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Academic Ethics Conflict in the Age of Wikipedia and Turnitin.com: A Study Assessing the Opinions of Exiting College Students

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Academic Ethics Conflict in the Age of Wikipedia and *Turnitin.com*:
A Study Assessing the Opinions of Exiting College Students

by

Consuelo Doria Kelley

A Dissertation Presented to the
Graduate School of Humanities and Social Sciences of Nova Southeastern University
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

Nova Southeastern University
2014

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**Nova Southeastern University
Graduate School of Humanities and Social Sciences**

This dissertation was submitted by Consuelo Doria Kelley under the direction of the Chair of the dissertation committee listed below. It was submitted to the Graduate School of Humanities and Social Sciences and approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Department of Conflict Analysis and Resolution at Nova Southeastern University.

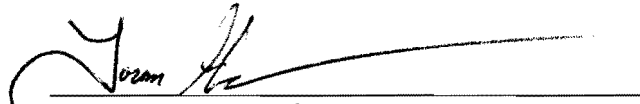
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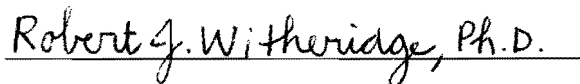
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Dedication

This work is dedicated to my father, Daniel Francis Kelley, Jr., who always believed in me and taught me many immeasurably valuable lessons, not the least of which is *No Hay Mal Que Por Bien No Venga*. This one's for you, Papi.

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List of Acronyms

- AD: Academic dishonesty
- AE: Academic ethics
- AI: Academic integrity
- AM: Academic misconduct
- CSU: College of Undergraduate Studies
- FTIC: First-Time in College
- IRB: Institutional Review Board
- NSU: Nova Southeastern University
- SEA: Student Engagement and Assessment
- T&L: Teaching and Learning

Abstract

Technology has wrought paradigmatic shifts in societal, institutional, and individual power to instantly share and collaboratively produce knowledge, influencing the definition and perceived significance of academic ethics (AE), a continually evolving social construct. Student disregard of AE can generate wide-ranging conflicts affecting multiple student-success stakeholders: students, their families, instructors, administrators, schools, employers of graduates, and society. Dominant AE higher education institutional strategies typically position the individual student as the problem, leaving contextual influences on their academic conduct outside the AE conflict resolution discourse. The researcher conducted an exploratory research study to ascertain undergraduate students' opinions about AE at a university poised to coordinate and consolidate policy for its undergraduate student population—Nova Southeastern University (NSU). NSU recently announced the creation of a new College of Undergraduate Studies (CUS) to establish a single and unified undergraduate identity throughout its six undergraduate degree-conferring schools. Data was collected and analyzed to assess the opinions of exiting NSU undergraduate students': 1) beliefs about AE, 2) familiarity with school policies and rules, 3) perceived AE experience at NSU, and 4) awareness of conflicts generated by disregard of AE standards and objectives. Conflicts resulting from disparate understandings of academic ethics between students, faculty, and administrators can be reduced and prevented through enhanced communication. This study's findings provided a repository of knowledge to inform NSU/CUS institutional AE strategies by giving voice to students, thereby enhancing communication and the conflict resolution potential

of institutional initiatives for the benefit of students and student-success stakeholders at NSU and all similarly-structured universities.

Keywords: academic ethics, academic integrity, academic dishonesty, university academic policy, plagiarism, cheating, internet cheating, *Turnitin.com*, Wikipedia.

Chapter One: Introduction

*Education is a kind of continuing dialogue,
and a dialogue assumes, in the nature of the case,
different points of view.*

— Robert Hutchins

The studied site is a private, not-for-profit, fully accredited,¹ diverse, student centered,² and technologically advanced teaching and research American university that has arrived at a pivotal time in the evolution of its undergraduate programs—Nova Southeastern University (NSU). A graduate and undergraduate degree-granting academy with an extraordinary dedication to community engagement,³ NSU is committed to the education of productive contributors to society with *integrity* as a core value for its students and alumni (Nova Southeastern University, 2013-2014a). As discussed below, through its commitment to academic excellence and integrity, NSU’s mission includes positive pedagogic influences on the development of students’ ethical decision making during their matriculation years.

Research Study Overview

The researcher sought to bring a fresh perspective to the ongoing, sometimes raucous debate about academic ethics (AE) today. A multidisciplinary research approach informed by conflict analysis and resolution studies was employed to investigate

¹ Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award associate’s, baccalaureate, master’s, educational specialist, doctorate, and professional degrees.

² As discussed later in this chapter, the study site university in 2011 included “student centered” in its embrace of eight new Core Values. *Student centered* means that for NSU: “Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development” (Nova Southeastern University, 2013-2014a).

³ Nova Southeastern is recognized by the Carnegie Foundation for Advancement of Teaching (Nova Southeastern University, 2011b).

academic ethics, using quantitative methodology to assess the socially-constructed understanding of NSU undergraduate students regarding academic conduct standards and objectives, both general and specific to their college experience, as well as their awareness of conflict(s) generated by disregard of those standards and objectives.

This exploratory dissertation research study applied the lenses of social constructionism, critical pedagogy, and ethical decision making theory to collect, analyze, and critically evaluate quantitative data regarding undergraduate students' opinions about AE and its perceived significance at their university. Its overarching goal was to provide a repository of knowledge that would inform institutional approaches and discourse directed toward shared meaning and improved understanding of academic ethics, for the benefit of the studied site's student-success stakeholders and those of similarly-structured universities.

This chapter will describe: 1) the problem for conflict study and the theoretical frames most promising for its resolution; 2) the significance and objectives of the instant research; 3) operative definitions derived from the study site institution's communications; 4) processes employed for quantitative data collection and analyses; and 5) delimitations and limitations of the study.

Contextual Background and Problem for Study

Academic dishonesty has wide-ranging effects on multiple parties: the many affected individuals include students, their families, faculty, administrators, employers of graduates, and society with normative expectations regarding the academic credentials and ethical behavior of its members. As Adejimola (2009) and others have noted, “[m]ost of the non-violent methods of conflict management, such as collaboration, negotiation,

and dialogue... are largely dependent on effective communication” (p. 3, quoting Shedrack, 2004). What are the perceived societal and institutional communicative influences on college students’ socially constructed understandings of academic ethics’ meaning and significance? In the context of those communications, what are the perceptions, content understandings, and conflict awareness levels of students to whom those communications have been directed?

The Cheating Landscape: A Contextual Backdrop for Students

Popular and scholarly articles bemoan the presence of cheating at every level of human social interaction. For this study’s examination of one specific college student population’s social construction of academic ethics meaning and parameters, research included an examination of a vast array of print and online reported academic and non-academic cheating incidents, statistical assessments, and e-learning ethics-related narratives. Relevant examples of challenging ethical conduct from the larger stage are described first, followed by more local state and regional reports relating to academic ethics.

Academic Ethics: The Big Picture

The problem here studied—college students’ understanding and meaning making processes regarding academic ethics and academic conduct at one university described below—is situated within the larger picture of academically dishonest or unethical behavior. Over ten years ago, accounts of academic dishonesty were bemoaned as “ubiquitous in our society” (Pincus & Schmelkin, 2003, p. 196); more than a decade later the tide of dismaying news has not abated. In December 2012 CNBC’s special *Faking the Grade: Classroom Cheaters* presented viewers with a surfeit of evidence. American and

Canadian school college and high school students were filmed sabotaging their colleagues' success by removing library book pages; others were shown comfortably surfing websites for online cheating tips or term papers for purchase. Parents were interviewed about having spent money and time to help their kids cheat, and teachers were filmed alongside principals busily falsifying grades "to make their institutions look better" (Genzlinger, 2012, para. 2).

Book titles such as *Pedagogy, not Policing* (Twomey, White, & Sagendorf, 2009) reflect the deep conflict felt by teachers compelled to devote time and resources to detecting cheating. Cheating both generates and reflects the conflict felt by many stakeholders: students, families, parents, teachers, administrators, and the public relying on the educational expertise expected of successful graduates. David Callahan, author of *The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead* (2004), posits that cheating has become accepted as a part of human culture today. Co-founder of public policy institute Demos, Callahan's website *cheatingculture.com* reports on scholarly analyses and popular media accounts of the latest cheating manifestation. The site's popularity as a quotable source suggests that the distribution of information about cheating reaches a wide (and perhaps as yet unjaded) audience. Additional website and media accounts abound, and although a complete listing of online platforms that facilitate academic dishonesty is beyond the scope of this dissertation, certain examples identified therein are noted here because their extensive coverage is one component of the larger context within which the studied student population is seeking academic credentials today:

- Publication of leading anthropologist and primatologist Jane Goodall's latest book was delayed in March 2013 because numerous portions of text were unattributed and reproduced exactly as they appeared elsewhere in prior electronic sources, including Wikipedia. After the author apologized and vowed to "work diligently with [her] team to address all areas of concern" (Flood, 2013, para. 4), the book was scheduled for release one year later, in April 2014 (Hatchette Book Group, 2014). The author's reliance on Wikipedia for information echoes that of many in society, including faculty and students, but the use of unattributed passages from Wikipedia by an esteemed and beloved scientist brought the use of a popular, collaboratively-authored and non-peer reviewed online-only resource much international attention.
- "The 10 Biggest College Cheating Scandals" were reported in August of 2012 to include: Baruch College professors who allegedly padded student grades to keep tuition checks flowing into their school; 134 seniors at the US Naval Academy who paid for an early copy of an electrical engineering exam; half of the second-year class at Indiana University's dentistry school; 34 first-year students at Duke's Fuqua School of Business; at least 20 students in Long Island, NY, who paid others to take the SAT exams in their names; an assistant registrar who changed 541 students' grades at Southern University in Louisiana; and tutors for the basketball team at the University of Minnesota, who admitted they had written over 400 papers for players (see Galante, 2012).
- On August 31, 2012, Harvard College announced that its Administrative Board was investigating nearly half of the 279 students enrolled in a Spring 2012

undergraduate student course for “allegedly plagiarizing answers or inappropriately collaborating on the class’ final take-home exam” (Robbins, 2012a, para. 1). The 125 accused students were freshmen, sophomore, juniors, and seniors; the latter’s degrees just conferred were placed in jeopardy, and ongoing students faced a range of possible penalties. Many of the accused claimed the course instructor had been inconsistent and/or unclear about the extent of authorized collaboration during the course term. ““These allegations, if proven, represent totally unacceptable behavior that betrays the trust upon which intellectual inquiry at Harvard depends,’ Harvard University President Drew Faust said in a statement on the college’s website” (Lauerman, 2012, para. 4). When the student investigation was announced, Harvard College Dean of Undergraduate Education Jay M. Harris said the scope and magnitude of the alleged student academic dishonesty case were ““unprecedented in anyone’s living memory,’ ...and that the College’s unusual step of announcing the investigation was intended...to launch a broader conversation about academic integrity” (Robbins, 2012a, para. 2, 9).⁴

⁴ The resources in terms of time and money that Harvard University devoted to the aftermath of the 2012 “cheating scandal” (Robbins, 2012a) were extensive (Robbins, 2012b). The school’s tasks included: 1) the careful individual investigation of 125 accused students under required due process; 2) a thorough investigation of the involved faculty member’s course behavior, syllabus, and exam instructions; 3) preparation for potential lawsuits; and 4) providing continued information to Harvard students, the faculty, the accused, families, and the public. In addition the human costs of uncertainty and possible consequences that weighed on the accused students were high as they awaited resolution of their individual investigations. That group included seniors who received their degrees in the summer of 2012 and began jobs dependent on their new Harvard credential, as well as current students and certain high-visibility student athletes such as the Harvard College men’s basketball team co-captains, who decided to withdraw rather than endanger their eligibility (Golen, 2012). On February 1, 2014, the Dean of the Faculty of Arts and Sciences announced that the College had concluded its investigation. Roughly half of the student cases resulted in forced withdrawal from the school for a “period of time” (“Harvard College,” 2013), a quarter received academic probation, and the remainder ended in no disciplinary action. The College plans campus-wide discussions and consideration of a broad range of options,

The foregoing examples of academic ethics conflict underscore for all higher education institutions the urgency and significance of clearly communicated academic ethics policies and practices. As noted below, the study site institution shares many diverse structural and aspirational features with Harvard and other non-Honor Code universities.

Academic Ethics: The Local Picture

Nova Southeastern University is located in South Florida, where state and regional reports related to e-learning challenges and opportunities present additional possible contextual influences on a Florida school student's social construction of academic ethics today. As is the case with many others not here listed, the examples given below are all readily available in print and online:

- The *Sun Sentinel*⁵ recently reported that the Florida Legislature has passed a law requiring that students be given high school or college credit for certain large online classes (Massive Open Online courses, or MOOCs) attended by thousands of students. “[MOOCs] are offered worldwide, from Broward College to Harvard to Tel Aviv University” (Travis, 2013a, p. 1). While the article makes clear that states and universities are enthusiastically jumping onboard the MOOC opportunity train, some expressed reservations about quality: “But the United Faculty of Florida worries that giving college credit could devalue degrees and cost jobs. Michael Simonson, a distance learning professor at Nova Southeastern

including the adoption of some form of Honor Code, but neither specifics nor the resolution of individual cases were provided (“Harvard College,” 2013).

⁵ The Sun Sentinel is a Pulitzer prize winning newspaper with broad circulation in the tri-county area (Broward, Miami-Dade, and Palm Beach) in the immediate locale of the study site institution, Nova Southeastern University.

University, said he hasn't been impressed with the MOOCs he's seen.

'Technologies when used properly for teaching and learning provide major benefits and opportunities, just not at the expense of what is more important—effective teaching and appropriate content'" (Travis, 2013a, p. 2). Regardless of one's opinions about MOOCs as a novel educational platform, the article notably *assumes* that digital pedagogy is an integral part of today's student experience; that assumption has become part of the current public discourse on all things related to academics, including ethics.

- The *Orlando Sentinel* reported on November 8, 2010 that "close to 600 students in a business course at the University of Central Florida must retake a mid-term exam after a professor was tipped off to cheating" (Zaragoza, 2010). About a third of the course students somehow had acquired a copy of the exam answer key, and the entire class, including those that did not cheat, was required to retake it. In an emotional lecture that received national coverage and was featured on the widely-read Huffington Post news website (2010), UCF Professor Richard Quinn told students that the incident left him "physically ill, absolutely disgusted" and "completely disillusioned" after 20 years of teaching (Zaragoza, 2010, para. 4).
- On December 10, 2013 the *Sun Sentinel* reported that a Florida International University (FIU) alumnus had "logged into a professor's email account in 2012 to access four test exams, and then organized a distribution system where he was paid up to \$150 [by students for each] copy of the stolen exam" (Travis, 2013b). Two current FIU students were also charged by police for

dealing in stolen property; police said they “sold the exams to other students” (Travis, 2013b). The article continued: “Officials at Florida colleges say while they aren’t seeing any increases in academic dishonesty, students are getting more sophisticated. ‘Cheating has been going on for a long time, but what has changed is the technology,’ said Ralph Rogers, provost at Nova Southeastern University in Davie. ‘There are very small devices, essentially a watch, where you can access the Internet, and that has become a challenge’” (Travis, 2013b, para. 10).

Thus, schools currently are pressed to solve an internal problem that has no boundaries at the doors of academia, and the solutions have not impressed. The real and perceived problem of academic misconduct as “rampant” continues (see e.g., Eckstein, 2003; Hallak & Poisson, 2007; McCabe, 2005). Although this research study focused on American students at one university, the investigator notes that students with internet access today navigate their learning experience against a larger backdrop of academic cheating that appears borderless and global. Thus, a scholar investigating teacher and staff contributions to “examination malpractice or cheating” (Ogunji, 2011, p. 53) by students across schools in Nigeria called school cheating “a global phenomenon... alarming... an ugly trend” (Ogunji, 2011, p. 62). Regardless of the nationality of the school(s) in question, “[i]f corruption is indeed as systemic and pervasive as to warrant fears of a cheating culture, the usefulness of current... approaches is questionable” (Gallant, 2008, p. 4, citations omitted).

Academic Ethics and Conflict

In the scholarly literature academic dishonesty (AD) has been researched for decades (see Chapter Two), seeking to determine its definition, prevalence, motivational

forces, predictors, and effective deterrence. Most critically, what emerges therein is deeply problematic. Throughout the many disciplines in which cheating—and plagiarism as a subset of AD—has been researched, there are great “inconsistencies in the definition of academically dishonest behaviors and [a] lack of consensus and general understanding of academic dishonesty among all members of the academic community” (Pincus & Schmelkin, 2003, p. 196).

As discussed in the literature reviewed in Chapter Two, the inconsistencies and lack of consensus in academia about cheating’s definition and consequences noted by Pincus & Schmelkin (2003, p. 196) preordain conflict, because academic work is the principal product students must submit to instructors in order to advance on their educational path, whether they are in college to play football or a violin, to design buildings or treatment plans. It represents the very means by which they will progress through coursework requirements and move forward. Beyond attendance, participation, and other indications of a student’s commitment to a class, academic work such as assignments, exams, presentations, and any other required course submissions are the primary commodity that university faculty consider in their assessment and grading of the student. Yet in certain respects students are navigating uncharted waters when it comes to clearly defining what they may do, because their instructor-guides disagree even among themselves. For example, while most might agree that copying another student’s exam or forging a university document constitute cheating,⁶ what about collaborating with another student on a take-home exam when individual work is specified but collaboration and

⁶ The Oxford English Dictionary defines the verb of cheating in several ways, including to “act dishonestly or unfairly in order to gain an advantage, especially in a game or examination” and to “deceive or trick” and to “avoid (something undesirable) by luck or skill” (“Cheat,” 2014), among other definitions.

group work are required by the instructor in class? What about the conflict experienced by a student accused by his professor or school of plagiarism that was unintentional?

As discussed in Chapter Two, cheating may indeed take “many forms” (Maramark & Maline, 1993, p. 3), but its conclusive determination in many cases may be experienced by students as essentially a subjective judgement. Writing about plagiarism, which many university academic standards/codes (including NSU’s) and many faculty equate with cheating or proscribe as a subset of cheating, Miller (1993) argued that “teachers cannot assume that every student comes into the classroom with the same belief system” (as cited in Pincus & Schmelkin, 2003, p. 197).

AE conflict: Student-teacher. Regardless of what definition of cheating the reader may endorse it may not be the same as that of another individual, and therein lies the rub. If a student’s academic work is considered a *consequential* product (i.e., it’s detected or deemed unacceptable production can result in a failing grade, suspension, or expulsion), then both the assembly line worker (student) and the quality control worker (teacher) must agree on the means of production up front, or there will be conflict if the product and its maker are rejected. Conflict between instructors and students results when each group differently constructs what constitutes cheating, or differently constructs the severity of consequences for cheating. Thus, a portion of the scholarly literature on AE is made up of studies investigating differences in how faculty and students perceive cheating (see Chapter Two). Although that was not this study’s focus, their review contributed to the formulation of this study’s research questions and methodology to assess the perceptions of NSU exiting undergraduate students regarding student-faculty AE-related conflict (see discussions of student-faculty AE conflict-related research in

Chapter Two and research opinion categories designed for survey administration in Chapters Three and Four).

AE conflict: Student-student(s). In addition to student-faculty conflict engendered by definitional and consequential ambiguity, academic dishonesty provokes conflict within and among students. Students may experience conflict as a result of the unfair advantage gained by the student who cheated, often in less time with minimal effort or engagement with the subject, as perceived and experienced by the student who did not cheat and dedicated greater amounts of labor and time to a class assignment or exam preparation. The literature addressing this facet of conflicts engendered in and between students as a result of academic dishonesty is discussed in Chapter Two, and contributed to the formulation of this study's survey questions assessing participants' awareness of AE conflict-related effects, as described in Chapters Three and Four.

AE conflict: Student-school. Contextual influences on students' social construction of AE include those provided by and experienced within their school. As the work of critical pedagogy theorist Peter McLaren demonstrated, schools are a primary site for an individual's apprehension—a learner's social construction—of rules and their significance relative to normative expectations (McLaren, 2006, p. 183). The researcher was curious about NSU undergraduates' socially constructed views of academic ethics that the university may have influenced during their matriculation years. What is their familiarity with their school's academic conduct rules and what are their perceptions of their school's institutional AE approach?

Another facet of current conflict between students and their schools involves the panoptic surveillance of student academic work through its required submission via

electronic platforms designed to detect unauthorized copying without citation or plagiarism. Many NSU faculty employ the use of a plagiarism detection software called *Turnitin.com*, a university-contracted service that conducts matched content analyses of student course assignment submissions. *Turnitin.com* has a strong national and international school presence, making available statistics regarding the sources students most frequently include in their academic work:

In 2012, the company searched 38 million student papers for matches to existing content. About 10 million of those papers were written by secondary school students; the rest were written by college and university students. Among the papers searched, the company turned up 156 million matches to previously published online content. Unsurprisingly, the number one online source for those matches was Wikipedia. Among the secondary school papers, the second most popular source of those matches was Yahoo Answers. (Waters, 2013, p. 3)

As discussed in Chapter Two, popular media and the literature reveal conflicts and/or conflict indicators such as mistrust and frustration for students (and faculty) resulting from the required use of *Turnitin.com* and similar copying detection services. Those conflicts between students and their schools informed this study's survey questions asked of students regarding both the required use of *Turnitin.com* and their perceptions of information provided by Wikipedia, as presented in Chapters Two and Four.

AE conflict: Student-society. Conflicts created by these inconsistencies and lack of consensus extend beyond the academy. As have other scholars, Anitsal, Anitsal, and Elmore (2009) argued that academic dishonesty positively correlates with unethical conduct in the workplace, suggesting that "students' perception of what is cheating has

changed. For instance, working together on a take-home exam is considered ‘postmodern learning’ and text-messaging answers is not considered cheating by some students” (Lau, Caracciolo, Roddenberry, & Scroggins, 2012, p. 4). Societal implications are fearful:

“Do you want to drive over a bridge that was designed by an engineer who cheated his way through school?” asks Jen Day Shaw, dean of students at the University of Florida. “Do you want to be operated on by a surgeon who cheats? If the students don’t learn honesty and good values here, what are they going to do in the real world?” (Travis, 2012, para. 3)

The literature and media resources supporting this study’s investigation of the foregoing types of academic ethics-related conflicts is reviewed in Chapter Two.

The Digital Landscape: A Contextual Paradigm for Education

In searching for one contextual influence that crosses all disciplines, the technology of the internet comes to the fore, for its radical effects on consumers of knowledge and for the nature of knowledge itself. The present context for AE conflict has been irrevocably altered by virtue of the digital age, which in turn has extraordinary ramifications for the present evolving descriptive features of the parties affected by AE conflict, the nature of knowledge in the age of Wikipedia, and notions of authorship and ownership of ideas, along with the very language employed to define and promote academic ethics. As individuals navigating the digital landscape of post-secondary education today, what might be the content of NSU undergraduate students’ socially constructed conception of academic ethics?

Today in 2014 technology has permeated every platform of human social life enactment on a global scale, on every level of an individual’s interaction with others.

Mirroring this reality on all relational levels, the college classroom has “go[ne] virtual” (Harden, 2013), with universities in Dubai communicating, collaborating, and competing with academies in Delhi and Denver in nanoseconds, afforded instant connectivity. A focus on education today—and the subset of pedagogical practices related to academic ethics—must of necessity examine language’s social construction in what’s been called *new era education* (Khan & Subramanian, 2012), to accommodate any possibility of a true, shared understanding of pedagogic strategies and objectives. The study site institution is firmly situated in the digital domain of *new era education*: NSU has expended considerable resources — \$9 million in the past two years (“Let your voice,” 2013) — to maintain its technological competitive advantage for recruiting and educating students. Its president recently observed that the university is “experiencing connectivity at 300 percent because nearly every NSU student has three wireless devices” (Hoffman & Sears, 2013, pp. 1-2).

Technology has instantly and immeasurably widened the individual’s access to information far beyond traditional personal and institutional repositories of knowledge. The benefits of nanosecond informational opportunities for learners and teachers are extensive, linked to increases in academic achievement, student motivation, and classroom engagement (see studies of global organizations and Foltos, 2002, as cited by Khan & Subramanian, 2012, p. 2). Unfortunately, instant communication has also made available to students and anyone with internet access many lures for students to engage in academically proscribed conduct.

To give just two of many examples vying for students’ attention today when they are online, a Google-YouTube search for “cheating strategies” offers: 1) detailed filmed

instructions for creating a duplicate false Coca-Cola or water bottle label, which a student can then customize with inside-label gray-inked answers to exam questions not easily detectable by exam proctors (Nexttraker, 2012); and 2) a vast proliferation of websites offering free or low-cost student papers on virtually any subject, sites with names such as *echeat.com*, *123helpme.com*, *fratfiles.com*, and *schoolsucks.com*. Additionally, the cut-and-paste option of inserting information obtained online into papers is in the view of many to blame for the current state of affairs in which professors need to employ detection software services (such as *Turnitin.com*) to identify whether the paper contains information copied directly off the net. Although one expert on academic integrity concedes that “there has always been plagiarism, ‘there has been a shift... what’s different now is that the internet provides such a vast resource that’s so easily accessible, that those students who are engaging in cut and paste plagiarism are doing it a lot more often, and I think that’s where the explosion is’” (Gilmore, 2008, p. 33, quoting Donald McCabe).

Indeed there has been a “shift,” but the researcher’s examination of information available in the scholarly literature as well as popular media confirms that the larger picture is as complex as the concept of academic ethics itself, and further that the character of the student may be no longer that expected or even understood by those that would define it for them. Marc Prensky (2001) claims that a “really big *discontinuity* has taken place” (p. 1, emphasis in original). He also calls it a “singularity—an event which changes things so fundamentally that there is absolutely no going back. This so-called ‘singularity’ is the arrival and rapid dissemination of digital technology in the last decades of the 20th Century” (Prensky, 2001, p.1).

Prensky's (2001) described "singularity" in turn has effected a change in the very nature of academic ethics conflict parties and student-success stakeholders, with implications for this exploratory study regarding definitions and the relative significance of academic ethics conduct terms and language for students. He asserts:

[o]ur students have changed radically. Today's students are no longer the people our educational system was designed to teach... Today's average grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, the Internet, cell phones and instant messaging are integral parts of their lives. It is now clear that as a result of this ubiquitous environment and sheer volume of their interaction with it, today's students *think and process information fundamentally differently* from their predecessors. (Prensky, 2001, p. 1, emphasis in the original)

Prensky (2001) calls today's "new" students *Digital Natives*, and the "rest of us" *Digital Immigrants*, which he describes as "those who were not born into the digital world but have, at some later points in our lives... adopted many or most aspects of the new technology..." (pp. 1-2). According to Prensky, "the single biggest problem facing education today is that **our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language**" (p. 2, emphasis in the original). Not only is the language different between the two populations, but teaching and learning assumptions of *Digital Immigrant* teachers regarding the way and order in which *Digital Native* students can and want to learn are simply "no longer valid" (p. 3).

Prensky's (2001) claim is echoed by educators at the study site institution, Nova Southeastern University (NSU). Maryann Tatum Tobin, a professor at NSU's Abraham S. Fischler School of Education and a specialist in its Graduate Teacher Education Program, recently noted in a NSU *Horizons* magazine interview:

“Right now, we have young children whose first exposure is to text, it's on a screen, and that's changing the way that children interact with text...To them, a book is a Kindle or an iPad. It's changing the way we think of literacy, as not just reading and writing anymore. It's all about navigating this world of symbols... We're still dealing with a group of teachers, who are approximately 35 years old or older and who are *digital immigrants*,” said Tobin, referring to terms coined by author-educator Marc Prensky. “They've learned to use the computer, they can be fairly proficient at it, but they *learned* to use it. It's one thing to say I grew up using a computer; it's quite another to say I grew up with an iPhone in my hand” (Koff, 2013, pp. 32-33, emphasis in original).

It has been asserted that “learning is different in the digital age from what it was fifty or 100 years ago, yet institutions and pedagogies have not significantly changed” (Gallant, 2008, p. 83; see also Duderstadt, Atkins, & Van Houweling, 2002). As a self-identified *Digital Immigrant* and conflict studies graduate student at Nova Southeastern University, the researcher was curious about the mindsets of current undergraduate *Digital Native* students regarding academic ethics at NSU. They are younger students who study within an educational situational context in which the academic conduct expectations and rules for that landscape's successful navigation are such that they may be perceived as crafted and enforced by a different, superannuating population. For a

university currently at a pivotal time for self-study and consolidation of academic ethics communications to its undergraduate student body (see discussion of the study site institution, *infra*), data about the perceptions of current students—who have thus far not been a dialogic party to the social construction of academic ethics at and by their school—will contribute to reaching a commonly shared and understood meaning and language for academically ethical conduct.

Theoretical Frameworks of Inquiry

Scholars have called for an interdisciplinary approach to the study of higher education in order to better serve and support students (Harclerod, 2011, p. 255). An interest in researching academically dishonest conduct, however, reveals the broad swath the construct cuts across disciplines, and the lack of consensus about definitions and language used differently within each to describe proscribed acts of “cheating” or “plagiarism,” for example. As Schaefer (2010) has pointed out, “[a]lthough the interdisciplinary interest in plagiarism points to the large-scale interest in the problem, the interdisciplinary nature of plagiarism has made it more difficult to research, because no one discipline ‘owns’ the plagiarism problem” (p. 15). How then best to approach an issue such as academic dishonesty—plagiarism included—that represents a common challenge but is differently articulated within and around those disciplines? Because the discourse and discourse communities vary within and between disciplines, this study mirrors that diversity by taking an interdisciplinary approach to consider the contextual influences currently at play for NSU undergraduates in the framing and expression of those views.

In order to prevent, reduce, or resolve conflict, it is important to understand by deconstruction the nature of the frame or perspective being responsively or reactively applied by parties to the conflict. That deconstruction, in turn, allows for an informed creation of new or different solutions to the conflict (Rosenfeld, 1989-90). Assuming and acknowledging that there are numerous primary and secondary parties who are directly and indirectly affected by academic dishonesty, this study sought to apply the most persuasive, *inclusive* possible framing of the problem. This exploratory study therefore viewed academic ethics through the lenses of social constructionism, critical pedagogy, and ethical decision making theory, all as informed by conflict analysis and resolution studies, to bring a fresh perspective to traditional scholarly and institutional responses to academic dishonesty.

“The way in which a problem or situation is framed is critical because it shapes the construction of possible solutions” (Gallant, 2006, p. 41). Social construction is a promising larger lens for framing the “problem” of academic ethics; that framing, in turn, can set the stage for sharing of views and participatory collaborative efforts (Gergen, 2009) to critically examine the language and significance of academic ethics at the study site university, a process that could bring all higher education student-success stakeholders together in pursuit of a desired outcome (see Chapter Five). If Prensky (2001) is correct and there are two distinct cultures each vying for primacy of their respective understandings of academic ethics (*Digital Immigrants* making and enforcing rules about authorship ownership and appropriate attribution citation, and *Digital Natives* whose understanding about knowledge as a collaborative venture in the age of Wikipedia may view those rules as archaic or worse, nonsensical), then resolving conflicts based on

different cultural understandings can begin by identifying the content of different beliefs at work (see e.g., Augsburger, 1992; Avruch, 2003; Lederach, 2003). How is the subject study site institution presently framing and addressing academic conduct for its students, and what is undergraduate students' socially constructed understanding of academic ethics in the context of that institutional framing?

Social Constructionism

Social constructionism theory assumes that knowledge is constructed among people in a specific cultural and historical context (Burr, 1995). The way that we make meaning and understand the world is historically and culturally relative, and knowledge is constructed by people through social processes of interaction. From this perspective knowledge is “not something people possess somewhere in their heads, but rather, something people do together” (Gergen, 1985, p. 270). “Generally, what [social constructionism] implies is that what is real is not objective fact; rather, what is real evolves through interpersonal interaction and agreement as what is ‘fact’” (Ginter et al., 1996, as cited in Cottone, 2001, p. 39).

Social constructionism emerged in psychology as a critical response to that discipline's focus on the motivations and actions of the individual. It enlarged one's focus to the wider social context within which the individual lives, in which she or he acts and is acted upon. “[I]n general, social constructionism emphasizes the historicity, the context-dependence, and the socio-linguistically constituted character of all matters involving human activity” (Hibberd, 2005, p. viii). Thus, to understand or analyze a given concept, category, or aspect of reality, social constructionism would focus one's inquiry

on the social, historical, and cultural factors that brought it into being, in conjunction with the wider range of social phenomena to which it is related.

Considering that knowledge and social action are constructed through social processes, then one's understanding (whether one is a student, parent, teacher, school administrator, alumnus, or employer of graduates, for example) of academic dishonesty language in university student conduct rules about educationally consequential terms — such as cheating and plagiarism — is influenced by one's cultural or historical background and interactive experiences with the concepts. Furthermore, the language used by any and all parties bears examination, for as a primary social construction theorist notes, “texts contain only so much authority as interpretive communities are willing to grant” (Gergen, 2001, p. 45).

Just as some scholars have used the notion that plagiarism is a culturally-bound social construct to research whether students of different national cultural background may apprehend the construct differently (e.g., East, 2006; Eisenberg, 2004; Gillespie, 2012; Pecorari, 2003), theoretically one could research whether students today are indeed radically different—construct knowledge differently and therefore, use different constructs or language artefacts—by virtue of their membership in a culture of *Digital Natives*, as distinguished from their elder pedagogic guides/instructors/administrators who Prensky (2001) calls *Digital Immigrants*. If there is conflict between these supposed two different “cultures,” social constructionism affords a means to resolving their differences by illuminating the populations' beliefs and meaning making processes, to begin a dialogue that might uncover shared goals and perhaps a new, more inclusively-constructed language for student academic ethics conduct codes. In that regard, this

study's results and implications could spark not only an open dialogue at NSU about academic conduct language in general, but one that is transparent and inclusive in the airing of perceptions and concerns. Data can facilitate dialogue and answer Gergen's (2001) call: "follow Lather's (1991) admonition that we abandon claims to universal knowledge fit for a general curriculum, and move toward context-specific intelligibilities that include the concerns of all parties involved in the educational situation" (p. 128).

Another fundamental tenet of social constructionism that informs this inquiry is the notion of knowledge construction via social processes. It has been suggested, for example, that simply giving international students handbooks about American school cheating and plagiarism policies is not effective (see e.g., Ouellette, 2008; Price, 2002). Students can understand academically prohibited conduct better if it is situated by instructors for them within broader concepts of culture and discourse. Thus, Valentine (2006) points out that "plagiarism becomes plagiarism as part of a practice that involves participants' values, attitudes, and feelings as well as their social relationships to each other and to the institutions in which they work" (p. 89). In pedagogy the evolved emphasis on shared understanding has stressed that the idea of community "is central to our understanding of the ways individuals acquire and deploy the specialized discourse competencies that allow them to legitimate their professional identities and to effectively participate as group members" (Hyland & Hamp-Lyons, 2002, p. 6). This is founded on the argument that "writing is a social act [and] we use language to join communities we do not yet belong to and to cement our membership in communities we already belong to" (Bruffee, 1986, p. 784).

Critical Theory & Pedagogy: Challenging Traditional Assumptions

Critical theory educators hold as a basic premise that traditional assumptions underlying pedagogy should always be examined for their accepted meanings as they have been interactively constructed by the individual and society. As Peter McLaren (2009) ably described their approach, it encompasses the previously described social constructionist perspective:

The critical educator endorses theories that are, first and foremost, *dialectical*, that is, theories which recognize the problems of society as more than simply isolated events of individuals or deficiencies in the social structure. Rather, these problems form part of the *interactive context* between individuals and society. The individual, a social actor, both creates and is created by the social universe of which he/she is a part. Neither the individual or society is given priority in analysis; the two are inextricably interwoven, so that reference to one must by implication mean reference to the other. (p. 61, emphasis in original)

Thus, “the world we live in is constructed symbolically by the mind through social interaction with others, and is heavily dependent on culture, context, custom, and historical specificity” (McLaren, 2009, p. 63). Dialectical theory “attempts to tease out the histories and relations of accepted meanings and appearances” (p. 61).

The researcher thus posits that an academic ethics code for students must always bear critical examination: it represents the dominant discourse that determines “what counts as true, important, relevant, and what gets spoken” (Darder, Baltodano, & Torres, 2009, p. 73). Writing in a different context about psychotherapeutic normative ethics, Hoffman (2006) persuasively argued that:

it is important for us to recognize the nature of ethics codes as socially constructed. Why is this such an important point? ... [W]hen we reify ethics codes in a manner so we begin treating them as an Ultimate Truth, we no longer think critically about what is ethical; we just assume the ethics code is correct. This does not allow for the ethics code to be further refined or adapted to contextual situations, new developments, and new insights. In the end, we do a disservice to ethical living and practice when we stop thinking about ethics in a critical manner and no longer recognize that these are socially constructed truths developed in a particular culture and time. (p. 2)

From this perspective, the researcher initiated collection of data that might contribute to understanding of academic ethics for undergraduates at NSU and to institutional knowledge about the undergraduate student AE experience. Data assessing college students' own understanding of academic ethics in turn may inform dialogue about AE throughout the academic community. The importance of an open and fully dialogic response as central to critical educators is distilled in the words of Paulo Freire: "Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication, there can be no true education" (Freire, 1970, p. 81). The researcher believes that definitional and aspirational clarity regarding academic ethics terms and standards can be achieved through the dialogue and communication Freire describes, for the benefit of students and student-success stakeholders at the study site university in the age of Wikipedia; implications from this study's collected data for dialogic initiatives at Nova Southeastern University will be addressed in Chapter Five.

Ethical Decision Making in Education

Consideration of ethical decision making theory in educational settings here was influenced by the described social constructionist approach. What social constructionism brings to any inquiry about ethical decision making is that it “places the ethical decision out in the open—in the interaction between individuals as they operate in what Maturana (1978) identified as the ‘consensual domain’” (Cottone, 2001, p. 40). Student perceptions of that consensual domain can be examined to ascertain components of its agreed-upon parameters, to better understand academic conduct and academic ethics conflict within that domain. Ethical decisions made within a consensual domain are thus moved “out of the intrapsychic process and into the interpersonal realm” (Cottone, 2001, p. 40). Within that context, students’ *awareness*—of ethics, ethical situations, and ethical decisions—is an integral component of student success.

The progression of students toward the development and adoption of social mores has long been studied in schools as a primary site of influence on the development of young people (see Chapter Two) for their relative attention and objectives with regard to ethical decision making. As individuals navigating that primary site of influence, students’ recognition of ethical issues is key; awareness is a “critical component of major ethical decision models” (Ruedy & Schweitzer, 2010, p. 73). One of the most applied among those models is Rest’s (1986) four-component model for individual decision making and behavior; those four steps are to 1) recognize the moral issue; 2) make a moral judgment; 3) resolve to place moral concerns ahead of other concerns; and 4) act on the moral concerns (Craft, 2013, p. 221). The very first step is critically important, and an examination of student’s ethical decision making in school should begin by tracing the

parameters of moral recognition for that population. Is there ambiguity about the content or significance of academic ethics at the study site university? Scholars have noted that “situational factors, such as ambiguity, are likely to make recognition of ethical issues more difficult” (Ruedy & Schweitzer, 2010, p. 74).

From this perspective, information about a student’s *awareness of cheating or plagiarism* (however defined) as *an ethical issue* would valuably contribute to understanding its perception and conflict significance. Goodchild (2011) advocated that academics assist in developing that awareness in students through the institution of a “fully integrated approach anchored to the historical foundations of applied ethics” (p. 149). The literature reviewed in Chapter Two established the absence of studies assessing academic conduct conflict awareness in university students today (see e.g., Ercegovic & Richardson, 2004), and supported the collection of data about ethical issue awareness that could contribute to informed institutional strategizing about academic ethics. This study sought to contribute to understanding of academic ethics by inquiring about students’ awareness of the conflict potential and relevance of academic misconduct.

Framing this exploratory research study through the lenses of social constructionism, critical pedagogy, and ethical decision making allowed this researcher to scrutinize the discourses of the cultures interacting at the study site university. In consideration of Prensky’s (2001) division of those cultures into *digital immigrants* and *digital natives*, it may be helpful to consider the school environment as an academic culture (East, 2006, p. 17) in which those in charge of its explanation and gatekeeping may not “reflect on and... critique the peculiarities in academic authorship” (p. 17). Thus, “Hyland (2003, p. 363), in his analysis of citations across disciplines, concludes that ‘our

routine and unreflective writing practices are deeply embedded in the epistemological and social conviction of our disciplines” (East, 2006, p. 18). In this vein, “some teaching, rather than making the role of acknowledgement and citation in academic literacy transparent, discourages awareness and critique of academic conventions” (East, 2006, p. 19).

A social constructionist approach to AE assumes that the use of language regarding AE, and AE-related contextual influences from all venues that students experience during their time in school, have impact on their abilities to become members and graduates of an American academic discourse community. If students at the study site institution are to become effective members of a “discourse community” (Swales, 1990), then the tools of discourse need to be understood clearly and ideally identically by all members of that community. Because of recent administrative and institutional initiatives at the study site institution more fully described below, NSU is uniquely positioned to begin inclusive consideration and potential revision or clarification of those tools. Research contributing knowledge to inform that consideration is therefore timely.

Traditional approaches to academic dishonesty in higher education institutions have focused their attention on the behavior of students in one of two dominant strategies, at the expense of considering other factors that influence student academic misconduct. As noted in Chapter Two’s review of the literature, dominant institutional strategies focus on the student as the unit of analysis for change, with the goal of either removing or rehabilitating that unit. Yet, as Gallant (2006, 2008, 2011) and her colleagues (Gallant & Goodchild, 2011; Gallant & Kalichman, 2011) have noted, an institutional academic dishonesty strategy that positions the individual student as the

problem most often leaves faculty and administrator input and accountability outside of the conflict resolution discourse about academic ethics. Further, “ethical corruption will occur if the academy continues to treat misconduct as only an individual dysfunction rather than also being shaped by underlying systemic factors and the environment in which individuals live, study, and work” (Gallant, 2008, p. 8).

If indeed “student cheating is the most critical problem facing education today” (Davis, Drinan, & Gallant, 2009, p. 5), strategies that place their primary and often sole focus on how to remove or rehabilitate students at most schools usually result in academic conduct matters becoming the responsibility of the institution’s division of student affairs. The strong message from parents and affected interests both internal and external to universities predictably is that they simply want the problem to be fixed or go away. As one committed to conflict resolution as well as the value and potential of higher education to create positive social change, this inquiry was designed to generate data to inform recommendations for academic ethics strategies, for the improvement of its promotion and embrace throughout the academic community, to ensure success for students at not only the study site institution but also at all universities national and international. Since “as many as 74 percent of surveyed students admit to some form of academic misconduct in high school or college” (Davis et al., 2009, p. 6), by treating the study site students as similarly needful of constructive guidance in an institution poised to reconfigure and create such guidance, it is hoped that analysis of exiting college student perceptions about academic ethics will inform recommendations and teaching opportunities not only for NSU but also for all higher education schools, just as Harvard

Undergraduate Dean Jay M. Harris recognized his university must now create and promote (see Robbins, 2012a).

Purpose of the Study

Based on the foregoing contextual and theoretical framing of academic ethics in the digital age, this dissertation research study had two objectives: 1) to examine the beliefs, perceptions, understanding, and conflict-related awareness regarding academic conduct of undergraduate seniors enrolled at Nova Southeastern University (NSU or the study site institution); and 2) to provide the university with a repository of useful data regarding student perceptions about academic ethics at an opportune moment in its institutional evolution, as described below. These study goals mirror the objective advanced by Gallant and Goodchild (2011) to empower “higher education faculty, students, and administrators to change organizational structures, processes, and cultures to diminish opportunities and temptations for misconduct and encourage ethical behaviors” (p. 8).

The Site for Study

Nova Southeastern University is pivotally positioned for AE study as a result of a number of recent institutional initiatives, as noted below. The discussed features highlighted here combine to make the collection of data begun by this study a timely contribution to the expansion of institutional knowledge about AE from the perspectives of its undergraduate students, and possibly inform a broader university-wide conversation about normative academic standards that is inclusive of the voices of all higher education stakeholders, especially students.

NSU Mission Statement: Integrity

On March 28, 2011, NSU's Board of Trustees adopted the following mission statement, which features integrity as the single integrating goal:

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public, as a premier private not-for-profit university of quality and distinction that engages all students and produces alumni who serve with *integrity* in their lives, fields of study, and resulting careers. (NSU, 2013-2014a, emphasis supplied)

Core Values

“In pursuit of defining the Nova Southeastern University of tomorrow, President George L. Hanbury, II, Ph.D., collaborated with faculty members, deans, staff, alumni, student leaders, community members, and the board of trustees to create *a single-shared vision* based on eight core values” (NSU, 2013-2014a, emphasis supplied). For purposes of this study's focus on undergraduates' perceptions of academic ethics at their university, the first three of those announced core values are relevant: academic excellence, student centered, and integrity. The university's website defines each as follows:

- **Academic Excellence:** Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the

highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff. (NSU, 2013a, para. 4)

- **Student Centered:** Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development. (NSU, 2013a, para. 5)
- **Integrity:** Integrity involves honesty and fairness, *consistency in instruction*, ethics of scholarship, freedom of inquiry, and open and truthful engagement with the community through effective communication, policies and practices. (NSU, 2013a, para. 6, emphasis supplied).

Inspired by personal and anecdotal experiences as a graduate student in conflict analysis and resolution at NSU, the researcher was curious to determine the understanding of undergraduate students with respect to articulated institutional normative expectations about academic honesty. NSU signaled in its *2020 Vision* announcement the importance of academic integrity for its students as an educational value, and in Core Values text regarding “Integrity” (*supra*) called for *consistency of instruction* across all undergraduate degree-conferring programs. Considering the foregoing three Core Values in conjunction, it will be valuably informative to assess exiting students’ perceptions of their experienced academic ethics instruction and institutional communications, in light of a recent university administrative structural change creating an entity clearly empowered to ensure that envisioned *consistency of instruction* for NSU undergraduates, as next discussed.

