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Post-Secondary Faculty Treatment of Non-native English-speaking Student Writing Errors in Academic Subject Courses

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POST-SECONDARY FACULTY TREATMENT OF NON-NATIVE ENGLISH-SPEAKING STUDENT WRITING ERRORS IN ACADEMIC SUBJECT COURSES

by

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ABSTRACT

As more non-native English-speaking students enroll in English-medium universities, even more faculty will instruct students who are unprepared for the rigors of post-secondary academic writing in English. Many faculty members lack training and knowledge regarding the assessment of non-native English-speaking students' writing, as well as the ability to provide effective feedback. This quantitative study investigated the possible attitudinal factors, including demographics, which might affect faculty preparedness and grading practices for both native and non-native English-speaking students' academic writing and plagiarism, as well as the reasons faculty do not deduct points from both populations' writing errors. Structural equation modeling and SPSS Statistics were employed to analyze the results of a faculty questionnaire disseminated to individuals who had taught non-native English-speaking students in academic subject courses. The findings from this study illustrated that faculty's native language, years, taught, and institution type were significant factors in not deducting points for academic writing errors and plagiarism, and the major reasons for not deducting points for errors were that faculty had too many students to grade, not enough training in assessing student written errors and plagiarism, and that the errors and plagiarism would have taken too long to explain. The practical implications gleaned from these results can be applied to most departments in English-medium post-secondary institutions regarding faculty preparedness and training in student academic writing errors and plagiarism, and recommendations for future research are given for similar types of preparation and guidance for post-secondary faculty, regardless of degree path or academic subject.

This paper is dedicated to all faculty who have ever doubted their professional abilities in the classroom. May we all walk toward a brighter path of self-awareness and confidence.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language. English in this context is taught where it is not the country's dominant language, and students share the same cultural backgrounds and native language. Typically, EFL students have little or no opportunity to practice English outside of the classroom. In this case, *foreign* denotes that English is not a native language to the language learners' country's population as a whole.
ESL	English as a Second Language. English in this context is taught where it is the country's dominant language, and students are immigrants, refugees, or international students. Students have a wide variety of opportunities to practice and extend their English language proficiency. In this case, *second* denotes that English is not the language learner's native language. For the purposes of this paper, many non-native English-speaking students learned English in an EFL context and subsequently utilize ESL once they moved to the United States.
IELTS	International English Language Testing System; a type of English proficiency exam typically used by college/university-seeking non-native English language-speaking students.
L1	Native or first language. This is the language that non-native English-speaking students learn initially from birth. English is not the L1 of non-native English-speaking students, who have acquired English either via EFL or ESL instruction.
L2	Second or foreign language; also called *target language* in English language instruction. The concept of an L2 denotes that the language learner has a different native language, or L1.

NES — Native English speaking/speaker. This individual has English as his or her L1, and is either monolingual (knowing only one language; i.e., English) or may or may not know a second (or third) language. For the purposes of this paper, *NES* focuses on native English-speaking students who are either domestic (i.e., born in the United States) or international students who were born in an English-speaking country (e.g., Canada, the United Kingdom, Australia).

NNES — Non-native English speaking/speaker. This individual does not have English as his or her L1, and has acquired it in either an EFL or ESL setting. For the purposes of this paper, the focus is on NNES students who are either domestic (e.g., Generation 1.5) or international students whose English is not their L1.

P.E.R.T. — Postsecondary Education Readiness Test. The PERT is a computer adaptive customized Florida placement test that measures a student's preparedness level for post-secondary success in entry-level courses (Florida Department of Education, 2016).

SB 1720 — Florida Senate Bill 1720, which was passed in 2013 and enacted in 2014 and states that any Florida public high school graduate will not be required to take developmental courses in either English or math; post-secondary students who fail to meet the minimum proficiency standards for these two subject areas on the P.E.R.T. exam will be advised, but not required, to enroll in developmental education courses prior to entering their preferred degree programs. (The Florida Senate, 2016b).

TESOL — Teaching English to Speakers of Other Languages; training in methodology for teaching non-native English-speaking students, typically for English proficiency

courses/programs. For the purposes of this paper, the focus is on non-TESOL trained post-secondary faculty's preparedness to assess non-native English speakers' academic writing.

TOEFL Test of English as a Foreign Language; owned and administered by Educational Testing Service (ETS), the standard TOEFL exam accepted by post-secondary institutions in the United States is the iBT (internet-based test) (ETS, 2016).

CHAPTER ONE: INTRODUCTION

Non-Native English-Speaking Students in the United States

The rate of international student enrollment has increased in United States post-secondary institutions, with the National Center for Educational Statistics (2016a) reporting a growth of 320% of this population from 1976 to 2014. As this trend continues, even more faculty will instruct non-native speakers of English. In the academic year 2015-2016, the number of international students studying in the United States reached over one million (Institute of International Education [IIE], 2016). While not all of those international students are non-native English speakers (NNES), many students arrive from other countries unprepared for the rigors of post-secondary academic writing in English. Although they arrive from different countries with a wide range of cultural and linguistic backgrounds, they have something in common: they are enrolling in an English-medium post-secondary institution and English is not their native language. To survive societally, an English-language learner must study and practice English for three to five years, and from four to seven years to develop academic proficiency in English (Hakuta, Butler, & Witt, 2000; Collier, 1987; Cummins, 1981, 2000). In addition to culture shock, homesickness, and other acculturation issues, many NNES students find it more difficult to understand and meet post-secondary faculty expectations for quality academic writing than their native English-speaking (NES) domestic peers, and the greatest challenge reported by NNES students is struggling with academic English (Crusan, 2010; Leki, 2006; Abriam-Yago, Yoder, & Kataoka-Yahiro, 1999; Malu & Figlear, 1998). Conley (2008) found that this challenge hampers NNES students' overall acclimation to post-secondary life. This further results in a higher rate of attrition for international students when they are unable to adapt to their

academic environment at the college/university level (Jalili-Grenier & Chase, 1997; Mary Lou, 2000; Porter, 2008).

In addition to international students, another group of students who are at risk of academic unpreparedness is that of US-educated second-language learners. Rumbaut and Ima first drew attention to these learners in 1988, coining the term *Generation 1.5* to refer to them, describing these students as having English as a second language and who completed their compulsory schooling here; this description was initially borrowed from immigration research (di Gennaro, 2013). For academic purposes, this definition can also extend to native-born students of non-native English-speaking immigrant parents who either learned English when they began school or learned English bilingually, and whose parents or guardians cannot offer academic English support or guidance to them (Roberge, 2002). Due to linguistically interrupted schooling and a language other than English being spoken at home, this group presents a different set of challenges to non-TESOL trained faculty even though "they have relatively strong English speaking and listening skills" (Doolan & Miller, 2012, p. 1). While elements of these students' social and behavioral acculturation have been widely studied, there has yet to be a consensus on the standard commonalities between NNES international students' writing errors and those of this population (Roberge, Siegal, & Harklau, 2009; Doolan & Miller, 2012). Therefore, a post-secondary instructor has three separate categories of student writing errors that can occur in his or her classroom: NES (or L1) students, NNES international students, and US-educated second-language learners, whose errors may straddle the border between those of NES/L1 and NNES students (Mikesell, 2007).

Post-Secondary Faculty Preparedness in the United States

Post-secondary NNES students' lack of academic English preparedness does not simply stop them from succeeding at this educational level. It also affects faculty, many of whom lack training and knowledge regarding the assessment of NNES student writing, as well as the ability to provide effective feedback. As NNES students arrive in English-medium post-secondary institutions, written coursework is a factor that further widens the communication gap between faculty and NNES students (Casanave & Hubbard, 1992).

