friend	194 26.0%	233 31.2%	229 30.7%	91 12.2%	747
A casual acquaintance or classmate	98 13.1%	265 35.5%	298 39.9%	86 11.5%	747
Your parents	552 73.9%	140 18.7%	36 4.8%	19 2.5%	747

FSU Notes:

- Clearly, students surveyed think their parents disapprove of cheating much more strongly than their peers. This finding might prove useful in educational efforts.

25. What do you see as successful strategies toward combating academic dishonesty on campus (check all that apply)?



Statistics

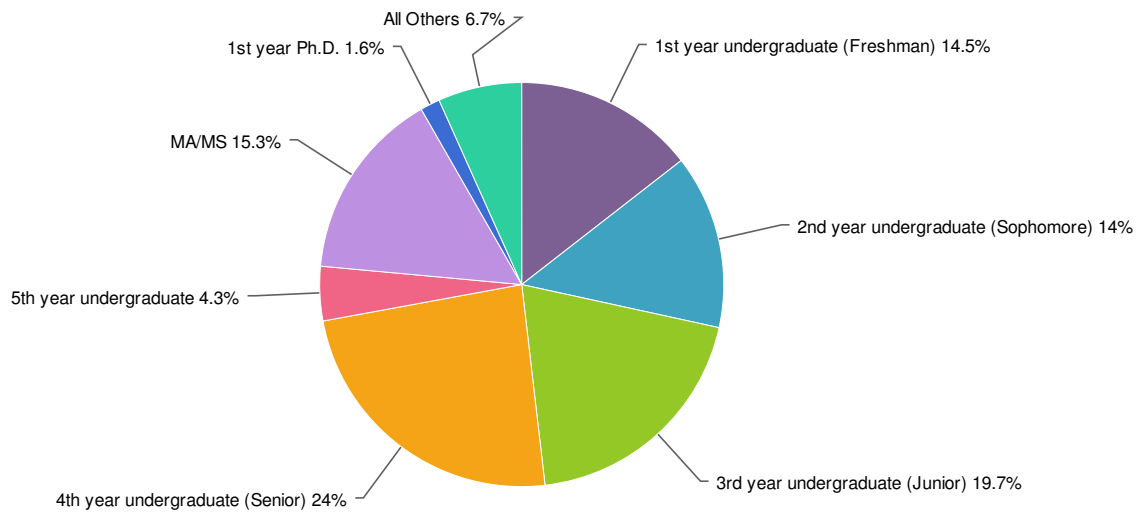
Institution of an honor code.	59.3%		442
Better education regarding academic dishonesty in a First Year program.	55.8%		416
Better education regarding academic dishonesty in the departments/programs.	57.0%		425
Harsher sanctions for academic dishonesty violations.	32.3%		241
Use of Turnitin.com or other software designed to detect plagiarism.	75.7%		565
		Total	746

Total Responses 746

FSU Notes:

- Students strongly support the use of plagiarism-detection software.
- Students expressed the belief that more could be done to educate students about academic integrity. This notion was also emphasized in the open-ended comments.
- It is unclear whether students understand the meaning of another popular response – implementing an honor code. True honor codes require students to face discipline if they observe academic dishonesty and do not report the incident.

26. What is your academic class standing?



				Statistics	
1st year undergraduate (Freshman)	14.5%		110	Total Responses	760
2nd year undergraduate (Sophomore)	14.0%		106		
3rd year undergraduate (Junior)	19.7%		150		
4th year undergraduate (Senior)	24.0%		182		
5th year undergraduate	4.3%		33		
MA/MS	15.3%		116		
1st year Ph.D.	1.6%		12		
2nd year Ph.D.	1.1%		8		
3rd year Ph.D.	0.8%		6		
Ph.D. Candidate	3.2%		24		
Non-degree seeking	0.1%		1		
Other	1.6%		12		
Total			760		

Responses "Other"	Count
Left Blank	1124
7th Year Undergraduate (Senior)	1
3rd year DNP	1
3rd year senior(2 yrs at UF)	1
1st year transfer (Junior)	1
1st year undergrad, but sophomore academically	1

Responses "Other"	Count
1st Year MFA	1
MM	1
Joint Master	1
FTIC Junior	1
Doctorate	1
Seeking 2nd B.S.	1
graduate completed .5 program	1

FSU Notes:

- *Note that the student response percentages for 2003 were reported separately for undergraduate and graduate respondents and thus had to be adjusted through a weighted average to make comparisons to 2015 possible.

27. What is your gender?

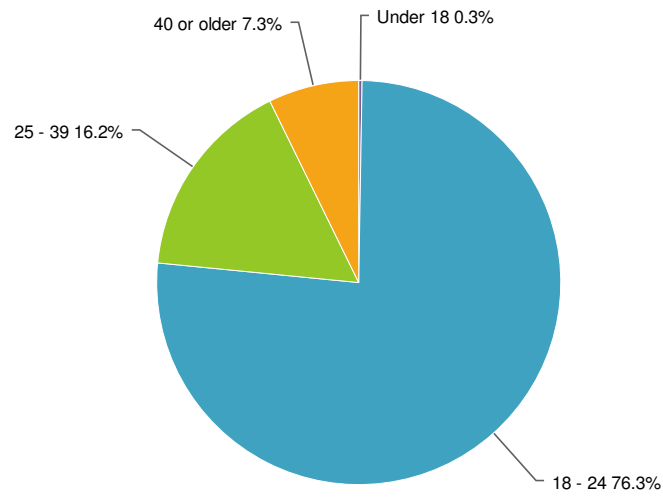


Female	69.3%		526
Male	30.3%		230
Trans or other gender identity	0.4%		3
Total			759

Statistics

Total Responses 759

28. How old are you?

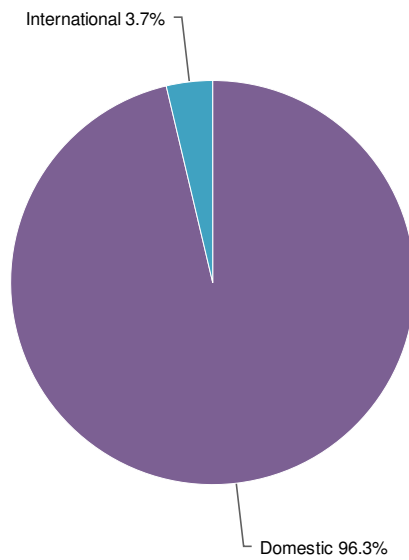


Under 18	0.3%	<div style="width: 0.3%; height: 15px; background-color: #cccccc;"></div>	2
18 - 24	76.3%	<div style="width: 76.3%; height: 15px; background-color: #1f77b4;"></div>	579
25 - 39	16.2%	<div style="width: 16.2%; height: 15px; background-color: #2ca02c;"></div>	123
40 or older	7.3%	<div style="width: 7.3%; height: 15px; background-color: #ff7f0e;"></div>	55
Total			759

Statistics

Total Responses 759

29. Are you a domestic student or international student?

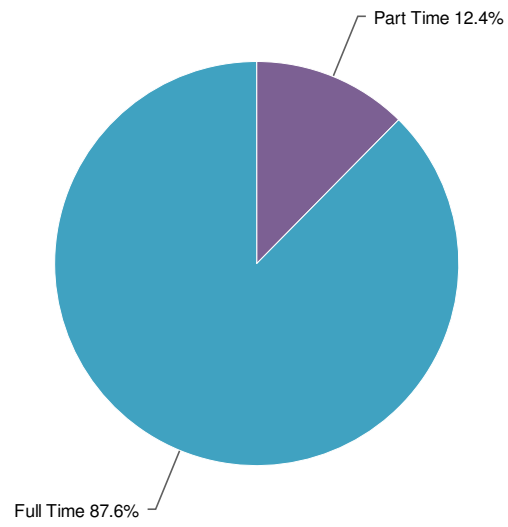




Domestic	96.3%	<div style="width: 96.3%; height: 15px; background-color: #6a3d9a;"></div>	730
International	3.7%	<div style="width: 3.7%; height: 15px; background-color: #00a0c0;"></div>	28
Total			758

Statistics

Total Responses 758

30. Are you a part time or full time student?

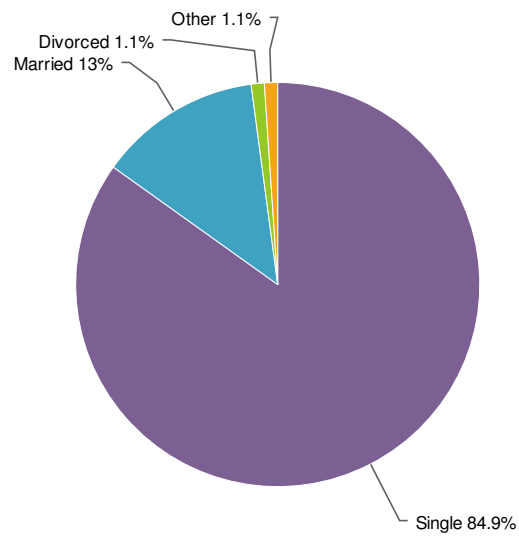


Part Time	12.4%		94
Full Time	87.6%		664
Total			758

Statistics

Total Responses 758

31. What is your marital status?

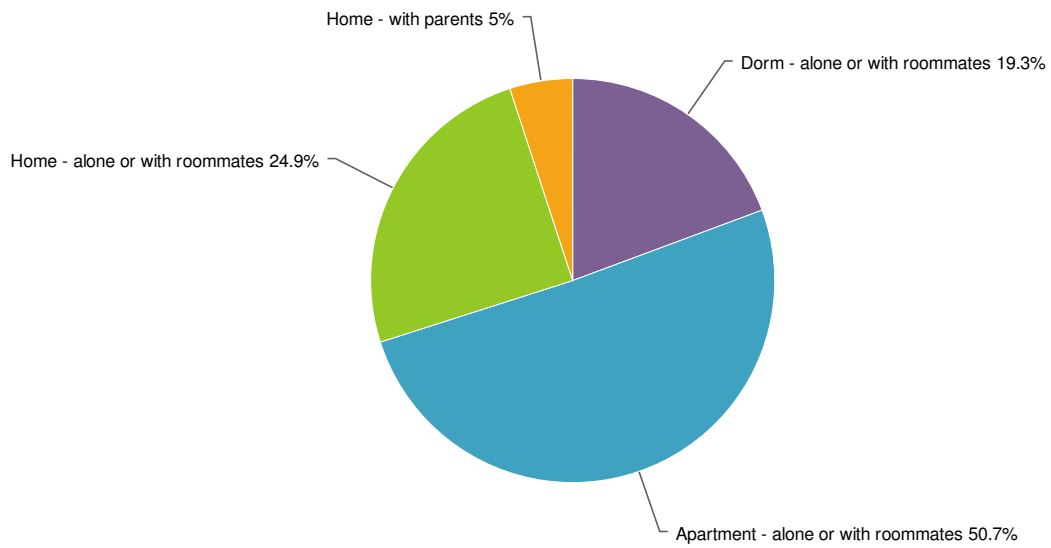


Single	84.9%		645
Married	13.0%		99
Divorced	1.1%		8
Other	1.1%		8
Total			760

Statistics

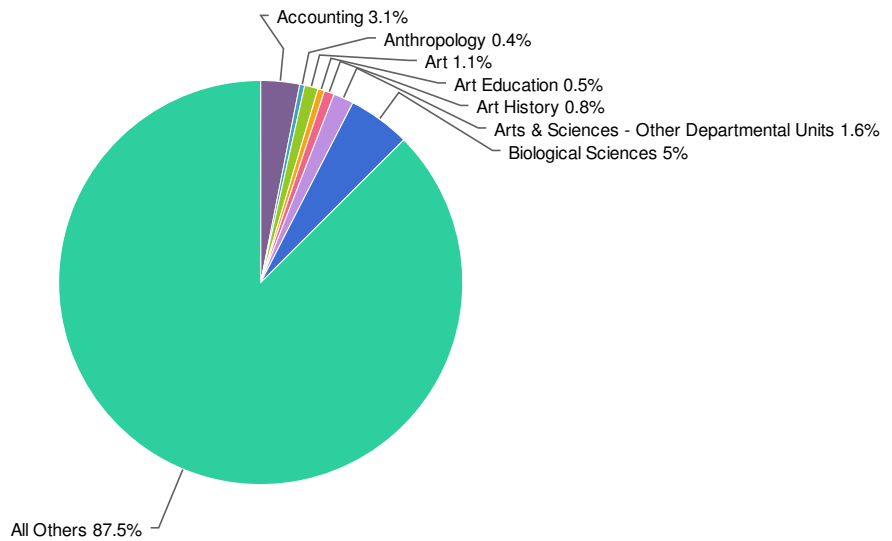
Total Responses	760
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32. What is your current living situation?



				Statistics	
Dorm - alone or with roommates	19.3%		146	Total Responses	755
Apartment - alone or with roommates	50.7%		383		
Home - alone or with roommates	24.9%		188		
Home - with parents	5.0%		38		
Total			755		

33. In what area is your intended or declared academic concentration?



Statistics

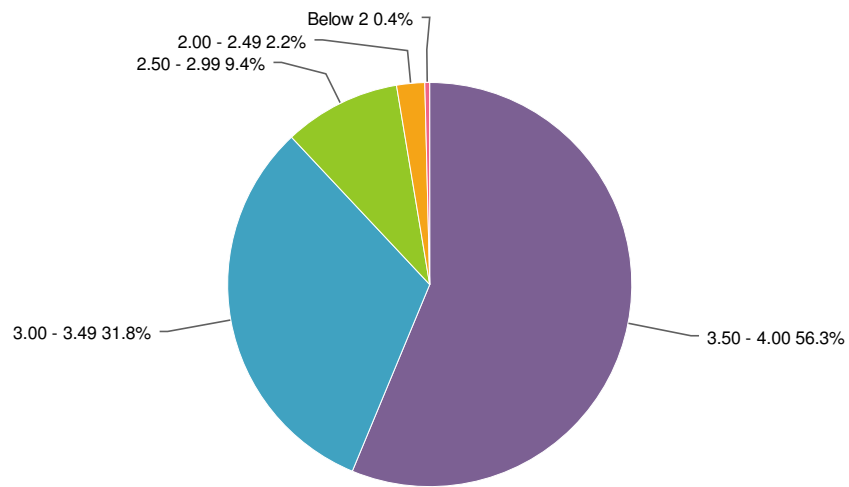
Accounting	3.1%	23
Anthropology	0.4%	3
Art	1.1%	8
Art Education	0.5%	4
Art History	0.8%	6
Arts & Sciences - Other Departmental Units	1.6%	12
Biological Sciences	5.0%	37
Business Interdepartmental	3.9%	29
Chemical & Biomedical Engineering	1.2%	9
Chemistry and Biochemistry	1.5%	11
Civil and Environmental Engineering	1.1%	8
Classics	0.3%	2
Communication	4.7%	35
Communication Science and Disorders	0.4%	3
Computational Science	0.1%	1
Computer Science	2.0%	15
Criminology & Criminal Justice	3.8%	28
Demography	0.0%	0
Earth, Ocean & Atmospheric Science	1.9%	14
Total		743






Total Responses 743

Economics	3.1%		23
Educational Leadership & Policy Studies	1.9%		14
Educational Psychology & Learning Systems	3.4%		25
Electrical and Computer Engineering	1.2%		9
English	3.2%		24
Entrepreneurship, Strategy, and Information Systems	0.5%		4
Family & Child Sciences	1.8%		13
Finance	2.0%		15
Geography	0.5%		4
Geophysical Fluid Dynamics Institute	0.0%		0
Health Sciences Interdisciplinary	0.5%		4
History	1.8%		13
Hospitality Administration	1.1%		8
Human Sciences Interdisciplinary/Interdepartmental	1.4%		10
Industrial and Manufacturing Engineering	0.5%		4
Institute of Molecular Biophysics	0.0%		0
Interior Design	0.3%		2
Law	0.4%		3
Management	0.8%		6
Marketing	2.6%		19
Materials Science	0.0%		0
Mathematics	0.9%		7
Mechanical Engineering	1.8%		13
Medicine	1.1%		8
Modern Languages and Linguistics	0.8%		6
Motion Picture, TV & Recording Arts	0.5%		4
Music	1.6%		12
Nursing	3.0%		22
Nutrition, Food & Exercise Science	1.8%		13
Philosophy	0.1%		1
	Total		743

Physics	0.9%		7
Political Science	3.5%		26
Psychology	6.2%		46
Public Administration	0.5%		4
Religion	0.5%		4
Retail Merchandising & Product Development	0.4%		3
Risk Management/Insurance, Real Estate and Legal Studies	0.9%		7
School of Dance	0.1%		1
School of Information	1.5%		11
School of Teacher Education	2.4%		18
School of Theatre	0.9%		7
Social Sciences Interdisciplinary	2.4%		18
Social Work	3.1%		23
Sociology	1.6%		12
Sport Management	0.8%		6
Statistics	0.3%		2
Urban and Regional Planning	0.1%		1
Undergraduate Studies	0.4%		3
Undecided	1.4%		10
		Total	743

34. What is your approximate cumulative grade point average?



				Statistics	
3.50 - 4.00	56.3%		427	Total Responses	759
3.00 - 3.49	31.8%		241		
2.50 - 2.99	9.4%		71		
2.00 - 2.49	2.2%		17		
Below 2	0.4%		3		
Total			759		

35. If you actively participate in any of the following, please tell us about how much time you spend on each activity in an average week.

