AN EXPLORATION OF THE ACADEMIC HONESTY CULTURE

AT THE UNIVERISTY OF DELAWARE

by

Michael J. Fernbacher

An Executive Position Paper submitted to the
Faculty of the University of Delaware
in partial fulfillment of the requirements for the degree of
Doctor of Education in Educational Leadership

Fall 2019

AN EXPLORATION OF THE ACADEMIC HONESTY CULTURE

AT THE UNIVERISTY OF DELAWARE

by

Michael J. Fernbacher

Approved: _____
Chrystalla Mouza, Ed.D.
Director of the School of Education

Approved: _____
Gary Henry, Ph.D.
Dean of the College of Education and Human Development

Approved: _____
Douglas J. Doren, Ph.D.
Interim Vice Provost for Graduate and Professional Education and
Dean of the Graduate College

I certify that I have read this Executive Position Paper and that in my opinion it meets the academic and professional standard required by the University as an Executive Position Paper for the degree of Doctor of Education.

Signed: _____

Robert L. Hampel, Ph.D.
Professor in charge of Executive Position Paper

I certify that I have read this Executive Position Paper and that in my opinion it meets the academic and professional standard required by the University as an Executive Position Paper for the degree of Doctor of Education.

Signed: _____

Fred T. Hofstetter, Ph.D.
Member of Executive Position Paper committee

I certify that I have read this Executive Position Paper and that in my opinion it meets the academic and professional standard required by the University as an Executive Position Paper for the degree of Doctor of Education.

Signed: _____

Kathleen G. Kerr, Ed.D.
Member of Executive Position Paper committee

I certify that I have read this Executive Position Paper and that in my opinion it meets the academic and professional standard required by the University as an Executive Position Paper for the degree of Doctor of Education.

Signed: _____

Laurie A. Palmer, Ed.D.
Member of Executive Position Paper committee

ACKNOWLEDGMENTS

I would like to thank everyone who has supported me in this endeavor. As it has been a long endeavor, the list is also long. However, there are a few people I would like to particularly acknowledge. To Dr. John Bishop, thank you for providing me with a solid background in research, writing and APA citation through the Master's program in college counseling. To Dr. Hampel, my advisor, thank you for always being available when I needed a form signed, had a question about which classes to take, or wanted a check-in. To the members of my committee Drs. Fred Hofstetter, Kathleen Kerr and Joan Buttram, thank you for not forgetting that you agreed to serve on my committee. A special thank you to Dr. Laurie Palmer who agreed to join my committee at the last hour and while on sabbatical, after Dr. Buttram (not unexpectedly) retired.

I would also like to thank the supervisors I have had during this journey – Ms. Kathryn Goldman, Dr. José-Luis Riera and Ms. Holli Harvey. Thank you for giving me the flexibility to complete classwork and research as needed, and allowing me to step away from work on occasion.

To the faculty and staff who provided access to students, in both the first year seminars and the ELI program. I would not have gotten nearly the level of involvement from students had you not assisted me.

To my parents, thank you for instilling in me the importance of education and of always acting with integrity in all aspects of life.

And a final thank you to my feline companions Salem and Quincy who kept me company during the long nights of reading and writing. The times you pawed at the screen trying to catch the cursor or sat on the keyboard while I was trying to type (usually) brought a smile to my face and helped me forge ahead.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Academic honesty is the cornerstone of any academic institution. Most students coming to the University of Delaware likely know that copying from another student during an exam is wrong and that cutting and pasting words from a website and not including a reference is plagiarism. And most students would say that if they were caught doing the above actions, they would be punished. But the academic honesty policy at the University and the consequences of violating the policy are much more nuanced. Faculty are expected to be on the front line of not only enforcing the academic honesty policy, but also informing students of the policy itself.

This Executive Position Paper examines both faculty members' and students' awareness of the academic honesty policy at the University of Delaware and how they learned of the expectations and consequences, and explores if an online education program for students increases this awareness.

A brief summary of the history of dishonesty is followed by a discussion of some of the characteristics which indicate the propensity for dishonesty. A review of academic honesty activity (i.e., conduct cases adjudicated by the Office of Student Conduct) at the University of Delaware concludes the first section of the EPP.

The second section describes the collection of qualitative data from both students and faculty, via interviews and focus groups. The data collection was focused on their understanding of the academic honesty expectations, how they came to know these expectations, and their thoughts on ways to increase knowledge of the same. After

analyzing the data, it was determined that most students, and many faculty, do not have a comprehensive understanding of the academic honesty expectations at the University of Delaware. For example, while most interviewees could identify plagiarism and cheating as components of the academic honesty policy, few were able to provide details regarding other types of behaviors included in the policy (specifically fabrication and academic misconduct.) Some interviewees also erroneously described behaviors not included in the policy. Finally, both faculty and students had limited understanding of how alleged violations of the academic honesty expectations were resolved and the consequences when dishonesty was determined.

The third section describes the creation of a website known as the Academic Honesty Awareness Program or (A.H.A. Program.) The website contains information on the University of Delaware academic honesty policies and consequences; discussions regarding factors contributing to academic dishonesty and who is impacted; real-life examples of academic dishonesty; and campus resources to help students avoid academic dishonesty. The process for collecting quantitative data, via a pre-test, review of the A.H.A. Program and a post-test is described. The quantitative data shows an increase in knowledge of the policies, thus demonstrating that some sort of computer-based education is worthwhile.

Finally, recommendations based on the research are shared. Options for dissemination of the A.H.A. Program are presented, as are suggestions for raising awareness of academic honesty expectations for faculty and the larger University of Delaware community.

Chapter 1

ACADEMIC HONESTY, NATIONAL & LOCAL

Introduction

Concerns about academic dishonesty have been around for a very long time. Civil service applicants in ancient China were searched before being allowed to take exams, which were conducted in individual cubicles (Bushway & Nash, 1977). Research on academic dishonesty began at "the turn of the century, with the earliest studies conducted in the fields of education and educational psychology" (Crown & Spiller, 1998, p. 683). The increased use of technology (specifically the Internet for finding material easily cut and pasted into papers and smartphones for access to information with a tap of a finger) makes it more important than ever to instill in students the importance of academic honesty. And Nonis and Swift (2001) found that college students who believed cheating and other dishonest acts to be acceptable were more likely to be dishonest after graduating and joining the workforce.

Historical and National Background

While some foundational studies on academic honesty were published in the first third of the 20th century (Brownell, 1928 and Campbell, 1935) and Bowers published his seminal work *Student Dishonesty and its Control in College* in 1964, most research has taken place in the past 30 years. Most of this recent research has focused on 1) factors which contribute to students' dishonesty; 2) acts students consider to be dishonest; and 3) changes in the frequency and types of academic honesty violations.

Contributing factors

Gender

Early studies of cheating (Bushway & Nash, 1977) indicated male students were dishonest more frequently than females. However, more recent studies have demonstrated female students are on par with male students (Forsyth, Pope & McMillan, 1985 and Newstead, Frankyn-Stokes & Armstead, 1996) or even surpass males (Graham, et. al., 1994). This might be the result of "a convergence in role requirements among males and females in collegiate settings" (Crown & Spiller, 1998, p. 686) meaning that women in the past were socialized to follow rules and obey authority more than males. McCabe and Treviño (1996) suggested the increase in dishonesty among females may be due to more females choosing such formerly male-dominated majors as science, engineering and business, majors which overall have more instances of cheating. However, Matthews (1999) found "a real difference … between the attitudes of men and of women students

toward actions involving honesty. Men seem to be able to justify more [dishonest] actions than women" (p. 506).

Age/Grade Level

Franklyn-Stokes and Newstead (1995) and Diekhoff et al. (1996) found that younger college students are more dishonest than their older classmates. Maturity may be one explanation for this difference. Miller, Murdock, Anderson and Poindexter (2007) proposed "age has … been related to the development of self-control, which is negatively correlated with cheating behavior" (p. 13). As a result, an "individual's level of cognitive moral development strongly influences the person's decision regarding what is right or wrong" (Treviño, 1986, p. 602).

Younger students are not yet acclimated to college-level academic responsibilities (caused, perhaps, by time management and study skill deficiencies), so they would be more likely to be unprepared for exams, leading to more cheating. This difference may also be the result of underclass students taking introductory courses as general education requirements or for exploratory purposes. As a result, students may not be particularly interested in the course material, or may not see its long-term applicability. Students in upper-level classes are usually more invested because they see the value of the material. Upper-level classes usually have fewer students, so it is harder to cheat. The students in these smaller classes often are able to build a more personal relationship with their faculty members, so they are less likely to disappoint these faculty members by acting dishonestly.

Ability/GPA

Bushway and Nash (1977) found "the majority of studies indicate that students who are lower in intelligence or school achievement may cheat more frequently" (p. 624). Crown and Spiller (1998) report multiple studies which also support this finding. Reasons for this include less investment in the educational process, lower overall aptitude, and a desire to compete with more intelligent classmates. "Most of the research indicates a strong negative correlation between intelligence and cheating" said Barnett and Dalton (1981, p. 547).

Major

Business and natural science majors tend towards dishonesty more often than arts and social science majors (McCabe & Treviño, 1996 and Newstead & Franklyn-Stokes, 1995). I believe this may due to competition for jobs in these disciplines and the greater relative ease of copying numbers, mathematical computations, and chemical processes which are more prevalent in business and natural science. Newstead, Franklyn-Stokes and Armstead (1996) suggested business and engineering students are focused more on obtaining concrete skills while liberal arts majors are learning broader skills that are transferable. Ashworth, Bannister and Thorne (1997) interviewed a student who had a friend "who is doing science and a lot of that is fact and so it is probably easy to go and copy it, because all the lecturer is looking for is facts. But, for my humanities course it is more about your own ideas and theories and so on" (p. 197).

Environment

Having a well-established and strongly-enforced honor system has been shown to decrease academic dishonesty. McCabe, Treviño and Butterfield's 1999 study of schools with and without honor codes found

> the presence of the honor code[s] … influence … the way students think about academic honesty and dishonesty. Code students sense that they are part of a special community that demands compliance with certain standards in exchange for the many privileges associated with honor codes, such as unproctored exams and self-scheduled exams. (p. 230).

The presence of an honor code may also decrease the likelihood students will resort to cheating in order to remain competitive with their classmates. If others are getting high grades by cheating (more likely at a non-honor code school), students may feel they must also cheat, to ensure they receive a grade similar to those who cheated first (McCabe & Treviño, 1997).

Class size also contributes to increased incidents of dishonesty. Large lectures can make students feel anonymous, less connected to the material or the professor. Students may be less likely to ask questions, so they would have less understanding of the material. Close proximity to other students during exams (often administered as multiple choice true/false or matching questions, with answers filled in on a Scantron sheet) may lead to opportunistic cheating.

What is a dishonest act?

For many students, being dishonest may be more a result of ignorance than of intent. Differing expectations (or more importantly, differing enforcement of similar expectations) from high school to college may result in students violating policies without knowing it. Chisholm (1992) found "students may lack knowledge or understanding about what academic dishonesty is, where the boundaries are, how it is defined. Students are taught different, looser standards in high school and have to learn university standards" (p. 265).

Plagiarism may be the area where the most misunderstanding between acceptable and unacceptable behavior exists. Kessler (2003) stated that "While punishments for [cheating] are clear, there are areas of confusion regarding the technical definitions. Nowhere is that confusion more evident than when navigating through the myriad definitions of plagiarism" (p. 58). Gullifer and Tyson (2010) determined that "apart from a clear understanding of verbatim use of other people's work without referencing, students had difficulty comprehending 'grey' areas (e.g. ability to comprehend and paraphrase work with due citation)" (p. 469). These authors also believe that teachers and administrators need to do more than simply make plagiarism policies (and tips for avoiding plagiarism) available. They must be actively involved in teaching students the process of properly researching and citing (Gullifer & Tyson, 2010).

There is also a divide between what students and teachers/administrators define as dishonest. Stephens and Nicholson (2008) found that students did not view working with another student on a homework assignment as an act of academic dishonesty, while

teachers did. Thomas and Sassi (2011) described the scenario of teacher "Jane" who believed one student asking another student "How was the quiz?" or "What topics were on the test?" would be academic dishonesty (because it gave the student asking an academic advantage). The students considered this as nothing more than small talk among friends. Craig and Evans (1990) also found this same phenomenon: "Teachers were stronger and more uniform than students in their understanding that cheating includes giving as well as receiving unauthorized advance test information" (p. 47).

Even when students and teachers agree that a behavior is academically dishonest, students often see the behavior itself as less serious. Mordock and Stephens (2007) demonstrated that while students and faculty listed 17 behaviors similarly as to what was and was not considered cheating, the students rated all these behaviors as less egregious than did the faculty.

While students may be aware of academic honesty policies, they may choose to act in dishonest ways for a variety of reasons. In conducting semi-structured interviews to determine students' belief-behavior incongruity (what they believe versus what they do) Stephens and Nicholson (2008) identify four types of students:

1. Unable and ashamed – students who lack the intelligence or preparation to do well so they act dishonestly to cover up these deficiencies

2. Under-interested and indifferent – students who are not interested in learning, but rather just in getting passing grades; they may see school as a means to an end (graduation, job, etc.)

3. Under pressure and exasperated – students who are competitive with grades (often

   in order to get into a good college or graduate program) and feel pressure to keep

   pace with others who are cheating

4. Unreflective and unrepentant – students who do not think much of the impact of

   their cheating but may believe it is justified

Changes over time

McCabe, Treviño and Butterfield (2001) found that over a ten-year span,

academic dishonesty increased in prevalence throughout all types of institutions. They

also determined that contextual factors (like peers' perceptions of how much others were

cheating) fueled this increase.

McCabe and Treviño (1993) used the landmark work of Bowers (1964) as a

framework for a similar study 30 years later. Their research found that overall dishonesty

increased by 10%, yet the forms of dishonesty (how students cheated, plagiarized, etc.)

did not change significantly. See Table 1 for more specific information.