Post-secondary faculty often are not trained to specifically address NNES student communication errors in their initial faculty orientation and/or training (Janopolous, 1992; Katz, Haras, & Blaszczynski, 2010). Many are not aware of not only how to effectively assess NNES student writing, but also the issues with academic writing that stem from the students' perspective. Kranov sheds light on non-trained faculty understanding of NNES academic writing challenges in her study:

> I don't think that we as faculty have the expertise to know what ESL students face. While we either try to edit their reports, papers, etc., or give up in frustration, there is not the support that is needed for these students. So, the greatest challenge is that we don't have the tools or understand the needs of these students. (Kranov, 2009, p. 6)

Post-secondary faculty who do not directly teach NNES students often view academic English growth as a K-12 issue, and they assume that these students should be proficient enough to comprehend and produce a post-secondary level of academic English by the time they arrive in post-secondary classrooms (Ruiz de Velasco & Fix, 2000). As noted by Silva (1997), this poses a problem because these students historically have "planned and re-read their writing less, [written] with more difficulty due to a lack of lexical resources, and exhibited less ability to

revise intuitively by ear" (p. 209). Since most faculty's background is not in TESOL and they also lack TESOL training, they are not inclined to help their less proficient students improve their academic literacy (Lipp & Jones, 2011).

Background of the Problem

Faculty preparedness in assessing non-native English-speaking student writing skills. To exacerbate the issue of NNES student academic writing preparedness, faculty other than composition instructors often do not perceive writing instruction as their teaching or departmental responsibility. As such, even when faced with an NNES student population in their classrooms, they may feel less inclined to participate in workshops or training regarding NNES student success due to this perception (Salem & Jones, 2010). Additionally, faculty who are untrained in NNES student instruction may lower their academic expectations for NNES students, or they may even dedicate less time explaining course or writing expectations and giving feedback with those students who appear less capable to them (i.e., NNES students whose communication skills faculty believe to be sub-par) (Zamel, 2004). This is not a recent concern, as evidenced by Gambell's qualitative study in March 1984 of 33 full-time faculty members at the University of Saskatchewan, which posed to determine a relationship, if any, between the faculty's perception of international student writing deficiencies and the way that they constructed their courses. Gambell (1984) found that faculty in the study suggested that faculty-approved department-wide guidelines be distributed, as well as exemplary student writing models, in order to create a standard regarding the acceptable way to guide and assess student writing. Items such as formatting and organization as well as summarizing and concluding were a concern, as well as a consistent agreement among faculty as to proper grammar and language use.

Not only is engagement with NNES students an issue, but when untrained faculty give their NNES students writing feedback, the actual quality of the feedback can be problematic. Rubin and Williams-James' (1997) study found a disparity of untrained faculty grading NES and NNES writers. They determined that NNES writer ratings "were best predicted by the number of surface errors they detected" (Rubin & Williams-James, 1997, p. 139). Conversely, the assessment of similar NES student writing included comments and notations in the margins of the paper, something that was not evident in NNES student feedback (Rubin & Williams-James, 1997). This leads to a host of issues in the English-medium classroom, such as poor NNES student engagement, lack of improvement and growth of NNES student writing (or even possibly causing their writing to suffer), and expectations not being set by the untrained faculty.

Finally, while Rust, O'Donovan, and Price (2005) found that student assessment was perhaps the single largest influence in students' approaches to learning, James (2003) cited that student assessment was "one of the least sophisticated aspects of university teaching and learning" (para. 197). Faculty's perceived non-native authorship in student writing has been associated with a faculty *leniency of judgement in assessment* (Haswell, 1998; Janopoulos, 1992; Jenkins, Jordan, & Weiland, 1993).

Non-native English-speaking international student preparedness for U.S. university academics. Most international students come to the United States with some degree of academic preparedness. Oftentimes, a lack of prepared writing instruction either in the native or second language (L2) is cited as being the core issue with international students' writing abilities (Owler, 2010). While NNES students arrive in United States post-secondary institutions with a varying command of English grammar, many have had little opportunity and/or practice to write academic papers in English (Lax, 2002). Unlike NES students who have matriculated from

United States secondary schools, certain degrees (e.g., engineering) in other countries do not require their enrollees to undertake first-year composition courses and therefore NNES students do little writing at the undergraduate level (Lax, 2014). Furthermore, these students will join discipline-specific discourse communities in the United States, which exacerbates the English proficiency issue because these communities vary and each discipline has its own standards and traditions (Angelova & Riazansteva, 1998). As NNES students come from all over the world, their relationship with texts, data, and information sources vary due to each individual student's influence circle, type of media they have (or have not) been exposed to, and the culture and history of their country (Fox, 1994). Typical solutions to this issue, according to Badenhorst, Moloney, Rosales, Dyer, and Ru (2015), have been to require students to enroll in add-on classes in academic writing or speaking, or to direct them to workshops to help improve their linguistic proficiency. Avery and Bryan (2001) suggested that the add-on instruction for international graduate students should not be a routine, systematic type of instruction and also not fundamental (i.e., developmental or remedial). However, the target of these supplemental courses is typically graduate students who are already being supervised by faculty in a teaching assistantship (e.g., GTAs and TAs) and not the self-paid, non-contracted/non-GTA NNES student enrolled in a post-secondary institution.

One more recent way of priming these students for linguistic success before coming to the United States is giving them the option of enrolling in credit-bearing courses that transfer to United States post-secondary institutions, achieved via a credit-based transfer program (CBTP) (Hu & Hagedorn, 2015). As an example of this, there were 51 different high schools in China offering 24 separate international dual-enrollment classes as of 2010 (Hu & Hagedorn, 2015). While this may seem at the very least to be a quick patch to assist with the lack of academic

writing skill seen in many NNES international students, Hu and Hagedorn (2015) found that most of these programs – particularly in East Asian countries – have not been based upon concrete pedagogical constructs, have not been empirically evaluated, and also have not been scrutinized by the larger international academic community. Even with these pre-arrival interventions, preparedness and conduct issues with NNES students such as plagiarism, which has been identified by a number of scholars as a pressing academic issue, create larger issues with non-TESOL trained faculty who are already underprepared or unwilling to accurately and fairly assess their NNES students' academic writing.

Statement of the Problem

As an increasing number of non-native English-speaking post-secondary students enroll in United States post-secondary institutions, research shows that faculty are not well-prepared to address their academic writing errors. Non-native English speaking students and US-educated second-language learners who attend post-secondary institutions in the United States arrive with varying degrees of English proficiency, regardless of their require language proficiency test scores for admission, due to rote-memorization last-minute TOEFL/IELTS classes/preparation and fraud in these standardized exams; some graduate may have done little to no academic writing in their undergraduate degrees, such as in the case of some Middle Eastern countries (Chappelle & Douglas, 2006; Lax, 2014). Due to student privacy, faculty time, and lack of demographic reporting, there is no way for faculty to determine any student's writing proficiency, even for NES students who matriculated in English-medium primary and secondary schools. Even informal course surveys which query student academic writing ability can be skewed due to self-reported inflation of proficiency by the student, and most faculty do not have time to administer and assess academic writing evaluations during the add/drop period; even

then, it is often up to the student or the student's advisor to drop the class, depending upon the institution. Overall, faculty have little knowledge or control over the level of student English language proficiency in their courses.

Based upon the background of the problem, non-TESOL trained native post-secondary faculty lack both the knowledge and the personal authority regarding assessment and treatment of their non-native English-speaking students' academic writing errors. As such, non-TESOL trained faculty may not even address errors when assessing typical NNES student academic writing, potentially stunting the NNES students' academic writing progression (Haswell, 1998; Janopoulos, 1992; Jenkins, Jordan, & Weiland, 1993). These faculty members may also overlook or have an inconsistent view of NNES plagiarism consequences, or even view plagiarism as a developmental stage in NNES writing or feel that NNES writers have not been 'normed' to the academic standards of the United States (Park, 2003; Keck, 2006; Ellery, 2008). Some faculty disagree over the penalty that should be assigned to plagiarism, particularly when it comes to students who have not matriculated from secondary and undergraduate institutions in the United States (Bruton & Childers, 2015). Even if supplemental or required workshops to train faculty how to assess and treat NNES writing errors and documentation issues are available, financial and/or time constraints do not make this a feasible option for faculty, departments, or institutions (Badenhorst, Moloney, Rosales, Dyer, & Ru, 2015).

