

## Summary of FSU Student and Faculty Responses To the 2002-03 Academic Integrity Study

### *How do students learn about FSU policies regarding academic integrity or cheating?*

Most undergraduate and graduate students stated that they learned about FSU's policies regarding academic integrity and cheating primarily from the faculty, followed by the student handbook and the first year orientation programs. Other sources of information were not viewed as highly beneficial. Graduate students may be less aware or have fewer sources of information regarding academic integrity policies at FSU than undergraduate students, since almost one-quarter of graduate students did not select specific sources of information.

**Table 1**

Amount learned about academic integrity or cheating policies on campus based on source of information.	Learned Little	Learned Some	Learned a Lot	No Response
<b>Faculty</b>				
Undergraduates	4%	36%	57%	3%
Graduates	8%	38%	44%	9%
<b>TAs</b>				
Undergraduates	35%	39%	19%	7%
Graduates	49%	18%	8%	25%
<b>Student Handbook</b>				
Undergraduates	26%	49%	19%	6%
Graduates	17%	43%	24%	16%
<b>First year orientation program</b>				
Undergraduates	27%	52%	14%	7%
Graduates	27%	36%	15%	23%
<b>RA/Faculty Advisor/Academic Advisor</b>				
Undergraduates	54%	27%	11%	8%
Graduates	46%	19%	10%	25%
<b>Other Students</b>				
Undergraduates	59%	27%	7%	8%
Graduates	49%	22%	6%	23%
<b>FSU Website</b>				
Undergraduates	66%	24%	7%	8%
Graduates	51%	19%	7%	24%
<b>Deans or Other Administrators</b>				
Undergraduates	66%	19%	6%	9%
Graduates	50%	17%	8%	25%
<b>Other</b>				
Undergraduates	21%	1%	2%	77%
Graduates	16%	3%	3%	78%

### ***What Constitutes Cheating and How Serious is it?***

Although students, teaching assistants and faculty classify many of the same behaviors as cheating, there is less agreement on the severity of the offense. For instance, at least 94% of the students, teaching assistants and faculty considered “writing or providing a paper for another student” to be serious cheating. However, only 67% of the undergraduate students compared to 91% of the faculty considered this action to be serious cheating. Approximately 85% of the graduate and teaching assistants felt that the behavior was serious cheating.

There were also some differences reported in the frequency with which students participate in various cheating behaviors and how often teaching assistants and/or faculty have observed the behavior occurring on campus. Note for instance, “copying a few sentences of material from a written source without footnoting them in a paper.” No more than one-third of the undergraduate and graduate student surveyed stated that they had “plagiarized” written material without acknowledging the source in the last year. However, two-thirds of the faculty and more than two-fifths of the teaching assistants stated that they had observed the behavior at least once in the last 3 years.

**Table 2A**

<b>ASSIGNMENTS: Specific cheating behaviors*</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Turning in work done by someone else</b>								
Undergraduates	90%	5%	5%	2%	5%	16%	29%	51%
Graduates	95%	2%	1%	3%	4%	3%	11%	82%
Teaching Assistants	46%	13%	24%	17%	3%	5%	18%	74%
Faculty	42%	15%	35%	8%	1%	3%	14%	82%
<b>In a course requiring computer work, copying a friend's program rather than doing your own.</b>								
Undergraduates	63%	3%	2%	32%	4%	9%	37%	50%
Graduates	63%	2%	1%	34%	4%	5%	22%	69%
Teaching Assistants	29%	1%	7%	63%	4%	3%	20%	73%
Faculty	24%	2%	9%	65%	1%	4%	14%	81%
<b>Receiving unpermitted help on an assignment</b>								
Undergraduates	70%	13%	10%	7%	19%	43%	30%	9%
Graduates	84%	8%	3%	5%	8%	30%	41%	20%
Teaching Assistants	48%	4%	18%	30%	6%	25%	48%	21%
Faculty	45%	5%	25%	25%	3%	14%	52%	31%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**Table 2A (continued)**