	1-10 Hours Per Week	11-20 Hours Per Week	21-30 Hours Per Week	31-40 Hours Per Week	40+ Hours Per Week	Responses
Paid employment	182 36.3%	124 24.8%	88 17.6%	43 8.6%	64 12.8%	501
Caring for a dependent or family member	250 77.9%	19 5.9%	14 4.4%	6 1.9%	32 10.0%	321
Social fraternity/sorority/club	275 74.3%	62 16.8%	20 5.4%	6 1.6%	7 1.9%	370
Athletics	272 75.3%	62 17.2%	22 6.1%	4 1.1%	1 0.3%	361
Academic club or group	316 85.4%	44 11.9%	8 2.2%	1 0.3%	1 0.3%	370
Student government	215 96.4%	4 1.8%	2 0.9%	2 0.9%	0 0.0%	223
Non-athletic organization that regularly travels (Model UN, Debate, etc.)	207 93.7%	12 5.4%	1 0.5%	1 0.5%	0 0.0%	221
Other club organization	299 81.3%	47 12.8%	19 5.2%	1 0.3%	2 0.5%	368

36. What specific changes should FSU make to support academic integrity? (Total Comments: 259)

Education: (21%; N=55)

- Increase information/ workshops/ education/ media, especially for international students (28)
- Instructors should remind, give specifics on collaboration and multiple submission (13)
- Find a way to make acting with integrity seem more desirable/ reinforce character development/ individual responsibility (3)
- Inform about specifics of plagiarism (3)
- Student-produced videos about AHP (3)
- Mandate online tutorial for first-year students (2)
- Mandate a research methods course (1)
- Educate with turnitin.com (1)
- More education about multiple submission (1)

Enforcement/Prevention: (22%; N=57)

- Enforce more strictly with tougher sanction (23)
- Proctor more carefully, maybe with cameras (12)
- Use turnitin.com (10)
- Don't trust detection methods such as Turn-it-in and SafeAssign (2)
- Vary penalties according to severity of cheating (2)
- Enforce less strictly (2)
- Monitor student-athletes carefully (1)
- Crack down on selling notes/ study guides (1)
- Take academic integrity more seriously, like sexual assault (1)
- Monitor electronic sources such as FSU-centric FB pages more carefully (1)
- Use browser lockdowns during online exams (1)
- Enforce policy consistently abroad (1)

Student Involvement: (17%; N=43)

- Students should report more often (16)
- Students shouldn't be responsible for policing each other (15)
- Enable anonymous student reporting (5)
- Students should take more moral responsibility for their actions (3)
- It's the students' responsibility (3)
- Students should help educate each other and encourage integrity amongst friends (1)

Faculty Involvement: (9%; N=23)

- Examine teaching/ assessment methods & curriculum (12)
- Allow Facebook groups and clarify rules related to participation (4)
- Clarify which assignments are individual (2)
- Restrict range of literature that can be used in references (1)
- Reduce number of high-stakes exams (1)
- Don't assign homework for a grade (1)
- Instructors should read all assignments carefully (1)
- Facilitate positive relationships between students and faculty (1)

36. (Continued) What specific changes should FSU make to support academic integrity?

Communication: **(7%; N=18)**

- Publicize disciplinary actions and other consequences (14)
- Provide more info about what integrity means in online courses (2)
- Connect to effects on students' employment (1)
- Social media campaign (1)

Factors Involving Cheating: **(6%; N=17)**

- People will always work on homework and labs together. Let them collaborate (8)
- Nothing; everyone's going to cheat under some circumstance (2)
- Don't give exams in large lecture halls (2)
- Implement the honor code like UVA (1)
- Don't think multiple submission is plagiarism (1)
- Reinstate "forgiveness" policy to reduce stress (1)
- Examine cheating in "academic" and business fraternities (1)
- Support students more academically (1)

Policy: **(2%; N=5)**

- Make Academic Honor Policy process less cumbersome (3)
- Involve students with any policy changes (1)
- Distinguish between intentional and unintentional cheating (1)

Nothing: **(16%; N=41)**

- Nothing; policy works well (41)

37. Any Other Comments? (Total Comments: 115)

Education: (3%; N=4)

- There could be more guidance at orientation (1)
- Students don't always understand (1)
- Teach students to cite (1)
- Talk re: integrity in first- year class (1)

Enforcement/Prevention: (10.5%; N=12)

- Cheating should have consequences (4)
- There should be policies about having to use SafeAssign and students should be aware of them. (2)
- Take away all technology during tests (2)
- Turn-it-in not as relevant in STEM (1)
- I like exam cover sheets and signing an integrity pledge (1)
- Put all tests in university testing center (1)
- Cheaters should get kicked out of school (1)

Student Involvement: (12%; N=14)

- Potential internal guilt is stronger than an honor code. (5)
- Students cheat less when they can learn from their mistakes (2)
- Cheating will only harm the cheater (2)
- Students won't report on each other (2)
- If I saw someone cheat, I'd confront them outside the class but not turn them in. (1)

Faculty Involvement: (12%; N=14)

- I have seen instructors ignore cheating (6)
- Knowing why students cheat important (1)
- Process cumbersome for instructors (1)
- Instructors go to all-essay format to deter cheating , which is not appropriate (1)
- Online testing invites cheating (1)
- Heard about instructors never changing tests and everyone cheats. (1)
- Instructors should add a peer component to all group assignments (1)
- Instructors do too much to try and find cheating (1)
- Instructors have to feel strongly about integrity and communicate that (1)
- Students should report others (1)
- I don't consider cheating negative unless it's on a test (1)

Communication: (3.5%; N=4)

- Students are unaware of consequences (2)
- Guidance needs to be clear about social media use. (1)
- Get a pithy motto like "Noles Know Integrity" (1)

37. (Continued) Any Other Comments?

Factors Involving Cheating: **(32%; N=37)**

- Collaboration should be allowed (7)
- Look at and revise grading practices in every “weed-out” class and reduce GPA pressure (5)
- People will cheat to keep up GPAs no matter what (4)
- Amount of cheating linked to perceived significance of class. (4)
- Academic dishonesty not taken seriously in K-12 (2)
- It’s difficult to combat this type of behavior (2)
- Students cheat in large test situations when others are turning in their tests (2)
- Pre-med students find ways to get high grades (1)
- I suspect that fraternities and sororities have test banks, because I study hard and don’t get the same grades. (1)
- Some master’s students recycle work (1)
- Many individuals solicit others to write papers for them on Facebook, FSU Craigslist, and FSU Free and for Sale (1)
- Students who work 40 hours/week should get different consideration (1)
- Sometimes external factors cause people to make bad decisions (1)
- Choose better students who won’t cheat (1)
- Need more space between desks or different forms in exams (1)
- The farther you get in school the less openly students cheat.(1)
- People cheat with smart phones (1)
- Fix the ratio of tutors to students - have more in needed subjects and at end of semester (1)

Policy: **(2%; N=2)**

- FSU wasting valuable time and money on this (1)
- Don’t think multiple submission is plagiarism (1)

Miscellaneous: **(9%; N=10)**

- Should have included “don’t know” in the response options (3)
- I was accused falsely (2)
- Survey was tedious (2)
- Taking stimulants isn’t cheating (2)
- Had a TA give answers to final unsolicited, so don’t give the TA’s exact answers (1)

Nothing: **(16%; N=18)**

- Good job communicating AHP and consequences (11)
- I haven’t seen academic dishonesty at FSU (7)

Faculty Academic Integrity Survey

1. How would you rate:

	Very Low	Low	Average	High	Very High	Don't Know/Not Applicable	Responses
The severity of penalties for cheating at Florida State University?	36 4.9%	111 15.0%	361 48.7%	125 16.8%	32 4.3%	77 10.4%	742
The average student's understanding of campus policies concerning student cheating?	63 8.5%	207 27.8%	309 41.5%	94 12.6%	17 2.3%	55 7.4%	745
The faculty's understanding of these policies?	21 2.8%	103 13.9%	325 43.8%	202 27.2%	59 8.0%	32 4.3%	742
Student support of these policies?	43 5.8%	122 16.5%	314 42.5%	117 15.8%	19 2.6%	124 16.8%	739
Faculty support of these policies?	15 2.0%	62 8.4%	269 36.4%	239 32.3%	86 11.6%	69 9.3%	740
The effectiveness of these policies?	46 6.2%	133 17.9%	311 42.0%	122 16.5%	29 3.9%	100 13.5%	741

FSU Notes:

- The percentage of faculty who rated the penalties for cheating as very low or low declined from 30% in 2003 to 20% in 2015.
- Faculty members rate their understanding of the policy as fairly low (35% high/very high). Students rate the faculty's understanding of the policy as (79% high/very high).
- Faculty members' understanding of the policy has increased from being rated 25% high/very high in 2003 to 35% in 2015. , when only 25% of them rated their understanding as high/very high.
- Faculty support for the policy has also increased, from 69% in 2003 to 80% in 2015.

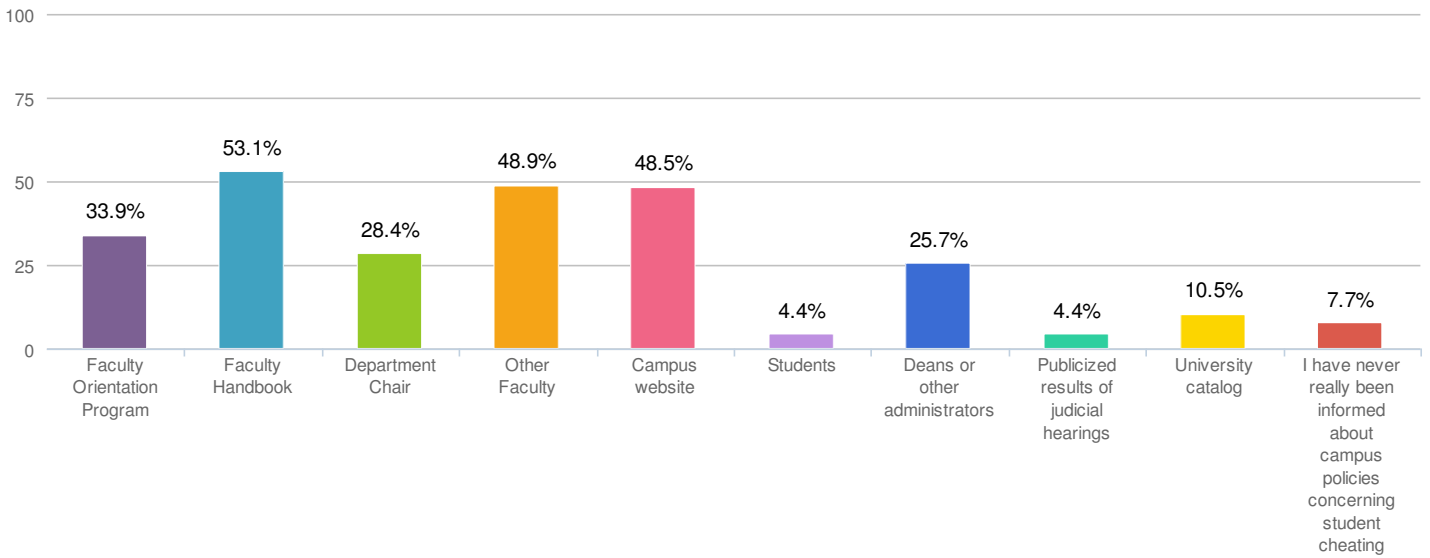
2. When, if at all, do you discuss with students your policies concerning (Check all that apply):

	Do Not Discuss	On Individual Assignments	In Syllabus/ Course Outline	Start of Semester	Other	Not Relevant	Responses
Plagiarism	26 3.5%	302 40.5%	529 71.0%	498 66.8%	56 7.5%	49 6.6%	745
Permitted and prohibited group work or collaboration	47 6.4%	362 48.9%	348 47.0%	345 46.6%	34 4.6%	87 11.8%	740
The proper citation or referencing of written sources	27 3.6%	450 60.6%	296 39.9%	286 38.5%	70 9.4%	114 15.4%	742
The proper citation or referencing of internet sources	60 8.1%	436 58.8%	249 33.6%	244 32.9%	71 9.6%	109 14.7%	741
Falsifying/fabricating research data	117 15.7%	169 22.7%	147 19.8%	152 20.5%	63 8.5%	322 43.3%	743
Falsifying/fabricating lab data	119 16.1%	85 11.5%	68 9.2%	83 11.2%	40 5.4%	455 61.4%	741

FSU Notes:

- A large percentage of faculty (71%) address plagiarism in their course syllabi.
- A strong majority of faculty address proper citations on individual assignments within their classes (59% and 60%)
- 18% of faculty do not discuss working in groups when not authorized (or do not think it is a relevant topic to discuss with students), yet responses from students show that this is the behavior in which they are most likely to engage.

3. Please note the primary sources from which you have learned about the academic integrity policies at Florida State University (check all that apply).



Source	Percentage	Count
Faculty Orientation Program	33.9%	252
Faculty Handbook	53.1%	395
Department Chair	28.4%	211
Other Faculty	48.9%	364
Campus website	48.5%	361
Students	4.4%	33
Deans or other administrators	25.7%	191
Publicized results of judicial hearings	4.4%	33
University catalog	10.5%	78
I have never really been informed about campus policies concerning student cheating	7.7%	57
Total		744

Statistics	
Total Responses	744
Skipped	17
Unanswered	17

FSU Notes:

•The majority of faculty learned about FSU Academic Honor Policy from, in order: the Faculty Handbook, campus website, and other faculty.

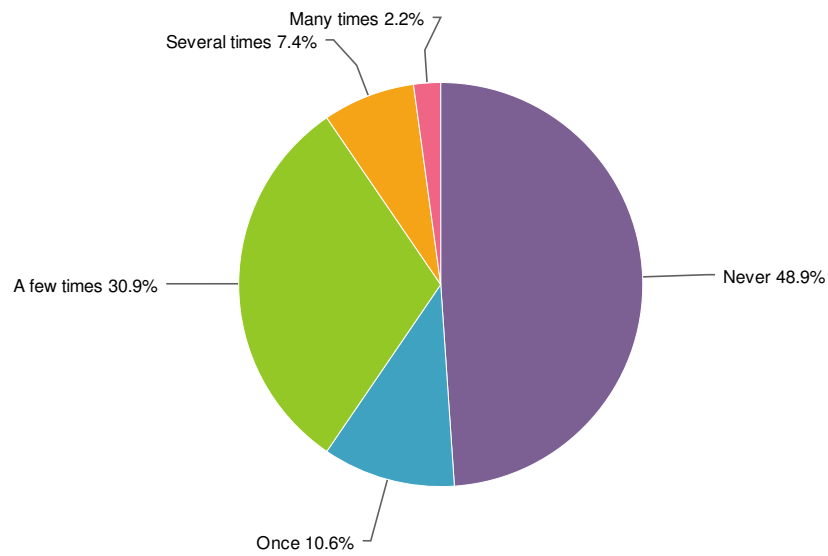
4. How frequently do you think the following occur at Florida State University?

	Never	Very Seldom	Seldom/Sometimes	Often	Very Often	Don't Know/Not Applicable	Responses
Plagiarism on written assignments.	2 0.3%	57 7.7%	303 40.8%	217 29.2%	110 14.8%	53 7.1%	742
Students inappropriately sharing work in group assignments.	4 0.5%	49 6.6%	227 30.8%	234 31.8%	144 19.5%	79 10.7%	737
Cheating during tests or examinations.	18 2.4%	181 24.4%	326 43.9%	121 16.3%	41 5.5%	55 7.4%	742

FSU Notes:

- Faculty members have identified correctly the cheating behavior reported most frequently by students – collaborating with others when not authorized to do so.
- Faculty members have, however, overestimated the frequency of these three student cheating behaviors as compared to student responses.