Purpose of the Study

The objective of this research is to determine non-TESOL trained post-secondary faculty's self-reported treatment of NNES writing errors, as well as their treatment of NES writing errors. In addition to NNES and NES academic writing errors, the study addressed the

treatment of NNES and NES plagiarism, as well as the severity of the faculty's response - if any - to their NNES students' plagiarism.

This study also explored how prepared non-TESOL trained faculty feel when encountering writing errors, the reasons that led them to not deduct points for writing errors, and what future support they would like to have regarding their assessment and treatment of non-native English speakers' errors in their courses.

Research Questions

RQ_1: To what degree are attitudinal factors and demographics associated with grading practices for native and non-native English-speaking students' academic subject writing/plagiarism?

RQ_2: Is there a relationship between the reasons faculty report grading for academic writing and plagiarism and their grading practices for native and non-native students?

Regarding the word "points" in the second research question, it should be noted that this can refer to any reduction in grade for writing errors or plagiarism. For instance, a faculty member may decide to reduce a student's grade an entire letter grade or more (e.g., A to a B/C, etc.) for plagiarism, or even removing all points for a grade of zero if he or she feels that the error is egregious enough. Additionally, in the online survey instrument, all the questions posed to the respondents included the language regarding the deduction of points to maintain consistency, and was used in this paper to any reduction in grade for either academic writing errors or plagiarism.

Significance of the Study

As more faculty instruct non-native English speakers due to the increase of international student enrollment in United States post-secondary institutions, this study aimed to shed light on non-TESOL trained native English-speaking faculty's attitudes toward and general assessment and writing error treatment of their non-native English-speaking students. The participants' survey answers may better inform post-secondary institutions regarding student preparedness from the faculty's perspective, as well as areas for faculty development and improvement.

The other stakeholders in this study are non-native English speaking students and US-educated second-language learners who attend post-secondary institutions in the United States. These writers find it more difficult to understand and meet faculty expectations for good writing than their native English-speaking peers, and would benefit greatly from faculty who understand their academic writing challenges. The insight obtained in the faculty survey answers can be used to assist in the development of a framework that informs best practices of faculty in communicating academic writing expectations to NNES students, particularly those faculty who have had no experience in the assessment of L2 students and who are frustrated by the intersection of L2 students' abilities and standard course expectations (Crusan, 2010; Leki, 2006). By delving into the quality of feedback reported anonymously by the non-TESOL trained faculty in this survey, the results of this study determine if previous studies that indicated a disparity in grading between NES and NNES students' academic writing, as well as the depth of assessment (i.e., surface error penalization vs. comprehensibility deduction), exists with non-TESOL trained faculty, among others (Rubin & Williams-James, 1997).

Definition of Terms

Developmental/Developmental education course - a non-credit bearing post-secondary course in which remediation in either English or math is provided. Also defined by the State of Florida as "instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction" (The Florida Legislature, 2016, para. 1).

Domestic student – a student who was either born in the United States or holds lawful permanent residency. This student does not necessarily have English as their first language (L1), as in the case of some Puerto Rican students.

EFL – English as a Foreign Language. English in this context is taught where it is not the country's dominant language, and students share the same cultural backgrounds and native language. Typically, EFL students have little or no opportunity to practice English outside of the classroom. In this case, *foreign* denotes that English is not a native language to the language learners' country's population as a whole.

ESL – English as a Second Language. English in this context is taught where it is the country's dominant language, and students are immigrants, refugees, or international students. Students have a wide variety of opportunities to practice and extend their English language proficiency. In this case, *second* denotes that English is not the language learner's native language. For the purposes of this paper, many non-native English-speaking students learned English in an EFL context and subsequently utilize ESL once they moved to the United States.

F-1 visa – a United States visa type for individuals who are non-U.S. citizens who want to study in the United States beginning from Grade 9 through post-doctoral student status at a college or university (Department of Homeland Security, 2016a).

IELTS – International English Language Testing System; a type of English proficiency exam typically used by college/university-seeking non-native English language-speaking students.

International student – a non-domestic student, typically studying in the United States on an F-1 visa. Not all international students are L2 language learners, as in the case of students from English-speaking areas of Canada, Australia, and the United Kingdom, among other countries.

L1 – native or first language. This is the language that non-native English-speaking students learn initially from birth. English is not the L1 of non-native English-speaking students, who have acquired English either via EFL or ESL instruction.

L2 – second or foreign language; also called *target language* in English language instruction. The concept of an L2 denotes that the language learner has a different native language, or L1.

NES – native English speaking/speaker. This individual has English as his or her L1, and is either monolingual (knowing only one language; i.e., English) or may or may not know a second (or third) language. For the purposes of this paper, *NES* focuses on native English-speaking students who are either domestic (i.e., born in the United States) or international students who were born in an English-speaking country (e.g., Canada, the United Kingdom, Australia).

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P.E.R.T. - Postsecondary Education Readiness Test. The PERT is a computer adaptive customized Florida placement test that measures a student's preparedness level for post-secondary success in entry-level courses (Florida Department of Education, 2016).

SB 1720 – Florida Senate Bill 1720, which was passed in 2013 and enacted in 2014 and states that any Florida public high school graduate will not be required to take developmental courses in either English or math; post-secondary students who fail to meet the minimum proficiency standards for these two subject areas on the P.E.R.T. exam will be advised, but not required, to enroll in developmental education courses prior to entering their preferred degree programs. (The Florida Senate, 2016b).

Self-efficacy - the belief in one's own capabilities, which, in turn, affect human motivation and action (Bandura, 1989).

TESOL – Teaching English to Speakers of Other Languages; training in methodology for teaching non-native English-speaking students, typically for English proficiency courses/programs. For the purposes of this paper, the focus is on non-TESOL trained post-secondary faculty's preparedness to assess non-native English speakers' academic writing.

TOEFL – Test of English as a Foreign Language; owned and administered by Educational Testing Service (ETS), the standard TOEFL exam accepted by post-secondary institutions in the United States is the iBT (internet-based test) (ETS, 2016).

US-educated second-language learners – also called "Generation 1.5," a student who is either the first- or second-generation of his or her family born in the United States, and typically has English as their second language or has learned it bilingually. Linguistically, this student is exposed to academic English only outside of the home and lacks the support and guidance of a parent or guardian in this area (Rumbaut & Ima, 1988; Goldschmidt & Miller, 2005).

CHAPTER TWO: LITERATURE REVIEW

The purpose of the present chapter is to review and present the existing significant literature regarding the impact of non-native English-speaking students' writing, and possible errors, on non-TESOL trained faculty in English-medium post-secondary institutions in the United States. There are many key items that impact non-TESOL trained faculty's assessment of non-native English speakers' writing in post-secondary classrooms, stemming from a lack of preparedness in both the untrained faculty and the non-native English-speaking (NNES) students. This chapter explores student and curricular factors influencing the role of non-TESOL trained faculty, particularly (a) their approach to assessing the academic writing of their NNES students; (b) the lack of training that non-TESOL trained faculty receive in regard to assessing the academic writing of their NNES students; (c) the underpreparedness of NNES students and sources of admissions fraud; and (d) the role of faculty self-efficacy in assessing NNES students' academic writing. It also addresses the issues that NNES students face when enrolling in post-secondary institutions in the United States, such as how Florida Senate Bill 1720 affects domestic NNES/US-educated second-language learners and how US-educated second-language learners fare in English-medium classrooms. While the focus of this chapter is on non-TESOL trained post-secondary faculty, the literature on all post-secondary faculty is discussed, including TESOL-trained faculty and faculty who teach writing instruction and therefore have a higher self-efficacy level in addressing sentence-level errors.

