Introduction

- Presenting on behalf of:
  - Senate Committee on Teaching
  - UCET

- Purpose of Today’s Presentation
  - To present the results of a faculty survey we conducted on Academic Integrity issues related to students and classroom management.
  - To describe what was learned from this survey
  - To offer up recommendations based on the survey and other facts we’ve gathered.
Why Focus on this Issue

- Charge from Senate President Rosanne Cordell to research faculty awareness on this issue and possibly make recommendations for improvement.

- Copying and plagiarism does occur on our campus: 17 reported instances of plagiarism on our campus in 2005–2006 (from Karen White).

- It is also a growing issue nationwide (next slide)
Some statistics

- In a sample of 1,800 students at nine state universities:
  - 70% of the students admitted to cheating on exams
  - 84% admitted to cheating on written assignments
  - 52% had copied a few sentences from a website w/o citing the source

- A *U.S. News and World Report* survey revealed that 75% of college students admitted cheating, and 90% of college students didn't believe cheaters would be caught.

- A *U.S. News and World Report* survey revealed that almost 85% of college students said cheating was necessary to get ahead.

**All these statistics can be found at www.plagiarism.org**
Develop recommendations on the following:

- How to best make teachers aware of both the nature and prevalence of academic misconduct (specifically focusing on copying/plagiarism)

- How to best help teachers acquire the knowledge needed to educate students about academic integrity

- How to best help teachers acquire the knowledge and confidence they need in dealing with cases of academic misconduct among their students.

- The most efficient and effective way to educate students about academic integrity.
The committee wanted to “take the pulse” of the IUSB teaching community on three issues:
- What faculty were currently doing to educate their students with respect to academic integrity
- How faculty evaluated themselves on this issue
- What campus resources faculty were aware of/had taken advantage of.

The survey was drafted by J.R. Shrader (teaching committee) and Marianne Castano Bishop (UCET), and approved by the Teaching Committee
Basic Information on Survey

- Distributed at the March and April 2007 Senate Meetings. Respondents could submit completed survey at the meeting or by mail.

- 32 respondents
  - 30 full-time tenure or tenure track
  - 2 full-time nontenure track

- Though these small numbers may not make the results statistically significant, our committee still sees some general patterns worth reporting and basing recommendations on.
Learning Points from the Survey

- LP#1: **Awareness of the resources available to faculty** to help with academic integrity education and enforcement (both on campus and beyond) is not as high as it could be.

- LP#2: A good number of faculty are **not confident in addressing academic integrity issues with students** (or at least not as confident as they could be).

- LP#3: Faculty are for the most part **interested in receiving more education** on these issues.

- LP#4: Many faculty are **unaware of ways students receive education** on academic integrity before coming to their classes.
LP#1 Awareness: UCET Resources

Q: Have you attended any of the workshops sponsored by UCET on Academic Integrity?
   Yes: 9  No: 20

Q: If no, would you attend future workshops at UCET on Academic Integrity?
   Yes: 12  No: 7
LP#1 Awareness: IUB School of Education Self-Assessment

Which of the following describes how you make your students aware of issues related to academic integrity? Check all that apply

- 27 -- Include a statement on syllabus
- 3 -- Distribute a statement separate from syllabus
- 3 -- Require your students to take the Self-Assessment on “How to Recognize Plagiarism” available from the IUB School of Education

Which of these strategies have you asked your students to do as they submit their written papers to you?

- 13 -- Attach copies of websites or articles they have used
- 2 -- Attach copies of text that they have highlighted for possible reference
- 1 -- Attach the certificate they have received after successfully completing the Self-Assessment on the IUB School of Education website
LP#1 Awareness: Turnitin.com

Q: Have you ever used Turnitin.com, the IU campus-wide web-based plagiarism detection service:
   Yes: 6                        No: 26

   (this despite 15 people surveyed suspecting that a student had submitted a web-based free paper or paper from a paper mill)
LP#2: Confidence in Dealing with Students

- I am confident in my ability to instruct students on issues related to academic integrity and the avoidance of plagiarism.
  - Strongly Agree: 10
  - Agree: 16
  - Disagree: 3
  - Strongly Disagree: 1

- I am confident that I can deal with cases of academic dishonesty that occur.
  - Strongly Agree: 12
  - Agree: 10
  - Disagree: 8
  - Strongly Disagree: 0
LP#3 Faculty Education

- If (you haven’t before), would you attend future workshops at UCET on academic integrity
  - Yes: 12
  - No: 7

- Would you be interested in participating in a session with your colleagues on academic integrity at one of your department meetings
  - Yes: 20
  - No: 7
LP#4: Knowledge of Student’s Prior Education

- Did you know that academic integrity issues are also covered in the Q110 course or in W130?

  Yes: 19    No: 11
Committee Recommendations

#1 We should move to increase faculty awareness of resources available

#2 Faculty should be provided with better knowledge of what education about academic integrity students receive before coming to them.
Three things that might be done to increase faculty awareness

1. Have UCET give a presentation to educate on academic integrity issues at individual department or college meetings

   - Advantages: Face-to-face instruction, opportunity to ask questions, presentations can be tailored to individual department/school

   - Challenges: UCET resources
Increase Awareness: Option #2

(2) Make video of UCET presentation available online

- **Advantages**
  - People can get information on own 24/7
  - Less coordination required
  - More efficient use of current resources

- **Challenges**
  - Presentations can’t be tailored individually
  - No opportunity to ask questions.
Option #3: Each dept/college designates an Academic Integrity Point Person

(3) This person receives UCET training and then trains the individuals in their area.

- **Advantages**
  - UCET can do this on their current resources
  - Point people can tailor education to individuals in their area

- **Challenges**
  - Requires a volunteer or appointed person from several areas.
Why provide faculty with better knowledge of student education?

- Efficiency in education
  - Would prevent a reduplication of efforts
  - Would help faculty member focus more on specific things students need to know for her class.
- Currently all students receive a general introduction in Q110, ENG W130 and W131 to avoiding plagiarism.
- However, students aren’t required to take these classes at any particular time in their career.
Questions to Senate

Is it worth pursuing standardization of student education on issues of academic integrity either through, e.g.,:

- Making Q110 required in the first year
- Requiring all students to take the IUB self-assessment test
- Something else of this sort

If so, is this something the Teaching Committee should research more and make a recommendation on
Thanks to:

- 2006–07 Committee Members
  - Tammy Fong–Morgan
  - Beth Kern
  - Marilyn Nash
  - Alicia Purcell
  - Xu Qiang
  - Sara Sage
  - Judy Schafer
  - J.R. Shrader–Chair
  - Alison Stankrauff

- 2007–08 Committee Members
  - Joann Beathea
  - Marilyn Nash
  - Dennis Rodriguez–Chair
  - Andrea Rusnock
  - J.R. Shrader
  - Lesley Walker
  - Allysa Winston

Marianne Castano Bishop

She’s awesome