5. How often, if ever, have you seen a student cheat during a test or examination at Florida State University?



Never	48.9%		364
Once	10.6%		79
A few times	30.9%		230
Several times	7.4%		55
Many times	2.2%		16
Total			744

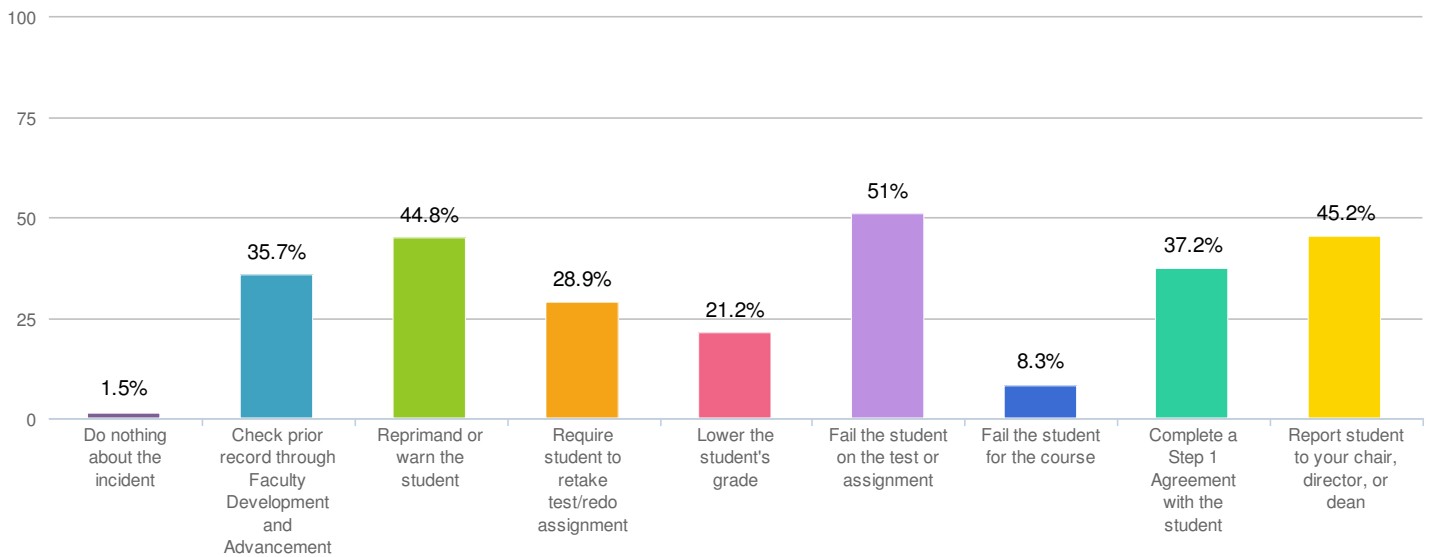
Statistics

Total Responses	744
Skipped	17
Unanswered	17

FSU Notes:

- Almost half of the faculty reported that they have never seen a student cheat during a test or exam.

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



Do nothing about the incident	1.5%	11
Check prior record through Faculty Development and Advancement	35.7%	263
Reprimand or warn the student	44.8%	330
Require student to retake test/redo assignment	28.9%	213
Lower the student's grade	21.2%	156
Fail the student on the test or assignment	51.0%	375
Fail the student for the course	8.3%	61
Complete a Step 1 Agreement with the student	37.2%	274
Report student to your chair, director, or dean	45.2%	333
Total		736

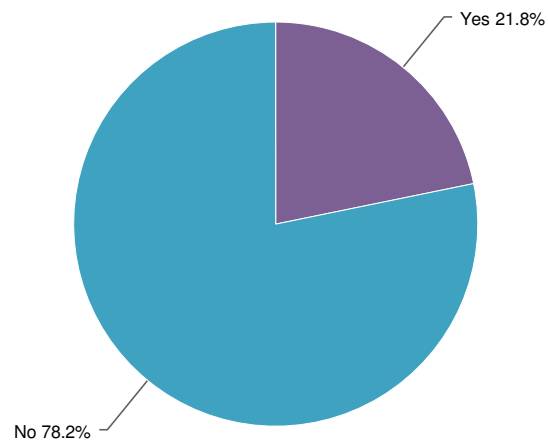
Statistics

Total Responses	736
Skipped	25
Unanswered	25

FSU Notes:

- The percentage of faculty members who reported warning the student instead of implementing an academic penalty decreased from 69% in 2003 to 45% in 2015.
- Failing the student on a test or an assignment was chosen by 50% of the faculty respondents, both in 2003 and 2015.
- Only 36% of faculty seem to recognize that the FSU process requires a prior record check before proceeding, and only 37% selected the Step 1 process described in the Academic Honor Policy.

7. Have you ever chosen not to address a suspected incident of cheating (including cheating on a test or plagiarism on a written assignment) in one of your courses for any reason?

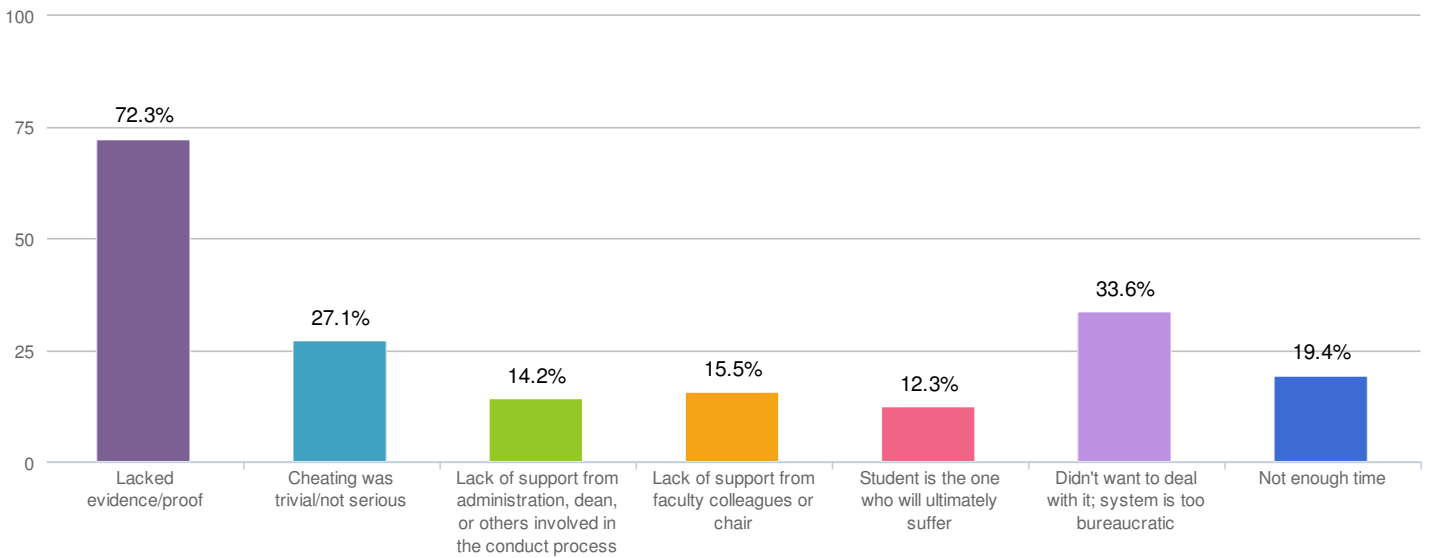


Yes	21.8%		161
No	78.2%		578
Total			739

Statistics

Total Responses	739
Skipped	22
Unanswered	22

8. If yes, did any of the following factors influence your decision (check all that apply)?



Lacked evidence/proof	72.3%		112
Cheating was trivial/not serious	27.1%		42
Lack of support from administration, dean, or others involved in the conduct process	14.2%		22
Lack of support from faculty colleagues or chair	15.5%		24
Student is the one who will ultimately suffer	12.3%		19
Didn't want to deal with it; system is too bureaucratic	33.6%		52
Not enough time	19.4%		30
Total			155

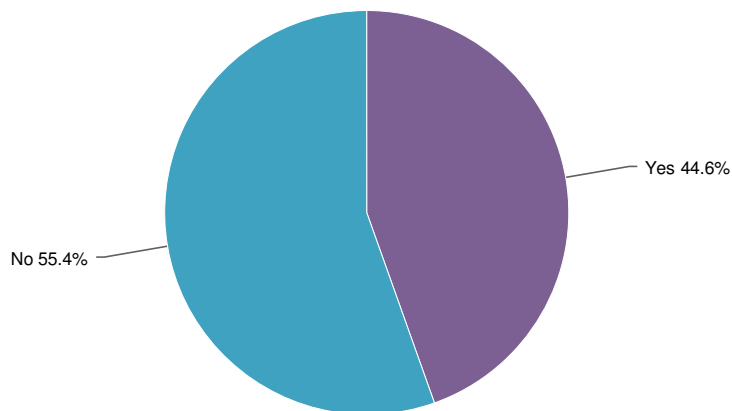
Statistics

Total Responses	155
Skipped	5
Unanswered	606

FSU Notes:

- When faculty chose not to address suspected cheating or plagiarism, it was often due to lack of proof.
- A third of faculty respondents did not address suspected cheating because they did not want to deal with it or perceived the system to be too bureaucratic.
- Faculty responses differed only slightly from TA responses to this same question.

9. Have you ever referred a suspected case of cheating to your chair, a dean, or any other administrator?

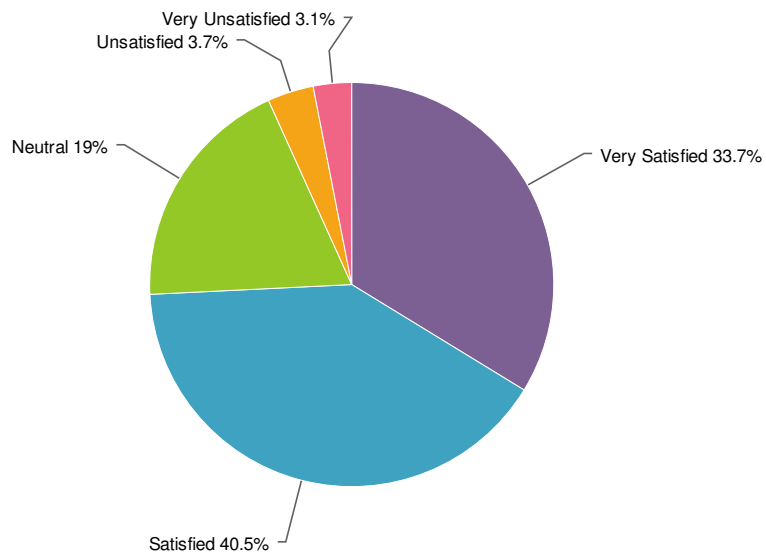


				Statistics	
Yes	44.6%			328	
No	55.4%			408	
Total				736	
				Total Responses	736
				Skipped	25
				Unanswered	25

FSU Notes:

•Note that although the FSU Academic Honor Policy instructs faculty members to inform the department chair of violations, doing so is not a necessary step in resolving a case at either Step 1 or at a Step 2 hearing.

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



				Statistics		
Very Satisfied	33.7%			110	Total Responses	326
Satisfied	40.5%			132	Skipped	1
Neutral	19.0%			62	Unanswered	435
Unsatisfied	3.7%			12		
Very Unsatisfied	3.1%			10		
Total				326		

FSU Notes:

- When referring a suspected case of cheating to a chair or dean, 75% of faculty were satisfied with the way the case was handled.
- Because the assumption behind Question 9 is not particularly relevant to FSU's decentralized process (see bullet point on previous page), perhaps these results can be viewed as a general (and high) level of faculty satisfaction with the process.

11. Please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years.

	Never	Once	More Than Once	Not Relevant	Responses
Fabricating or falsifying a bibliography.	355 59.9%	33 5.6%	57 9.6%	148 25.0%	593
Working on an assignment with others (in person) when the instructor asked for individual work.	241 40.5%	62 10.4%	201 33.8%	91 15.3%	595
Working on an assignment with others (via digital technology such as email or text messaging) when the instructor asked for individual work.	295 50.3%	31 5.3%	161 27.4%	100 17.0%	587
Getting questions or answers from someone who has already taken a test.	374 63.3%	37 6.3%	103 17.4%	77 13.0%	591
In a course requiring computer work, copying another student's answers rather than writing one's own.	260 44.0%	46 7.8%	106 17.9%	179 30.3%	591
Helping someone else cheat on a test.	399 67.3%	51 8.6%	76 12.8%	67 11.3%	593
Fabricating or falsifying lab data.	219 37.0%	7 1.2%	17 2.9%	349 59.0%	592
Fabricating or falsifying research data.	256 43.5%	21 3.6%	16 2.7%	295 50.2%	588
Copying from another student during a test WITH his or her knowledge.	400 67.8%	55 9.3%	71 12.0%	64 10.8%	590
Copying from another student during a test or examination WITHOUT his or her knowledge.	339 57.2%	64 10.8%	131 22.1%	59 9.9%	593
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	452 76.6%	38 6.4%	29 4.9%	71 12.0%	590
Receiving any type of unpermitted help on an assignment.	275 46.5%	64 10.8%	203 34.3%	49 8.3%	591
Copying (by hand or in person) another student's homework.	315 53.2%	45 7.6%	148 25.0%	84 14.2%	592
Copying (using digital means such as text messaging or email) another student's homework.	367 62.3%	36 6.1%	102 17.3%	84 14.3%	589

12. (Continued) Please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years.

	Never	Once	More Than Once	Not Relevant	Responses
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper he/she submitted.	119 20.1%	51 8.6%	335 56.6%	87 14.7%	592
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as one's own work.	370 62.6%	49 8.3%	77 13.0%	95 16.1%	591
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without citing them in a paper.	98 16.6%	52 8.8%	362 61.1%	80 13.5%	592
Submitting a paper purchased or obtained from a website and claimed it as one's own work.	432 73.3%	22 3.7%	40 6.8%	95 16.1%	589
Using handwritten crib notes (or cheat sheets) during a test or exam.	418 70.7%	47 8.0%	47 8.0%	79 13.4%	591
Using electronic crib notes (stored in tablet, phone, or calculator) to cheat on a test or exam.	462 78.3%	27 4.6%	23 3.9%	78 13.2%	590
Using an electronic/digital device as an unauthorized aid during an exam.	444 75.6%	39 6.6%	36 6.1%	68 11.6%	587
Copying material, almost word for word, from any written source and turning it in as one's own work.	201 34.1%	86 14.6%	249 42.2%	54 9.2%	590
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	304 52.0%	71 12.1%	141 24.1%	69 11.8%	585
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	327 55.9%	91 15.6%	136 23.2%	31 5.3%	585
Turning in work done by someone else.	381 64.6%	55 9.3%	114 19.3%	40 6.8%	590
Receiving requests from another person (in person or using electronic means) to copy homework.	446 76.4%	24 4.1%	47 8.0%	67 11.5%	584
Submitting the same paper in more than one course without specific permission.	381 64.6%	68 11.5%	54 9.2%	87 14.7%	590
Using Cliff Notes or Spark Notes and not citing.	395 67.4%	10 1.7%	51 8.7%	130 22.2%	586
Using a drug such as Adderall to enhance one's ability to focus or study.	425 72.8%	9 1.5%	70 12.0%	80 13.7%	584
Cheating on a test in any other way.	390 66.9%	38 6.5%	77 13.2%	78 13.4%	583

FSU Notes:

- Over 50% of faculty reported never observing 22 of the 30 behaviors listed.
- Paraphrasing or copying information, from either print (72%) or electronic (75%) sources without citations, was the most frequently reported behavior observed. Although this differs from the highly reported rates of unauthorized collaboration among students, the tangible nature of plagiarism could lead to this result.

13. Please mark how serious you believe each type of behavior is.

	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	Responses
Fabricating or falsifying a bibliography.	4 0.7%	57 9.7%	213 36.4%	311 53.2%	585
Working on an assignment with others (in person) when the instructor asked for individual work.	6 1.0%	68 11.6%	296 50.5%	216 36.9%	586
Working on an assignment with others (via digital technology such as email or text messaging) when the instructor asked for individual work.	4 0.7%	69 11.8%	283 48.4%	229 39.1%	585
Getting questions or answers from someone who has already taken a test.	3 0.5%	14 2.4%	88 15.1%	479 82.0%	584
In a course requiring computer work, copying another student's answers rather than writing one's own.	2 0.3%	6 1.0%	98 16.8%	477 81.8%	583
Helping someone else cheat on a test.	2 0.3%	4 0.7%	67 11.5%	512 87.5%	585
Fabricating or falsifying lab data.	4 0.7%	5 0.9%	31 5.3%	543 93.1%	583
Fabricating or falsifying research data.	3 0.5%	4 0.7%	23 4.0%	552 94.8%	582
Copying from another student during a test WITH his or her knowledge.	3 0.5%	2 0.3%	33 5.6%	548 93.5%	586
Copying from another student during a test or examination WITHOUT his or her knowledge.	1 0.2%	3 0.5%	43 7.3%	539 92.0%	586
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	2 0.3%	4 0.7%	36 6.2%	541 92.8%	583
Receiving unpermitted help on an assignment.	4 0.7%	54 9.2%	248 42.5%	278 47.6%	584
Copying (by hand or in person) another student's homework.	2 0.3%	23 3.9%	142 24.3%	417 71.4%	584
Copying (using digital means such as text messaging or email) another student's homework.	3 0.5%	21 3.6%	131 22.5%	428 73.4%	583

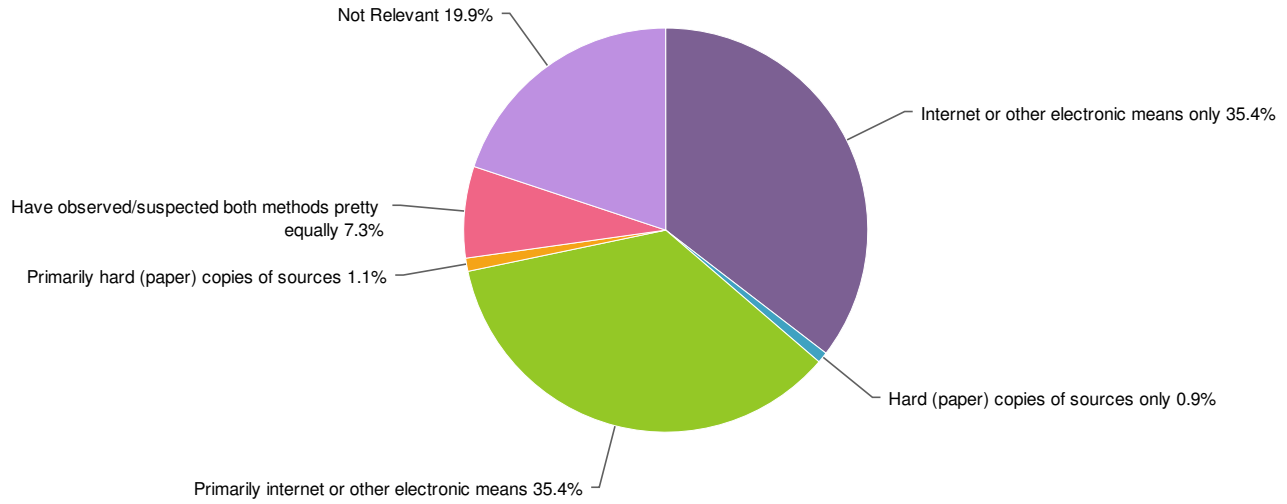
FSU Notes:

- 80-95% of faculty members rate 16 of the 30 behaviors as serious cheating.
- The most frequently observed cheating (using materials without citation) from the prior question was only rated by nearly half of the faculty as moderate cheating.

