

# *Academic Integrity*

## *University of San Francisco*

### *Faculty Survey*

## Academic Environment

Please tell us about the academic environment at USF.

1. How would you rate:	Very Low	Low	Medium	High	Very High
The severity of penalties for cheating at USF?					
The average student's understanding of University policies concerning cheating?					
The faculty's understanding of these policies?					
Student support of these policies?					
Faculty support of these policies?					
The effectiveness of these policies?					

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 or course outline	At start of semester	Other	Not Relevant
Plagiarism						
Permitted and prohibited group work or collaboration						
The proper citation or referencing of sources						
Proper citation/referencing of Internet sources						
Falsifying/fabricating research data						
Falsifying/fabricating lab data						

3. Please note the primary sources from which you have learned about the academic integrity policies at USF. (Check all that apply.)

Faculty orientation program.	Students.
Faculty handbook.	Deans or other administrators.
Department chair.	Publicized results of judicial hearings.
Other faculty.	University catalog.

Campus website.	Other:
I have never really been informed about campus policies concerning student cheating.	

4. How frequently do you think the following occur at USF?	Never	Very Seldom	Seldom/Sometimes	Often	Very Often
Plagiarism on written assignments.					
Students inappropriately sharing work in group assignments.					
Cheating during tests or examinations.					

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

Never	
Once	
A few times	
Several times	
Many times	

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

Reprimand or warn the student	Report student to the Dean of Students
Lower the student's grade	Report student to your Chair, Director or Dean
Fail the student on the test assignment	Do nothing about the incident
Fail the student for the course	Other
Require student to retake test/redo assignment	

7. Have you ever ignored a suspected incident of cheating in one of your courses for any reason?

Yes                      No

If so, did any of the following factors influence your decision? (Check all that apply.)

Lacked evidence/proof	Student is the one who will ultimately suffer
Cheating was trivial/not serious	Didn't want to deal with it; system is so bureaucratic
Lack of support from administration	Not enough time
Other	

**8. Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else?**

Yes

No

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

Very Satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied

**If you answered "unsatisfied" or "very unsatisfied" please explain your response.**

## Specific Behaviors

Students have different views on what constitutes cheating and what is acceptable behavior. We would like to ask you some questions about specific behaviors that some students might consider cheating. Please mark one response for each question.

In the **RED** column 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. If a question does not apply to any of your courses, please check the 'Not Relevant' column. For example, if you do not use tests/exams, you would check 'Not Relevant' for questions related to tests/exams. In the **BLUE** column please mark **how serious** you think each type of behavior is.

	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Fabricating or falsifying a bibliography.								
Working on an assignment with others (in person) when the instructor asked for individual work.								
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.								
Getting questions or answers from someone who has already taken a test.								
In a course requiring computer work, copying another student's program rather than writing your own.								
Helping someone else cheat on a test.								
Fabricating or falsifying lab data.								
Fabricating or falsifying research data.								
Copying from another student during a								

test <b>with</b> his or her knowledge.								
Copying from another student during a test or examination <b>without</b> his or her knowledge								
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.								
Receiving unpermitted help on an assignment.								
Copying (by hand or in person) another student's homework.								
Copying (using digital means such as Instant Messaging or email) another student's homework.								
	<b>Never</b>	<b>Once</b>	<b>More Than Once</b>	<b>Not Relevant</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted.								
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.								
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted.								
Submitting a paper you purchased or obtained from a Web site (such as www.schoolsucks.com) and claimed it as your own work.								
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.								
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.								
Using an electronic/digital device as an unauthorized aid during an exam.								
Copying material, almost word for word, from any written source and turning it in as your own work.								
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.								
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.								
Turning in work done by someone else.								
Cheating on a test in any other way.								
	<b>Never</b>	<b>Once</b>	<b>More Than</b>	<b>Not Relevant</b>	<b>Not Cheating</b>	<b>Trivial Cheating</b>	<b>Moderate Cheating</b>	<b>Serious Cheating</b>



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

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly
Cheating is a serious problem at USF.					
Our student judicial process is fair and impartial.					
Students should be held responsible for monitoring the academic integrity of other students.					
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.					
The types of assessment used in my courses are effective at evaluating student understanding of course concepts.					
The types of assessment used in my courses are effective at helping my students learn course concepts.					

**3. What safeguards do you employ to reduce cheating in your courses? (Check all that apply.)**

<input type="checkbox"/>	None. I do not use any special safeguards in my courses.
<input type="checkbox"/>	Use the Internet, or software such as turnitin.com, to detect or confirm plagiarism.
<input type="checkbox"/>	Provide information about cheating/plagiarism on course outline or assignment sheet.
<input type="checkbox"/>	Change exams regularly.
<input type="checkbox"/>	Hand out different versions of an exam.
<input type="checkbox"/>	Discuss my views on the importance of honesty and academic integrity with my students.
<input type="checkbox"/>	Remind students periodically about their obligations under our University's academic integrity policy.
<input type="checkbox"/>	Closely monitor students taking a test/exam.
<input type="checkbox"/>	Other:

## Demographics

**1. What is your academic rank?**

Assistant Professor	<input type="checkbox"/>
Associate Professor	<input checked="" type="checkbox"/>
Full Professor	<input type="checkbox"/>
Instructor	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

**2. Are you a full-time or part-time faculty member at USF?**

\_\_\_\_\_

Full-time	
Part time	

**3. Sex:**

Female	
Male	

**4. In which of the following Colleges is your primary teaching responsibility?**

- Arts & Sciences
- Business & Management
- Education
- Nursing
- Professional Studies

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

Less than 5 years	
5-9 years	
10-14 years	
15-19 years	
20 or more years	

## Final Comments

**1. Do you have any suggestions on how your campus might improve its policies concerning issues of academic integrity or any additional comments you care to make?**

**2. What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?**

**Thank you for participating in this survey!**

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If you are having any difficulty, please contact Don McCabe at: [dmccabe@andromeda.rutgers.edu](mailto:dmccabe@andromeda.rutgers.edu)  
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