<b>ASSIGNMENTS: Specific cheating behaviors*</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Working on an assignment with others when instructor asked for individual work</b>								
Undergraduates	53%	19%	22%	7%	18%	50%	26%	7%
Graduates	76%	13%	8%	4%	9%	29%	41%	20%
Teaching Assistants	38%	7%	27%	28%	4%	23%	57%	16%
Faculty	40%	6%	34%	20%	2%	13%	57%	28%
<b>Sharing an assignment with another student</b>								
Undergraduates	33%	25%	40%	2%	53%	30%	13%	4%
Graduates	50%	18%	29%	3%	43%	28%	21%	8%
Teaching Assistants	42%	8%	29%	21%	33%	30%	27%	10%
Faculty	42%	4%	40%	15%	30%	24%	35%	11%
<b>Using false excuse to obtain extension on due date.</b>								
Undergraduates	80%	13%	5%	3%	13%	28%	32%	27%
Graduates	87%	7%	2%	3%	9%	22%	32%	37%
Teaching Assistants	47%	10%	27%	17%	5%	21%	41%	34%
Faculty	55%	10%	26%	10%	4%	16%	46%	34%
<b>Cheating on a written assignment in any other way.</b>								
Undergraduates	78%	1%	<1%	21%	18%	7%	18%	57%
Graduates	81%	1%	0%	18%	12%	4%	12%	72%
Teaching Assistants	45%	2%	5%	47%	12%	1%	19%	67%
Faculty	53%	2%	4%	42%	5%	4%	15%	76%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors;  
Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**Table 2B**

<b>TESTS: Specific cheating behaviors*</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Copying from another student during a test or exam without his or her knowing it.</b>								
Undergraduates	87%	7%	5%	2%	2%	3%	13%	82%
Graduates	94%	1%	1%	4%	2%	1%	8%	89%
Teaching Assistants	47%	13%	20%	20%	3%	2%	7%	89%
Faculty	53%	12%	27%	9%	1%	1%	9%	89%
<b>Copying from another student during a test with his or her knowledge.</b>								
Undergraduates	88%	6%	4%	2%	3%	4%	14%	79%
Graduates	95%	1%	<1%	4%	3%	1%	9%	87%
Teaching Assistants	54%	12%	16%	19%	2%	1%	9%	89%
Faculty	63%	10%	18%	10%	<1%	1%	6%	93%
<b>Helping someone else cheat on a test.</b>								
Undergraduates	87%	6%	4%	3%	3%	5%	18%	75%
Graduates	95%	1%	1%	4%	3%	2%	12%	82%
Teaching Assistants	56%	11%	13%	21%	3%	1%	12%	84%
Faculty	68%	8%	14%	10%	<1%	1%	10%	89%
<b>Using unpermitted crib notes during a test.</b>								
Undergraduates	91%	4%	2%	3%	3%	3%	20%	74%
Graduates	93%	2%	1%	4%	4%	3%	12%	82%
Teaching Assistants	59%	8%	8%	24%	2%	2%	10%	85%
Faculty	67%	8%	12%	13%	1%	1%	14%	84%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**Table 2B (continued)**

<b>TESTS: Specific cheating behaviors*</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Altering graded test to try to get additional credit.</b>								
Undergraduates	95%	2%	<1%	3%	5%	4%	19%	72%
Graduates	92%	<1%	<1%	7%	5%	3%	14%	79%
Teaching Assistants	59%	7%	5%	29%	6%	2%	13%	80%
Faculty	70%	7%	7%	16%	1%	2%	9%	89%
<b>Getting Q/A from someone who has taken test</b>								
Undergraduates	62%	16%	19%	3%	12%	25%	32%	32%
Graduates	81%	6%	8%	6%	9%	12%	26%	53%
Teaching Assistants	58%	6%	14%	22%	6%	11%	22%	62%
Faculty	61%	5%	17%	17%	3%	4%	17%	76%
<b>Cheating on a test in any other way.</b>								
Undergraduates	77%	2%	1%	20%	16%	7%	16%	61%
Graduates	80%	<1%	<1%	19%	10%	5%	10%	75%
Teaching Assistants	45%	3%	4%	48%	11%	1%	13%	74%
Faculty	52%	3%	3%	42%	7%	2%	17%	75%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**Table 2C**