14. (Continued) Please mark how serious you believe each type of behavior is.

	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	Responses
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper.	3 0.5%	90 15.4%	281 48.2%	209 35.8%	583
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as one's own work.	0 0.0%	2 0.3%	18 3.1%	561 96.6%	581
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without citing them in a paper.	5 0.9%	86 14.8%	280 48.2%	210 36.1%	581
Submitting a paper purchased or obtained from a website and claimed it as original work.	0 0.0%	1 0.2%	11 1.9%	570 97.9%	582
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.	1 0.2%	7 1.2%	56 9.6%	519 89.0%	583
Using electronic crib notes (stored in tablet, phone, or calculator) to cheat on a test or exam.	1 0.2%	6 1.0%	53 9.1%	523 89.7%	583
Using an electronic/digital device as an unauthorized aid during an exam.	2 0.3%	9 1.5%	54 9.3%	517 88.8%	582
Copying material, almost word for word, from any written source and turning it in as one's own work.	1 0.2%	0 0.0%	33 5.7%	549 94.2%	583
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	1 0.2%	2 0.3%	61 10.5%	519 89.0%	583
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	4 0.7%	42 7.2%	180 30.9%	357 61.2%	583
Turning in work done by someone else.	2 0.3%	4 0.7%	31 5.3%	544 93.6%	581
Receiving requests from another person (in person or using electronic means) to copy homework.	115 19.9%	55 9.5%	149 25.7%	260 44.9%	579
Submitting the same paper in more than one course without specific permission.	21 3.6%	78 13.4%	241 41.6%	240 41.4%	580
Using Cliff Notes or Spark Notes and not citing.	3 0.5%	59 10.3%	229 39.8%	284 49.4%	575
Using a drug such as Adderall to enhance ability to focus or study.	215 37.9%	103 18.1%	109 19.2%	141 24.8%	568
Cheating on a test in any other way.	6 1.1%	14 2.5%	128 23.0%	408 73.4%	556

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

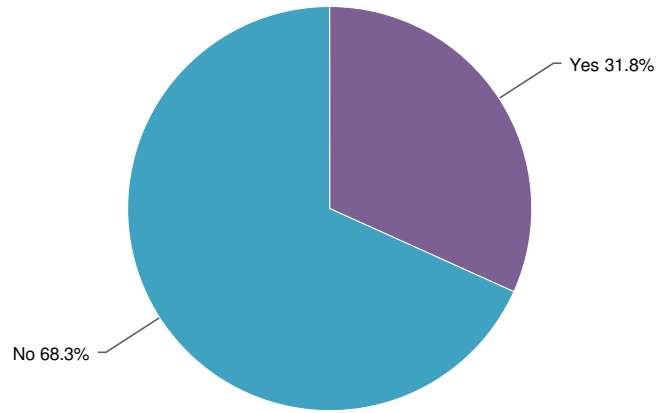


Internet or other electronic means only	35.4%		203
Hard (paper) copies of sources only	0.9%		5
Primarily internet or other electronic means	35.4%		203
Primarily hard (paper) copies of sources	1.1%		6
Have observed/suspected both methods pretty equally	7.3%		42
Not Relevant	19.9%		114
Total			573

Statistics

Total Responses	573
Skipped	45
Unanswered	188

16. Have you ever offered an online test or exam at Florida State University?

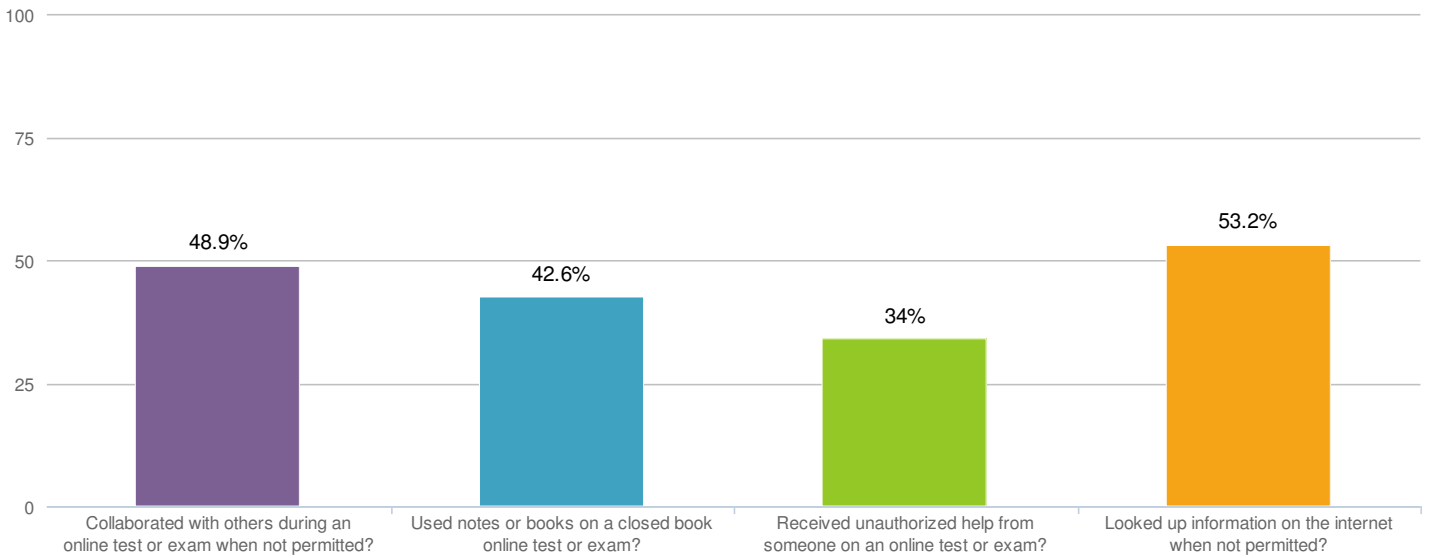


Yes	31.8%		187
No	68.3%		402
Total			589

Statistics

Total Responses	589
Skipped	29
Unanswered	172

17. If you have given an online test or exam at Florida State University, have you ever observed students who (check all that apply):



Collaborated with others during an online test or exam when not permitted?	48.9%		23
Used notes or books on a closed book online test or exam?	42.6%		20
Received unauthorized help from someone on an online test or exam?	34.0%		16
Looked up information on the internet when not permitted?	53.2%		25
		Total	47

Statistics

Total Responses	47
Skipped	140
Unanswered	714

FSU Notes:

•Over half of the faculty who have given online exams report students looking up information on the Internet. Nearly half of them also observed students collaborating without permission or using notes or books during a closed-book exam. Sixty-five percent of students self-reported looking up information on the Internet and 62% self-report accessing notes or books when not authorized.

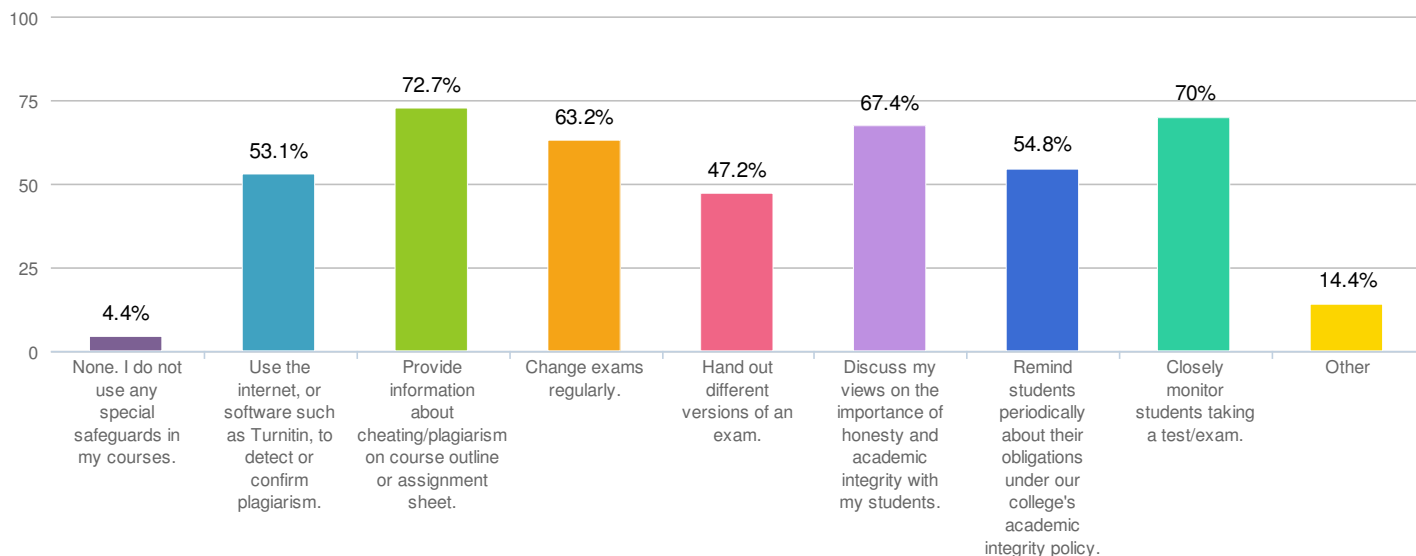
18. How strongly do you agree or disagree with the following statements?

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly	Responses
Cheating is a serious problem at Florida State University.	14 2.4%	78 13.3%	240 41.0%	181 30.9%	72 12.3%	585
Our student judicial process is fair and impartial.	14 2.4%	22 3.8%	239 40.8%	241 41.1%	70 11.9%	586
Students should be held responsible for monitoring the academic integrity of other students.	32 5.5%	87 14.8%	109 18.6%	263 44.9%	95 16.2%	586
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	28 4.8%	93 16.0%	221 38.0%	189 32.5%	50 8.6%	581
The types of assessment used in my courses are effective at evaluating student understanding of course concepts.	2 0.3%	7 1.2%	39 6.7%	326 55.6%	212 36.2%	586
The types of assessment used in my courses are effective at helping my students learn course concepts.	2 0.3%	7 1.2%	36 6.2%	313 53.7%	225 38.6%	583

FSU Notes:

- 92% of faculty agree or strongly agree that the types of assessments used in the courses are both effective at evaluating student understanding and at helping students learn core concepts, compared to 74% of students.
- 43% agree or strongly agree that cheating is a serious problem at FSU. This attitude is essentially unchanged from 2003.
- 92% of faculty agree or strongly agree that the types of assessments used in the courses are both effective at evaluating student understanding and at helping students learn core concepts, compared to 74% of students.
- 43% agree or strongly agree that cheating is a serious problem at FSU. This attitude is essentially unchanged from 2003.
- 53% agree that the student judicial process is fair and impartial. This has improved since 2003, when only 44% of faculty agreed that our student judicial process was fair and impartial. Because Academic Honor Policy cases are not resolved through the student judicial process at FSU, the results of this question might not be entirely relevant.
- 53% agree that the student judicial process is fair and impartial. This has improved since 2003, when only 44% of faculty agreed that our student judicial process was fair and impartial. Because Academic Honor Policy cases are not resolved through the student judicial process at FSU, the results of this question might not be entirely relevant.

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



Safeguard	Percentage	Count
None. I do not use any special safeguards in my courses.	4.4%	26
Use the internet, or software such as Turnitin, to detect or confirm plagiarism.	53.1%	313
Provide information about cheating/plagiarism on course outline or assignment sheet.	72.7%	428
Change exams regularly.	63.2%	372
Hand out different versions of an exam.	47.2%	278
Discuss my views on the importance of honesty and academic integrity with my students.	67.4%	397
Remind students periodically about their obligations under our college's academic integrity policy.	54.8%	323
Closely monitor students taking a test/exam.	70.0%	412
Other	14.4%	85
Total		589

Statistics

Total Responses	589
Skipped	29
Unanswered	172

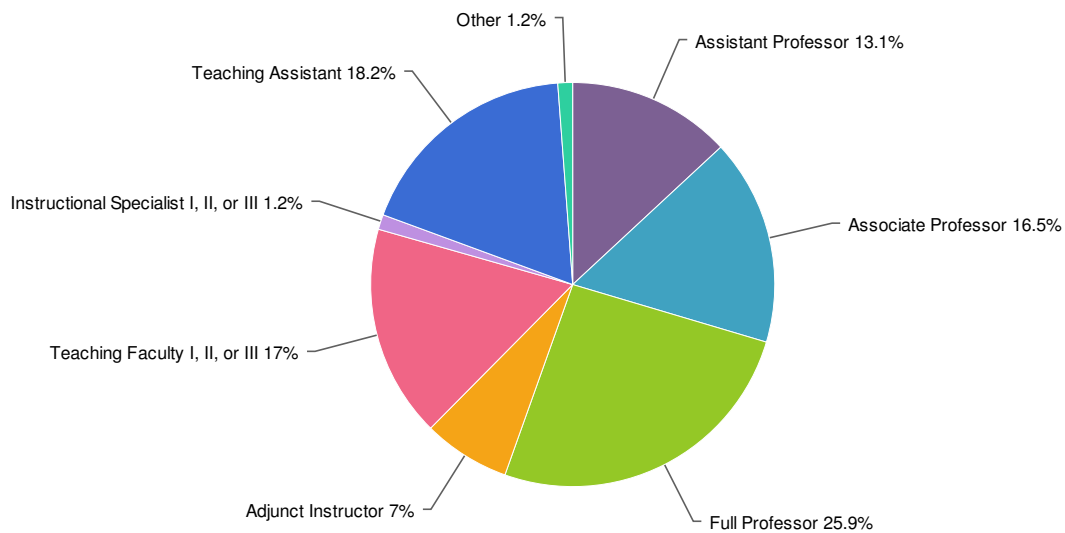
Responses "Other"	Count
Left Blank	678
set up acaffolded assignments and drafts, and use in-class writing of essays to assess student writing, so that no one can cheat, buy papers, or plagiarize.	1
most course assessments are project based so student products are highly individualized, making it very difficult to cheat (and we do a lot of in-class feedback as students develop these projects)	1
Multiple open book/references quizzes; design written assignments requiring local data collection.	1
Their jury is something that is impossible to plagiarize. They have to publicly perform from memory their work.	1
I choose readings, paper topics, and exam questions that would be very difficult to find answers for anyplace else.	1