Non-TESOL Trained Faculty Issues with Assessing Non-Native English-Speaking Student Academic Writing

Although K-12 teachers receive regulated instruction and licensure across the United States, there are no comparative parameters set for post-secondary faculty outside of holding a terminal college or university degree; even this varies from institution to institution (DiPietro & Buddie, 2013). There is no national guideline for new or continuing faculty to teach non-native English-speaking students in any degree or department, even though assessing an NNES student's academic writing may require additional effort by the faculty member. Even the six national accrediting bodies do not have uniform standards regarding the training and qualifications of post-secondary faculty (DiPietro & Buddie, 2013). Not only is there a lack of a standard guideline for faculty teaching NNES students, there are a host of issues facing faculty in the classroom from cultural issues, linguistically unprepared NNES students, and other problematic concerns, such as plagiarism.

Furthermore, there is no standard for assessing NNES student academic writing. While issues teaching NNES students in college/university-level composition courses have warranted enough attention to prompt publishers to include ESL sections or chapters in course textbooks, discrepancies exist in evaluating and responding to L1 and L2 student writing (Ferris, Brown, Liu, & Stine, 2011; Zamel, 1985). While evaluation and response to L2 writers at the post-secondary level has elicited investigations and recommendations since the 1980s, it is difficult to gauge the expanse of these recommendations as well as their effect on mainstream classroom practice (Ferris, 2003; Ferris, Brown, Liu & Stine, 2011; Sommers, 1982).

Lack of faculty training of non-native English-speaking student academic writing. One of the major factors that non-TESOL trained faculty face in assessing their NNES students'

academic writing stems from lack of training and preparation. This is not a new concept in higher education assessment, however. Even as far back as the early 1970s, the effect of untrained faculty evaluation on NNES writing was explored. Carney's (1973) dissertation found that untrained graders with little NNES grading training placed a higher value on mechanics, and they also assigned far-reaching judgments of the students' writing abilities as a whole (i.e., sentence-level writing errors by the student led the inexperienced rater to classify the student as a sub-par academic writer). The judgments of the experienced graders were more consistent and first assessed organization, then rhetorical devices, and finally mechanics and errors. Many university faculty lack awareness regarding the methods in which their NNES students acquire their academic writing skills in English; one stated, "I had falsely assumed that the students had [academic writing knowledge] and I never even asked myself how and where they've [sic] got it" (Angelova & Riazansteva, 1999, p. 24). Even more disheartening was Zamel's (1995) survey of freshman composition faculty where a link between low-proficiency language use and NNES students' intellectual capabilities was misperceived, conflating substandard cognitive advancement with poor language skills.

Both English as a Second Language (ESL) and English as a Foreign Language (EFL) instructors and researchers alike have made claims that untrained faculty are actually a detriment to NNES student academic writing (Land & Whitley, 1989). Although NNES international students must pass a language proficiency exam in order to be admitted into most United States post-secondary institutions, there are some faculty that assume the NNES students have the same English language proficiency as their NES cohort (Sweedler-Brown, 1993). Furthermore, Sweedler-Brown's (1993) study of six university-level essays by both native-speaking and NNES students found that faculty graders who were not trained in TESOL/ESL but had

university English grading experience focused so much on sentence-level errors that it became the single critical factor in students' failing essay scores. In fact, the sentence-level errors overrode any accurate formatting, organization, or paragraph development by the essay writers. Another issue is the scoring style that untrained faculty use to assess NNES student writing, particularly holistic scoring, which is used in many post-secondary institutions in the United States. One example is California Polytechnic State University, in which freshman composition, 2nd- and 3rd-year writing-intensive courses, and writing-intensive, discipline-specific senior-year courses utilize holistic scoring (CalPoly, 2017). Writing centers at universities often use holistic scoring, and non-TESOL trained faculty will often send their NNES students to the writing center as a place to correct writing errors (Ferris, Brown, Liu, & Stine, 2011; Martinez, Kock, & Cass, 2011; Williams & Takaku, 2013). While some institutions' writing centers include analytical rubric sections (e.g., grammar, mechanics, syntax, documentation/references), items such as style, readability, tone, critical thinking, clarity, and development are challenging when giving explicit, productive feedback to an NNES student in order to improve his or her writing. Elbow (1993) deemed that holistic scoring for NNES students was not only unreliable, but potentially detrimental to instruction. Ruetten (1994) echoed Elbow's claim and found that any type of "holistically scored competency exams are difficult for ESL students to pass" (p. 94).

Finally, Haswell (1998) maintains that untrained writing faculty tend to "favor inductive organization, cohesion, essay length, sophisticated ideas and syntax," while TESOL-trained writing faculty "tend to favor deductive organization, vocabulary, clarity, straightforward style, and are more tolerant of deviations from western rhetoric" (p. 137). The latter benefits both NES and NNES students, but the issue is how to identify untrained faculty who would like training and how to implement it.

Faculty leniency in assessment. Not only is analytic item feedback often brushed aside in NNES students' academic writing, post-secondary faculty also show leniency in providing feedback, error-correcting, and also deducting points for academic written errors in English made by NNES students. Broadly defined, error evaluation is a non-TESOL trained faculty member's reaction to an NNES student's errors (Santos, 1988). There have been many empirical studies that highlight the reality of faculty leniency in NNES students' writing. Therefore, much like ignoring subject-verb agreement and spelling errors in NNES student writing, this lack of reaction does not discourage poor academic writing. Much of the research of non-TESOL trained faculty's assessment of NNES student academic writing lies between the late 1970s (James, 1977) and the mid-1990s (Song & Caruso, 1996), and the goal of this research is to extend the dialogue regarding the treatment of academic written errors by non-trained faculty.

Haswell (1998) outlines a great many findings of various studies regarding non-TESOL trained faculty's leniency toward NNES writing errors. Some studies reviewed found a difference between non-TESOL trained faculty in terms of experience, gender, and age. For example, younger faculty assessed NNES writing more harshly than their older counterparts, yet less experienced faculty were more lenient and focused on sentence-level errors, revealing a difference between faculty *age* and *experience* (Vann, Lorenz, & Meyer, 1991; Cumming, 1990).

Vann, Lorenz, and Meyer (1991), in addition to addressing faculty age in their study, also found that males were harsher evaluators than females. Conversely, NNES assessors tend to be more severe on nonnative writing than are NES assessors of academic writing, as was found in studies by both Delamere (1986) and Silva (1989). This discovery that NES graders were more lenient on NNES writers than NNES graders highlights an issue reflected in the representation of NES and NNES faculty. In the United States, it is difficult to estimate how many faculty are

NNES, but it is estimated that only 4-5% of post-secondary educators as of 2008 were foreign-born with that number fluctuating due to visiting positions (Gahungu, 2011; Liu & Jernigan, 2012). With a smaller percentage of NNES faculty teaching in the United States, this leaves many NES faculty at the helm of mainstream classrooms; according to this research, most NES faculty likely do not address NNES student academic writing errors as severely as would their NNES faculty counterparts (Delamere, 1986; Silva, 1989).

Faculty leniency by discipline. Another area that is addressed in the pre-2000 studies is how NNES student academic writing is assessed by disciplines other than English (i.e., writing across the curriculum or in multi-disciplinary academic courses). Faculty in the physical sciences disciplines were found to grade the harshest overall, and also placed a higher value on content expression and articulation of ideas (Johns, 1991). The most lenient area was humanities, whose faculty tended to pay more attention to rhetoric, and tended to be less critical of sentence-level errors (Vann, Lorenz, & Meyer, 1991). Santos (1988) conducted a study where university professors (N=178) assessed two NNES student essays: one Chinese and one Korean. Santos collected a large amount of demographic data on the assessors, including age (Mdn=45.6), gender (female=22; male=156), native English speakers (NES=144; NNES=34), and department (humanities/social sciences=96; physical sciences=82). Santos found the same results regarding age and discipline in her study when having non-TESOL trained faculty (n=144) address overall content and language variables in the Chinese and Korean student essays. Older professors "displayed a lower degree of irritation aroused by the language of the compositions … than did the younger professors" (Santos, 1988, p. 81). Santos (1988) also found that physical sciences faculty found the acceptability of NNES compositions to be much lower than their humanities and social sciences counterparts. The results of Janopoulos' (1992)

study produced similar findings to both Santos (1988) and Vann, Meyer, and Lorenz (1984) in that Social Science non-TESOL trained faculty were the most lenient regarding NNES errors overall. All three studies also found that non-TESOL trained faculty considered word order and relative clause errors to be the most critical, and all three found that the least serious errors NNES writers made were article mistakes and preposition usage mistakes. Focusing further on penalizing sentence-level errors in student writing, Crusan's (2001) study found that medical faculty viewed grammatical correctness paramount to good writing.