Table 1

*Percentage of Students Admitting to Selected Cheating Behaviors, 1963 and
1993*

	1963	1993
Tests/Examinations		
Copied from another student	26%	52%
Helped another student cheat	23%	37%
Used crib notes	16%	27%
Written Work		
Copied materials without footnoting	49%	54%
Falsified a bibliography	28%	29%
Turned in work done by another	19%	14%
Collaborated on assignments requiring individual work	11%	49%

(McCabe & Treviño, 1993, p. 31).

Diekhoff et al. conducted an initial study of cheating in 1984. Their first follow up study ten years later revealed that dishonesty increased "significantly." They also determined that cheaters in 1994 were 1) less mature; 2) less likely to confront others who were cheating; 3) more likely to rationalize their dishonesty; 4) less committed to obtaining their degree; and 5) receiving lower grades (Diekhoff et al., 1996).

In a second follow up study in 2004, Vandehay, Diekhoff and LaBeff found that while some types of dishonesty had decreased and others types have increased, the overall levels had not significantly changed. The 2004 study found that some noteworthy characteristics differentiating cheaters from non-cheaters in 1994 (such as athletic team membership, scholarship recipients, and employment status) were not significant in the 2004 study (Vandehay, Diekhoff & LaBeff, 2007).

A review of the literature on academic honesty indicates the concern about student cheating and dishonesty has a long history. The methods students use to be dishonest have changed over time. For example, the *Wall Street Journal* recently chronicled a rise in the number of "contract-cheating" websites – sites presented as sources for tutoring or general help, for a fee, but in actuality can provide anything from "$15 for quick math assignments to a few hundred dollars to complete entire online courses" (Hobbs, 2019, p.1). The environmental factors that contribute to a culture of dishonesty and the tactics faculty and administrators use to combat dishonesty have also changed. However, dishonesty continues to plague all levels of education.

University of Delaware Background

I have worked in the Office of Student Conduct at the University of Delaware since 2001. Beginning in 2004, I gained responsibility for managing all academic honesty violations involving undergraduate students reported to the Office. (Based on the structure of the student conduct process, violations involving graduate students are adjudicated by the Associate Vice Provost for Graduate and Professional Education in the recently-created Graduate College.) Since 2004, the number of reports has been relatively constant, except for one year when the number spiked significantly (Table 2). That was the result of copying across multiple sections of an introductory business course, which was discovered because of electronic tags assigned to the works submitted by each student. Each was supposed to have a unique tag, but multiple students had the same tag, indicating they either copied from others or shared their work.

Table 2

Academic Honesty Cases Involving Undergraduate Students at the University of Delaware

Academic Year	Total Cases
2010-2011	159
2011-2012	270
2012-2013	176
2013-2014	201
2014-2015	191
2015-2016	146
2016-2017	148
2017-2018	169
2018-2019	138

(Office of Student Conduct, 2014; Office of Student Conduct, 2019)

I believe these numbers represent only a portion of the academic dishonesty incidents which have occurred at the University. Both the Student Guide to University Policies (University of Delaware, 2019a) and Faculty Handbook (University of Delaware, 2019b) require faculty to report cases of dishonesty to the Office of Student Conduct. Using McCabe and Treviño's (1993) lowest percentage of students who admitted to dishonest behavior (14%, turned in work done by another) and the current undergraduate student population at the University (19,500) one would expect at least 2,730 reports of academic dishonesty in a typical year. Using a higher percentage (53%, copied from another student) the number of expected reports would jump to 10,335.

Jendrek (1989) found that only 20% of faculty members followed university rules for reporting violations. Faculty may be reluctant to confront or report students because they feel their role is primarily educator, not enforcer (Davis, 2011). Kidwell, Wozniak, and Laurel (2003) suggested that faculty give students the benefit of the doubt and would report only blatant violations of policy. Similarly, Nuss (1984) found that the severity of the violations affected whether or not faculty reported infractions. Faculty may be reluctant to report dishonesty for fear of poor course evaluations, negative reactions from colleagues, or lawsuits (Fontana, 2009).

The types of violations that have occurred in recent years at the University of Delaware have also remained relatively constant. The four categories in the Student Guide to University Policies are:

1. *Plagiarism* – the inclusion of someone else's words, ideas, images, or data as one's own

2. *Cheating* – an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information that has not been mastered.

3. *Fabrication* – the use of invented information or the falsification of research or other findings.

4. *Academic Misconduct* – any other act that disrupts the educational process or provides a student with an academic advantage over another student (University of Delaware, 2019)

Plagiarism and cheating are the most prevalent. Fabrication and misconduct occur infrequently (Table 3).

Table 3

Instances of Dishonesty by Undergraduate Students in Four Categories

Acaddmic Year	Plagiarism	Cheating	Fabrication	Misconduct
2014-2015	44	140	2	5
2015-2016	32	109	5	0
2016-2017	34	104	2	8
2017-2018	31	110	5	23
2018-2019	29	96	9	4

(Office of Student Conduct, 2019)

As noted earlier, business and engineering students tend to be more dishonest than other students (Newstead et al., 1996). This is borne out by the numbers here at the University of Delaware.

12

Table 4

Dishonesty Cases by College, 2018-2019 Academic Year

College	% of Undergraduate Student Body	# of Students who Violated	% of Cases
Agriculture and Natural Resources	4.4	3	2.1
Arts and Sciences	44.4	44	32.1
Earth, Ocean and Environment	2.1	0	0.00
Education and Human Development	4.9	8	5.8
Engineering	12.5	25	18.2
Health Sciences	13.7	12	8.7
Lerner Business and Economics	17.7	33	24.0
Other	n/a	12	8.7

(Office of Student Conduct, 2019)

Finally, gender representation in dishonesty cases is consistent with Bowers' (1964) findings, but divergent from more recent findings (Forsyth et al., 1985; Graham, et. al., 1994; Newstead et al., 1996).

Table 5

Gender Breakdown of Undergraduate Students who Violated the Academic Honesty Policy, 2018-2019 Academic Year

Gender	% of Undergraduate Student Body	# of Students Who Violated	% of Cases
Male	43	85	53
Female	57	74	47

(Office of Student Conduct, 2019)

Student perceptions at UD

As the primary manager of academic honesty cases, I meet with students charged with violating the academic honesty policy. In those meetings, students very often say they read the Student Guide to University Policies only *after* being charged. Some students admitted that if they had read the Student Guide (or otherwise been aware of its

contents) earlier, they might not have been involved in an academic honesty violation. Similarly, some students said they did not read the course syllabus entirely. They acknowledged that if they had read the syllabus thoroughly, they would have realized their actions were prohibited by the professor who reported them.

In cases involving plagiarism, students have stated they were never taught proper citation methods. However, most understood that simply cutting and pasting information is plagiarism, even when their papers clearly include word-for-word copying without citation. Students also tell me they just forgot to add the citation.

Students at the University, obviously, come from a variety of states and high schools. I was interested to see if there was similar variety in their exposure to academic honesty awareness in high school. As part of a course taken during my doctoral coursework (EDUC 850 Qualitative Research in Education), I conducted interviews with five students (three males and two females, one of whom was a sophomore, two who were juniors and two who were seniors). The following themes were identified.

Theme 1: Students have been exposed to academic honesty throughout their schooling.

Academic honesty is not a new concept introduced only in high school. Every student mentioned they heard about academic honesty earlier than high school - mostly in middle school or even earlier. One student stated "The first time I was really introduced to [academic integrity] was in third grade." Another student believed "It wasn't really introduced in high school, it was kind of re-inforced – like we already knew it, but just needed a reminder."

Theme 2: There is variety in how academic honesty was presented in elementary and high school.

While all interviewees agreed they had been exposed to academic honesty expectations, there was divergence on how these expectations were presented. There was not one specific and common method (such as an all-school assembly) that introduced students to the concept. Many students, though, did recall their English teachers talking about it, even if it was in a perfunctory manner or as simply a reminder not to plagiarize. One student said he suspected the principal or "someone like that" probably spoke to the student body about academic honesty, but he could not recall a specific time, or what exactly was said.

Theme 3: In college, honesty is discussed more consistently, but in a cursory fashion.

There was more consensus among the students that academic honesty expectations were presented by most faculty members at the University. However, this discussion was usually early in the semester (most often during "syllabus week" as one student described the first week of the semester.) and in a limited manner, as demonstrated in the following comments:

- It's always just quick… the standard thing on every syllabus "Academic honesty" in bold, then below it "We follow the rules of the University."
- It's always written out fully in the syllabus but they rarely mention it.
- Just about all of them go over it, but I've only had two who have gone in depth about it.

Theme 4: Students have similar definitions of academic honesty and usually know when they are violating these expectations.

I specifically asked each student to define academic honesty. Everyone defined it by using such words as "doing your own work" or "being honest about your effort." Some referred to not plagiarizing or not cheating and one added "not fudging" (which he described as "knowing what the answer is supposed to be and then filling out a lab report to get to that.") Yet none specifically stated any of the categories of dishonesty detailed in the University's academic honesty policy. I found this very interesting because all those interviewed were student leaders (resident assistants or orientation leaders) and had been exposed to the policy during training sessions I facilitated.

Chapter 2

ASSESSMENT OF THE UD ACADEMIC HONESTY CULTURE

Goal of the Executive Position Paper

This doctoral research had two goals. First, to evaluate if the completion of online education on academic honesty would result in students gaining a better and more uniform understanding of University of Delaware academic honesty policies and consequences. Additionally, the online education would provide students with broader understanding of the moral and ethical implications of acting with integrity, as well as the consequences for the larger community when academic honesty is not maintained. The second goal was to gauge both student and faculty perceptions of the academic honesty culture on campus, learn how they became aware of academic honesty expectations and find out how information on this topic might better be disseminated.

The inspiration for an online program focused on academic honesty was alcohol.edu, an online educational program instituted at the University of Delaware approximately eight years ago. Much like academic honesty, students arrive at college with a wide range of understanding of the impact of alcohol, primary and secondary effects of consumption, and how to reduce risks associated with drinking. While most students know it is illegal to consume alcohol while under the age of 21 (and therefore

also a violation of the University's alcohol policy), there are a number of nuances to the alcohol policy that go beyond the "don't drink underage" prohibition. There has been much attention (and money) spent by the University on alcohol awareness during the 15 years I have worked here, with slight, but measurable, decrease in the rates of consumption, especially underage consumption. If similar attention, time and energy were spent on academic honesty awareness, incidents of dishonesty would likely decrease.

There is precedent and support for mandatory online education at the University. As discussed previously, all incoming students must complete alcohol.edu, which contains information on alcohol use and ways to minimize risks associated with drinking. Students who do not complete alcohol.edu will have a registration hold placed until it is completed. Additionally, in accordance with federal guidelines regarding Title IX, all University community members (students, faculty and staff) must complete annual online training about sexual assault, sexual harassment and dating/domestic violence. If students do not complete both these online trainings by the expected deadlines (typically by the beginning of their first semester on campus), they cannot register for classes for the upcoming semester until the trainings are completed.

Required completion of a program of this type should increase students' awareness of the University's academic honesty policy, learn more about possible consequences if the policy is not followed and make students aware of University resources. Requiring students to complete the program would also demonstrate the University's commitment to academic honesty. As McCabe, Butterfield, and Treviño

(2012) found, "a campus that works hard to achieve a high level of understanding and acceptance of its academic integrity policies … will significantly affect the behavior of students" (p. 122).

As noted, I am the main contact in the Office of Student Conduct for academic honesty concerns and I believe many faculty know of this job responsibilty. I have attended faculty meetings for various departments over the years to discuss both proactive and reactive responses to dishonesty. I have also had faculty members say they were referred to me by colleagues. I think I can parlay this association into leadership on campus in the effort to institute a program of this type.

Different Understanding of Academic (Dis)Honesty

Students coming to the University have many levels of exposure to and understanding of academic honesty expectations. For those enrolling directly from high school, there may be limited knowledge of what is considered dishonest or of citation formats. Transferring students may be familiar with the academic honesty policies of their prior institution, which may be different from the University. For example, some institutions, such as the University of Virginia, have a prohibition against multiple submissions, meaning students may not submit the same paper for more than one course, unless explicit prior approval is received from faculty members (Regents of the University of Virginia, 2012). The University of Delaware has no such prohibition, although individual faculty members may. Additionally, incoming students generally expect that college will be different in regard to incidents of and responses to academic

19

dishonesty (McCabe et al., 2012). Yet they rarely know the specific policies or consequences at their new school.

There is also no directive or campus-wide standard that every student entering the University of Delaware must be provided information about academic honesty policies (or more broadly the entire Student Guide to University Policies). Therefore, there is no opportunity for all students at the University to gain a common understanding of the policies specific to this academic community.

Orientation might be one place in which this could occur. However, as orientation is currently structured (a one-day format), there are numerous offices that want the chance to present information about their operations, and there is not sufficient time for all of them to do this.

Another opportunity where information might be presented to students in a systematic manner would be in a first-year seminar, a one-credit class to help freshmen acclimate to life in college. However, not every incoming freshman takes the same version of this seminar. For students in the College of Arts and Sciences, most take UNIV 101 First Year Seminar, which is coordinated through the FYE/LIFE Program. That office sets some standards regarding topics which all instructors must include in the seminar. Academic honesty is one of the required topics, but there is not a prescribed format for presenting this topic. While students in other colleges take a similar course (such as MAST 100 Marine Science Colloquium I in the College of Earth, Ocean and Environment and EGGG 101 Introduction to Engineering in the College of Engineering), each college designs the curriculum independently.