Responses "Other"	Count
I work hard to instill integrity into my students, sometimes with little results. Everyone seems to think this is a generational happening.	1
Peer pressure-- frame cheating as an offense against one's peers rather than an offense against the teacher	1
Use innovative assignments and assessments that don't lend themselves to cheating or plagiarism; build sufficient processes into the assignments; and use other good pedagogical practices.	1
Cover page on quizzes/exams with specific types of cheating that are not allowed. 0 is given if any one of them is broken	1
We do not give exams in the program. Most of the assignments are group, so students are encouraged to learn from one another. It's more important to learn than to get a grade. Students are not stressed so much that they feel the need to cheat. We also give students opportunities to seek feedback and incorporate it in to a revision. It's more like the real world.	1
As part of an applied human services field, I allow colleague collaboration on any assignment if all authors are listed on the title page or clearly cited in the paper, and if each collaborating student turns in an additional page discussing what they learned and if anyone in the group did not contribute equally.	1
These questions are insufficient because they treat most course assignments as if they are test objects, and most instances of cheating as if they involve acquiring, buying, selling, or attaining objects, yet courses that teach critical thinking, critical reading, or critical writing are designed to teach students the nuances between source borrowing and patchwriting, stealing and misrepresentation, etc. If anything, it is professional and business courses that confuse students (according to them, anyway) about appropriation and misappropriation. Students often say that the habits and values they learn in liberal studies or humanities based courses about how sources are shared and used get thrown out the window in other courses that simply ask students to regurgitate ideas in the form of an exam, report, or brief. When students do cheat at FSU, I find it has little to do with Academic Integrity policies and more to do with the fact that they have been severely underprepared as thinkers, students, and citizens; they dislike the classroom and are happy to bide their time, in class and through assignments, however they can.	1
I don't give "exams," only papers. I try to customize paper topics to class discussion so that topic is new every semester and so incentive to find canned papers is reduced. I also work with several drafts so that I can see individual progress on a paper. Much plagiarism that happens in my class is inadvertent--a matter of students not understanding what has to be cited and how to do it properly.	1
Include the honor code on e very test. Report cheating. Use self-assessments online versus tests. Use team based testing.	1
Make them answer questions related to academic honesty on a "class rules survey" which is offered the second week of class.	1
I ask TAs to summarize weird mistakes so we can catch cross-section cheating. unfortunately, my TAs are not very conscientious about this most years.	1
I do not permit the use of electronic devices during exams and students have to put away all paperwork, notes, and books.	1
Give assignments for which students could not use existing materials.	1
Depend on skills-based instead of exam-based assessment	1
Design activitiy based exams in which collaboration is not cheating	1
Content assessment is individualized for each student.	1
Collect graded exams and hold them for 2 years	1
Compare work on HW and exams	1
Craft writing assignments that make cheaing difficult	1

Responses "Other"	Count
Create assignments that make cheating difficult	1
Create assignments that require more individual creativity to complete them.	1
Create my own homework problems regularly	1
Add University policy to syllabus.	1
All my students receive last year's exams with solution keys.	1
As a TA, I pay close attention to similar work between students when grading.	1
Assign projects that do not create the conditions for cheating.	1
Open book/notes exams	1
NO MAKEUP EXAMS	1
Make up exams are given in an oral format	1
Make them sign an Honor's Statement on each exam	1
Make them watch an anti cheating video	1
Maintain original copies of the exam to prevent students from adding them to exam collections	1
I design assignments and tests that can't be cheated on	1
I don not have exams and often use group projects to encourage appropriate collaboration	1
I always teach how to cite sources and make this part of the grade.	1
I use in class discussion to gauge the students' developing knowledge of the subjects.	1
Individualized assignments	1
Individualize homeworks/written assignments so that its not possible to copy another's work	1
Inform students that cheating in the real world catches up with you	1
Harsh punishments	1
Have them sign written assignments declaring it is only their work.	1
Write my own cases and essay questions that require thoughtful responses.	1
Use the FSU testing center	1
Use additional proctors in the room during an exam	1
The kinds of assignments I give do not lend themselves to cheating.	1
Talk about avoiding cheating in special assignments.	1
Students receive unique homework assignments and projects which do not have a common key.	1
Specifically state when group work is appropriate.	1
Require paper assignments rather than exams.	1
Repeated emails about cheating in labs	1

Responses "Other"	Count
Review use of APA and model the documentation process	1
Quirky paper topics, test questions.	1
Provide APA templates on how to cite references	1
Give tests at testing center	1
Examples of past students who plagiarized	1
Develop unique assignments that are not open to cheating	1
Discuss honor codes	1
Create unique assignments that can't be found or copied elsewhere	1
Create assessments which are difficult to cheat on	1
Create assignments that would be difficult to plagiarize	1
Ask them not to cheat	1
Offer only open book exams when teaching online	1
Never assign papers	1
No exams, just papers that are required to use course readings only.	1
Modify assignments	1
Individual instruction/feedback discussing Turnitin results as a learning opportunity	1
I am with my students from idea generation through final product. almost impossible to cheat.	1
Have students sign each lab report following a statement saying it was completed independently	1
Wrote software to validate student submissions	1
Use proctors	1
Use randomized questions for online exams	1
Unique assignments that require critical thinking	1
Test reliability of the data collected myself	1
Seating chart on exam days	1
Students sign an HONOR CODE upon admission to their program, to which they are held.	1
Require papers with highly-specific prompts	1
Provide information about cheating/plagiarism in the syllabus	1
Project development logs	1

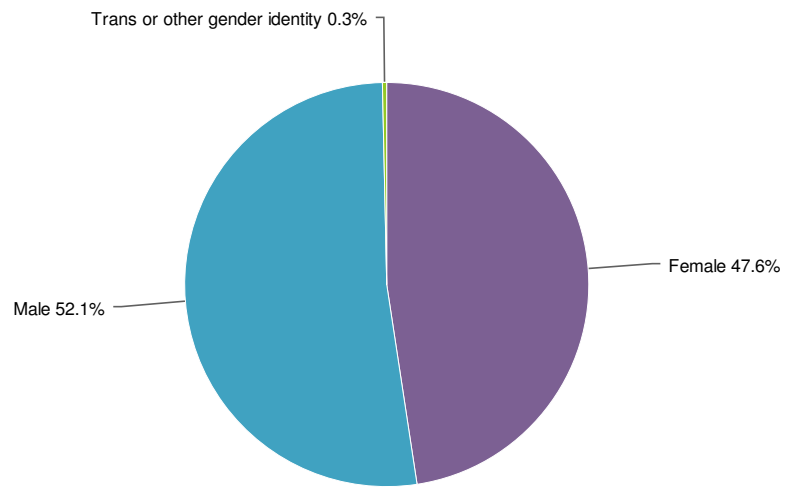
21. What is your academic rank?



				Statistics	
Assistant Professor	13.1%		77	Total Responses	588
Associate Professor	16.5%		97	Skipped	21
Full Professor	25.9%		152	Unanswered	173
Adjunct Instructor	7.0%		41		
Teaching Faculty I, II, or III	17.0%		100		
Instructional Specialist I, II, or III	1.2%		7		
Teaching Assistant	18.2%		107		
Other	1.2%		7		
Total			588		

Responses "Other"	Count
Left Blank	755
Grad Instructor of Record	1
Doc candidate, instructor	1
Mentor	1
Visiting Teaching Faculty	1
Research Faculty	1
Professor Emeritus	1

22. What is your gender?

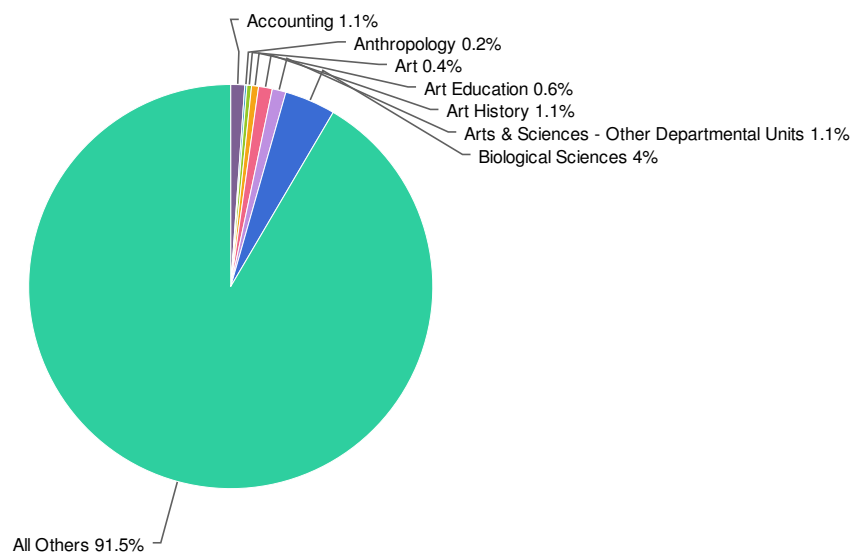


Female	47.6%		277
Male	52.1%		303
Trans or other gender identity	0.3%		2
Total			582

Statistics

Total Responses	582
Skipped	27
Unanswered	179

23. In which of the following areas is your primary teaching responsibility?



Accounting	1.1%	6
Anthropology	0.2%	1
Art	0.4%	2
Art Education	0.6%	3
Art History	1.1%	6
Arts & Sciences - Other Departmental Units	1.1%	6
Biological Sciences	4.0%	22
Business Interdepartmental	2.2%	12
Chemical & Biomedical Engineering	1.3%	7
Chemistry and Biochemistry	2.9%	16
Civil and Environmental Engineering	0.9%	5
Classics	1.8%	10
Communication	2.6%	14
Communication Science and Disorders	1.5%	8
Computational Science	0.2%	1
Computer Science	2.2%	12
Criminology & Criminal Justice	2.6%	14
Demography	0.4%	2
Earth, Ocean & Atmospheric Science	1.8%	10
Total		544

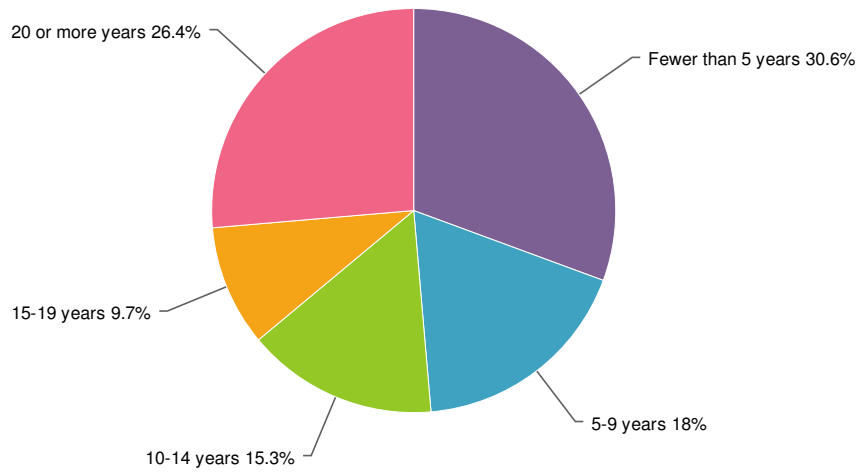
Statistics

Total Responses	544
Skipped	65
Unanswered	217

Economics	2.2%		12
Educational Leadership & Policy Studies	2.2%		12
Educational Psychology & Learning Systems	2.6%		14
Electrical and Computer Engineering	0.6%		3
English	5.5%		30
Entrepreneurship, Strategy, and Information Systems	0.9%		5
Family & Child Sciences	1.5%		8
Finance	1.3%		7
Geography	0.6%		3
Geophysical Fluid Dynamics Institute	0.0%		0
Health Sciences Interdisciplinary	0.0%		0
History	3.1%		17
Hospitality Administration	0.6%		3
Human Sciences Interdisciplinary/Interdepartmental	0.2%		1
Industrial and Manufacturing Engineering	0.0%		0
Institute of Molecular Biophysics	0.0%		0
Interior Design	1.3%		7
Law	1.8%		10
Management	1.3%		7
Marketing	1.1%		6
Materials Science	0.0%		0
Mathematics	2.2%		12
Mechanical Engineering	0.9%		5
Medicine	1.7%		9
Modern Languages and Linguistics	4.4%		24
Motion Picture, TV & Recording Arts	1.1%		6
Music	3.5%		19
Nursing	1.3%		7
Nutrition, Food & Exercise Science	1.3%		7
Philosophy	1.5%		8
	Total		544

Physics	1.8%	10
Political Science	1.1%	6
Psychology	3.3%	18
Public Administration	0.7%	4
Religion	3.1%	17
Retail Merchandising & Product Development	0.6%	3
Risk Management/Insurance, Real Estate and Legal Studies	0.2%	1
School of Dance	0.7%	4
School of Information	1.5%	8
School of Teacher Education	4.0%	22
School of Theatre	1.1%	6
Social Sciences Interdisciplinary	0.7%	4
Social Work	2.9%	16
Sociology	1.8%	10
Sport Management	0.9%	5
Statistics	1.5%	8
Urban and Regional Planning	0.6%	3
	Total	544

24. How long have you been teaching at the university level?



Fewer than 5 years	30.6%		180
5-9 years	18.0%		106
10-14 years	15.3%		90
15-19 years	9.7%		57
20 or more years	26.4%		155
Total			588

Statistics

Total Responses	588
Skipped	21
Unanswered	173

25. Suggestions for Improving Policies Concerning Academic Integrity or Additional Comments

(Total Comments: 259)

Education (18%; N=47)

- Instruction is needed earlier in undergrad curriculum
- Ideas for providing instruction during undergrad: during orientation, workshops, seminars, videos, a writing course, etc.
- Students do not understand what constitutes plagiarism and proper use of citations

Factors Involving Cheating (18%; N=47)

- Class size
- Digital/electronic technology
- Promote integrity from the top down and through ALL campus initiatives.
- Faculty reusing tests & assignments
- Online & distance learning
- Professors need training regarding how students are using tech
- Outside tutoring groups

Policy (16%; N=41)

- Streamline the process for reporting (recommendations: database, via Blackboard, etc.). The paperwork and intensity of the process deters faculty from reporting “minor” issues.
- Some faculty do not feel they will be/are supported in this area.
- Some feel the policies are sufficient.
- Many feel stricter policies are needed.
- More accessible information about policies and procedures are needed.
- Need a policy about banning the sale of course notes.
- Confusion exists about Step 1.

Nothing (16%; N=41)

- Policy works well!

Communication (14%; N=36)

- Abundant, consistent, and explicit communications about academic integrity (policies and importance) should be communicated through multiple media to students. A syllabus statement is not enough.
- Abundant, consistent, and explicit communications about academic integrity (policies and protocols) should be communicated to faculty.
- Publicize actual disciplinary actions (without using names).

Enforcement and Prevention (12%; N=31)

- Increase use of Turnitin
- There should be experts involved in the handling of more unique discipline-specific cheating (i.e., computer programming, math, art, film).
- Utilize and provide more proctors for large courses.
- Exams should be monitored, including online exams.
- Validating illnesses for “make-up” exams.

Faculty Involvement (6%; N=16)

- Most adjuncts and some faculty have no experiences with trainings or orientations regarding academic integrity at FSU and are unaware of the protocols and expectations
- A lack of consistency exists among faculty with regard to taking action.

26. Role of Faculty in Promoting Academic Integrity and/or Controlling Cheating (Total Comments: 245)

Enforcement/Prevention (**40%; N=102**)

- Monitor Assignments and Exams for Cheating
- Create Assignments that Do Not Allow Cheating
- Understand the Way Students Cheat
-

Education (**23%; N=58**)

- Discuss the AHP in Classes

Communication (**20%; N=50**)

- Raise Awareness of Academic Integrity Issues
- Teach Ethics

Faculty Involvement (**4%; N=10**)

- Administration Needs to Raise Awareness on Campus/Administration Needs to Support Faculty
- Graduate Assistants Need to Reinforce Academic Integrity When Teaching

Policy (**9%; N=23**)

- Hold Students Accountable

Nothing (**1%; N=2**)

- Nothing Else/Continue Current Actions

Teaching Assistant Academic Integrity Survey

1. How would you rate:

	Very Low	Low	Average	High	Very High	Responses
The severity of penalties for cheating at Florida State University?	14 5.0%	33 11.9%	157 56.5%	57 20.5%	17 6.1%	278
The average student's understanding of campus policies concerning student cheating?	24 8.6%	83 29.9%	118 42.4%	41 14.7%	12 4.3%	278
The faculty's understanding of these policies?	2 0.7%	25 9.0%	99 35.6%	109 39.2%	43 15.5%	278
Student support of these policies?	15 5.5%	45 16.4%	151 55.1%	49 17.9%	14 5.1%	274
Faculty support of these policies?	4 1.5%	29 10.6%	92 33.6%	106 38.7%	43 15.7%	274
The effectiveness of these policies?	22 7.9%	38 13.7%	135 48.7%	66 23.8%	16 5.8%	277

FSU Notes:

- 56% of teaching assistants believe the severity of consequences in the Academic Honor Policy are at least average/adequate. This is down 4% from 2003 when 60% of TAs believed the severity of penalties were average/adequate.
- Over 90% of TAs believe that faculty understand the Academic Honor Policy. This has increased substantially from 2003, when only 54% expressed this belief.
- 78% of TAs indicated that the Academic Honor Policy was moderately to highly effective. Only 50% rated the policy's effectiveness this highly in 2003.