As academic writing assessment does not occur in a vacuum, there are many factors that affect a faculty's grading process – including assigning student writers an identity. Haswell (1998) delved into the construct, illustrating that this occurs even if the faculty knew little about the student's background. He posited that even experienced non-TESOL trained instructors and professors can encounter a presupposed identity marker in the student's writing and subsequently assign a label of NES or NNES, even in anonymous writing, which can contribute to either a more lenient or harsher assessment of the student's overall submission (Piché, Rubin, & Turner, 1978). By assigning an NNES label based upon intrinsic clues to his or her identity and subsequently assessing academic errors more leniently, non-TESOL trained faculty develop more sympathy for the NNES writer and also lend more insight into the writing itself (Carlisle & McKenna, 1991; McDaniel, 1985). Haswell (1998) cautions that such a practice debases the true writing proficiency and competence of the NNES student.

While many of the studies previously referenced show that faculty who have had experience assessing NNES student writing are not as concerned with sentence-level errors because such errors do not typically affect overall course mastery, even these small errors can

trigger irritation in the faculty (Ludwig, 1982). The majority of error leniency research prior to 1992 was, in fact, focused on NNES sentence-level mistakes (Janopoulos, 1992).

Janopoulos (1992) wrote that the most concerning issues in non-TESOL trained faculty leniency is that NNES students who are continually held to a lower academic writing standard may suffer in later writing requirements that are normed to NES student standards (e.g., standardized exams like the GRE/GMAT, etc.; master's theses or doctoral dissertations). Such low-stakes academic writing may not impact NNES students at the course level, but "institutions must rethink their positions on a wide range of issues pertaining to how they admit, instruct, evaluate, and relate to NN[E]S university students" (Janopoulos, 1992, p. 119).

Lack of non-TESOL trained faculty self-efficacy in assessment. Compounding the issue of lack of non-TESOL trained faculty training in assessing NNES student academic writing is the non-TESOL trained faculty's lack of self-efficacy in assessing NNES student writing errors, which also leads to the previously presented issue of non-TESOL trained faculty grading leniency. If an untrained faculty member is unaware of the best practices in a specific pedagogical area, it is not reasonable to expect that the faculty member could effectively use them; however, post-secondary non-TESOL trained faculty who have not been given any instruction in teaching English to speakers of other languages (TESOL) are expected to accurately give valuable feedback to underprepared NNES students across the United States on a daily basis. This can affect NNES students in the extreme to where their work is not assessed at all or where sentence-level error grading is so harsh that it causes the NNES students' grades to suffer, as in Sweedler-Brown's (1993) study.

In addition to non-TESOL trained faculty feeling that they do not have the appropriate training to deduct points for sentence-level errors, they also do not feel that they are competent to

do so. Self-efficacy is the belief in one's own capabilities, which, in turn, affect human motivation and action (Bandura, 1989). In the case of non-TESOL trained faculty's low self-efficacy in grading NNES writing, faculty emotionally influence their own reactions and reactionary patterns when not only responding to their environments, but also *anticipating* reacting to situations that have not even occurred (Bandura, 1982). When faced with an NNES student challenging or grieving a grade, simply the anticipation of having to justify the decision of the non-TESOL trained faculty deducting points for errors in academic writing can act as a deterrent for them doing so.

Furthermore, low self-efficacy not only affects the individual faculty member, but also affects the entire department. As faculty are typically linked to a college or department within their institutions, they are contributing to their college's or department's *collective efficacy* (Bandura, 2000). Earley (1994) states that perceived self-efficacy impacts the effectiveness of group productivity in the same way that it affects the individual.

The implication of low self-efficacy of non-TESOL trained faculty grading NNES students' academic writing is the potential to lead to more leniency in the treatment of NNES students' writing errors. Both can lead to the perception of competency and effectiveness of the non-TESOL trained faculty's course, degree program, and eventually even the institution's reputation.

Non-Native English-Speaking Student Issues with Academic Writing

As the issue of faculty preparedness has been discussed previously, the question of who exactly NNES speakers are is addressed in this section, as well as their impact on the English-medium classroom and non-TESOL trained post-secondary faculty.

Legislative example: Florida Senate Bill 1720. Students' college readiness, or lack thereof, is an important issue that affects non-English as a Second Language (ESL)-trained faculty. Currently, 15 states and Puerto Rico either have no approved definition of college readiness or simply have a loose description of the term that is not agreed upon statewide; schools that fall within the Indian Bureau of Education (i.e., schools that contain native American Indian bilingual/NNES student populations), and therefore educate a population of domestic NNES students, adhere to the state definition in which they are located (Mishkind, 2015). Of the states that actually have drafted such definitions, 33 out of 37 states categorize both college (i.e., academic) and career (i.e., vocational) as utilizing the same type of preparedness. Even more concerning is that over half of the states use circular language in their definitions without defining specifically *how* a student is prepared for post-secondary educational success (e.g., "a college student is prepared to succeed in college") (Mishkind, 2015).

Since 2008, many states in the U.S. have created initiatives to reform or remove remedial education courses in post-secondary institutions. Colorado developed its "Preschool to Postsecondary Education Alignment Act: Colorado Achievement Plan for Kids (CAP4K)" legislation was enacted in 2008, which removed standard college assessments in the state and put the focus on high school-based post-secondary preparedness (Colorado Department of Higher Education, 2010). In 2012, Colorado also passed legislation that allowed students who were on the border of remedial courses and credit-bearing courses into the latter, providing they were given access to further academic support (State University System of Florida Board of Governors, 2013). In California, a bill named AB 705 now requires state community colleges to place more emphasis on a student's high school grades as well as give students ownership in the

decision to bypass remedial classes and enroll in credit-bearing courses (California Legislative Information, 2017). Finally, in order to take the financial burden off of students who were required to enroll in remedial classes, Texas passed a bill in 2011 that allowed post-secondary to exempt students from having to pay tuition for these classes (Texas Higher Education Coordinating Board, 2016).

In March 2013, Florida Senate Bill 1720 was filed proposing that any incoming 9th-grade student who enrolled in a Florida public school during the school year 2003-2004 or after, or any student in active duty in the United States military, would be exempt from the common placement test (CPT) if he or she enrolled in a college or university in the state of Florida. Subsequently, there is no longer a mandatory enrollment requirement in any developmental (i.e., remedial) type of post-secondary course, regardless of how unprepared the student is for the rigors of post-secondary education or how low his or her English proficiency level is (Florida Senate, 2016a; 2016b). Even if a student presents a standardized test score (e.g., SAT or ACT) that falls below the threshold of previously mandated college readiness at the time of enrollment, if the student meets the exemption requirements above he/she is not required to enroll in any developmental courses. Students who are not exempt from the common placement test are students who have received a diploma from a private Florida high school, students who have received a high school equivalency or GED diploma, home education students without a verified document stating they have met all of the requirements for graduation, and adult international or domestic students who received a high school diploma (or equivalent) from a non-Florida public school (Florida Department of Education [FDoE], 2013). Additionally, students who were enrolled in developmental courses and met the exemption requirements at the Senate Bill's effective date were not even required to complete their developmental courses in which they

were already enrolled (Florida Department of Education, 2013).