<b>PAPERS: Specific cheating behaviors</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Copying material almost word for word from a written source and turning it in as your own work.</b>								
Undergraduates	90%	5%	2%	4%	3%	4%	19%	74%
Graduates	93%	3%	2%	3%	3%	3%	13%	81%
Teaching Assistants	44%	11%	19%	25%	3%	3%	10%	84%
Faculty	43%	13%	31%	13%	0%	1%	9%	90%
<b>Turning in a paper obtained in large part from a paper “mill” /website that charged for this info.</b>								
Undergraduates	94%	<1%	<1%	6%	4%	5%	23%	68%
Graduates	94%	0%	<1%	6%	4%	4%	12%	81%
Teaching Assistants	57%	3%	4%	36%	4%	3%	12%	81%
Faculty	63%	3%	8%	26%	1%	2%	6%	92%
<b>Turning in a paper obtained in large part from a free term paper “mill” or website</b>								
Undergraduates	91%	2%	1%	6%	4%	6%	24%	66%
Graduates	92%	1%	<1%	6%	4%	4%	14%	79%
Teaching Assistants	53%	6%	7%	35%	3%	4%	14%	79%
Faculty	59%	4%	11%	26%	1%	2%	7%	90%
<b>Writing or providing a paper for another student</b>								
Undergraduates	90%	5%	2%	3%	4%	6%	23%	67%
Graduates	96%	1%	1%	2%	3%	4%	9%	85%
Teaching Assistants	62%	6%	8%	24%	3%	2%	9%	86%
Faculty	68%	8%	13%	12%	1%	3%	6%	91%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**Table 2C (continued)**

<b>PAPERS: Specific cheating behaviors</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Turning in a paper copied from another student.</b>								
Undergraduates	92%	4%	1%	4%	4%	7%	32%	57%
Graduates	94%	2%	<1%	4%	3%	3%	19%	74%
Teaching Assistants	57%	7%	10%	26%	3%	3%	18%	77%
Faculty	64%	9%	11%	16%	<1%	1%	14%	85%
<b>Providing a previously graded assignment to someone to submit as their own work.</b>								
Undergraduates	89%	6%	3%	2%	4%	9%	39%	57%
Graduates	95%	2%	1%	3%	4%	5%	15%	77%
Teaching Assistants	68%	5%	6%	21%	3%	3%	14%	80%
Faculty	71%	9%	9%	11%	1%	2%	7%	90%
<b>Copying a few sentences of material from a written source without footnoting them in a paper.</b>								
Undergraduates	57%	19%	19%	5%	10%	37%	36%	18%
Graduates	74%	13%	10%	3%	6%	23%	34%	37%
Teaching Assistants	25%	9%	35%	31%	5%	22%	42%	31%
Faculty	19%	6%	60%	15%	2%	18%	51%	29%
<b>Copying a few sentences from an Internet source without footnoting them in a paper.</b>								
Undergraduates	56%	21%	18%	5%	10%	36%	34%	21%
Graduates	75%	12%	9%	4%	7%	22%	34%	38%
Teaching Assistants	33%	7%	39%	30%	5%	23%	40%	32%
Faculty	30%	6%	46%	18%	3%	19%	48%	31%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.



**Table 2D**

<b>FABRICATIONS: Specific cheating behaviors*</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Fabricating or falsifying lab data.</b>								
Undergraduates	64%	6%	4%	27%	6%	20%	36%	38%
Graduates	68%	2%	<1%	30%	4%	6%	20%	70%
Teaching Assistants	32%	3%	5%	69%	4%	5%	22%	69%
Faculty	36%	1%	3%	61%	1%	1%	5%	92%
<b>Fabricating or falsifying research data.</b>								
Undergraduates	72%	4%	1%	23%	5%	15%	37%	43%
Graduates	78%	2%	1%	19%	4%	4%	19%	73%
Teaching Assistants	39%	3%	3%	55%	3%	3%	17%	77%
Faculty	47%	5%	3%	46%	1%	1%	3%	95%
<b>Fabricating or falsifying a bibliography.</b>								
Undergraduates	75%	10%	4%	11%	8%	26%	37%	29%
Graduates	86%	4%	2%	9%	4%	13%	32%	51%
Teaching Assistants	45%	6%	8%	40%	3%	10%	30%	57%
Faculty	56%	9%	9%	26%	1%	5%	31%	62%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**Table 2E**