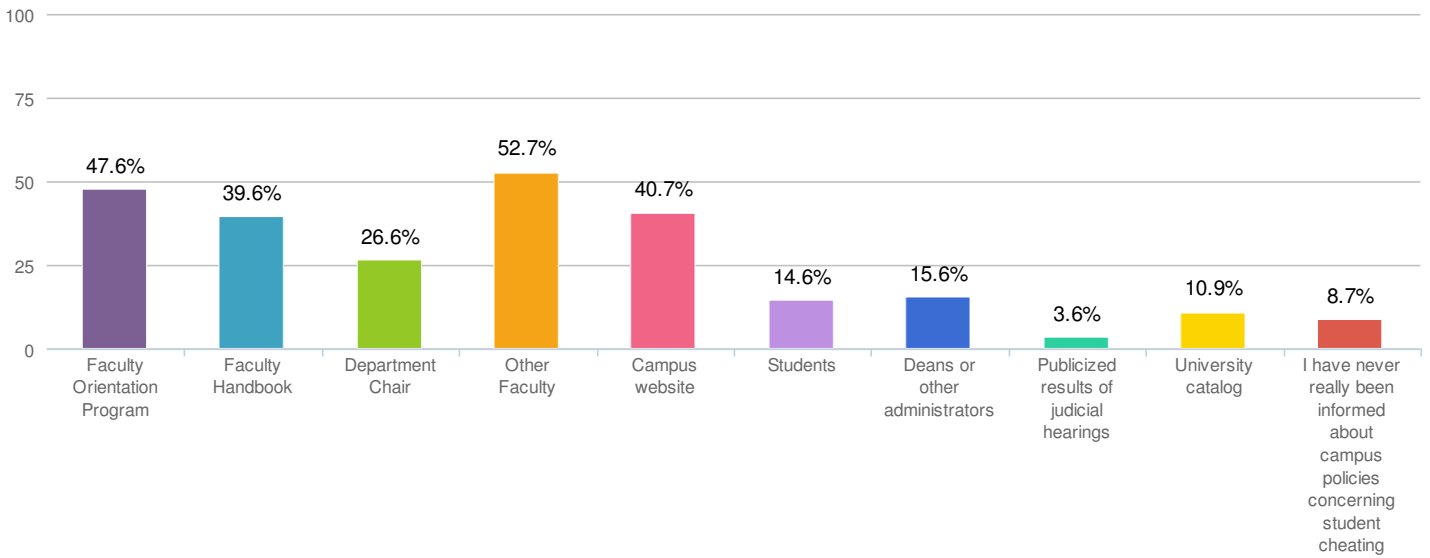
2. When, if at all, do you discuss with students your policies concerning (Check all that apply):

	Do Not Discuss	On Individual Assignments	In Syllabus/Course Outline	Start of Semester	Other	Not Relevant	Responses
Plagiarism	12 4.3%	104 37.4%	206 74.1%	171 61.5%	19 6.8%	35 12.6%	278
Permitted and prohibited group work or collaboration	27 9.8%	114 41.3%	130 47.1%	113 40.9%	13 4.7%	47 17.0%	276
The proper citation or referencing of written sources	20 7.2%	135 48.6%	111 39.9%	90 32.4%	23 8.3%	69 24.8%	278
The proper citation or referencing of internet sources	27 9.7%	126 45.5%	99 35.7%	78 28.2%	19 6.9%	72 26.0%	277
Falsifying/fabricating research data	51 18.3%	57 20.5%	74 26.6%	61 21.9%	14 5.0%	119 42.8%	278
Falsifying/fabricating lab data	43 15.5%	32 11.5%	55 19.8%	45 16.2%	5 1.8%	159 57.2%	278

FSU Notes:

- Most TAs (74%) cover plagiarism in their syllabi and 61% discuss it at the start of the term. 37% of TAs remind their students about plagiarism before each assignment.
- Only 47% of TAs discuss unauthorized collaboration in their syllabus and only 41% address unauthorized collaboration at the start of the term, yet student responses make it clear that working on out-of-class assignments is the cheating behavior in which they are most likely to engage (28% of students self-report working with others, 26% received requests to work with others, and 24% used digital means to work together when the instructor has asked for individual work.)

3. Please note the primary sources from which you have learned about the academic integrity policies at Florida State University (check all that apply).



Statistics

Faculty Orientation Program	47.6%		131
Faculty Handbook	39.6%		109
Department Chair	26.6%		73
Other Faculty	52.7%		145
Campus website	40.7%		112
Students	14.6%		40
Deans or other administrators	15.6%		43
Publicized results of judicial hearings	3.6%		10
University catalog	10.9%		30
I have never really been informed about campus policies concerning student cheating	8.7%		24
		Total	275

Total Responses 275

FSU Notes:

•The majority (52%) of TAs learned about the Academic Honor Policy from “other faculty;” slightly fewer than 48% learned about the Academic Honor Policy during their orientation program.

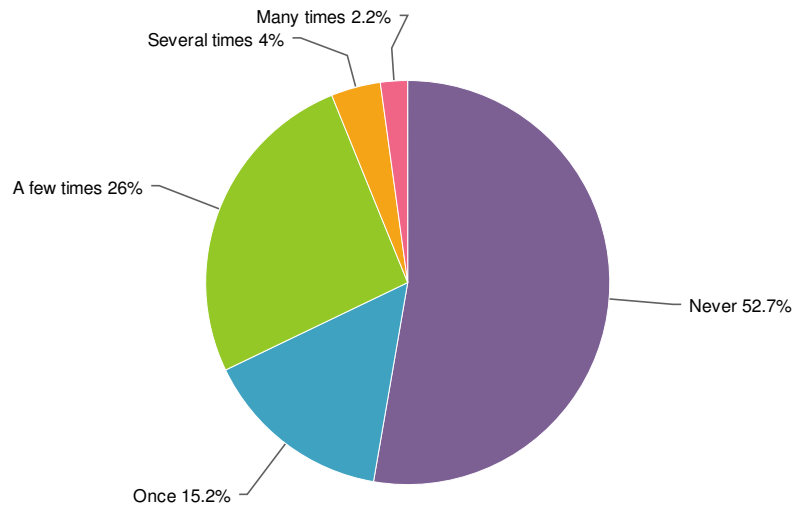
4. How frequently do you think the following occur at Florida State University?

	Never	Very Seldom	Seldom/Sometimes	Often	Very Often	Responses
Plagiarism on written assignments.	3 1.1%	42 15.2%	116 41.9%	93 33.6%	23 8.3%	277
Students inappropriately sharing work in group assignments.	4 1.5%	26 9.5%	88 32.1%	99 36.1%	57 20.8%	274
Cheating during tests or examinations.	11 4.0%	84 30.3%	126 45.5%	41 14.8%	15 5.4%	277

FSU Notes:

- TAs who responded believe that students inappropriately share work in group assignments more often than they plagiarize or cheat on tests or examinations.
- The beliefs expressed by the TAs believe are consistent with the rank-ordered cheating behaviors reported by the students who responded to the survey, although the TAs surveyed overestimated the frequency of all cheating behaviors.
- It is typical for TAs to include plagiarism statements in their syllabi, however, based on the reported and assumed frequency of authorized collaboration, TAs should emphasize the issue more with students.

5. How often, if ever, have you seen a student cheat during a test or examination at Florida State University?

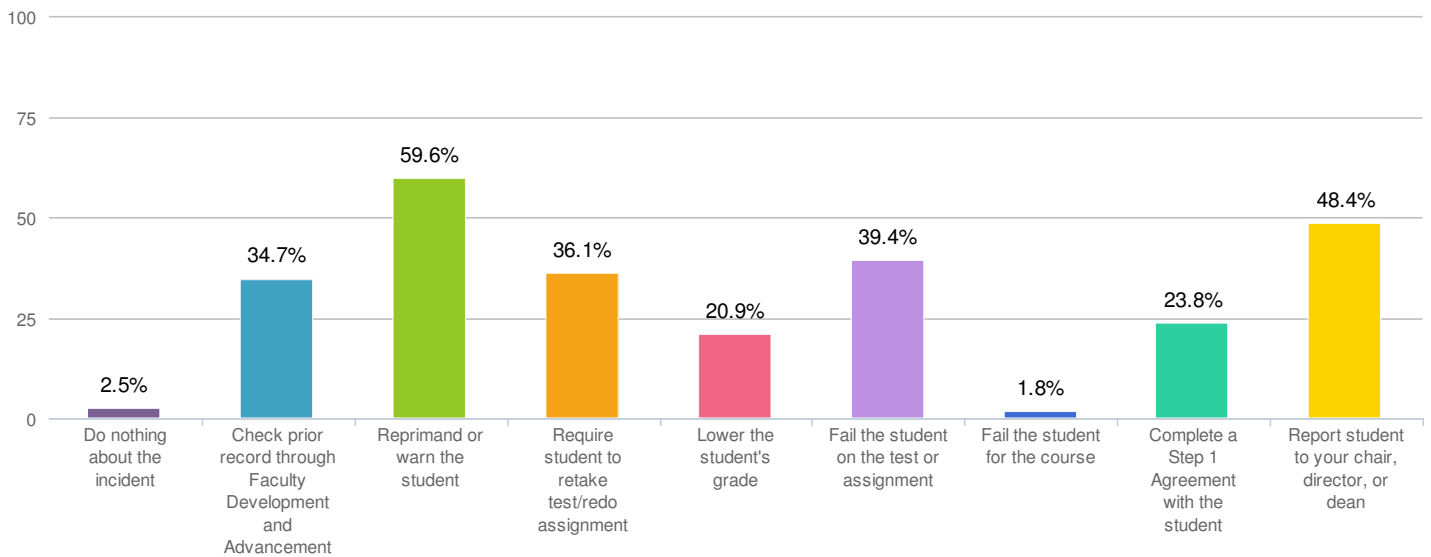


				Statistics	
Never	52.7%			146	Total Responses 277
Once	15.2%			42	
A few times	26.0%			72	
Several times	4.0%			11	
Many times	2.2%			6	
Total				277	

FSU Notes:

•The majority (53%) of TAs have never seen a student cheat on an exam.

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



Statistics

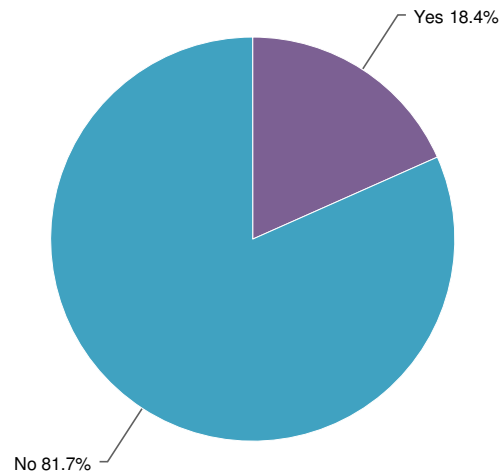
Do nothing about the incident	2.5%	7
Check prior record through Faculty Development and Advancement	34.7%	96
Reprimand or warn the student	59.6%	165
Require student to retake test/redo assignment	36.1%	100
Lower the student's grade	20.9%	58
Fail the student on the test or assignment	39.4%	109
Fail the student for the course	1.8%	5
Complete a Step 1 Agreement with the student	23.8%	66
Report student to your chair, director, or dean	48.4%	134
Total		277

Total Responses 277

FSU Notes:

- A majority of TAs (60%) say they would reprimand or warn students if they were convinced a student cheated in their class.
- Nearly 50% indicated they would report the student to the chair, dean or director, which is required by the Academic Honor Policy.

7. Have you ever chosen not to address a suspected incident of cheating (including cheating on a test or plagiarism on a written assignment) in one of your courses for any reason?



Yes	18.4%		51
No	81.7%		227
Total			278

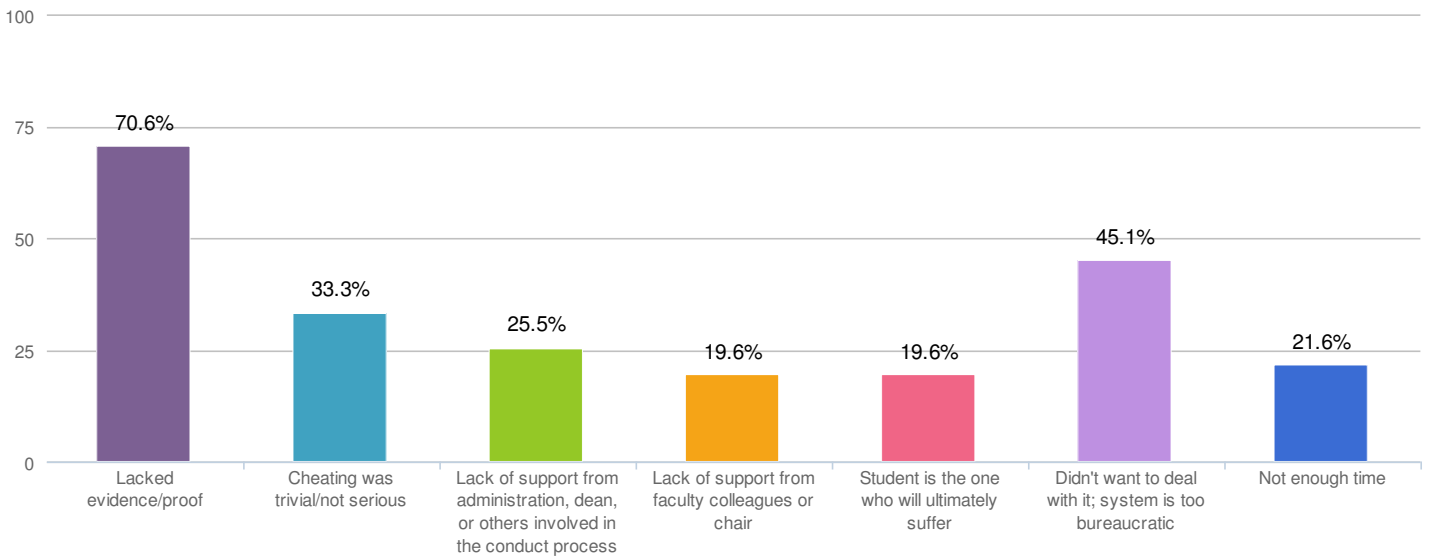
Statistics

Total Responses 278

FSU Notes:

•Only 18% of TAs indicated they have chosen not to address an alleged Academic Honor Policy violation.

8. If yes, did any of the following factors influence your decision (check all that apply)?



Statistics

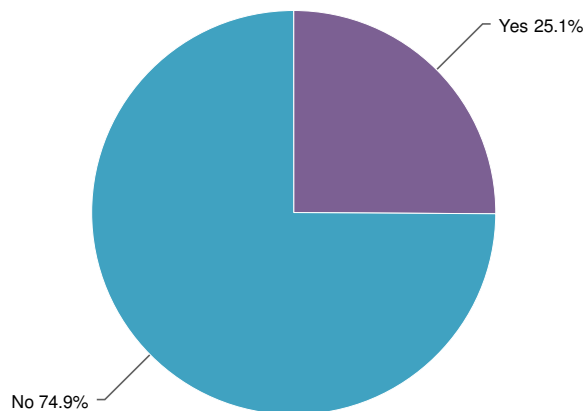
Lacked evidence/proof	70.6%		36
Cheating was trivial/not serious	33.3%		17
Lack of support from administration, dean, or others involved in the conduct process	25.5%		13
Lack of support from faculty colleagues or chair	19.6%		10
Student is the one who will ultimately suffer	19.6%		10
Didn't want to deal with it; system is too bureaucratic	45.1%		23
Not enough time	21.6%		11
		Total	51

Total Responses 51

FSU Notes:

- Of the small number of TAs who chose not to address an alleged Academic Honor Policy Violation, 71% said their decision was due to lack of proof.
- 45% of TAs chose not report an alleged violation because they perceived the system to be too bureaucratic.

9. Have you ever referred a suspected case of cheating to your chair, a dean, or any other administrator?



Yes	25.1%		69
No	74.9%		206
Total			275

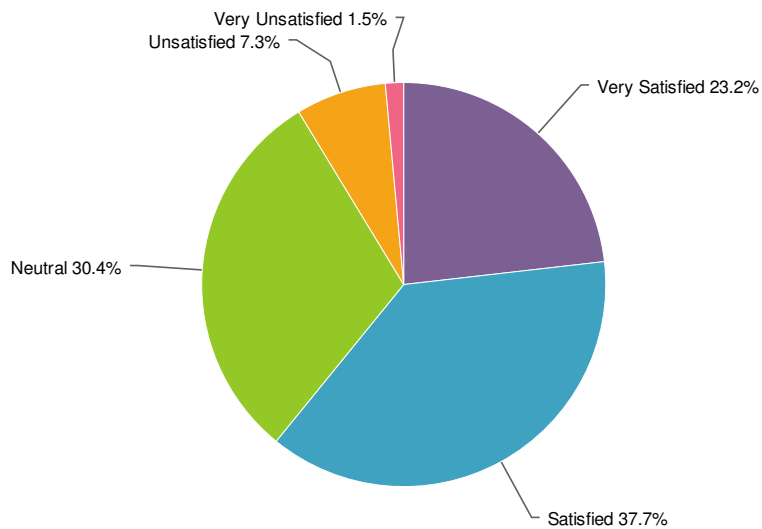
Statistics

Total Responses 275

FSU Notes:

- 75% of TAs said they have not referred a suspected case of cheating to their chair, dean or director. (FSU's policy mandates TAs must seek guidance from their supervising faculty member about any alleged violation of the Academic Honor Policy.)
- Because Academic Honor Policy cases are not resolved through the judicial process at FSU, the results of this question might not be entirely relevant.

