



Part time faculty's enforcement of academic integrity policies

Dr. Timothy Raynor, Rebecca Ciullo MBA candidate
Ernest C. Trefz School of Business
University of Bridgeport, Bridgeport, CT

Abstract

The research examined material on academic integrity/honor codes in higher education, faculty enforcement of honor codes, faculty perceptions of honor codes, perceptions of full time vs. part time faculty of the higher education experience, higher education leadership, honor codes in business degree programs, student course evaluations and faculty reactions to student course evaluations.

Hypothesis

Multiple factors do influence part time faculty members behavior and cause them to have a lower enforcement rate, e.g. lack of a connection to the institution, lack of time, lack of desire, apathy, fear of student reprisal or lack of institutional support.

The Study Participants

304 Total Participants (Business faculty)

283 Part Time Faculty

21 Full Time Faculty

Degree Program (primary course load)	Full time faculty	Part time faculty	Total faculty
Bachelors	12	179	191
Masters	5	100	105
Doctoral	4	4	8
Total	21	283	304

Literature Point

Literature	Findings	Author(s)
Creating a Campus Culture of Integrity: Comparing the Perspectives of Full- and Part-time Faculty.	A difference does exist between full and part time faculty when dealing with academic integrity issues...“their interest, willingness and ability to participate in the campus dialogue about integrity in structurally constrained.”	Hudd., Apgar, Bronson, & Lee (2009)
Honor Codes and Other Contextual Influences on Academic Integrity	Students cheat more when they believe that the faculty member is ambivalent or apathetic towards academic dishonesty and does not enforce the institution's policy.	McCabe, Trevino, & Butterfield (2002)

Literature Findings

Those part time faculty that did not respond to academic dishonesty

Lack of evidence	82.0%
Avoidance	12.2%
Limited Time	12.2%
Lack of Support	9.8%
Academic Dishonesty is not a serious problem	9.8%

- There is a difference between faculty status (full time/part time) and faculty connection to the institution.
- The top 3 reasons why Part-Time Faculty feel a disconnect with the university and therefore do not strictly follow the University's Honor Code: *Working conditions, No official or designated office space, and Poor quality classes*
- Unfavorable conditions for Part-time employees result in a disconnect with the University's values, culture, and honor code.

Faculty Understanding and Perception the University's Effectiveness

Faculty response to:	Full time and Part time			
	Full-time		Part-time	
	Mean	Standard Deviation	Mean	Standard Deviation
Your understanding of university policies	4.60	.83	4.34	.75
Our student judicial process is fair and impartial	4.00	.53	3.24	.92
Severity of penalties for cheating	3.46	.92	3.44	1.02
Effectiveness of the University's Academic Integrity policies	3.26	.96	3.47	.85

Conclusion

- Full time faculty perceived and believed the student judicial process to be more fair and impartial in comparison to part time faculty.
- Full time faculty perceived and believed that students should be held responsible for monitoring the academic integrity of other students in comparison to part time faculty.
- Full time faculty are more connected to the institution and in a better position to observe students, are aware of academic dishonesty issues, know repeat offenders, and are more aware of the institutions discipline policy compared to part time faculty.
- Part time faculty's perceptions of the university's judicial process might be different than full time faculty's perceptions because they may not be aware, may not care or have knowledge about the judicial process at the institution. Full time and part time faculty addressed cheating the vast majority of the time