<b>MATERIALS: Specific cheating behaviors</b>	<b>Never</b>	<b>Once</b>	<b>More than Once</b>	<b>Not Applicable</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
<b>Hiding library or course materials.</b>								
Undergraduates	90%	1%	<1%	9%	26%	20%	25%	30%
Graduates	94%	1%	1%	4%	15%	14%	24%	46%
Teaching Assistants	62%	2%	5%	31%	18%	13%	31%	38%
Faculty	73%	5%	5%	18%	10%	11%	32%	47%
<b>Damaging library or course materials.</b>								
Undergraduates	91%	1%	<1%	8%	35%	14%	21%	30%
Graduates	96%	<1%	1%	3%	22%	8%	18%	51%
Teaching Assistants	64%	1%	2%	33%	26%	7%	26%	41%
Faculty	73%	4%	4%	19%	14%	6%	22%	69%

\* Undergraduates and Graduates were asked how frequently they engaged in specific behaviors; Teaching Assistants and Faculty were asked how often they observed specific behaviors.

**How Do Faculty and Students Rate FSU's Academic Integrity Policies and Procedures?**

There is no consensus in how students, teaching assistants and faculty rank FSU on various academic integrity factors. What is consistent is that undergraduate students tend to give FSU the highest rating on all factors and faculty rate the university lowest on each factor. For instance, while 60% of undergraduate students gave FSU high or very high ratings on the severity of the penalties for cheating, only 15% of the faculty gave similar ratings on the same factor. This disparity continued even when the groups were asked about the faculty's understanding of the campus' policies on cheating; 76% of undergraduates rated the university highly, compared to only 25% of the faculty. The ratings provided by the graduate students and teaching assistants remained fairly equal and more closely aligned with the ratings given by the undergraduates than with the ratings of the faculty.

**Table 3**

Rating FSU on academic integrity factors	Very Low		Medium		Very High		Not Applicable
The severity of penalties for cheating							
Undergraduates	1%	3%	18%	37%	23%	18%	
Graduates	3%	7%	26%	26%	13%	26%	
Teaching Assistants	5%	14%	31%	23%	6%	20%	
Faculty	6%	24%	36%	13%	2%	19%	
Student understanding of campus policies concerning cheating							
Undergraduates	5%	19%	37%	26%	8%	4%	
Graduates	7%	28%	32%	17%	6%	11%	
Teaching Assistants	10%	30%	35%	14%	5%	6%	
Faculty	13%	34%	29%	10%	2%	12%	

**Table 3 (continued)**

Rating FSU on academic integrity factors		Very Low		Medium		Very High	Not Applicable
<b>The faculty's understanding of these policies</b>							
	Undergraduates	1%	2%	15%	38%	39%	16%
	Graduates	1%	3%	19%	39%	27%	12%
	Teaching Assistants	1%	8%	30%	35%	19%	8%
	Faculty	5%	21%	42%	20%	5%	8%
<b>TA's understanding of these policies</b>							
	Teaching Assistants	5%	18%	30%	29%	14%	4%
<b>Student support of these policies?</b>							
	Undergraduates	3%	13%	39%	28%	7%	11%
	Graduates	2%	12%	33%	26%	8%	19%
	Teaching Assistants	5%	17%	36%	18%	4%	20%
	Faculty	8%	17%	29%	14%	2%	30%
<b>Faculty support of these policies?</b>							
	Undergraduates	1%	2%	14%	36%	38%	10%
	Graduates	1%	3%	15%	38%	28%	16%
	Teaching Assistants	3%	5%	22%	37%	22%	13%
	Faculty	2%	9%	26%	32%	11%	19%
<b>TA's support of these policies?</b>							
	Teaching Assistants	3%	7%	25%	37%	22%	13%
<b>The effectiveness of these policies?</b>							
	Undergraduates	4%	12%	31%	26%	11%	16%
	Graduates	5%	15%	29%	22%	7%	23%
	Teaching Assistants	8%	25%	32%	15%	3%	17%
	Faculty	13%	28%	33%	7%	2%	18%

***Is cheating a serious problem at FSU? If so, who should be responsible for monitoring the academic integrity of students?***

Students, teaching assistants and faculty displayed ambiguity in their responses to the statement “cheating is a serious problem here,” since between 45% and 54% neither disagreed nor agreed with the statement. However, undergraduate students and faculty expressed different opinions about several aspects of FSU’s Academic Honor System. For example, 56 percent of undergraduate students disagreed (or strongly disagreed), compared to the 61% of the faculty who agreed that students should be held responsible for the conduct of other students. On a more positive note, the majority of students and teaching assistants agreed that the academic honor process at FSU is fair and impartial.

