

Detect, Deter, and Disappear: The Plagiarism Prevention Project at Bilkent University, Turkey

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1. Introduction:

The purpose of this paper is to describe the on-going “Plagiarism Prevention Project” at Bilkent University, Ankara, Turkey. This project was launched in February 2010, at the start of our spring semester, and our intention today is to describe the background to the project and the reasons for launching it, to outline the main elements of the project, and to show what we have accomplished to-date. We plan to share some preliminary results, relating to plagiarism in postgraduate dissertations, as well as hopefully elicit suggestions and comments from other members of the Conference. We will start however by saying a little about Bilkent University and describing its students.

2. Background

2.1. Bilkent University

Bilkent University was established in 1984 by the late Prof. İhsan Doğramacı. It was the first private or foundation university in Turkey. The students were admitted in 1986 and for the academic year 2009-10 there are over 12,000 students. With a few exceptions, such as foreign language classes, as well as Turkish Literature and certain Law courses, formal instruction at Bilkent is in English. Over 25% of the university’s teaching faculty are non-Turks and, of the Turkish faculty, about 30% pursued their graduate studies abroad, especially in North America and Europe.

2.2. Bilkent Students: as “overseas students”

For higher educational institutions, like Bilkent University, which are located in non-Anglophonic countries but have an English-medium curriculum, the large majority of students are in fact EFL/ESL students, in contrast to most universities in Turkey which are Turkish-medium, or in contrast to universities in the UK where most students are native English speakers. Thus, in the academic year 2009-10, 2385 new undergraduate students were admitted to Bilkent University, though of these only 514 passed the Certificate of Proficiency in English Examination (COPE) and were able to enter their chosen departments and programmes directly. The remaining 1871 therefore entered the preparatory programme of the School of English Language (BUSEL) where they will participate in an intensive course of English tuition for one or two years. Bilkent undergraduates continue to receive English

language tuition in their first year proper, irrespective of whether they entered immediately from the university entrance examination or had to study at BUSEL first.

In this sense, our students may be compared with the “overseas” students -- notably those from China and other parts of the Far East -- whose plagiarizing habits have been discussed by “western” scholars except that, for Bilkent, these second-language students constitute the vast majority rather than a conspicuous minority. Previous studies have often highlighted not only the differences of linguistic ability between native and non-western students, but also differences in their respective educational and cultural backgrounds, as contributing factors in their respective levels of plagiarism, though recent researchers have stressed the need to go beyond mere stereotyping and “orientalist” condescension towards foreign students in order to get to the roots of the problem. (Liu 2005; Flowerdew and Li, 2007; Bloch, 2008; Sutherland-Smith 2008, pp. 87-96; Wheeler, 2009)

As just mentioned, in addition to the problem of language skills, research has suggested that the educational and cultural backgrounds of many overseas students have contributed to an apparent tendency to plagiarize. Bilkent students, like all Turkish university students, have for the most part been through a secondary school system that has not necessarily prepared them for the demands of a rigorous tertiary education. Entrance to higher education in Turkey is only possible by passing the annual and centrally administered Student Selection Examination or *Ö renci Seçme Sınavı* (ÖSS), which involves answering 180 multiple-choice questions in a variety of subject areas during the course of 195 minutes. Most Turkish high schools focus primarily on preparing their pupils for this exam and many candidates also attend so-called “dershanes” (lit. “lesson houses”) during the evening or at weekends in order to receive extra tuition. The nature of this system means that many students have not been encouraged to study independently and think critically, or taught how to research and write an original piece of work. The inevitable emphasis on rote learning for multiple-choice exams means that many Turkish undergraduates have done little before going to university except memorize and reproduce specific facts and fixed phrases in order to succeed; and for such individuals the idea of copying chunks of text in an essay or memorizing the such text for an exam may not seem to be particularly wrong or dishonest.