Research Participants

To gather qualitative data, I conducted individual interviews with undergraduate students and faculty members. In addition, a number of focus groups with undergraduates were conducted. Individual interviews were between 30 and 45 minutes in length. The focus groups, which each consisted of three to eight participants, were approximately 30 minutes in length. Details of the process for the interviews and focus groups, as well as discussion of the data collected, follows.

To gather quantitative data, I contacted a number of instructors of the First Year Seminar and asked for permission to allow me to engage students in completing a three-part exercise: a pre-test, reviewing an online program, and a post-test. These instructors administered the three parts of the exercise; I did not interact with the students, for fear of possibly influencing the data collected. More details of the process used to collect the data, as well a discussion of the results, follow.

Faculty Perceptions

I chose to collect qualitative data from faculty, as I believed this method would result in more robust data than a survey. I chose faculty with whom I had pre-existing relationships. Approximately half of those relationships were based on my interaction with the faculty members when they reported cases of academic honesty to the Office of

Student Conduct. My relationships with the other faculty were cultivated by working with them on University committees.

I conducted interviews with 11 faculty members. Of the 11, nine have appointments within the College of Arts and Sciences (with one of those primarily affiliated with the Associate in Arts program). The remaining two represent the College of Health Sciences and College of Business and Economics. Five of the faculty members currently serve or previously served in an administrative role in their college, such as department chair, associate chair or program director.

Most faculty have been at the University for some time – all but one have been employed by UD for at least 10 years. The one with less than 10 years of employment is in his second year at the University.

Interviews were all conducted in person. For most, I conducted the interviews in the faculty members' offices. A few were conducted in my office. Each interview lasted approximately 30 to 45 minutes and consisted of 10 initial questions. See Appendix C for the interview protocol. All interviews were recorded using a digital recorder. After each interview, the recording was downloaded and encrypted on both my personal laptop and an external storage device. Each file was given a unique, but anonymous alpha-numeric identifier. All interviews were transcribed by me, as I found during my doctoral work that self-transcription (rather than having another individual do it) allowed me to become more familiar with the information and start to identify themes and trends. Most interviews were transcribed with one week of the interview.

Each of the questions posed to the faculty members was typed on a separate page of a document, then responses from each were listed below (using their unique alpha-numeric identifier.) Once all interviews had been transcribed, I reviewed each question, and began to identify themes. I highlighted certain passages which were congruent with particular themes. Table 6 lists the major themes identified as a result of the interviews with these faculty members.

Table 6

Key Themes Identified from Faculty Interviews

1. Most students want to act with integrity, but a variety of pressures cause some to commit academic dishonest acts.

2. Faculty have not received training regarding the academic honesty policy or process for reporting violations of the policy.

3. More support from University administration would help raise awareness of the academic honesty policy and procedures.

4. Faculty members are not in strong support of a required online training module focused on academic honesty.

Theme 1: Pressures Causing Dishonesty

Faculty members were asked how they would describe the overall academic honesty culture at the University. One recalled their undergraduate college experience, where they "every semester … had to sign a statement, so that was much more, you know, in my face, and I don't think it is here." Another described the culture as "very professor-based. Like some professors take it really seriously and know all the rules and procedures here, but other professors would prefer not to think about honesty and

23

dishonesty in the classroom." A third believed that most students want to, and do, act with integrity, but for those who decide not to, there is not much stigmatization about dishonesty. Overall, the 11 faculty members felt that most students at the University act with integrity. For those students who do not, it is the result of lack of skill, poor time management, or pressure to get good grades.

When asked to describe how the academic honesty culture has changed over the years they have been at the University, most faculty members said there has not been a significant change. There will always be a small percentage of students who will act dishonestly. A number of faculty members noted the impact technology has had on the academic honesty culture. A few mentioned the Internet as significantly changing how students do research and the greater ability to find material at the click of a mouse, leading to more plagiarism. Another faculty member was concerned about the increased use of online tests, specifically in mathematics. "So much of the work has migrated from paper testing to online testing, and just the incredible capacity that cell phones bring to completing math problems."

Theme 2: Training (Not) Received

One of the clearest themes was in regard to training and academic honesty expectations. When asked if, when first hired, they received any training on how to handle instances of academic dishonesty (or even what would constitute a violation of the University's academic honesty policy), all faculty members stated that received none. Many responded almost immediately when asked this question, even though their initial

hire date was many years ago. As one faculty member explained, "There was no orientation here in the department. It was just 'Here are your keys, there's the secretary to ask about x, y, z. Good luck.' No training, no mentoring."

Similarly, faculty members said they have not received much information or guidance from their department chair or dean regarding academic honesty expectations or procedures. As one faculty member said, "I don't think my chairs have done much. I think we have a little bit of a 'head in the sand' attitude, to be honest." Another said there was no information from the dean, but the new department chair asked many questions after arriving at UD about three years ago, and also has made suggestions for procedures or syllabus enhancements. This faculty believes it is because the new dean likely dealt with "a number of lawsuits" before coming to UD.

One faculty who is currently an administrator admitted, "I don't believe I ever received any guidance from my department chair about [academic honesty] when I was a rank and file member of the faculty. And I don't know that I ever offered any guidance as department chair." Another administrative faculty explained the lack of standardized training as follows: "Like so many things associated with work, we deal with problems when they emerge, rather than planning for the possibilities of them happening. We react instead of plan."

Faculty who work with graduate students, however, stated that they have shared information, tips, and suggestions with the graduate students, likely because they know the graduate students are new to their role and possibly the University as well. As one faculty member explained, "The supervisor of the 100 level courses, who is also the

interim associate department chair, held a meeting with all the graduate student instructors to explain to them procedures on how to give a test. You know, the separation of desks, making sure that everyone has their phones away, announcing that, writing it on the board, making it very visible to them, walking around the class."

Theme 3: Increasing Awareness

Faculty members were asked what could be done across campus to increase awareness of the academic honesty policy. A number mentioned augmenting the first-year seminar so freshmen were introduced to academic honesty expectations early on. But one also mentioned that this topic must be continuously discussed and reinforced, so there should be places beyond the first year where academic honesty conversations are incorporated. That same faculty member, though, noted that "I think this is somewhere faculty don't want to go, and understandably. They say 'Look, I'm responsible for teaching exercise physiology … academic honesty is not my wheelhouse. It's not what I was trained to do.' "

A number of faculty suggested that inviting the Office of Student Conduct staff to attend a faculty meeting would be beneficial. Information shared during these faculty meetings could include the academic honesty policy itself, the process for reporting violations and, more importantly, ways to decrease dishonesty. A few suggested the Center for Teaching and Assessment of Learning should take a lead role by incorporating academic honesty discussions in Teaching Assistant training.

One respondent noted that academic honesty was more broadly a values issue and it should be approached in that manner. That faculty member said the values of the University should be encapsulated in both the University's mission and the Blue Hen Values statement. However, in reviewing both those documents, neither specifically mentions academic honesty as a core value. As this faculty member noted, "We have strong academic freedom statements for faculty, but we don't for students. The only time we address [students'] academic freedom is when they are violating our policies. You don't have the freedom to cheat."

When faculty members were asked specifically what the upper administration (president, provost, deans) could do to increase awareness of academic honesty expectations, many felt that a strong statement from the upper administration would be important. Examples of responses include:

- Our department chair is motivated by the dean. The dean is motivated by the provost. So when the provost motivates people, they get motivated.
- I think it's like most of the other areas where we want to shift culture – there has to be a statement from the administration about the significance of the issue and why it's a significant issue to help reinforce it at a … symbolic level which then can be applied as you trickle down.
- Things that come from above always have more weight. So if something came out of the provost's office, out of a dean's office to the department chair ...

When faculty have faced issues regarding academic honesty, they typically have gone to colleagues in their department for guidance and suggestions. As one faculty member said, "Talking to colleagues [asking] 'what are you doing?' or 'How would you handle this?' " is how these issues are typically resolved in her department. Another noted that when she encountered an issue and spoke to a colleague, that colleague referred her to the Office of Student Conduct.

When asked about what measures they use to make students aware of the academic honesty policy, nearly all faculty members mentioned syllabus statements. A few faculty mentioned they included such a statement on the recommendation of a colleague. Another noted that her department has a centralized site where standard language on academic honesty, excused absences and other policies is located and faculty can pull from that site if they wish. Most felt the syllabus statement was effective, but one admitted the syllabus statement "is probably not very effective, if at all, if I am to be completely honest." At least two faculty members stated they discuss academic honesty expectations, via the syllabus statement, at the beginning of the semester, but rarely again.

Another technique faculty members use to reduce dishonesty is to rewrite tests regularly. One faculty member said he creates new exams each semester so that "even if it was a course I had taught before, I never repeated a test, so if there was a copy being shared around, it wouldn't have done any good." Another faculty member does not completely re-create exams each semester, but rather does an item analysis and removes

any question that 90% of students got correct. In the faculty member's opinion, that is sufficient to make a test that is leaked ineffective as a cheating method.

Student Perceptions

Qualitative data was collected from students through both individual interviews and focus groups. Sixteen participants were first-year students (three individual interviews, 13 focus group participants); seven were upper-division students (sophomores, juniors or seniors.) For individual interviews, I reached out to upper-division students I interacted with in the context of my job. I simply asked if they would be willing to talk with me. None declined. For the first-year students, after they participated in quantitative data collection (described below), they were invited to also participate in an interview. To engage students in the focus groups, I worked with three instructors of the First Year Seminar to offer students the opportunity. All three instructors allowed these students to use the focus group participation as credit for completing an assignment within the seminar.

The questions asked of the students were substantially similar to those asked of the faculty. See Appendix A for interview protocol used for first-year students and Appendix B for upper-division students. All interviews were conducted in my office. Similar to the faculty interviews, student interviews were digitally recorded, downloaded encrypted and assigned a unique alpha-numeric identifier. I used a similar technique for organizing the transcribed answers and coding of information to identify themes.

For the focus groups, two were conducted in a conference room within the Office of Student Conduct. Two instructors of the First Year Seminar escorted students from their class to the building in which the Office of Student Conduct is located. For the third focus group, I met the students in their classroom at the conclusion of a meeting of their First Year Seminar. This was done for the convenience of the students, as their class was some distance from the Office of Student Conduct, while the classrooms for the first two focus groups was a short walk away.

Information collected in each of the focus groups was recorded, downloaded, encrypted and identified in a similar fashion to the individual interviews. The same techniques for organizing this data (each question on a separate page, with answers below) was used to analyze and identify themes. Table 7 lists the major themes identified as a result of the interviews with these students.

Table 7

Key Themes Identified from Student Interviews and Focus Groups

1. Students usually describe academic honesty only as not plagiarizing or cheating. Many understood the importance of acting with honesty.

2. Students receive information regarding academic honesty expectations at the beginning of the semester, but rarely after that.

3. Students have observed dishonesty by other students.

4. Most students understand that academic honesty is more serious in college than in high school.

5. Students think a required online training module on academic honesty would be beneficial. Most responded positively to the A.H.A Program.

Theme 1: Knowledge About and Importance of Following Academic Honesty Policy

When asked to describe the academic honesty policy at the University, most students, both first-year and upper-division, mentioned the expectation to not cheat or not to plagiarize. When discussing plagiarism, the overall explanation was not to cut and paste and to "give credit where credit is due." Only two individual students and one student from a focus group mentioned the importance of citing paraphrased material.

The academic honesty policy, as included in the Student Guide to University Policies, includes four categories of behavior that are prohibited: plagiarism, cheating, fabrication and academic misconduct. No student specifically identified the categories of fabrication or academic misconduct. For the upper-division students, this was somewhat surprising to me, as many of them were campus leaders (Resident Assistants, New Student Orientation Leaders) who were trained by the Office of Student Conduct on all policies, including the academic honesty policy.

Students were asked why it is important to act with integrity and follow academic honesty policies. A number of students noted that maintaining academic integrity ensures that they learn the material being taught. Others noted that it is important to know information when searching for a job post-graduation: "There would be no point of going to college if you're going to cheat all the time because then when it comes time to get a job, they want someone qualified, not someone who just got good grades." An upper-division student explained this same idea as "If they are not learning, what's going to happen when they leave the University and go into a job? If they don't actually know

skills, it could be a safety issue … or a kind of deception to the company they were hired for."

Theme 2: Information about Academic Honesty

In regards to the question of the culture of academic honesty on campus, most first-year students felt expectations were clear, primarily through statements on syllabi. One student explained, "It's pretty prevalent because I've heard a lot of things about academic honesty, like five times at least in the past week alone." This student was interviewed in late September, approximately four weeks into the semester, when, typically, the first wave of exams occur, so this statement makes sense.

Upper-division students had a different take. Many felt that discussions of academic honesty occurred only at the beginning of the semester, specifically during "syllabus week," which was described as the initial week of the semester when faculty reviewed the syllabus and set expectations for the course. Only rarely did upper division students recall faculty discussing academic honesty at length at other times of the semester. One student believed faculty should mention academic honesty more frequently: "I think some teachers, especially the ones I have, could say something more about, just that we do have the policy, because I don't recall a lot of them saying that. I know we do [have a policy], but some might not. So point it out, like, 'don't send lab notes out, you shouldn't.' " Another student described her experience with faculty discussing academic honesty as follows: "I don't think any of my faculty have talked about it in depth. They would say 'you can read about the honesty thing in the syllabus.

It's there, you can read it. If you have any questions, ask me' but they didn't say 'let's go over this.' "

First-year students said they were introduced to academic honesty expectations through New Student Orientation or during their First Year Seminar class. One student in particular recalled a discussion with her New Student Orientation Leader regarding the importance of academic honesty in college, and that there would likely be times when a student might think about being dishonest. The Orientation Leader said it's just not worth it, though.

Theme 3: Observing Dishonesty

Students also discussed knowing or observing other students being dishonest. A number of students mentioned being asked for lab results or lab reports from others. An upper-division student explained that she has observed cheating and dishonesty and it made her mad, because she works hard to achieve the high grades she does. When asked if she has ever confronted students who were cheating, she said she has, but only if it personally affected her – such as someone trying to cheat off her during an exam or asking for notes or past tests.