Site Structural Changes and Opportunities

Nova Southeastern University has a “unique makeup and history. Most universities start out as undergraduate colleges, before slowly beginning to offer graduate programs; NSU did the opposite—starting out with professional and graduate schools” (Tandet, 2013b, p. 2) before adding undergraduate degree program offerings.

Adding college students to NSU’s original organizational mix evolved in piecemeal fashion as undergraduate degree programs emerged, and as a result NSU’s President Hanbury recently noted that “there are inconsistencies to be resolved” (Williams, D., 2012, p. 4). Although in that interview he was referencing inconsistencies in admission and graduation rates (Williams, D., 2012, p. 4), the remark is equally and perhaps most critically true for inconsistencies among current degree programs with regard to the cross-disciplinary articulation, promotion, and enforcement of academic conduct rules. Currently six different NSU graduate and professional schools/colleges/institutes offer undergraduate degree programs (and differently define/promote/enforce academic ethics).

Just recently in June 2013 the university established a new entity, the new College of Undergraduate Studies (CUS) as approved by the NSU Board of Trustees, to coordinate and consolidate the undergraduate student experience throughout the six university schools, colleges, and institute that offer undergraduate programs at NSU: the Abraham S. Fischler School of Education; the College of Health Care Sciences; the College of Nursing; the Farquhar College of Arts and Sciences; the H. Wayne Huizenga School of Business and Entrepreneurship; and the Institute for the Study of Human Service, Health, and Justice.

In an email to staff announcing establishment of the CUS, President Hanbury explained that the College had been created in a university now celebrating its 50th year “to accomplish [NSU’s] goal of a single undergraduate identity” (Hanbury, 2013, para. 1). Undergraduate program offerings only began at the school less than 20 years ago and college students represent only 20 percent of the NSU student body (Tandet, 2013b; Williams, D., 2012). Establishment of the CUS has been described as a natural evolutionary step towards the goal of a “single and unified undergraduate identity throughout Nova Southeastern University” (Hanbury, 2013, para. 1), a step taken “to recreate an undergraduate college that reflects that common identity and purpose with which all of undergraduate aspirants and students can identify... responsible for coordination and oversight of all administrative aspects of undergraduate offerings” (Hanbury, 2013, para. 2) at NSU. In addition, the university has embarked on a journey to improve the undergraduate student experience, initiating in Fall of 2013 a year of university “self-study” (Tandet, 2013b). NSU has focused campus attention on raising admission standards and improving student retention rates (Tandet, 2013b), and has announced plans to double its undergraduate population (Hoffman & Sears, 2013).

The creation of the CUS in June 2013—as a central, consolidating component of the college student experience at a university at which six subcomponent schools currently offer undergraduate degree programs—signals a pivotal time for coordination and consolidation to create a “single undergraduate identity” (Hanbury, 2013, para. 1). “Students will continue to take classes in their respective colleges they’re a part of...but the [CUS] will serve as a home base for students... things that impact all undergraduate students—things like convocation, commencement, the student catalog, academic

discipline, most of the policies associated with being an undergraduate—will all be [administered] from a single entity” (Brad Williams,⁷ as quoted in Tandet, 2013a). The CUS “offers a personal, nurturing atmosphere” (NSU, 2014, para. 9) for college students navigating the academic programs of the university’s six degree-conferring entities.

The university’s *2020 Vision* invokes the goal of “One NSU” (Tandet, 2013b, para. 15), which implies a singularity in the university’s message to college students about many topics, not least of which (or as this researcher would argue, *most critical*) is a “singularity” of message about academic ethics at Nova Southeastern University. In the absence of a major NSU cheating scandal such as that suffered recently at Harvard University, such a message would represent a proactive institutional response rather than one reactively constructed *post facto*. The content and possible paths to construction of such a message as informed by data collected in this study are addressed in the recommendations made in Chapter Five.

Institutional Academic Conduct Communication Platforms

To study the institutional provision of formal communications about academic ethics at Nova Southeastern University, it was necessary to navigate numerous different platforms and resources to which NSU undergraduates are directed; they differ in content and emphases. NSU’s six undergraduate degree-offering graduate schools historically have taken different approaches to required syllabi ethics content for their respective faculty, and provide differing school directives to students for residential and online student tutoring and success support resources. Their varied approaches also are

⁷ Dr. Brad Williams is Vice President of Student Affairs at Nova Southeastern University and the first Dean of NSU’s College of Undergraduate Studies.

expressed to new undergraduate students during separate times allocated each school during Freshman Orientation; therein each school presents its perspective on all matters of interest to a first year student, and a portion of their allocated time is spent discussing academic ethics (H. L. Studenberg, personal communication, March 7, 2014).

With regard to academic and student conduct, each academic year undergraduate students at NSU also are referred *inter alia* to two different substantial online-only documents for all information related to their undergraduate educational journey: 1) the Undergraduate Student Catalogue (for the academic year 2013-2014, that online-only Catalogue numbers 538 screen pages); and 2) the academic year NSU Student Handbook (Nova Southeastern University, 2013-2014c). Therein students are also referred to their individual school's print and online site resources for any and all additional rules related to student conduct, including academic dishonesty, which the Catalogue and Student Handbook each present differently, using different terms in places. The 2013-2014 NSU Undergraduate Course Catalogue distinguishes academic conduct rules among its undergraduate student population, stating that certain rules only apply to three of its degree program schools within the university (Education, Arts and Sciences, and Human Services, Health, and Justice). The schools of Nursing, Health Care Sciences, and Business present different text, with Nursing and Business the most extensive in added language governing ethical conduct (see Appendix I).

Although a "single shared vision" is being sought for NSU by 2020, this investigator's research of NSU institutional documents and online resources did not reveal that shared vision consistently articulated for academic ethics across all undergraduate degree-conferring schools. In addition to different emphases and directives

provided undergraduates by the six different NSU school/college/institute websites and faculty, there does not appear to be one consistent academic ethics text required for all undergraduate course syllabi.

Finally, many resources to which undergraduates currently are directed⁸ were externally produced by non-NSU online resources and other universities. An NSU student might not relate to the message relayed; in the case of an NSU library-provided resource prepared by Rutgers University to which NSU undergraduates are directed, the online video tutorial repeatedly addresses its remarks to “students at Rutgers” (<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>; Rutgers University, 2011). Nova Southeastern University’s goal of a “single shared vision” may not be facilitated by articulations about academic integrity that do not speak specifically and directly to NSU students.

Student-run university press. The study site school’s official student-run university newspaper is *The Current*, which recently published an article noting faculty concern and responses to cheating at Nova Southeastern University:

Several professors say they are frustrated and saddened by the high frequency of cheating and plagiarism; their role as instructors is shifting to policing, as they try to create ways to apprehend cheating students. (Rajkumar, 2013, para. 2)

A professor at NSU’s H. Wayne Huizenga School of Business and Entrepreneurship who teaches both undergraduate and graduate students now requires

⁸ See e.g., Kundawala, 2014; <http://nova.campusguides.com/plagiarism/>; and <http://nova.campusguides.com/content.php?pid=356501&sid=2915227>).

her students to take every exam through Tegrity, a Blackboard⁹ component that allows her to monitor by WebCam a viewable recording of the student taking the text for its duration so that she can see their testing area and whether they have any unpermitted notes or cheating resources at their disposal. The faculty member stated that she is “one of the very few NSU professors to use Tegrity because teaching new students every semester how to use the program takes a lot of time and effort” (Rajkumar, 2013, para. 5).

Many (Rajkumar, 2013, para. 13) but not all NSU professors require their students to submit their assignments through *Turnitin.com*, an online licensed plagiarism detection service that NSU has purchased. Others are described as combating plagiarism in creative ways, creating assignments with plagiarism in mind or giving “very specific topics that require in-depth research and analysis that can’t be faked using generic material on websites like Wikipedia. ‘Nevertheless, cheating still occurs,’ said [the NSU faculty member], ‘I discover several instances of plagiarism in my classes every year’” (Rajkumar, 2013, para. 16).

When asked “Why do you think students cheat?” in *The Current’s* “Opinions: On the Scene” short question-and-answer forum, the eight NSU undergraduate and graduate students interviewed blamed both endogenic (internal, individual) and exogenic (external) factors. Reasons given included:

- students’ own poor time management skills and procrastination

⁹ Blackboard is an online educational course content, class discussion, and assignment submission platform currently used at NSU to convey faculty syllabi and information to students depending on their registration and course enrollments. It recently replaced WebCT as NSU’s choice for class coursework, and is required for both residential and online enrollment status students.

- external pressures and economic pressures leading to “college students needing to get ‘resourceful’ in order to succeed”
- spending “most of their time on technological devices instead of studying”
- “because life gets real and if they are not successful with their grades, they will not get into the graduate school pertaining to their career interest”
- “I have seen that students think they don’t need to study because the subject isn’t worth their time or isn’t going to help them in their future career”
- “Some also have responsibilities, such as work, sports and organizations, which could cause stress on students and make them cheat.” (“Opinions,” 2013)

The foregoing two recent pieces in *The Current* are the sole archived NSU student media/publication articles identified by this researcher that focus on the subject of cheating at the study site university. The first noted faculty complaints that some NSU undergraduate students “are cheating before, during, and after” exams (Rajkumar, 2013, para. 8), and that “[l]ike a flu outbreak, students’ tendencies to cheat is spreading” (Rajkumar, 2013, para. 1). The second certainly suggests that students *do* have opinions and perceptions about cheating on their campus. The instant study seeks to collect data regarding those opinions and perceptions about cheating, to contribute to institutional knowledge and perhaps inform a campus-wide, open dialogue about something worth acknowledging, that cheating “exists, however humiliating that might be” (Harbin & Humphrey, 2013, p. 1).

Predictably, cheating by students is not something universities like to publicize or even discuss; scholars have described it as

the elephant in the room...an obvious truth that is being ignored or goes unaddressed... [or] an 800 pound gorilla... a similar idiomatic expression that refers to a large, unstoppable individual or organization that can exert its will as it desires, even if people do their best to ignore it. (Harbin & Humphrey, 2013, p. 2)

It thus has been noted that “the issue of academic honesty is a sensitive one for a university because it is so central to the individual learner’s self-identity, the campus’s academic mission, the university’s reputation, and the qualifications it confers” (Roberts & Hai-Jew, 2009, p. 182). While ignorance may be bliss, the researcher believes that universities can ill afford not to proactively and openly discuss cheating and how integrity’s definitional clarity might be accomplished and embraced, to dispel the elephantine gorilla’s looming presence for the benefit of students, instructors, the academy, and society as a whole.

Definitions

Most articulated secondary school rules for students about academic ethics state a positive goal, integrity, which is then described as achievable by the avoidance of various proscribed negatives such as cheating, plagiarism, and fabrication. Terms used by schools are often defined differently, and the meaning of those terms has shifted over time, in response to different operative contextual influences, history, and economic forces (see Chapter Two: Literature Review). All the assumptive notions that ground an academic community’s structure and function begin with language, and if definitions are not shared, the content and processes of definition for language used in a conflict might itself first bear closer scrutiny. Because of the vast range of words in the scholarship and

popular media that reference this study's topic, wherever possible in textual discussion only operative NSU academic conduct terms were here employed in this study's survey design and data analysis, to assess their influence on academic ethics perceptions of the target population of exiting NSU undergraduate students, as described in Chapter Three.

Academic Integrity (AI)

This term is often juxtaposed in the literature as the antonym to academic dishonesty, most especially and persistently within the student academic conduct literature. Like many schools NSU currently asks for the positive by describing the negative. Both the 2013-2014 Student Handbook and Undergraduate Course Catalog seek to elicit *integrity* conduct by defining its opposite, acts of *disintegrity* conduct students should avoid. The specific student conduct reads as follows:

Student Conduct—Academic Integrity

Students should refer to the NSU Student Handbook's full Code of Student Conduct and Academic Responsibility. Conduct standards, supplementary standards, and university policies and procedures are handled by the NSU Office of the Vice President of Student Affairs or by the individual colleges and schools, as deemed appropriate.

Academic Conduct versus Other Conduct

Nova Southeastern University has established clear expectations regarding student conduct and academic responsibility. When these standards are violated, significant disciplinary action can be expected, including expulsion from the university. Students are expected to abide by all university, college, school, and program rules and regulations as well as all federal, state, and local laws. Students

are also expected to comply with the legal and ethical standards of their chosen fields of study. Violations of academic standards are handled by the Office of the Dean in individual colleges and schools.

Academic Integrity in the Classroom

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Faculty members are committed to uphold the standards of academic integrity as described in the NSU Student Handbook. They do their utmost to prevent academic misconduct by being alert to its possibility. If academic misconduct is detected, the faculty member communicates with the student and takes appropriate grade actions within the scope of the course. Faculty members report all violations of academic honesty to their college/school administration. Depending on the severity or reoccurrence of the academic misconduct, academic leadership can impose institutional sanctions. Deans, associate deans, or directors, at their discretion, may immediately suspend students pending a hearing on charges of violations. Sanctions may include disciplinary probation, suspension, or expulsion, including notation on the student's academic transcript. Students found responsible for violations of academic integrity have the option of appealing the sanctions.

A. Academic Standards

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members

adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld. The following acts violate the academic honesty standards:

1. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. **Fabrication**—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating Academic Dishonesty**—intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism**—the adoption or reproduction of ideas, words, or statements of another person as one’s own without proper acknowledgment.

(<http://www.fcas.nova.edu/services/catalog/undergraduate/2013-2014catalog.pdf>, p.101-103)

For purposes of this study’s discussion of NSU undergraduate students’ socially constructed understandings of academic ethics, plagiarism was approached as a subset of cheating. A recently retrieved NSU university library online site source to which NSU students are directed defines plagiarism as “a form of cheating,” and elaborates as follows:

What is plagiarism? Plagiarism is:

- The adoption or reproduction of ideas, words or statements of another person as one’s own without proper acknowledgement. ([NSU Student Handbook 2012-2013](#), p. 23)
- Having someone else complete your assignments

- Paying someone to complete your assignments
 - A form of cheating
 - In violation of federal copyright law (To learn more about copyright, click [here.](http://nova.campusguides.com/content.php?pid=356501&sid=2915227))
- (<http://nova.campusguides.com/content.php?pid=356501&sid=2915227>).

Academic Misconduct

Academic dishonesty (AD) and academic misconduct (AM) are often used interchangeably as umbrella or “catch-all phrase[s]” (Gallant, 2006, p. 6), to cover behaviors or actions that “result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own” (Nuss, 1984, as cited in Gallant, 2006, p. 1). Where AD or AM are here used they are inclusive of the four NSU academic standards violations defined above: cheating, fabrication, facilitating academic dishonesty, and plagiarism.

Delimitations and Limitations

Limitations

For reasons discussed below in the section on delimitations, this study was deliberately restricted to one site university and to quantitative online survey results obtained from one specific target student population at that site: exiting final-year senior undergraduate students at Nova Southeastern University (see Chapter Three). Data obtained and its analysis, therefore, cannot be generalized to other institutions or different NSU student populations. In addition, the study sample size ($n = 313$) and an online response rate of 28% specifically limited analytical conclusions about different or larger student populations at NSU. These limitations nonetheless do not reduce the value of the

study data analyses to inform institutional AE strategies, communications, and instructional directives at the study site institution and similar higher education institutions. Analyses of data obtained will contribute to a repository of knowledge for NSU and its new College of Undergraduate Studies (CUS) about the AE and AE conflict-related perceptions of graduating NSU undergraduate students. NSU's CUS is poised to address the defining of *integrous* academic conduct more comprehensively and consistently for all NSU undergraduate students; this study's limitations will not devalue its contributions to that endeavor.

Delimitations

Study delimitations include researcher positionality and timing of institutional constraints that emerged during the research period of study, which affected the choice of methodology and sample.

Researcher positionality. Research design and approach was influenced by content of the investigator's conflict analysis and resolution studies as a graduate student at the study site institution, as well as prior legal training. The researcher did not have access to information that might have directed differently the trajectory of this dissertation research, such as the number and outcomes of academic standards violations alleged, experienced, or resolved at Nova Southeastern University.

Institutional and sample constraints. During the course of this dissertation study, its research design, methodology, scope, and direction were modified in recognition of the June 2013 institutional decision to create a new NSU College of Undergraduate Studies, an entity that is empowered to oversee and consolidate all aspects of undergraduate student academic conduct. In addition, the population studied was

restricted in size by the researcher's delimitation of the sample surveyed to include only final year, non-transfer NSU college students. That sample constraint was deliberately designed to restrict responses given to those of students whose entire undergraduate college experience has only been at the study site university, so as to not introduce institutional contextual influences regarding academic ethics from another, different post-secondary school.

The noted administrative and political changes over the past year have brought the study site academy to a pivotal point for enhancing campus-wide understanding of what exactly is meant by the objective of integrity as an integral component of academic standards, and the reasons those standards should matter for students as a pedagogic goal rather than a punishment standard. Within the previously discussed "big picture" of paradigm shifts about the nature of knowledge and academic conduct in the digital age of Wikipedia, what is the content and significance of socially constructed notions regarding AE for NSU undergraduate students? Their opinions and voices can and should be part of the "broader conversation about academic integrity" (Robbins, 2012a, para. 9) within and about universities, an objective that drove Harvard College's "unusual step of announcing [its] investigation" (Robbins, 2012a, para. 9). The researcher believes this study's data collection and analysis of the AE-related opinions of senior undergraduate students whose entire college experience has taken place at NSU (see target population parameters, more specifically delineated in Chapter Three) can significantly contribute to greater understanding and a repository of knowledge for the College of Undergraduate Studies to coordinate, consolidate, improve, and support the teaching and learning experience for students. "One NSU" (Tandet, 2013b, para. 15) is an integral theme of the

university's mission and vision, and a "driving principle for NSU planning [is] ensuring...a process that is informed by data, data, data" (Nova Southeastern University, 2011a, slide 66). This study seeks to contribute data to inform that process.

This introductory chapter is followed in Chapter Two by a review of the literature informed by this study's selected theoretical frameworks; a description of the study's research methodology in Chapter Three; presentation and analyses of results in Chapter Four; and a discussion of this study's findings and their implications in Chapter Five, along with recommendations for improved understanding, teaching, and practice of academic ethics at NSU and all post-secondary schools with similar institutional and pedagogical aspirations.

Chapter Two: Review of the Literature

*Cheating in high school is for grades,
cheating in college is for a career.*

— Undergraduate student quote, Davis & Ludvigson, 1993

The literature review conducted for this exploratory quantitative research study of academic ethics' (AE) social construction by undergraduate students at the study site university considered all available scholarship on theory, practice, and research with respect to academic dishonesty, academic integrity, cheating, plagiarism, collusion, fabrication, and other manifestations of academic misconduct. “Consistent across discourses... is the representation of the issue[s] in terms of ethical binaries: honesty-dishonesty, wrong-right, immoral-moral, unethical-ethical, and bad-good” (Valentine, 2006, as cited in Gallant, 2008, p. 9). Review of the literature necessitated searching for “authorized-unauthorized” and many other dualistic phrasings of student work to fully capture the complexity of perspectives taken on academic ethics.

Literature Review Overview

The literature from which the study's research questions and quantitative research methodology were derived is here reviewed. This chapter will:

1. Acknowledge research on cheating's prevalence in higher education venues, and establish why it supports this study's focus on a single university and contextual influences on its students' social construction of AE.
2. Describe the historical context for the sanction against non-original academic work termed plagiarism, to underscore the evolution in social construction of plagiarism's definition and treatment as a subset of cheating in higher education.

3. Review and assess causative and predictive endogenic (internal, individual-centered) research approaches to student cheating in higher education. They position the student as the focus and unit of analysis, inform approaches to cheating taken by many universities today, and are problematic in both their application and effects on student academic dishonesty.
4. Review and assess exogenic (external, situational, societal) research approaches and studies that also position the student as the unit of analysis, and are similarly problematic in both application and outcomes.
5. Last, review available scholarly research and additional resources establishing the relative absence and need for research regarding AE that frames AE as a socially constructed, culturally embedded moral concept without shared linguistic meaning, to assess the conflict-related impact of that construction for college students in the age of Wikipedia and *Turnitin*.

This literature review will set the stage for the study's research design and quantitative research methodology presented in Chapter Three. Research questions were derived from the literature to investigate and assess relational dynamics within and between identified dimensions of conflict-related contextual influences on the social construction of AE by NSU undergraduates, to inform the institutional framing of academic ethics by Nova Southeastern University and similarly-structured/situated post-secondary schools.

Prevalence Research

In the United States and elsewhere, the issues of cheating and plagiarism in higher education have been “heavily researched for decades” (Gillespie, 2012, para. 4),

primarily measuring the prevalence or incidence of academic dishonesty. As detailed in Chapter One, a vast array of scholarly literature as well as popular media coverage empirically and anecdotally support the assumption that cheating, however defined, is prevalent enough to have generated extensive conflict for students and those who are stakeholders in student success—including society's members who might rely on the educational expertise implied by academic credentials.

Studies “in both high school and college reveal an epidemic of academic dishonesty” (Roberts & Hai-Jew, 2009, p. 182). Asserted cheating ranges vary from 23% to 89%, but these statistics are not comparable across time and setting “because of a substantial disparity in rate being reported at any one time” (Roberts & Hai-Jew, 2009, p. 182). Results vary greatly depending on “the number of students sampled, the kinds of dishonesty sampled, and the survey instrument itself” (Hollinger & Lanza-Kaduce, 2009, p. 587). Underreporting is problematic certainly because of self-reporting bias (Hollinger & Lanza-Kaduce, 2009, p. 587), but many prevalence studies examined by this investigator are not comparable because the conduct deemed cheating is so often broadly construed and differently defined/enforced across schools and disciplines. For example, rates decline considerably if only one defined form of academic dishonesty is measured, such as cheating on an exam (Hollinger & Lanza-Kaduce, 2008, p. 589).

It is, therefore, a bit like comparing apples and oranges to generalize beyond any one university's cheating rate findings when schools differ so widely on so many fronts: the wording of each school's academic conduct rules; student body composition and student familiarity, awareness, or regard for those rules; faculty training and enforcement; administrative support of faculty; the presence or absence of an Honor Code and

concomitant student engagement with a code; academic cultural climate experienced by students virtually and/or on campus; and even whether a “cheating scandal” has already garnered unwelcome attention for the academy in question. Whitley and Keith-Spiegel (2001) noted that the academic ethics program of each university will need to be “unique to fit that school’s culture and needs” (p. 337), and Center for Academic Integrity co-founder Donald McCabe has stated that “there is ‘no one size fits all’ solution to academic dishonesty” (McCabe, Treviño, & Butterfield, 2001, p. 221-222). This exploratory research study, therefore, focused solely on students’ AE-related perceptions at a single university study site, Nova Southeastern University, to produce data that would be uniquely valuable to that school’s framing of AE for its students at a timely moment in the evolution of its undergraduate programs.

This dissertation research study was not intended to measure the prevalence of cheating at the study site university, nor rely on self-reported quantitative survey data to claim an accurate calculation of cheating’s incidence at NSU. Operating on the assumption that academic dishonesty exists at the study site university just as is reported to be the case at other schools (see discussion of academic cheating in general and concerns expressed in NSU’s student-run publications, Chapter One), this literature review focused instead on conflict-related research perspectives taken and conclusions drawn, to investigate how students’ socially constructed perceptions of academic ethics at NSU might valuably be assessed.

Historical Context of Academic Ethics: The Plagiarism Example

A full description of the current debate on plagiarism’s definition these days is beyond the scope of this dissertation study. Nonetheless, because plagiarism is defined in

an NSU library-provided student resource as a subset or “form of cheating,” (<http://nova.campusguides.com/content.php?pid=356501&sid=2915227>), understanding the term’s significance and meaning for any inquiry into cheating’s social construction must therefore include whatever is understood as “plagiarism.”

As noted in Chapter One, it has been argued that the notion of single ownership of ideas is difficult to make relevant to *digital natives* in the era of Wikipedia (Bennett, Maton, & Kervin, 2008; Prensky, 2001). Nonetheless, the assertion that the collaborative, inclusive knowledge-making era of Wikipedia has made “notions of authorship, originality, and plagiarism ...outdated in the post-modern digital age of digital sampling, mash-ups, social networking, online collaboration, Wikipedia, and outsourcing” (Campbell, 2014, para. 2), leaves some *digital immigrant* instructors “unmoved” (Campbell, 2014, para. 2). To understand how acceptable academic behavior is defined and promoted in post-secondary national and international schools today, it is helpful to consider the origins and evolution of the notion that academic dishonesty (cheating) includes misappropriating the words and ideas of another, as exemplified by the word “plagiarism,” a word associated with “literary theft” (Posner, 2007, p. 11).

The Oxford English Dictionary (OED) states that plagiarism is the “wrongful appropriation or purloining and publication as one's own, of the ideas, or the expression of the idea of another” (“Plagiarism,” 2012). The word derives from the Latin *plagiarius* signifying “kidnapper,” which itself stems from the Latin root *plaga*, meaning “snare” or “net” (“Plagiarism,” 2012), an etymological connection that ironically evokes the facility with which the internet enables the ensnaring of another’s words for oneself.

To purloin means to steal, which implies that someone owns the property stolen. In the case of plagiarism that property is intellectual, words as the expressed ideas of another. Interestingly, while the wrongful taking of another's property is legally a crime, plagiarism is not; it is instead prohibited in academic works¹⁰ as a result of a radical shift in Western thinking about originality's virtues, which according to scholars emerged in Europe during the 18th century (see e.g., Sutherland-Smith on the "birth of plagiarism," 2008, pp. 36-45). This meant the rejection of traditional ideas about copying the works of others: what once was considered ideal and proper (copying verbatim the works of others) was disparaged and replaced by the worship of individual originality.

In the context of plagiarism's historical evolution since the 18th century, academic institutions have worked to develop strategies to ensure that students' work be individual and original as evidence of their learning experience, whilst promoting the value and justifying the costs of students' investment in that experience. They continue today to disagree about how to explain, define, and discourage *plagiarism* as a key exemplary manifestation of academic dishonesty. "The fact that one key definition of plagiarism has not been globally adopted supports the view that plagiarism is complex, contextual, and open to interpretation" (Sutherland-Smith, 2008, p. 56).

Many scholars and theorists have noted the confusion predictably evoked among not only students but also faculty and researchers with regard to proper attribution and what constitutes its disregard. Blum (2009) has noted that if "professors lack a shared clear-cut judgment about what constitutes plagiarism, it should not be difficult to see why students have even less certainty" (p. 15). Educator Rebecca Moore Howard, after years

¹⁰ It is also prohibited in the world of journalism. For a fascinating description of journalistic plagiarism accusations and scandals over the course of the concept's application, see Posner, 2007.

of teaching her students about plagiarism, realized “that she must reject ‘the very word,’ because the concept is deeply cultural and ‘amorphous’ and ‘hierarchical’” (East, 2006, p. 21). Other scholars have remarked on the concept’s difficulty for students first entering the realm of academic discourse:

Ivanic (1998) writes about how students grapple with writing text that is not familiar, and how this positions them as outsiders. An example of this is academic writing which requires originality to be a matter of reflecting and commenting on other people’s work. Ivanic (1998, p. 195) notes there is a ‘paradox about originality’ (in academic writing it implies a re-creation) and a ‘fuzziness about the whole concept of plagiarism’. Furthermore, students who get it wrong, who do not re-create appropriately, are likely to be accused of plagiarism, and excluded; hence, the rhetoric around plagiarism can work as a gate keeper (East, 2006, p. 21).

For purposes of the instant research study investigating academic ethics as socially constructed by and for students at Nova Southeastern University, the implications of global complexity and disagreement about definitions with academic educational consequences, such as cheating and plagiarism, will be discussed in Chapter Five, based on student opinion data results presented and analyzed in Chapter Four.

Endogenic Lens AE Research: Individual Factors

Studies by Donald McCabe of the Center for Academic Integrity and his colleagues are widely cited in the AE scholarship and generally inform popular beliefs about cheating. McCabe was interviewed for the December 2012 CNBC TV special *Faking the Grade: Classroom Cheaters* discussed in Chapter One, in which he stated that

the many creative cheating strategies employed by students and highlighted in the show were all “driven by the almighty GPA” (CNBC, 2012).

In large-scale, multicampus surveys comparing responses obtained from student participants at multiple schools, McCabe and his colleagues analyzed a number of demographic variables to assess their predictive value for cheating behavior. For example, McCabe and Treviño (2002) concluded that male students cheat more than female students, younger more than older, lower GPA students more than high GPA students, and Greek fraternity or sorority members more than non-members. Scholars have investigated cheating’s prevalence considering variables such as student age, gender, marital status, grade point average (GPA), work ethic, Type A behavior, competitive achievement objectives, and self-esteem (see McCabe et al., 2001, p. 221, and studies cited therein).

The majority of studies applying an endogenic lens have been quantitative in nature.¹¹ As discussed below, research has shown that when investigators position the student as the primary focus of inquiry and unit of analysis, institutional and societal contextual influences tend to be overlooked (Gallant, 2008). A strictly endogenic approach appears problematic to this researcher for at least three other reasons. First, multi-campus studies have comparative generalization issues when the schools compared define terms such as cheating and plagiarism differently, have different school rules, academic ethics climates, enforcement policies (claimed versus actual), and student body compositions, as discussed in Chapter One. Second, conclusions drawn in studies that

¹¹ See Macfarlane, Zhang, & Pun, 2012, pp. 9-10, for a representative list and thematic analysis of 35 quantitative research instrument studies measuring individual and situational factors as well as perceptions correlated with academic dishonesty.

correlate cheating with individual demographic variables continue to be disputed in the scholarship (see discussion below), but nonetheless drive many current institutional and public perceptions of the “cheating problem” in higher education. Third, there is ample scholarship in multidisciplinary conflict analysis and resolution studies establishing that labeling a group of individuals (e.g., females, athletes, Greek members, etc.) a certain way (“cheaters” or “likely cheaters”) is arguably a causative and escalating factor in conflict. Labeling serves to frame the conflict (Maise & Burgess, 2003) studied (here AE-related conflict) in a way that targets the labeled parties for special treatment, and scholars have argued that labeling affects the perception, self-identification, and behavior of the labeled individual (see Becker, 1963).

Gender as a demographic variable continues to be the subject of extensive research studies investigating school cheating and sex-based differences. To the researcher their contradictory conclusions illustrate the futility of expending scholarly and institutional attention and resources to investigate academic ethics issues in higher education using an endogenic framing of cheating. For example, some researchers conclude that men are more likely to engage in academic dishonesty than women (Aiken, 1991; Calabrese & Cochran, 1990; Jackson, Furnham, Levine, & Burr, 2002; McCabe & Treviño, 1997; Vowell & Chen, 2004). Other scholars claim females are more likely to cheat as opposed to men (Graham, O’Brien, & Steffen, 1994; Kerkvliet, 1994). Still other studies found no correlation between school cheating and gender (Faulkender et al., 1994; Genereaux & McLeod, 1995; Haines, Kieffhoff, LaBeff, & Clark, 1986; Karabenick & Srull, 1978; May & Lloyd, 1993; Perry, Kanen, Bemesser, & Spicker, 1990). Statistical support linking gender to cheating behavior has been disputed by Crown and Spiller

(1998) and later by Klein, Levenburg, McKendall, and Mothersell (2007), who determined in their separate reviews of numerous cheating incidence studies that statistical support for the claim that males cheat more than females was not consistent throughout the studies.

A number of AE scholarly research efforts and published sources have come to opposite or more nuanced conclusions regarding the accurate or predictive value of demographic variables.¹² The researcher posits that demographic predictive individual factors linked to cheating have limited value for institutions fashioning an effective, comprehensive academic conduct strategy for all of its students; they therefore were not the focus of this dissertation inquiry regarding undergraduate students' perceptions of academic ethics at Nova Southeastern University.

Exogenic Lens AE Research: Situational, External Factors

External, situational factors considered in the research on academic dishonesty and ethics in higher education include those related to competition by students who experience “pressure to achieve good grades, test anxiety, [competition in] the classroom environment, and performance and achievement issues” (Higbee & Thomas, 2002, as cited in Roberts & Hai-Jew, 2009, p. 183). External work commitments, heavy course loads, and financial or scholarship requirements have also been investigated, yet found to

¹² Another example of scholarly disagreement about demographic variables correlated with students' academic dishonesty is research linking cheating and students' grade point average (GPA). As the author of *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead* (Callahan, 2002) notes, “[a] common assumption about academic dishonesty is that it's the marginal students who mostly cheat” (Callahan, 2014, para. 1). In multi-campus quantitative research studies McCabe and Treviño (2002) concluded that lower GPA students cheat more than high GPA students. But Callahan notes that scholars have long disputed that assumption; Denise Pope's (2001) work suggested that cheating is even higher among AP and honors students. Thus, *cheatingculture.com* highlights a recent cheating scandal in a high school in Revere, Massachusetts by 60 physics class juniors, in which “most of the cheaters [were] honors students” (Callahan, 2014, para. 2).

have little effect on academic dishonesty (Carpenter, Harding, Finelli, Montgomery, & Passow, 2006, p. 182).

Exogenic factor situational research studies position the student as the problem to be molded or punished and are therefore problematic. As Gallant (2006, 2008, 2011) has consistently warned and this investigator's review of a large number of academic dishonesty research studies confirmed, an exogenic perspective overlooks contextual dimensions of influence that might affect student behaviors, as discussed below.

The instant study focused neither on endogenic nor exogenic motivational or predictive variables linked to academic dishonesty, but instead on students' perceptions regarding AE, their familiarity with school AE rules, perceptions of school AE climate, and their awareness of AE-related conflict, to facilitate institutional understanding at a pivotal moment in the evolution of NSU's undergraduate programs. This line of inquiry was influenced by review of the research literature that applied a systemic lens to issues of academic dishonesty, as next described.

Systemic AE Research Lens: Dimensional Analytical Approaches

A systems framing approach is advocated by Tricia Gallant (2006, 2008, 2011) and many other 21st century scholars with academic ethics expertise (see e.g., Davis, Drinan, & Gallant, 2009, and the recent work of 15 scholarly contributors to *Creating the Ethical Academy: A Systems Approach to Understanding and Empowering Change in Higher Education*, edited by Gallant, 2011).

The literature reviewed revealed that universities over time have tackled plagiarism and academic dishonesty by traditionally focusing on the student as the controllable or moldable individual causal agent of the problem, adopting either of two

strategic approaches that Gallant (2008) has labelled “*Rule Compliance*” or “*Integrity*.” Each strategy positions the student as the unit of analysis and focus for educators concerned with the managing of student academic dishonesty conduct.¹³

Rule compliance AE strategy. In the case of the so-called *Rule Compliance* strategy (Gallant, 2008, p. 35), higher education has sought to emphasize for students the rules about dishonesty, their enforcement, and the severity of consequences that students will incur upon their detected transgression. This strategic institutional approach thus “emphasizes the establishment of rules and enforcement of rules for behavior” (Whitley & Keith-Spiegel, 2002, p. 147). The goal is to “create an environment in which students comply with institutional, departmental, and faculty rules. The method is predominantly disciplinarian” (Gallant, 2008, p. 34). It often involves institutional legal bodies such as adjudicative boards, with little if any emphasis on pedagogy about academic ethics and thereby student development.

The study site institution presently communicates through various platforms the message to students, faculty, and the world that it is employing a version of the *Rule Compliance* strategic approach to student misconduct (see Chapter One for discussion and references for hyperlink access to the 2013-2014 NSU Student Handbooks and Undergraduate Course Catalogues). As is typical of many large teaching and research universities that educate both undergraduate and graduate students, NSU folds academic misconduct into a more general student conduct code “that explicates the regulations to which students are expected to comply as well as the disciplinary processes that are

¹³ Neither strategy has resulted in stemming the tide of cheating and plagiarism, and much of the literature is now focused on how much technology has contributed to reported increased academic dishonesty in the digital age, despite the fact that extensive cheating on examinations was a recorded issue long ago in ancient China (Davis et al., 2009, p. 36; Moore, 2009; see also discussion in Chapter Five).

applied when the policy is violated” (Gallant, 2008, p. 35). Students are urged to comply with NSU’s academic conduct rules about cheating, plagiarism, fabrication, and facilitating academic dishonesty because “[t]he university can function properly only when its members adhere to clearly established goals and values” (NSU 2013-2014 University Course Catalog, reproduced in Appendix I). Additionally, academic misconduct is listed and defined alongside other undesirable student behaviors “such as drinking [and] noise violations” (p. 37) in a master online-only document (2012-2013 NSU Student Handbook). In this respect, NSU has created and followed the same path chosen by Harvard University and other large postsecondary schools without Honor Codes: “the rule compliance strategy seems to be most prevalent in large institutions and those with a significant research focus” (Gallant, 2008, p. 37).

Integrity AE strategy. In contrast to the *Rule Compliance* institutional approach, in Gallant’s (2008) so-called *Integrity* strategy:

the method is predominantly developmental, characterized by sanctions and procedures that aim to reform the character of individual students. Discipline is still used to reinforce the integrity message, and pedagogical methods may extend to the implementation of ethics across the curriculum. (p. 35)

The *Integrity* strategy’s growth during and since the 1990s owes much to the work of Kibler (1993), who advocated the application of student development theory to resolve the problem of academic misconduct (Gallant, 2008, p. 39). Student development theory suggests that cheating, however defined, “can best be reduced if educational institutions develop in students the moral and ethical compass that will direct them to ‘adopt the

fundamental values associated with good scholarship and embrace the standards of academic integrity” (Kibler, 1993, as cited in Gallant, 2008, p. 39).

Gallant’s (2008) so-called *Integrity* approach is all about honor as opposed to punishment (*Rule Compliance*), and typically addresses the issue of academic honesty “by a comprehensive honor code to which all students are expected to subscribe” (Hoekema, 1991, p. 74, as cited in Gallant, 2008, p. 39). In an *Integrity* strategy the academy essentially operates “*in loco parentis*” (in place of the parent), guiding the student towards moral development and the ability to make ethical choices by communicating expectations the institution-parent has for the student. Student academic misconduct “is assumed to result from underdeveloped moral or ethical reasoning as well as the student’s inability to understand the importance of integrity in their academic work” (Bush, 2000; Dalton, 1998; Dalton, 1998; and Dannells, 1997; as cited in Gallant, 2008, p. 38).

Gallant (2008) explains that: 1) the purest form of the *Integrity* strategy is the Honor Code, which she notes is least typical because it eliminates examination proctoring and requires students to report misconduct, making Honor Codes most prevalent in “private schools with small to moderate enrollments” (McCabe and Pavela, 2005, p. 34, as cited in Gallant, 2008, p. 45); and 2) the “most common form of the [*Integrity*] strategy is the modified honor code, which heavily involves students in enforcement and adjudication but does not place control fully in their hands” (Gallant, 2008, p. 45). Unfortunately, the overall effect of the *Integrity* approach treats the student as an offender

(after the fact) rather than as a learner (before the transgression), and faculty as police¹⁴ rather than teachers.

The researcher contends that the scholarly practice in the literature of naming and describing this second higher education approach an *Integrity* strategy is unfortunate and may generate confusion. An open commitment to integrity is at the heart of the wider and more inclusive consideration of multiple complex organizational factors beyond and around the individual student driving the “new approach” called for by Gallant (2006, 2008, 2011) and other scholars, as discussed below. If for academic ethics and conflict resolution scholars “Integrity” as a title must reference Gallant’s (2008) second described traditional organizational approach that does not work, then any university’s inclusive, new approach acknowledging all factors to be considered should be signaled by a different title that distinguishes it from the so-called *Integrity* strategy. Since “integrity” is an explicitly articulated value and objective for many universities (including NSU, as evidenced by its recent explicit commitment to “academic excellence” and “integrity” as institutional Core Values, discussed in Chapter One), it would seem that the title of any “new approach” strategy adopted by a school such as NSU needs to be clearly distinguishable from the problematic so-called *Integrity* strategy, yet still evoke the promotion of “academic integrity.”

“Teaching and learning imperative” theory and research. The new approach shaped by the “Teaching and Learning (T&L) Imperative” that Gallant (2008) envisions for higher education is described as more “robust” (p. 47). As a relatively recent entry in the long history of AE discourse, this is an approach for which data need be generated to

¹⁴ See e.g., *Pedagogy, not policing: Positive approaches to academic integrity at the university*. (Twomey, White, & Sagendorf, 2009).

evaluate the achievement and success of its potential. This study contributes to T&L research by collection and analysis of data regarding institutional and non-institutional contextual influences on undergraduate students' AE environment and experience at the study site academy. The T&L perspective recognizes that academic ethics encompasses both academic dishonesty and academic integrity, and asks that educators consider the student as an individual learning and operating within and alongside multiple dimensions of influence on that individual. It rejects dealing with academic misconduct as a "microlevel explanation of the problem" (Gallant, 2008, p. 47), treating it instead as a multidimensional problem shaped by "four dimensions—internal, organizational, institutional, and societal" (p. 47). If the student's experience (internal dimension) is viewed as one encircled by the other three larger dimensions, then the organizational and institutional aspects of those dimensional influences need to be identified, analyzed, evaluated, and their effects understood at the study site university and other similarly-structured higher education organizations, in order to answer not "How can we stop the student from cheating?" but "How is the student learning?" (Gallant, 2008, p. ix). There is no data about the perceived organizational and institutional influences on AE's social construction by NSU exiting undergraduate students, and an inclusive approach to its collection was here employed.

For purposes of this study's scope of inquiry, it is worth noting that such an inclusive organizational approach has been taken by the 2011-2012 Australian Learning and Teaching Council (ALTC), which brought together academic delegates from around the world to share their practice and opinions on educational integrity. Of particular interest for purposes of the instant study, Bretag et al. (2011) identified five "core

elements of exemplary academic integrity” (p. 3) in Australian higher education. The five core elements, identified after analyses of seven years of data collected from students, faculty, and administrators throughout the country’s national university system are: access, approach, responsibility, detail, and support (p. 7). In light of this research study’s findings, the promise of the Australian inclusive organizational approach will be discussed in Chapter Five.

Gallant (2008) rightly notes that it is time for postsecondary education to consider “a new approach” (p. 4). She argues that this approach should take into account the organizational tensions and societal forces that complicate the work of students and faculty (p. 4, citations omitted). If we could shift the current focus from catching students’ academic transgressions to creating classrooms where academic integrity is the norm, what would that entail for institutions and educators? As Gallant (2008) observes, neither of the two dominant approaches she identified¹⁵ has stemmed the explosion of cheating and plagiarism in the 21st century academy. Reframing academic ethics to ask “How do we ensure students are learning?” (Gallant, 2008, pp. xiv, 5) as an imperative has gained more credence and urgency in higher education, as Harvard University recognized in the summer of 2012 (see Chapter One).

The literature reviewed above gave rise to the first three of this study’s research questions, to inform Nova Southeastern University’s framing of academic ethics for the benefit of its students and student-success stakeholders:

RQ1. What are the target undergraduate student populations’ *general and school-specific beliefs regarding academic ethics (AE)*?

¹⁵ *Rule Compliance and Integrity*, discussed *supra*.

RQ2. What is the target populations' *familiarity with school policy and rules regarding AE at their school?*

RQ3. What are the target populations' *perceptions of the institutional approach and ethics climate with respect to AE at their school?*

This study sought to expand on the foregoing research questions to illuminate student perspectives on AE-related conflict. What might undergraduate student opinions reveal about conflicts engendered by student cheating, conflicts within and between students, students and their teachers, students and their schools, students and society? The study's theoretical framing of academic ethics and the researcher's positionality as a student of conflict resolution inspired the formulation of a fourth and final research question:

RQ4. What is the target populations' *AE conflict-related awareness?*

The remainder of the literature reviewed contributed to the formulation of specific questions designed to assess NSU undergraduates' perceptions and awareness of conflicts related to AE. Their opinions were sought as they might relate to four researcher-identified types of AE-conflict discussed below.

AE Conflict: Contextual Influences for Students

Chapter One established this study's research design orientation as one influenced by the work of theorists in social constructionism, critical pedagogy, and ethical decision making. To consider the presence and weight of contextual influences on NSU undergraduates' social construction of AE during their matriculation years, research touching on student perceptions within certain larger societal influences described in Chapter One (cheating in society, technology) and more direct immediate influences

(their perceived school academic AE climate, institutional AE approach, faculty AE approach, and peer conduct) were considered in the review of literature next addressed. Consideration of that literature shaped the formulation of questions eliciting student opinion regarding four types of AE-related conflicts identified and defined in Chapter One: student-teacher; student-student(s); student-school, and student-society.

Societal cheating as contextual influence. As discussed in Chapter One, the larger context within which college students study today is rife with examples of cheating at every level imaginable. The amount of institutional, scholarly, and media attention dedicated to cheating—however defined—in higher education today seems unprecedented. Websites meant to educate and track research on student academic dishonesty such as David Callahan’s *cheatingculture.com* compete for students’ attention with sites like *echeat.com* and *schoolsucks.com*, free instant providers of student essays, and successful (often digital device-dependent) cheating tips. Scanlon and Neumann (2002) reported that students who self-reported plagiarizing also believed other students plagiarized more extensively; they felt that legitimated or even necessitated that they do the same. In light of these perspectives in the digital era, the researcher was curious whether NSU students perceived cheating as ubiquitous in their local and/or global surroundings, and formulated questions based on findings in the literature reviewed to elicit those perceptions.

Technology as AE contextual influence. Considering the contextual influence of technology’s influence on today’s college students includes grasping its documented positive educational effects as well as those effects that undermine the whole idea of honesty as endemic to academic endeavor. The incorporation of web-based information

into the classroom through ever-constant innovations in hardware and software has sped up learning in many studied schools; numerous studies have indicated that technology improved student learning and development (see e.g., Ball, Eckel, & Rojas, 2005; Butler, Marsh, Slavinsky, & Baraniuk, 2014; Kvavik & Caruso, 2005).