2.3. Plagiarism at Bilkent ?

Student plagiarism at Bilkent University can take a number of forms. At the most basic level, more or less the entire student body is composed of second-language students whose proficiency in English, even after passing out of BUSEL, can vary significantly. For those

with a relatively poorer command of academic English, the temptation to cut and paste from Internet sites in order hopefully to avoid low grades in written work must be strong. Indeed, even those students who have a better grasp of English are still developing their ability to write the language independently (including many graduate students, in my experience), and significant textual similarity in their cases may often reflect an inability to re-write or paraphrase properly rather than intentional plagiarism. This kind of unintentional plagiarism has been termed variously *language re-use*, *nontransgressive intertextuality* and most commonly *patchwriting*. (Flowerdew & Li 2007; Pecorari, 2003 & 2008; Howard, 1993) Only that minority who attended English-medium high schools might have already found their “voice” before joining the university. Plagiarism detection programmes do not have the explicit ability however to distinguish between an example of patchwriting and intentional plagiarism. In addition, the fact that almost all undergraduates at English-medium “international” universities such as Bilkent are ESL students must have a significant impact on the *collective* attitude towards language and plagiarism among the student body. Research has shown that some English-speaking students admit to plagiarizing because they feel “everybody does it” -- even though in fact everybody does not do it. One might wonder how much greater this attitude might be among a study body composed almost entirely of English learners. Finally, as the first language of most of Bilkent students is Turkish, then the scope for so-called “translation plagiarism” must be higher than, for example, in the UK where most students are studying in their native language and, in many cases, do not have a high enough proficiency in a foreign language to allow them to translate from that language into English easily. For the humanities and social sciences especially, where subject-relevant texts exist in Turkish exist in print and/or on the Web, there is again the temptation to translate these texts into English and then present it as one’s own work. Although this sort of plagiarism cannot be detected by such software programmes as Turnitin, in some cases at least it can be spotted “manually” by instructors when, for instance, students retain Turkish orthographic conventions for proper names.

3. The Plagiarism Prevention Project

3.1. Background: Library Workshop

The Plagiarism Prevention Project was launched by Bilkent University Library in the Spring Semester of 2009-10 and grew out of a workshop organized by the Library in November 2009. In this case, we planned to promote Turnitin while discussing plagiarism in general. At the end of the workshop, the participants were given a short survey and we received 16

responses. Most respondents (13) considered plagiarism and related ways of “cheating” to constitute a serious problem at Bilkent University. Of the forms of plagiarism encountered, almost all (15) identified cutting and pasting from the Internet. Some had also experienced copying from printed sources as well as databases and e-journals, and a few mentioned translation and idea plagiarism (3 and 4 respectively). Reasons for plagiarizing included laziness/ease (12 responses) and lack of knowledge (11), as well as grade pressure (8) and time management problems (5). The majority of respondents (11) had not used Turnitin before, but most (14) were planning to start (or continue) to use it in the future. Obviously, this was a rather small survey of a relatively specific group of instructors; and the fact that they had chosen to take the time to attend the workshop means we were, up to a point, “preaching to the converted”. To achieve a fuller and more comprehensive understanding of plagiarism and of attitudes towards plagiarism at Bilkent University, a larger scale undertaking would be necessary.

3.2. Aims and Plan of the Project

The aims of the project are to study the plagiarism problem at Bilkent University and then to make a series of informed recommendations to the university administration and teaching faculty. In order to achieve the first aim, we need to determine, on the one hand, the *perceived* problem among students and academics, and, on the other, *actual* problem in so far as it can be determined with any accuracy. Firstly, we will prepare separate surveys for students and faculty members and these surveys will represent what might be termed the “theory” of plagiarism at Bilkent University. Secondly, we will collect and analyze quantitative data from Turnitin and this will be taken to represent the “reality” of plagiarism at Bilkent. Our ultimate aim is to compare the theory and the reality in order to gain a fuller understanding of the problem in order to be in a stronger position to propose realistic and practical solutions. To-date, we have prepared the surveys but have not administered them, and we have started collecting and collating some data from Turnitin.

3.2.1. Surveys: Plagiarism in Theory

The proposed texts of the two surveys are given below as an appendix. The appended documents are in English, but to maximize responses and understanding we will also prepare a Turkish version of the student survey at least. The surveys will be administered anonymously, to encourage participation and truthful responses. A short introductory paragraph will seek to explain the purpose the survey and the value of responding.