One student described a situation of overhearing some students talking in the dining hall and sharing answers on an exam:

> We had a test online, and me and my friend took it. … We were sitting at a lunch
> table and there were other people sitting in front of us talking about the exam,
> telling this girl about the questions that were on it. And they would tell her them.

We were texting each other, like "what are they doing. What should we do?" We were in a situation of should we just leave or what? We just left. We didn't know what to do, so I had to get myself out of there.

Theme 4: Academic Dishonesty is More Serious in College

Students also seemed to be aware that the University has consequences for violating the academic honesty policy, but they were not as certain what the specific consequences are. One student commented "In high school, maybe you'll just get a zero on what you're handing in, like a paper or test. But I think here, you could potentially get kicked out of school." And another described sanctions as "harsh, but it can, I don't want to say scare people but just make sure people know that this is really bad."

Theme 5: Online Training for Academic Honesty

Students were generally in favor of a required online tutorial on academic honesty (like the A.H.A. Program). As one student explained "It would provide all students with information on the policy and the consequences." Another believed that such a program "couldn't hurt, and probably would help to make them know the rules." A third student suggested that it be short – "no more than half an hour" – and completed over the summer. She believed that during orientation and the first few weeks of the semester, students are bombarded with information, much of which they don't remember, and adding academic honesty information would not be helpful.

CHAPTER 3

ONLINE ACADEMIC HONESTY EDUCATION

The A.H.A. Program

In addition to the qualitative data collected, I wanted to evaluate the effectiveness of online education exposing students to academic honesty expectations. As part of my doctoral coursework, I created a website, which I called the Academic Honesty Awareness (A.H.A.) Program, which contains a variety of topics on academic integrity. The information contained in this website was based, in large part, on material that is contained in an in-person seminar used as an educational sanction within the Office of Student Conduct. The Academic Integrity Seminar is assigned to most students who have been adjudicated for violating the academic honesty policy. The Academic Integrity Seminar is intended to help students better understand the importance of honesty not only in the classroom and while in college but also after graduating as well as factors contributing to dishonesty, skills to decrease dishonesty (such as time and stress management) and the impact dishonesty has on multiple constituencies.

I created the A.H.A. Program using a commercial website creation tool (wix.com). I wanted to create a site that was reflective of the University of Delaware, so

used appropriate University colors and included campus images. I also purchased the domain name *ahaprogram4UD.com* to further connect it to the University.

The homepage of the A.H.A. Program presents an overview of the site at the top. Below that is a taskbar which lists each of the primary topics discussed in the program. A short explanation of how the site can be navigated is also included. Finally, the homepage has various images of the University adjacent to each of the topics, plus a short description of the information contained in the pages associated with each topic. Figure 1 shows a screenshot of the homepage.

Figure 1: Homepage of A.H.A. Program
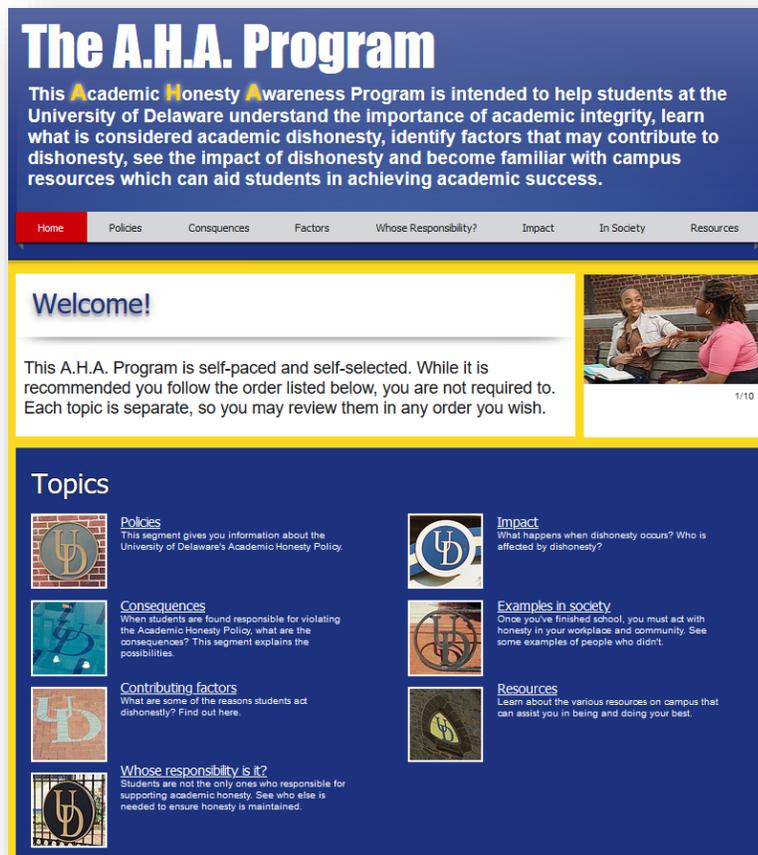
From the homepage, students are able click on any of the topics, and navigate through the associated pages for that topic. The supplemental pages for each topic are children pages of the parent topic page. All children pages have a link to return to the parent page. Each of the parent pages also includes navigational buttons, allowing students to easily move forward to the next topic or back to the previous.

I felt including information about the University of Delaware policy was important so students were able to see the specific language of the policy, as well as explore different types of behaviors that would be considered a violation of this policy. As noted earlier, students often have had varied education in high school (or even other colleges) about academic honesty, so having a shared and common understanding of UD's policy is essential.

Figure 2 shows a partial screenshot of the parent page for the Policies topic, with a definition of plagiarism (dark grey box on the left) and a link (light grey box on the right) to review specific behaviors associated with plagiarism. The remainder of the page includes the other three categories of behaviors described in the academic honesty policy (fabrication, cheating, academic misconduct) with definitions and links to prohibited behaviors. Note, too, the red box at the topic highlighting the main topic.

Figure 3 shows a screenshot of the partial child page which describes the specific behaviors associated with plagiarism, as well as provides a link to return the parent page for the policy. Again, the remainder of this page includes prohibited actions for fabrication, cheating and academic misconduct.

Figure 2: Screenshot of A.H.A. Program Policy Page
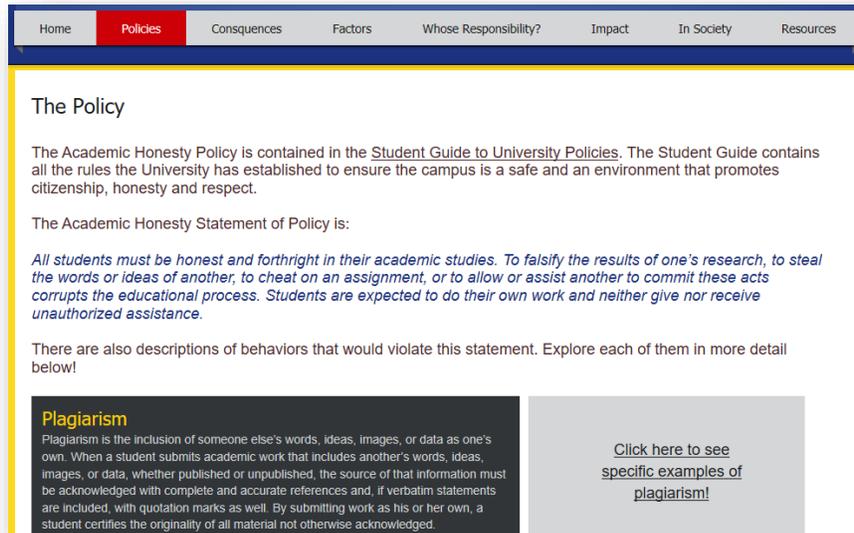
Figure 3: Screenshot of A.H.A. Program Plagiarism Examples
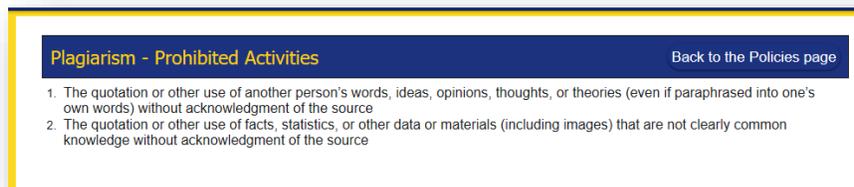
The second topic presented on the homepage is the consequences that might result

if a student were to violate the policy. Over the many years I have met with students to

discuss their cases, they have often expressed fear that they were going to be expelled as

a result of a violation. While expulsion is a possibility, more often a student's enrollment

is not affected by a violation. Education is a primary goal of sanctioning by the Office of

Student Conduct, and I felt it was important to include information regarding this in the

A.H.A. Program. Figure 4 shows the range of academic, educational and disciplinary

sanctions that can be applied in academic honesty cases. Note, too, the navigational

buttons, allowing students to move forward or backward to other topics.

Figure 4: Screenshot of A.H.A. Program Consequences Page

Also included in the A.H.A. Program is a discussion of factors which lead

students to be dishonest. Including this information is intended to show students that it is

not just the desire for a good grade that causes students to choose to act dishonestly. For

variety, and to pique the reader's interest a bit, this page includes letter tiles representing

the various reasons. By clicking on a letter tile pair, the student is taken to a child page

which gives examples of the particular reason. Figure 5 shows both the parent page of the

Factors topic and the child page for Lack of Skill, which is accessed by clicking on the letter tile pair of LS.

Figure 5: Screenshot of A.H.A. Program Factors Page
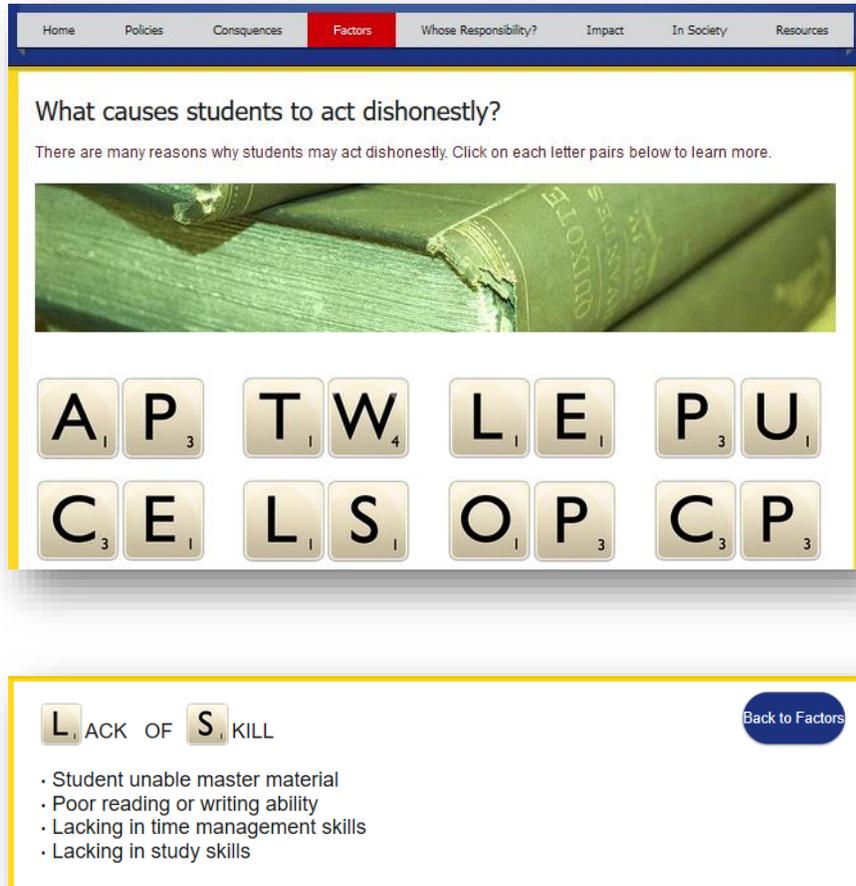
The topics on "Whose Responsibility" and "Impact" are intended to show students that dishonesty is not a "victimless crime" and all members of the University community have a role to play in ensuring dishonesty is maintained. Figure 6 shows the parent page describing responsibility; Figure 7 shows the parent page for impact.