Despite these improvements, Roig (1999) found that college students were not aware that information found on the internet was not “common knowledge” (excepting it from attribution) because in their views its public availability defies ownership, and also determined they had difficulty paraphrasing technical online information, finding it easier to simply cut and paste online text into their own academic submissions. Similarly, Hyndman (2002, as cited in Yates, 2007, p. 42) reported that students thought information available on the internet was in the public domain, as free to use without attribution as downloadable music was free to play without paying. Conradson and Hernandez-Ramos (2004) noted that students they studied were neither educated about appropriate, critical use of online-available information, nor about the concept of ownership of intellectual property requiring proper academic citation and attribution.

AE Conflict for Students

The literature reviewed established the need for exploratory research assessing the contextual influences of societal cheating and a technology-mediated teaching and learning school environment on college students’ social construction of the meaning and significance of AE. Research investigating indicators of AE conflict — or acknowledging (sometimes peripherally or assumptively) facets of four types of AE-related conflict involving students — was next considered, to formulate questions that might be asked of NSU undergraduate students.

AE conflict: Student-teacher. As presented and discussed in Chapter One, conflict between instructors and students results when each group differently constructs what constitutes cheating, or differently constructs the severity of consequences for cheating. This matters: “[t]he instructor to student relationship is [still] the primary means of learning today” (Mujtaba & Kennedy, 2005, p. 65). Thus, a substantial portion of the scholarly literature on academic ethics is made up of studies investigating differences in how faculty and students perceive cheating (see e.g., Artino & Brown, 2009; Gundersen, Cappozzoli, & Rajamma, 2008; Hall & Berardino, 2006; Morgan & Korschgen, 2001; Stevens, Harris, & Williamson, 1993). Although faculty perceptions were not investigated in this study of student perceptions of AE at NSU, questions were here designed to assess whether undergraduates perceived that academic honesty was important to faculty (Item 14) and whether AE was clearly explained to them by their instructors (Item 47; see Appendices F and G and discussion of results obtained in Chapters Four and Five).

The issue of clear, consensually understood definitional and consequential aspects of academic ethics is relevant here. For example, Bauer, Keeley, Spain, and Street (2005) investigated issues of academic dishonesty by collecting survey data from faculty and students at Eastern Kentucky University, using an assessment product purchased from the Center for Academic Integrity and administered by Donald McCabe. Research findings revealed a disconnect between what faculty and students each perceived as cheating. Some items were viewed by students as trivial while all items presented were viewed by faculty as cheating. Similarly, survey data collected from 1,153 dental students and 423 faculty members at 61 dental schools in the United States and Canada revealed

“significant differences between students’ and faculty members’ perceptions” of what they deemed to be cheating and plagiarism (Andrews, Smith, Henzi, & Demps, 2007, p. 1027).

Braun and Stallworth (2009) call differences between what students and faculty view as academically dishonest behavior an “expectations gap” (p. 127). These differing perceptions are conflict indicators; a student accused of cheating and/or plagiarism, for example, is then in a position of having to confront and defend her or his actions, which may well have been based on inadequate instruction regarding appropriate academic conduct and citation rules. The researcher therefore chose to formulate questions that would elicit from NSU undergraduates their opinions of their AE instruction, including how they learned AE and their comfort levels about seeking guidance from their teachers (see e.g., Items 14, 22, 28, 29, 45, 47, and 48, as reproduced in Appendices F and G, and survey results discussed in Chapters Four and Five).

AE-related conflict indicators include student perceptions of the virtual or residential classroom learning environment created by the instructor. What if the instructor ignores cheating or fosters distrust in students? McCabe (2001) reported that 47 percent of students agreed that teachers sometimes ignore cheating, and that instructors primarily blamed administrative and bureaucratic procedures involved in pursuing allegations of academic misconduct. Andrews et al. (2007) observed:

Time is always a rare commodity in academics, and if faculty know that chasing after cheaters will take more time than presently available, it is simply easier for some faculty to look the other way. If a faculty member does decide to go through proper channels to identify a problematic student, another issue would then

surface: lack of administrative action. Students who are called before the administration regarding cheating behaviors and are not punished have been found to continue similar cheating behavior, having learned their actions are not egregious enough for punishment by schools. (p. 1028, citing McCabe, 2001).

Harbin and Humphrey (2013) echo this picture of faculty too pressed for time to act on AE concerns in their article entitled “Online Cheating: The Case of the Emperor’s Clothing, Elephant in the Room, and the 800 [Pound] Gorilla,” recently published in the *Journal of Academic and Business Ethics*:

There are ways that an instructor and the university can curb online cheating, but most of these techniques involve large amounts of a faculty member’s time. As one example, there are things an instructor can do with a class of 1-15 to more honestly assess their capabilities that cannot be done in larger classes. Faculty time is the scarcest resource on any college or university campus. (p. 4)

The authors’ observations about the limited time available to faculty for attention to AE was offered to support their investigation of concerns that distinct groups with differing self-interests are turning “a blind eye” to online cheating, including faculty (Harbin & Humphrey, 2013, p. 1). Similarly, results from a questionnaire sent to faculty at a mid-size U.S. state university “indicated that the amount of time required to pursue suspected [cheating] incidents appeared to deter faculty from taking action” (Coalter, Lo Lim, & Wanorie, 2007, p. 1). The researcher was curious about student perceptions of faculty attention and behavior with respect to cheating, and formulated questions to assess their perceptions of faculty response (see e.g., Item 45, Appendices F and G, and discussion in Chapter Four).

Scholars have suggested that “faculty members should not maintain a ‘suspicious attitude’ towards learners because that breaks the fragile trust in the learning relationship and introduces disunity” (Roberts & Hai-Jew, 2009, p. 185, citing Zwagerman, 2008, p. 677). To inquire about trust as an indicator of AE conflict, potential or experienced, the researcher sought to elicit the opinions of NSU undergraduates regarding their levels of trust in their instructors by asking questions relating to their classroom AE experience (see Items 28 and 29, Appendices F and G). Additional queries designed to assess student-teacher trust levels from the student perspective addressed trust levels impacted by the required use of plagiarism detection software, as discussed below.

AE conflict: Student-student(s). As discussed in Chapter One, in addition to student-faculty conflict engendered by definitional and consequential ambiguities regarding cheating, academic dishonesty provokes conflict within and among students. As therein noted, students may experience conflict as a result of the unfair advantage gained by the student who cheated, often in less time with minimal effort or engagement with the subject, as perceived and experienced by the student who did not cheat and dedicated greater amounts of labor and time to a class assignment or exam preparation.

Indications of conflict experienced by students as a result of cheating by their peers has mostly been addressed in the literature in order to gain understanding about cheating motivation, asking whether student academic honesty is a consequence of a perception that “everyone else is doing it, so why not join in?” “If students perceive that a majority of their peers are going to plagiarize, they may be more apt to plagiarize themselves” (Scanlon & Neumann, 2002, p. 383). A great deal of the AE scholarly research literature thus examines the contextual influence of peer cheating behavior on

students. McCabe and Treviño (1997) concluded that “[t]he most powerful influential factors [regarding cheating] were peer-related contextual factors,” including perceptions of peer behavior (p. 391). Results later obtained from surveys of nearly 1,800 students at nine medium to large universities by McCabe, Treviño, & Butterfield (2001) indicated that:

contextual factors (peer cheating behavior, peer disapproval of cheating behavior, and perceived severity of penalties for cheating) were significantly more influential than the individual factors (age, gender, GPA, and participation in extracurricular activities). Peer-related factors once again emerged as the most significant correlate of cheating behavior. (p. 222)

To gain knowledge about NSU undergraduates’ perceptions of their peers’ academic misconduct and possible resulting perceptions of unfairness and disadvantage experienced, questions were formulated to assess their perceptions of peer conduct and attitudes towards AE and whether they opined that cheating by their classmates placed them at disadvantage (see Items 13, 18, 24, 27, 40, and 31, as reproduced in Appendices F and G, and discussion of results obtained in Chapter Four).

AE conflict: Student-school. Contextual influences on students’ social construction of academic ethics include those provided by and experienced within their schools. As noted in Chapter One, the work of critical pedagogy theorist Peter McLaren demonstrated that schools are a primary site for individual and collective social construction of the meaning and content of governing social rules, and their significance relative to normative expectations (McLaren, 2006, p. 183). The researcher was curious

about NSU undergraduates' socially constructed views of academic ethics; views the university may have influenced during their matriculation years.

The literature is replete with cautionary recommendations that universities should assess their students' true familiarity with the academic conduct standards code or rules of their school; after all, ignorance is neither bliss nor a defense to an institutional accusation of cheating with significant consequences for a student's academic progress in pursuit of a degree. For example, MacDonald and Carroll (2006) point out that most school listserv discussions and university websites about plagiarism simply inform "students as to what plagiarism is, that it is bad, and how they will be punished if they do it" (p. 234). As Percy, Yanamandram, and Humphrey (2007) argue, just being "told 'not to plagiarize,' have plagiarism described to them, and given links to referencing conventions ... does not constitute an educative strategy for most students" (p. 839). Just "[k]nowing what plagiarism or collusion is, whilst useful, is not the same as knowing how to avoid it" (Carroll, 2004, para. 7).

It has been argued that universities' provision of an academic conduct code, without explicit practice and instruction about good citation practice and the importance of using evidence effectively in assignments, essentially communicates the message that students are required to gain AE understanding on their own, "through a process of osmosis" (Percy et al., 2007, p. 839). In this regard, the researcher was curious about undergraduate students' familiarity with the rules applicable to their production and submission of academic work at NSU. That familiarity is arguably related to students' awareness of an ethical issue or dilemma, the first stage of Rest's (1986) ethical decision making model discussed previously in Chapter One:

According to Kidwell et al. (2003), university students' familiarity with a code of conduct is a key factor associated with their ethical decision making. Chonko et al. (2003) define [academic] code familiarity as the individual's acknowledgment that the code exists and is aware of its content. (Ramim, 2007, p. 3)

Three questions were designed to assess and test that familiarity for NSU undergraduates (see Items 32, 41, and 43, Appendices F and G), as further discussed in the analyses and discussion of results obtained in Chapter Four.

Another facet of current conflict between students and their schools involves the panoptic surveillance of student academic work. Many universities are now encouraging or requiring that students submit their assignments to electronic platforms designed to detect unauthorized copying without citation, or plagiarism. NSU faculty may employ the use of a plagiarism detection software called *Turnitin.com*, a university-contracted service that conducts matched content analyses of student course assignment submissions. As noted in Chapter One, *Turnitin.com* has a strong national and international school presence. Nearly 28 of the 38 million papers the company searched in 2012 were written by college and university students; the "number one online source" for matches found that year by *Turnitin* was Wikipedia (see Waters, 2013, p. 3).

Twomey (2009) notes that *Turnitin* "is the best known, and one of the longest running, of today's commercially available plagiarism detection services (although the company advertises itself these days as a 'Digital Assessment Suite'" (p. 149). *Turnitin* asserts that "institutions using our system on a large scale see measurable rates of plagiarism drop to almost zero" (Kaner & Fiedler, 2007, p. 3). While the validity of that assertion for Nova Southeastern University could not be assessed and was not the focus

of this research study, the investigator sought to identify student concerns regarding the required use of an electronic copying detection service. Those concerns presage conflict if they are not discussed, understood, and accepted by all parties engaged in the *Turnitin* submission and evaluation process.

For example, *Turnitin* “compares student’s essays to each other as well as to popular online sources. This function has served as a catalyst for controversy” (Frederickson, 2012, p. 1). Ironically, one concern raised by *Turnitin*’s use is that when the company stores students’ submitted work in a database to check against the submissions of other students, it robs students of their own original words, the very defining act of plagiarism. Students have refused to turn their work into *Turnitin*. In their view being required to do so violates

their intellectual property rights because the [site’s] user code does not give specific guidelines of how their work will be used after it is stored in a repository [sic] to check against other students, nor does it seem to explicitly guarantee that this is the only way the intellectual property will be used. (Fredrickson, 2012, p. 1)

Although these concerns could entail and evolve into legal dispute conflicts, the researcher chose not to incorporate them in this study’s inquiry because of complexities in plagiarism’s definition that were beyond the limited range of this dissertation’s inquiry.

A different concern expressed by both students and faculty relating to plagiarism detection services’ perceived or claimed impact on the teaching and learning environment was instead selected for consideration as more directly relevant to achievement of this

study's stated purpose. "The most frequently cited objection to a school's adoption and use of [a plagiarism detection service] is that it conveys to student writers an institutional expectation of their criminality" (Twomey, 2009, p. 150). When teachers tell students they will be checking all papers for plagiarism, they are "essentially calling them all cheaters before [students] have even begun to write, and treating them as if they are 'guilty until proven innocent' by the returned results of electronic surveillance" (Twomey, 2009, p. 150).

Even if honest students were to have nothing to fear from the panoptic surveillance of their academic work's production as represented by the use of a plagiarism detection service such as *Turnitin*, some "worry about the damage such an emphasis on policing can do to the climate of trust and exchange they feel should characterize an institution of learning" (Twomey, 2002, pp. 150-151).

[F]aculty will not have taught students anything except that they have acquired better means to catch them ... the detection software could introduce an element of mutual distrust. As Kolich (1983) pointed out, "Nothing destroys trust between students and teachers as fast as the constant harassment of suspicion; students are sensitive to the lack of trust, reacting to it like poison." (Kolich, 1983, p. 148, as quoted in Scanlon, 2003, p. 164)

To assess student perceptions of trust in the teaching and learning environment, the researcher formulated questions to determine NSU undergraduates' experience and opinions of faculty trust when their assignments are required to be submitted through *Turnitin.com* (see Items 9, 38, and 39, as reproduced in Appendices F and G, and discussed in Chapters Four and Five). Moreover, Wikipedia has "grown to be the

number one source for students” (“Redefining research”, 2014, para. 1; see also “What’s wrong with Wikipedia?”, 2014) relied upon in university student papers, which supported the formulation of study questions related to students’ perceptions of Wikipedia as an academic source (see Items 36 and 42, Appendices F and G, and discussions in Chapters Four and Five).

AE conflict: Student-society. Conflicts resulting from college students’ academic dishonesty extend beyond the academy. As noted in Chapter One, Anitsal et al. (2009) argued that academic dishonesty positively correlates with unethical conduct in the workplace. While an investigation of that correlation was beyond the scope of this dissertation study, NSU undergraduate students were asked whether the severity of consequences for academic dishonesty should vary according to discipline studied (e.g., engineering versus art), to implicitly reference concerns about graduates who had cheated their way through school to a degree without learning (see Item 30, Appendices F and G, and discussion in Chapter Four).

Honor Codes

The researcher was curious about the content and contextual influences on exiting undergraduates at Nova Southeastern University in the absence of a traditional or modified Honor Code, as discussed in Chapter One. She was unable to find evidence of active, systemic student involvement in the articulation, definition, explication, or enforcement of academic conduct standards at NSU. The University of Miami (UM), a nearby post-secondary and graduate school institution similar in structure to NSU, consistently directs students to: 1) UM’s Honor Code webpage; 2) UM tutorials about cheating and plagiarism; and 3) information about all aspects of UM’s academic ethics

disciplinary process, inclusive of an Undergraduate Honor Council comprised of 29 undergraduate students selected to educate their colleagues about academic integrity and consider academic dishonesty accusations (University of Miami, 2014). Do NSU undergraduates think an Honor Code would be of value in reducing cheating (and thereby AE conflict) at their school? A question was designed to elicit students' opinions about the impact of an Honor Code on cheating at NSU, to elicit student voices of importance to the university community and its newly established College of Undergraduate Studies (see Item 25, Appendices F and G, and discussion of results obtained in Chapters Four and Five).

Research Questions

Ellis and Levy (2009) remind us that “research questions shouldn't be created in a vacuum, but be strongly influenced by [what] quality literature is suggesting about the phenomena” (p. 330). The literature reviewed supported formulation of the following research questions for undergraduates at the study site university. They informed this study's research design, survey questionnaire content, data collection, and analyses of NSU undergraduate student AE-related opinions, as described in Chapters Three and Four.

- RQ1. What are the target undergraduate student populations' *general and school-specific beliefs regarding academic ethics (AE)*?
- RQ2. What is the target populations' *familiarity with school policy and rules regarding AE at their school*?
- RQ3. What are the target populations' *perceptions of the institutional approach and ethics climate with respect to AE at their school*?

RQ4. What is the target populations' *AE conflict-related awareness*?

Chapter Three: Methodology

In God we trust, all others must bring data.

— W. Edwards Deming

As discussed in Chapters One and Two, this exploratory quantitative research study sought data to provide a repository of knowledge about academic ethic's definition and significance for undergraduate students at Nova Southeastern University (NSU), which may thereby contribute to the crafting of a consistent, inclusive institutional response to academic ethics issues for college students at the study site school. As noted previously, NSU recently created a new College of Undergraduate Studies (CUS) that is empowered to craft such an academics ethics (AE) strategy—one consistent in emphasis and content across all undergraduate disciplines and college student platforms. To inform future CUS and NSU institutional approaches to AE that would benefit from conflict analysis and resolution studies, a survey was designed to collect data to elicit exiting undergraduate students' opinions about academic ethics issues in general and more specifically at their school.

Overview of Study Research Method

A survey was administered approximately one month after the start of the study site institution's Fall Term 2013 to undergraduate non-transfer students in their final academic term or year (seniors), to determine their perceptions, content understanding, and conflict-related awareness regarding academic ethics. Specific parameters of the target undergraduate student population cohort are detailed below. The survey questionnaire was designed to address four research questions derived from the

theoretical framing of the problem for study in Chapter One and the literature reviewed in Chapter Two. Those research questions are:

- RQ1. What are the target undergraduate student populations' *general and school-specific beliefs regarding academic ethics (AE)?*
- RQ2. What is the target populations' *familiarity with school policy and rules regarding AE at their school?*
- RQ3. What are the target populations' *perceptions of the institutional approach and ethics climate with respect to AE at their school?*
- RQ4. What is the target populations' *AE conflict-related awareness?*

This chapter's sections present the participants, instrumentation, and procedures followed for the study's quantitative data collection and analyses, addressing: 1) the rationale, means of selection, and parameters of the target sample population as a specific cohort of the NSU undergraduate population; 2) design, testing, and approval of the instrument employed; and 3) steps taken for the study's quantitative data collection and analysis, including compliance with university and federal research requirements for the protection of participants. Chapter Four will present and analyze the results obtained. Implications of the study's findings will be noted and discussed in both Chapters Four and Five.

Participants

The target participant student population was comprised of NSU First Time in College (FTIC-2010)¹⁶ non-transfer senior year/exiting undergraduate students enrolled and registered for Fall 2013 at the study site institution. This cohort was selectively identified to contain only those students whose *entire* undergraduate experience has taken place residentially and/or online at NSU, in order to obtain during Fall term 2013 the opinions and perceptions of those individuals who have had the longest, continuous, and exclusive pedagogic and institutional student experience as undergraduates at the study site university.

Identification of sample population. The target sample population was identified in number but not name to the researcher by the NSU Office of Student Engagement and Assessment (SEA). Beginning with the original FTIC 2010 student cohort, SEA staff eliminated early student graduates and students departed from NSU and confirmed the remaining students' enrollment for Fall 2013: the target population of exiting (final academic year or academic term) undergraduate students was ultimately determined to number slightly more than three hundred (n = 311), as further described below.

Recruitment of student participants. The survey and approved incentive were publicized through the posting of a survey opportunity flyer on campus (Appendix D) as well as invitation emails (Appendix E) prior to the launch date. The recruitment flyer and

¹⁶ “Students who are going to attend college for the first time and wish to experience either the traditional day program or the non-traditional evening program at the main campus in Fort Lauderdale-Davie, Florida, are considered First-Time in College students.” Undergraduate Admissions, Nova Southeastern University. Retrieved from <http://www.nova.edu/undergraduate/admissions/first-time-in-college-students.html>

invitation emails were carefully designed to clearly identify the study as that of this researcher (see Appendix D). The survey instrument was formatted via Opinio survey software and distributed with the corresponding Opinio survey link to the target student population via the NSU SharkMail email distribution platform (see Appendices E, F).

Protection of participants. Students were informed of the purpose of the survey and all requirements for their protection were complied with as required by the NSU Institutional Review Board process, including human protection considerations specific to online anonymization of data (see Appendices A, F). Such protection was further ensured by the independent distribution and collection of the investigator's survey data by the NSU SEA, which preserved student participants' anonymity by independently assigning a number to each completed survey. The investigator was only provided with questionnaire results identified by number, disabling the identification of individual students to protect their privacy.

Instrument

A web-based survey questionnaire was designed, piloted, and administered to the described targeted participants with the objective of examining the content and contextual sources of academic ethics instruction and institutional communications for undergraduate final-year students at the study site institution. In addition to demographic information and AE information sourcing questions, student opinions were elicited using a six-point Likert Scale to measure the individual's level of agreement regarding specific academic ethics statements. The scale response items utilized for statistical coding and analysis were: Strongly Agree (SA), Slightly Agree (SLA), Agree (A), Slightly Disagree (SLD), Disagree (D), and Strongly Disagree (SLD).

The researcher designed a survey instrument to measure four independent variables or categories of inquiry; each category reflects the research questions identified for this study. Their correspondence is presented in Table 1. Results obtained from the respondent population are presented and analyzed by category and question in Chapter Four.

Table 1

Academic Ethics Research Questions and Opinion Categories

Research Question	Opinion Category	Category Description
RQ1. What are the target undergraduate student populations' <i>general and school-specific beliefs regarding academic ethics (AE)</i> ?	1. AE GENERAL BELIEFS	Student 's beliefs regarding academic ethics (AE) conduct in general and specifically at NSU
RQ2. What is the target populations' <i>familiarity with school policy and rules regarding AE at NSU</i> ?	2. FAMILIARITY	Student's familiarity with NSU's institutional academic conduct policy and rules
RQ3. What are the target populations' <i>perceptions of the institutional approach and ethics climate with respect to AE at their school</i> ?	3. PERCEIVED EXPERIENCE at NSU	Student's perceptions of institutional approach to AE and AE school climate at NSU
RQ4. What is the target populations' <i>AE conflict-related awareness</i> ?	4. AE CONFLICT AWARENESS	Student's awareness of the conflict-related parameters, meaning, and significance of AE conduct

Instrument Validity and Reliability

Following recommendations of Sekaran (2003) for development of a sound and valid survey, this researcher developed questions to measure each category drawing from the validated literature and survey instruments reviewed in Chapter Two. Internal consistency of the questionnaire and items for assessment was ensured after all aspects

of initial survey design, survey design and management, and statistical method were reviewed, resulting in revisions and an instrument suitable for student pilot testing. Consideration of factors included reverse coding options, Likert Scale choice range and options, and tests for reliability using coefficient *alpha* for the instrument items. The reliability analysis is a determinate measure of internal consistency to indicate whether individuals are responding consistently across the survey items. The instrument met the appropriate levels of reliability and validity and was approved as suitable for use in the instant study.

The complete questionnaire is reproduced in Appendix F. Responses obtained for the study Opinion Categories' individual survey questionnaire items are more fully discussed in Chapter Four's presentation and analyses of survey results.

Procedures

A survey was administered approximately one month after the commencement of the study site institution's Fall Term 2013 to undergraduate (non-transfer) students in their final academic year (seniors), to determine their perceptions, content understanding, and conflict-related awareness regarding academic dishonesty.

Ethics and Internal Review Board (IRB) compliance. Nova Southeastern University's Institutional Review Board (IRB) regulations authorize a variety of academic research designs in compliance with university and federal standards regarding ethical research involving human subjects. The researcher completed all IRB-required Collaborative Institutional Training Initiative (CITI) training and received study research IRB approval on September 26, 2013 for administration of the survey instrument to the target population (Appendix B).

Survey approval and data collection. As discussed in Chapter One, in June 2013 the undergraduate degree-conferring programs at Nova Southeastern University were brought under the umbrella of a newly established College of Undergraduate Studies (CUS) with administrative oversight to promote a singular undergraduate identity and student experience (Hanbury, 2013, para. 1). Approval for this study's survey of the target population of undergraduate students was secured on August 28, 2013 from Dr. Brad Williams, NSU Vice President of Student Affairs and Dean of the newly established CUS (Appendix A).

The researcher's survey was submitted as approved by the NSU IRB to the NSU Office of Student Assessment and Engagement (SEA), which independently positioned the instrument for administration and anonymous participation by random number assignment, with a planned survey launch date of October 23, 2013 at 9:00am, and a closing date two weeks later on November 6, 2013 at 11:59pm. The survey was successfully administered via email as planned on October 23 (upon giving consent the student could access a link to the survey; see Appendix F). An IRB-approved survey participation incentive prize (one iPadMini) was provided by the researcher and awarded on November 8, 2013 to one survey participant randomly selected by the Director of Student Engagement and Assessment.

Chapter Four: Presentation of Data and Analyses

Driving principles for NSU planning [include] ensuring that we have a process that is informed by... data, data, data.

*NSU Vision 2020 President's Council Retreat*¹⁷

This chapter presents results obtained for the demographic information and opinions sought from the target student population in this exploratory research study's survey questionnaire. Results for questionnaire items corresponding to each of the study's four Opinion Categories are presented below, organized by subtopics with analyses highlighting certain responses for their significance, in light of the theoretical framing of the problem for study as presented in Chapter One and the study research questions derived from the literature reviewed in Chapter Two.

Results and Analyses Overview

Question response summaries were explored to ascertain their possible inferential value for associations between the study's four academic ethics (AE) Opinion Categories. Analyses of understandings gained from this study's inquiry into exiting undergraduate student opinions about academic ethics in general and more specifically at their school can inform Nova Southeastern University and its new College of Undergraduate Studies about exiting students' views on academic ethics. Knowledge of student views can contribute to institutional strategies that promote integrity as an NSU *2020 Vision* goal, as well as afford insight into the conflict-related awareness of undergraduates who are the subjects of those strategies.

¹⁷ See Nova Southeastern University, 2011a, slide 66. Retrieved from <http://www.schoolofed.nova.edu/common/ncate/NSU-vision-2020-presidents-council-retreat.pdf>

Characteristics of the Sample

The members and size of the target population were independently determined by the NSU Office of Student Engagement and Assessment (SEA), as noted in Chapter Three. Upon survey completion two student email addresses were discarded as incorrect by the Director of the SEA. The initial student population size of 313 accordingly was adjusted; the final total participant population numbered 311 ($n = 311$). Ninety-two students ($n = 92$) submitted responses to this study's survey instrument, an acceptable response rate of 29 percent¹⁸ (see e.g., Schrimsher, Northrup, & Alverson, 2011).

Descriptive statistics were derived from computation of mean scores for the individual participants. Standard deviation was computed to show the spread of variability for the responses obtained. A full report of the descriptive statistics obtained for responses to each question along with their graphic representation in bar chart form is reproduced as Appendix H. For reference throughout the following analyses, the researcher's survey questionnaire category map is reproduced as Appendix G.

Survey Data Results & Analyses

Data analyses were guided by the research questions posed. The questions asked and their response frequency summaries are reproduced and analyzed below as they correspond to this study's four academic ethics Opinion Categories (see Table 2 and discussion *infra*).

¹⁸ Although initially the expected sample response rate was higher, the timing of this study's online survey in Fall 2013 coincided with the administration of a different survey sent (by an independent statistical entity contracted by NSU) to a much larger student population—all undergraduate and graduate students—to assess student satisfaction with their experiences at NSU.

Demographics

The AE survey questionnaire instrument elicited demographic and descriptive information regarding the participants. Participants were asked to indicate their:

- Age
- Gender
- Residential or Online student enrollment status
- Full-time or Part-time enrollment status
- Types of classes taken: residential, online, or hybrid (online with a residential or face-to-face component)
- Enrollment status as domestic or international students
- School/discipline housing their major's program
- Graduate school plans
- *Turnitin.com* coursework experience

The first nine survey questions elicited demographic information about the targeted population. Of the respondents to this survey, seventy-five percent ($n = 69$) were female and 23 percent were male ($n = 21$), with two participants declining to specify gender. Because the same anonymous two respondents declined to indicate other demographic information and their email addresses were not correct, they were eliminated from further study data analyses. The adjusted relative frequency was computed and applied in this study's analyses of participant responses.

The reported age range of respondents was 20 to 31 years old, with the large majority (75%; $n = 65$) twenty-one years of age. Only one student ($n = 1$) was enrolled as an online student; the remainder ($n = 89$) were enrolled as residential students who

presumably would absorb more on-campus contextual influences regarding academic ethics because of their daily, immediate presence. Similarly, most participants were enrolled full-time (n = 86); only 4 students were enrolled part-time.

Of the types of classes students had experienced, 52% (n = 86) had taken residential classes, 38% (n = 62) had taken online classes, and 10% (n = 17) reported having completed or enrolled in hybrid (online with a residential or face-to-face component) classes. Only 7% (n = 6) of the respondents were international students. Approximately 87% (n = 77) reported they plan to attend graduate school, with only 1% (n = 1) indicating they did not plan to do so and 12% (n = 11) undecided. The vast majority (87%) of respondents' majors were housed in the Farquhar School of Arts and Sciences (n = 77), while much smaller sub-cohorts had declared majors in other NSU undergraduate degree-conferring schools: 13% (n = 12) in the Huizenga School of Business and Entrepreneurship; 3% (n = 3) in the Fischler School of Education; and 1% each in the College of Nursing (n = 1) and the Oceanographic Institute (n = 1) [the latter's degrees are conferred by the Farquhar School of Arts and Sciences].

Last, nearly the entire sample (98%; n = 87) responded that they had completed a course requiring the submission of coursework using *Turnitin.com*, a plagiarism detection software made available to NSU faculty for submission of coursework by students (see Chapter One). The AE conflict-related significance of this indicated extensive student familiarity with course-required use of an assignment submission software such as *Turnitin.com* is discussed below, in the analyses of specific Opinion Category 4 questionnaire items.

Academic Ethics Questionnaire Categories

As described in Chapter Three, in addition to the above demographic questions participants were asked to indicate their level of agreement on a Likert Scale (Frey, Botan, & Kreps, 2000) regarding AE-related statements designed to capture their responses in four distinct areas or categories of inquiry; Table 2 presents the categories in numbered order of topic for discussion and analyses of results obtained.

Table 2

AE Survey Data Opinion Categories

#	AE Survey Data Opinion Category
1	AE General Beliefs
2	Familiarity with NSU AE Policies and Rules
3	Perceptions of AE Experience and Climate at NSU
4	AE Conflict-Related Awareness

Six Likert Scale choices were given participants for their responses to non-demographic questions. As reproduced in Appendix F, those choices were: Strongly Agree (SA), Slightly Agree (SLA), Agree (A), Slightly Disagree (SLD), Disagree (D), and Strongly Disagree (SD). Strongly Agree was coded as one point, whereas Strongly Disagree was coded as six points; the minimum score possible was eight and the maximum score possible was 48.

Results obtained for questionnaire items allocated to each AE Opinion Category are presented and analyzed below. The final section of this chapter addresses limitations of the study and data collected.

Opinion Category 1: AE general beliefs. Questions in this Opinion Category were designed to answer RQ1: What are the target undergraduate student populations' *general and school-specific beliefs regarding academic ethics (AE)?*

Nine questions sought the survey respondents' self-reported opinions/beliefs about cheating (defined in the first non-demographic questionnaire item encountered by the study participants as "violating the university's rules regarding academic honesty" (see Table 3, Item 10). This definition at the outset referenced NSU policy and rules, about which this studied cohort's perceptions and familiarity were also asked (see presentation of Opinion Category 2 results and analyses below). The nine questions discussed in this section were tailored for the study site university and adapted from several validated undergraduate attitudinal studies.¹⁹ Results obtained are here divided by subtopic for clarity of presentation and analysis.

Responsibility for AE prevention. The exiting undergraduate student population was asked to assign responsibility for the prevention of cheating; results obtained are presented in Table 3.

Table 3

AE General Beliefs: Locus of Responsibility

Item	Question/Statement	Likert Scale Agreement Total* ²⁰	Likert Scale Disagreement Total*
10	It is Nova Southeastern University's responsibility to prevent cheating (violating the university's rules regarding academic honesty).	89.77%	10.23%
11	It is the responsibility of NSU instructors to prevent cheating.	94.25%	5.75%

¹⁹ Adapted from Robert Harris' (2001) attitudinal survey for students, available in *The Plagiarism Handbook*, 2001, p. 141; see also Magnus, Polterovich, Danilov, & Savvateev, 2002; Community College of Rhode Island, 2013; Siegfried, 2004.

²⁰ *NOTE: Likert Scale Total figures here represent the computed cumulative adjusted relative frequency obtained for all responses that indicated some level of agreement (Strongly Agree, Agree, Slightly Agree) or disagreement (Slightly Disagree, Disagree, Strongly Disagree). Where significant differences were found within responses indicating students' agreement or disagreement levels, they are highlighted in the analyses of the four questionnaire categories below.

12	It is my responsibility as an NSU student to prevent cheating by other students at my school.	75.86%	24.14%
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In the instant study, 90% (n = 79) of those surveyed believed that it was their *university's responsibility* to prevent cheating, and 94% (n = 82) believed that preventing cheating was the *responsibility of faculty*. Notably, 76% (n = 66) also agreed with the statement: "It is *my responsibility* to prevent cheating by other students at my school" (Items 10, 11, 12; all emphases supplied). Results obtained for Item 12 are contrary to literature reviewed in Chapter Two that suggested that students at non-Honor Code schools such as the study site university would likely opt out of active responsibility for academic ethics. For example, Smith and Shen (2013) found that marketing students at a non-Honor Code university business school were "not likely to report cheating even if, or merely because, it represents an ethical problem" (p. 35). The positive implications for this indication of NSU college students' willingness to be involved in preventing cheating at their school are discussed in Chapter Five, most specifically for the roles it suggests pertaining to increased student involvement in a university-wide dialogic conversation about academic ethics at their school.

Student perceptions of AE significance. The results for questions that elicited student's general perceptions of academic ethics issues are presented below in Table 4.

Table 4

AE General Beliefs: Significance

Item	Question/Statement	Likert Scale Agreement Total* ²¹	Likert Scale Disagreement Total*
23	Because plagiarism involves taking another person's words or ideas and not hers or his material goods, it shouldn't be a big deal.	11.49%	88.51%
37	Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers.	72.41%	27.59%

Results indicated that NSU students do believe that plagiarism should matter: 95% disagreed with the statement that “plagiarism should not be a big deal” because it involves “taking another person’s words or ideas and not their material goods” (Item 23), although only 68% (n = 63) agreed that plagiarism was “as bad as stealing the final exam ahead of time and memorizing the answers” (Item 37). Plagiarism thus was affirmed as a “big deal,” but its significance relative to overtly dishonest conduct was less clear, since over one quartile (27.59%) disagreed that plagiarism was “as bad as” or normatively equivalent to cheating accomplished by stealing the exam ahead of time and memorizing the answers. This finding suggests that nearly 30% of the surveyed cohort conceptualizes plagiarism and cheating differently. The implications for institutional understanding and the content and direction of a university-wide dialogue about plagiarism’s definition and

²¹ *NOTE: Likert Scale Total figures here represent the calculated total of adjusted relative frequencies obtained for all responses that indicated some level of agreement (Strongly Agree, Agree, Slightly Agree) or disagreement (Slightly Disagree, Disagree, Strongly Disagree). Where significant differences were found within responses indicating students’ agreement or disagreement levels, those responses were highlighted in the analyses of the four questionnaire categories.

significance as a subset of proscribed cheating in NSU academic standards code(s) are discussed below (see Opinion Category 2 responses) and in Chapter Five.

Transcripts reflecting academic dishonesty. The literature reviewed suggested that institutional responses that seek cheating's deterrence through grade transcript notations can make a school's commitment to academic integrity (honesty) more transparent and emphatic for students (see e.g., Kansas State University, 2014a). Since this is not a consistent strategy pursued by NSU (notations in student transcripts are made at the discretion of the dean of each undergraduate degree program), the investigator was curious to know whether exiting undergraduates believed such consequences would have any deterrent effect on academically proscribed conduct at their school. Table 5 below presents the sample's responses to statements about the effect of institutional formal acknowledgment of a student's academic dishonesty (AD) in grades and transcripts.

Table 5

AE General Beliefs: Institutional Acknowledgement of AD

Item	Question/Statement	Likert Scale Agreement Total* ²²	Likert Scale Disagreement Total*
33	If a student is failed in a course because of cheating, academic dishonesty should be noted in that student's transcript along with the grade.	71.26%	28.74%
34	School transcripts showing that a failing grade was due to cheating would prevent many students from committing academic dishonesty at Nova Southeastern University.	86.21%	13.79%

²² *NOTE: Likert Scale Total figures here represent the computed cumulative adjusted relative frequency obtained for all responses that indicated some level of agreement (Strongly Agree, Agree, Slightly Agree) or disagreement (Slightly Disagree, Disagree, Strongly Disagree). Where significant differences were found within responses indicating students' agreement or disagreement levels, they are highlighted in the analyses of the four questionnaire categories below.

Seventy-one percent (71%; $n = 62$) of the respondent sample agreed that “academic dishonesty should be noted” in a student’s transcript along with the grade when that student failed a course because of cheating (Item 33), and 86% ($n = 75$) agreed that “school transcripts showing that a failing grade was due to cheating would prevent many students from committing academic dishonesty at Nova Southeastern University” (Item 34). Students thus appear to support cheating’s deterrence through the use of transcripts with grades that denote that an individual has cheated, along the lines of the “XF” grade employed at post-secondary schools such as the University of Maryland at College Park, Pennsylvania State University, East Carolina University, and Kansas State University (KSU), among others. At KSU students may have an “XF” grade changed to an “F” upon successful completion of an academic integrity course (Kansas State University, 2014b).

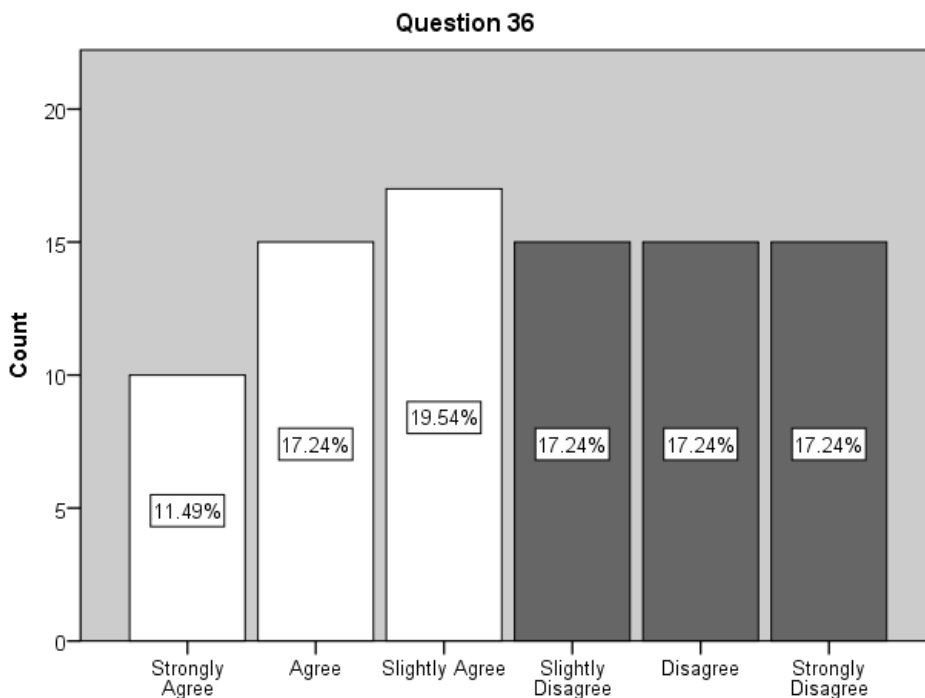
Honor Code as an institutional intervention. Nova Southeastern University is what is called a non-Honor Code school, having neither a traditional or modified²³ Honor Code system in place. A number of studies and school assessment studies reviewed in Chapter Two do support Honor Codes as cheating deterrence or honesty-eliciting mechanisms, but only if the ethical climate throughout the school supports the code; a code alone in the absence of an embedded positive AE campus climate is merely “window dressing” (McCabe et al., 2001, p. 224). The exiting college students surveyed

²³ The two types of Honor Code have been defined and distinguished as follows by Donald McCabe of the Center for Academic Integrity and colleagues: “Modified codes represent an alternative to traditional codes and are increasingly common at large, public universities such as the University of Maryland. Like traditional codes, modified codes emphasize the promotion of integrity among students rather than the detection and punishment of dishonesty...through the development of strong community standards and the significant involvement of students in the formation and implementation of those standards. Modified codes differ from traditional codes in that they usually leave issues of exam proctoring to the instructor’s (or program director’s) discretion, and they generally do not mandate reporting requirements” (McCabe, Butterfield, & Treviño, 2006, p. 303, citations omitted).

were split down the middle on their agreement with Item 25's questionnaire statement: "Having an Honor Code that required signing a pledge to maintain honesty at NSU would reduce the amount of cheating at this school" (Item 25). Fifty-one percent (50.57%; n = 44) agreed but 49% (n = 43) disagreed. This data outcome suggested that nearly half of the sample recognized that a pledge "to maintain honesty"—absent a school-wide ethical climate supporting, promoting, and emphasizing the adherence to such a pledge—might merely amount to "window dressing" (McCabe et al., 2001, p. 224) with regard to its deterrent effect on cheating.

Digital age context. Last, two questions in the AE General Beliefs Opinion Category sought respondents' general beliefs about cheating and plagiarism as college students pursuing degrees in the age of Wikipedia, within a larger societal milieu that's been characterized as a "cheating culture" (Callahan, 2004; see Chapter One).

As presented in Table 4 *supra*, results obtained for Item 23 indicated that 95% of the sample cohort of NSU exiting undergraduate students *do* believe that plagiarism should matter. But the same surveyed students were split on their level of agreement about whether internet sites (including Wikipedia) should be accepted academic sources, as presented in Figure 1.



In this era of social media as a source of information, I should be able to cite any internet source in my papers, including Wikipedia.

Figure 1. AE general beliefs: Internet source citation and Wikipedia.

The split in agreement in Figure 1 indicated by the studied cohort of exiting NSU undergraduates suggests that students' beliefs differ widely regarding internet citation sources as credible, authoritative references deserving of attribution through academic citation, with slightly more than half (51.72%; $n = 45$) disagreeing at some level with the statement, thereby including Wikipedia among those attributable sources. This lack of consensus about the academic weight or value of information found on Wikipedia is echoed in the response set obtained for Question 42, in which a quarter of the students (25.29%; $n = 22$) agreed with the following statement: "If I discover a term like 'languaculture' on Wikipedia during my internet research, I do not have to cite the source

of the term because it was found on Wikipedia and that means it is common knowledge.”

The breakdown in student levels of agreement are shown in Figure 2.

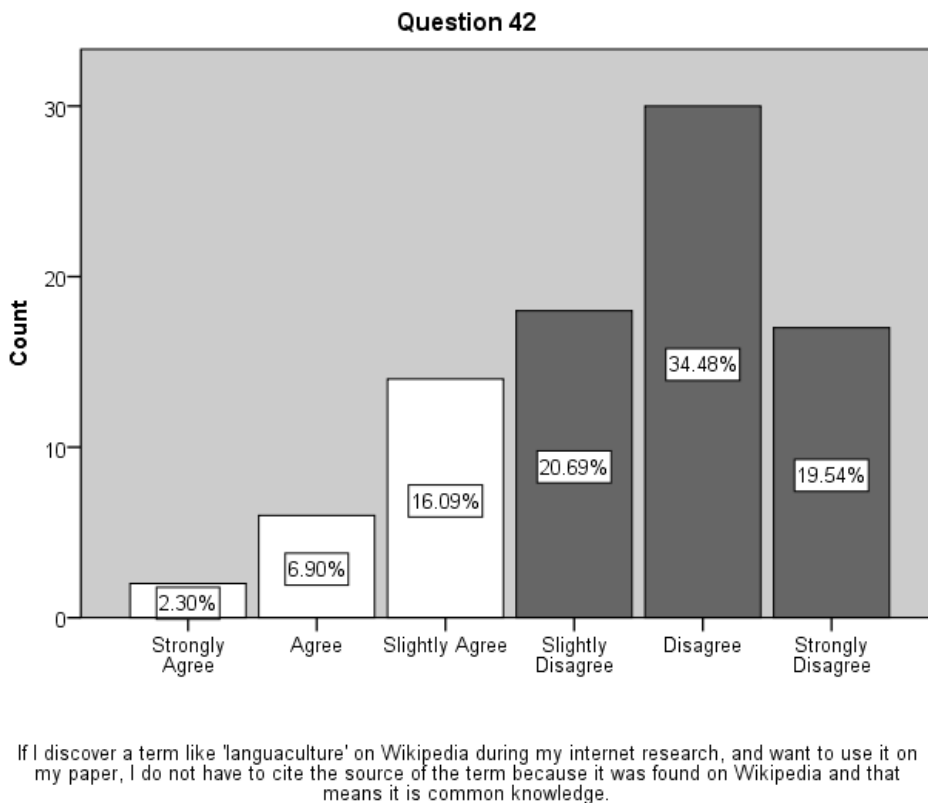


Figure 2. AE general beliefs: Wikipedia text is common knowledge.

Wikipedia is a collaborative, dynamic, information platform that is open to multiple authorship and not subject to peer review (Indiana Wesleyan University, 2014); its academic standing as an authoritative source is the ongoing subject of societal and scholarly debate, as previously noted and discussed in Chapter Five. If exiting NSU college students view Wikipedia and its internet sibling sources as academically credible and critically reliable resources, is that also NSU’s espoused view or message conveyed within the university’s multiple undergraduate degree-conferring programs? The researcher was unable to find a consistent, clear, or specific instruction regarding social

media, internet sources, and/or Wikipedia across disciplines in study site (NSU) institutional official communications. Where discussed or taught or addressed, the topic presumably is dealt with differently by individual faculty and/or each undergraduate degree program's administrators within the university.