The student survey has two parts. The first serves to determine some basic demographic data about the student respondents: gender, faculty and student status. In addition, undergraduates – who will presumably constitute the majority of those surveyed – will also be asked to indicate their year (including “prep” for those still in BUSEL), their current GPA, and their reason(s) for studying at Bilkent. Postgraduate students will be expected to indicate whether they are Master’s or doctoral students. The purpose of collecting this demographic data is to determine whether different kinds of student (male-female; undergraduate-postgraduate, etc) admit to a different perception of plagiarism and to varying plagiarizing behaviour. The second section of the survey is intended to allow the students to indicate their understanding of what plagiarism is (a number of traditional and maybe even not-so traditional definitions could be included here). If most Bilkent students have a different idea of plagiarism from their instructors or from what is discussed in the scholarly literature, then this is worth knowing. The students will then be asked to describe their own plagiarism: have they ever plagiarized; how often; how; and why? These four questions are the core of the survey and will obviously form the basis for a theoretical understanding of student attitudes and perceptions of plagiarism at Bilkent University.

The survey as it currently stands will end with three short questions: one relating to Turnitin; the next to the University’s approach to plagiarism; and finally whether the students consider plagiarism to be a “bad thing”. This last question has been deliberately left until the end in order to avoid making explicit reference to the negative character of plagiarism implicit in the fact that the survey is being done in the first place. I wonder whether a different set of responses could be expected if this final question were posed nearer the start of Section 2? The seventh question, relating to Turnitin, is intended to determine whether students who have had to submit their papers for plagiarism detection have a different perception of plagiarism than those who have never had to use Turnitin and may even be unaware that such programmes exist. One of the reasons for the workshop last November was to promote Turnitin, and we are continuing to do so more proactively, but overall usage is still relatively low (see below) and the majority of Bilkent students have not experienced Turnitin. The ideas of those who have may be significant.

A second survey will be administered to faculty members with the purpose of gaining an impression of their understanding and perception of plagiarism at Bilkent University. This survey will also be divided into two sections: one demographic (though less detailed than in the student survey) and a second section which will ask questions with a similar focus to those in the student survey, but obviously from a different perspective. Deliberately making the

successive questions comparable will hopefully help to highlight any notable differences in the respective attitudes of students and academics. This might be especially interesting for the How and Why questions: what do the students claim to have done as opposed to what their teachers think they had done. As other studies have shown (eg., Hard, et al., 2006), student and faculty perceptions of plagiarism can at times be different. Again, we will ask the instructors whether they have ever used Turnitin and see if those who have experience of the programme have a different perception of plagiarism from those who have not.

It is hoped that these two surveys will provide some indication, in theory, of Bilkent students' and instructors' perception of plagiarism and (for the students) of their own plagiarizing behaviour. Obviously, we cannot take the results of the surveys simply at face value. There is a vast corpus of published research on the problems of administering and analyzing surveys which must be taken into account. Furthermore, we would be especially grateful for any suggestions on how the survey could be improved in order to make the results are accurate and trustworthy as possible.

3.2.2. Turnitin: Plagiarism as Reality

Since Bilkent University library first subscribed to Turnitin in 2007, a total of 186 instructors have registered and 163 have actively used it in their courses. These figures not only include university instructors but also some teachers at the schools attached to Bilkent, but exclude use of the database by librarians or university administrators.

We will use Turnitin in our project in two ways. Firstly, instructors of large undergraduate survey courses have been asked to use Turnitin in their classes, and a variety of departments and student age cohorts will be targeted. In addition, the Library itself will systematically submit postgraduate electronic theses to Turnitin. The raw data from Turnitin will accordingly be correlated with other information about the relevant students, such as grades, department, year, gender etc., to determine whether certain types of student are more likely to plagiarize than others. At the time of writing, we are still in the middle of the spring semester and undergraduate courses are not yet complete. Furthermore, to collect sufficient data, it is intended to delay full analysis until after the fall semester of next academic year. We have however completed work on the existing body of postgraduate theses and the results will be given here.

3.3. Theses and Turnitin: Graduate Plagiarism?

Of course, undergraduate students are not the only people to plagiarize, and postgraduates as well as professional academics can also be guilty of plagiarism. One of the suggestions arising from our workshop in November was that we might start by examining levels of plagiarism in Bilkent University Master's and doctoral dissertations using Turnitin. This work is currently underway and we will here describe our work to-date, mention some of the problems, and share some preliminary results.

3.3.1. Methodology and Problems

Bilkent University has been receiving electronic copies of graduate theses since 2001, though it should be added that submission of a digital version is not compulsory and (presently) only required of those students who wish their theses to be subsequently made available online. Those who do not wish to have their thesis uploaded are only asked to give a print copy to the Library. Since 2001 a total of over 1300 e-theses have been received. We planned to submit all of them to Turnitin.