Figure 6: Screenshot of A.H.A. Program Whose Responsibility Page
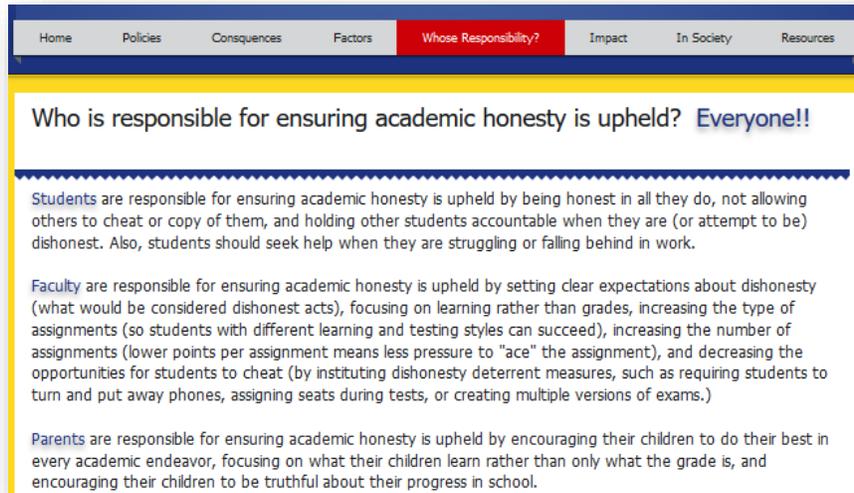
Figure 7: Screenshot of A.H.A. Program Impact Page
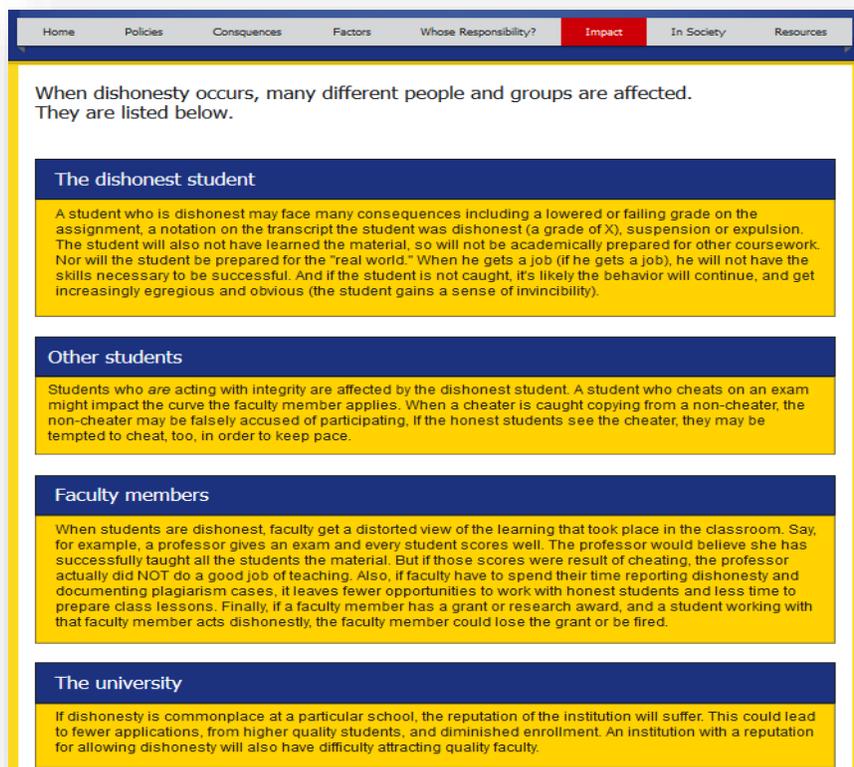
To show students that dishonesty can have much more serious consequences if it occurs outside of the college setting, the topic of In Society presents a number of short videos (lasting between one and three minutes) describing actual situations involving dishonesty, including plagiarizing, altering tests and paying others to complete standardized exams. The people involved include students, religious leaders and political figures. When students click on each of the images, the video begins; students can expand the video to full-screen if they wish. Figure 8 shows the videos included on the In Society page.

Figure 8: Screenshot of A.H.A. Program In Society Page
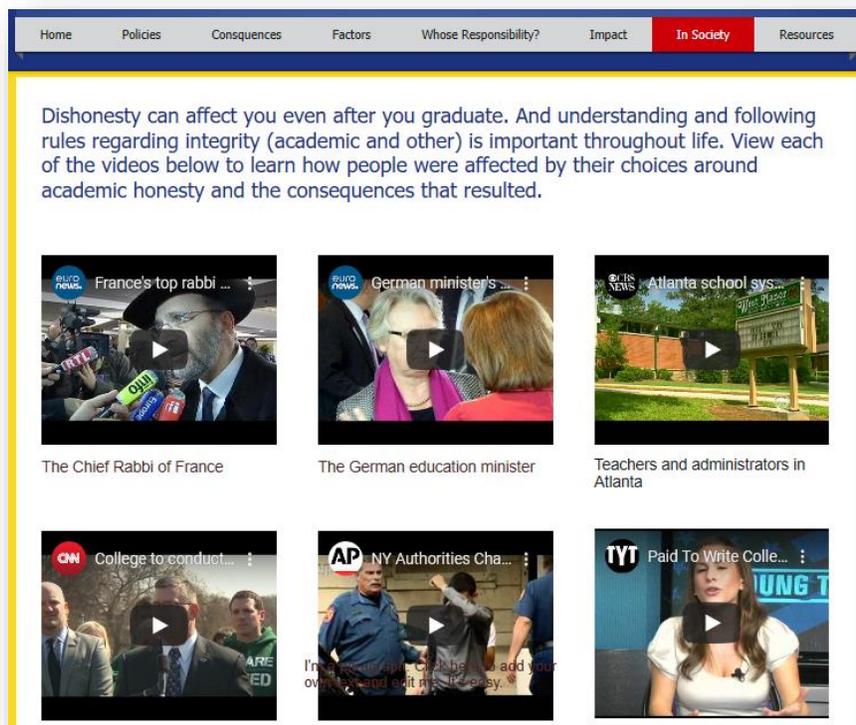
The final topic is Resources, to provide students with a listing of offices and departments available on campus to help students maintain their integrity and support

their success. Short descriptions of the services offered, as well as links to each unit's homepage are also included. Figure 9 shows a screenshot of this important part of the A.H.A. Program.

Figure 9: Screenshot of A.H.A. Program Resources Page
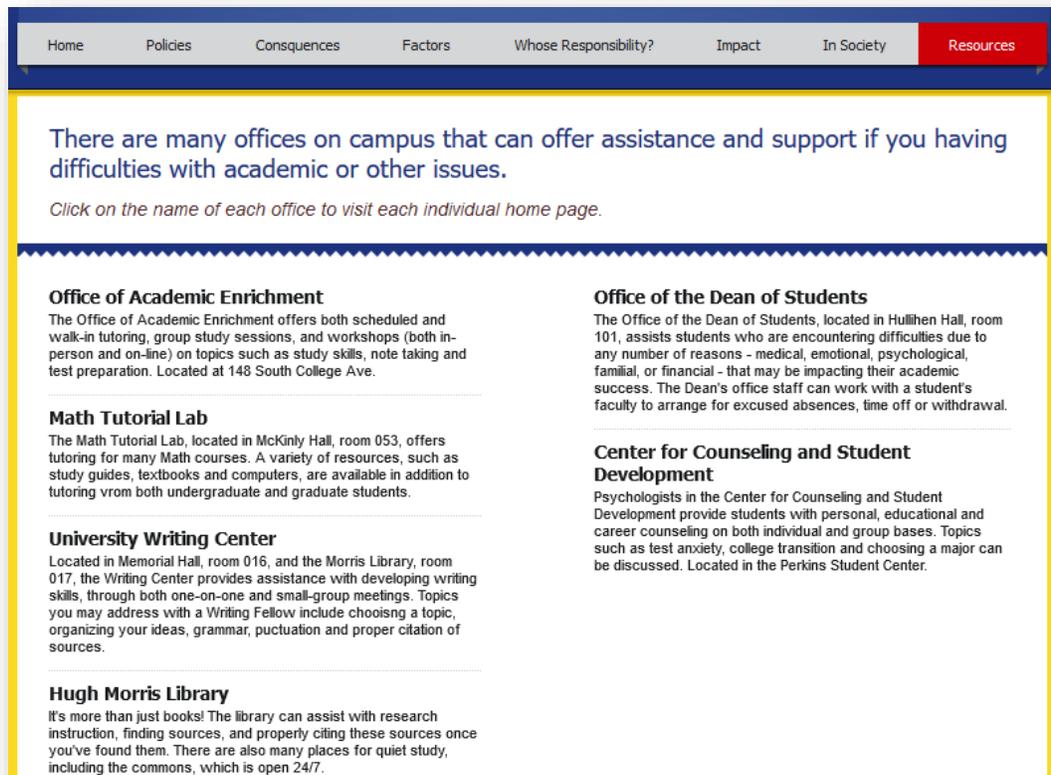
Benefits of Online Education

To gather data on how effective this online education might be, I contacted a number of First Year Seminar instructors to solicit participants for this portion of the

research. Four instructors agreed to assist. All incorporated the components of this research into their classes.

Students completed a pre-test (See Appendix F) which consisted primarily of scenarios depicting academic behavior, and students were asked to identify which type of dishonesty (as described in the academic honesty policy of the Student Guide to University Policies) the scenario matched. Some scenarios were based on specific prohibited activities included in the academic honesty policy. Others were based on actual cases referred to the Office of Student Conduct. Finally, some scenarios depicted academically *honest* behavior, and students were able indicate the behavior was not a policy violation. I felt it was important to include a variety of scenarios, so students could understand the range of behaviors that could be considered academic dishonesty. After completing the pre-test, the students reviewed the A.H.A. Program website. Some FYS instructors led a discussion of the contents, using the website as a guide. Others allotted time in class for students to review the A.H.A. Program independently. Then, students completed the post-test, which duplicated all the questions on the pre-test, and added a few more items on material in the A.H.A. Program. These questions were generated to gauge how closely they reviewed the material in the program and how much they learned. Most FYS instructors incorporated the pre-test and A.H.A. Program review in one class setting, while the post-test was completed in a separate class a few days later.

The same process was also established with staff in the English Language Institute to gather data from international students.

Finally, the faculty coordinator for EGGG 101 (Introduction to Engineering)

agreed to support the research, although in a different manner. All students were invited

to participate in order to gain extra credit. Students expressed interest by contacting me

directly. I then shared instructions and the link for completing the consent form and pre-

test, a link for the A.H.A. Program, and a link to complete the post-test. Students were

given one week from the date of the invitation e-mail to express interest and complete all

portions.

Table 8 shows the number of students who completed the pre-test and post-test.

For both pre-test and post-test, any incomplete surveys were discarded. Additionally, a

number of students who completed the pre-test chose to opt out and not complete the

post-test.

Table 8

Participants in Quantitative Data Collection

Class type	Pre-test completed (n)	Post-test completed (n)
ELI ENGL 110	13	7
EGGG 101	34	32
UNIV 101	123	92

The post-test included a number of additional questions that were not on the pre-

test which addressed specific information contained in the A.H.A. Program. For

statistical purposes, those questions were separated and evaluated independently. This left

an exact comparison of scores on the pre-test and post-test for comparison. Figure 10

shows the range of pre-test raw scores achieved by students in each of the three groups.

Figure 11 shows the post-test raw scores. For further comparison, the raw scores for both pre-test and post-test for each group are represented in Figures 12 through 14.