The reason behind the reform was poor institutional completion rates in the state's 28 public colleges and 12 public universities, as well as the costs associated of remediation and attrition of students therewith (Hu, Tandberg, Park, Nix, Collins, & Hankerson, 2014). Governor Scott passed this bill into law on May 20, 2013, and it went into effect in July 2013 with an implementation date on Florida post-secondary institutions in the Spring 2014 semester (Florida Senate, 2016a, 2016b; Hanna, 2013). With a mandatory common placement test, students who previously entered a Florida public university and scored below a specific threshold on the test were required to take a developmental education course, or multiple courses, depending upon the lower subject-area proficiency (i.e., math and/or English skills) (Florida Legislature, 2016a). In lieu of a mandatory placement test, students entering college or career-credit programs must be provided admissions counseling at which point the option of developmental courses is presented (Florida Legislature, 2016b). In summary, as of August 2014, students who demonstrate a low English proficiency on a standardized test (e.g., SAT, ACT, PERT, college placement exam) are exempt from mandatory developmental course placement if they were awarded a diploma from a public Florida high school from 2004 to the present.

Senate Bill 1720's impact on US-educated second-language learners. One affected set of students is a language-minority group is US-educated second-language learners, also referred to by some as *Generation 1.5*. This term dates back to 1918 when Znaniecki and Thomas (1918) used the term "half-second" to describe foreign-born children who came of age in the United States and had more domestic-born linguistic and cultural characteristics than international-born characteristics (p. 294). The term gained more popularity in the late 1980s, and currently describes a student who is culturally comfortable in both their or their parents' birth country as

well as the United States but linguistically is exposed to academic English only outside of the home (Rumbaut & Ima, 1988; Goldschmidt & Miller, 2005). This label can also be applied to students who are domestic-born but who did not learn English until they entered school, and whose family members do not speak English and cannot assist them with academic English writing assignments. This type of student, according to Blanton (1999), objects to being labeled "ESL" or being advised to take developmental courses, and feels that he or she should be placed in credit-bearing, non-developmental courses like his or her NES high school graduate counterparts. While US-educated second-language learners do not have acculturation issues as they are familiar with the United States' educational system and popular culture, and also are more linguistically and culturally sophisticated as they have been exposed to recent American slang, it is clear that they still face academic struggles similar to those experienced by international NNES students (Harklau, 1999).

There are differences between US-educated second-language learners' academic writing and the academic writing of NES students, as well as differences between US-educated second-language learners' academic writing and NNES (L2) students' academic writing. Doolan and Miller (2012) conducted a study of NES (n=20), US-educated second-language learners (n=41), and NNES (n=6) students, all of whom were enrolled in an upper-level developmental English course in the United States. Participants (N=67) completed a survey and wrote an essay. They found that when compared to NES students' academic writing, US-educated second-language learners had more errors in prepositional phrases, subject-verb agreement, and word forms (Doolan & Miller, 2012). In another study, di Gennaro (2009) found that US-educated second-language learner errors were closer to NNES students' academic writing than NES students'. The participants (N=97) were both US-educated second-language learners (n=43) and

international NNES (n=54). All participants were given their choice of one of three different topics and wrote an essay on the topic. The essays were then read by three raters who had all served as NNES instructors and/or placement exam readers for a number of years, and these readers rated the essays using a five-point analytical rubric. When the relationships between the five different writing components were investigated, it was found that there was overlap as expected and the lowest correlations were between grammatical and sociolinguistic control; all correlations were significant at the 0.01 level. Echoing Harklau's (1999) assertion that US-educated second-language learners were acclimated to United States educational system norms, di Gennaro (2009) found that this student group showed significantly better rhetorical control over their essays and topics than did the international NNES. Finally, Muchinsky and Tangren (1999) compared developmental L2 writing in an intensive English program (i.e., students who did not meet the university's English proficiency level) to US-educated second-language learners' writing. Their population was both US-educated second-language learners and international NNES students who had a paper-based TOEFL score of <500, and who also have conditional acceptance to their university (i.e., the University of Nebraska-Lincoln). The US-educated second-language learners were primarily of Vietnamese descent and had come into the program from refugee families. Their study (N=23) found that the US-educated second-language learners' (n=13) writing actually had more errors than the international NNES students' (n=10) writing on the Michigan Test of English Language Proficiency (MTELP).

While refugee families make up some of the US-educated second-language learners as in the case of Muchinsky and Tangren (1999) above, the majority of this type of student is Hispanic (i.e., Spanish-speaking). This group is not only the nation's largest minority group, but also the fastest-growing (Pew Research Center, 2016). In 2014, there were over 55 million Hispanics in

the United States, and 68% over the age of five years could speak English very well (Stepler & Brown, 2014). However, this does not translate directly into academic writing performance. Prior to SB 1720 being passed, many Florida colleges and universities required that United States citizens who were NNES take some type of readiness or placement exam that measured English proficiency, regardless of their successful completion of Florida state high school graduation guidelines (e.g., ACCUPLACER/CPT, the Postsecondary Education Readiness Test [P.E.R.T.], etc.) (National Center for Family Literacy and Center for Applied Linguistics, 2008; The Florida College System, 2012; Burdman, 2011). Since SB 1720 took effect in the fall of 2014, there is no state-wide standardized pre-enrollment measure to determine an NNES student's academic writing proficiency, and the onus is on the high schools to ensure that underprepared NNES students are not promoted.

What this means for faculty teaching in any one of Florida's 40 public colleges and universities is that underprepared NNES and NES Florida public high school graduates who meet the exemption requirements, including verified home-educated students, will be enrolled in their courses. Faculty who are not trained in remedial and ESL teaching are left under-supported and there is a strong potential for feelings of low faculty self-efficacy and frustration due to lack of experience and education with this population.

Unreliable language test scores and admissions applications. Between 2014 and 2015, there was a 10% increase in international student enrollment in colleges and universities in the United States, and at the end of 2015 there were 1,000,000 new and continuing international students in the United States (Institute of International Education [IIE], 2015). The top three countries of origin for these students is China (over 300,000 students), India (almost 150,000 students), and South Korea (over 50,000 students) (IIE, 2015). Two of the three aforementioned

countries with the largest international student base in the United States, China and India, are addressed below in regard to issues with internet English language proficiency testing and validity with admissions applications.

Issues with Internet English language proficiency testing. In addition to the standard post-secondary admission requirements that domestic native English-speaking students must meet, non-native English-speaking students must submit an English language proficiency test score to the institution to which they apply or transfer to. International students who obtain an F-1 (full-time academic student) or M-1 (full-time non-academic or vocational student) visa must attend an institution that is part of the United States Government's Student and Visitor Exchange Program (SEVP) (Department of Homeland Security, 2016b; McCarthy, 2015). Most of these institutions require prospective students to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Test System (IELTS) exams, and each institution has its own minimum score requirement for admission (Department of Homeland Security, 2016b). These exams are typically taken in the international students' home country; however, students have the opportunity to take them in one of the many testing centers available in the United States.

Both the TOEFL internet-based (iBT) and the IELTS exams are taken by the applicant online, and 97% of TOEFL exams are internet based (ETS, 2016). Due to the fact that both exams are taken on demand (i.e., not at a set time per year/semester for incoming students) and that scores for both the TOEFL and IELTS are valid for two years, security is an issue (ETS, 2016; IELTS, 2016a; Chappelle & Douglas, 2006). Moreover, due to language proficiency exams being high-stakes tests, compromised security is at an even greater risk (Chappelle & Douglas, 2006).

Even when security measures are taken at the individual testing centers, institutions have found that the photo ID associated with an admitted student's TOEFL score does not always match the actual admitted student, as was in the case of Kansas State University in the fall semester of 2011; university officials decided that a policy was needed to specifically address fraud on the TOEFL (Bartlett & Fischer, 2011). In Pittsburgh, Pennsylvania, fifteen Chinese nationals were indicted in May 2015 for TOEFL and GRE test fraud; additionally, a Chinese engineering graduate student was charged with illegally taking the TOEFL test twice for two different Chinese women seeking admission to United States universities (Mandak, 2015). A Pittsburgh-area man, acting as a third party, contacted a Chinese business that specialized in providing proxies for tests like the SAT, the TOEFL, and the GRE (Mandak, 2015). The business went so far as to procure fake passports in the names of the potential students with the proxy's photo in order to avoid detection at the testing center (Mandak, 2015). This is one of the threats to computer- or internet-based test validity of a test such as the TOEFL or IELTS; while being able to test on such a large scale because of the internet-based functionality of the test (i.e., a positive for both the growing business of the testing company and also extremely convenient for the student), the ability for the company to have any feasible control over imposter fraud at the site level is impossible (Chappelle & Douglas, 2006). However, it is neither economically nor physically feasible for either prospective international students or institutions in the United States to require students to take English proficiency exams on-site in order for institutions to exercise more control over possible imposter fraud.