A number of librarians were assigned a more or less equal selection of theses, organized alphabetically by surname, and asked to submit them to Turnitin. In addition, each librarian was asked to complete a table (in Excel) recording the author and title of the theses, as well as the degree (MA or Ph.D.), year, and department and faculty. The final two columns were used to record the first similarity report (%) and then the percentage after "quotations" and bibliography had been excluded. The resulting tables were then collated into a single document, and the gender of the author added according to first name. The plan was to detect plagiarism by Bilkent postgraduate students and then to analyze the cumulative data according to a number of variables – gender, degree, academic discipline, and date – to determine whether any significant patterns emerge. In the light of any patterns, the Library would make appropriate recommendations to the university's administration.

A number of problems emerged during the early stages of submitting the theses to Turnitin that, in different ways, undermine the accuracy of the similarity reports generated for many theses. For example, although most of the dissertations are in PDF, the format of some files was corrupted. In a few cases, this was only noticed after the relevant thesis had been submitted to Turnitin. The uploaded text was gibberish and the similarity report could tell us nothing. More significantly, since these theses were available online, it was suggested early on that we might expect an initial 100% similarity in all cases. In fact, this did not happen for all theses, though many did register a 90-100% similarity that was reduced drastically when the relevant source (usually easily spotted) was removed and the similarity report adjusted

accordingly. In some cases, individual departments, especially in the engineering faculty, had already uploaded the theses themselves and so this source had to be removed too.

The fact that we were submitting “old” documents to Turnitin, meant a number of other problems occurred. What, for instance, does it mean if a thesis which had been examined and passed at Bilkent University in, say, 2004, registers a significant percentage of similarity with a document which was submitted to Turnitin in 2005 or later? If the *publication* date of the other document is 2005 or later, then it is possible that the author of this document had in fact plagiarized the Bilkent thesis. On the other hand, if the document had been written and published before 2004, then the Bilkent graduate may indeed have been the plagiarizer. Here the problem is that only Internet sources and documents termed “publications” (ie., e-journal articles etc) could be traced; anything submitted to Turnitin by another institution (classified as a “student paper”) is not immediately viewable without requesting special permission. Alternatively, it is possible that both the Bilkent student and the author of the other document had each independently plagiarized a third source not currently in the Turnitin database. Obviously, we simply don’t have the time to go through each such case and determine (if at all possible) the direction of plagiarism.

Furthermore, many postgraduates, especially Ph.D. students, publish the results of their research either during the process of writing their dissertation or shortly afterwards. Indeed, Bilkent doctoral students are required to have published a journal article, or at least to have had one accepted for publication, before they can submit their dissertation for examination. Consequently, many such papers, often co-authored with the thesis supervisor, which were in the Turnitin database registered a significant percentage of similarity with the thesis or a part thereof, and again the relevant source should ideally be removed for the similarity to be more accurate. Such papers often also recur as both “publications” in a journal but also as open access papers online. At this stage we are not concerned about this kind of “self-plagiarism” by postgraduate students but the existence of such papers in Turnitin presented problems for the similarity report. Finally, students in the social sciences and history especially often quote extensively or in total relevant legal or political documents which are also available online. Such documents might be given in an appendix with no “quotations” for Turnitin to exclude, and again often exist on more than one website. In this case, it was frustrating to remove the relevant source from the cumulative view, only to find the same text re-appearing as detected from a different site, and so on.

The result of these various problems is that, for many of the Bilkent e-theses submitted to Turnitin, the accuracy of the similarity index is open to some doubt and can only be

rendered more accurate by painstakingly going through each thesis and in turn removing (where possible) “sources” which are in fact pre-existing copies of the same thesis, or are papers written by the same author, and so forth.