Figure 10: Raw Scores on Pre-Test for Selected Groups
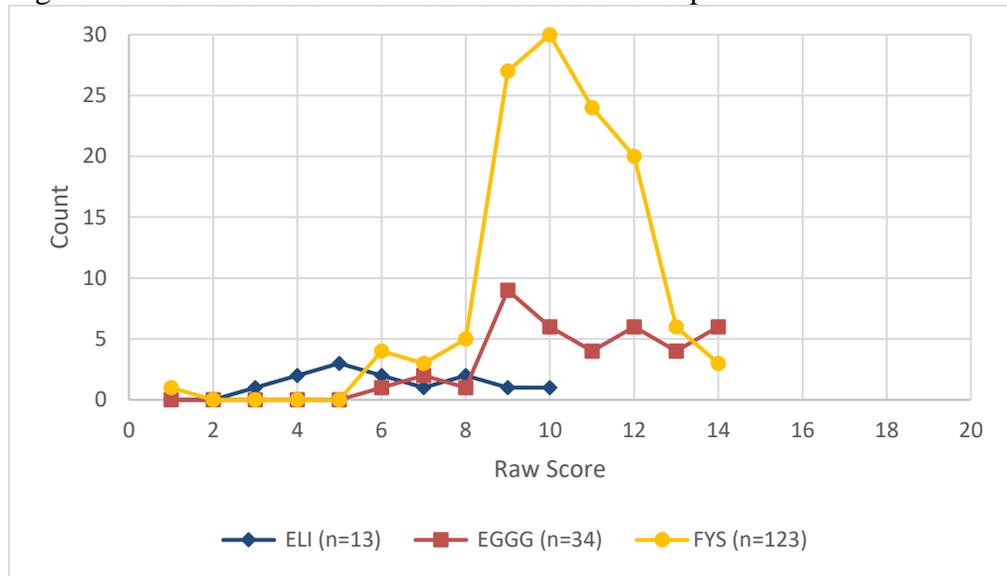
Figure 11: Raw Scores on Post-Test for Selected Groups
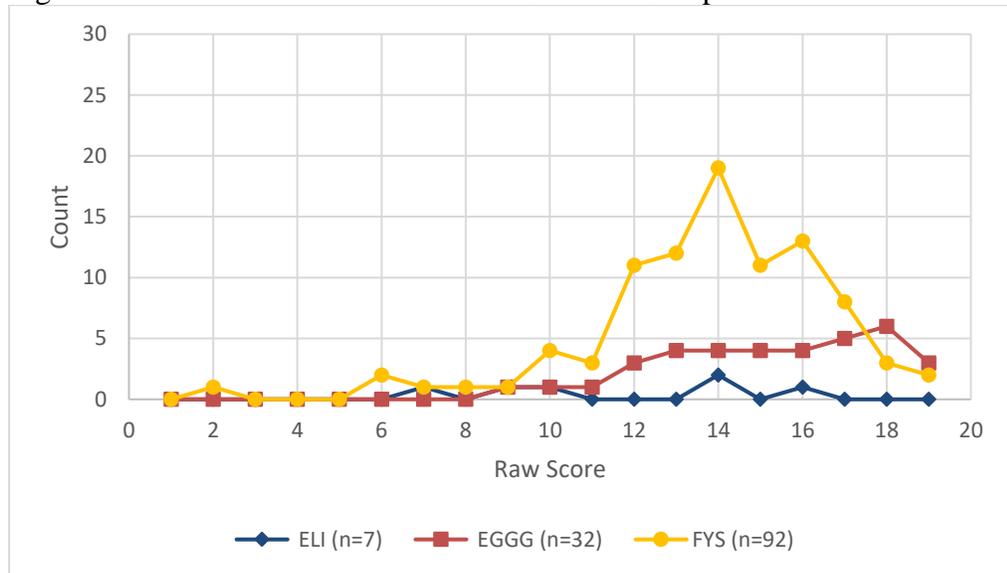
Figure 12: Raw Scores on Pre-Test and Post-Test for EGGG Students
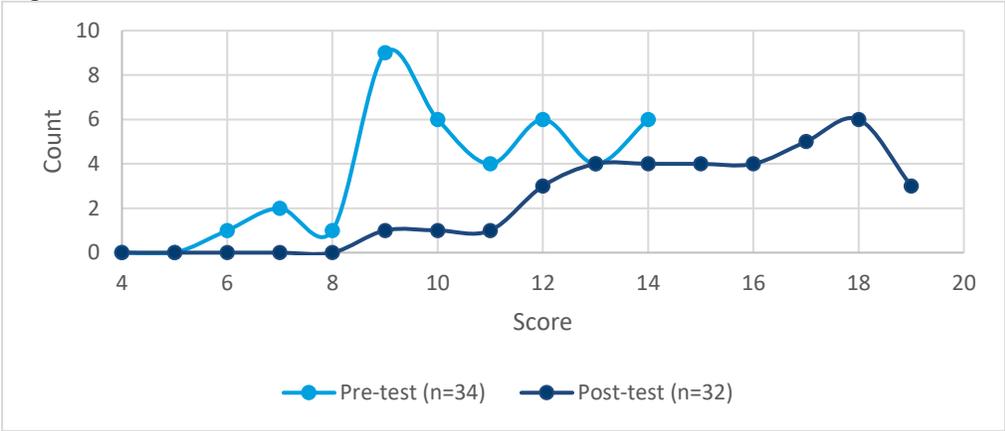
Figure 13: Raw Scores on Pre-Test and Post-Test for ELI Students
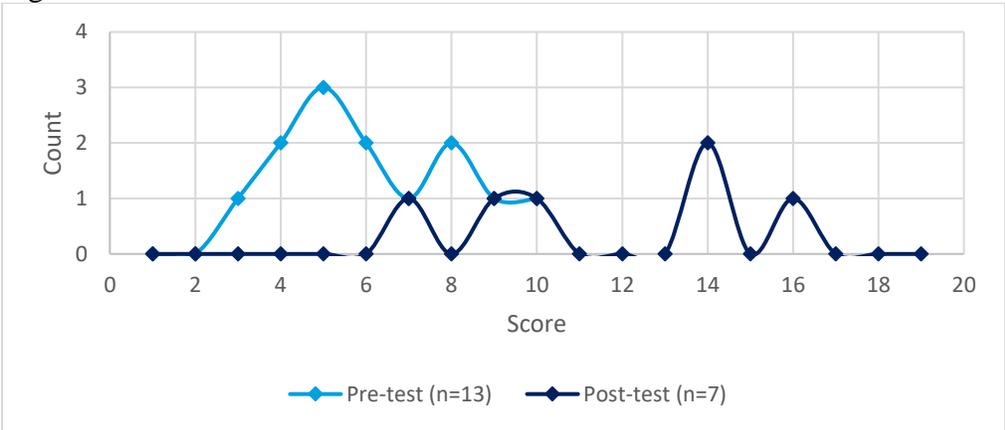
Figure 14: Raw Scores on Pre-Test and Post-Test for FYS Students
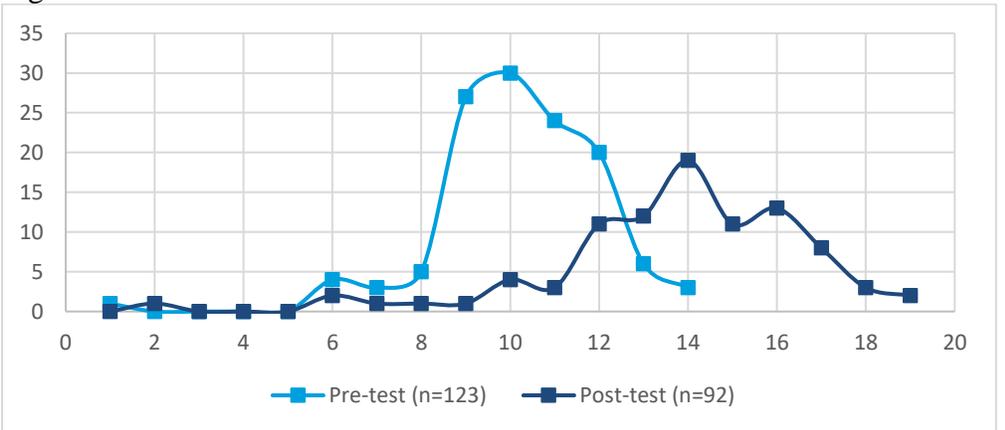
Table 9 shows the mean scores on both pre- and post-test for the three groups of students.

Table 9

Mean Scores for Pre-test and Post-test for Selected Groups (Unique questions on post-test omitted)

Class type	Pre-test *		Post-test score **	
	Score	SD	Score	SD
ELI ENGL 110	6.23	2.18	8.43	2.38
EGGG 101	10.32	1.59	11.15	2.65
UNIV 101	10.18	1.89	10.57	2.10

* $t(168)=1.96$, $p=.005$ **$t(126)=1.96$, $p=.005$

As noted, all three groups received higher scores on the post-test, indicating that the A.H.A. Program does benefit students and contributes to learning. The relatively lower overall scores (for both pre- and post-test) for ELI students can likely be attributed to their language proficiency being lower than the other two groups. However, the overall increase in the post-test score for ELI students was the second highest of the three groups. This may be the result of how the A.H.A. Program was presented. The ELI instructor with whom I worked said she spent time in one class period going through the various screens of the website with the students. Immediately after the in-class discussion, she had the students complete the post-test. Therefore, the material learned in the in-class discussion was more likely to be remembered accurately. Similarly, the time frame in which EGGG students completed the three parts of the research likely contributed to the significant increase in post-test score. Twenty-five of the 32 students completed the pre-test and the post-test on the same day. By extension, they also reviewed the A.H.A

Program on the same day as well. Therefore, the material from the A.H.A. Program was fresh in their minds. By contrast, for FYS students, the average time between completion of the pre-test and post-test was five days. There is no way to know, however when these students reviewed the A.H.A. Program components.

Examining particular groupings of questions on the pre-test showed that students generally understood best what constituted plagiarism. To determine this, each question was coded with 1 for the correct answer, and 0 for all incorrect answers. Then the mean score for all similar questions was calculated. If every student answered all the questions pertaining to plagiarism correctly, for example, the score would be 1.00. The same process was done for the post-test. Table 10 shows the pre- and post-test mean scores for each of the four categories, plus the increase of the post-test scores. While students knew the least about academic misconduct, both on the pre-test and the post-test, the greatest increase in post-test scores was in this area.

Table 10

Mean Scores for Question Types on Pre-test and Post-test and Increase in Score

Question Type	Number of Questions	Pre-test score*	Post-test score**	Increase in score
Plagiarism	3	0.87	0.92	+0.05
Cheating	3	0.52	0.63	+0.11
Fabrication	2	0.83	0.84	+0.01
Academic Misconduct	2	0.13	0.30	+0.17

* $t(336)=1.96$ $p=0.25$ ** $t(252)=1.96$, $p=0.25$

Reactions to the A.H.A. Program

Qualitative feedback on the A.H.A. Program was collected from both first-year and upper division students. First-year students who had completed the A.H.A. Program in their UNIV 101 class were invited to complete an in-person interview. I solicited upper division students based on prior relationships I had.

When asked what they liked most about the A.H.A. Program, students said A) it was relatively easy to read and navigate; B) it was specific to the University of Delaware; and C) information was presented in a variety of formats. One student noted "it doesn't take an intimidating approach. It's just like here's what to do, here's what not to do. It's your decision to take from this what you want, but just be aware of the consequences, too." Another student liked how it was not required to review material in the program in a set order. She appreciated being able to choose which sections to review at her discretion. A third student said the overall program was easy to navigate, which made it easy to jump from one topic to another.

After reviewing the A.H.A. Program, a number of students stated they learned that faculty members are responsible for determining the penalty for academic dishonesty. They also said they were not aware of the possible penalty of an X grade for the course (meaning a student fails the course in which dishonesty occurred, and a note on the transcript indicates the failure was due to dishonesty). One student mentioned that if his fellow students were aware of this possible penalty, this knowledge might deter them from being dishonest.

When asked about requiring an online training module on academic honesty (similar to online trainings focused on alcohol and sexual misconduct), most students agreed it would be beneficial, but some were concerned about having to complete one more training, especially at the beginning of the academic year. Others wondered when would be the best time complete it. One student suggested it be completed in October or so, thus allowing new students to acclimate to the campus environment first. "Being between the first and second month will help you learn what you can and can't do here. Like now I'm getting these new rules now that I'm in this new home."

Faculty were also asked to provide their thoughts on having students complete an online module, either required or optional. Their responses were somewhat more mixed. Some felt it couldn't hurt, but were unsure if there would be definite benefit. One faculty member summed it up as follows: "Taking a module, even if it's every year, I don't see that there will be any transference from that online tool to whatever is happening in their day-to-day classroom. Because their choice to be dishonest is made out of desperation or 'my life is too hectic' or 'I don't even understand how to do it', it's coming from a lot of different places."

If the online module were to be required, one faculty member was concerned about the consequences for non-completion. "What really irks me, is some sort of module students have to complete before registering, that seems so counter-productive, with our focus on graduating in four years" said one administrative faculty member. "You put a block hold on a student's account, that is not a way to engender a positive behavior. More modules that will impede registration? My vote is no." Another faculty member had

noted the same concern when he said "There's a kind of resentment that comes along with having to take one of these, especially when they are tied to something as important to students as registration."

A number of faculty reflected on their experiences with required online education in general. As one faculty member noted:

> From faculty to students, nobody likes them. And there's a sense of "oh, I have to do this thing." So I think that's a potential problem with that. The second is that I think … there has kind of been the tendency in the last few years "Oh, we have a problem, let's pay somebody to make this expensive training module" and then now we've solved the problem. Because everyone has signed off and legally we can say "you took it, so what's your problem?"

Another faculty member thought about how he completed his required online trainings: "When I'm asked to do online trainings, I get through them really quickly. And if you were to ask people anonymously, how much did you really read the content before taking the quiz, they don't."

Finally one faculty member discussed the need to balance adding an online module to the course curriculum. As she described the conundrum:

> I have to balance. … If I'm going to ask them to do online training and … it's going to be outside of class, that means I have to ask for less reading or less of something else. It's not as if it's a free thing. Something else has to be taken out in order to do the online training.

Recommendations

  Based on the qualitative data collected, students appear to receive a majority of their information on academic honesty expectations at the beginning of the semester, specifically during "Syllabus Week." And faculty stated they received little to no training or direction about how (or when) to discuss academic honesty expectations. Faculty also agreed if guidance or direction were to come from the chair or provost, they would be inclined to do as instructed. Therefore, I believe a way to increase awareness and discussion of academic honesty would be to have an initiative spearheaded by the Office of the Provost. This could be in conjunction with and support by the Office of Student Conduct. That initiative should include a suggested timeline of when during the semester certain topics pertaining to academic honesty should be discussed (such as study skills early on or time management before the first round or papers and exams, which typically occurs at about the fifth week of the semester). Tips for how to discuss the topics would also be helpful, especially for faculty who may be uncomfortable doing so. Finally, suggested ways to discourage dishonesty (such as altering exams each semester, assigned seating, or multiple versions of exams) should be included.

  One of the faculty members I interviewed also serves as a member of the Office of the Provost. During that interview, this person stated that an e-mail is usually sent at the beginning of the semester to all faculty. That e-mail includes policies faculty should be aware of, such as respecting religious holidays, excused absences and other related policies. As this Office of the Provost member explained, "I'm trying to keep this [e-

mail] from growing, growing, growing, so I try to keep it focused. But that would be a logical place to address [academic honesty expectations]."

Another important aspect that should be addressed is education for faculty about the academic honesty policy and the process for managing/reporting cases. This should be done as part of orientation for new faculty, which is coordinated by the Office of the Provost. Ongoing reminders and refreshers would also, ideally, be managed by the Office of the Provost. In describing new faculty orientation, the Office of the Provost member stated:

> We should have some discussions about why [academic dishonesty] is wrong. And we could do that with new faculty when they come to the institution and we have our orientation, but the general orientation afternoon is just hospitality – welcome, here's the campus, here's the history, here's a little party at the end of the day. But the second day, in the morning, it is all teaching focused. And I don't think academic honesty is addressed there, but it could.

This person also the mentioned the "Chair's Workshop" – a once-a-semester meeting for all deans and department chairs coordinated by the Office of the Provost. He suggested this would be another opportunity when the academic honesty policy and expectations could be discussed and re-iterated.

In regard to making use of the A.H.A. Program as a tool to increase awareness of academic honesty expectations for students, there are number of ways this might be accomplished. The minimum would be to add it to the Office of Student Conduct's web

page. On this page, there are links for "Resources for Students" and "Resources for Faculty" and a link could be added to both those pages. In seeking support for adding the A.H.A. Program as a resource, I interviewed the director of the Office of Student Conduct, who was supportive of this option, and suggested that an announcement of some sort be added to the OSC homepage, so people knew this additional resource was available. The director also suggested that the A.H.A. Program be redesigned to be a part of the OSC website. When I created the program, I used a commercial web design portal, Wix.com. Currently, when someone accesses it, they visit the following URL – *https://www.ahaprogram4ud.com/*. Switching to the domain of *udel.edu/studentconduct* would provide a stronger level of authenticity and show that the University supports the program.

The drawback to this option is that the A.H.A. Program would be relatively obscure. Unless some promotion of the site were done (such as an article on UDaily or e-mail sent to students or faculty), it is unlikely it would get many "hits."