Regardless of one's position in the social media and Wiki-weight debate within education today (is it a critically credible source meriting and/or requiring academic citation?), clearly communicating a unified, institution-wide academic conduct stance and consistent message about the appropriate use of internet, social media, and Wikipedia sources would reduce confusion (and conflicts induced thereby) for NSU students and their success stakeholders. That *consistency of instruction* is called for in NSU's *2020 Vision*, and would contribute to weaving an envisioned "One NSU."

The data suggested that the studied cohort of final year exiting undergraduate students at NSU have not experienced consistency of instruction regarding collaborative social media. This finding informs institutional knowledge and the investigator's recommendations for cross-campus, cross-disciplinary critical dialogue about all aspects of AE at the study site university that is inclusive of student views, as discussed in Chapter Five. The implications for possible university-wide proactive discussion and revisiting of acceptable internet source attribution are discussed therein, to factor in survey responses that reflected student views on Wikipedia as a source of knowledge for academic submissions.

Opinion Category 2: Familiarity with NSU AE policy & rules. As discussed in Chapter Two, the literature supported data collection regarding students' familiarity with their school's code of conduct as a factor considered in ethical decision making. Loe,

Ferrell, and Mansfield (2000) and other scholars have investigated the familiarity of students with their school's code of conduct and established that familiarity as a critical component of an individual's ethical decision making process.

Perceived and real familiarity with school policies and rules. Three questions in this Opinion Category (Items 32, 43, and 41; see Table 6) addressed RQ2: What is the target populations' *familiarity with school policy and rules regarding AE at their school?*

Table 6

Familiarity with NSU AE Policies/Rules

Item	Question/Statement ²⁴	Likert Scale Agreement Total* ²⁵	Likert Scale Disagreement Total*
32	It is my opinion that NSU students are aware of the rules about academic honesty standards that are in the NSU Student Handbook.	83.91%	16.09%
43	If a student asks a family member to write just the introductory section of his or her paper, it is not plagiarism or cheating because there is a 'family member' exception in the rules on plagiarism and cheating at NSU.	9.2%	90.8%
41	If I am accused of plagiarism and I did not intend to plagiarize, I cannot be penalized or punished by my instructor or school.	68.97%	31.03%

²⁴ These school conduct code familiarity questions were adapted from Chonko, Wotruba, and Loe (2003), who documented reliability for their measure with Chronbach's α of .72.

²⁵ *NOTE: Likert Scale Total figures here represent the computed cumulative adjusted relative frequency obtained for all responses that indicated some level of agreement (Strongly Agree, Agree, Slightly Agree) or disagreement (Slightly Disagree, Disagree, Strongly Disagree). Where significant differences were found within responses indicating students' agreement or disagreement levels, they are highlighted in the analyses of the four questionnaire categories below.

Eighty-four percent (84%; $n = 73$) of the sample thought that their student colleagues “are aware of the rules about academic honesty” contained in the school’s Student Handbook. Although this strong agreement level about the general student populations’ awareness of the school’s academic code of conduct simply reflects an opinion and not an accurate assessment, it represents valuable AE perceptual information that might be considered in the design of any university-wide academic ethics strategy for undergraduates.

Item 43 tested respondents’ own familiarity with the school’s AE rules. Very few of the surveyed cohort (9.23%; $n = 8$) thought that a family member’s completion of their assignments would exempt them from “the rules on plagiarism and cheating at NSU.” The study site university has no such provision sanctioning family member participation in a student’s academic work within any of its institutional academic conduct information platforms or school websites. The data collected did establish that at least eight students might believe there is such an exception. This blurred conception of what constitutes acceptable family support evokes the situation described in *Cheaters: Faking the Grade* (CNBC, 2012), in which a student’s academic misconduct was detected by his instructor only because his assignment inadvertently appended an email from his mother stating how much she had enjoyed writing the introduction to his paper and that she hoped he got a good grade.

Plagiarism and the requirement of intent. Item 41 in this questionnaire category sought exiting NSU student perceptions about plagiarism, a key term in the university's academic ethics conduct code. Figure 3 presents "plagiarism," as that term has been consistently articulated and defined in its Student Handbook and Undergraduate Course Catalog for every academic year of the respondent cohort's matriculation.

<p>The following acts violate the academic honesty standards:</p> <ol style="list-style-type: none"> 1. Cheating: <i>intentionally</i> using or attempting to use unauthorized materials, information, or study aids in any academic exercise. 2. Fabrication: <i>intentional</i> and unauthorized falsification or invention of any information or citation in an academic exercise. 3. Facilitating Academic Dishonesty: <i>intentionally</i> or knowingly helping or attempting to help another to violate any provision of this code. 4. Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. <p>(NSU 2013-2014 Student Handbook, all emphases supplied; the same text is reproduced in the 2013-2014 NSU Undergraduate Course Catalog; see full text, Appendix I, and hyperlink, References).</p>
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Figure 3. NSU undergraduate student academic standards 2013-2014.

As discussed in Chapters One and Two, plagiarism in *new era education* (Khan & Subramanian, 2012) is an ambiguously situational, emotionally charged, and nonconsensually-understood concept for students, faculty, researchers, administrators, and other higher education student-success stakeholders. In this context, the study site institution's conduct code (see Figure 3) enfolds *plagiarism* (without mentioning intent) into the larger misconduct concept of *cheating*, but inserts the requirement of *intent* in the definition of the umbrella definition of cheating.

When one considers that plagiarism is commonly and traditionally lumped with other acts subsumed into the larger proscribed conduct termed “academic dishonesty,” which most would equate with “cheating” (see Chapters One and Two), NSU’s inclusion of intent in its definition of cheating arguably covers the act of plagiarism. But intent is not listed as a necessary prerequisite for having plagiarized according to the 2013-2014 NSU Student Handbook and 2013-2014 NSU Undergraduate Course Catalog. As the literature reviewed in Chapter Two regarding plagiarism’s evolution and evocation of confusion among both faculty and students suggested, once it “counts” as cheating then lack of intent becomes a defense in an adversarial setting prompted by criminalizing language. A student doesn’t need to have intended to plagiarize in order to be accused of plagiarism at NSU, which means he or she must then prove the conduct was unintentional, unknowing, and/or accidental.

In this context participants who agreed that intent was required (31%; n = 27) indicated a lack of familiarity with their school’s academic conduct rules. Even if their belief regarding intent arguably has merit—unintentional plagiarism is often a form of “patchwriting” (Howard, 1993, p. 233; see discussion in Chapter Two) as something naturally engaged in by students as they learn to join a discipline’s academic discourse—it signals student confusion and/or disagreement about academic expectations regarding plagiarism, either of which predestine conflict.

Opinion Category 3: Perceptions of NSU AE policy and climate. Questions were next designed and asked to elicit responses to RQ3: What are the target populations’ *perceptions of the institutional approach and ethics climate with respect to AE at their school?*

As noted in Chapter One, this study was deliberately delimited to a single university study site. The bulk of the survey questionnaire asked the target population of undergraduate students about their experience and perceptions of academic ethics policy and climate at their school, to inform institutional knowledge about that climate and the content/sources of contextual influences that might contribute to that perceived climate. As non-transfer final year students who are primarily residential students and have not attended other colleges (see Demographics, *supra*), this sample's perceptions represent those influenced during at least three years of undergraduate schooling at the study site school. Responses obtained for this third questionnaire Opinion Category are presented and analyzed below according to their subtopic areas of inquiry.

Perceived NSU ethical climate. Participants were asked a number of questions regarding their perceptions of the academic ethics climate at Nova Southeastern University; responses are presented in Table 7.²⁶

²⁶ The full report of the Likert Scale levels of agreement/disagreement is reproduced in Appendix H.

Table 7

Perceived AE Experience at NSU: AE Climate

Item	Question/Statement	Likert Scale Agreement Total*²⁷	Likert Scale Disagreement Total*
13	It is my sense that academic honesty is very important to NSU undergraduates.	83.91%	16.09%
14	It is my sense that academic honesty is very important to NSU faculty.	95.4%	4.6%
18	It is my opinion that more than half of the undergraduates at NSU have cheated at least once during their college careers.	64.37%	35.63%
20	It is my opinion that the policies regarding academic honesty at NSU are effective and prevent cheating.	78.16%	26.44%
21	Undergraduate students are likely to be punished if they are caught cheating at NSU.	90.8%	9.2%
22	My undergraduate teachers typically address academic integrity, academic honesty, and/or academic dishonesty in class discussions and/or lectures.	91.95%	8.05%
40	I sense that NSU undergraduates care about and want to learn proper attribution and citation skills.	73.56%	26.44%

A strong majority (84%; $n = 73$) of the target population surveyed agreed that academic honesty is “very important to NSU undergraduates” (Item 13), and even more agreed (95%; $n = 83$) that it is “very important to NSU faculty” (Item 14). On the other hand, a less compelling majority (74%; $n = 64$) thought that NSU undergraduates “care about and want to learn proper attribution and citation skills”; 26% ($n = 23$) disagreed (Item 40). While 78% ($n = 68$) agreed that NSU policies regarding academic honesty “are effective and prevent cheating,” over one fifth of the sample did not agree (21%; $n = 19$),

²⁷*NOTE: Likert Scale Total figures here represent the computed cumulative adjusted relative frequency obtained for all responses that indicated some level of agreement (Strongly Agree, Agree, Slightly Agree) or disagreement (Slightly Disagree, Disagree, Strongly Disagree). Where significant differences were found within responses indicating students’ agreement or disagreement levels, they are highlighted in the analyses of the four questionnaire categories below.

which suggests that some respondents see a gap between what is articulated, promoted, and enforced regarding academic ethics at their school (Item 20). Since the vast majority (91%; n = 79) agreed that “undergraduate students are likely to be punished if they are caught cheating at NSU” (Item 21), collectively the foregoing response sets suggest that the current “catch-em” institutional approach to cheating²⁸ is not perceived to be working in part because cheaters are not getting “caught.”

Students polled were near-equally divided about whether “more than half of the undergraduates at NSU have cheated at least once during their college careers” (Item 18). While 64% (n = 56) agreed with this statement, 34% (n = 31) did not, a perception that runs counter to estimates in numerous studies asserting that cheating is “rampant” in universities today (see prevalence scholarship discussed above in Chapter Two).

NSU instructors and academic ethics. Three questions elicited sources that the exiting undergraduate sample might credit for their learned understanding of academic ethics. While the vast majority (91.95%; n = 80) agreed that their “undergraduate teachers typically address academic integrity, academic honesty, and/or academic dishonesty in class discussions and/or lectures” (Item 22), the same sample’s responses suggested less unanimity with regard to clear understanding on the part of students as a result of faculty instruction, as indicated in Table 8.

²⁸ The “catch-em” NSU approach to cheating, as opposed to a “teach-em first” approach, is arguably reflected in the absence of clearly defined or incentivized *integrity* (Gallant, 2009, 2011) behavior, as contrasted with the listing of academic conduct acts to be avoided in the 2010-2011, 2012-2013, and 2013-2014 NSU Student Handbooks and Undergraduate Course Catalogs.

Table 8

NSU AE Perceived Experience: Instructional Sources

Item	Question	Response
47	Please check the appropriate box to complete this statement: _____ of the instructors I've had at NSU have been very clear about what is acceptable and unacceptable academic conduct.	<input type="checkbox"/> Few – 5.75% <input type="checkbox"/> About half -9.2% <input type="checkbox"/> Most – 48.28% <input type="checkbox"/> All – 36.78%

It undoubtedly will be valuable for the study site university to know the percentages of its exiting undergraduate students that reported clarity in AE instruction from only “few” (5.75%; n = 5) or “about half” (9.2%; n = 8) of their college instructors. This information may be considered alongside the sample’s response to an open-ended question that asked participants to indicate the sources from which they had “learned about academic ethics, academic dishonesty, and/or academic integrity policies at NSU” (Item 48; see Appendix H).²⁹ AE-related learning sources indicated by the sample student cohort included:

- Instructors (90.8%; n = 79)
- NSU degree program websites (16.09%; n = 14)
- Current and earlier academic year Student Handbooks (approximately 30%)
- The 2013-2014 NSU Course Catalog (12.64%; n = 11) and earlier Course Catalogs (10.34%; n = 9)
- NSU Academic Advisors (41.38%; n = 13)
- Other NSU students (41.38%; n = 36)
- New Student Orientation (36.78%; n = 32)
- NSU Student Affairs website (6.9%; n = 6)
- NSU publication or library resource (17.24%; n = 15)

²⁹ A full report of responses given to Question 48 is contained in Appendix G.

- NSU Office of Academic Services (OAS) (20.69%; n = 18)
- NSU cheating or plagiarism adjudicative proceedings (12.62%; n = 11)
- *Turnitin.com* (63.22%; n = 55).

Under an open option marked “Other,” several students wrote in additional sources such as NSU’s Super Sharks (n = 1)³⁰; syllabi (n = 4); compliance meetings (n = 1); and BlackBoard (n = 1), the NSU electronic course delivery platform. Four students (4.6%) chose to mark the option “I have never really been informed about NSU policies concerning cheating” (Item 48; see Appendix H).

Conflict indicators. This final subtopic of Opinion Category 3 (Perceived AE Experience at NSU) was designed by the researcher to bridge this study’s focus, from research about the AE-related *status quo* at the study site to research framed through three lenses of inquiry employed in multidisciplinary studies of conflict analysis and resolution theory and practice: social constructionism, critical pedagogy, and ethical decision making. The academic ethics literature reviewed revealed that AE is most often framed to position the student as a subject to be punished or educated (Gallant, 2006, 2008, 2011), in order for the “problem” to be fixed or just go away. In contrast, this study sought data about undergraduates’ AE-related opinions that would indicate student awareness of academic ethics conflict parameters, to give their views voice. Their opinions about AE conflict and conflict-related causative factors might in turn inform NSU’s new College of Undergraduate Studies, an entity positioned to create,

³⁰ “The Super Sharks program is specifically geared toward First Time in College (FTIC) students. The program was created to assist FTIC students as they transition to University life and its inherent challenges. There are four levels, each with a specific focus as follows: Level I – University Life; Level II – Faculty Mentoring; Level III – Personal Leadership; and Level IV – Leadership Application. Each of the four levels has explicit requirements including a minimum 2.0 cumulative GPA and takes students through completion of their sophomore year. Students who successfully complete each level are awarded a \$250 textbook voucher to the NSU Bookstore” (NSU Office of University Relations, 2012). Retrieved from <http://nsunews.nova.edu/inaugural-group-students-complete-super-sharks-program/>

promote, and maintain one clear message regarding academic ethics enroute to achieving “One NSU” (Tandet, 2013b, para. 15) by 2020.

Three questions (Items 45, 19, and 44) sought student attitudinal data for the *Conflict Indicators* subtopic. In Item 45, students were asked to indicate their agreement/disagreement with the following statement: “My sense is that most NSU instructors avoid dealing with cheaters.” Responses obtained are presented in Figure 4.

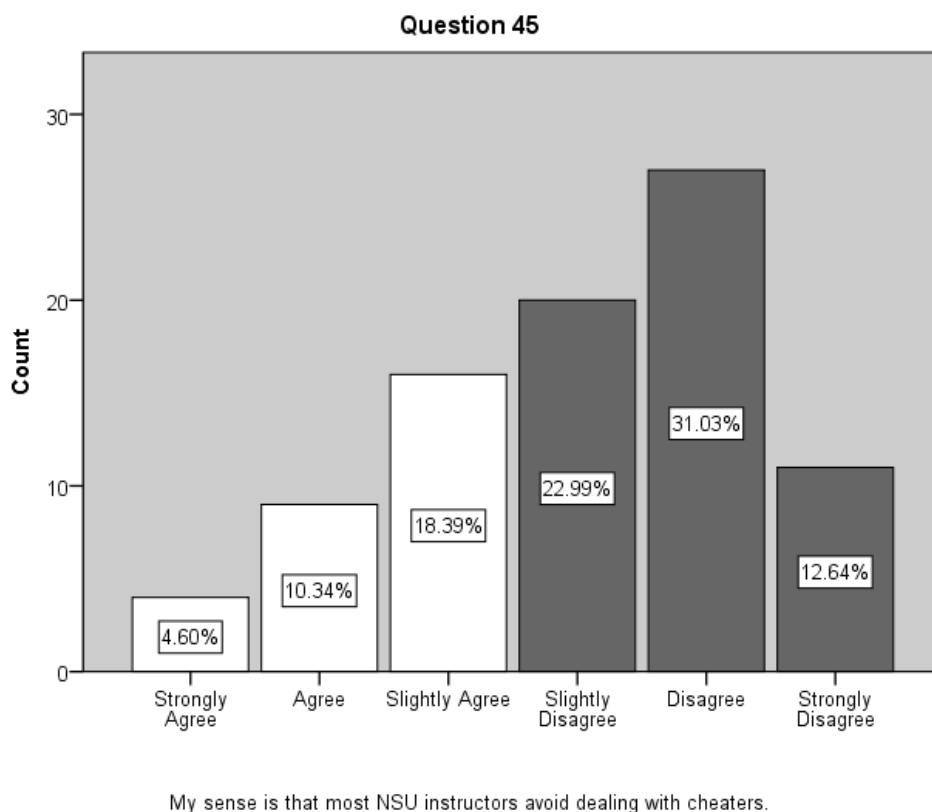


Figure 4. Conflict indicators: NSU instructors and cheating.

A total of one third of the study’s respondents (33.33%; $n = 29$) agreed at some level that most NSU instructors avoid dealing with cheaters, which indicates that they perceive inconsistency in the way faculty deal with academically dishonest students. If the study site’s undergraduate students do not encounter consistent responses to apparent

academic misconduct from faculty across their undergraduate degree programs and disciplines, seeking their embrace of “One NSU” as a university *2020 Vision* goal may be a challenging institutional objective. More critically, this cohort of exiting students believe the statement is true for *most* NSU instructors, which may have influenced their choice of discipline, courses, and instructors in the completion of their degree plans. That possibility was suggested as well by results obtained for Item 19, as presented in Figure 5.

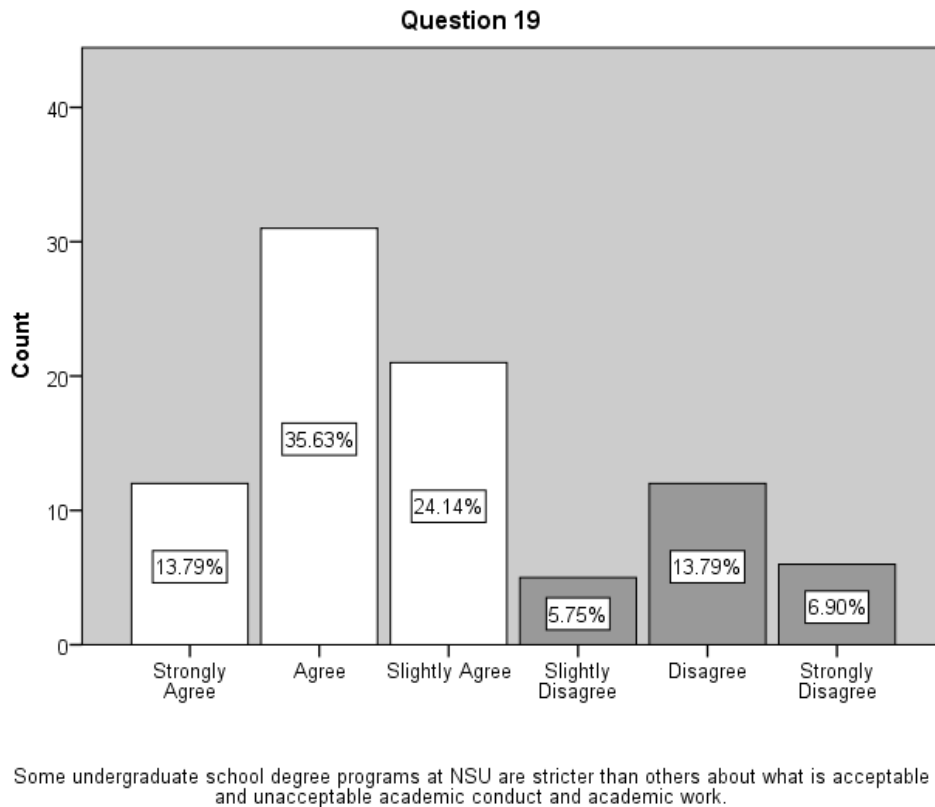


Figure 5. Conflict indicators: NSU undergraduate programs differ on AE.

Student perceptions of inconsistency in academic conduct message, emphasis, and treatment among NSU undergraduate program faculty and administration was clearly indicated by participant responses to Item 19 as shown in Figure 5. A notable total

majority (73%; $n = 64$) of the participant cohort agreed at some level that NSU colleges vary in their “strictness” regarding cheating, a student perception that is troubling and undermines the study site university’s goal of “One NSU.” Such perceived inconsistency predictably would not produce college graduates unified in their teaching and learning experience with regard to cheating or any other proscribed academic conduct, including fabrication, plagiarism, and facilitating academic dishonesty, as that conduct has been consistently defined in the 2010-2011, 2012-2013, and 2013-2014 NSU Student Handbook and Undergraduate Course Catalogs during their matriculation years.

Participants’ perceived inconsistency among NSU interdisciplinary undergraduate degree-conferring programs is rendered more troubling when this finding is considered alongside the previously noted demographic response to Item 8, which indicated that 87% ($n = 77$) of undergraduate respondents surveyed plan to attend graduate school, as presented in Figure 6.

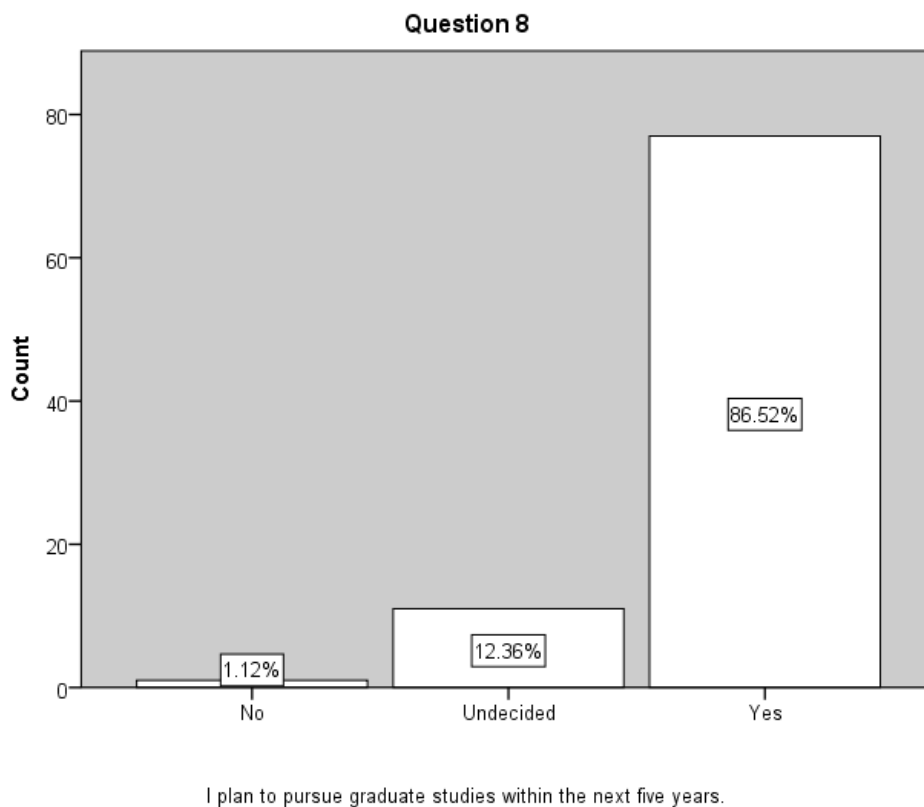
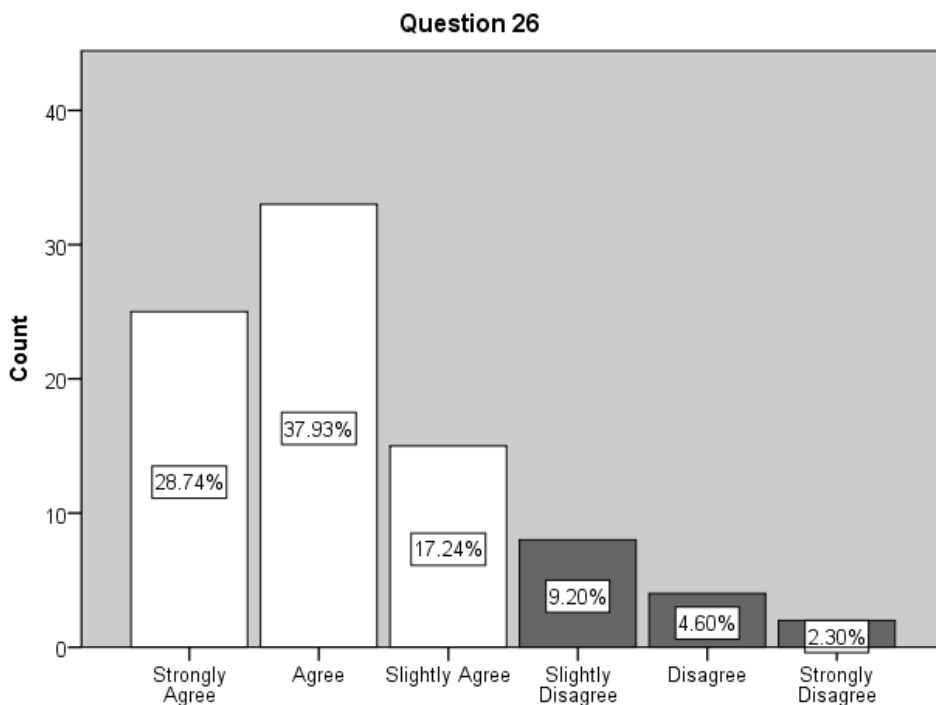


Figure 6. Demographics: Graduate school plans.

Additionally problematic is the survey outcome indicating that a large majority (84%; $n = 73$) of the target population believe that “the rules and consequences for cheating and plagiarism will be stricter in graduate school than they are in college” (Item 26). Agreement levels for responses obtained for Item 26 are presented in Figure 7.



The rules and consequences for cheating and plagiarism will be stricter in graduate school than they are in college.

Figure 7. Conflict indicators: College and graduate school AE differences.

Considered in conjunction, the response data sets obtained for Items 45, 19, and 26 (Figures 5, 6, and 7) above collectively suggest that current final-year undergraduate students do not equate their college ethical training and institutional normative expectations with those of graduate schools. In view of NSU's Undergraduate Dual Admission Program offerings discussed below, this last conclusion has serious implications for the university — including the additional academic ethics teaching and training burdens that could be presented to its graduate school faculty and administrators —in the absence of a consistent institutional approach to academic ethics for NSU undergraduates.

The university's website touts dual admission to its undergraduate applicants: "As a qualified student in the Dual Admission program, you're automatically reserved a seat in one of NSU's graduate or professional schools³¹ while you earn your bachelor's degree" (<http://www.nova.edu/undergraduate/academics/dual-admission/index.html>). Survey results suggest that the NSU cohort student's academic ethics teaching and learning experience as undergraduates does not match their own assessment of graduate school expectations at their own university and possibly elsewhere. In this added context, a cross-disciplinary, university-wide consistent message and treatment of academic conduct for undergraduate students would better prepare them for the "stricter" academic ethics climate they expect to encounter in tertiary schools. The implications of these findings are further discussed in Chapter Five.

Likelihood of "major cheating scandal" at NSU. Finally, because this research study was initiated at the time of the 2012 Harvard "cheating scandal" (Cook & Robbins, 2012) and conducted within the larger societal context of extensive academic and non-academic cheating as described in Chapter One, study participants were asked their level of agreement with the following statement: "In my opinion it is just a matter of time before this school will have to deal with a major cheating scandal" (Item 44); responses obtained are presented in Table 9.

³¹ Dual admission is determined upon enrollment in as an undergraduate at NSU and is available for students seeking admission upon college graduation to NSU graduate schools in ten different professional disciplines: business, computer science, criminal justice, education, health professions, humanities and social sciences, law, oceanography, psychology, and speech-language pathology. Eligibility requirements for each dual admission major vary. (<http://www.nova.edu/undergraduate/academics/dual-admission/index.html>)

Table 9

NSU AE Perceived Experience: Likelihood of “Major Cheating Scandal”

Item	Question/Statement	Likert Scale Agreement Total* ³²	Likert Scale Disagreement Total
44	<i>In my opinion it is just a matter of time before this school will have to deal with a major cheating scandal.</i>	40.23%	59.77%

Participant responses to Item 44 varied by level of agreement, as graphically presented in Figure 8.

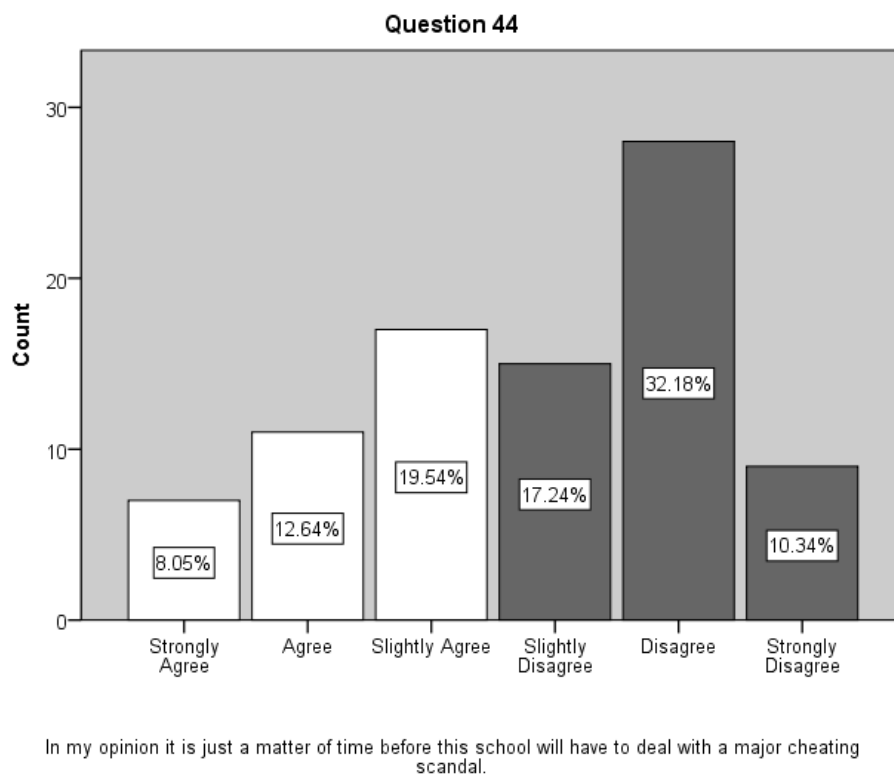


Figure 8. Conflict indicators: Perceived likelihood of NSU “major cheating scandal.”

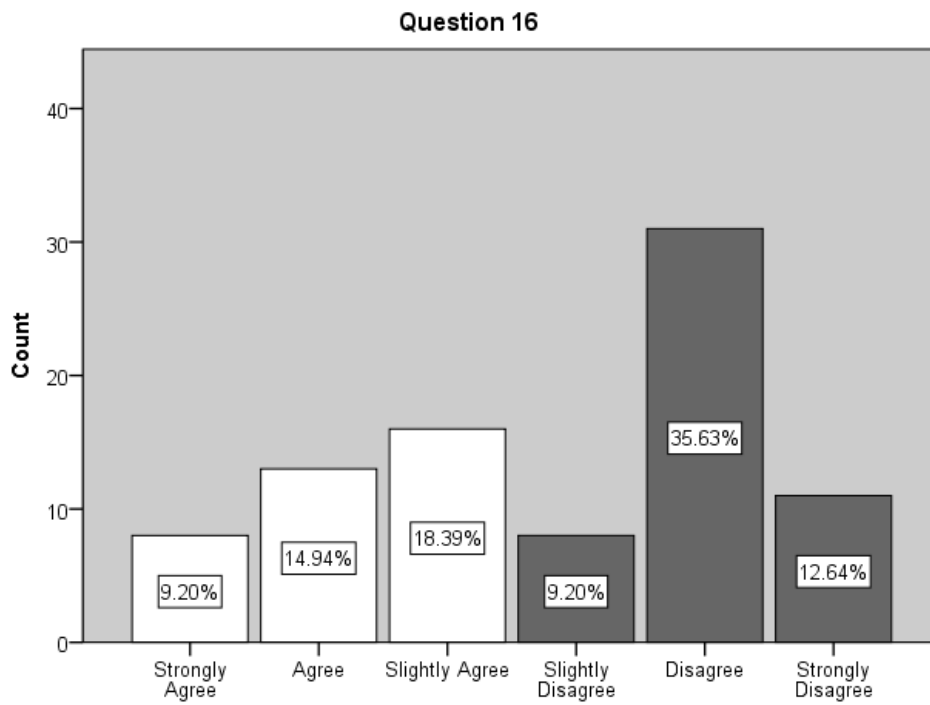
³² Likert Scale Total sums here represent the computed cumulative adjusted relative frequency obtained for all responses that indicated some level of agreement (Strongly Agree, Agree, Slightly Agree) or disagreement (Slightly Disagree, Disagree, Strongly Disagree). Where significant differences were found within responses indicating students’ agreement or disagreement levels, they are highlighted in the analyses of the four questionnaire categories below.

Over one third (38.04%; n = 60) of the respondent sample indicated some level of agreement with the statement in Item 44. Responses obtained and their variation may well garner the attention of Nova Southeastern University as a school that has initiated a year of self-study to improve the undergraduate student experience (Tandet, 2013b). The implications of students' perceptions regarding the likelihood of "a major cheating scandal" at NSU are discussed in Chapter Five.

Opinion Category 4: AE conflict-related awareness. Questions in this final category sought to assess the awareness of the target population students in response to RQ4: What is the target populations' *AE conflict-related awareness*? Responses to this category group are presented and analyzed by subtopics below.

Perceived impact of cheating. Students were asked questions to gauge their perceptions of the impact that cheating by students at their school might have on their prospective *alma mater* and on themselves via the impacted value of their degree.³³ Responses obtained are presented in Figures 9 and 10.

³³ An additional question was asked within this Opinion Category, but it was discarded by the researcher after careful analysis. In Item 46, students were asked to indicate their level of agreement/disagreement with the following statement: "Students who cheat are only hurting themselves." The statement was intended to elicit opinions by depicting cheating as an isolated act impacting only the actor and no one else, but its wording is ambiguous. The word "only" can be interpreted as either emphatic or delimiting, so Item 46 was discarded. Nearly 80% (79.31%; n = 69) agreed with the statement. The responses to Items 17 and 31 discussed *supra* did suggest that participants recognized beyond-actor effects that may be wrought by another person's act of cheating.



Public knowledge about cheating at NSU would not really hurt the university because cheating goes on everywhere.

Figure 9. Awareness of AE conflict effects: Public knowledge of NSU cheating.

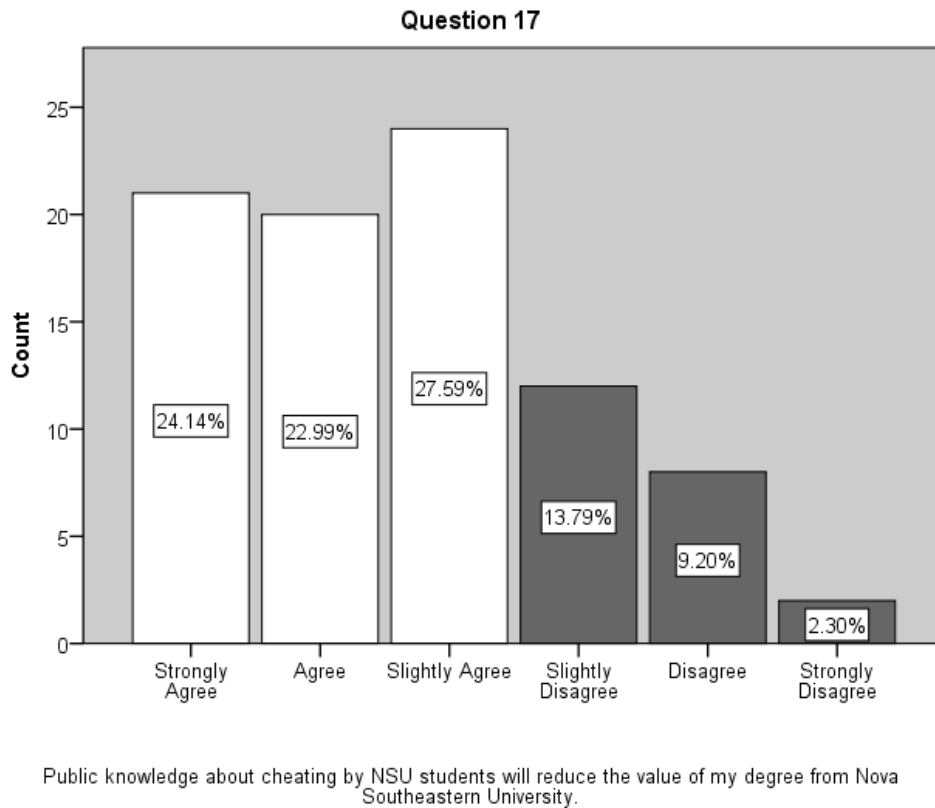


Figure 10. Awareness of AE conflict effects: Value of degree.

As noted in Chapter One, David Callahan, author of *The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead* (2004), posits that cheating has become accepted as a part of human culture today. Participants' responses to Item 16 suggest the cohort studied may agree with Callahan's notion of cheating's acceptance: over 40% agreed at some level that "public knowledge about cheating at NSU would not really hurt the university because cheating goes on everywhere." Whether the university would eventually recover from such a public perception of NSU or from a "major cheating scandal" that over 38% of the participants opine is "just a matter of time" (Table 9; Figure 8), the researcher hopes that the data collected will usefully inform a proactive institutional AE approach along the lines of recommendations made in Chapter Five.

Trust levels in AE student-teacher interactions. The establishment of trust in student-teacher interaction is a basic objective of many school initiatives, including NSU, which emphasizes the positive relationship between students and their instructors as a key component of its announced core value of academic excellence. According to the university, academic excellence “reflects the successful relationship between engaged learners and outstanding instructional faculty and staff” (Nova Southeastern University Vision, Mission, and Core Values, 2014, para. 1). The following questions were asked to assess the comfort and trust levels of the exiting student participants with regard to matters involving academic ethics; responses obtained for each are presented in Table 10.

Table 10

AE Conflict Awareness: Trust between Students and Teachers

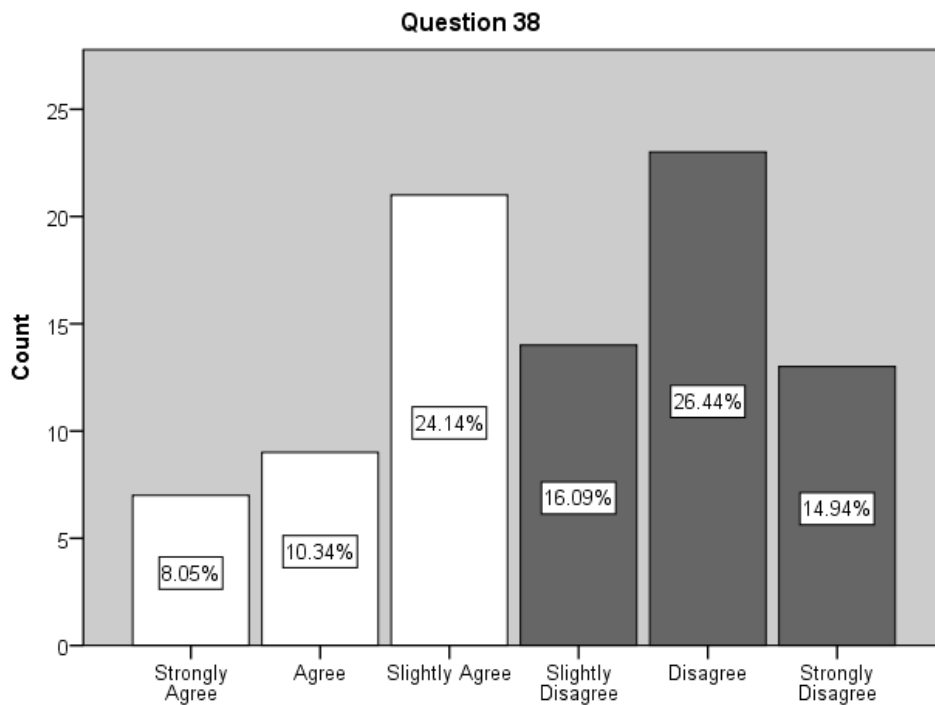
Item	Question/Statement	Likert Scale Agreement Total*	Likert Scale Disagreement Total*
29	I am comfortable asking my NSU teachers if I am unsure about what is academically honest or dishonest work.	87.36%	12.64%
28	If I observed cheating by a student in one of my classes I would be comfortable reporting it to my instructor.	45.98%	54.02%
38	Requiring students to use a plagiarism detection software such as <i>Turnitin.com</i> for submission of their coursework indicates to me that faculty do not trust their students	42.53%	57.47%

A large majority (87.36%; n = 76) of the exiting undergraduate student cohort indicated they are comfortable asking their NSU teachers if they are unsure about what is

academically honest or dishonest work, a result that is positive for characterization of the student-teacher interactive dynamics at the study site university. Additional research is needed to determine why nearly 13% did not so indicate, to inform institutional strategies enhancing student-teacher interactive trust and comfort levels.

For item 28 the participant students were split on whether they would be comfortable reporting to their instructors cheating by another student in their classes. More than half (54.02%, $n = 47$) in total disagreed at some level (see Appendix H) that they would be comfortable with reporting on a class peer, which is an outcome to be considered alongside the results obtained for Item 12 in Opinion Category 1. As noted *supra*, over three quarters (75.83%) of the study participants agreed with the statement: “It is my responsibility as an NSU student to prevent cheating by other students at my school.” If a substantial number of NSU exiting students acknowledge or embrace that responsibility, it may not include reporting on their peers; the implications of such reporting reluctance are discussed in Chapter Five.

Item 28’s reported level of student discomfort may be related to the responses obtained for Item 38, as presented in Figure 11.



Requiring students to use a plagiarism detection software such as Turnitin.com for submission of their coursework indicates to me that faculty do not trust their students.

Figure 11. Conflict indicators: Faculty trust and turnitin.com.

As previously noted (see Item 9, Demographics), nearly all NSU student respondents surveyed (98%; $n = 87$) indicated that they had completed a course requiring the submission of coursework using *Turnitin.com*. As indicated in Figure 12, nearly 43% (42.53%; $n = 37$) of study participants responded that the required use of a plagiarism detection software such as *Turnitin.com* for submission of their coursework indicates to them “that faculty do not trust their students.” Alluding to trust as a key factor in student’s academic success in today’s real and virtual classrooms, scholars have noted that “[s]ome faculty have expressed concern over the use of the service [*Turnitin.com*] because they maintain that it breaches the student-teacher relationship” (Brown, Jordan, Rubin, & Arome, 2010, p. 115). The implications of the data collected regarding NSU

students' reported comfort/trust levels with regard to academic ethics and their instructors are further discussed in Chapter Five.

Conflict among students as a result of academic dishonesty. The researcher was curious about the conflict that might be perceived or experienced by undergraduates as a result of their fellow students' academic dishonesty. A total of 82% ($n = 71$) of study participants agreed that "cheating by my classmates gives them an unfair advantage over me" for Item 31, as presented in Figure 12.

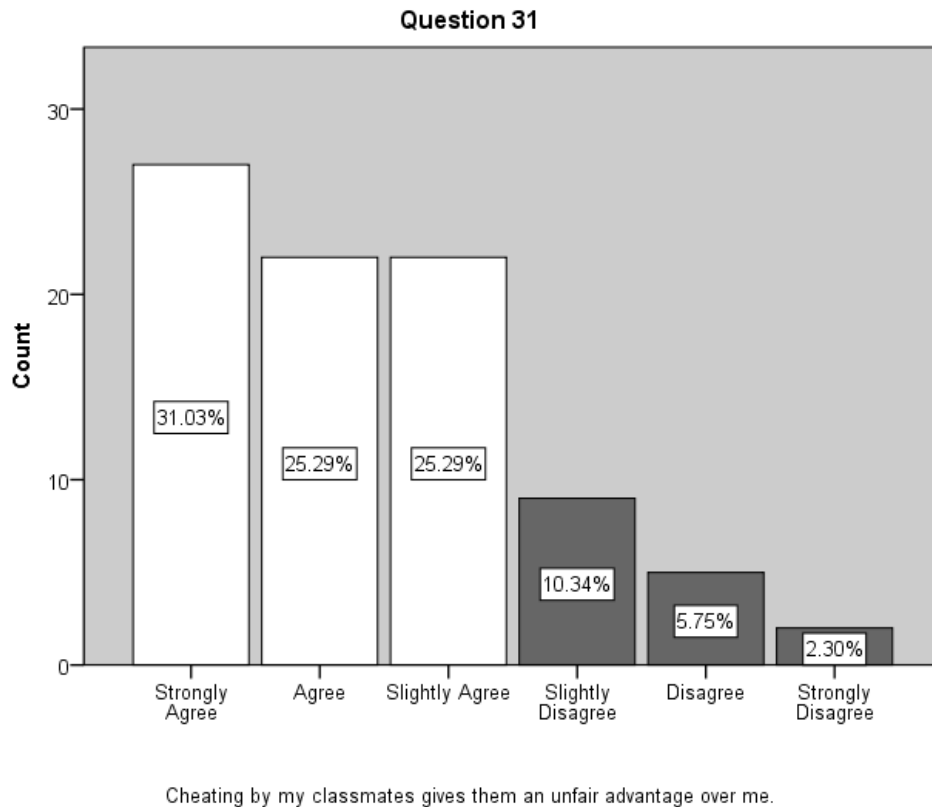


Figure 12. Awareness of AE conflict effects: Cheating an unfair advantage.