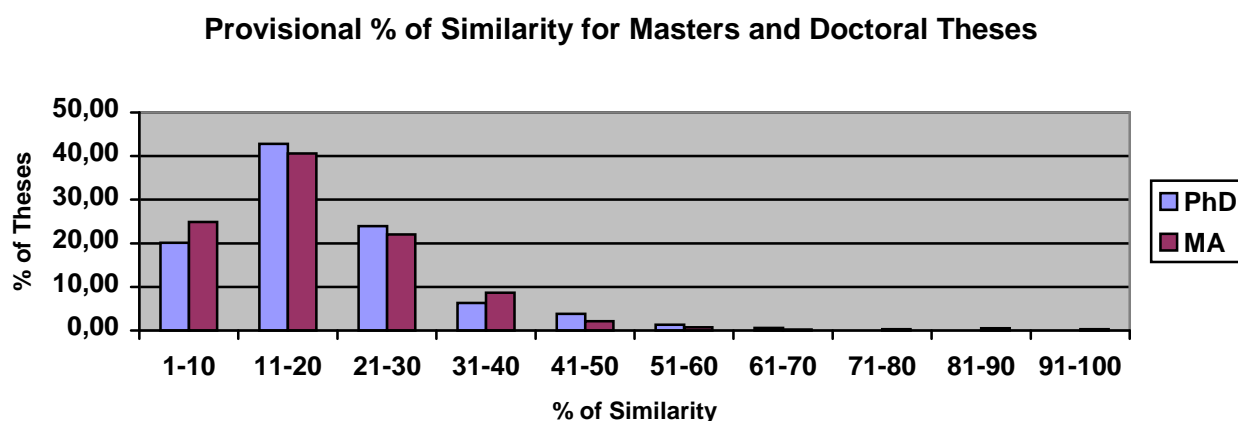
3.3.2. Results

We will examine plagiarism in the theses by type, by gender of author and by faculty/discipline. However, it should be stressed at the outset that the absolute figures, as represented by the Turnitin “similarity index”, should not be assumed to reflect actual levels of plagiarism: in addition to the problems discussed above, other factors probably mean that the percentage of similarity in most cases is over-estimated. The data given below can be taken therefore as an indication of relative patterns.

Table 1 below indicates the (provisional) similarity report for all theses as well as for Master’s and doctoral theses individually. Absolute numbers are given in addition to percentage.

Similarity	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
All	306 (24.2%)	519 (41%)	282 (22.3%)	107 (8.5%)	29 (2.3%)	10 (0.8%)	3 (0.2%)	3 (0.2%)	5 (0.4%)	3 (0.2%)
MAs	273 (24.6%)	450 (40.6%)	244 (22%)	97 (8.7%)	23 (2.1%)	8 (0.7%)	2 (0.2%)	3 (0.3%)	5 (0.5%)	3 (0.3%)
PhDs	32 (20.1%)	68 (42.8%)	38 (23.9%)	10 (6.3%)	6 (3.8%)	2 (1.3%)	1 (0.6%)	0 (0%)	0 (0%)	0 (0%)

The patterns for the two types of thesis are shown visually in Chart 1:



If the same data is analyzed according to the gender of the author, the patterns are as follows (Table 2):

Similarity	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Male	21.2 %	40.3	23.6	8.9	3.4	0.9	0.5	0.2	0.6	0.3
Female	28.8%	41.9	18	8.4	1.2	0.9		0.3		

It should be added here that because Turkish has more gender non-specific names than English, the Table 2 is only based on those authors whose names clearly indicates their sex. Finally, Table 3 compares the results (irrespective of thesis type) for the faculties of Engineering, Social Sciences, Education, Humanities, Physical Sciences, and Business Administration. The figures are %:

Similarity	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
ENGIN	16.3%	50.3	20.3	7.6	1.8	1.1	0.8	0.3	1.1	0.5
SOC SCI	22.3%	36.5	24.4	12.1	3.2	1.1			0.5	
EDUC	15.4%	71.2	11.5	0.9				0.9		
HUM	92.9	5.1	1		1					
SCI	3.7	35.5	42.3	13.8	3.7	1.1				
BA	25	34.6	26.9	7.7	3.8			1.9		

3.3.3. Discussion

Relatively little published research has been undertaken on postgraduate plagiarism, so it is not clear how the data above compares with other institutions nor is it apparent what might be considered an “acceptable” level of similarity for graduate theses written by ESL postgraduates.