Another option would be to make the A.H.A. Program available to First Year Seminar instructors. Academic honesty is one of five required topics in all First Year Seminars, but the format in which this must be taught is not standard. Staff in the Center for Educational Effectiveness coordinate the First Year Seminar. A staff member from this center was interviewed about the possibility of adding the A.H.A. Program as a resource. This staff member stated that the Center for Educational Effectiveness supports academic freedom, so would not dictate the manner in which any topic in the FYS must be presented. She added the model for FYS is to find experts on campus who can create

modules or presentations on a variety of topics which faculty instructors can use if they

wish, especially if they are unfamiliar with a given topic. She said that having the A.H.A.

Program as a module would be a valuable tool for FYS instructors. An associated

teaching guide and a short video on how the A.H.A. Program could be implemented

could also be created. She stated she would be willing to add all these items to the

resources available to FYS instructors. In addition, when Peer Mentors (undergraduate

students who co-teach the FYS with a faculty member) are trained, the A.H.A. Program

could be presented and an explanation of how to use it in the FYS could be discussed.

Building partnerships with colleges that have created their own versions of a first-

year seminar, such as the College of Engineering and its EGGG 101, Lerner College's

BUAD 110 and the College of Education and Human Development's EDUC 100

Introduction to Elementary and Secondary Education, would also increase the availability

of the A.H.A. Program. Much like UNIV 101, these seminars must include an academic

honesty component. Sharing information about the A.H.A. Program with colleagues in

these colleges would provide them with another teaching tool. It would also help to

standardize the information on academic honesty to which students are exposed.

Strengthening the partnership with the Associate in Arts Program is especially important,

as AAP students are disproportionally represented in the student conduct system (Office

of Student Conduct, 2019).

With the recent creation of the Graduate College and the anticipated increase of

graduate students, it would be important to build a stronger partnership with staff in the

Graduate College. Parts of the A.H.A. Program could be augmented to better address the

concerns of the Graduate College. For example, a stronger focus on the consequences of dishonesty could be created, as dismissal from a program of study as the result of dishonesty occurs more often for graduate students than for undergraduate students. This information could then be incorporated into graduate student orientation.

As noted in the A.H.A. Program, parents and guardians can also play a role in ensuring academic honesty is maintained at the University. Based on an interview with senior member of the Division of Student Life (of which the Office of Student Conduct is a member), plans are being made for all units within the Division to have a presence during Parents and Family Weekend. Creating a presentation for parents and guardians which incorporates portions of the A.H.A. Program would not be terribly difficult, and would help parents/family members learn how they can support their students, especially first-years, in transitioning to college-level learning.

Instituting a mandatory online module based on the A.H.A. Program is not recommended at this time. Based on the less-than-enthusiastic responses from faculty, I do not think it would be well-received. In addition, when speaking with the senior member of the Division of Student Life, I gauged the level of support for mandatory or optional educational opportunities. This senior member was supportive of proactive measures to increase awareness of the academic honesty policy and said the "First Year Seminar makes tons of sense" as the venue for this endeavor. As for requiring completion of an online module, the senior member of the Division of Student Life was less enthusiastic, and expressed concern about the diminishing returns of adding more requirements. He also felt that "piling it on over the summer" might not be most

effective, as the concept of academic honesty would not be in the forefront of students' minds at that time. The Office of the Provost staff member with whom I spoke voiced similar concerns.

Limitations

Of the faculty who participated, most had had prior interaction with the Office of Student Conduct, which may have skewed the level of understanding and awareness of academic honesty policies and expectations. Additionally, three of the faculty had primary appointments in the Department of English; their responses were often focused on writing and plagiarism, rather than other forms of dishonesty. Not all colleges were represented. I did not work with any faculty from the College of Earth, Ocean and Environment or the College of Agriculture and Natural Resources, nor were any of the students who participated from those two colleges. This is not terribly concerning, since students in these colleges account for a small percentage of the entire population, as well as a low number (and percentage) of cases referred to the Office of Student Conduct. While only one faculty representing the Lerner College of Business and Economics participated in the research, and there were few students from Lerner who participated, this college is the second largest, and disproportionally represented in the caseload managed by the Office of Student Conduct, both for academic and non-academic conduct violations. Finally, the small number of international students (ELI) who participated lessens the validity of the results received from this group.

REFERENCES

Ashworth, P., Bannister, P., and Thorne, P. (1997). Guilty in whose eyes? University students' perceptions of cheating and plagiarism in academic work and assessment. *Studies in Higher Education*, 22(2):187-203.

Barnett, D. C., and Dalton, J. C. (1981). Why college students cheat. *Journal of College Student Personnel*, *22*(6), 545-51.

Bowers, W. J. (1964). Student dishonesty and its control in college. New York: Bureau of Applied Social Research, Columbia University.

Brownell, H. C. (1928). Mental test traits of college cribbers. *School and Society*, 27, 106-109.

Bushway, A. and Nash, W. R. (1977). School cheating behavior. *Review of Educational Research*, 47(4):623-632.

Campbell, W. G. (1935). *A comparative investigation of the behavior of students under an honor system and a proctor system in the same university*. Los Angeles: University of Southern California Press.

Chisholm, D. (1992). An epidemic of cheating? *PS: Political Science and Politics*, 25(2):264+.

Craig, D. and Evans, E. D. (1990). Perceptions of academic cheating in middle and senior high schools. *The Journal of Educational Research*, 84(1):44-52.

Crown, D. F. and Spiller, M. S. (1998). Learning from the literature on collegiate

    cheating: A review of empirical research. *Journal of Business Ethics*, 17(6):683-

    700.

Davis, L. (2011). Arresting student plagiarism: Are we investigators or educators?

    Business Communications Quarterly, 74(2), 160-163.

Diekhoff, G. M., LaBeff, E. E., Clark, R. E., Williams, L. E., Francis, B., and Haines,

    V. J. (1996). College cheating: Ten years later. *Research in Higher Education*,

    37(4):487-502.

Fontana, J. S. (2009). Nursing faculty experiences of students' academic dishonesty.

    Journal of Nursing Education, 48, 181-185.

Forsyth, D. R., Pope, W. R., and McMillan, J. H. (1985). Students' reactions after

    cheating: An attributional analysis. *Contemporary Educational Psychology*,

    10(1):72-82.

Franklyn-Stokes, A. and Newstead, S. E. (1995). Undergraduate cheating: Who does

    what and why? *Studies in Higher Education*, 20(2):159-172.

Graham, M. A., Monday, J., O'Brien, K., and Steffen, S. (1994). Cheating at small

    colleges: An examination of student and faculty attitudes and behaviors. *Journal of*

    College Student Development. 35, 255-260.

Gullifer, J. and Tyson, G. A. (2010). Exploring university students' perceptions of

    plagiarism: A focus group study. *Studies in Higher Education*, 35(4):463-481.

Hobbs, T. D. (2019, August 12). Schools fight websites that sell homework help.

Retrieved from https://www.wsj.com/articles/schools-fight-websites-that-sell-homework-help-11565632900?mod=searchresults&page=1&pos=1

Jendrek, M. P. (1989). Faculty reactions to academic dishonesty. *Journal of College Student Development, 30*, 401-406.

Kidwell, L. A., Wozniak, K., and Laurel, J. P. (2003). Student reports and faculty perceptions of academic dishonesty. *Teaching Business Ethics, 7*, 205-214.

Kessler, K. (2003). Helping high school students understand academic integrity. *English Journal*, 92(6):57-63.

Matthews, C. O. (1999). The honor system. *Journal of Higher Education*, 70(5):504-509.

McCabe, D. L. (2001). Cheating: Why students do it and how we can help them stop. *American Educator*, 25(4).

McCabe, D. L., Butterfield, K. D., and Treviño, L. K. (2012). *Cheating in college: Why students do it and what educators can do about it.* Baltimore: The Johns Hopkins University Press.

McCabe, D. L. and Treviño, L. K. (1993). Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education, 64,* 522-538.

McCabe, D.L. and Treviño, L. K. (1996). What we know about cheating in college: Longitudinal trends and recent developments. *Change*, 28(1):28-33.

McCabe, D. L. and Treviño, L. K. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in Higher Education*, 38(3):379-396.

McCabe, D. L., Treviño, L. K., and Butterfield, K. D. (1999). Academic integrity in honor code and non-honor code environments: A qualitative investigation. *Journal of Higher Education*, 70(2):211-234.

McCabe, D. L., Treviño, L. K., and Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior*, 11(3):219-232.

Miller, A. D., Murdock, T. B., Anderman, E. M., and Poindexter, A. L. (2006). Who are all these cheaters? Characteristics of academically dishonest students. In E. A. Anderman and T. B. Murdock (Eds.) *Psychology of Academic Cheating*. (pp.9-31). New York: Elsevier.

Mordock, T. B. and Stephens, J. M. (2007). Is cheating wrong? Students' reasoning about academic dishonesty. In E.A. Anderman and T. B. Murdock (Eds.) *Psychology of Academic Cheating*. (pp.9-31.). New York: Elsevier.

Newstead, S. E., Franklyn-Stokes, A., and Armstead, P. (1996). Individual differences in student cheating. *Journal of Educational Psychology*, 88(2):229-241.

Nonis, S. and Swift, C. O. (2001). An examination of the relationship between academic dishonesty and workplace dishonesty: A multicampus investigation. *Journal of Education for Business*, 77(2):69-77.

Nuss, E. (1984). Academic integrity: Comparing faculty and student attitudes. *Improving College and University Teaching, 32*(3): 140-144

Office of Student Conduct, University of Delaware. (2014). *Student conduct system statistics – A five year comparison*.

Office of Student Conduct, University of Delaware. (2019). *Student conduct system statistics – A five year comparison*.

Regents of the University of Virginia. (2012). *"On My Honor" Film.* Retrieved from University of Virginia The Honor Committee: http://www.virginia.edu/honor/on-my-honor-film/

Stephens, J. M. and Nicholson, H. (2008). Cases of incongruity: Exploring the divide between adolescents' beliefs and behavior related to academicdishonesty. *Educational Studies*, 34(4):361-376.

Thomas, E. E. and Sassi, K. (2011). An ethical dilemma: Talking about plagiarism and academic integrity in the digital age. *English Journal*, 100(6):46-53.

Treviño, L. K. (1986). Ethical decision making in organizations: A person-situation interactionist model. *Academy of Management Review.* 11, 601-617.

University of Delaware. (2019a). *Code of Conduct - Academic Honesty*. Retrieved from Student Guide to University Policies: http://www.udel.edu/stuguide/18-19/code.html#honesty

University of Delaware. (2019b). *Student Dishonesty*. Retrieved from Faculty Handbook: http://facultyhandbook.udel.edu/handbook/315-student-dishonesty

Vandehay, M., Diekhoff, G. M., and LaBeff, E. (2007). College cheating: A twenty-year follow up and the addition of an honor code. *Journal of College Student Development*, 48(4):468-480.

APPENDICES

Appendix A

PROTOCOL FOR A.H.A. PROGRAM PARTICIPANTS

1. What is your major and class?

2. Please share your overall impressions of the A.H.A. Program.

3. Which part of the Program did you like best?

4. Which part of the Program did you like least?

5. What additional information did you expect to see that was not included?

6. How has your understanding of the University of Delaware's policies regarding academic honesty changed since you completed the Program?

7. Prior to completing this program, where did you receive information about the University of Delaware's policies regarding academic honesty?

8. In your experience, do you think academic honesty policies are consistently and fairly enforced?

9. Do you think it would be beneficial for ALL students to complete a program similar to this?

10. What haven't we discussed that you think is important for me to know?

Appendix B

PROTOCOL FOR OTHER STUDENTS

1. What is your major and class?

2. What's your definition of academic honesty?

3. How did you come to this definition?

4. What is your overall impression of the academic honesty culture at UD?

5. Do you believe academic honesty violations are addressed by faculty? By other students?

6. In your experience, do you think enforcement of academic honesty policies is done consistently and fairly?

7. When you came to college, when did you first become aware of the academic honesty policies here at UD? How?

8. Describe which faculty members have discussed academic honesty with you. How did they present this information?

9. What have you discussed with your college friends about academic honesty?

10. Describe a situation in college when you were faced with making a decision regarding an academic honesty issue.

11. Why is it important to act academically honest?

12. Why do you think some students are NOT academically honest?

13. How could UD improve awareness of the academic honesty policies?

14. What haven't we discussed that you think is important for me to know?

Appendix C

PROTOCOL FOR FACULTY

1. How long you have worked at the University?

2. What is your overall impression of the academic honesty culture at the University?

3. Describe how this culture has changed since you started working here.

4. What measures do you take to ensure students are aware of the University of Delaware's academic honesty policies? (Faculty only)

5. Describe how academic honesty issues arise in your interactions with students.

6. In your experience, do you think academic honesty policies are consistently and fairly enforced?

7. How could UD improve awareness of the academic honesty policies?

8. What role should the Provost play in improving awareness of academic honesty policies? Deans? Administrators?

9. Do you think a required online program on academic honesty for all students would be beneficial? If so, what information should be included?

10. If such a program were optional, would you recommend/require your students to complete it?

INFORMED CONSENT FORM FOR STUDENTS

Informed Consent Form for _____

Part I: Information Sheet

Introduction and Purpose
My name is Michael Fernbacher, and I am conducting research on students' perceptions of academic honesty at the University of Delaware. I am also exploring students' knowledge of the policies regarding academic honesty and the possibility of instituting a campus-wide program to increase this knowledge. This research is part of an Executive Position Paper, the culmination of my studies for a doctorate in Educational Leadership from the College of Education and Human Development at the University of Delaware.

Procedures and Duration

You have been selected for participation because you are in one of the First Year Seminar sections I chosen. Your participation will consist of two parts:

1. Completion of an online program on academic honesty and related topics. This will include taking a quiz. I anticipate it will take approximately one hour to complete this portion.
2. Completion of a personal interview with me, which will be audio recorded. I will ask questions about your own behavior regarding academic honesty. If you divulge that you have acted dishonestly, no consequence will result. You may decline to answer any question. This will occur after you complete the online program. I anticipate this portion to last approximately 30 minutes. Your name will not be attributed to any comments you make. A pseudonym will be given to each participant in the study.