It is interesting that despite the strong majority (82%; $n = 71$) of total levels of agreement indicated by the student study participants, 18% ($n = 16$) in total indicated for Item 31 that they did not perceive their classmates' disregard of academic ethics

standards at NSU placed them at a disadvantage. The need for future research and institutional dialogic implications of this finding are discussed in Chapter Five.

Different consequences by discipline. Finally, the researcher wanted to know whether the sample cohort might believe that cheating's consequences should vary by discipline studied. Many academic ethics sites (e.g., *plagiarism.org*),³⁴ scholars (e.g., Groark, Oblinger & Choa, 2003; Taylor, n.d.), and social media publications (e.g., Curtis, 2012) draw such distinctions by implication when they attempt to scare students away from academic misconduct. For example, the investigator's extensive traditional and electronic library research into academic ethics repeatedly turned up an oft-cited publication entitled *Integrity: An Academic and Political Letter to My Students*, in which a professor asked: "[W]ould you want to be operated on by a doctor who cheated his way through medical school? Or would you feel comfortable on a bridge designed by an engineer who cheated her way through engineering school?" (Taylor, n.d., para. 3). Arguably the fears provoked by this professor's questions could compel greater honesty from medical or engineering students, but how does such an approach speak to the ethical decision making of students majoring in other disciplines? The majority (87%; n = 77) of the respondent population are students of the arts and sciences (see Demographics section, *supra*). Figure 13 presents results obtained in response to a statement specifically designed to elicit their opinions about whether the consequences for cheating should be different depending on the discipline studied.

³⁴ Plagiarism.org is a free online resource sponsored by iParadigms LLC, makers of Turnitin, WriteCheck, and iThenticate. As such, though it purports to be an objective purveyor of information, the caveat to its assertions for students should include recognizing the economic interests of the authors.

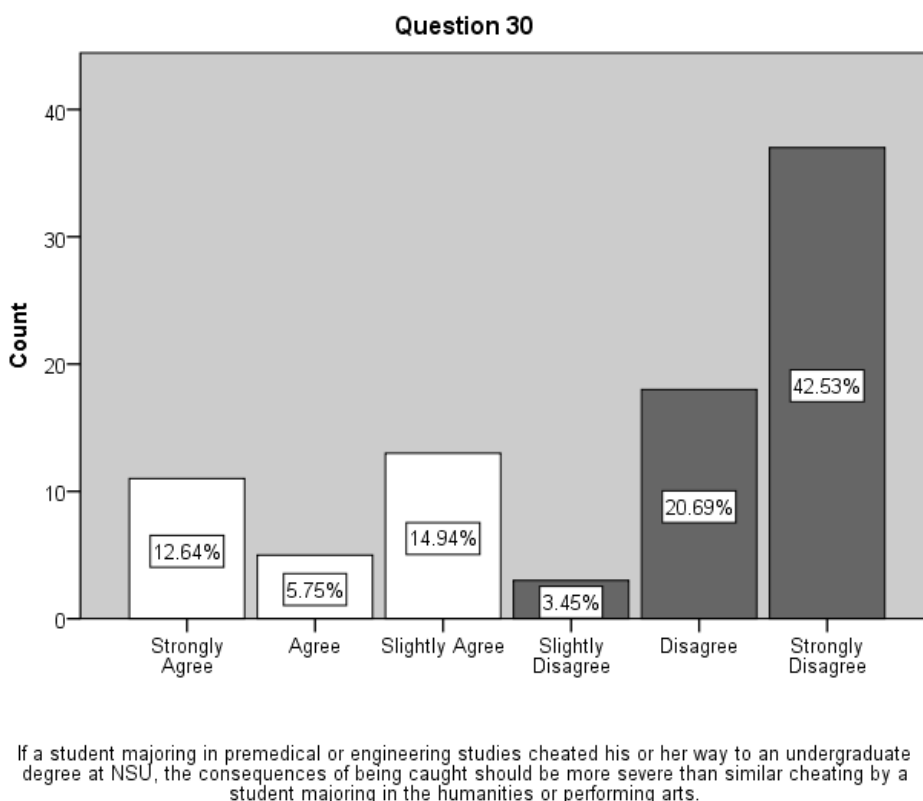


Figure 13. Conflict indicators: AE consequences should vary by discipline.

As reflected in Figure 13, over one third (33.33%; $n = 29$) of the exiting undergraduate NSU student respondents agreed at some level that the consequences for having cheated should be *more severe* for medical or engineering students than for those in the humanities or performing arts. While a minority view, it is nonetheless one that institutionally does not fit with the “One NSU” (Tandet, 2013b, para. 15) *2020 Vision* objectives (Chapter One), and thus a view that should be heard in the recommended dialogic university-wide conversation about academic ethics discussed in Chapter Five.

Limitations

For reasons discussed in Chapter One, this study was deliberately focused on one university site with specific features that uniquely has arrived at a pivotal time. Nova

Southeastern University is now able through NSU's College of Undergraduate Studies to consolidate academic ethics emphases and pedagogic approaches for its entire undergraduate student body. The study's deliberate focus on one university renders its findings and conclusions illuminating but not directly applicable to other universities or schools.

A further limitation of the instant study is that the FTIC 2010 respondent student cohort was significantly homogenous with respect to age, gender, and undergraduate program major (see discussion of demographics, *supra*). Fraenkel and Wallen (2003) define generalizability of data as the "degree to which a sample represents a population of interest" (p. 104). Because of many demographic features shared by the respondent participants, results obtained from this cohort cannot be generalized to other student populations at Nova Southeastern University.

Nonetheless, this exploratory quantitative research study's survey produced valuable descriptive statistical information about the subjects' opinions regarding AE: their beliefs, content understanding, perceptions about AE at NSU, and awareness of AE conflict-related consequences. Knowledge of their opinions may assist and inform Nova Southeastern University's AE approach and specific AE institutional strategies, as more extensively covered in Chapter Five's discussion of data-based implications and recommendations.

Chapter Five: Implications and Recommendations

Everyone at the institution — from the president of the university and the board of directors right on down to every janitor and cafeteria worker — has to buy into the fact that the school is an academically honest institution and that cheating is a reprehensible behavior.

— Stephen F. Davis³⁵

As introduced in Chapter One, this exploratory dissertation research study applied the lenses of social constructionism, critical pedagogy, and ethical decision making theory to collect, analyze, and critically evaluate quantitative data regarding Nova Southeastern University (NSU) undergraduate students' opinions about academic ethics (AE) and its perceived significance at their university. Its overarching goal was to provide a repository of knowledge that would inform current and future institutional approaches to AE. The study also was designed to contribute valuable data, analyses of research outcomes, and recommendations based thereon to the evolving higher education academic ethics discourse, to assist in the understanding and prevention of academic ethics conflict in higher education. The researcher's recommendations for NSU and similarly-structured universities, which include dialogic, pedagogic, and institution-wide cultural climate initiatives, are addressed in the concluding sections of this chapter.

As noted in Chapters One and Two, Gallant (2006, 2008, 2011) and others advocate that universities reconsider AE strategies that position the student as the problem. That focus on individual agency leaves contextual influences out of the

³⁵ As quoted by Novotney, 2011, p.54. Stephen F. Davis is an emeritus professor of psychology at Emporia State University and co-author of *Cheating in School: What We Know and What We Can Do* (2009).

academic ethics discourse and may neglect issues of inconsistent interpretation and accountability. To move beyond a student-unit focus, universities need to assess and evaluate their own houses to learn from each other in a time of unprecedented technological and cultural changes. This study was designed to contribute to that learning process and to conflict analysis and resolution studies by production of data regarding AE-related conflict that acknowledges the contextual influences of those changes for undergraduate students at one university.

Academic Ethics: Contextual Influences

The literature reviewed established that articulation of academic ethics standards in higher education may overlook important contextual influences on students' social construction of cheating and plagiarism, both consequential proscribed academic behaviors that they are expected to eschew in their pursuit of academic credentials. An academic degree is a kind of social capital buying its possessor employment or entrance to a profession. Beyond academia, graduate degrees represent "the collective intellectual capital that society will have to solve real problems" (Broeckelman-Post, 2009, p. iii).

Grades as the means to a degree's attainment are the principal preoccupation of many students and their success stakeholders. As previously noted (see Chapter One), that focus on grades can preordain conflict in and beyond academia, if the degree attained does not reflect actual learning. The researcher identified four types of AE-related conflict (student-teachers, student-student(s), student-school, and student-society) that this study sought to illuminate through the collection of data on students'

perceptions; this conflict typology guides the presentation of findings highlighted below.

Also as discussed in Chapter One, competition for grades today takes place within the context of two important influences highlighted in this study: societal cheating and technology, the latter's ubiquity now an accepted part of the college student's learning experience in what's been termed by many as the digital age. Those influences are more fully documented elsewhere in this dissertation; their presentation here is provided to ground this discussion of study findings and their implications for the study site university.

Societal and Academic Cheating

Chapter One presented the larger and local contexts, illustrating by example the seemingly countless reports of societal and school cheating within which today's university students generally, and NSU students specifically, navigate through school in pursuit of a degree. Without reiterating those examples here, it is clear that internationally,³⁶ nationally, locally, and virtually students not only can easily access online inventive new ways to cheat, but also study amidst a continuous stream of news reporting that not only do many students cheat, but their teachers, schools, and parents have joined in. Whether one agrees or disagrees with the notion that academic cheating is worse than ever, its reporting is extensive, undeniable, and potentially powerful as an influence on current students' construction of academic ethics.

³⁶ In an investigation of the "video sharing website *youtube.com* for the presence of instructional videos that teach students how to cheat on academic work" (Seitz, Orsini, & Gringle, 2011, p. 57), researchers found that said videos were "popular among students around the world... [and that] viewer feedback from individuals in several countries indicated that the videos have educated and motivated students to put the methods of cheating found on the video to use (Seitz et al., 2011, p. 57).

Thus, this study asked NSU exiting undergraduate students about their perceived influence of cheating at NSU. Results showed that:

- Over 40% agreed that “public knowledge about cheating at NSU would not really hurt the university because cheating goes on everywhere” (42.53%; Item 16).³⁷
- While 75% agreed that “public knowledge about cheating by NSU students will reduce the value of my degree at Nova Southeastern University” (Item 17), 25% of study participants disagreed, suggesting that a quarter of the target population believe that publicized academic dishonesty at their school will have no effect on the value of their academic credential.

These indications that soon-to-graduate NSU college students believe public knowledge about cheating at NSU will not affect them or their school contravene research that has shown employers consider school cheating in their evaluation of an applicant credentials, and that academicians are aware that “cheating at a university disappoints those employers who find that student graduates cannot adequately perform the work suggested by their majors” (Simkin & Mcleod, 2009, p. 442; see also W.P. Carey School of Business, 2004). The implications of these study results for university AE initiatives at NSU are discussed below.

³⁷ Where statistical outcomes are provided in this chapter, percentages of Likert Scale agreement or disagreement with questionnaire item statements were typically rounded up for simplicity of presentation and discussion. Readers may also reference the presentation and analyses of results in Chapter Four as well as Appendices F, G, and H for the text and corresponding statistical results obtained for each AE survey questionnaire item.

Digital Age: Nature of Knowledge

The contextual background of the research problem for study is digital: a continually changing stream of information is now accessed by or provided to students with internet access as an integral part of their school experience. On many topics relating to student conduct in school, whether academic (e.g., cheating) or nonacademic (e.g., drinking, sexual harassment, bullying), students virtually anywhere in higher education settings are bombarded with information, admonitions, proscriptions, and conflicting expectations voiced by society and their schools. When those expectations concern AE, conflict may result if institutional policies and practice are ambiguous in their articulation, communication of significance, and/or enforcement, as discussed in Chapters One and Two.

Moreover, higher education operates now in an era radically different from earlier times that gave birth to articulation of authorship and original work as academic ideals, in turn giving rise to socially constructed terminology that defined those ideals, such as plagiarism and academic dishonesty.³⁸ The literature reviewed in Chapter Two revealed considerable variety in how such terms are understood by students, faculty, and school administrators, leading to conflict in normative expectations and behavior.

Prensky (2001) has characterized instructors as *digital immigrants* and their students as *digital natives* (see Chapter One), which has led many to view their interaction in higher education as a clash of cultures, one informed by adamantly different views of how knowledge is and should be produced. In just one of many examples, in 2007 *The New York Times* reported that Middlebury College's history

³⁸ See discussion *supra*, Chapters One and Two.

department had banned the use of Wikipedia as a research source, after a professor found a number of students on an exam asserted that the Jesuits had supported a revolution in 17th century Japan:

[The professor] knew something was wrong. The Jesuits were in ‘no position to aid a revolution,’ he said; the few of them in Japan were in hiding. He figured out the problem soon enough. The obscure, though incorrect, information was from Wikipedia, and the students had picked [the notion] up cramming for his exam. (Cohen, 2007, para. 1-2)

The history department’s initial reaction, banning Wikipedia as a source, did spark a number of campus-side schedule discussions among students, faculty, and administrators regarding

the respect, if any, to give Wikipedia articles, written by hundreds of volunteers and subject to mistakes and sometimes deliberate falsehoods. Wikipedia itself has restricted the editing of some subjects, mostly because of repeated vandalism or disputes over what should be said. (Cohen, 2007, para. 5)

Although the department eventually officially banned students from citing Wikipedia, its chairman did not ban its use, recognizing that “a total ban on Wikipedia would have been impractical, not to mention close-minded, because Wikipedia is simply too handy to expect students not to use it” (Cohen, 2007, para. 6). Just as students should not cite an encyclopedia, the site’s co-founder Jimmy Wales said he understood the department’s ban on citing but not use:

“Basically, they are recommending exactly what we suggest—students shouldn’t be citing encyclopedias. I would hope they wouldn’t be citing Encyclopædia

Brittanica either. If they had put out a statement not to read Wikipedia at all, I would be laughing. They might as well say don't listen to rock 'n' roll either.” (Cohen, 2007, para. 9-10)

This study therefore collected data regarding Wikipedia as an academic resource for the exiting target undergraduate student population. Results included:

- 25% of the NSU target population survey participants agreed with the statement: “If I discover a term like ‘languaculture’ on Wikipedia during my internet research, and want to use it in my paper, I do not have to cite the source of the term because it was found on Wikipedia and that means it is common knowledge.” (Item 42).

Survey responses to Item 42 indicate that at least a quarter of the study participants consider that information freely available to anyone with access to the world wide web, in the public domain, created collectively, and not peer reviewed (see Chapters One and Two), is comparable to “common knowledge,” excepting it therefore from appropriate attribution and citation in academic work. The unspoken assumption implied is that for many students today information on Wikipedia carries the same weight of authority and credibility as research-supported, peer-reviewed academic products. The implications from this shift in views of knowledge are importantly consequential for students and academia.

Ward Cunningham, inventor of wikis, “borrowed the Hawaiian word *wiki*, or *wikiwiki*, meaning fast or quick, alluding to the ability of a wiki user to quickly change the content of a page” (Ray & Graeff, 2008, p. 39). The implications of open access are enormously consequential for instructors as traditional gatekeepers for students’

access to knowledge, and for higher education institutions as traditional repository holders/owners/trustees of that knowledge. Writing about open-source education, Harden (2013) and others have argued that the nature of knowledge for students and every individual with internet access has changed: knowledge is not an object but a series of networks and flows, a process, not a product, of interactions between people. In the digital era higher education institutions have scrambled to protect multiple political, social, and economic interests, and to remain relevant and necessary for today's students.

Middlebury's institutional response of scheduling campus-wide discussions transcended its history department's initial and reactive solution (an outright ban), by providing open, dialogic, and transparently inclusive discourse about Wikipedia and the nature of knowledge for college students today. Without taking a position in the Wiki-weight debate, the researcher notes that Wikipedia's discussion is a timely and important topic, one that NSU could promote, encourage, and facilitate conversation about, as a strategic educational priority throughout its undergraduate programs. University-wide, cross-disciplinary discourse between all members of the NSU academic community about Wikipedia and open access, pragmatically threatening as the latter topic may be for academics and administrators throughout higher education, is a first step if NSU is to move towards continuing relevance for tomorrow's undergraduates, to accommodate the voices and opinions of its students within what's been described as *new era education* (Khan & Subramanian, 2012).

Reframing Academic Ethics

Critical pedagogy's framing of academic ethics for students asks — whether one agrees with the numbers out there about how much cheating is going on (see discussion of prevalence research studies in Chapter Two) — that educators and scholars at least examine the underlying assumptions at work. For example, “plagiarism” and the assumptions of original sole authorship that drive its continued promotion are being challenged in today's collaborative learning environment, as is what is deemed “cheating,” “collusion,” or “unauthorized collaboration” may be unclear to students in classes that stress the importance of group work and collective problem solving. To paraphrase Schaefer (2010), “[u]nless we reframe the way we look at plagiarism [and cheating], we will perpetuate the ‘gotcha’ system we have now” (p. 160). As manifestations of institutional assumptions at work, the content of a school's academic ethics should be critically and continually assessed, not reified as correct but recognized and treated as a socially constructed truth “developed in a particular culture and time” (see Hoffman, 2006, p. 2, and discussion of critical pedagogy theory, practice, and research, Chapter Two). From this perspective, students' opinions, content understanding, and perceived significance of the academic conduct code rules and practice are relevant to critical thinking about academic ethics.

Academic Ethics: Student AE-related Conflict

Academic ethics conflicts that result from student disregard of rules about AE represent a dilemma, which “means there is a possible disagreement, *a conflict of consensualities*, between groups of people” (Cottone, 2001, p. 41, emphasis supplied). The researcher identified four types of student AE-related conflict that drove the

formulation of questionnaire items for NSU exiting college students: student-student(s), student-teacher, student-school, and student-society (see discussion and research supporting this typology, Chapter One). Implications of this study's research findings are discussed below as they may illuminate these identified conflict types and enhance understanding of the Nova Southeastern University undergraduate student experience.

A key finding in the instant study, as discussed in Chapter Four and presented in Table 9 and Figure 8 therein, was students' overall perception of cheating at NSU. As introduced in Chapter One, this investigation was initiated at the time of the Harvard "cheating scandal" (Cook & Robbins, 2012) described therein, and conducted within the larger societal context of extensive academic and non-academic cheating. The conflicts resulting from the academic dishonesty in the Harvard incident were extensive, and prompted this researcher's curiosity as to the opinions of undergraduate students about academic dishonesty at Nova Southeastern University. Data indicated that:

- 40% of the surveyed target population of exiting NSU undergraduate students agreed with the following statement: "In my opinion it is just a matter of time before this school will have to deal with a major cheating scandal" (Item 44).

While 60% of the study participants disagreed, it is submitted that responses obtained should garner the attention of Nova Southeastern University as a school that has initiated a year of self-study to improve the undergraduate student experience (Tandet, 2013b). The implications for the university and the NSU academic community of a finding that 40% of soon-to-graduate exiting college NSU seniors surveyed believe a "major cheating scandal" (Cook & Robbins, 2012) at Nova Southeastern University is

“just a matter of time” include the strong possibility of unhappy outcomes for multiple parties: current and prospective students seeking academic credentials in a process requiring significant commitment and investment of their economic and human resources; NSU faculty whose association with the university may be damaged or questioned; NSU alumni whose degrees may be perceived as tarnished; the students involved in any “major cheating scandal” at NSU along with all their student-success stakeholders; and of the course the university, with possible attendant public, economic, and accreditation repercussions. The researcher personally observed and researched much of the conflict resolution that occurred after the 2012 incident at Harvard:³⁹ the measurable and intangible costs to direct and indirect parties as well as the university were extensive, as detailed in Chapter One.

The investigator offers a cautionary note for this chapter’s discussion of study findings and resulting recommendations regarding AE institutional strategies for NSU: the articulation and actual implementation of AE dialogue are different and differently taxing processes. Although in the immediate aftermath of the August 2012 Harvard cheating scandal Dean of Undergraduate Education Jay M. Harris said that the College’s unusual step in announcing the investigation was “intended to launch a broader conversation about academic integrity” (Robbins, 2012a, para. 9), nearly two years later it does not appear that much publicly accessible discourse has taken place to move the school and its academic community forward. Reporting on the resolution of the accused 125 students’ cases, *Harvard Magazine* noted that “[t]he College plans campus-wide discussions and consideration of a broad range of options, including the adoption of some

³⁹ See Chapter One, Footnote 4.

form of Honor Code, but ... specifics were [not] provided” (“Harvard College,” 2013, para. 21). In light of this study’s findings regarding student perceptions of cheating at NSU, the proactive dialogic recommendations made later in this chapter will have little effect without a broad institution-wide commitment and follow-through manifested in consistent action over time.

Academic Ethics: Nova Southeastern University

The literature discussed in Chapters One and Two supported the investigator’s research of college students’ perception of AE at a single post-secondary school, because the complexity of social understanding and communications about what constitutes cheating and plagiarism defies easy reduction to single variables (such as age, gender, and participation in extracurricular activities; see e.g., McCabe et al., 2001). Moreover, multicampus studies that research AE by generating data obtained from many schools do not acknowledge the specific contextuality, specificity, and historicity of the academic ethics climate as experienced by the students at any one school. Informed by the Center for Academic Integrity’s⁴⁰ recognition that “there is no ‘one size fits all’ solution to academic dishonesty” (McCabe et al., 2001, p. 221-222), this exploratory research study was designed to generate knowledge about student AE perceptions to contribute to an institutional approach to academic ethics that “fits” one school, Nova Southeastern University.

As more fully described in Chapter One, the university site selected for study is at a unique stage in the evolution of its undergraduate program offerings. Creation of the

⁴⁰ As noted in Chapter Two, the Center for Academic Integrity is “a consortium [founded in 1992] of more than 200 colleges and universities united in a common effort to initiate and maintain a dialogue among students, faculty, and administrators on the issue of academic integrity” (McCabe et al., 2001, p. 221-222).

new NSU College of Undergraduate Studies (CUS) in June 2013 as a central, consolidating component of the undergraduate student experience can unify NSU policy, practice, and pedagogy across the six university entities currently offering undergraduate degree program instruction. Appearance of the CUS signals a pivotal time for coordination and consolidation of the university's message about many things, not the least of which, and perhaps most critically, is a singularity of message at Nova Southeastern University about academic ethics to and for all NSU students and their success stakeholders.

Research Process

As detailed in Chapter Three, with the approval of NSU's Institutional Research Board (IRB) and the Dean of the new NSU College of Undergraduate Studies (CUS)⁴¹, a survey was administered approximately one month after the start of the study site institution's Fall Term 2013 to undergraduate (non-transfer) students in their final academic year (seniors), to determine their perceptions, content understanding, NSU learning experience, and conflict-related awareness regarding academic ethics. This cohort was selectively identified to contain only those students whose *entire* undergraduate experience has taken place residually and/or online at NSU, in order to obtain during Fall term 2013 the opinions and perceptions of those individuals who have had the longest, continuous, and exclusive pedagogic and institutional experience as an undergraduate student at the study site university. The adjusted identified target population numbered 311; ninety-two students (n = 92) submitted responses to the

⁴¹ See Appendices A, B.

survey, an acceptable response rate of 29 percent (see e.g., Schrimsher, Northrup, & Alverson, 2011).

Research Findings and Implications

This study collected data from the target population of exiting NSU undergraduate students (seniors) to determine their opinions of academic ethics to answer four research questions:

RQ1. What are the target undergraduate student populations' *general and school-specific beliefs regarding academic ethics (AE)?*

RQ2. What is the target populations' *familiarity with school policy and rules regarding AE at their school?*

RQ3. What are the target populations' *perceptions of the institutional approach and ethics climate with respect to AE at their school?*

RQ4. What is the target populations' *AE conflict-related awareness?*

Data results obtained for each study Opinion Category corresponding to the research questions were analyzed and discussed in greater detail in Chapter Four. Specific findings are highlighted below⁴², to facilitate discussion of their implications and recommendations for the CUS and NSU.

Opinion Category Responses

Results obtained for the survey questionnaire items are here discussed as they illuminate students' understanding, experience, and perceptions about conflict(s) in and beyond the academy that may be engendered by students' disregard of academic ethics rules and normative expectations. Their analyses were detailed in Chapter Four as they

⁴² See also Appendices F and H for questionnaire item text and a full report of result statistics.

corresponded to the Opinion Categories designed and employed for this study. Participants were asked to indicate their level of agreement on a Likert Scale (Frey, Botan, & Kreps, 2000) regarding AE-related statements designed to capture their responses in four distinct areas or categories of inquiry:

1. AE General Beliefs
2. Familiarity with NSU AE Policies and Rules
3. Perceptions of AE Experience and Climate at NSU
4. AE Conflict-related Awareness

Discussion of study data results in this chapter will address their implications for NSU regarding four conflict types the researcher identified for study (see Chapter One): student-student(s), student-teacher, student-school, and student-society. Certain highlighted questionnaire item data results have implications for more than one type of AE conflict and will be so noted. Demographic information collected is included where pertinent.

Student-teacher conflict indicators. The targeted population was asked to indicate their level of agreement with statements relating to AE-related conflict between NSU undergraduates and their instructors that can result from student learning and understanding of academic conduct. The student-teacher relationship is primary in education. Stephen Sterling (2004) has argued that: 1) universities are “living systems” (p. 46); 2) that “sustainable education is essentially transformative, constructive, and participatory” (p. 35); and 3) that learning should be reconceived as grounded in “the qualities of relationship rather than product” (p. 43). Drawing upon this notion, highlighted results obtained regarding student perceptions of that relationship shed light

on numerous facets of the student-teacher relationship experienced by undergraduates at NSU (see Chapter Four). Study findings relevant to this research investigation include:

- 95% agreed that “academic honesty is very important to NSU faculty” (Item 14).
- 94% agreed “it is the responsibility of NSU instructors to prevent cheating” (Item 11).
- 33% agreed with this statement: “It is my sense that most NSU instructors avoid dealing with cheaters” (Item 45).

If students strongly believe that academic honesty matters to NSU teachers (Item 14), and that prevention of cheating is the responsibility of instructors (Item 11), then an indication that fully one-third (33.33%; $n = 29$) of the surveyed exiting NSU seniors agreed that “most” of the teachers at NSU “avoid dealing with cheaters” (Item 45) predestines conflict. The latter response supports the conclusion that if the study site’s undergraduate students do not encounter consistent responses from faculty to apparent student academic misconduct across their undergraduate degree programs and disciplines, seeking their embrace of “One NSU” as a university *2020 Vision* goal may be a challenging institutional objective.

More critical, as noted in Chapter Four, the surveyed cohort of exiting students believe the statement is true for *most* NSU instructors, which may well have influenced their choice of discipline, courses, and instructors in the completion of their degree plans. This possibility is complemented by additional data collected:

- 74% of study participants agreed that “Some undergraduate school degree programs at NSU are stricter than others about what is acceptable and unacceptable academic conduct and academic work” (Item 19).

It is not known whether these student perceptions of faculty and degree program administrators’ inconsistent behavior in response to cheating indeed influenced the study participants’ choice of classes as undergraduates, but the combined implications of these highlighted findings undermine the study site university’s goal of “One NSU.” Moreover, the perceived inconsistencies reported by the study’s exiting undergraduate student population logically suggest that they would not present in graduate school as students unified in what and how they learned about cheating or any other proscribed academic conduct, including fabrication, plagiarism, and facilitating academic dishonesty, as those terms have consistently defined for the targeted population in the 2010-2011, 2012-2013, and 2013-2014 NSU Student Handbook and Undergraduate Course Catalogs during their years of matriculation.

As suggested and more extensively described in Chapter Four’s analyses of data results, participants’ perceived inconsistency among NSU interdisciplinary undergraduate degree-conferring programs (and instructors in these programs) is rendered more troubling when this finding is considered alongside the same population’s responses to Item 8, which indicated that 87% (n = 77) of undergraduate respondents surveyed plan to attend graduate school. Their possible inconsistent undergraduate experience of academic conduct’s teaching and emphases from their NSU instructors can affect their preparation as tertiary level students. It may presage an added burden on faculty and administrators of those graduate schools they first present in, whether that school be elsewhere or most

significantly for this study, at NSU itself as their graduate school host.⁴³ Survey results suggested that the NSU cohort participants' academic ethics learning experience as undergraduates does not match their own assessment of graduate school expectations at their own university and possibly elsewhere:

- 84% of the participants agreed that “[t]he rules and consequences for cheating and plagiarism will be stricter in graduate school than they are in college” (Item 26).

Although the foregoing data outcomes are included in this section addressing indications of potential or existing conflict for and between students (because their comprehension of student AE work standards naturally is affected by the quality and consistency of their instruction about cheating and plagiarism, the absence of which can engender student-teacher conflict for them as students), these results obviously have implications for NSU and the larger dimensions of student-school conflict discussed below. Based on the data presented in this section relating to teachers and students, the researcher accordingly recommends that NSU and the CUS coordinate and consolidate:

- 1) a cross-disciplinary, university-wide consistent, “One NSU”-branded AE message; 2) a unifying blueprint across all undergraduate disciplines and programs, including ongoing training to elicit consistent AE-related responses from all NSU faculty and deans; and 3)

⁴³ See discussion of NSU's Dual Admission Program offering to students, in which those enrolled “are automatically reserved a seat in one of NSU's graduate or professional schools while you earn your bachelor's degree” (Retrieved from <http://www.nova.edu/undergraduate/academics/dual-admission/index.html>). Dual admission is determined upon enrollment in as an undergraduate at NSU and is available for students seeking admission upon college graduation to NSU graduate schools in ten different professional disciplines: business, computer science, criminal justice, education, health professions, humanities and social sciences, law, oceanography, psychology, and speech-language pathology. Eligibility requirements for each dual admission major vary. (<http://www.nova.edu/undergraduate/academics/dual-admission/index.html>)

NSU community-wide promotion and emphases on the content and significance of academic conduct for undergraduate students. Such initiatives would not only better prepare NSU undergraduates for the “stricter” academic ethics climate they expect to encounter in graduate schools (Item 26), but also potentially relieve the faculty and administrative burdens in those tertiary schools where students are expected to have already learned about academic ethics standards as undergraduates.

Finally, the student-faculty conflict dimension is illuminated by data collected about students’ perceptions of faculty’s requirement that they submit their assignments through the plagiarism detection service *Turnitin.com*, as analyzed and more fully discussed in Chapter Four. As previously noted (see Chapter Four, Item 9), nearly all NSU undergraduate participants (98%; n = 87) indicated that they had completed a course requiring the submission of coursework using *Turnitin.com*. Data also showed that:

- 43% of the study participants agreed that “[r]equiring students to use a plagiarism software such as *Turnitin.com* for submission of their coursework indicates to me that faculty do not trust their students” (Item 38).

The establishment of trust in student-teacher interaction is a basic objective of many school initiatives, including NSU’s, which emphasizes the positive relationship between students and their instructors as a key component of its announced core value of academic excellence. According to the university, academic excellence “reflects the successful relationship between engaged learners and outstanding instructional faculty and staff” (Nova Southeastern University Vision, Mission, and Core Values, 2014, para. 1).

Alluding to trust as a key factor in student's academic success in today's real and virtual classrooms, scholars have noted that "[s]ome faculty have expressed concern over the use of the service [*Turnitin.com*] because they maintain that it breaches the student-teacher relationship" (Brown et al., 2010, p. 115). The various plagiarism deterrence services available to schools create for many students an "atmosphere of distrust" (Broekelman-Post, 2009, p. 70; see also Kopytoff, 2000, p. 1). "Students are less likely to cheat if it feels like a betrayal of trust with someone they care about" (Spencer, 2012, para. 4). Although research on *Turnitin's* website and attendance at various *Turnitin* webinar classes confirmed for this researcher that the company maintains its use can be pedagogical in nature (through company-provided tutorials and repeated submissions by students of their assignments until they have reduced content match percentages to an acceptable low percentage), using *Turnitin* as a substitute teacher about rules governing academically acceptable student work arguably reifies source attribution normative expectations as an unquestionable "Ultimate Truth" (Hoffman, 2006, p. 6), and transfers the teaching of a consequential rule for students over to a commercial entity that sets the bar for what is and is not adequate. As such the process alone, without additional pedagogic guidance from instructors, may not contribute to improving and sustaining the student-teacher classroom environment.

Student-student(s) conflict indicators. For conflict in and between students that can result from the disregard of academic ethics, highlighted results obtained as analyzed and discussed more extensively in Chapter Four include:

- 84% of NSU exiting college student survey participants agreed that "academic honesty is very important to NSU undergraduates" (Item 13).

- 64% agreed that “over half of the undergraduates at NSU have cheated at least once during their college careers” (Item 18).
- 82% agreed that “[c]heating by my classmates gives them an unfair advantage over me” (Item 31).

As noted in Chapter Four, students polled were near-equally divided about whether “more than half of the undergraduates at NSU” have cheated at least once during their college careers” (Item 18). While 64% (n = 56) agreed with this statement, 34% (n = 31) did not, a perception that runs counter to estimates in numerous studies asserting that cheating is rampant in universities today (see prevalence scholarship discussed *supra* in Chapter Two). Further, and pertinent to this study’s data-supported recommendations for institutional formulation, promotion, and school-wide commitment to the development of an academic integrity culture at NSU, students may welcome participatory involvement. Data collected indicated that:

- 76% agreed that “[i]t is *my* responsibility as an NSU student to prevent cheating by other students at my school” (Item 12, emphasis supplied).

This result is notable because it is contrary to literature reviewed in Chapter Two that suggested that students at non-Honor Code schools such as the study site university would likely opt out of active responsibility for academic ethics (see discussion of Item 12 in Chapter Four and literature cited therein). The positive implications for this indication of NSU college students’ willingness to be involved in preventing cheating at their school include giving undergraduates an active and effective role in the recommended dialogic, pedagogic, and cultural institutional AE initiatives and strategies advocated below.

Student-school conflict indicators. As acknowledged previously, a number of survey item data results already discussed in this chapter have institutional implications for Nova Southeastern University's institutional approach to AE and identified student-school types of AE-related conflict, such as study participants' opinions regarding the likelihood of a "major cheating scandal" at NSU (Item 44) and the roles of NSU, faculty and students in preventing cheating (Items 10, 11, and 12), among others. The reader is referred to the more extensive and literature-supported analysis and discussion of additional survey questionnaire items contained in Chapter Four. Examples included the combined implications of student opinions regarding NSU rules on plagiarism, which confirmed small numbers for certain problematic student assumptions, e.g., 9% of the participants agreed that it was "not cheating or plagiarism" for a student to ask a family member to "write just the introductory section of his paper ... because there is a 'family member' exception in the rules about cheating and plagiarism at NSU" (Item 43), as well as responses relating to the issue of whether intent is a necessary component of a plagiarism violation of academic standards rules at NSU (Item 41). Reiteration of those results and their analyses here would not directly contribute to this chapter's discussion of data-based implications and recommendations for Nova Southeastern University and NSU's new College of Undergraduate Studies. The following data results are highlighted for their contributions to enhanced institutional knowledge of the undergraduate learning experience of AE at NSU. They include:

- 48% of study participants opined that cheating occurs more frequently in residential classes, 12% that cheating occurs more frequently in online classes,

and 40% that cheating “occurs with the same frequency in residential as in online classes” (Item 15).

- 78% of participants agreed that “the policies regarding academic honesty at NSU are effective and prevent cheating,” while 22% disagreed (Item 20).
- 91% of participants agreed that “[u]ndergraduate students are likely to be punished if they are caught cheating at NSU” (Item 21).
- 62% of study participants agreed that “faculty and administrators at this school focus more on punishment and what students should not do (like cheat or plagiarize) than they do on values like integrity and academic excellence” (Item 35).

Participant perceptions of the rate of cheating in online versus residential students were mixed. Because the largest percentage (48%; Item 15) thought that cheating occurs more frequently in residential classes, and this result contravenes popular public perception that it happens more online because of the impersonal, hidden nature of producing and submitting academic work virtually, one conclusion drawn by the researcher about the response variety for Item 15 is that students perceive that cheating is occurring at NSU, period. As noted in Chapter Four (see Demographics), data obtained from the target population indicated that only one student ($n = 1$) was enrolled as an online student; the remainder ($n = 89$) were enrolled as residential students who presumably would absorb more on-campus contextual influences regarding academic ethics because of their daily, immediate presence. Similarly, most participants were enrolled full-time ($n = 86$); only 4 students were enrolled part-time. Full-time, residential students are the closest, on-the-ground observers of their peers' conduct and attitudes

about student academic dishonesty; if this study's participants think more of it goes on in residential classes, they are most likely correct. Even if their opinions are not proof that it does, the perception that it occurs most in residential class settings can influence institutional understanding, and suggests that NSU might reconsider its residential monitoring and proctoring practices for assignments and exams.

Other implications of the foregoing data results relate to the university's perceived AE climate as experienced by the exiting undergraduate student participant cohort. Twenty-two percent of the population studied did not agree that current policies and practice in place at their school are effective at preventing cheating; that perception is disturbing and valuable for institutional AE knowledge. Were Nova Southeastern to initiate any portion of the dialogic, pedagogic, and cultural initiatives recommended below, the inclusion of students' perceptions and assessment of current university policies and practices for their effectiveness at preventing cheating at NSU could be a focus of dialogue, exchange of views and ideas, and highlighting in the development of an enhanced cultural AE climate for students and all members of the NSU community.

Many universities consider creating an Honor Code to regulate student academic conduct, often in reactive response to public knowledge of a cheating scandal or a perceived high rate of cheating at their school. The effectiveness of Honor Codes for the prevention of cheating by students in higher education was discussed in Chapters Two and Four. In this study data collected from the targeted NSU undergraduate population indicated that:

- 50.57% (n = 44) agreed but 49.93% (n = 43) disagreed with the following statement: "Having an Honor Code that required signing a pledge to maintain

honesty at NSU would reduce the amount of cheating at this school” (Item 25).

As noted in Chapter Four, an ethical climate throughout the school must exist and support the code: a code alone in the absence of an embedded positive AE campus climate is merely “window dressing” (McCabe et al., 2001, p. 224). The exiting college students surveyed were split down the middle on their agreement with the statement in Item 25. This data outcome suggests that approximately one half of the sample recognized that a pledge “to maintain honesty” — absent a school-wide ethical climate supporting, promoting, and incentivizing the adherence to such a pledge — might merely amount to “window dressing” (McCabe et al., 2001, p. 224) with regard to its deterrent effect on cheating. The researcher contends that this study’s findings support the creation of an AE climate throughout the NSU community; in the absence of such a climate an Honor Code may be perceived by a large number of NSU undergraduates as an imposed top-down initiative unlikely to have any effect on academic dishonesty.

Student-society conflict indicators. In this chapter and Chapter Four’s sections on societal and academic cheating contextual influences (see discussion of Items 16 and 17 *supra*), a number of data outcomes were reviewed for their AE implications regarding conflicts created when social normative expectations are jarred by students’ academic dishonesty. For AE-related conflict that can be experienced by society relying on the academic credentials of students who have been academically dishonest, additional highlighted results here summarized include:

- One third (33.33%; n = 29) of the exiting undergraduate NSU student respondents agreed that “[i]f a student majoring in premedical or engineering

studies cheated his way to an undergraduate degree at NSU, the consequences of being caught should be more severe than similar cheating by a student majoring in the humanities or performing arts” (Item 30).

The objective of questionnaire Item 30 was to ascertain whether the studied cohort members believed that consequences for academic dishonesty should vary depending on the discipline being studied and pursued for eventual professional practice, to gauge their alignment with the fears and distinctions drawn by implication in many scholarly publications and popular media (see Chapter Four’s discussion of Item 30, citations omitted). Those sources suggested that a would-be engineer or surgeon should be more severely sanctioned for cheating because her or his credentialed unleashing on an unsuspecting public might cause more harm than those of an academically credentialed dancer or painter, for example. One third (33.33%; $n = 29$) of the exiting undergraduate NSU student participants agreed at some level (see Figure 13, Chapter Four) that the consequences for having cheated should be *more severe* for medical or engineering students than for those in the humanities or performing arts. While a minority view, it is nonetheless one that institutionally does not fit with Nova Southeastern University’s “One NSU” (Tandet, 2013b, para. 15) *2020 Vision* objectives (Chapter One), and thus a view that should be heard in the recommended dialogic university-wide conversation about academic ethics discussed below.

Study Site Institutional Recommendations

Cheating’s history long precedes the digital age; cheating by test takers attempting to gain entry into the civil service (by using tiny handmade booklets full of “cheat sheets” hidden in their clothing) was a recorded problem in ancient China, even

though the penalty for discovered dishonesty was death (Davis, Drinan, & Gallant, 2009, p. 36; Moore, 2009). Regardless of the ease technology now brings to facilitating academic dishonesty by students in a nanosecond, there is no question that same technology also facilitates learning and a discourse about academic ethics that can be much more inclusive of all the voices of those that might be heard: parents, faculty, administrators, the public, and of course students.

For purposes of the instant research study investigating academic ethics as socially constructed by and for students at Nova Southeastern University, the implication of global complexity and disagreement about definitions with academic educational consequences, such as cheating and plagiarism, is that “cleaning one’s own house” — to reach internal agreement and communicate one clear and consistent answer to the student and the world about the meaning and relevance of proscribed academic conduct terms in the age of Wikipedia at NSU — is a first and necessary step.

Data here collected regarding students’ socially constructed understanding of terms such as cheating and plagiarism will contribute to the study site university’s repository of knowledge to inform its already initiated year of self-study (Tandet, 2013b), at a pivotal time for NSU’s consistent communication across disciplines to its undergraduate students about what constitutes academically ethical conduct, to move shared academic community understanding beyond that achieved by articulation of a commitment to a core value of *integrity*. The researcher recognizes that NSU has begun prioritizing and strategizing policies and practice to achieve its *2020 Vision*, and recommends that clarification, institutional emphases, and resource attention be directed towards improving and promoting academic ethics in and of itself, as a core university

theme and pedagogic value. To the best of the researcher's knowledge, the list of institutional priorities that NSU will be pursuing to realize goals in the *NSU 2020 Vision* does not specifically include academic ethics at this time. Listed strategic priorities addressed for the *NSU 2020 Vision* include: 1) enhanced fiscal performance and stability; 2) high quality, engaged faculty; 3) highly competent, engaged staff; 4) highly performing, engaged students; 5) enhanced and effective resources and services; and 6) enhanced quality of academic, research, and community programs (Nova Southeastern University, 2011a). With respect to those priorities that might encompass institutional initiatives to address academic ethics for students, faculty, and staff (e.g., priorities 2, 3, and 4), the articulated strategic plans for each make no explicit mention of academic conduct or academic ethics as a specific priority for the university (see Nova Southeastern University, 2011a).

In the course of identifying, reading, and evaluating a great deal of AE literature and school AE policies and practice (including NSU's academic standards and the above-cited institutional strategic prioritizing documents) to design this dissertation's exploratory study aimed at enhancing the AE learning experience for students at Nova Southeastern University, the investigator came to concur with the sentiments of Ken Keith of the University of San Diego in his review of *Cheating in School: What We Know and What We Can Do*: all the scholarly and public attention to academic dishonesty "prompts the reader to wonder why cheating is not central to the 21st-century education agenda" (Davis et al., 2009, frontispiece). This researcher strongly recommends that Nova Southeastern University supplement and revise its strategic priorities to create a path to union of two separate but relevant NSU Core Values, academic excellence and

integrity, producing a distinctive thematic value for vigorous embrace by the NSU community: *academic integrity* or *academic ethics*. A university-wide, inclusive dialogic process could contribute to the teasing out of a shared understanding of AE as a core value for the NSU academic community, as discussed below. That process recommendation could be horizontally inclusive of students and all AE student-success stakeholders, to distinguish NSU's institutional approach from school initiatives that treat students as subjects to be molded or punished without listening to their perspectives on academic ethics.

One distinctive feature of many institutional higher education strategies reviewed in the literature is that they were initiated as top-down institutional approaches, often in reactive response to an academic dishonesty problem, and that is problematic for at least two reasons. First, if "top" references administrators who are *digital immigrants*,⁴⁴ they: a) may not speak the same language or view knowledge production in the same way; b) may not accord collaborative knowledge production the same significance as their *digital native* students; and c) may not demonstrate a shared understanding with students of academic ethics' content, meaning, language, or significance. Second, a top-down institutional approach is hierarchical, impositional, and unidirectional. That approach effectively renders students Foucaultian subjects governed by power relations they cannot affect (see McLaren, 2009, p. 74), interpellated and voiceless.

A social construction perspective has led scholars to walk down a third path towards greater understanding of the contextual influences that might color an individual's understanding of any concept. In the case of academic ethics, higher

⁴⁴ See Chapter One for discussion of digital immigrants and digital natives (Prensky, 2001).

education would benefit from social constructionist framing to foment a more inclusive, dialogic approach to shared understanding of AE. As noted in Chapters One and Two, the proscribed conduct of “plagiarism” is arguably due for contemporary construction that is historically and culturally both situated and relevant. Its proscription is presently a major component of the current discourse about academic ethics standards at NSU; rewording without reframing the AE rhetoric and NSU’s *Rule Compliance* (see Chapter Two) institutional approach to AE will predictably perpetuate the *status quo*.