Once the same theses and same-authors papers had be removed from the similarity indices, the differences between Master’s and doctoral dissertations was reduced. From the data above, there appear to be no significant difference between the levels of similarity in M.A. and PhD theses, and no notable deviation therefore from the general (“All”) pattern. Provisionally, the statistics for male and female students are more or less the same – only a small percentage of males are currently shown to have the higher rates of similarity. Previous studies have been mixed in this respect, as stated above: some have suggested that male students are more likely to plagiarize than females, other have shown no significant differences between genders. The provisional figures for Bilkent theses would appear to support the former. However, some differences between faculties are apparent. Thus, whereas 98% of humanities and about 87% of education postgraduates registered 20% or less similarity, only 39.2% of scientists did so, with the other faculties in between. On the face of it, this would suggest that physical science postgraduates plagiarize somewhat more than their humanist or education counterparts, though other factors may be involved too. For example,

the vast majority of humanities theses were written by Turkish Literature students and, of course, were therefore in Turkish and used mostly Turkish sources (many probably not in the Turnitin database). However, the fact that the various faculties do appear to have different patterns of similarity suggests a discipline-based approach might be an area for further study. Other factors which might be worth investigating include whether there is any significant change in plagiarism in theses over time: are Bilkent graduate students plagiarizing more (or less) today than they did 8 or 9 years ago when the first e-theses were prepared?

3.4. Plagiarism in Theory and Reality

The existence of plagiarism detection programmes such as Turnitin provide scholars with the opportunity to detect and work with plagiarized assignments on a scale larger than was possible previously. While it must be admitted that, as seen above, such programmes do not work 100% perfectly, they do give some relative indication of the amount and nature of plagiarism at a particular institution. As such, we have the chance to compare the “theory” of plagiarism, as reflected in surveys and other studies of student and instructor attitudes, with the “reality” as calculated in the detection software. It would be interesting therefore to determine to what extent the theory corresponds to the reality and, if there is any significant difference between the two, then why? For example, if male students were to admit to more plagiarism than females, is this supported by the data recorded in Turnitin. If not, then we might question whether female students are less inclined to admit to plagiarizing or even whether female students are for the most part less aware that they are plagiarizing. This is not merely of academic interest however. It is also important, as other studies have shown, to determine the plagiarist(s) profile: are there groups of students at Bilkent University who are more likely to plagiarize than others and, if so, why? (Miller, et al., 2007; Alam, 2004; Park, 2003) Answering these questions would form the basis for finding solutions to plagiarism at the University in general: determining which students need help and guidance, and in what ways.

As already discussed, Bilkent students are handicapped in so far as they are second-language students and have mostly been through a high school education that encourages memorization rather than independent and creative thinking. On the other hand, not all Bilkent students plagiarize by any means, so language and previous educational factors are not in themselves *sufficient* causes of plagiarism; other factors must also have contributed to the process. What these factors are is not always simple and clear. For instance, some previous studies have argued that male students are indeed more likely to plagiarize than

females, whereas other research would suggest that this is not the case. Other variables may be at play here: perhaps American girls are more honest than their British counterparts, or maybe different subject areas or age-cohorts were surveyed in earlier work, leading to differing results. Similarly, different students plagiarize for different reasons and it would be interesting to determine whether certain groups of students (however defined) admit to particular reasons for plagiarizing and not others. Such a pattern, should it exist, would be useful in establishing how to help these groups not to plagiarize.

4. Conclusion

As emphasized above, the project described in this study is still on-going and any results are provisional; and we welcome all comments and criticism at this formative stage. It is our intention to argue that only with a comprehensive examination of plagiarism at Bilkent University, that is by taking into account both the theory and reality, can the nature of the problem even be hoped to be fully understood and any practical recommendations and solutions be possible. Individually, both the medium of the public survey and the use of plagiarism detection software cannot provide all the answers. The data from both is not entirely reliable -- for different reasons -- and, when taken alone, the surveys and Turnitin each gives only one perspective on the problem. By acting, in part, as a control on one another, they may together help us to determine which students at Bilkent University plagiarize, and how and why. Such a project, ambitious though it may be, is surely the most thorough approach to dealing with the complex problem of student plagiarism.

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APPENDIX: STUDENT AND FACULTY SURVEYS

Bilkent University Library STUDENT PLAGIARISM SURVEY

This Survey is intended to help the Library gain a better understanding of plagiarism at Bilkent University and then to help us suggest ways of improving students' work in the future. By responding to this survey truthfully, you will be helping the academic life at the University.

This Survey is anonymous and strictly confidential.

PART 1: ABOUT YOU

1. Your Gender: Male Female

2. Your Faculty:

3. Are you an undergraduate student: YES NO

(if NO, please go to Question 4)

- Undergraduate Year: Prep 1 2 3 4
- Your current GPA:
- Why are you studying at Bilkent University:
 - ☐ I enjoy studying
 - ☐ I am interested in my subject/department
 - ☐ I want to do graduate studies later on.
 - ☐ I want to get a good job after university
 - ☐ My parents want me to study

4. Are you a graduate student: YES NO

If YES, please indicate the degree you are studying: M.A. Ph.D.