Issues with international admissions applications. A common solution to fraudulent test scores is to have the student simply write an essay in the target language in order to better assess the student's language proficiency; however, it is not only the standardized language proficiency

tests such as the TOEFL or IELTS that have the potential to be fraudulent, but the potential students' application essays as well, even at the graduate level. At Pennsylvania State University, reviewers of MBA applicant essays found an uncommon phrase repeated in many applicants' writing and launched an investigation. The investigation revealed that in 2010 and 2012, approximately 8% of student essays were plagiarized (Marcinkevage, 2012). In 2012, 50% of the plagiarized essays were from students applying from India and 35% were from China (Marcinkevage, 2012).

As mentioned at the beginning of this section, the largest international student growth has come from China, where the use of educational consulting agencies is a widespread practice. By utilizing such an agency, a student seeking to study in the United States is assisted by such agencies with determining which institution to attend, completing institutional applications, procuring the correct visa type, and also preparing for English proficiency exams (Hagedorn, 2015). It is estimated that approximately two-thirds of Chinese students seeking admission to United States colleges and universities employ such an agency (Hagedorn & Zhang, 2011). Furthermore, the agencies in China may not adhere to ethical and professional practices when acting on the behalf of their clients, instead acting to maximize their own financial benefit by placing lower-proficiency students (Clinedinst, Hurley, & Hawkins, 2012; Franklin, 2008). Some agencies have been found to submit fraudulent letters of recommendation for their clients and falsified academic transcripts for them as well (Bergman, 2012; Hagedorn & Zhang, 2011). Zinch China, a private company based in San Francisco, conducted a study in which 50% of Chinese students' transcripts sent to United States colleges and universities were falsified and up to 70% of application essays were not written by the potential candidate themselves; much of this deception was done by the third-party agents (Forbes, 2013).

This practice of utilizing agents is not only limited to China, however. Northern Virginia Community College and the United States Department of Homeland Security created a special task force to investigate more than 150 students and found that the "most fraudulent transcripts belonged to students from Saudi Arabia, Qatar, and the United Arab Emirates," and students who did not meet the college's English proficiency level had a fake transcript created for them by a third-party agency called Integrated Academics (McCarthy, 2015, p. 4). While the community college employees had no knowledge or participation with the scheme, three individuals were prosecuted and sentenced to federal prison for both money laundering and immigration fraud (McCarthy, 2015).

Although colleges' and universities' reputations are constantly subject to great scrutiny and admissions departments go to great lengths to properly vet potential students for admission, fraudulent practices by both incoming students and agents are a reality as international students seek admission to post-secondary institutions in the United States. The first location on campus to be affected by these practices is the classroom, whether it be lecture, mixed-mode, or online, as the instructor must assess the underprepared students' academic writing – oftentimes with little to no training in remedial or developmental English.

Plagiarism in non-native English-speaking student academic writing. While submitting fraudulent admissions applications, or even paying another individual to take their language proficiency exams, is not a common issue among international students, the rate of NNES plagiarism is more widespread and difficult to measure across the United States as a whole due to varying rates of reporting by faculty as well as the institution. During 2014 alone, Qi (2015) estimates that approximately 8,000 Chinese students were expelled from United States institutions for both poor academic performance and cheating. WholeRen Education (2016)

analyzed the data of 2,914 students who were dismissed from U.S. post-secondary institutions between 2013 and 2016. It was found that 32.6% of students were dismissed for academic dishonesty, including plagiarism, which was the second-most common reason for dismissal behind poor academic performance (WholeRen Education, 2016). Additionally, the rate of dismissal for academic dishonesty rose from 21.4% in 2013 to 32.6% in 2016, an increase of just over 11% in two years (WholeRen Education, 2016).

Even the definition of plagiarism is not completely clear to international students, and most institutions in the United States cast forth a broad definition that may not be understood wholly by an NNES student (Carroll, 2007). The concept of exam cheating is typically understood by NNES international students as it is a one-time event in which notes/materials are not allowed to be utilized and multiple drafts or submissions are not accepted (Livosky & Tauber, 1994; Dick, Sheard, & Markham, 2001). Plagiarism, however, is a term that can be defined differently depending upon a specific scenario (e.g., a student purchasing a pre-written essay online vs. submitting an essay that he/she previously submitted for another course) (Barrett & Cox, 2005; Dick, Sheard, & Markham, 2001). Park (2003) found that faculty also varied widely in their views on the severity of student plagiarism; some found it to be "poor etiquette" while others viewed it to be a serious offence that warranted expulsion (p. 473). Regardless of the definition of plagiarism, whether it be committed inside or outside of the classroom, most United States post-secondary institutions classify plagiarism in the same category as cheating on an exam and offending students are not afforded lighter disciplinary sanctions if they plagiarize (Sutton, Taylor, & Johnston, 2014).

Moreover, if an NNES student comes from a country where cultural collectivism is the norm, then his or her plagiarism may be excused as an unfamiliarity with a Westernized concept

of documentation and crediting sources (Shi, 2006). Hayes and Introna (2005) studied NES and NNES students in a master of science in information technology program (N=46) and in a master of science in management program (N=80). The participants were given a questionnaire developed by Donald McCabe, the former president of the Center for Academic Integrity at Duke University, and the subjects also participated in focus groups. The nationalities of the NNES students were Indian (n=17), Chinese (n=44), and Greek (n=27). When the attitudes toward plagiarism in students from China and India were examined, it was found that these students were surprised at the negative attitudes toward group work and also viewed plagiarism less seriously than their NES cohort. Pennycook (1996) and Sowden (2005) both reiterate Hayes and Introna's (2005) findings by stating that plagiarism is conditioned culturally within an individual, and the severity of the interpretation varies from one cultural community, even academic, to the next.

Howard (2000) suggests categorizing NNES plagiarism into three separate types: *fraud*, *insufficient documentation*, and *excessive repetition*. The first, fraud, can easily be addressed by institutional rules on dishonesty; however, the second two must be clearly defined in order to not label the NNES student actions in a moral way. Further issues arise when an NNES student transfers to another institution where, perhaps, the morality of the textual borrowing is alternately more severe or perhaps not even addressed at all. This solidifies the ideas of both Pennycook (1996) and Sowden (2005) that plagiarism is indeed a cultural concept that individuals are conditioned to conform to via their communities, and some NNES students are completely unprepared culturally as institutions in the United States react in a variety of ways to student textual borrowing (Shi, 2006).

Another issue in NNES academic research writing is that many NNES students will

utilize direct quoting rather than summarizing or paraphrasing in their papers (Petríc, 2012). Sophisticated writers are able to balance the use of legitimate textual borrowing to enhance their own texts, but its overuse can be problematic, particularly in the physical sciences where direct quotations are rarely used (Hyland, 2000).

Some cases have shown that NNES plagiarism is viewed by non-TESOL trained faculty not as an ethical issue that deserves punishment, but as one of the learning stages of a developing writer. Keck (2006) has provided a general guideline for these types of learning stages, particularly with paraphrasing, even detailing up to four separate levels of paraphrasing that NNES students use when writing (i.e., from "Near Copies" [50%+ of original material is copied] to "Substantial Revisions" [zero words are borrowed from the original text]). In addition to dismissing plagiarism as a metaphorical bump in an NNES students' writing journey, the increase of NNES students has not been matched with faculty who are trained to provide them with proper feedback and appropriate levels of academic support with their writing (Sutherland-Smith, 2008). Shi (2012) studied both faculty members (N=27) who reviewed NES and NNES student essays (N=48) which contained paraphrases, summaries of quoted text, and translations of text. Shi found widely varying views of the appropriateness of textual borrowing among the NES and NNES students, saw that the students' paraphrased content contained non-sourced material, and questioned if the students themselves understood the content and therefore paraphrased or documented appropriately. Not only are the faculty confused about a static definition of plagiarism when it comes to NNES students, but there is agreement between some scholars that NNES student plagiarism is due to the students' lack of knowledge regarding what is acceptable documentation and what is not (Abasi & Graves, 2008; Angélil-Carter, 2000).