The researcher offers a caveat about the whole “academic integrity movement [that] is afoot in postsecondary education institutions in the United States, Canada, and beyond” (Gallant, 2008, p. 11). Unless students are invited and actively supported by NSU and similarly-structured institutions to participate with their voices and actions in the construction, articulation, and involved promotion/enforcement of AE, alongside teachers, staff, and student affairs professionals without fear of retribution or a stifling of their views, any cultural initiative regarding AE and cheating will likely fail for its association with a top-down approach. Dialogue, dialogue, dialogue — based on the discussed research findings of this dissertation study, there is every reason to believe that unfettered, open conversation between all stakeholders vested in student success will raise AE awareness, contribute to institutional AE knowledge, and benefit from including the voices of learners who are the primary parties in AE-related conflict resulting from students’ academic dishonesty.

Dialogue

This study employed a social constructionist perspective to consider the opinions of students at the study site institution, in order to give voice to parties who have not

participated in defining a construct of great significance to their learning and contributions as graduates. An effective vehicle for giving voice to students about cheating and academic ethics is campus-wide dialogue. Paulo Freire, Brazilian educator and author of *Pedagogy of the Oppressed* (1970), who emphasized the importance of dialogue in a critical education, once said: “If the structure does not permit dialogue, the structure must be changed” (as quoted in McKenna, 2011, p. 95). The researcher envisions and recommends dialogue about AE at NSU that includes its open discussion and transparent institutional consideration, featuring an exchange of perceptions, beliefs, assumptions, and expectations inclusive of all AE student-success stakeholders, especially students. Inclusivity of dialogic parties represents the most promising path NSU and the CUS can take at this moment in the evolution of the university’s undergraduate student identity (see Chapter One), a path toward AE institutional solutions derived from many brainstorming minds and the perceptions of all student-success stakeholders, to arrive at a shared definition and significance for academic ethics. The dialogic path would signal that Nova Southeastern University has proactively “abandon[ed] claims to universal knowledge fit for a general curriculum, and mov[ed] toward context-specific intelligibilities that include the concerns of all parties involved in the educational situation” (Gergen, 2001, p. 128, citing Lather, 1991).

The conversation can be broadened to all AE topics among all members of the academic community. For example, dialogue can facilitate institutional consideration of scholarly admonitions that:

Universities need to examine long-held views that increasing punishment and detection processes results in deterrence of plagiarism and therefore a decrease in

its appearance. The equation is faulty, as deterring students from engaging in acts of plagiarism does not necessarily mean they will take the path of academic integrity. (Sutherland-Smith, 2008, p. 12)

Similarly, open dialogue can lead to all kinds of institutional approaches not previously considered. One scholar highlighted research showing that “students differentiate between cheating, which they perceive in terms of a premeditated attempt to deceive, and plagiarism, which they perceive more as a failure to follow instructional procedures” (East, 2006, p. 22, citing Dawson, 2004, p. 130), noting:

... it is a useful distinction. Kuiper (2005, p. 242) found that ‘ironically, abandoning the term plagiarism was a major breakthrough in dealing with plagiarism at Lincoln University.’ The university made the distinction between inappropriate copying and dishonesty. Making this distinction could support a learning environment for those who are trying to master academic conventions and encourage more awareness in those acculturated and familiar with how to avoid transgressions. (East, 2006, p. 22)

Absent open dialogue and transparent institutional processes about important consequential academic standards at the study site university and other similarly-structured aspirational schools, the researcher believes that academic ethics for university students and their instructors will continue to present as “conflicting consensualities” (Cottone, 2001, p. 41).

Pedagogy

As noted in Chapter Two, MacDonald and Carroll (2006) pointed out that most school listserve discussions and university websites addressing plagiarism simply inform

“students as to what plagiarism is, that it is bad, and how they will be punished if they do it” (p. 234). Percy et al. (2007) argued that just being “told ‘not to plagiarize,’ have plagiarism described to them, and given links to referencing conventions ... does not constitute an educative strategy for most students” (p. 839). Just “[k]nowing what plagiarism or collusion is, whilst useful, is not the same as knowing how to avoid it” (Carroll, 2004, para. 7). How then should school teachers and administrators move beyond the mere provision of do’s and don’ts?

Zwagerman (2008) thinks that universities’ academic ethics (AE) objective should be a

rethinking of academic practice; in *Beyond ‘Gotcha!’: Situating Plagiarism in Policy and Pedagogy*, Margaret Price [2002] offers school staff and teachers a useful framework for that rethinking process:

Indicate to students the two key points they need to know about plagiarism: (1) that the conventions governing text ownership and attribution are constructed and dynamic; and (2) that all members of an academic community, students and teachers alike, can work both within and on these conventions. (Price, 2002, p. 110, as cited in Zwagerman, 2008, p. 700)

Personal and virtual classroom open discussions about plagiarism conventions, in turn, could go a long way to evoking the “mindfulness” (Ruedy & Schweitzer, 2010, p. 73) or awareness of an ethical choice called for in Rest’s (1986) ethical decision making model (see Chapters One and Two). It is thus “important for both students and faculty to understand that academic integrity can involve complex issues that do not necessarily have simple right-or-wrong answers... [and] critical for faculty and students to engage in

extended conversations about academic honesty that consider a wide range of behaviors” (Higbee, Schultz, & Sanford, 2011, p. 7).

Pedagogy that includes the use of plagiarism detection software (currently *Turnitin.com* at NSU) should also include availing learners of the service’s claimed pedagogic services, in which students are repeatedly permitted to submit drafts until they have indicated proper referencing for all passages not their own and an acceptable percentage of matched source content. The use of the service alone — without teachers working with students “both within and on” (Price, 2002, p. 110) academic citation conventions, and without ready training for students and faculty about effectively using *Turnitin* as a teaching and learning resource — will continue to foster the “mutual distrust” that a plagiarism detection service’s required use typically introduces into the classroom (see Scanlon, 2003, p. 164; Kopytoff, 2000, p. 1).

Culture

At a recent meeting on October 31, 2013 of more than 230 faculty, staff, students, and administrators from NSU’s various schools and colleges, the university launched a “year-long self-study of the university” with a focus on “increasing the undergraduate student retention rate... through enhancing the NSU undergraduate experience” (Tandet, 2013b, para. 1, 2). President Hanbury stated he hoped to increase the current retention rate of 42 percent to 60 percent by 2020 (para. 6), and underscored the importance of undergraduate student educational success and satisfaction.⁴⁵

⁴⁵ “Hanbury... emphasized the vital role that undergraduate programs play in the reputation of a university, including NSU, even though its comprised of 80 percent graduate students. ‘The quality of a university, no matter how great the graduate and professional programs are... no matter how many research grants you get...[is] ranked by its undergraduate programs... So, we’re letting this university

The researcher notes that NSU's current strategizing for undergraduate retention rate improvement includes recognition of the important role that academic community culture plays in the student learning experience. Participating in the October 31, 2013 NSU Undergraduate Student Retention Launch Meeting via video conference, consultant John Gardner⁴⁶ of the John N. Gardner Center for Excellence in Undergraduate Education pointed out NSU's unique culture-building opportunity: "Your culture is clearly developed in graduate higher education and now, it's much more recently, that you're attempting to develop a unique undergraduate culture" (Tandet, 2013b, para. 24).

Based on this exploratory study's findings about undergraduate students' AE perceptions and AE conflict-related awareness, the researcher recommends that any "unique undergraduate culture" (Tandet, 2013b, para. 24) developed at NSU in the age of Wikipedia and *Turnitin.com* be inclusive of undergraduate students' perceptions, beliefs, and opinions about academic ethics. Although AE culture-building in higher education was not the focus of this study, the literature reviewed references many AE culture-building efforts in universities. They include: 1) incorporating academic ethics teaching as part of the undergraduate first year experience;⁴⁷ 2) development and administration of

be judged by 20 percent of its students. Don't you think you'd want that to be the excellence that we strive for in our graduate and professional programs?" (Tandet, 2013b, para. 10).

⁴⁶ John Gardner is President and founder of the John N. Gardner Institute for Excellence in Undergraduate Education, "a company based in Brevard, N.C. that, through its Foundation of Excellence model, has helped more than 250 two-year and four-year colleges and universities meet their goals for improving the so-called 'first year experience,' a term coined by [Gardner]. Though Gardner typically has another staff member serve as a university's primary consultant, he has chosen to consult with NSU himself, as he has special interest in its unique makeup and history. Most universities start out as undergraduate colleges, before slowly beginning to offer graduate programs; NSU did the opposite — starting out with professional and graduate schools before adding an undergraduate division" (Tandet, 2013b, para. 22, 23).

⁴⁷ See e.g., Cornell University (retrieved from http://newstudentprograms.cornell.edu/dos/cms/nsp/upload/missions_statement.pdf); Fairfield University (retrieved from <http://librarybestbets.fairfield.edu/content.php?pid=197904&sid=1655463>); University of Northern Iowa (retrieved from <http://www.uni.edu/foe/first-year-learning-goals>); and

e-learning teaching modules and web instructional pages regarding cheating, plagiarism, and other academic conduct terms;⁴⁸ 3) establishment of academic integrity offices, staff and faculty support, faculty training, and other institutional strategies to weave AE throughout a student's college learning experience;⁴⁹ and 4) campus-wide, cross-disciplinary, inclusive, and thematic attention and resources directed toward academic ethics by all student-success stakeholders throughout the school's academic community.⁵⁰

As co-authors of *Cheating in Schools: What We Know and What We Can Do* (2009), Stephen F. Davis and colleagues suggested designing and embedding through campus-wide endorsement (pp. 28, 29, 133, 147, 156, 160, 165, 168) a school culture of integrity to rival Callahan's *Cheating Culture* (2004). Development, promotion, and implementation of such an academic integrity or academic ethics culture will take time, but it has been this researcher's experience and observation as a graduate student of conflict studies at Nova Southeastern University that NSU has effected a great deal of change in a relatively short time since articulation of its Core Values and *2020 Vision* in 2011. Cultural institutional initiatives addressing AE might follow some or all of Kibler's (1993) framework for addressing academic dishonesty from a student development

University of California at San Diego (retrieved from <https://roosevelt.ucsd.edu/academics/first-year-experience.html>).

⁴⁸ See e.g., Pennsylvania State University (retrieved from <http://tlt.psu.edu/plagiarism/student-tutorial/>); Trent University (retrieved from http://www.trentu.ca/idc/tatc_sources.php); and Indiana University (retrieved from <https://www.indiana.edu/~tedfrick/plagiarism/>).

⁴⁹ See e.g., University of California at San Diego (retrieved from <https://students.ucsd.edu/academics/academic-integrity/index.html>); George Washington University (retrieved from <https://studentconduct.gwu.edu/>); and George Mason University (retrieved from <http://oai.gmu.edu/>).

⁵⁰ See e.g., the Academic Integrity Office at the University of California at San Diego (retrieved from <https://students.ucsd.edu/academics/academic-integrity/about/index.html>) for many examples of student and faculty involvement in the promotion and understanding of academic integrity (AI) at UCSD, including "celebrate citation" parties, appointment of students as "Academic Integrity Peer Educators," AI contests, AI awards, and AI team competitions, as well as systematic campus-wide airing of AI-related views and concerns from all student-success stakeholders.

perspective, comprised of intersecting components of campus ethos, policies, and programs (see Kibler, 1993, pp. 12-13, Figures 1 and 2).

As noted in Chapter Two, such a promising and inclusive institutional approach was taken by the 2011-2012 Australian Learning and Teaching Council (ALTC), which brought together academic delegates from around the world to share their practice and opinions on educational integrity. Of particular interest for purposes of the instant study, Bretag et al. (2011) identified five “core elements of exemplary academic integrity” (p. 3) in Australian higher education. The five core elements, identified after analyses of seven years of data collected from students, faculty, and administrators throughout the country’s national university system, are: access, approach, responsibility, detail, and support (p. 7). A full explanation of all the inter- and intra-school components that make up the Australian approach is beyond the scope of this dissertation, but consideration of how those five elements are at play for students’ social construction of academic ethics at the study site institution may well inform policy and practice recommendations for universities like NSU, an institution committed to inclusion and coordination of diverse voices to rally behind a single vision. The building of a school community culture, in which academically integrous conduct is perceived by students as “cool” and an accepted part of daily educational interactions and activities, could distinguish Nova Southeastern University as a uniquely responsible higher education venue⁵¹ for current and prospective undergraduates and their student-success stakeholders.

⁵¹ Accomplishing this distinction for Nova Southeastern University would effectively “brand” NSU as an “integrity school,” along the lines advocated by Davis et al. (2009, pp. 148-149).

Future Research

The researcher recommends further research to support NSU's institutional AE strategizing and facilitation of a dialogic AE university-wide conversation that is horizontally inclusive of all AE conflict party interactants. Through the lens of social constructionism, AE-related conflict reduction and prevention is achievable if stakeholder parties communicate, and solutions are found thereby that are built on a shared, co-defined understanding of AE content, language, significance, and objectives for undergraduate students as members of the NSU academic community. As noted in Chapters One and Two, to arrive at a shared understanding of any conflict-related social construct the affected parties must communicate and engage in dialogue, which in turn can unleash the dazzling "power of collaborative participation" (Gergen, 2013, para. 1).

This dissertation research study produced data results that in their content and analyses do not support the "mere reproduction of current 'best practices' that support the current social order" (Herr & Anderson, 2005, p. 26). Future research, including longitudinal studies of college students' AE perceptions throughout their matriculation years and follow-up assessments of their post-graduate AE-related experiences, would more holistically and comprehensively assess the undergraduate student AE learning experience at NSU. Were any portions of this study's recommended AE dialogic, pedagogic, and/or cultural institutional initiatives made a strategic priority for NSU as part of its *2020 Vision*, assessment of the impact of said initiatives could be the subject of future research as well.

The researcher commends Nova Southeastern University and its new College of Undergraduate Studies for supporting the collection of data in this dissertation research

study. In so doing the study site university has placed itself at the fore of academic integrity discourse development. That discourse:

has increased its profile over the last 20 years, and many of the best colleges and universities in the country have become willing to address the [academic ethics] issues instead of sweeping them under the rug... This takes courage. It also takes coordination. (Drinan, 2009, p. xi)

The courage and hard work required to fulfill the recommendations made by this researcher are qualities Nova Southeastern University already has shown:

NSU is still pursuing the hard work of growing a university. It has sought out information honestly and successfully that might not be flattering — the authentic perceptions of its constituents, the performance variability of its work units, and the genuine engagement levels of its employees and students. More importantly, NSU is working to find and implement the most effective methods for improving itself in every venue. This is not an easy process, nor is it painless. But it does fulfill the school's founding mission: to establish an academic institution that would break new ground in academic excellence. (Packer-Muti & Lockwood, 2012, p. 5).

Data regarding students' social construction of academic ethics at the study site institution can inform policy and practice recommendations for NSU, an institution committed to inclusion and coordination of diverse voices to rally behind a single vision (Nova Southeastern University, 2011a, 2013-2014a). This research study's production of student opinion data contributed to a repository of institutional knowledge about AE for undergraduates at NSU; study findings ground this dissertation's recommendations for

ongoing institutional AE strategizing and facilitation of an open, inclusive, university-wide dialogue about academic ethics at NSU. The researcher notes that possible outcomes from the recommended dialogic processes include the unification of two separate but relevant NSU Core Values, academic excellence and integrity, to produce a distinctive thematic value for shared understanding and vigorous embrace by all members of the Nova Southeastern University community: *academic integrity* or *academic ethics*, social constructs shaped and apprehended with the benefit of NSU undergraduate students' opinions in the digital age of Wikipedia and *Turnitin.com*.

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Appendix A: NSU College of Undergraduate Studies – Study Approval

August 28, 2013

Consuelo Kelley
1051 S. Park Rd., Apt. 104
Hollywood, FL 33021

Dear Ms. Kelley:

I have reviewed and support your research study entitled *Academic Integrity in an Era of Paradigm Shifts: A Case Study of Exiting College Students*. The methodology for data collection from exiting college students is appropriate.

Your proposed analysis of data collected will contribute greatly to higher education and conflict resolution scholarship. All universities will benefit from findings that will enhance institutional, faculty, and student understanding of academic excellence and integrity.

Please do not hesitate to contact me or my staff for information or assistance regarding your academic integrity survey research during the 2013-2014 academic year.

Sincerely,

A handwritten signature in cursive script that reads "Brad Williams".

Dr. Brad A. Williams
Vice President of Student Affairs
Dean of the College of Undergraduate Studies
Nova Southeastern University

Appendix B: NSU IRB Study Approval



MEMORANDUM

To: Consuelo Doria Kelley, JD
Graduate School of Humanities and Social Science

From: Randy Denis *Randy Denis*
Institutional Review Board

Date: September 25, 2013

Re: *Academic Integrity in an Era of Paradigm Shifts: A Case Study of Exiting College Students* – Research Protocol No. RD902513-01

I have reviewed the above-referenced research protocol at the center level. Based on the information provided, I have determined that this study is exempt from further IRB review. You may proceed with your study as described to the IRB. As principal investigator, you must adhere to the following requirements:

- 1) **CONSENT:** If recruitment procedures include consent forms these must be obtained in such a manner that they are clearly understood by the subjects and the process affords subjects the opportunity to ask questions, obtain detailed answers from those directly involved in the research, and have sufficient time to consider their participation after they have been provided this information. The subjects must be given a copy of the signed consent document, and a copy must be placed in a secure file separate from de-identified participant information. Record of informed consent must be retained for a minimum of three years from the conclusion of the study.
- 2) **ADVERSE EVENTS/UNANTICIPATED PROBLEMS:** The principal investigator is required to notify the IRB Office (954-262-5369) of any adverse reactions or unanticipated events that may develop as a result of this study. Reactions or events may include, but are not limited to, injury, depression as a result of participation in the study, life-threatening situation, death, or loss of confidentiality/anonymity of subject. Approval may be withdrawn if the problem is serious.
- 3) **AMENDMENTS:** Any changes in the study (e.g., procedures, number or types of subjects, consent forms, investigators, etc.) must be approved by the IRB prior to implementation. Please be advised that changes in a study may require further review depending on the nature of the change. Please contact me with any questions regarding amendments or changes to your study.

The NSU IRB is in compliance with the requirements for the protection of human subjects prescribed in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46) revised June 18, 1991.

Cc: Protocol File

Appendix C: NSU CITI Training Certification

**CITI Collaborative Institutional Training Initiative
Human Research Curriculum Completion Report**

Printed on 11/4/2012

Learner: Consuelo Kelley (username: consuelokelley)

Institution: Nova Southeastern University

Contact Information 1051 South Park Road
Apt. 104
Hollywood, FL 33021 USA
Department: Department of Conflict Analysis & Resolution
Phone: (954) 829-3530
Email: kconsuel@nova.edu

7. SHSS:

Stage 1. Basic Course Passed on 11/04/12 (Ref # 8146878)

Required Modules	Date Completed	Score
Introduction	11/03/12	no quiz
History and Ethical Principles - SBR	11/03/12	5/5 (100%)
Defining Research with Human Subjects - SBR	11/03/12	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	11/03/12	5/5 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process	11/04/12	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	11/04/12	5/5 (100%)
Informed Consent - SBR	11/04/12	5/5 (100%)
Privacy and Confidentiality - SBR	11/04/12	5/5 (100%)
Records-Based Research	11/04/12	2/2 (100%)
Research with Prisoners - SBR	11/04/12	4/4 (100%)
Research with Children - SBR	11/04/12	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	11/04/12	4/4 (100%)
International Research - SBR	11/04/12	3/3 (100%)
Internet Research - SBR	11/04/12	5/5 (100%)
Avoiding Group Harms: U.S. Research Perspectives	11/04/12	3/3 (100%)
Research and HIPAA Privacy Protections	11/04/12	5/5 (100%)

Vulnerable Subjects - Research Involving Workers/Employees	11/04/12	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	11/04/12	5/5 (100%)
Nova Southeastern University	11/04/12	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

Appendix D: Campus Flyer

ATTENTION, SENIORS!

*If your entire college experience has been at NSU,
Your opinion is valuable
& qualifies you to
WIN a new iPadMini
in just minutes this October !!*



*Please complete a brief online survey
to **WIN a new iPadMini!***

**Watch your *nova.edu* email for invitations
& a **brief survey in October!****

Thank you --- Consuelo Kelley, NSU doctoral student
kconsuel@nova.edu

Appendix E: Survey Invitation Email

Dear Senior:

Hi there! *Want to win a brand new iPad Mini just for completing a 10-minute survey?*

I am a graduate student in conflict analysis and resolution at NSU who is conducting research on exiting undergraduate students' opinions about academic integrity. *Please consider completing a short online survey that will be sent to you via email this **Wednesday October 23, 2013.***

Survey completion should take less than 10 minutes of your time. *Your completion of the survey will automatically enter you in a drawing to **win a new iPad Mini on Friday, November 8, 2013!***

The *survey link* will be sent to you on **Wednesday October 23, 2013** at 9:00am & will remain *open and available for completion until **Wednesday November 6, 2013*** at 11:59pm, at which time the survey will close.

Your responses are anonymized by the independent survey distribution platform Opinio, which will assign a number to each participant's completed survey. I will not have access to your identification or identifying email address.

Your completion of the survey will be greatly appreciated! Thank you so much for your participation.

With best wishes in advance to the winner of the iPadMini and to all NSU Seniors,

Consuelo Kelley
kconsuel@nova.edu

Appendix F: Participant Invitation Email with Link and AI Survey Questionnaire

Close preview

Opinion Survey

Funding Source: None.
IRB protocol #:

Principal Investigator:
Consuelo Kelley
1051 S. Park Rd., Ste. 104
Hollywood, FL 33021
(954) 829-3530

Co-Investigator:
Elena Bastidas, Ph.D.
3301 College Ave., Maltz Building
Fort Lauderdale/Davie, Fl. 33314
(954) 262-3021

For questions/concerns about your research rights, contact:
Human Research Oversight Board (Institutional Review Board or IRB)
Nova Southeastern University
(954) 262-5369/Toll Free: 866-499-0790
IRB@nsu.nova.edu

By clicking on the Agree button below, you indicate that you voluntarily consent to participate and that:

- This study has been explained to you;
- You have read this email communication or it has been read to you;
- You have been told that your participation and email identifying information has been anonymized by number assignment and the researcher does not have access to your name, identity, or academic records;
- You have been told you may ask the researcher any study-related questions in the future or contact her in the event of a research-related injury;
- You have been told you may contact NSU Institutional Review Board (IRB) staff/personnel any questions you may have regarding your study participant rights;
- You voluntarily agree to participate in this survey for a study entitled “Academic Integrity in an Era of Paradigm Shifts: A Case Study of Exiting College Students.”

Please click below on AGREE if you consent to participate in this study survey questionnaire. You will be directed to the Student Opinion Questionnaire. You may Exit or Withdraw before completion of the Questionnaire at any time. *Thank you!*

Agree

Powered by
Opinio Survey Software

Close preview

Close preview

Opinion Survey

1. Please indicate your age:

2. Indicate your gender:

- Male
 Female

3. Are you currently enrolled as a residential (on campus) or online undergraduate student?

- Online
 Residential

4. Are you currently enrolled as a Part-time or Full-time undergraduate student?

- Part-time
 Full-time

5. During your time as an undergraduate student, indicate which of the following types of classes you have completed or are currently enrolled in (check all that apply):

- Online
 Residential
 Hybrid (online class with a brief residential [face to face] class component)

6. Are you an International Student?

- Yes
 No

7. Indicate the NSU School, College, Institute, or Center that houses your academic major (check all that apply):

- Farquhar College of Arts & Sciences
 Fischler School of Education
 Huizenga School of Business & Entrepreneurship
 College of Health Sciences
 College of Nursing
 Institute for the Study of Human Service, Health, & Justice
 Oceanographic Institute

8. I plan to pursue graduate studies within the next five years.

- Yes
 No
 Undecided

9. Please indicate whether you have ever completed an NSU course that required the use of Turnitin.com:

- Yes
 No

10. It is Nova Southeastern University's responsibility to prevent cheating (violating the university's rules regarding academic honesty).

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

11. It is the responsibility of NSU instructors to prevent cheating.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

12. It is my responsibility as an NSU student to prevent cheating by other students at my school.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

13. It is my sense that academic honesty is very important to NSU undergraduates.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

14. It is my sense that academic honesty is very important to NSU faculty.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

15. In my opinion, cheating

- Occurs more frequently in online classes
- Occurs more frequently in residential classes
- Occurs with the same frequency in online as in residential classes

16. Public knowledge about cheating at NSU would not really hurt the university because cheating goes on everywhere.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

17. Public knowledge about cheating by NSU students will reduce the value of my degree from Nova Southeastern University.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

18. It is my opinion that more than half of the undergraduates at NSU have cheated at least once during their college careers.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

19. Some undergraduate school degree programs at NSU are stricter than others about what is acceptable and unacceptable academic conduct and academic work.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

20. It is my opinion that the policies regarding academic honesty at NSU are effective and prevent cheating.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

21. Undergraduate students are likely to be punished if they are caught cheating at NSU.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

22. My undergraduate teachers typically address academic integrity, academic honesty, and/or academic dishonesty in class discussions and/or lectures.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

23. Because plagiarism involves taking another person's words or ideas and not hers or his material goods, it shouldn't be a big deal.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

24. It is my opinion that most NSU undergraduates feel that cheating or plagiarism is justified if the teacher assigns too much work in the course.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

25. Having an Honor Code that required signing a pledge to maintain honesty at NSU would reduce the amount of cheating at this school.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

26. The rules and consequences for cheating and plagiarism will be stricter in graduate school than they are in college.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
27. It is my opinion that plagiarism and cheating are against most NSU undergraduate student's values.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
28. If I observed cheating by a student in one of my classes I would be comfortable reporting it to my instructor.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
29. I am comfortable asking my NSU teachers if I am unsure about what is academically honest or dishonest work.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
30. If a student majoring in premedical or engineering studies cheated his or her way to an undergraduate degree at NSU, the consequences of being caught should be more severe than similar cheating by a student majoring in the humanities or performing arts.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
31. Cheating by my classmates gives them an unfair advantage over me.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
32. It is my opinion that NSU students are aware of the rules about academic honesty standards that are in the NSU Student Handbook.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
33. If a student is failed in a course because of cheating, academic dishonesty should be noted in that student's transcript along with the grade.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
34. School transcripts showing that a failing grade was due to cheating would prevent many students from committing academic dishonesty at Nova Southeastern University.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
35. It is my opinion that faculty and administrators at this school focus more on punishment and what students should not do (like cheat or plagiarize) than they do on values like integrity and academic excellence.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
36. In this era of social media as a source of information, I should be able to cite any internet source in my papers, including Wikipedia.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
37. Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
38. Requiring students to use a plagiarism detection software such as Turnitin.com for submission of their coursework indicates to me that faculty do not trust their students.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
39. Using Turnitin.com in my NSU courses has helped me to learn about proper citation.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree Not Applicable
40. I sense that NSU undergraduates care about and want to learn proper attribution and citation skills.
 Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

Appendix G: AE Survey Questionnaire Categories Map

Item	DEMOGRAPHICS
1	Please indicate your age
2	Indicate your gender
3	Are you currently enrolled as a residential (on campus) or online undergraduate student?
4	Are you currently enrolled as a Part-time or Full-time undergraduate student?
5	During your time as an undergraduate student, indicate which of the following types of classes you have completed or are currently enrolled in (check all that apply)
6	Are you an International Student?
7	Indicate the NSU School, College, Institute, or Center that houses your academic major (check all that apply)
8	I plan to pursue graduate studies within the next five years.
9	Please indicate whether you have ever completed an NSU course that required the use of Turnitin.com
Item	AE GENERAL BELIEFS
10	It is Nova Southeastern University's responsibility to prevent cheating (violating the university's rules regarding academic honesty).
11	It is the responsibility of NSU instructors to prevent cheating.
12	It is my responsibility as an NSU student to prevent cheating by other students at my school.
23	Because plagiarism involves taking another person's words or ideas and not hers or his material goods, it shouldn't be a big deal.
33	If a student is failed in a course because of cheating, academic dishonesty should be noted in that student's transcript along with the grade.
34	School transcripts showing that a failing grade was due to cheating would prevent many students from committing academic dishonesty at Nova Southeastern University.
36	In this era of social media as a source of information, I should be able to cite any internet source in my papers, including Wikipedia.
37	Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers.
42	If I discover a term like 'languaculture' on Wikipedia during my internet research, and want to use it in my paper, I do not have to cite the source of the term because it was found on Wikipedia and that means it is common knowledge.
Item	FAMILIARITY WITH NSU AE POLICY/RULES
32	It is my opinion that NSU students are aware of the rules about academic honesty standards that are in the NSU Student Handbook.
41	If I am accused of plagiarism and I did not intend to plagiarize, I cannot be penalized or punished by my instructor or school.
43	If a student asks a family member to write just the introductory section of his or her paper, it is not plagiarism or cheating because there is a 'family member' exception in the rules on plagiarism and cheating at NSU.
Item	PERCEPTIONS OF AE INSTITUTIONAL APPROACH & AE CLIMATE AT NSU
13	It is my sense that academic honesty is very important to NSU undergraduates.
14	It is my sense that academic honesty is very important to NSU faculty.
15	In my opinion, cheating (occurs more frequently in residential classes/ occurs more frequently in online classes/ occurs with the same frequency in residential as in online classes).

18	It is my opinion that more than half of the undergraduates at NSU have cheated at least once during their college careers.
19	Some undergraduate school degree programs at NSU are stricter than others about what is acceptable and unacceptable academic conduct and academic work.
20	It is my opinion that the policies regarding academic honesty at NSU are effective and prevent cheating.
21	Undergraduate students are likely to be punished if they are caught cheating at NSU.
22	My undergraduate teachers typically address academic integrity, academic honesty, and/or academic dishonesty in class discussions and/or lectures.
24	It is my opinion that most NSU undergraduates feel that cheating or plagiarism is justified if the teacher assigns too much work in the course.
25	Having an Honor Code that required signing a pledge to maintain honesty at NSU would reduce the amount of cheating at this school.
27	It is my opinion that plagiarism and cheating are against most NSU undergraduate student's values.
35	It is my opinion that faculty and administrators at this school focus more on punishment and what students should not do (like cheat or plagiarize) than they do on values like integrity and academic excellence.
39	Using Turnitin.com in my NSU courses has helped me to learn about proper citation.
40	I sense that NSU undergraduates care about and want to learn proper attribution and citation skills.
44	In my opinion it is just a matter of time before this school will have to deal with a major cheating scandal.
45	My sense is that most NSU instructors avoid dealing with cheaters.
47	Please check the appropriate box to complete this statement: _____ of the instructors I've had at NSU have been very clear about what is acceptable and unacceptable academic conduct.
48	Please indicate the sources from which you have learned about academic ethics, academic dishonesty, and/or academic integrity policies at NSU (check all that apply).
Item	AE CONFLICT AWARENESS
16	Public knowledge about cheating at NSU would not really hurt the university because cheating goes on everywhere.
17	Public knowledge about cheating by NSU students will reduce the value of my degree from Nova Southeastern University.
26	The rules and consequences for cheating and plagiarism will be stricter in graduate school than they are in college.
28	If I observed cheating by a student in one of my classes I would be comfortable reporting it to my instructor.
29	I am comfortable asking my NSU teachers if I am unsure about what is academically honest or dishonest work.
30	If a student majoring in premedical or engineering studies cheated his or her way to an undergraduate degree at NSU, the consequences of being caught should be more severe than similar cheating by a student majoring in the humanities or performing arts.
31	Cheating by my classmates gives them an unfair advantage over me.
38	Requiring students to use a plagiarism detection software such as Turnitin.com for submission of their coursework indicates to me that faculty do not trust their students.

Appendix H: Full AE Survey Data Report

CDKelley AE Survey Report Info

Report date:

Thursday, November 7, 2013 3:03:32 PM EST

Start date:

Monday, September 30, 2013 9:22:00 AM EDT

Stop date: Wednesday, November 6, 2013 11:59:00 PM EST

Stored responses:

92

Number of completed responses:

87

Number of invitees:

311

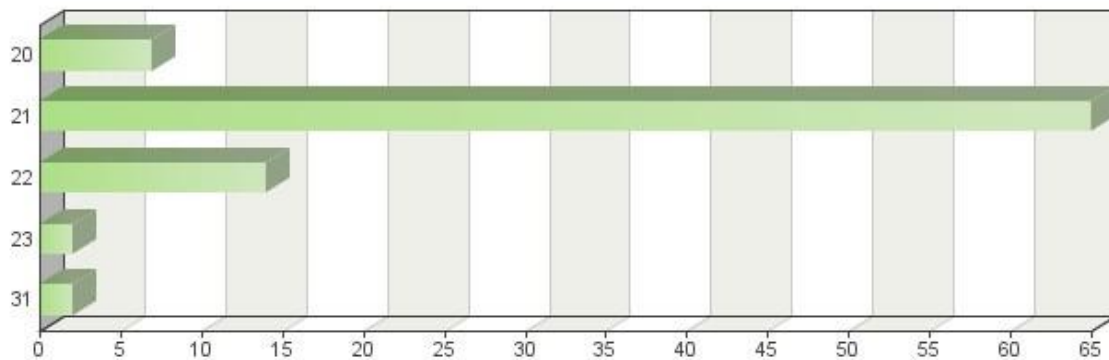
Invitees that responded:

92

Invitee response rate:

29%

Question 1 Please indicate your age:

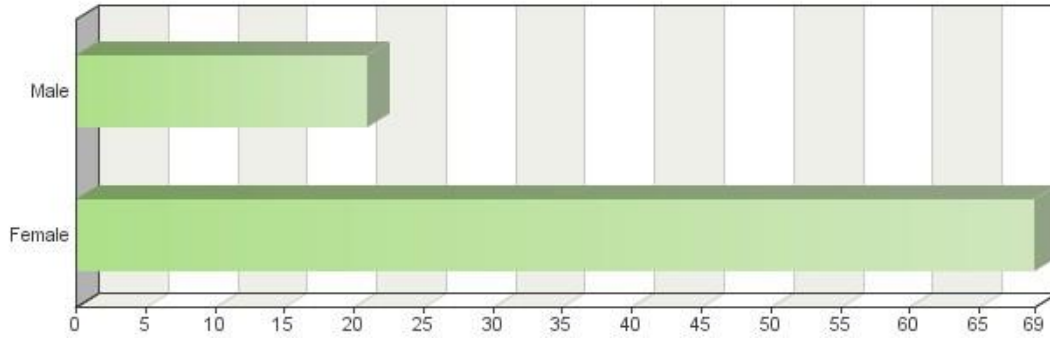


Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
20	7	7	7.61%	7.61%	7.78%	7.78%
21	65	72	70.65%	78.26%	72.22%	80%
22	14	86	15.22%	93.48%	15.56%	95.56%
23	2	88	2.17%	95.65%	2.22%	97.78%
31	2	90	2.17%	97.83%	2.22%	100%
Sum:	90	-	97.83%	-	100%	-
Not answered:	2	-	2.17%	-	-	-
Average:	4.34	Minimum:	3	Variance:	2.45	
Median:	4	Maximum:	14	Std. deviation:	1.57	

Total answered: 90

Question 2 Indicate your gender:

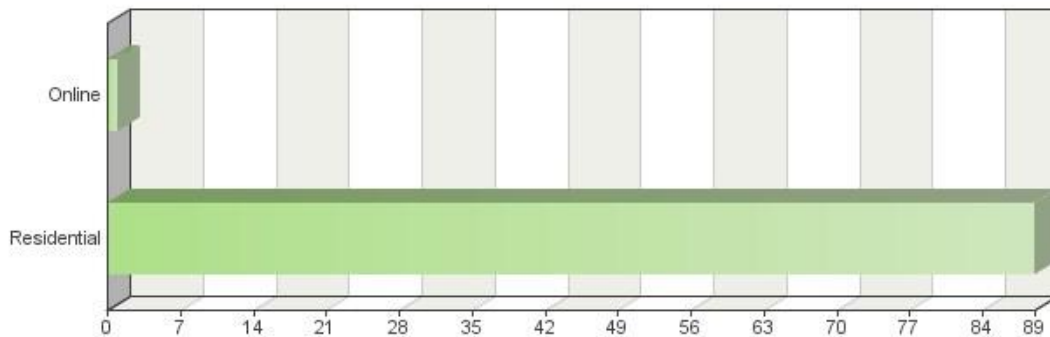


Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Male	21	21	22.83%	22.83%	23.33%	23.33%
Female	69	90	75%	97.83%	76.67%	100%
Sum:	90	-	97.83%	-	100%	-
Not answered:	2	-	2.17%	-	-	-
Average:	1.77	Minimum:	1	Variance:	0.18	
Median:	2	Maximum:	2	Std. deviation:	0.43	

Total answered: 90

Question 3 Are you currently enrolled as a residential (on campus) or online undergraduate student?



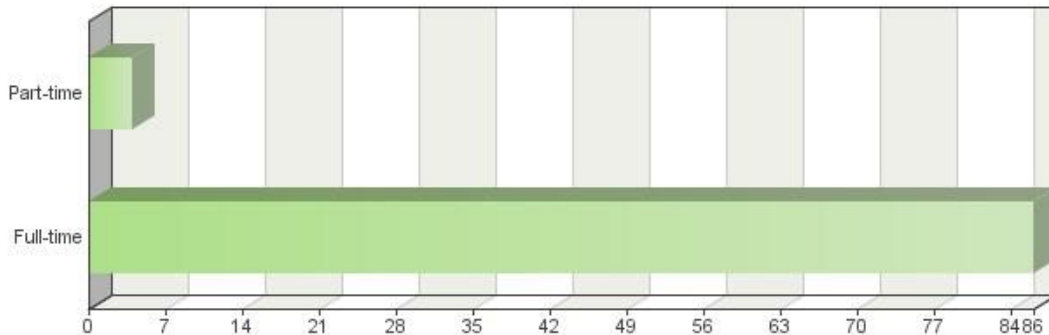
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Online	1	1	1.09%	1.09%	1.11%	1.11%
Residential	89	90	96.74%	97.83%	98.89%	100%

Sum:	90	-	97.83%	-	100%	-
Not answered:	2	-	2.17%	-	-	-
Average:	1.99	Minimum:	1	Variance:	0.01	
Median:	2	Maximum:	2	Std. deviation:	0.11	

Total answered: 90

Question 4 Are you currently enrolled as a Part-time or Full-time undergraduate student?



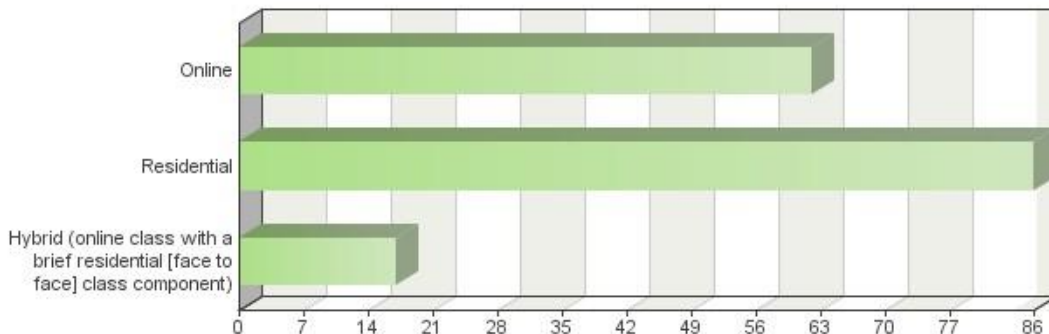
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Part-time	4	4	4.35%	4.35%	4.44%	4.44%
Full-time	86	90	93.48%	97.83%	95.56%	100%
Sum:	90	-	97.83%	-	100%	-
Not answered:	2	-	2.17%	-	-	-
Average:	1.96	Minimum:	1	Variance:	0.04	
Median:	2	Maximum:	2	Std. deviation:	0.21	

Total answered: 90

Question 5

During your time as an undergraduate student, indicate which of the following types of classes you have completed or are currently enrolled in (check all that apply):

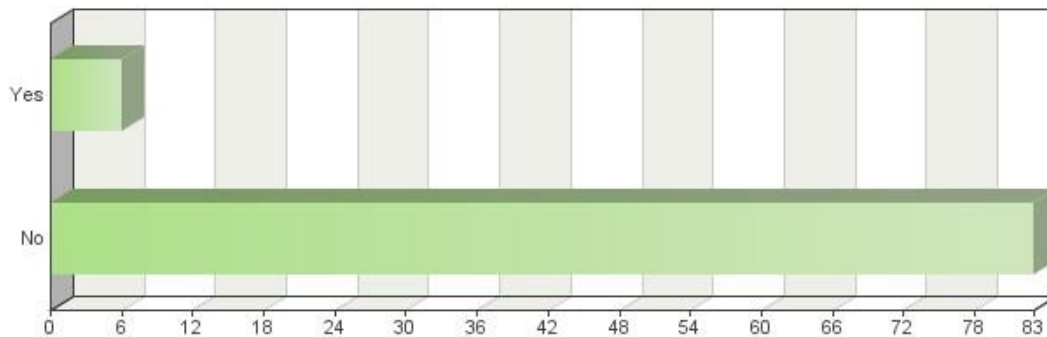


Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Residential	62	62	37.58%	67.39%	67.39%	68.89%	68.89%
Hybrid (online class with a brief residential [face to face] class component)	86	148	52.12%	93.48%	160.87%	95.56%	164.44%
	17	165	10.3%	18.48%	179.35%	18.89%	183.33%
Sum:		165	-	100%	-	-	-
Not answered:		2	-	-	2.17%	-	-
Average:	1.73	Minimum:	1	Variance:	0.41		
Median:	2	Maximum:	3	Std. deviation:	0.64		

Total answered: 90**Question 6**

Are you an International Student?

**Frequency table**

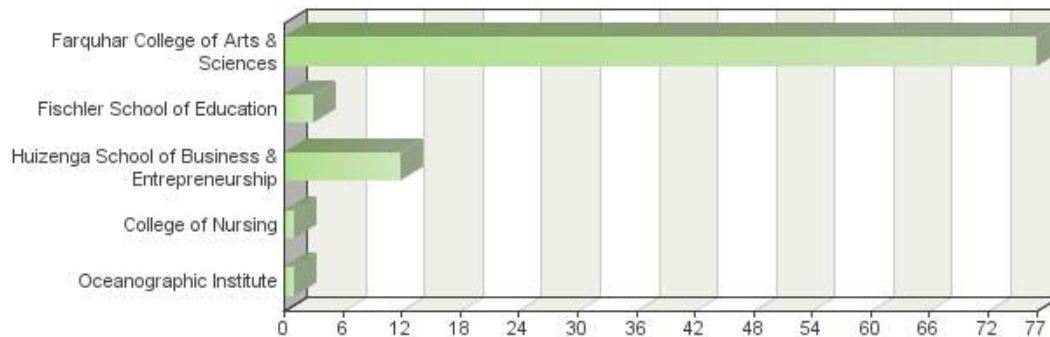
Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	6	6	6.52%	6.52%	6.74%	6.74%
No	83	89	90.22%	96.74%	93.26%	100%
Sum:	89	-	96.74%	-	100%	-
Not answered:	3	-	3.26%	-	-	-
Average:	1.93	Minimum:	1	Variance:	0.06	

Median:	2	Maximum:	2	Std. deviation:	0.25
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Total answered: 89

Question 7

Indicate the NSU School, College, Institute, or Center that houses your academic major (check all that apply):



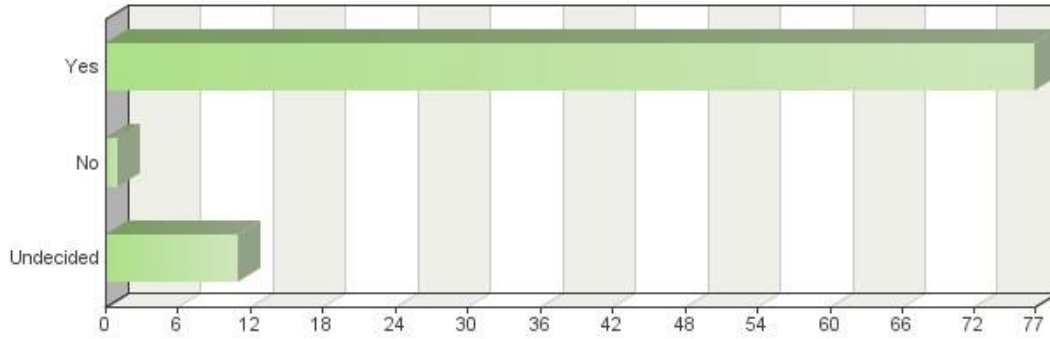
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Farquhar College of Arts & Sciences	77	77	81.91%	83.7%	83.7%	86.52%	86.52%
Fischler School of Education	3	80	3.19%	3.26%	86.96%	3.37%	89.89%
Huizenga School of Business & Entrepreneurship	12	92	12.77%	13.04%	100%	13.48%	103.37%
College of Nursing	1	93	1.06%	1.09%	101.09%	1.12%	104.49%
Oceanographic Institute	1	94	1.06%	1.09%	102.17%	1.12%	105.62%
Sum:	94	-	100%	-	-	-	-
Not answered:	3	-	-	3.26%	-	-	-
Average:	1.39	Minimum:	1	Variance:	0.95		
Median:	1	Maximum:	7	Std. deviation:	0.98		

Total answered: 89

Question 8

I plan to pursue graduate studies within the next five years.