Voluntary Participation

Your participation in this study is entirely voluntary. If you agree to participate, you may choose at any point to stop work on the online program. You may also choose to not complete the quiz. You are free to stop the interview at any time. You may also decline to answer any question that is posed to you.

Conditions of Participation

You are participating in this research study by your choice. You may withdraw from

participation at any point without penalty. If you choose to withdraw, I will not inform you FYS instructors or any other faculty members. Withdrawal will not affect your grade in the FYS or any other course.

Once the interview is completed, I will transcribe the interview for evaluation purposes. You may review the transcription of the interview, if you would like. Please contact me via e-mail at mikefern@udel.edu to request a review of the transcript.

Confidentiality

All reasonable precautions will be taken to maintain your confidentiality. I will be sharing information and results only with my advisor and EPP committee, but specific information will not be attributed to you. I am employed by the Office of Student Conduct; however, I will not share any information with others in the Office, nor will you be subject to charges of violating the Academic Honesty Policy contained in the Code of Conduct based on information you choose to share with me.

Risks and Benefits

The risks associated with participating in this research study are minimal. You may complete the program at a time and location of your choosing and using your own computer. If you do not have access to a computer, I can arrange one for you. There should be no physical discomfort associated with completing the online program. Questions posed during the interview will primarily focus on your opinions and experiences.

By completing the online program, you will be given information regarding policies of the University, tips for ensuring you avoid academic dishonesty and campus resources to assist you in your academic success.

Compensation

By completing both parts of the research study, you will be eligible to be entered into a drawing to win a $50 gift card to the UD Bookstore.

Part II: Certificate of Consent

I, _____, have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Printed Name of Participant: _____

Signed Name of Participant: _____

Date: _____

Printed Name of Researcher: _____

Signed Name of Researcher: _____

Date: _____

INFORMED CONSENT FORM FOR FACULTY

Informed Consent Form for _____

Part I: Information Sheet

Introduction and Purpose
My name is Michael Fernbacher, and I am conducting research on faculty and staff perceptions of academic honesty at the University of Delaware, as well as the possibility of instituting a campus-wide program to increase students' knowledge and awareness of policies regarding academic honesty. This research will become part of an Executive Position Paper, the culmination of my studies for a doctorate in Educational Leadership from the College of Education and Human Development at the University of Delaware. The information you share with me will be compiled into my executive position paper, which will be reviewed by a committee of faculty members in the School of Education at the University of Delaware.

Voluntary Participation
Your participation in this study is entirely voluntary. If you agree to participate, you are free to stop the interview at any time. You may also decline to answer any question that is posed to you.

Procedures and Duration
I will conduct a personal interview with you, which will be audio recorded. I have a number of prescribed questions prepared. You may decline to answer any question. You may also add additional information if you wish. Once the interview is complete, I will transcribe the interview for evaluation purposes.

I anticipate the interview will last for 30-40 minutes.

Conditions of Participation and Confidentiality
You are participating in this research study by your choice. You may withdraw from participation at any point without penalty or consequence.

All reasonable precautions will be taken to maintain your confidentiality. I will be sharing information and results only with my advisor and EPP committee, but specific information will not be attributed to you. You may receive a copy of the transcription of the interview, if you would like. You may also receive a copy of my final EPP, if you would like. In either case, please contact me via e-mail at mikefern@udel.edu to request either item.

Part II: Certificate of Consent

I, _____, have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Printed Name of Participant: _____

Signed Name of Participant: _____

Date: _____

Printed Name of Researcher: _____

Signed Name of Researcher: _____

Date: _____

A.H.A. PROGRAM - PRE-TEST

Please answer each question to the best of your ability. All questions must be answered.

1. While writing a paper, you forget to add the quotation marks around a direct quote. This is an example of which of the following?
    A. Plagiarism
    B. Cheating
    C. Fabrication
    D. Academic Misconduct
    E. Not a violation of UD's Academic Honesty Policy

2. You go to one of your faculty member's office hours. The professor's desk is covered with lots of papers. When you get back to your room, you realize a copy of next week's exam is among your papers and notes. You must have picked it up by accident from the professor's desk. You decide to use it as a study guide. This is an example of which of the following?
    A. Plagiarism
    B. Cheating
    C. Fabrication
    D. Academic Misconduct
    E. Not a violation of UD's Academic Honesty Policy

3. You are writing a paper for a class and are required to have six sources. Upon completing the paper, you realize you only used four sources. In order to meet the source requirements of the paper, you quickly find two additional sources and add them to the Works Cited page without adding any information from them in your paper. This is an example of which of the following?
    A. Plagiarism
    B. Cheating
    C. Fabrication
    D. Academic Misconduct
    E. Not a violation of UD's Academic Honesty Policy

4. Your professor allows you to bring one sheet of paper into an exam as a resource sheet. There is no limit to the size of the text, but all information must be on one side only. You

type up two pages of information, then print them both on one side of your sheet of paper. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

5. You are in the computer lab working on a program for CISC 108. You notice a file on the computer's desktop titled "CISC 108." You open it and realize it is the completed assignment you are working on. You glance briefly at it, then close the program. You then complete your program, making a few changes based on what you glanced at on the other assignment. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

6. While taking an exam, you notice that your friend keeps looking over at your paper. You ask your professor if you can switch seats, claiming there is a draft. The professor allows you to switch. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

7. You are really stressed out about your upcoming exam. Your older brother, who looks a lot like you, offers to take the exam for you (since he took the same course last semester, and did pretty well). You agree and tell him the day, time and location of the exam. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

8. While completing a paper on immigration, you create a graph depicting migration patterns from Europe to the US. You use data you found online. You do not include a reference. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

9. While writing a paper, you summarize someone else's ideas, cite the source within the paper and include a full reference on your Works Cited page. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

10. You complete an experiment in the lab and document the results. As you are writing the lab report, you realize you forgot to complete a step of the experiment, which altered the outcome and results. You adjust your results to compensate for your error. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

11. Who determines the academic penalty (such as failing the course) associated with a violation of the Academic Honesty Policy?
   A. The dean of the college
   B. The faculty member who reported the incident
   C. The Office of Student Conduct
   D. The student

12. Is an academic penalty associated with a violation of the Academic Honesty Policy reflected on a student's transcript?
   A. Yes. Every academic penalty is reflected on a transcript

B. No. Academic penalties are never reflected on a transcript

C. It depends. Some academic penalties are reflected on a transcript, others are not

13. Plagiarism includes which of the following?
    A. Not including quotation marks around exact words taken from a source
    B. Not including a citation for exact words taken from a source
    C. Not including a citation for paraphrased information taken from a source
    D. All of the above would be considered plagiarism

14. A grade of X on a transcript indicates which of the following?
    A. No final course grade was submitted by the faculty
    B. Failure of the course due to lack of attendance
    C. Failure of the course due to academic misconduct
    D. There is no such grade as X

15. Who is responsible for ensuring academic honesty standards are maintained at UD?
    A. Students
    B. Faculty
    C. Deans and department chairs
    D. Parents
    E. All of the above

A.H.A. PROGRAM - POST-TEST

This is the last part of the research study associated with the A.H.A. Program. Please choose one of the options below to continue.

- o I agreed to participate in the study, reviewed the A.H.A. Program and now agree to complete the post-test.
- o I agreed to participate in the study, reviewed the A.H.A. Program but choose not to complete the post-test.
- o I chose not to participate in the study.

1. While writing a paper, you forget to add the quotation marks around a direct quote. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

2. You go to one of your faculty member's office hours. The professor's desk is covered with lots of papers. When you get back to your room, you realize a copy of next week's exam is among your papers and notes. You must have picked it up by accident from the professor's desk. You decide to use it as a study guide. This is an example of which of the following?
   A. Plagiarism
   B. Cheating
   C. Fabrication
   D. Academic Misconduct
   E. Not a violation of UD's Academic Honesty Policy

3. You are writing a paper for a class and are required to have six sources. Upon completing the paper, you realize you only used four sources. In order to meet the source requirements of the paper, you quickly find two additional sources and add them to the Works Cited page without adding any information from them in your paper. This is an example of which of the following?
   A. Plagiarism
   B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

4. Your professor allows you to bring one sheet of paper into an exam as a resource sheet. There is no limit to the size of the text, but all information must be on one side only. You type up two pages of information, then print them both on one side of your sheet of paper. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

5. You are in the computer lab working on a program for CISC 108. You notice a file on the computer's desktop titled "CISC 108." You open it and realize it is the completed assignment you are working on. You glance briefly at it, then close the program. You then complete your program, making a few changes based on what you glanced at on the other assignment. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

6. While taking an exam, you notice that your friend keeps looking over at your paper. You ask your professor if you can switch seats, claiming there is a draft. The professor allows you to switch. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

7. You are really stressed out about your upcoming exam. Your older brother, who looks a lot like you, offers to take the exam for you (since he took the same course last semester, and did pretty well). You agree and tell him the day, time and location of the exam. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

8. While completing a paper on immigration, you create a graph depicting migration patterns from Europe to the US. You use data you found online. You do not include a reference. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

9. While writing a paper, you summarize someone else's ideas, cite the source within the paper and include a full reference on your Works Cited page. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

10. You complete an experiment in the lab and document the results. As you are writing the lab report, you realize you forgot to complete a step of the experiment, which altered the outcome and results. You adjust your results to compensate for your error. This is an example of which of the following?

A. Plagiarism

B. Cheating

C. Fabrication

D. Academic Misconduct

E. Not a violation of UD's Academic Honesty Policy

11. Who determines the academic penalty (such as failing the course) associated with a violation of the Academic Honesty Policy?

A. The dean of the college

B. The faculty member who reported the incident

C. The Office of Student Conduct

D. The student

12. Is an academic penalty associated with a violation of the Academic Honesty Policy reflected on a student's transcript?
    A. Yes. Every academic penalty is reflected on a transcript
    B. No. Academic penalties are never reflected on a transcript
    C. It depends. Some academic penalties are reflected on a transcript, others are not

13. Plagiarism includes which of the following?
    A. Not including quotation marks around exact words taken from a source
    B. Not including a citation for exact words taken from a source
    C. Not including a citation for paraphrased information taken from a source
    D. All of the above would be considered plagiarism

14. A grade of X on a transcript indicates which of the following?
    A. No final course grade was submitted by the faculty
    B. Failure of the course due to lack of attendance
    C. Failure of the course due to academic misconduct
    D. There is no such grade as X

15. Who is responsible for ensuring academic honesty standards are maintained at UD?
    A. Students
    B. Faculty
    C. Deans and department chairs
    D. Parents
    E. All of the above

16. Which of the following is not an example of an academic pressure that might lead a student to act dishonestly?
    A. Work load for the semester
    B. Fear of disappointing the professor
    C. Class is far from residence hall
    D. Need to maintain a certain GPA

17. Which of the following is not an example of a competing priority that might lead a student to act dishonestly?
    A. Family commitments
    B. Need to work to fund education
    C. Research deadline
    D. Desire to watch a sporting event

18. The Chief Rabbi accused of plagiarism was from what country?
    A. Israel
    B. Germany
    C. United States
    D. France

19. The senator from Montana was accused of what type of academic dishonesty?
    A. Plagiarism
    B. Cheating
    C. Fabrication
    D. Academic Misconduct

20. The student on Long Island was arrested for taking what type of test for a fee?
    A. GRE
    B. LSAT
    C. PRAXIS
    D. SAT

21. List one service provided by the Office of Academic Enrichment.
_____

22. Where is the Writing Center located?
_____

Please share some demographic information. This will be used only for research purposes. None of this information will be connected specifically to you.

1. Your gender
    A. Male

  B. Female

  C. Other

  D. Choose not to answer

2. Your college

  A. Agriculture and Natural Resources

  B. Arts and Sciences

  C. Business and Economics

  D. Earth, Ocean and Environment

  E. Education and Human Development

  F. Engineering

  G. Health Sciences

3. Your major

_____

4. Your place of birth

  A. United States

  B. Outside the United States

5. Your high school

  A. Public

  B. Private

  C. Home schooling

  D. Other

APPENDIX H

IRB APPROVAL FOR HUMAN SUBJECTS RESEARCH

UNIVERSITY OF DELAWARE **RESEARCH OFFICE**

210 Hullihen Hall
University of Delaware
Newark, Delaware 19716-1551
Ph: 302/831-2136
Fax: 302/831-2828

DATE:	June 23, 2016
TO:	Michael Fernbacher
FROM:	University of Delaware IRB
STUDY TITLE:	[918898-1] Evaluating the Effectiveness of an On-line Tutorial in Increasing Awareness of Academic Honesty Policies at the University of Delaware
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	June 23, 2016
EXPIRATION DATE:	June 22, 2017
REVIEW TYPE:	Expedited Review
REVIEW CATEGORY:	Expedited review category # *(6,7)*

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years.

- 1 -

Generated on IRBNet

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or nicolefm@udel.edu. Please include your study title and reference number in all correspondence with this office.

DATE: June 19, 2018

TO: Michael Fernbacher
FROM: University of Delaware IRB

STUDY TITLE: [918898-3] Evaluating the Effectiveness of an On-line Tutorial in Increasing
                   Awareness of Academic Honesty Policies at the University of Delaware

SUBMISSION TYPE: Continuing Review/Progress Report

ACTION: APPROVED
APPROVAL DATE: June 19, 2018
EXPIRATION DATE: June 22, 2019
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # *(6,7)*

Thank you for your submission of Continuing Review/Progress Report materials for this research study. The University of Delaware IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years.

Generated on IRBNet

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or nicolefm@udel.edu. Please include your study title and reference number in all correspondence with this office.

Generated on IRBNet

86