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



				Statistics	
Very Satisfied	23.2%		16	Total Responses	69
Satisfied	37.7%		26		
Neutral	30.4%		21		
Unsatisfied	7.3%		5		
Very Unsatisfied	1.5%		1		
Total			69		

FSU Notes:

•Of those who did refer suspected cases of cheating, 61% of TAs felt satisfied or very satisfied with the way their cases were handled.

12. Please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years.

	Never	Once	More Than Once	Not Relevant	Responses
Fabricating or falsifying a bibliography.	112 57.4%	8 4.1%	16 8.2%	59 30.3%	195
Working on an assignment with others (in person) when the instructor asked for individual work.	89 45.4%	21 10.7%	54 27.6%	32 16.3%	196
Working on an assignment with others (via digital technology such as email or text messaging) when the instructor asked for individual work.	105 53.6%	14 7.1%	45 23.0%	32 16.3%	196
Getting questions or answers from someone who has already taken a test.	129 66.2%	14 7.2%	27 13.8%	25 12.8%	195
In a course requiring computer work, copying another student's answers rather than writing one's own.	93 47.4%	22 11.2%	29 14.8%	52 26.5%	196
Helping someone else cheat on a test.	140 71.4%	18 9.2%	13 6.6%	25 12.8%	196
Fabricating or falsifying lab data.	91 46.4%	8 4.1%	6 3.1%	91 46.4%	196
Fabricating or falsifying research data.	99 50.5%	7 3.6%	6 3.1%	84 42.9%	196
Copying from another student during a test WITH his or her knowledge.	142 72.8%	16 8.2%	14 7.2%	23 11.8%	195
Copying from another student during a test or examination WITHOUT his or her knowledge.	114 58.5%	30 15.4%	29 14.9%	22 11.3%	195
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	152 77.9%	12 6.2%	8 4.1%	23 11.8%	195
Receiving any type of unpermitted help on an assignment.	111 57.2%	27 13.9%	37 19.1%	19 9.8%	194
Copying (by hand or in person) another student's homework.	104 53.3%	19 9.7%	41 21.0%	31 15.9%	195
Copying (using digital means such as text messaging or email) another student's homework.	122 62.9%	12 6.2%	27 13.9%	33 17.0%	194

13. (Continued) Please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years.

	Never	Once	More Than Once	Not Relevant	Responses
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper he/she submitted.	60 30.8%	17 8.7%	73 37.4%	45 23.1%	195
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as one's own work.	116 59.5%	18 9.2%	14 7.2%	47 24.1%	195
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without citing them in a paper.	45 23.4%	20 10.4%	82 42.7%	45 23.4%	192
Submitting a paper purchased or obtained from a website and claimed it as one's own work.	132 68.0%	5 2.6%	9 4.6%	48 24.7%	194
Using handwritten crib notes (or cheat sheets) during a test or exam.	138 71.5%	14 7.3%	5 2.6%	36 18.7%	193
Using electronic crib notes (stored in tablet, phone, or calculator) to cheat on a test or exam.	145 74.7%	12 6.2%	3 1.5%	34 17.5%	194
Using an electronic/digital device as an unauthorized aid during an exam.	144 74.2%	10 5.2%	10 5.2%	30 15.5%	194
Copying material, almost word for word, from any written source and turning it in as one's own work.	81 41.8%	33 17.0%	48 24.7%	32 16.5%	194
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	98 50.5%	24 12.4%	35 18.0%	37 19.1%	194
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	119 61.7%	19 9.8%	35 18.1%	20 10.4%	193
Turning in work done by someone else.	135 69.6%	21 10.8%	20 10.3%	18 9.3%	194
Receiving requests from another person (in person or using electronic means) to copy homework.	152 78.4%	7 3.6%	10 5.2%	25 12.9%	194
Submitting the same paper in more than one course without specific permission.	125 64.4%	13 6.7%	15 7.7%	41 21.1%	194
Using Cliff Notes or Spark Notes and not citing.	120 62.2%	4 2.1%	16 8.3%	53 27.5%	193
Using a drug such as Adderall to enhance one's ability to focus or study.	139 71.6%	6 3.1%	21 10.8%	28 14.4%	194
Cheating on a test in any other way.	131 67.9%	15 7.8%	16 8.3%	31 16.1%	193

14. Please mark how serious you believe each type of behavior is.

	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	Responses
Fabricating or falsifying a bibliography.	3 1.6%	35 18.1%	74 38.3%	81 42.0%	193
Working on an assignment with others (in person) when the instructor asked for individual work.	4 2.1%	48 25.0%	97 50.5%	43 22.4%	192
Working on an assignment with others (via digital technology such as email or text messaging) when the instructor asked for individual work.	4 2.1%	44 22.9%	102 53.1%	42 21.9%	192
Getting questions or answers from someone who has already taken a test.	2 1.0%	10 5.2%	35 18.1%	146 75.6%	193
In a course requiring computer work, copying another student's answers rather than writing one's own.	0 0.0%	10 5.2%	53 27.6%	129 67.2%	192
Helping someone else cheat on a test.	0 0.0%	4 2.1%	23 12.0%	165 85.9%	192
Fabricating or falsifying lab data.	1 0.5%	5 2.6%	29 15.0%	158 81.9%	193
Fabricating or falsifying research data.	1 0.5%	4 2.1%	21 10.9%	166 86.5%	192
Copying from another student during a test WITH his or her knowledge.	0 0.0%	2 1.0%	16 8.4%	173 90.6%	191
Copying from another student during a test or examination WITHOUT his or her knowledge.	0 0.0%	3 1.6%	16 8.4%	171 90.0%	190
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	0 0.0%	2 1.0%	16 8.4%	173 90.6%	191
Receiving unpermitted help on an assignment.	3 1.6%	25 13.2%	103 54.2%	59 31.1%	190
Copying (by hand or in person) another student's homework.	0 0.0%	14 7.3%	55 28.8%	122 63.9%	191
Copying (using digital means such as text messaging or email) another student's homework.	1 0.5%	12 6.3%	54 28.4%	123 64.7%	190

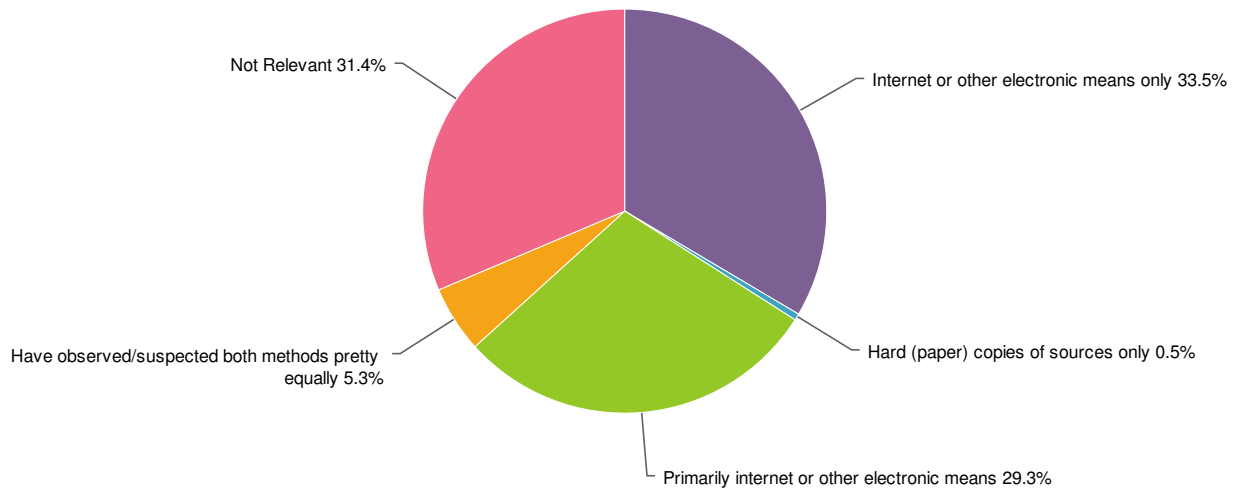
15. (Continued) Please mark how serious you believe each type of behavior is.

	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	Responses
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or web-based) without citing them in a paper.	1 0.5%	25 13.0%	98 51.0%	68 35.4%	192
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as one's own work.	0 0.0%	3 1.6%	15 7.9%	173 90.6%	191
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without citing them in a paper.	1 0.5%	26 13.5%	91 47.4%	74 38.5%	192
Submitting a paper purchased or obtained from a website and claimed it as original work.	0 0.0%	4 2.1%	9 4.7%	179 93.2%	192
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.	0 0.0%	5 2.6%	24 12.5%	163 84.9%	192
Using electronic crib notes (stored in tablet, phone, or calculator) to cheat on a test or exam.	0 0.0%	2 1.0%	24 12.5%	166 86.5%	192
Using an electronic/digital device as an unauthorized aid during an exam.	0 0.0%	3 1.6%	32 16.7%	157 81.8%	192
Copying material, almost word for word, from any written source and turning it in as one's own work.	0 0.0%	1 0.5%	16 8.4%	173 91.1%	190
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	0 0.0%	5 2.6%	24 12.5%	163 84.9%	192
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	2 1.0%	16 8.4%	86 45.0%	87 45.5%	191
Turning in work done by someone else.	1 0.5%	2 1.1%	15 7.9%	172 90.5%	190
Receiving requests from another person (in person or using electronic means) to copy homework.	32 16.9%	18 9.5%	51 27.0%	88 46.6%	189
Submitting the same paper in more than one course without specific permission.	8 4.2%	37 19.6%	69 36.5%	75 39.7%	189
Using Cliff Notes or Spark Notes and not citing.	2 1.1%	28 14.8%	79 41.8%	80 42.3%	189
Using a drug such as Adderall to enhance ability to focus or study.	66 34.9%	38 20.1%	34 18.0%	51 27.0%	189
Cheating on a test in any other way.	2 1.1%	10 5.3%	39 20.6%	138 73.0%	189

FSU Notes (for questions 12-15):

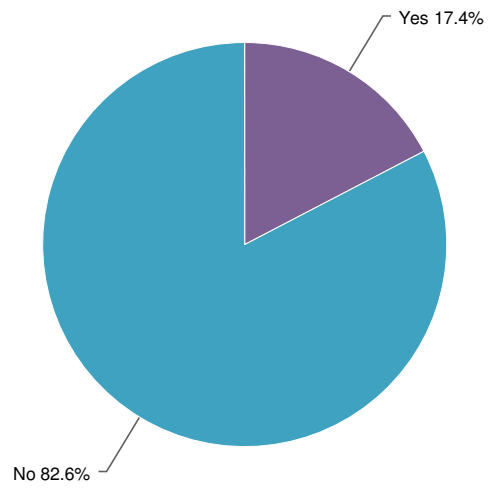
- 39% of TAs reported observing, or became aware of students collaborating without authorization in person (once or more than once) in the last 3 years. This type of behavior was considered “moderate” cheating by over half of the TAs surveyed.
- 37% of TAs reported observing, or became aware, that students paraphrased or copied a few sentences from a book magazine or journal without proper citation. This type of behavior was also considered “moderate” cheating.
- Nearly 25% of TAs reported having students copy materials almost word-for-word from a written source and submit it as their own work.
- Data from 2003 corroborate that TAs reported observing students engaging in the same type and frequency of cheating behavior in 2015. In both 2003 and 2015, TAs considered the following cheating behavior as the most egregious:
 - Copying from another student during a test or exam with his/her knowledge
 - Copying from another student’s exam without his or her knowledge
 - Using digital technology to get unpermitted help from someone during an exam
 - Falsifying lab or research data
 - Receiving exam questions or answers from another student who had already taken the exam

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



				Statistics	
Internet or other electronic means only	33.5%		63	Total Responses	188
Hard (paper) copies of sources only	0.5%		1		
Primarily internet or other electronic means	29.3%		55		
Primarily hard (paper) copies of sources	0.0%		0		
Have observed/suspected both methods pretty equally	5.3%		10		
Not Relevant	31.4%		59		
Total			188		

17. Have you ever offered an online test or exam at Florida State University?

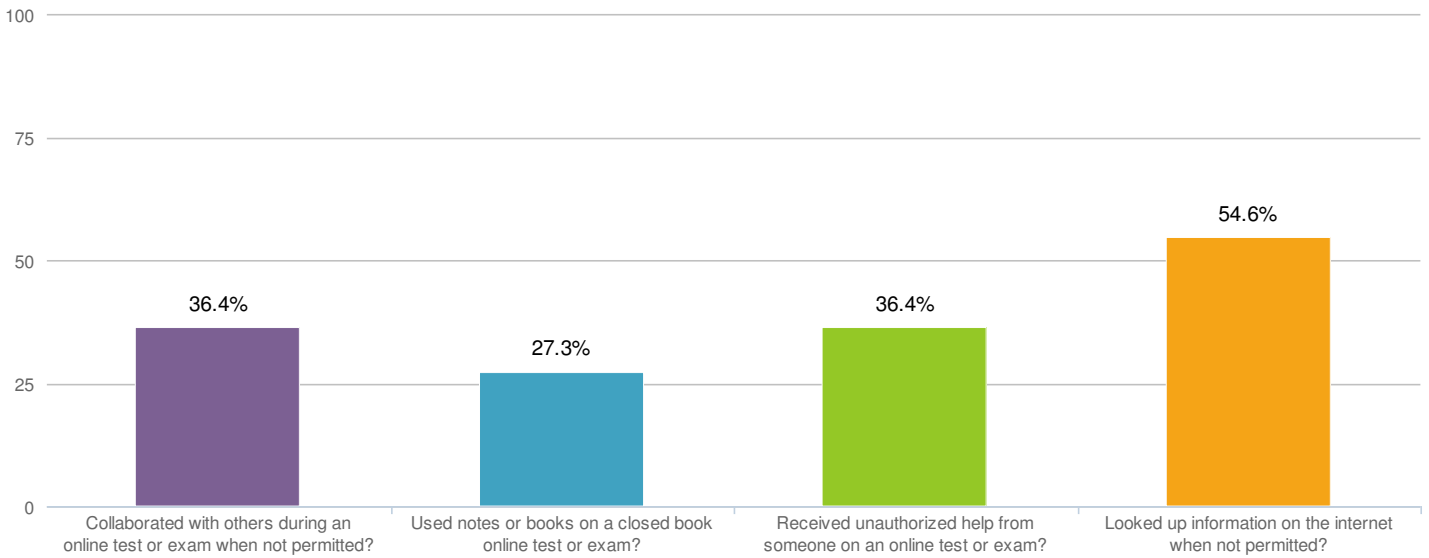


Yes	17.4%		33
No	82.6%		157
Total			190

Statistics

Total Responses 190

18. If you have given an online test or exam at Florida State University, have you ever observed students who (check all that apply):



Statistics

Collaborated with others during an online test or exam when not permitted?	36.4%		4
Used notes or books on a closed book online test or exam?	27.3%		3
Received unauthorized help from someone on an online test or exam?	36.4%		4
Looked up information on the internet when not permitted?	54.6%		6
Total			11

Total Responses 11

FSU Notes (for questions 17-18):

•In 2015, only 33 TAs surveyed taught on online class. Over half of these TAs observed students looking up information on the Internet when they were not permitted to do so.

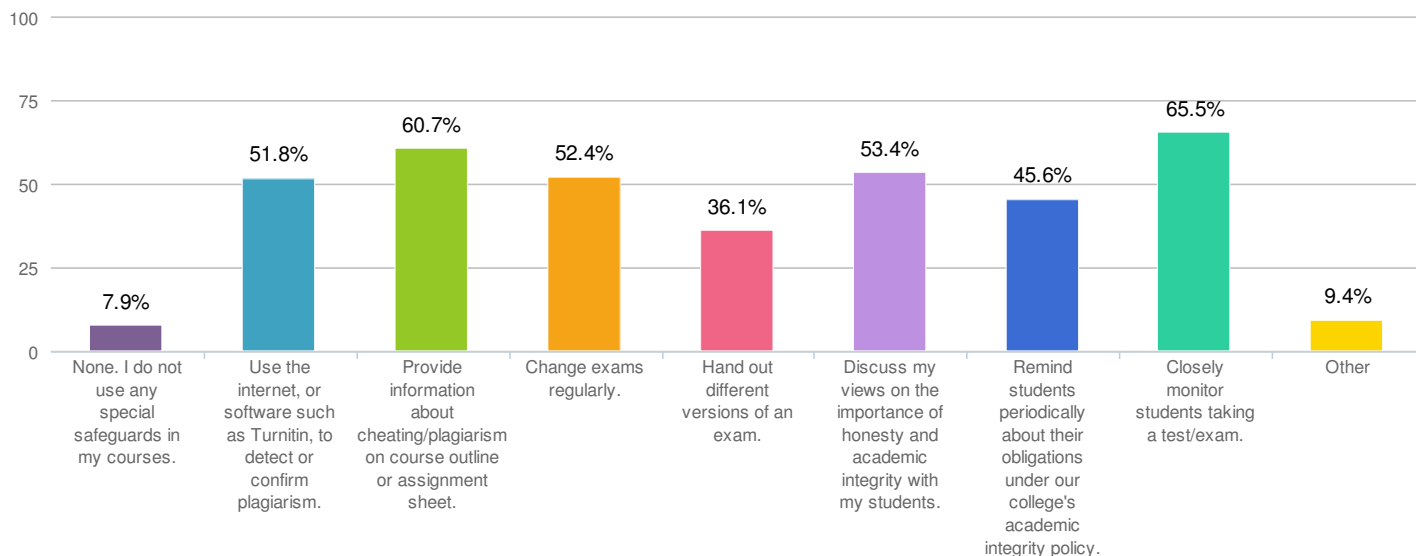
19. How strongly do you agree or disagree with the following statements?