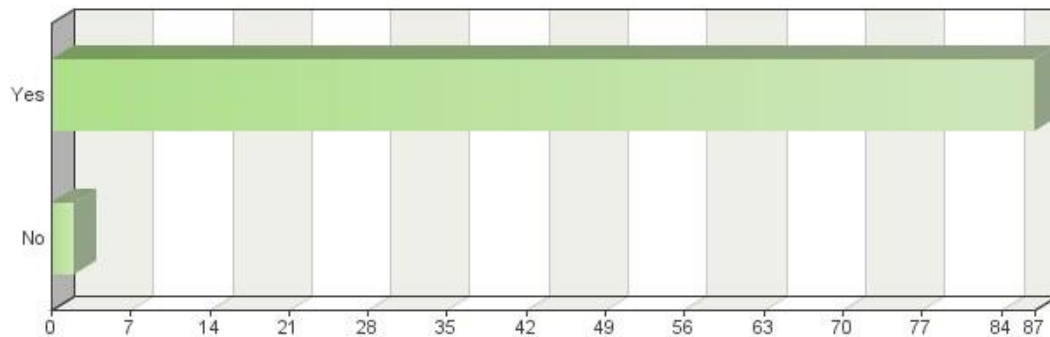
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	77	77	83.7%	83.7%	86.52%	86.52%
No	1	78	1.09%	84.78%	1.12%	87.64%
Undecided	11	89	11.96%	96.74%	12.36%	100%
Sum:	89	-	96.74%	-	100%	-
Not answered:	3	-	3.26%	-	-	-
Average:	1.26	Minimum:	1	Variance:	0.44	
Median:	1	Maximum:	3	Std. deviation:	0.67	

Total answered: 89

Question 9

Please indicate whether you have ever completed an NSU course that required the use of *Turnitin.com*:



Frequency table

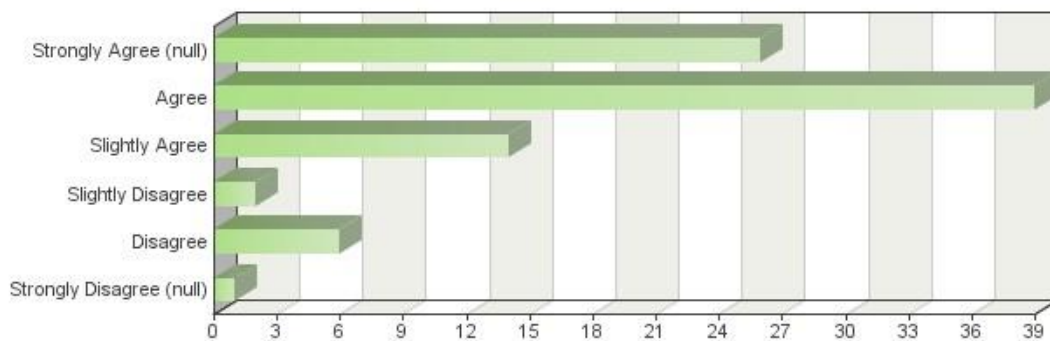
Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
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Yes		87	87	94.57%	94.57%	97.75%	97.75%
No		2	89	2.17%	96.74%	2.25%	100%
Sum:		89	-	96.74%	-	100%	-
Not answered:		3	-	3.26%	-	-	-
Average:	1.02	Minimum:	1	Variance:	0.02		
Median:	1	Maximum:	2	Std. deviation:	0.15		

Total answered: 89

Question 10

It is Nova Southeastern University's responsibility to prevent cheating (violating the university's rules regarding academic honesty).



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	26	26	28.26%	28.26%	29.55%	29.55%
Agree	39	65	42.39%	70.65%	44.32%	73.86%
Slightly Agree	14	79	15.22%	85.87%	15.91%	89.77%
Slightly Disagree	2	81	2.17%	88.04%	2.27%	92.05%
Disagree	6	87	6.52%	94.57%	6.82%	98.86%
Strongly Disagree (null)	1	88	1.09%	95.65%	1.14%	100%
Sum:	88	-	95.65%	-	100%	-
Not answered:	4	-	4.35%	-	-	-
Average:	2.1	Minimum:	1	Variance:	1.33	
Median:	2	Maximum:	6	Std. deviation:	1.15	

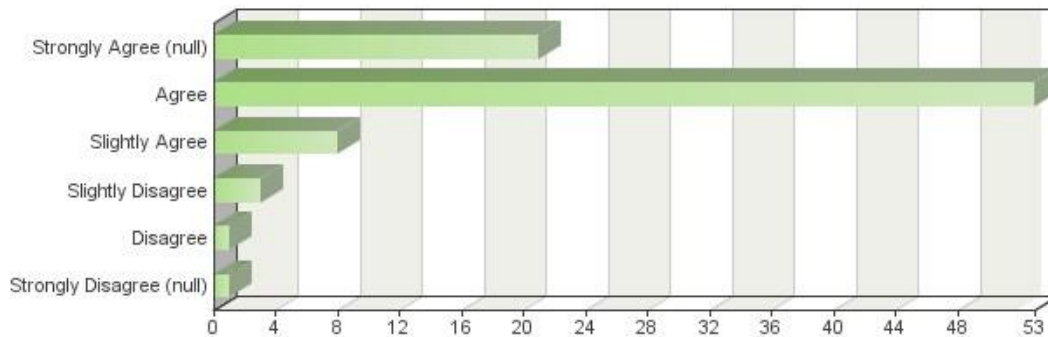
Total answered: 88

Question 11

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
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Strongly Agree (null)	21	21	22.83%	22.83%	24.14%	24.14%
Agree	53	74	57.61%	80.43%	60.92%	85.06%
Slightly Agree	8	82	8.7%	89.13%	9.2%	94.25%
Slightly Disagree	3	85	3.26%	92.39%	3.45%	97.7%
Disagree	1	86	1.09%	93.48%	1.15%	98.85%
Strongly Disagree (null)	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average: 2	Minimum:	1	Variance:	0.77		
Median: 2	Maximum:	6	Std. deviation:	0.88		

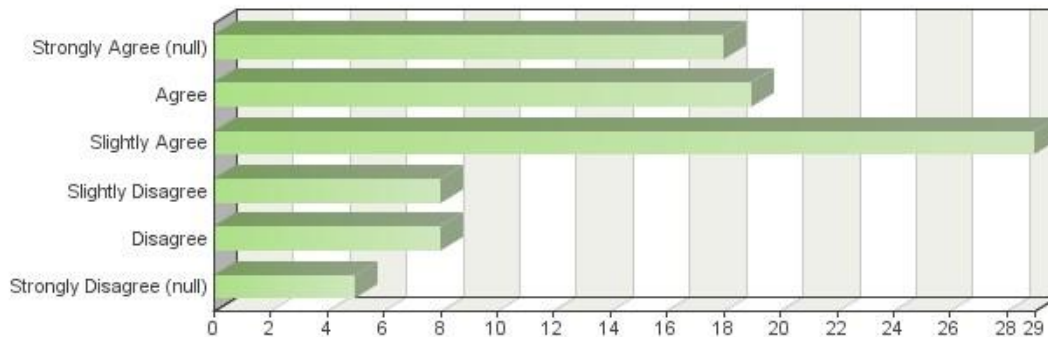
It is the responsibility of NSU instructors to prevent cheating.



Total answered: 87

Question 12

It is my responsibility as an NSU student to prevent cheating by other students at my school.



Frequency table

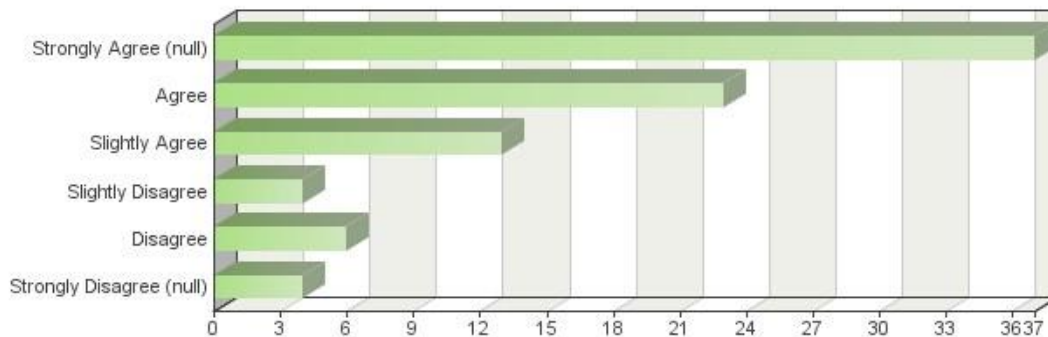
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	18	18	19.57%	19.57%	20.69%	20.69%
Agree	19	37	20.65%	40.22%	21.84%	42.53%
Slightly Agree	29	66	31.52%	71.74%	33.33%	75.86%
Slightly Disagree	8	74	8.7%	80.43%	9.2%	85.06%

Disagree	8	82	8.7%	89.13%	9.2%	94.25%
Strongly Disagree (null)	5	87	5.43%	94.57%	5.75%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.82	Minimum:	1	Variance:	2.01	
Median: 3		Maximum:	6	Std. deviation:	1.42	

Total answered: 87

Question 13

It is my sense that academic honesty is very important to NSU undergraduates.



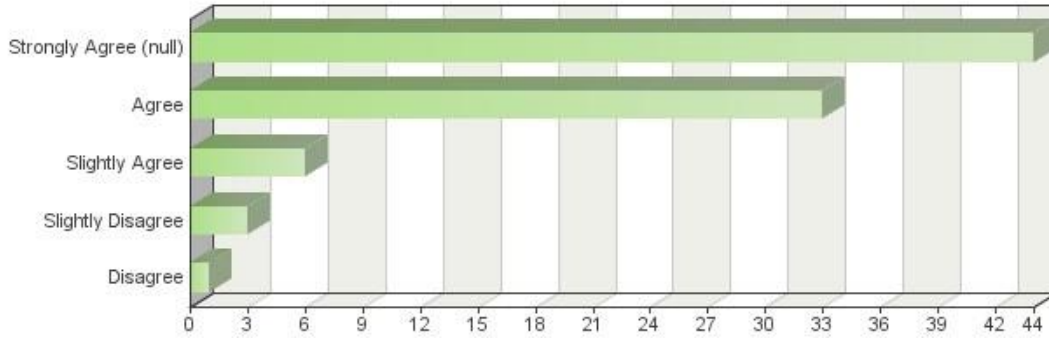
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	37	37	40.22%	40.22%	42.53%	42.53%
Agree	23	60	25%	65.22%	26.44%	68.97%
Slightly Agree	13	73	14.13%	79.35%	14.94%	83.91%
Slightly Disagree	4	77	4.35%	83.7%	4.6%	88.51%
Disagree	6	83	6.52%	90.22%	6.9%	95.4%
Strongly Disagree (null)	4	87	4.35%	94.57%	4.6%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.21	Minimum:	1	Variance:	2.1	
Median: 2		Maximum:	6	Std. deviation:	1.45	

Total answered: 87

Question 14

It is my sense that academic honesty is very important to NSU faculty.



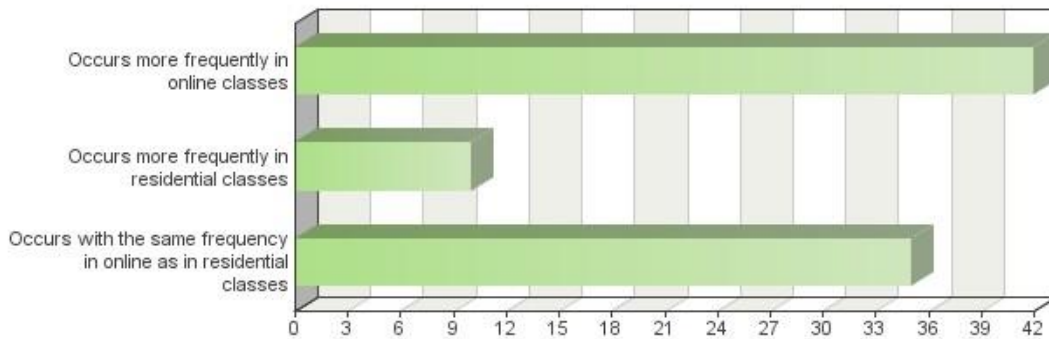
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	44	44	47.83%	47.83%	50.57%	50.57%
Agree	33	77	35.87%	83.7%	37.93%	88.51%
Slightly Agree	6	83	6.52%	90.22%	6.9%	95.4%
Slightly Disagree	3	86	3.26%	93.48%	3.45%	98.85%
Disagree	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	1.67	Minimum:	1	Variance:	0.71	
Median:	1	Maximum:	5	Std. deviation:	0.84	

Total answered: 87

Question 15

In my opinion, cheating



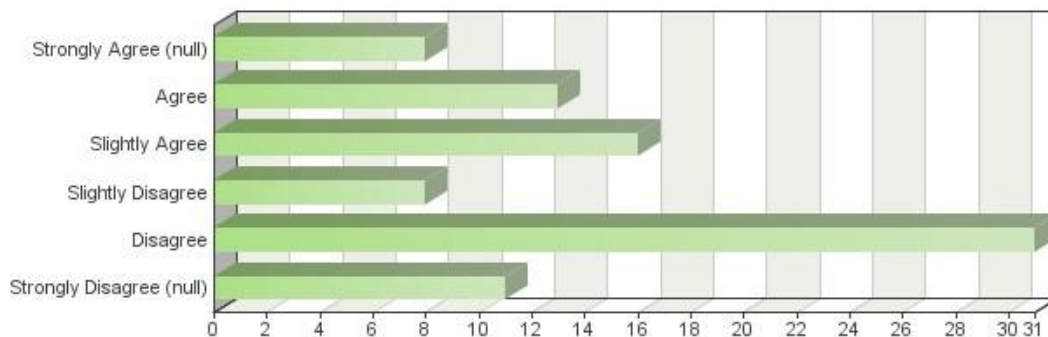
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Occurs more frequently in online classes	42	42	45.65%	45.65%	48.28%	48.28%
Occurs more frequently in residential classes	10	52	10.87%	56.52%	11.49%	59.77%
Occurs with the same frequency in online as in residential classes	35	87	38.04%	94.57%	40.23%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	1.92	Minimum:	1	Variance:	0.89	
Median:	2	Maximum:	3	Std. deviation:	0.94	

Total answered: 87

Question 16

Public knowledge about cheating at NSU would not really hurt the university because cheating goes on everywhere.



Frequency table

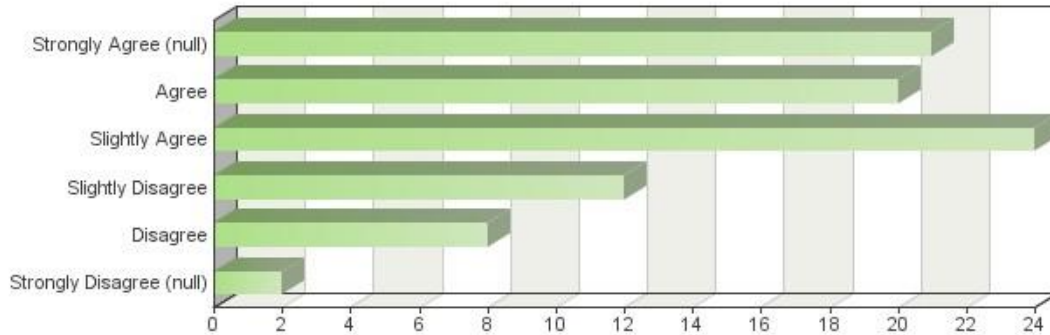
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	8	8	8.7%	8.7%	9.2%	9.2%
Agree	13	21	14.13%	22.83%	14.94%	24.14%
Slightly Agree	16	37	17.39%	40.22%	18.39%	42.53%
Slightly Disagree	8	45	8.7%	48.91%	9.2%	51.72%
Disagree	31	76	33.7%	82.61%	35.63%	87.36%
Strongly Disagree (null)	11	87	11.96%	94.57%	12.64%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.85	Minimum:	1	Variance:	2.48	

Median: 4 Maximum: 6 Std. deviation: 1.57

Total answered: 87

Question 17

Public knowledge about cheating by NSU students will reduce the value of my degree from Nova Southeastern University.



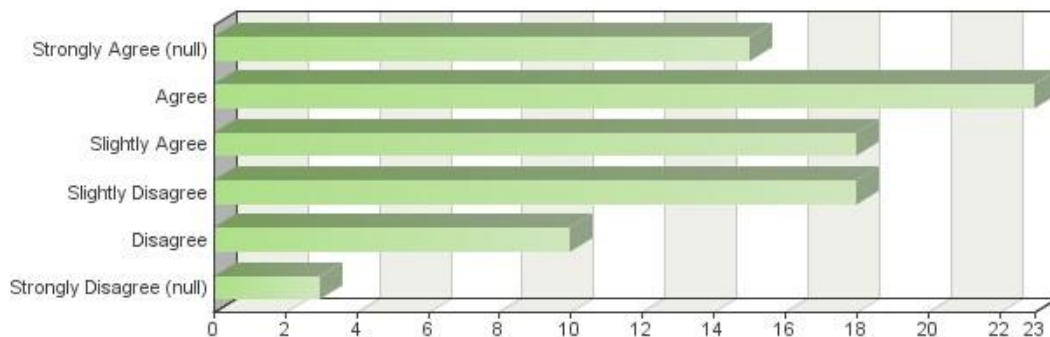
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	21	21	22.83%	22.83%	24.14%	24.14%
Agree	20	41	21.74%	44.57%	22.99%	47.13%
Slightly Agree	24	65	26.09%	70.65%	27.59%	74.71%
Slightly Disagree	12	77	13.04%	83.7%	13.79%	88.51%
Disagree	8	85	8.7%	92.39%	9.2%	97.7%
Strongly Disagree (null)	2	87	2.17%	94.57%	2.3%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.68	Minimum:	1	Variance:	1.83	
Median:	3	Maximum:	6	Std. deviation:	1.35	

Total answered: 87

Question 18

It is my opinion that more than half of the undergraduates at NSU have cheated at least once during their college careers.

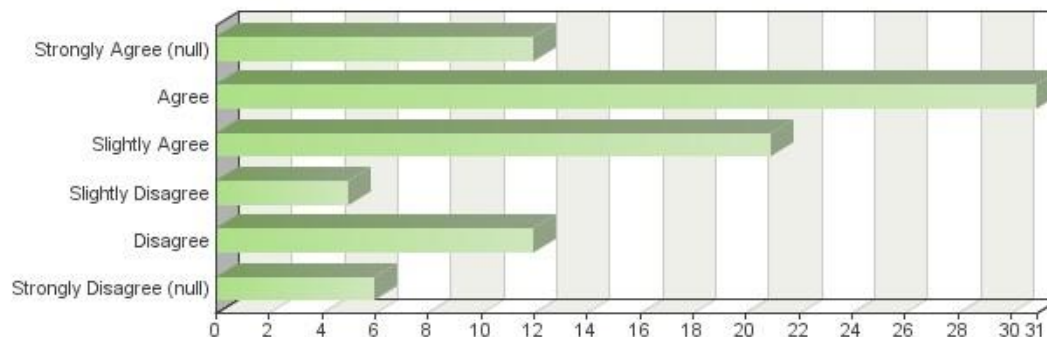


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	15	15	16.3%	16.3%	17.24%	17.24%
Agree	23	38	25%	41.3%	26.44%	43.68%
Slightly Agree	18	56	19.57%	60.87%	20.69%	64.37%
Slightly Disagree	18	74	19.57%	80.43%	20.69%	85.06%
Disagree	10	84	10.87%	91.3%	11.49%	96.55%
Strongly Disagree (null)	3	87	3.26%	94.57%	3.45%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.93	Minimum:	1	Variance:	1.95	
Median:	3	Maximum:	6	Std. deviation:	1.4	

Total answered: 87**Question 19**

Some undergraduate school degree programs at NSU are stricter than others about what is acceptable and unacceptable academic conduct and academic work.

**Frequency table**

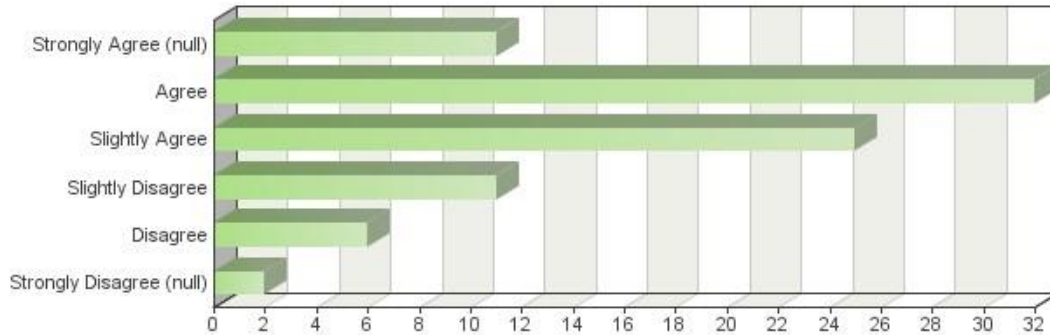
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	12	12	13.04%	13.04%	13.79%	13.79%
Agree	31	43	33.7%	46.74%	35.63%	49.43%
Slightly Agree	21	64	22.83%	69.57%	24.14%	73.56%
Slightly Disagree	5	69	5.43%	75%	5.75%	79.31%
Disagree	12	81	13.04%	88.04%	13.79%	93.1%
Strongly Disagree (null)	6	87	6.52%	94.57%	6.9%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.91	Minimum:	1	Variance:	2.15	
Median:	3	Maximum:	6	Std.	1.47	

deviation:

Total answered: 87

Question 20

It is my opinion that the policies regarding academic honesty at NSU are effective and prevent cheating.



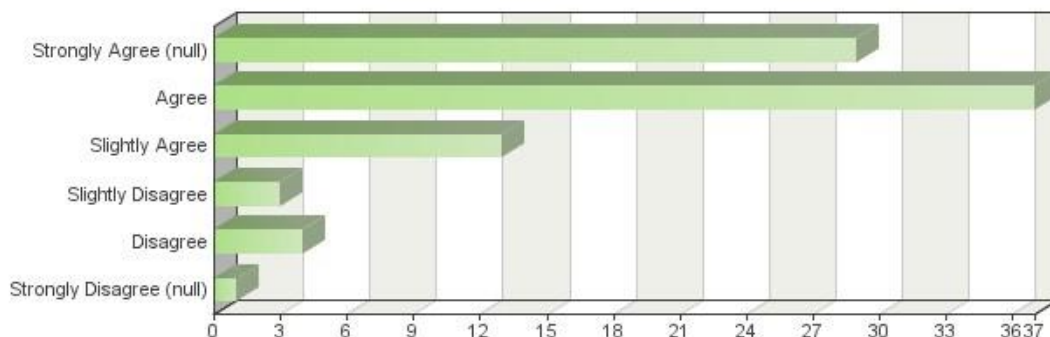
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	11	11	11.96%	11.96%	12.64%	12.64%
Agree	32	43	34.78%	46.74%	36.78%	49.43%
Slightly Agree	25	68	27.17%	73.91%	28.74%	78.16%
Slightly Disagree	11	79	11.96%	85.87%	12.64%	90.8%
Disagree	6	85	6.52%	92.39%	6.9%	97.7%
Strongly Disagree (null)	2	87	2.17%	94.57%	2.3%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.71	Minimum:	1	Variance:	1.42	
Median:	3	Maximum:	6	Std. deviation:	1.19	

Total answered: 87

Question 21

Undergraduate students are likely to be punished if they are caught cheating at NSU.



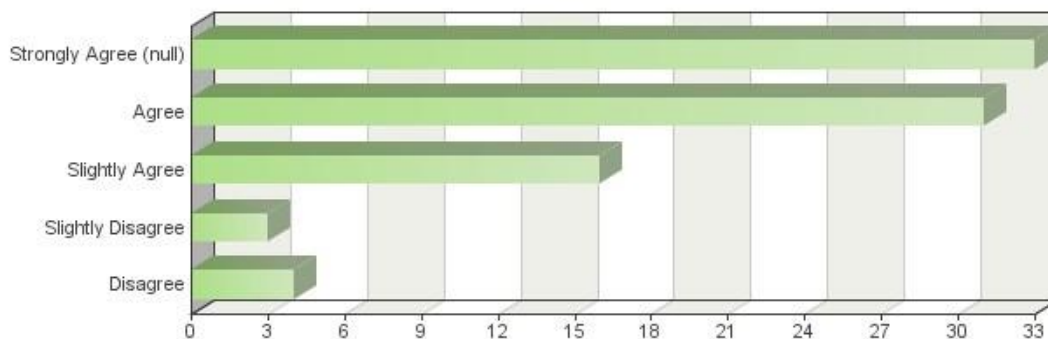
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	29	29	31.52%	31.52%	33.33%	33.33%
Agree	37	66	40.22%	71.74%	42.53%	75.86%
Slightly Agree	13	79	14.13%	85.87%	14.94%	90.8%
Slightly Disagree	3	82	3.26%	89.13%	3.45%	94.25%
Disagree	4	86	4.35%	93.48%	4.6%	98.85%
Strongly Disagree (null)	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.07	Minimum:	1	Variance:	1.23	
Median:	2	Maximum:	6	Std. deviation:	1.11	

Total answered: 87

Question 22

My undergraduate teachers typically address academic integrity, academic honesty, and/or academic dishonesty in class discussions and/or lectures.



Frequency table

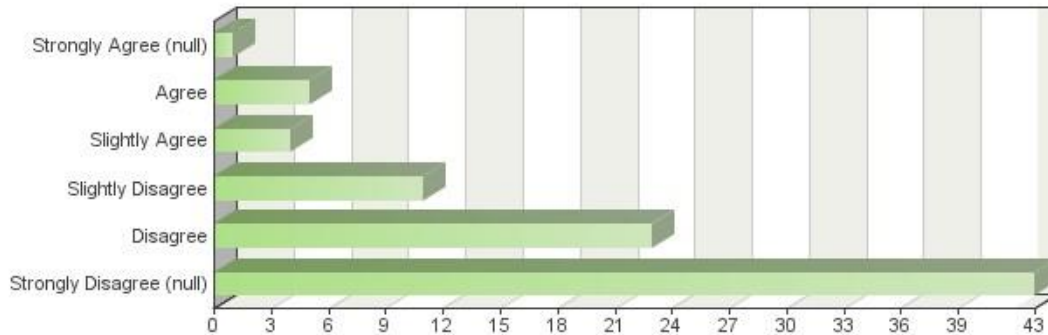
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	33	33	35.87%	35.87%	37.93%	37.93%
Agree	31	64	33.7%	69.57%	35.63%	73.56%
Slightly Agree	16	80	17.39%	86.96%	18.39%	91.95%
Slightly Disagree	3	83	3.26%	90.22%	3.45%	95.4%
Disagree	4	87	4.35%	94.57%	4.6%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-

Average:	2.01	Minimum:	1	Variance:	1.13
Median:	2	Maximum:	5	Std. deviation:	1.06

Total answered: 87

Question 23

Because plagiarism involves taking another person's words or ideas and not hers or his material goods, it shouldn't be a big deal.



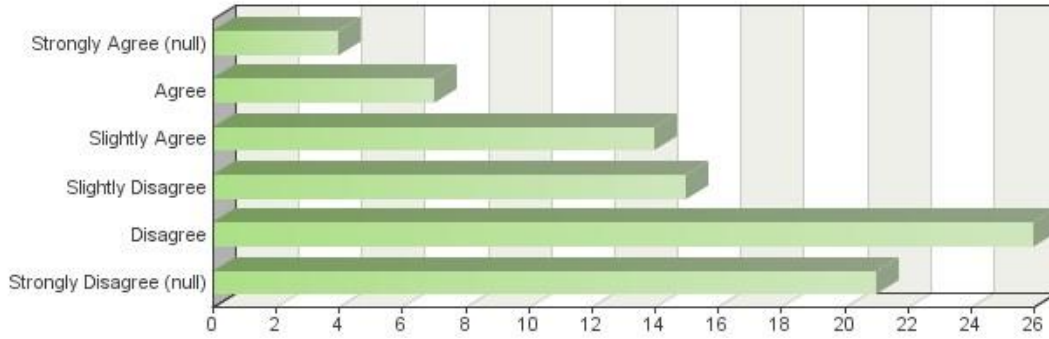
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	1	1	1.09%	1.09%	1.15%	1.15%
Agree	5	6	5.43%	6.52%	5.75%	6.9%
Slightly Agree	4	10	4.35%	10.87%	4.6%	11.49%
Slightly Disagree	11	21	11.96%	22.83%	12.64%	24.14%
Disagree	23	44	25%	47.83%	26.44%	50.57%
Strongly Disagree (null)	43	87	46.74%	94.57%	49.43%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	Minimum:	1	Variance:	1.52		
Median: 5	Maximum:	6	Std. deviation:	1.23		

Total answered: 87

Question 24

It is my opinion that most NSU undergraduates feel that cheating or plagiarism is justified if the teacher assigns too much work in the course.



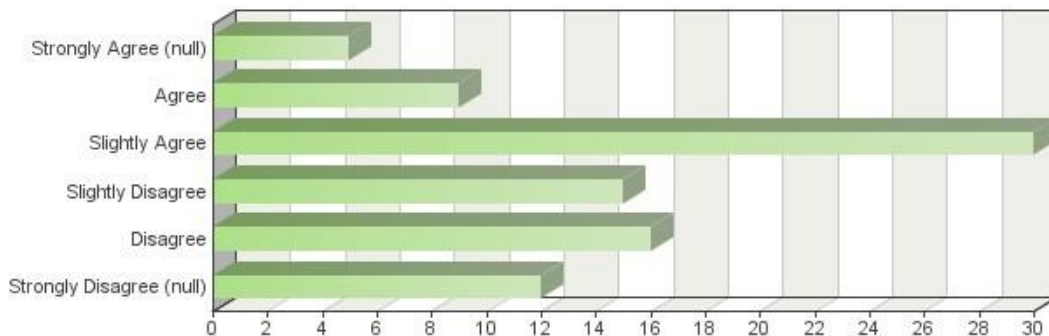
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	4	4	4.35%	4.35%	4.6%	4.6%
Agree	7	11	7.61%	11.96%	8.05%	12.64%
Slightly Agree	14	25	15.22%	27.17%	16.09%	28.74%
Slightly Disagree	15	40	16.3%	43.48%	17.24%	45.98%
Disagree	26	66	28.26%	71.74%	29.89%	75.86%
Strongly Disagree (null)	21	87	22.83%	94.57%	24.14%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	4.32	Minimum:	1	Variance:	2.08	
Median:	5	Maximum:	6	Std. deviation:	1.44	

Total answered: 87

Question 25

Having an Honor Code that required signing a pledge to maintain honesty at NSU would reduce the amount of cheating at this school.



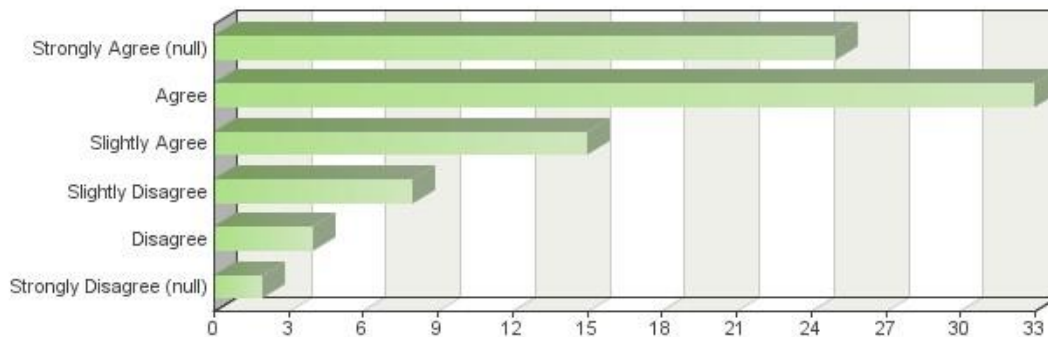
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	5	5	5.43%	5.43%	5.75%	5.75%
Agree	9	14	9.78%	15.22%	10.34%	16.09%
Slightly Agree	30	44	32.61%	47.83%	34.48%	50.57%
Slightly Disagree	15	59	16.3%	64.13%	17.24%	67.82%
Disagree	16	75	17.39%	81.52%	18.39%	86.21%
Strongly Disagree (null)	12	87	13.04%	94.57%	13.79%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.74	Minimum:	1	Variance:	1.96	
Median: 3		Maximum:	6	Std. deviation:	1.4	

Total answered: 87

Question 26

The rules and consequences for cheating and plagiarism will be stricter in graduate school than they are in college.



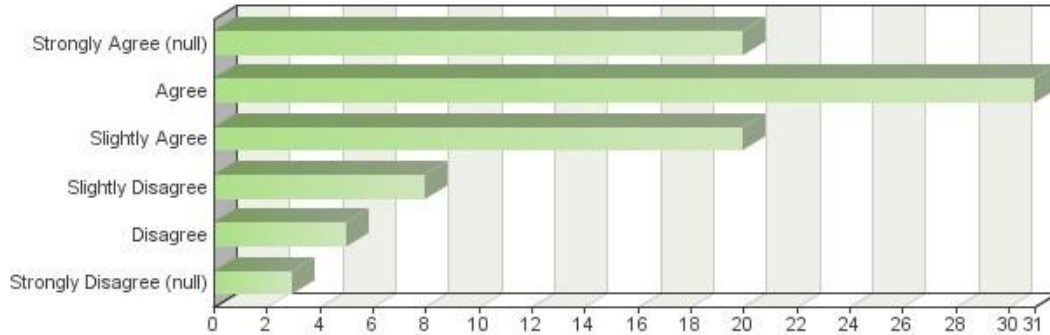
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	25	25	27.17%	27.17%	28.74%	28.74%
Agree	33	58	35.87%	63.04%	37.93%	66.67%
Slightly Agree	15	73	16.3%	79.35%	17.24%	83.91%
Slightly Disagree	8	81	8.7%	88.04%	9.2%	93.1%
Disagree	4	85	4.35%	92.39%	4.6%	97.7%
Strongly Disagree (null)	2	87	2.17%	94.57%	2.3%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.3	Minimum:	1	Variance:	1.54	
Median: 2		Maximum:	6	Std. deviation:	1.24	

Total answered: 87

Question 27

It is my opinion that plagiarism and cheating are against most NSU undergraduate student's values.



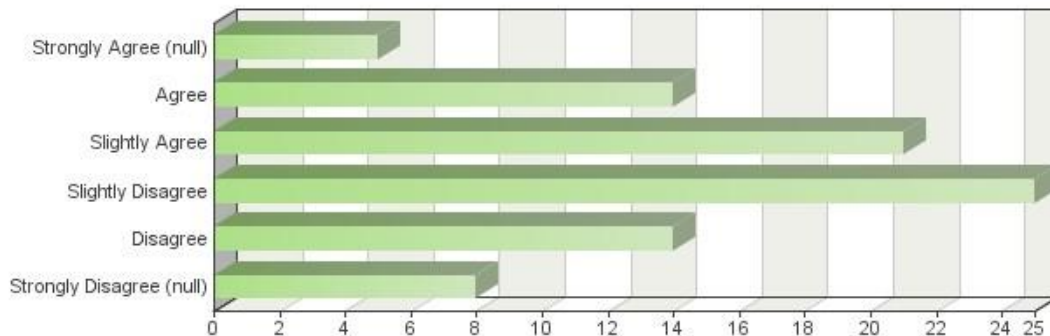
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	20	20	21.74%	21.74%	22.99%	22.99%
Agree	31	51	33.7%	55.43%	35.63%	58.62%
Slightly Agree	20	71	21.74%	77.17%	22.99%	81.61%
Slightly Disagree	8	79	8.7%	85.87%	9.2%	90.8%
Disagree	5	84	5.43%	91.3%	5.75%	96.55%
Strongly Disagree (null)	3	87	3.26%	94.57%	3.45%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.49	Minimum:	1	Variance:	1.67	
Median:	2	Maximum:	6	Std. deviation:	1.29	

Total answered: 87

Question 28

If I observed cheating by a student in one of my classes I would be comfortable reporting it to my instructor.



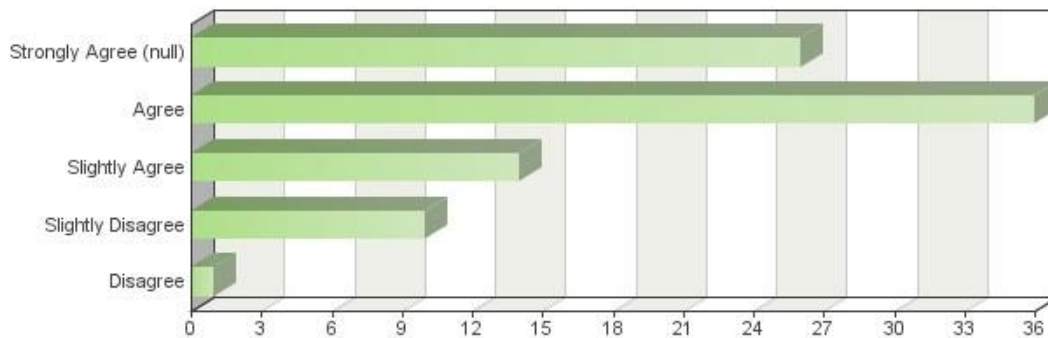
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	5	5	5.43%	5.43%	5.75%	5.75%
Agree	14	19	15.22%	20.65%	16.09%	21.84%
Slightly Agree	21	40	22.83%	43.48%	24.14%	45.98%
Slightly Disagree	25	65	27.17%	70.65%	28.74%	74.71%
Disagree	14	79	15.22%	85.87%	16.09%	90.8%
Strongly Disagree (null)	8	87	8.7%	94.57%	9.2%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.61	Minimum:	1	Variance:	1.8	
Median:	4	Maximum:	6	Std. deviation:	1.34	

Total answered: 87

Question 29

I am comfortable asking my NSU teachers if I am unsure about what is academically honest or dishonest work.



Frequency table

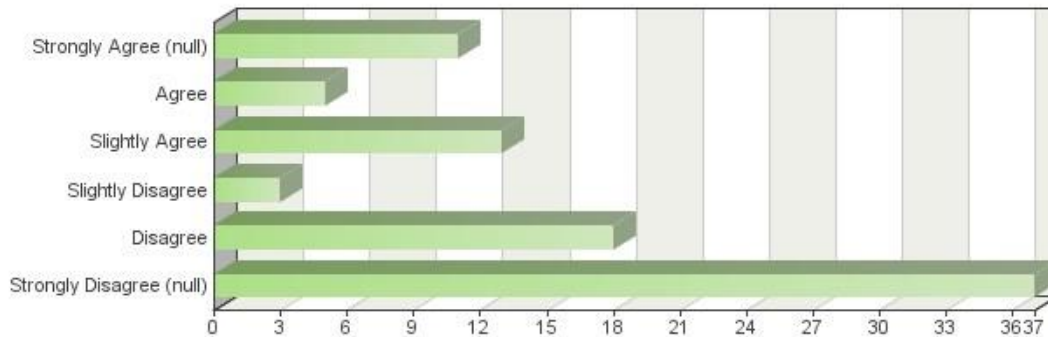
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	26	26	28.26%	28.26 %	29.89%	29.89%
Agree	36	62	39.13%	67.39%	41.38%	71.26%
Slightly Agree	14	76	15.22%	82.61%	16.09%	87.36%
Slightly Disagree	10	86	10.87%	93.48%	11.49%	98.85%
Disagree	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.13	Minimum:	1	Variance:	1.02	

Median: 2 Maximum: 5 Std. deviation: 1.01

Total answered: 87

Question 30

If a student majoring in premedical or engineering studies cheated his or her way to an undergraduate degree at NSU, the consequences of being caught should be more severe than similar cheating by a student majoring in the humanities or performing arts.



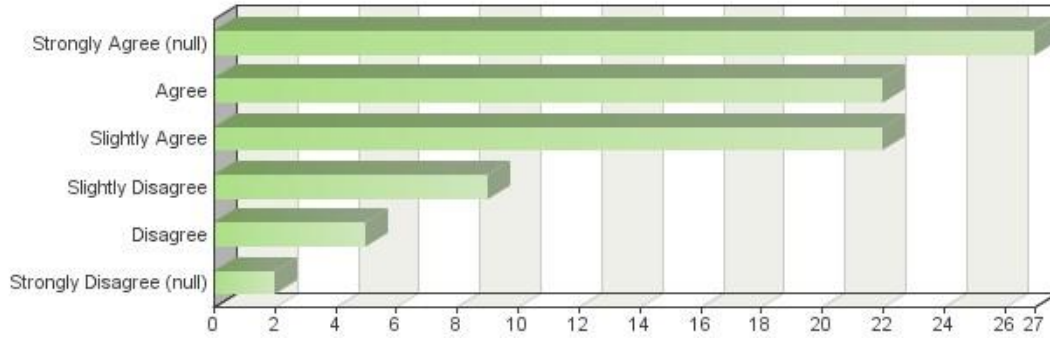
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	11	11	11.96%	11.96%	12.64%	12.64%
Agree	5	16	5.43%	17.39%	5.75%	18.39%
Slightly Agree	13	29	14.13%	31.52%	14.94%	33.33%
Slightly Disagree	3	32	3.26%	34.78%	3.45%	36.78%
Disagree	18	50	19.57%	54.35%	20.69%	57.47%
Strongly Disagree (null)	37	87	40.22%	94.57%	42.53%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	4.41	Minimum:	1	Variance:	3.29	
Median:	5	Maximum:	6	Std. deviation:	1.81	

Total answered: 87

Question 31

Cheating by my classmates gives them an unfair advantage over me.



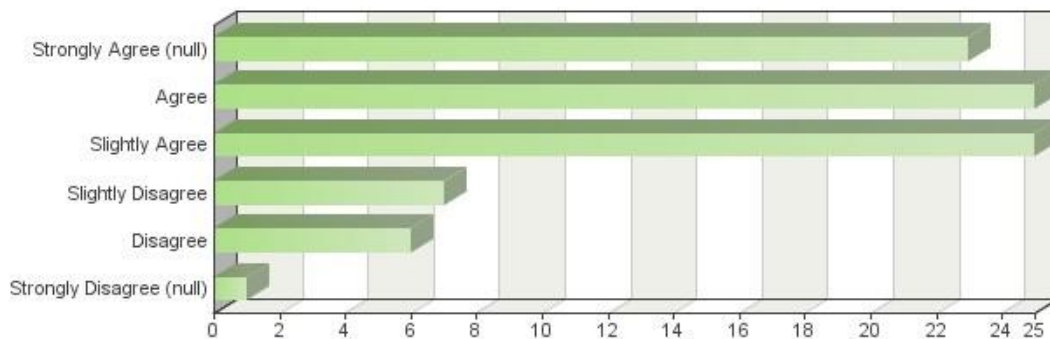
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	27	27	29.35%	29.35%	31.03%	31.03%
Agree	22	49	23.91%	53.26%	25.29%	56.32%
Slightly Agree	22	71	23.91%	77.17%	25.29%	81.61%
Slightly Disagree	9	80	9.78%	86.96%	10.34%	91.95%
Disagree	5	85	5.43%	92.39%	5.75%	97.7%
Strongly Disagree (null)	2	87	2.17%	94.57%	2.3%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.41	Minimum:	1	Variance:	1.71	
Median: 2		Maximum:	6	Std. deviation:	1.31	

Total answered: 87

Question 32

It is my opinion that NSU students are aware of the rules about academic honesty standards that are in the NSU Student Handbook.



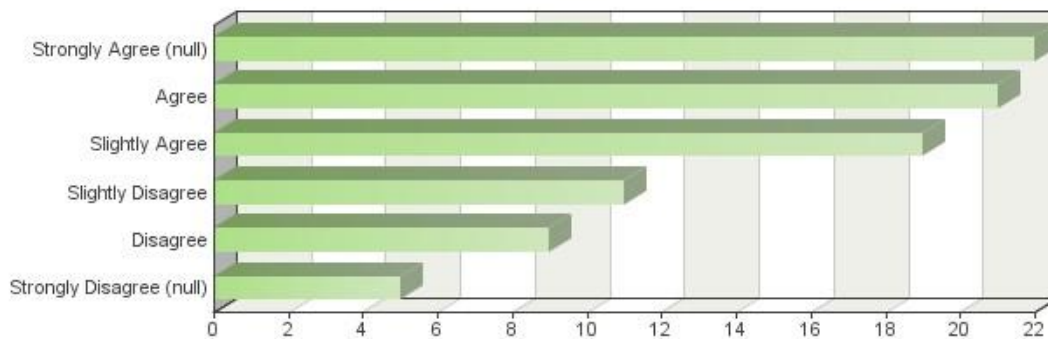
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	23	23	25%	25%	26.44%	26.44%
Agree	25	48	27.17%	52.17%	28.74%	55.17%
Slightly Agree	25	73	27.17%	79.35%	28.74%	83.91%
Slightly Disagree	7	80	7.61%	86.96%	8.05%	91.95%
Disagree	6	86	6.52%	93.48%	6.9%	98.85%
Strongly Disagree (null)	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.44	Minimum:	1	Variance:	1.5	
Median: 2		Maximum:	6	Std. deviation:	1.23	

Total answered: 87

Question 33

If a student is failed in a course because of cheating, academic dishonesty should be noted in that student's transcript along with the grade.



Frequency table

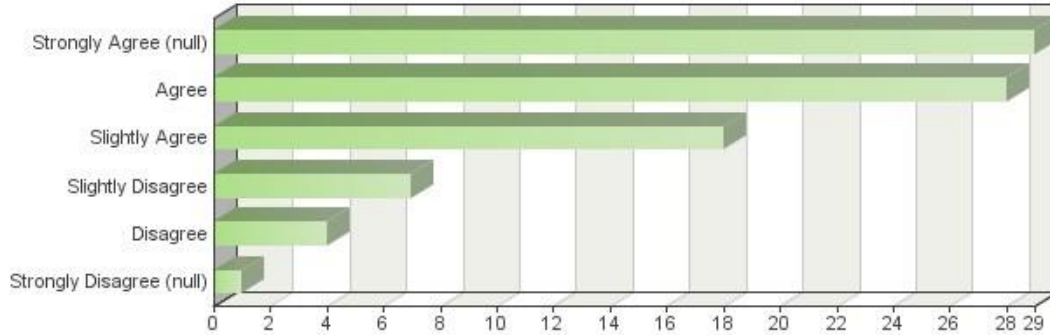
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	22	22	23.91%	23.91%	25.29%	25.29%
Agree	21	43	22.83%	46.74%	24.14%	49.43%
Slightly Agree	19	62	20.65%	67.39%	21.84%	71.26%
Slightly Disagree	11	73	11.96%	79.35%	12.64%	83.91%
Disagree	9	82	9.78%	89.13%	10.34%	94.25%
Strongly Disagree (null)	5	87	5.43%	94.57%	5.75%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.76	Minimum:	1	Variance:	2.28	
Median: 3		Maximum:	6	Std.	1.51	

deviation:

Total answered: 87

Question 34

School transcripts showing that a failing grade was due to cheating would prevent many students from committing academic dishonesty at Nova Southeastern University.