PART 2: ABOUT PLAGIARISM

1. Which of the following would you describe as plagiarism?

- ☐ Cutting and pasting from the Internet
- ☐ Copying from a printed book
- ☐ Paying someone else to write an essay or homework
- ☐ Copying a friend's essay or homework
- ☐ Translating a website or book into Turkish
- ☐ Failing to use footnotes and/or bibliography

2. Have you ever seen other Bilkent students plagiarizing:

Never Sometimes All the Time

3. In your opinion, have you ever plagiarized at Bilkent? YES NO

(if NO, please go to Question 7)

4. If you have plagiarized, how often do you plagiarize:

Very rarely Sometimes All the Time

5. If you have plagiarized, how did you plagiarize:

(more than one is possible)

- ☐ Cut and paste from the Internet
- ☐ Cut and paste from an electronic journal or e-book
- ☐ Copy from a printed book
- ☐ Translate from Turkish into English
- ☐ Use someone else's ideas as my own

6. If you have plagiarized, why did you do so:

(more than one is possible)

- ☐ It is easy to plagiarize.
- ☐ I will not be punished by my instructor.
- ☐ I am not interested in the course or the instructor.
- ☐ I do not know how to write correct academic English.
- ☐ I do not know how to research and prepare an assignment
- ☐ I do not know how to prepare footnotes and bibliography.
- ☐ I have too many homeworks and not enough time.
- ☐ Copying will help me get a higher grade.
- ☐ All my friends do it, so I can too.

7. Have any of your instructors ever used the program Turnitin for a course:

YES NO

- If YES, did Turnitin stop you plagiarizing: YES NO

8. Do you think Bilkent University does enough to help students not to plagiarize: YES NO Don't Know

9. In your opinion, is plagiarism a bad thing: YES NO Don't Know

Bilkent University Library FACULTY PLAGIARISM SURVEY

This Survey is intended to help the Library gain a better understanding of plagiarism at Bilkent University and then to help us suggest ways of improving students' work in the future. By responding to this survey truthfully, you will be helping the academic life at the University.

This Survey is anonymous and strictly confidential.

PART 1: ABOUT YOU

1. Your Gender: Male Female
2. Your Faculty:
3. Which type of student(s) do you teach? (select all that apply)
 Prep (BUSEL) Undergraduate Graduate

PART 2: ABOUT PLAGIARISM

1. Which of the following would you describe as *plagiarism*?
 - ☐ Cutting and pasting from the Internet
 - ☐ Copying from a printed book
 - ☐ Paying someone else to write an essay or homework
 - ☐ Copying a friend's essay or homework
 - ☐ Translating a website or book into Turkish
 - ☐ Failing to use footnotes and/or bibliography
2. Have you yourself ever plagiarized? YES NO
3. Have your students ever plagiarized: YES NO
(if NO, please go to Question 7)
4. If you have experienced plagiarism, how often does it occur:
 Very rarely Sometimes All the Time
5. If you have experienced plagiarism, how did your students plagiarize:
(more than one choice is possible)
 - ☐ Cut and paste from the Internet
 - ☐ Cut and paste from an electronic journal or e-book
 - ☐ Copied from a printed book
 - ☐ Translated from Turkish into English
 - ☐ Used someone else's ideas as my own
6. In your opinion, why did your students plagiarize:
(more than one is possible)
 - ☐ It is easy to plagiarize.
 - ☐ You will not punish them.
 - ☐ They are not interested in your course.
 - ☐ They do not know how to write correct academic English.

- ☐ They do not know how to research and prepare an assignment
- ☐ They do not know how to prepare footnotes and bibliography.
- ☐ They have too many homeworks and not enough time.
- ☐ They think copying will help them get a higher grade.
- ☐ Everyone does it.

7. Have you ever used the program Turnitin for a course: YES NO
 • If YES, did Turnitin help reduce plagiarism: YES NO Don' t Know

8. Do you think Bilkent University does enough to help students not to plagiarize: YES NO Don't Know

9. In your opinion, is plagiarism necessarily a bad thing:
 YES NO Don't Know