**Table 4**

<b>Level of agreement with the following academic integrity related statements</b>	<b>Disagree strongly</b>				<b>Agree strongly</b>
<b>Cheating is a serious problem here.</b>					
Undergraduates	7%	29%	45%	16%	3%
Graduates	5%	19%	54%	17%	6%
Teaching Assistants	3%	22%	38%	26%	11%
Faculty	1%	12%	47%	28%	12%
<b>Our academic honor process is fair and impartial.</b>					
Undergraduates	2%	6%	25%	56%	12%
Graduates	2%	5%	40%	45%	8%
Teaching Assistants	2%	8%	38%	42%	10%
Faculty	3%	7%	46%	40%	4%
<b>Students should be held responsible for monitoring the academic integrity of other students.</b>					
Undergraduates	22%	34%	21%	19%	4%
Graduates	13%	28%	20%	28%	10%
Teaching Assistants	6%	26%	13%	39%	16%
Faculty	6%	17%	15%	42%	19%

***Most undergraduate and graduates students are not likely to report cheating if they observed it.***

There appears to be a high level of tolerance for cheating among FSU graduate and undergraduate students. An overwhelming majority of undergraduate students (80%) stated that it was unlikely that they would report an incident of cheating that they had observed. Although graduate students were more likely to report cheating than undergraduates, still slightly more than half (56%) stated that they would not likely report cheating if they saw it occur. This was particularly true if the student cheating was a close friend of theirs. Interestingly enough, the majority of undergraduate and graduate students did not believe that the typical student at FSU would be likely to report cheating either.

**Table 5**

<b>Likelihood of students reporting incidents of cheating</b>		<b>Very Unlikely</b>	<b>Unlikely</b>	<b>Likely</b>	<b>Very Likely</b>
You would report an incident of cheating that you observed	Undergraduate	32%	48%	17%	3%
	Graduate	18%	38%	33%	10%
The typical student at your school would report such violations	Undergraduate	33%	58%	18%	1%
	Graduate	24%	60%	15%	1%
A student would report a close friend	Undergraduate	90%	8%	1%	1%
	Graduate	78%	17%	3%	2%

***Faculty and TAs prefer failing grades as the sanction when a student is found cheating on a major test or written assignment.***

When faculty and TAs were asked what actions are most likely taken when a student is found cheating, they stated that student will either be given a reprimand or warning, will receive a failing grade for the exam/assignment, or receive a grade reduction for the exam/assignment. However, faculty would prefer to see fewer reprimands and warnings and more failing grades on the assignments.

**Table 6**

<b>The likely vs. preferred actions taken if a student is found cheating on a major test or written assignment</b>	<b>Likely Action</b>	<b>Preferred Action</b>
<b>The student will be given a reprimand or warning</b>		
Teaching Assistants	69%	36%
Faculty	59%	29%
<b>The student will receive a failing grade for the exam/assignment</b>		
Teaching Assistants	50%	56%
Faculty	45%	57%
<b>The student will receive a grade reduction for test/assignment</b>		
Teaching Assistants	47%	32%
Faculty	42%	30%
<b>The student will be required to make up the exam/assignment</b>		
Teaching Assistants	40%	24%
Faculty	34%	23%
<b>The student will be given a failing grade for the course</b>		
Teaching Assistants	19%	27%
Faculty	13%	26%
<b>The student will be placed on probation</b>		
Teaching Assistants	17%	27%
Faculty	9%	21%
<b>The student will be suspended from school</b>		
Teaching Assistants	9%	12%
Faculty	4%	9%
<b>The student will be expelled from school</b>		
Teaching Assistants	9%	8%
Faculty	2%	5%
<b>Other</b>		
Teaching Assistants	1%	2%
Faculty	2%	2%
<b>Don't know</b>		
Teaching Assistants	4%	2%
Faculty	9%	2%