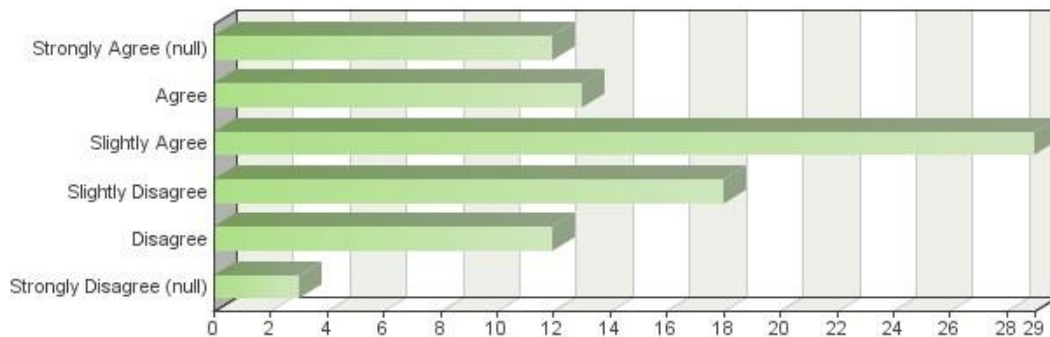
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	29	29	31.52%	31.52%	33.33%	33.33%
Agree	28	57	30.43%	61.96%	32.18%	65.52%
Slightly Agree	18	75	19.57%	81.52%	20.69%	86.21%
Slightly Disagree	7	82	7.61%	89.13%	8.05%	94.25%
Disagree	4	86	4.35%	93.48%	4.6%	98.85%
Strongly Disagree (null)	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.22	Minimum:	1	Variance:	1.43	
Median:	2	Maximum:	6	Std. deviation:	1.2	

Total answered: 87

Question 35

It is my opinion that faculty and administrators at this school focus more on punishment and what students should not do (like cheat or plagiarize) than they do on values like integrity and academic excellence.



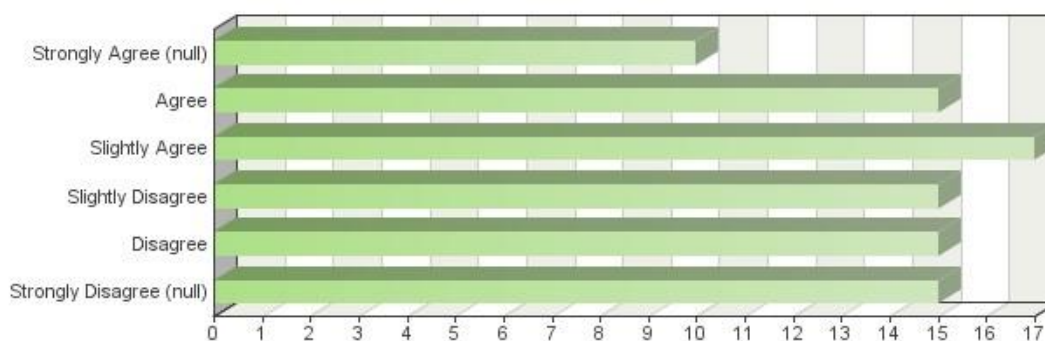
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	12	12	13.04%	13.04%	13.79%	13.79%
Agree	13	25	14.13%	27.17%	14.94%	28.74%
Slightly Agree	29	54	31.52%	58.7%	33.33%	62.07%
Slightly Disagree	18	72	19.57%	78.26%	20.69%	82.76%
Disagree	12	84	13.04%	91.3%	13.79%	96.55%
Strongly Disagree (null)	3	87	3.26%	94.57%	3.45%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.16	Minimum:	1	Variance:	1.76	
Median: 3	Maximum:	6	Std. deviation:	1.33		

Total answered: 87

Question 36

In this era of social media as a source of information, I should be able to cite any internet source in my papers, including Wikipedia.



Frequency table

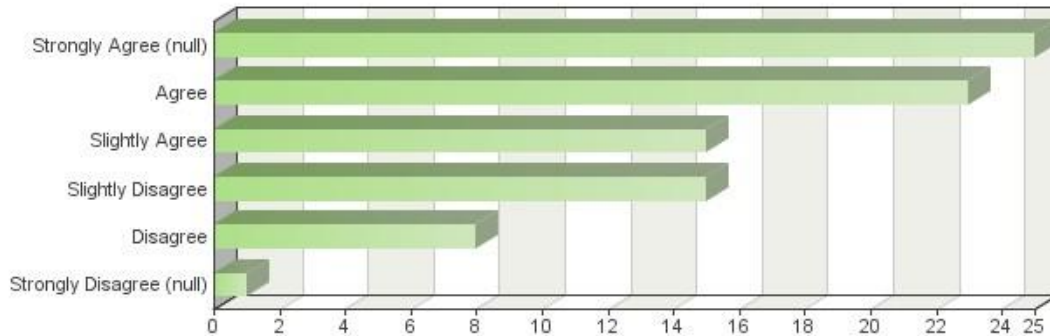
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	10	10	10.87%	10.87%	11.49%	11.49%
Agree	15	25	16.3%	27.17%	17.24%	28.74%
Slightly Agree	17	42	18.48%	45.65%	19.54%	48.28%
Slightly Disagree	15	57	16.3%	61.96%	17.24%	65.52%
Disagree	15	72	16.3%	78.26%	17.24%	82.76%
Strongly Disagree (null)	15	87	16.3%	94.57%	17.24%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.63	Minimum:	1	Variance:	2.68	
Median: 4	Maximum:	6	Std. deviation:	1.64		

deviation:

Total answered: 87

Question 37

Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers.



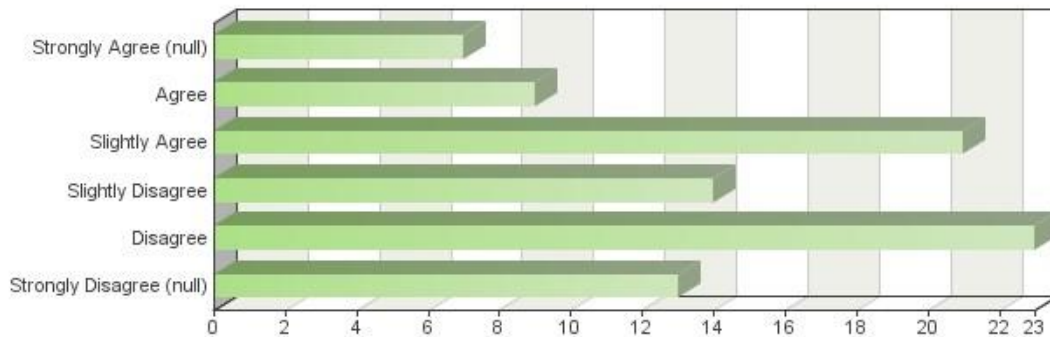
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	25	25	27.17%	27.17%	28.74%	28.74%
Agree	23	48	25%	52.17%	26.44%	55.17%
Slightly Agree	15	63	16.3%	68.48%	17.24%	72.41%
Slightly Disagree	15	78	16.3%	84.78%	17.24%	89.66%
Disagree	8	86	8.7%	93.48%	9.2%	98.85%
Strongly Disagree (null)	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.55	Minimum:	1	Variance:	1.88	
Median: 2		Maximum:	6	Std. deviation:	1.37	

Total answered: 87

Question 38

Requiring students to use a plagiarism detection software such as *Turnitin.com* for submission of their coursework indicates to me that faculty do not trust their students.



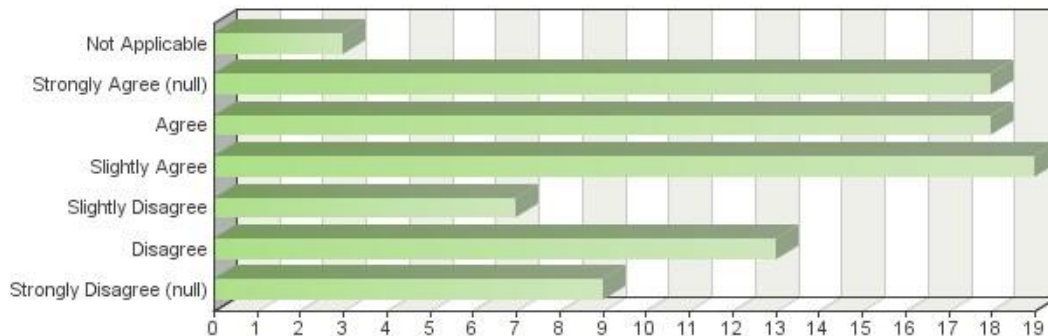
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	7	7	7.61%	7.61%	8.05%	8.05%
Agree	9	16	9.78%	17.39%	10.34%	18.39%
Slightly Agree	21	37	22.83%	40.22%	24.14%	42.53%
Slightly Disagree	14	51	15.22%	55.43%	16.09%	58.62%
Disagree	23	74	25%	80.43%	26.44%	85.06%
Strongly Disagree (null)	13	87	14.13%	94.57%	14.94%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.87	Minimum:	1	Variance:	2.25	
Median:	4	Maximum:	6	Std. deviation:	1.5	

Total answered: 87

Question 39

Using *Turnitin.com* in my NSU courses has helped me to learn about proper citation.



Frequency table

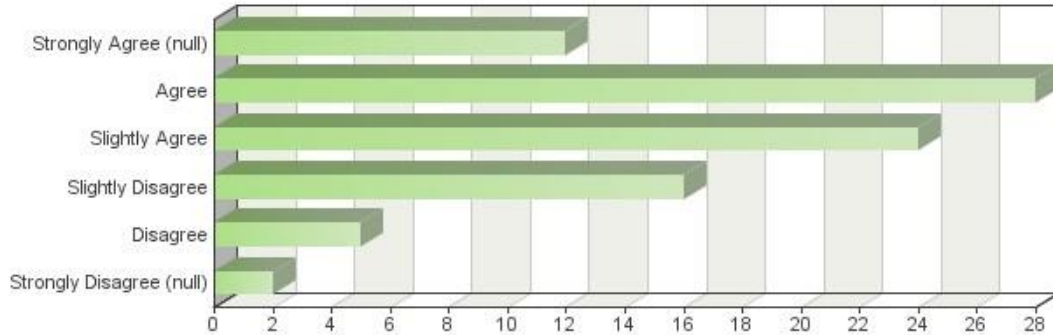
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Not Applicable	3	3	3.26%	3.26%	3.45%	3.45%
Strongly Agree (null)	18	21	19.57%	22.83%	20.69%	24.14%
Agree	18	39	19.57%	42.39%	20.69%	44.83%
Slightly Agree	19	58	20.65%	63.04%	21.84%	66.67%
Slightly Disagree	7	65	7.61%	70.65%	8.05%	74.71%
Disagree	13	78	14.13%	84.78%	14.94%	89.66%
Strongly Disagree (null)	9	87	9.78%	94.57%	10.34%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.07	Minimum:	1	Variance:	2.77	

Median: 3	Maximum: 6	Std. deviation: 1.66
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Total answered: 87

Question 40

I sense that NSU undergraduates care about and want to learn proper attribution and citation skills.



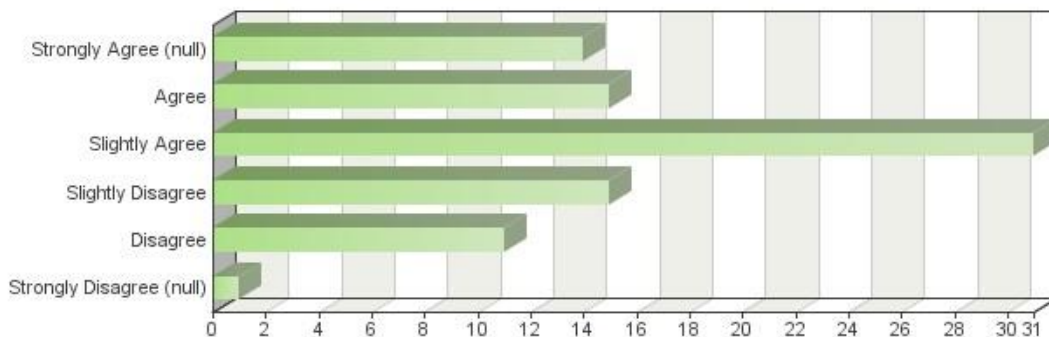
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	12	12	13.04%	13.04%	13.79%	13.79%
Agree	28	40	30.43%	43.48%	32.18%	45.98%
Slightly Agree	24	64	26.09%	69.57%	27.59%	73.56%
Slightly Disagree	16	80	17.39%	86.96%	18.39%	91.95%
Disagree	5	85	5.43%	92.39%	5.75%	97.7%
Strongly Disagree (null)	2	87	2.17%	94.57%	2.3%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.77	Minimum: 1		Variance: 1.46		
Median: 3		Maximum: 6		Std. deviation: 1.21		

Total answered: 87

Question 41

If I am accused of plagiarism and I did not intend to plagiarize, I cannot be penalized or punished by my instructor or school.



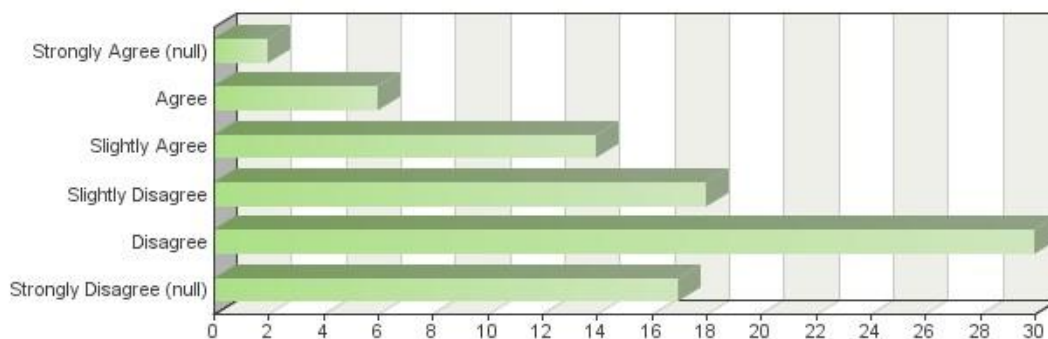
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	14	14	15.22%	15.22%	16.09%	16.09%
Agree	15	29	16.3%	31.52%	17.24%	33.33%
Slightly Agree	31	60	33.7%	65.22%	35.63%	68.97%
Slightly Disagree	15	75	16.3%	81.52%	17.24%	86.21%
Disagree	11	86	11.96%	93.48%	12.64%	98.85%
Strongly Disagree (null)	1	87	1.09%	94.57%	1.15%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.97	Minimum:	1	Variance:	1.62	
Median: 3		Maximum:	6	Std. deviation:	1.27	

Total answered: 87

Question 42

If I discover a term like languaculture on Wikipedia during my internet research, and want to use it in my paper, I do not have to cite the source of the term because it was found on Wikipedia and that means it is common knowledge.



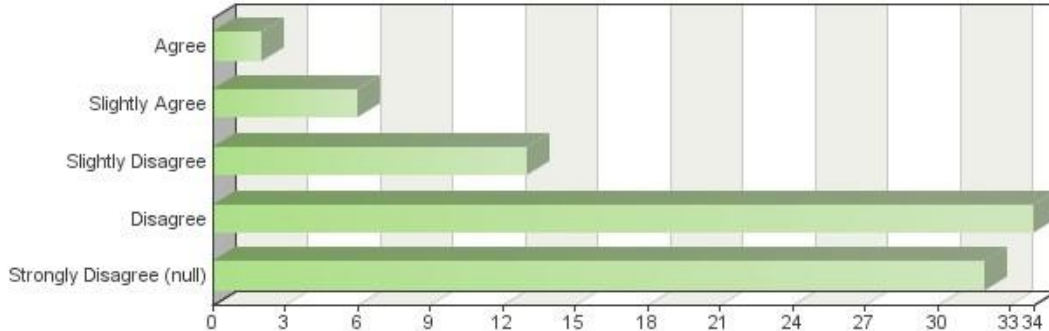
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	2	2	2.17%	2.17%	2.3%	2.3%
Agree	6	8	6.52%	8.7%	6.9%	9.2%
Slightly Agree	14	22	15.22%	23.91%	16.09%	25.29%
Slightly Disagree	18	40	19.57%	43.48%	20.69%	45.98%
Disagree	30	70	32.61%	76.09%	34.48%	80.46%
Strongly Disagree (null)	17	87	18.48%	94.57%	19.54%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	4.37	Minimum:	1	Variance:	1.65	
Median: 5		Maximum:	6	Std. deviation:	1.29	

Total answered: 87

Question 43

If a student asks a family member to write just the introductory section of his or her paper, it is not plagiarism or cheating because there is a 'family member' exception in the rules on plagiarism and cheating at NSU.



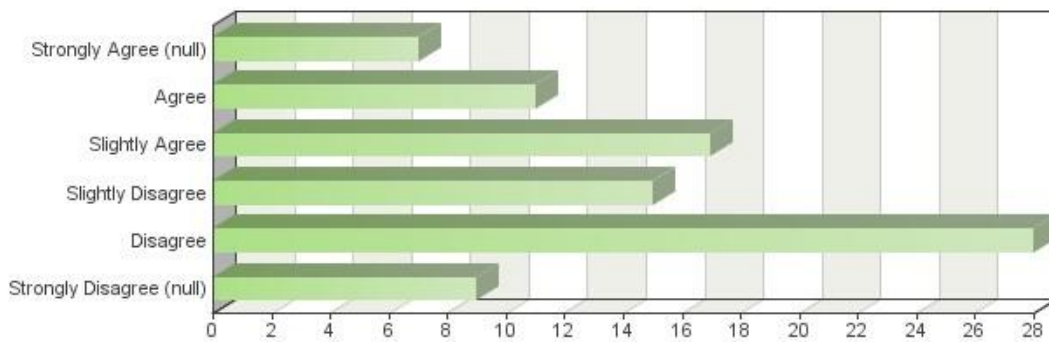
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Agree	2	2	2.17%	2.17%	2.3%	2.3%
Slightly Agree	6	8	6.52%	8.7%	6.9%	9.2%
Slightly Disagree	13	21	14.13%	22.83%	14.94%	24.14%
Disagree	34	55	36.96%	59.78%	39.08%	63.22%
Strongly Disagree (null)	32	87	34.78%	94.57%	36.78%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	5.01	Minimum:	2	Variance:	1.01	
Median:	5	Maximum:	6	Std. deviation:	1.01	

Total answered: 87

Question 44

In my opinion it is just a matter of time before this school will have to deal with a major cheating scandal.



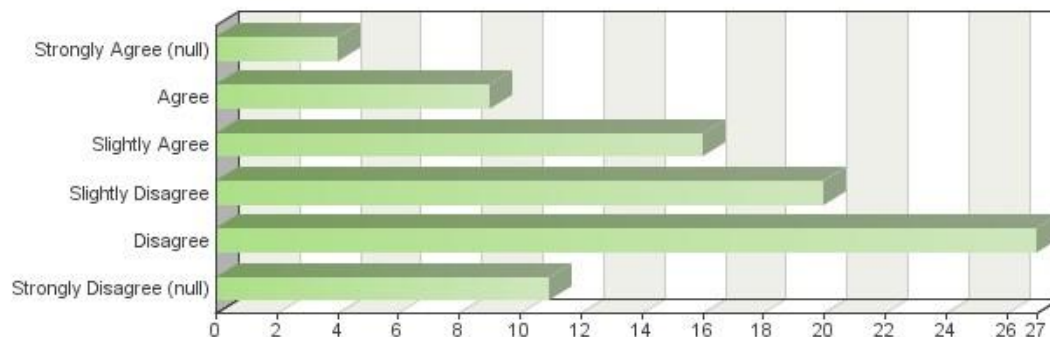
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	7	7	7.61%	7.61%	8.05%	8.05%
Agree	11	18	11.96%	19.57%	12.64%	20.69%
Slightly Agree	17	35	18.48%	38.04%	19.54%	40.23%
Slightly Disagree	15	50	16.3%	54.35%	17.24%	57.47%
Disagree	28	78	30.43%	84.78%	32.18%	89.66%
Strongly Disagree (null)	9	87	9.78%	94.57%	10.34%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	3.84	Minimum: 1		Variance:	2.16	
Median: 4		Maximum: 6		Std. deviation:	1.47	

Total answered: 87

Question 45

My sense is that most NSU instructors avoid dealing with cheaters.



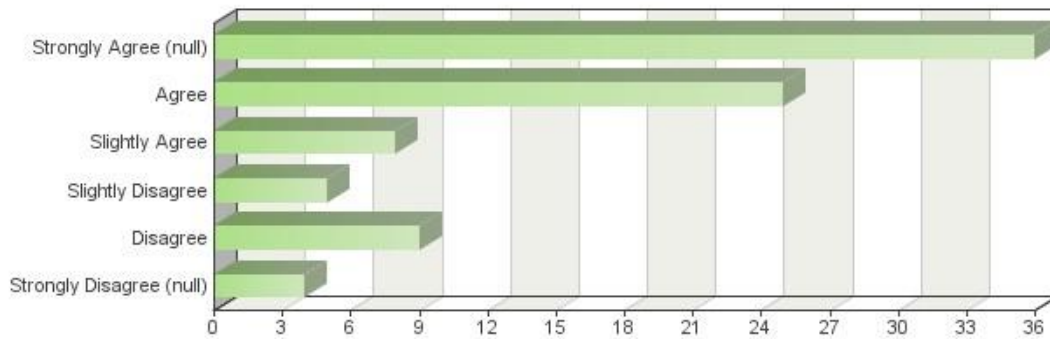
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	4	4	4.35%	4.35%	4.6%	4.6%
Agree	9	13	9.78%	14.13%	10.34%	14.94%
Slightly Agree	16	29	17.39%	31.52%	18.39%	33.33%
Slightly Disagree	20	49	21.74%	53.26%	22.99%	56.32%
Disagree	27	76	29.35%	82.61%	31.03%	87.36%
Strongly Disagree (null)	11	87	11.96%	94.57%	12.64%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	4.03	Minimum: 1		Variance:	1.85	
Median: 4		Maximum: 6		Std. deviation:	1.36	

Total answered: 87

Question 46

Students who cheat are only hurting themselves.



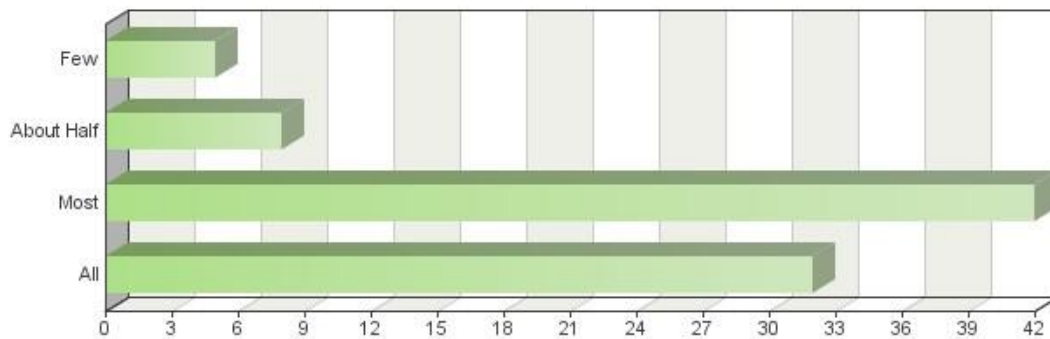
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree (null)	36	36	39.13%	39.13%	41.38%	41.38%
Agree	25	61	27.17%	66.3%	28.74%	70.11%
Slightly Agree	8	69	8.7%	75%	9.2%	79.31%
Slightly Disagree	5	74	5.43%	80.43%	5.75%	85.06%
Disagree	9	83	9.78%	90.22%	10.34%	95.4%
Strongly Disagree (null)	4	87	4.35%	94.57%	4.6%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	2.29	Minimum:	1	Variance:	2.35	
Median:	2	Maximum:	6	Std. deviation:	1.53	

Total answered: 87

Question 47

Please check the appropriate box to complete this statement: _____ of the instructors I've had at NSU have been very clear about what is acceptable and unacceptable academic conduct.



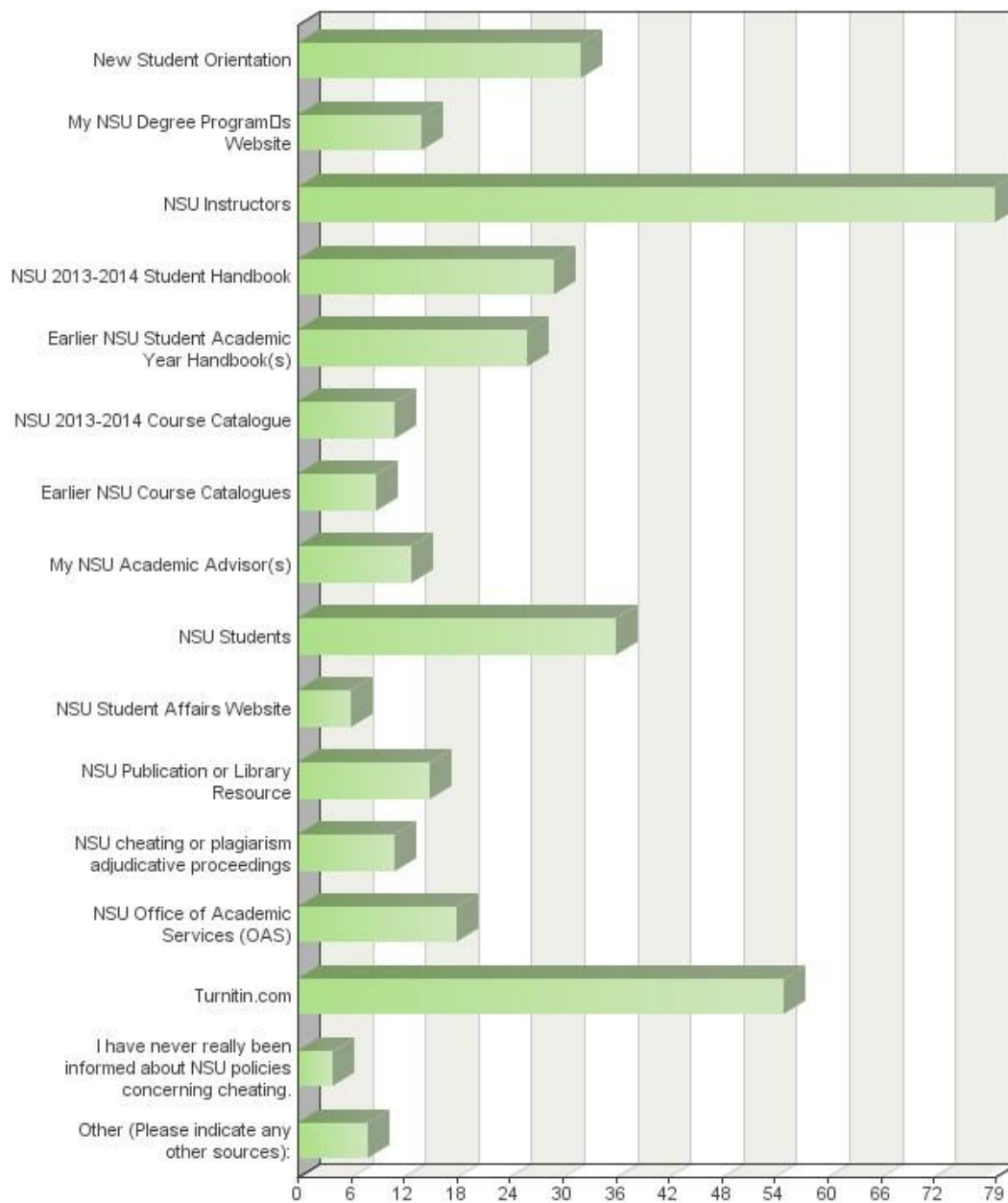
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Few	5	5	5.43%	5.43%	5.75%	5.75%
About Half	8	13	8.7%	14.13%	9.2%	14.94%
Most	42	55	45.65%	59.78%	48.28%	63.22%
All	32	87	34.78%	94.57%	36.78%	100%
Sum:	87	-	94.57%	-	100%	-
Not answered:	5	-	5.43%	-	-	-
Average:	4.16	Minimum:	2	Variance:	0.67	
Median:	4	Maximum:	5	Std. deviation:	0.82	

Total answered: 87

Question 48

Please indicate the sources from which you have learned about academic ethics, academic dishonesty, and/or academic integrity policies at NSU (check all that apply):



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Cum. Adjusted relative frequency
New Student Orientation	32	32	8.74%	34.78%	34.78%	36.78%	36.78%
My NSU Degree Programs Website	14	46	3.83%	15.22%	50%	16.09%	52.87%
NSU Instructors	79	125	21.58%	85.87%	135.87%	90.8%	143.68%
NSU 2013-2014 Student Handbook	29	154	7.92%	31.52%	167.39%	33.33%	177.01%
Earlier NSU Student Academic Year Handbook(s)	26	180	7.1%	28.26%	195.65%	29.89%	206.9%

NSU 2013-2014 Course Catalogue	11	191	3.01%	11.96%	207.61%	12.64%	219.54%
Earlier NSU Course Catalogues	9	200	2.46%	9.78%	217.39%	10.34%	229.89%
My NSU Academic Advisor(s)	13	213	3.55%	14.13%	231.52%	14.94%	244.83%
NSU Students	36	249	9.84%	39.13%	270.65%	41.38%	286.21%
NSU Student Affairs Website	6	255	1.64%	6.52%	277.17%	6.9%	293.1%
NSU Publication or Library Resource	15	270	4.1%	16.3%	293.48%	17.24%	310.34%
NSU cheating or plagiarism adjudicative proceedings	11	281	3.01%	11.96%	305.43%	12.64%	322.99%
NSU Office of Academic Services (OAS)	18	299	4.92%	19.57%	325%	20.69%	343.68%
<i>Turnitin.com</i>	55	354	15.03%	59.78%	384.78%	63.22%	406.9%
I have never really been informed about NSU policies concerning cheating.	4	358	1.09%	4.35%	389.13%	4.6%	411.49%
Other (Please indicate any other sources):	8	366	2.19%	8.7%	397.83%	9.2%	420.69%
Sum:	366	-	100%	-	-	-	-
Not answered:	5	-	-	5.43%	-	-	-
Average:	7.24	Minimum:	1	Variance:	22.18		
Median:	6	Maximum:	16	Std. deviation:	4.71		

Total answered: 87

Survey Respondents' Text Input (as written; Total = 8):

- syllabus
 - blackboard
 - Syllabi
 - course syllabus
 - Super Sharks
 - syllabus
 - Planner
 - compliance meetings
-

Appendix I: NSU Undergraduate Course Catalogue 2013-2014 - Academic Conduct

Retrieved 2/17/2013 from: <http://www.fcas.nova.edu/services/catalog/undergraduate/2013-2014catalog.pdf>

Nova Southeastern University Undergraduate Course Catalog 2013-2014

Student Conduct—Academic Integrity

Students should refer to the NSU Student Handbook's full Code of Student Conduct and Academic Responsibility. Conduct standards, supplementary standards, and university policies and procedures are handled by the NSU Office of the Vice President of Student Affairs or by the individual colleges and schools, as deemed appropriate.

Academic Conduct versus Other Conduct

Nova Southeastern University has established clear expectations regarding student conduct and academic responsibility. When these standards are violated, significant disciplinary action can be expected, including expulsion from the university. Students are expected to abide by all university, college, school, and program rules and regulations as well as all federal, state, and local laws. Students are also expected to comply with the legal and ethical standards of their chosen fields of study. Violations of academic standards are handled by the Office of the Dean in individual colleges and schools.

Academic Integrity in the Classroom

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Faculty members are committed to uphold the standards of academic integrity as described in the NSU Student Handbook. They do their utmost to prevent academic misconduct by being alert to its possibility. If academic misconduct is detected, the faculty member communicates with the student and takes appropriate grade actions within the scope of the course. Faculty members report all violations of academic honesty to their college/school administration. Depending on the severity or reoccurrence of the academic misconduct, academic leadership can impose institutional sanctions. Deans, associate deans, or directors, at their discretion, may immediately suspend students pending a hearing on charges of violations. Sanctions may include disciplinary probation, suspension, or expulsion, including notation on the student's academic transcript. Students found responsible for violations of academic integrity have the option of appealing the sanctions.

Abraham S. Fischler School of Education;

Farquhar College of Arts and Sciences;

H. Wayne Huizenga School of Business and Entrepreneurship; and

Institute for the Study of Human Service, Health, and Justice

Academic Integrity

Faculty members are responsible for assessing classroom conduct including academic misconduct. Faculty members are required to report any incident of misconduct to the college's Office of the Dean. These reports are reviewed for institutional sanction, which is distinct from a grading consequence administered by the faculty member. A first report often results in a letter of warning, while serious infractions can result in institutional sanctions including dismissal. Records of each reported incident are retained in the Office of the Dean. A subsequent report of academic misconduct will likely result in a more serious institutional sanction, such as suspension or dismissal. In cases of significant or repeated instances of academic dishonesty, the Farquhar College of Arts and Sciences will convene an Academic Integrity Committee (AIC), comprised of faculty members and students. The AIC will meet only in cases in which a student wishes to challenge the sanction issued in a case of academic misconduct. The dean of the Farquhar College

of Arts and Sciences may appoint up to five undergraduate students to serve on the AIC. Faculty members from each academic division serves on the committee, appointed by the academic director. The committee has no minimum number of members required for action; meetings are conducted based on faculty and student members present. Students charged with academic misconduct will be notified in writing of the impending sanction and be offered the opportunity to present mitigating evidence in their defense. If a student chooses to take advantage of this opportunity, the dean will convene a meeting of the AIC to consider the student's presentation.

Instances of academic misconduct will likely affect the student's grade in the respective course. The Academic Integrity Committee does not review instructors' evaluation of coursework nor decisions on academic misconduct. Students may appeal a classroom grade consequence of academic misconduct through the instructor and the academic division director. Policies and procedures for appeal of grades are outlined in the Problem Resolution Procedures section, located in Academic Resources and Procedures, as well as in the Grievance Process sections within the individual college and school portions of this catalog. Following review of students' presentations, the AIC decides whether a revision of consequences is warranted. The committee will make a recommendation to the dean, who will then make a final decision. A report of academic misconduct for a student in the Undergraduate Honors Program or the Dual Admission Program

requires a review meeting to determine whether the student's status in that program should be terminated. Both programs have requirements of the highest standard of conduct.

College of Health Care Sciences and College of Nursing

Academic Honesty Policy

The following policy and procedure apply specifically to the College of Health Care Sciences and the College of Nursing as a supplement to the policy in the university-wide Student Handbook. Faculty members who have reasonable cause to believe that a student has committed an act of academic dishonesty may give the student a failing grade for the course and/or refer the student to the Academic Honesty Committee (AHC) of the student's respective college for disciplinary recommendations. The Academic Honesty Committee is composed of faculty representatives from each discipline within the College of Health Care Sciences and the College of Nursing. Once a student is referred to the AHC, the student is notified in writing as to his or her right to a formal hearing before the committee. The committee's chair will advise the dean of committee recommendations. The dean will notify the student in writing of the final disciplinary decision. Students have the right to appeal the dean's decision within five working days of receipt of notification, by submitting a written appeal to the chair of the appeals committee. Appeals not submitted within the aforementioned timeframe shall not be heard.

Code of Academic and Clinical Conduct—Undergraduate Nursing Program

The Nursing Department supports the following Code of Academic and Clinical Conduct adopted by the National Student Nurses Association (NSNA) House of Delegates in 2001.

Preamble

Students of nursing have a responsibility to society to learn the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities in actively practicing that care while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the code provide guidance for the nursing student in the personal developments of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, nursing faculty members believe that ethical principles are a necessary guide to professional development. Therefore, within these environments students should:

- Advocate for the rights of all clients
- Maintain client confidentiality
- Make appropriate action to ensure the safety of clients, self, and others
- Provide care for the client in a timely, compassionate, and professional manner
- Communicate client care in a truthful, timely, and accurate manner
- Actively promote the highest level of moral and ethical principles and accept responsibility for their actions
- Promote excellence in nursing by encouraging lifelong learning and professional development
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual belief
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students
- Encourage faculty members, clinical staff, and peers to mentor nursing students
- Refrain from performing any technique or procedure for which the student has not been adequately trained
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research
- Abstain from the use of substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Student Conduct—NSU Code of Student Conduct

Excerpt from the NSU Student Handbook

(www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf):

Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of behavior and academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

Code of Student Conduct Statement

The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other

members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Dean of Student Affairs or by the individual academic college, center, or school as deemed appropriate. Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs Web site. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

Nova Southeastern University

Statement of Student Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence. Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university
- Scrupulous respect for the equal rights and dignity of others
- Dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and academic center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County, the state of Florida, as well as any other laws, rules, and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations

A. Academic Standards

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

- 1. Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- 2. Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- 3. Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code
- 4. Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should

avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

1. Original Work:

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit.

Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of Another Author: All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center. At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) are considered plagiarism at Nova Southeastern University.

3. Tendering of Information: All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited:

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:

- Plagiarism
- Any form of cheating
- Conspiracy to commit academic dishonesty
- Misrepresentation
- Bribery in an attempt to gain an academic advantage
- Forging or altering documents or credentials
- Knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

5. Additional Matters of Ethical Concern:

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws.

Violations of conduct standards include, but are not limited to

- a. theft (including shoplifting at any university service center, e.g., bookstore, food service facility), robbery, and related crimes
- b. vandalism or destruction of property
- c. disruptive behavior / disorderly conduct (e.g., in residence halls and classrooms, or at university-sponsored events, on or off campus)
- d. physical or verbal altercation, assault, battery, domestic violence, or other related crimes
- e. gambling
- f. possession or use of firearms; pellet, air soft, and paint ball guns; fireworks; explosives; or other dangerous substances or items
- g. possession, transfer, sale, or use of illicit and/or illegal drugs or alcohol if a minor
- h. appearance in class or on campus under the apparent influence of drugs or alcohol, illegal or illicit drugs or chemicals
- i. any act or conspiracy to commit an act that is harassing, abusive, or discriminatory or that invades an individual's right to privacy; sexual harassment; discrimination and abuse against members of a particular racial, ethnic, religious, on the basis of sex / gender, sexual orientation, marital status or cultural group and/or any other protected group or as a result of an individual's membership in any protected group
- j. sexual misconduct
- k. stalking
- l. unacceptable use of computing resources as defined by the university. Students are also subject to the Acceptable Use of Computing Resources policy at www.nova.edu/common-lib/policies/aucr.policy.html.
- m. impeding or obstructing NSU investigatory, administrative, or judicial proceedings
- n. threats of or actual damage to property or physical harm to others
- o. "Hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. Hazing includes, but is not limited to, pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements; forced consumptions of any food, liquor, drug, or other substance or other forced physical activity that could adversely affect the physical health or safety of the student; and any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers legal and legitimate objective. (Florida Hazing Law, 1006.63) Engaging in, supporting, promoting, or sponsoring hazing or violating university rules governing hazing is prohibited.
- p. failure to pay tuition and fees in a timely manner
- q. embezzlement or misuse of NSU and/or student organizational funds or monies
- r. failure to comply with the directives of NSU officials
- s. violation(s) of the terms or condition of a disciplinary sanction(s) imposed
- t. violation of any policy, procedure, or regulation of the university or any state or federal law, rule, regulation, or county ordinance
- u. fraud, misrepresentation, forgery, alteration or falsification of any records, information, data, or identity
- v. plagiarism** [highlight supplied by researcher]
- w. possession of drug paraphernalia
- x. use of another student's ID card

2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the Code of Ethics for Computer Usage. The university and each center or program may prescribe additional standards for student conduct. Reasonable notice may be provided when additions or changes are made to the standards for student conduct. Students should refer to their center and/or Student Affairs Web site for policy updates or changes.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans, associate deans, or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standards violations. Violations of academic, conduct, or supplemental standards are subject to disciplinary action, up to and including, expulsion from the university. Violations of academic standards will be handled through the student's academic college, school, or center. Violations of conduct or supplementary standards will be handled by the Office of the Dean of Student Affairs or by the individual academic college, school, or center as deemed appropriate.

E. Sanctions

If the student is found in violation of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures, one or more of the following sanctions may be imposed. The following list is only illustrative. The university reserves the right to take additional disciplinary action as it deems appropriate.

1. Expulsion:

Permanent dismissal from the university with no right for future readmission under any circumstances. A student who has been expelled is barred from campus and/or visiting privileges.

2. Suspension:

Mandatory separation from the university for a period of time specified in an order of suspension. An application for readmission will not be entertained until the period of separation indicated in the suspension order has elapsed. Readmission is subject to approval of the university. During the period of suspension, the student is barred from campus visiting privileges unless specific permission is granted by the dean of student affairs or designee.

3. Temporary Suspension:

Action taken by the dean of student affairs / associate dean of student affairs, which requires a student's temporary separation from the university until a final determination is made of whether or not a student is in violation of the Code of Student Conduct and Academic Responsibility.

4. Final Disciplinary Probation:

A disciplinary sanction serving notice to a student that his / her behavior is in flagrant violation of university standards, under which the following conditions exist:

a. The sanction is for the remainder of the student's career and may be reviewed by the dean of student affairs no sooner than two regular academic semesters or equivalent after the sanction is imposed. After two semesters in attendance, a student may initiate a request in writing for reduction of the sanction to disciplinary probation, but must also demonstrate reason to substantiate the request.

b. Another violation of the Code of Student Conduct and Academic Responsibility will at a minimum result in suspension.

5. Disciplinary Probation:

A disciplinary sanction serving notice to a student that his / her behavior is in serious violation of university standards. A time period is indicated during which another violation of the Code of Student Conduct and Academic Responsibility will automatically raise the question of a more severe sanction (suspension or expulsion) if the student is found in violation.

6. Disciplinary Warning:

A disciplinary sanction serving notice to a student that his / her behavior has not met university standards. This sanction remains in effect for a designated number of semesters of attendance after which it is expunged from the student's file.

7. Verbal Warning: A verbal warning is a verbal admonition to the student by a university staff member that his / her behavior is inappropriate. A verbal warning will be noted in the student's file for a period of time after which it is expunged from the student's file.

8. Fines: Penalty fees payable to the university for violation of certain regulations with the Code of Student Conduct and Academic Responsibility.

9. Restitution: Payment made for damages or losses to the university, as directed by the adjudicating body.

10. Restriction or Revocation of Privileges: Restriction or revocation of privileges is the temporary or permanent loss of privileges, including, but not limited to, the use of a particular university facility, visitation privileges, and parking privileges.

11. Termination or Change of Residence Hall Contract/Accommodation: Termination or change of residence hall contract/accommodation is a disciplinary sanction that terminates or changes the Residence Hall Contract/Accommodation. This should be accompanied by another form of disciplinary action. It is considered permanent unless lifted by the vice president of student affairs / associate dean of student affairs / director of residential life or designee.

12. Counseling Intervention: When extreme behavior indicates that counseling may be beneficial, the student may be referred to counseling.

13. Other Appropriate Action:

Disciplinary action not specifically outlined above, but approved through the dean of student affairs / associate dean of student affairs or designee.

14. Parent / Legal Guardian Notification:

NSU personnel reserve the right to contact or notify a student's parent(s) or legal guardian(s) of a minor student, under 21 years of age, in writing or by phone, when alcohol or drug violations of university policy occur, and/or when NSU personnel determine a student's safety and/or welfare is at risk.

F. Appeal Process An appeal of disciplinary action taken by the Office of the vice president of student affairs or its designee must be made in writing to the dean of student affairs within 72 hours of the receipt of the written disposition of the hearing. In appealing a disciplinary decision, the appeal must fall into one of the following categories:

1. The student has new evidence that was not available prior to the original hearing
2. The disciplinary process was not adhered to during the student's hearing
3. The sanction(s) do not relate appropriately to the violation.

A written decision will be provided by the vice president of student affairs within a reasonable amount of time from receipt of the appeal request. The decision of the vice president of student affairs will be final. For appeals of disciplinary action taken by individual colleges, centers, or schools, please consult the preceding Student Conduct—Academic Integrity section of this catalog.

Biographical Sketch

Consuelo Doria Kelley is a doctoral student in the Department of Conflict Analysis and Resolution (DCAR) at Nova Southeastern University (NSU). She is a graduate of Yale College (B.A. 1976) and Yale Law School (J.D. 1980) and a member of the District of Columbia Bar. During her graduate studies at NSU she served as a teaching and graduate assistant to DCAR faculty and as editor of numerous faculty publications and student dissertations. She received the Kathleen Harmon DCAR Scholarship in 2009, was elected DCAR Representative to NSU's Student Government Association for the academic year 2010-2011, named 2012 Student of the Year by the School of Humanities and Social Sciences (SHSS), and nominated by SHSS for the NSU 2012 Student Life Achievement Award as Student of the Year. She is co-editor with Dr. Cheryl Lynn Duckworth of *Conflict Resolution and the Scholarship of Engagement: Partnerships Transforming Conflict* (2012). Born and raised in Puerto Rico, Consuelo is passionate about her remarkable two sons, inspired daily by her piano and oil paints, and deeply committed to strategic enhancement of the conflict resolution teaching and learning experience.