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly	Responses
Cheating is a serious problem at Florida State University.	4 2.1%	25 13.2%	84 44.4%	55 29.1%	21 11.1%	189
Our student judicial process is fair and impartial.	2 1.1%	10 5.3%	94 49.7%	65 34.4%	18 9.5%	189
Students should be held responsible for monitoring the academic integrity of other students.	11 5.8%	33 17.3%	39 20.4%	80 41.9%	28 14.7%	191
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	6 3.1%	34 17.8%	52 27.2%	84 44.0%	15 7.9%	191
The types of assessment used in my courses are effective at evaluating student understanding of course concepts.	2 1.0%	9 4.7%	21 11.0%	115 60.2%	44 23.0%	191
The types of assessment used in my courses are effective at helping my students learn course concepts.	3 1.6%	5 2.6%	24 12.6%	110 57.9%	48 25.3%	190

FSU Notes:

- Close to half (44%) of the TAs surveyed said the judicial process was fair and impartial.
- Because Academic Honor Policy cases are not resolved through the student judicial process at FSU, the results of this question might not be entirely relevant.

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



Statistics

Safeguard	Percentage	Count
None. I do not use any special safeguards in my courses.	7.9%	15
Use the internet, or software such as Turnitin, to detect or confirm plagiarism.	51.8%	99
Provide information about cheating/plagiarism on course outline or assignment sheet.	60.7%	116
Change exams regularly.	52.4%	100
Hand out different versions of an exam.	36.1%	69
Discuss my views on the importance of honesty and academic integrity with my students.	53.4%	102
Remind students periodically about their obligations under our college's academic integrity policy.	45.6%	87
Closely monitor students taking a test/exam.	65.5%	125
Other	9.4%	18
Total		191

Total Responses 191

Responses "Other"

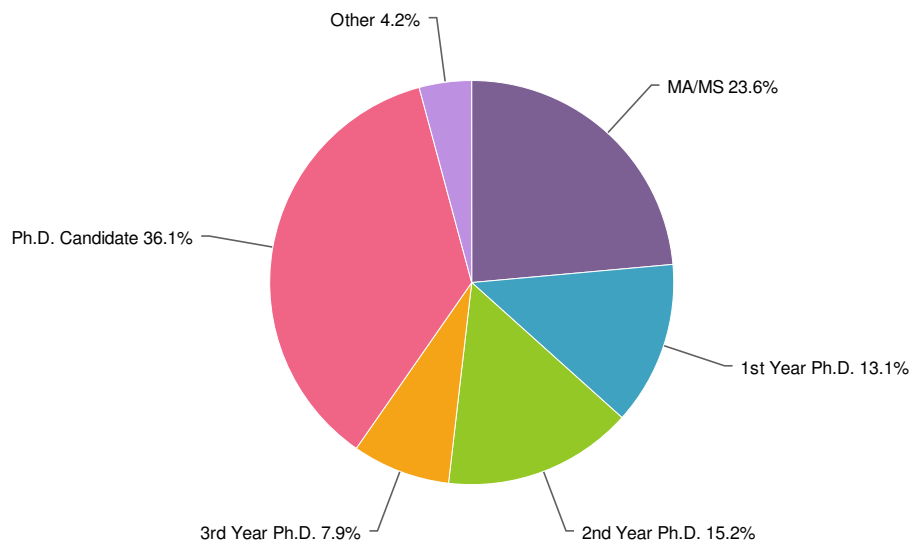
Response	Count
Left Blank	267
Pay attention to how a student generally performs and get to know their writing style. Write exam questions so that odds of successful cheating reduced. Make clear high expectations, but encourage students to practice talking in the lecture, when appropriate so that fear of communication is reduced.	1
Offer to work with students and extend deadlines without punishment if they might feel tempted to cheat to meet a deadline.	1
I try not to create undue pressure on students where they might feel urge to cheat - help them be as prepared as possible	1
I also use strict timed tests online to make it more difficult to look up answers within the time constraints.	1
Conduct a plagiarism workshop in class.	1

Responses "Other"	Count
Cover sheets & special seating	1
I problematize our predominant notions of plagiarism, authorship, and originality in my courses.	1
I feel I should note that mine is a project-based course without examinations.	1
Harder for them to cheat on essay/ simulation tests.	1
Have another TA in the room	1
When possible, space students apart from one another when taking an exam.	1
Special Seating during tests	1
Design exams to allow reference sheets and electronic aids	1
Motor skills, sources not applicable	1
Not relevant to LAP	1

FSU Notes:

•Even though more than 44% of TAs were not sure whether cheating is a problem at FSU, over 92% of them used safeguards to reduce cheating behavior. The most popular safeguards implemented were: monitoring the class when students took a test or exam, reminding students about their obligations under the Academic Honor Policy, using plagiarism-detection software, discussing the definition of plagiarism, and articulating the importance of academic integrity.

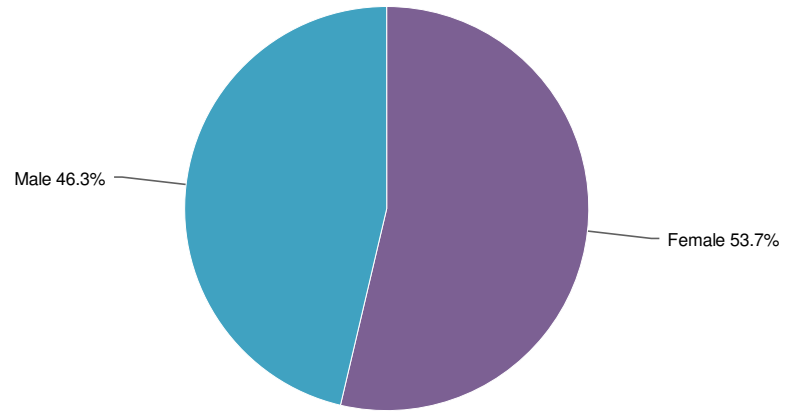
21. What is your academic class standing?



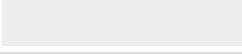


				Statistics	
MA/MS	23.6%	<div style="width: 23.6%; height: 15px; background-color: #663399;"></div>	45	Total Responses	191
1st Year Ph.D.	13.1%	<div style="width: 13.1%; height: 15px; background-color: #0099cc;"></div>	25		
2nd Year Ph.D.	15.2%	<div style="width: 15.2%; height: 15px; background-color: #99cc33;"></div>	29		
3rd Year Ph.D.	7.9%	<div style="width: 7.9%; height: 15px; background-color: #ff9900;"></div>	15		
Ph.D. Candidate	36.1%	<div style="width: 36.1%; height: 15px; background-color: #e63366;"></div>	69		
Other	4.2%	<div style="width: 4.2%; height: 15px; background-color: #9933cc;"></div>	8		
Total			191		

Responses "Other"	Count
Left Blank	275
MFA	1
MM	3
Ph.D. graduate	1
4th year Ph.D	1
3rd-year D.M.	1

22. What is your gender?

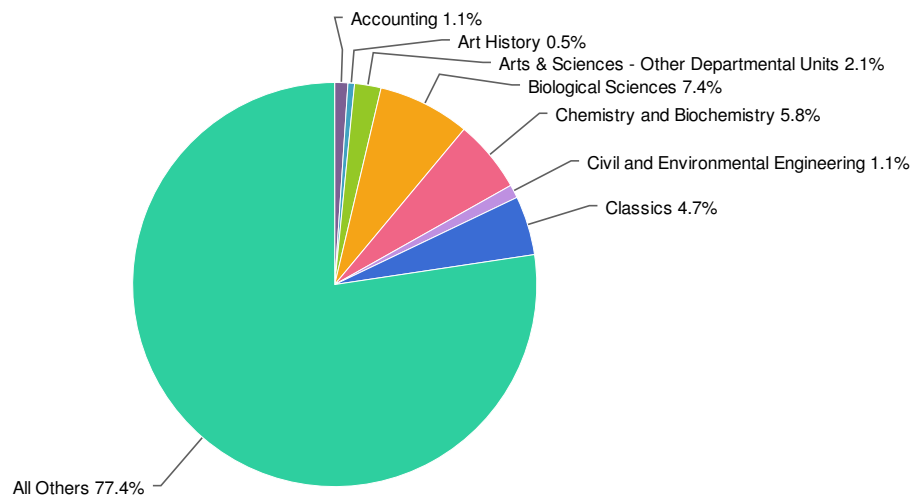


Female	53.7%		102
Male	46.3%		88
Trans or other gender identity	0.0%		0
Total			190

Statistics

Total Responses 190

23. In which of the following areas is your primary teaching responsibility?

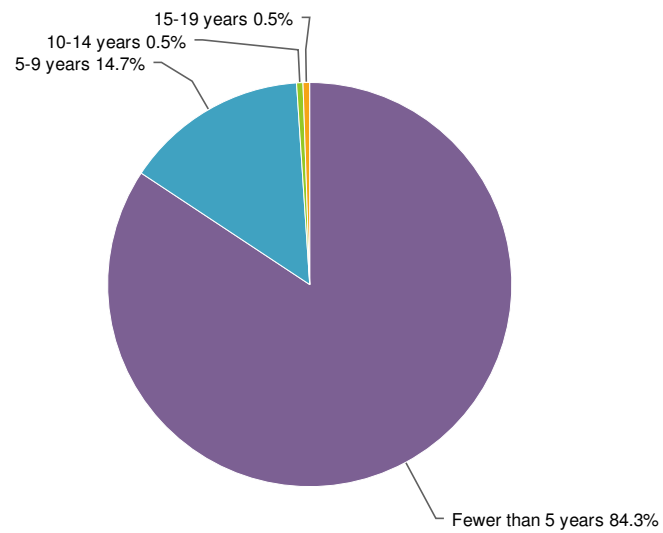


			Statistics	
Accounting	1.1%	2	Total Responses	190
Anthropology	0.0%	0		
Art	0.0%	0		
Art Education	0.0%	0		
Art History	0.5%	1		
Arts & Sciences - Other Departmental Units	2.1%	4		
Biological Sciences	7.4%	14		
Business Interdepartmental	0.0%	0		
Chemical & Biomedical Engineering	0.0%	0		
Chemistry and Biochemistry	5.8%	11		
Civil and Environmental Engineering	1.1%	2		
Classics	4.7%	9		
Communication	2.6%	5		
Communication Science and Disorders	0.0%	0		
Computational Science	0.0%	0		
Computer Science	3.7%	7		
Criminology & Criminal Justice	2.1%	4		
Demography	0.0%	0		
Earth, Ocean & Atmospheric Science	3.7%	7		
		Total		190

Economics	1.6%		3
Educational Leadership & Policy Studies	1.1%		2
Educational Psychology & Learning Systems	1.6%		3
Electrical and Computer Engineering	0.0%		0
English	5.8%		11
Entrepreneurship, Strategy, and Information Systems	0.0%		0
Family & Child Sciences	1.1%		2
Finance	0.5%		1
Geography	2.6%		5
Geophysical Fluid Dynamics Institute	0.0%		0
Health Sciences Interdisciplinary	0.0%		0
History	1.6%		3
Hospitality Administration	0.0%		0
Human Sciences Interdisciplinary/Interdepartmental	0.5%		1
Industrial and Manufacturing Engineering	0.5%		1
Institute of Molecular Biophysics	0.0%		0
Interior Design	0.0%		0
Law	0.0%		0
Management	1.6%		3
Marketing	0.0%		0
Materials Science	0.0%		0
Mathematics	2.1%		4
Mechanical Engineering	0.0%		0
Medicine	0.0%		0
Modern Languages and Linguistics	5.8%		11
Motion Picture, TV & Recording Arts	0.0%		0
Music	10.5%		20
Nursing	0.5%		1
Nutrition, Food & Exercise Science	2.1%		4
Philosophy	1.1%		2
		Total	190

Physics	3.2%		6
Political Science	0.5%		1
Psychology	3.2%		6
Public Administration	0.0%		0
Religion	3.7%		7
Retail Merchandising & Product Development	0.0%		0
Risk Management/Insurance, Real Estate and Legal Studies	0.0%		0
School of Dance	0.5%		1
School of Information	0.5%		1
School of Teacher Education	4.7%		9
School of Theatre	1.1%		2
Social Sciences Interdisciplinary	0.0%		0
Social Work	0.5%		1
Sociology	1.6%		3
Sport Management	2.1%		4
Statistics	2.6%		5
Urban and Regional Planning	0.5%		1
		Total	190

24. How long have you been teaching at the university level?



Fewer than 5 years	84.3%	<div style="width: 84.3%; height: 15px; background-color: #6a3d9a;"></div>	161
5-9 years	14.7%	<div style="width: 14.7%; height: 15px; background-color: #00838f;"></div>	28
10-14 years	0.5%	<div style="width: 0.5%; height: 15px; background-color: #d9ead3;"></div>	1
15-19 years	0.5%	<div style="width: 0.5%; height: 15px; background-color: #d9ead3;"></div>	1
20 or more years	0.0%	<div style="width: 0.0%; height: 15px; background-color: #d9ead3;"></div>	0
Total			191

Statistics

Total Responses 191

25. Suggestions for improving policies concerning academic integrity and additional comments from Teaching Assistants (Total comments: 53)

Faculty Involvement: **(37%; N=20)**

- Faculty feel the process is cumbersome and therefore don't enforce it (6)
- Teaching assistants are discouraged to report (4)
- Faculty don't want to confront students or have to defend themselves (5)
- Faculty fear the sanctions would be too harsh for "minor offenses" (2)
- Find ways to reward reporting to balance the time and investment it takes to go through this process (1)
- Faculty need to address the importance of academic integrity and encourage honesty (2)

Education: **(28%; N=15)**

- Train students how to cite properly (3)
- Host training workshops (1)
- Require a course or quiz that discusses the policy and academic integrity (7)
- Provide students information about what is considered cheating (3)
- Be clear with international students as to what constitutes cheating (1)

Nothing: **(9%; N=5)**

Enforcement/Prevention: **(7%; N=8)**

- Be consistent with even minor infractions to prevent larger violations (2)
- Even though the AHP is in each syllabus, remind students about this policy throughout the term (1)
- Check medical excuses consistently (1)
- Block the use of browsers while students are taking online tests (1)
- Change assignments/tests regularly (2)
- All electronic devices should be put away (1)

Policy: **(7%; N=4)**

- Use tougher penalties for policy infractions (2)
- Academic integrity needs to be a visible/important aspect of campus life, not an annoying side issue (1)
- Announce results of cases (redacting name) publically (1)

Other comments: **(5.5%; N=3)**

- Athletes are treated differently and have people write papers for them (2)
- There should be a formal complaint process for faculty who don't enforce the policy (1)

Communication: **(4%; N=2)**

- Send emails to students and faculty re: the Academic Honor Policy (1)
- It is not considered 'cool' to act with integrity (1)

26. Role of faculty in promoting academic integrity and/or controlling cheating - responses from Teaching Assistants (Total Comments: 63)

Faculty Involvement: **(44%; N=26)**

- Consistently report incidents of academic dishonesty (11) (17%)
- Teach students proper citation (3) (5%)
- Faculty need to be good role models for their teaching assistants – report infractions rather than avoid the process (2) (3%)
- Be a good role model (model integrity/lead by example) (10) (19%)

Education: **(22%; N=14)**

- Be clear as to what academic integrity is and policy in general – remind throughout the term (14) (22%)

Enforcement/Prevention: **(18%; N=12)**

- Be proactive in preventing cheating, not relaxed and reactive (change exams, walk around the class, implementing whatever structural barriers as possible, create assignments that are difficult for students to cheat on, use “TurnItIn”) (11) (17%)
- Make cheating more difficult in online classes (1) (1%)

Communication: **(10%; N=7)**

- There need to be broader conversations with students re: integrity in general (implications for the outside world) (6) (9.5%)
- Encourage students to report cheating behavior to the instructor (1) (1%)

Other: **(6%; N=5)**

- Teachers should be flexible with deadlines (1) (1%)
- “Moderate” cheating should be handled by faculty. More egregious forms of cheating should be dealt with formally and have severe penalties. (1) (1%)
- There is only so much faculty can do (3) (4.5%)

Policy: **(3%; N=2)**

- Teaching assistants need to be empowered to report infractions, not discouraged (2) (3%)