Simply put, when student plagiarism is ignored by faculty, or even dismissed as a

developmental step in an NNES students' writing progress or learning path, it is seen as the faculty member condoning the action by the student and further fostering a climate of academic dishonesty (Culwin & Lancaster, 2001). However, without proper training in the cultural norms of textural borrowing of NNES students, faculty are at a disadvantage when grading academic student writing whether they ignore the plagiarism or punish the student for it – or perhaps do not perceive the plagiarism in the students' writing.

In summary, the impact of non-native English-speaking students' writing on non-TESOL trained, native English-speaking faculty is felt widely in English-medium post-secondary institutions in the United States. The lack of preparedness of the untrained faculty has the potential to not only affect NNES students, but to impede their academic growth and the growth of US-educated second-language learners as well.

CHAPTER THREE: METHODOLOGY

Research Design

The research design for this study utilized quantitative methodology in order to analyze the treatment of non-native English-speaking post-secondary students' academic writing errors by non-TESOL trained faculty. This correlational study design investigated the possible relationship between specific demographic variables, such as faculty department, years of teaching, size of institution, and department, among others, and the non-trained faculty treatment of academic writing errors and plagiarism, as well as the reasons why faculty did not deduct points for these items.

A password-protected online cross-sectional questionnaire survey was utilized that participants accessed via Qualtrics (Edmonds & Kennedy, 2013). This survey methodology was chosen to reach a larger sample more efficiently and also to reduce both overall time and cost (Dillman, Smyth, & Christian, 2008).

In order to develop the appropriate survey questions for this study, a series of preliminary questions were presented via interviews in the Fall 2015 semester with four non-TESOL trained faculty who taught undergraduate- and graduate-level students. Each interview lasted a minimum of forty-five minutes in length, and each of the respondents related that none provided their students a rubric specifically for sentence-level academic writing errors and all routinely overlooked NNES academic writing errors. While the results of the interviews were consistent, an online survey with similar questions presented the opportunity to reach more faculty from a wider range of institutions, reduce transcription and analysis time, and also minimize costs (i.e., travel expenditures outside of the Central Florida area, phone charges, etc.). In addition, the four interviewees were former colleagues and friends who felt comfortable speaking about their

assessment practices, and the lack of established trust and rapport with a stranger may result in inaccurate reporting during the interview; thus, an anonymous survey benefited this study more than face-to-face interviews. Figure 1 shows the sequential exploratory design path regarding how qualitative pre-pilot study interviews led to quantitative data analysis from the survey, culminating in the final interpretation presented in Chapter 5.

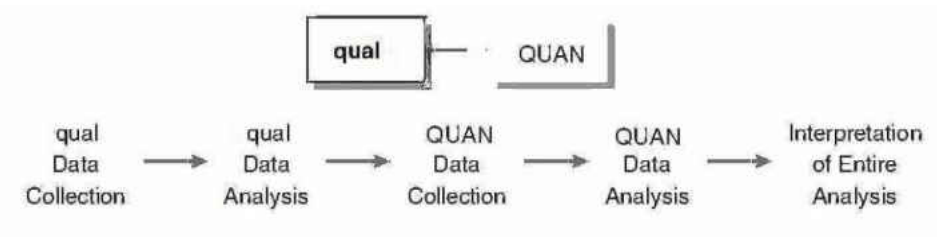

Figure 1. Sequential exploratory design (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 180).

Research Questions

RQ$_1$: To what degree are attitudinal factors and demographics associated with grading practices for native and non-native English-speaking students' academic subject writing/plagiarism?

RQ$_2$: Is there a relationship between the reasons faculty report grading for academic writing and plagiarism and their grading practices for native and non-native students?

Population and Sample

The population for this study was faculty at post-secondary, English-medium institutions teaching non-ESL/EFL, credit-bearing academic subject courses that required some type of academic writing assessment. Institutions were large or small, public or private. The selection criteria included faculty who taught both composition courses as well as academic subject area

courses ranging from health care and nursing to engineering and chemical/medical sciences, psychology, and so on.

The target population for this survey was as follows:

> Must be a faculty member, or former faculty member, at an English-medium post-secondary institution, *and*
>
> Must currently have or have previously had non-native English speakers in their courses whose academic writing they were required to assess/evaluate

A purposive sampling technique was utilized due to the large and widespread number of post-secondary faculty that met the criteria for the study, and to reach a representative sample of this population (Lavrakas, 2008). Non-probability, respondent-driven snowball sampling was employed as this dissertation topic was discussed with interested faculty, as well as survey participants who shared the study information with colleagues and other interested parties (e.g., listservs, department colleagues, social media etc.) within their social or professional networks (Leedy & Ormrod, 2010; Lavrakas, 2008; Trochim & Donnelly, 2008; Goodman, 1961).

The anticipated sample size required for PLS-SEM was calculated using the number of observed variables, latent variables, the anticipated effect size, the preferred statistical power level, and the preferred probability level (Hair, 2013; Soper, 2016). The statistical power and anticipated effect size were calculated using G*Power software, and were .8 and .71, respectively. According to Hair et al. (2014), the recommended sample size is formed from the desired power value, and is determined by the largest number of predictors for any latent variable in the model. The desired significance level was 5%, and the maximum number of arrows pointing at the constructs was 10. Therefore, the recommended sample size for this study was 189 (Cohen, 1988).

Recruitment. Initial recruitment was solicited via an approved email sent through the University of Central Florida's Faculty Center for Teaching and Learning as well as via other post-secondary contacts in faculty development and continuing education in both private and public post-secondary institutions. Additionally, a number of faculty distributed the survey link to their colleagues and friends at other institutions via social media and email. Various higher education email listservs were joined, and posts were made to the listserv groups outlining the parameters of the study and requesting participation in the research with the survey link. Social media platforms were utilized, mainly Facebook and Twitter, with posts in higher education writing-across-the-curriculum (WAC) and PhD-related groups. Posts, or tweets, on Twitter were made, and higher education-based/WAC-based Twitter accounts as well as PhD-based accounts replicated, or re-tweeted, the survey link. Finally, a post was made on the author's Google-indexed personal website with the survey link.

Threats to external validity were reduced by the proposed sample being a close representative of the overall faculty population. Additionally, the instrument was piloted in June and July 2016 with skip-logic questions that excluded non-qualifying participants (i.e., TESOL-trained faculty; faculty who had not taught NNES students). Internal validity issues associated with convenience sampling were alleviated by utilizing a broad selection of participants (Leedy & Ormrod, 2010). There are "valid causal implications" for the data collected, which also speaks to its potential internal validity (Lavrakas, 2008, p. 938). A sample-based content validity check was made during the pilot study, which offered a text response area for the respondent to record any concerns, questions, and also suggestions regarding any of the survey items (Thomas & Raju, 2004). Some suggestions gleaned from the respondents included restructuring certain questions for clarity and to better include individuals' responses that did not fit the options given,

as well as including questions regarding NNES students' mentoring/coaching and meeting writing assignment deadlines.

Reliability. Cronbach's Alpha was run on the pilot study data to determine internal consistency reliability (Gliem & Gliem, 2003). Structural equation modeling (SEM) was used to determine reliability during the final survey using the composite reliability measure in SmartPLS 3, which is also effective in studies with smaller sample sizes (Yang & Green, 2010).

Instrumentation

A pre-validated survey instrument was not located that specifically addressed the issue of non-TESOL trained faculty knowledge, authority, and practice regarding NNES assessing student academic writing errors and plagiarism. Therefore, an original survey was constructed for the purposes of this study, which can be reviewed in Appendix B. The survey was designed to address *non*-deduction of points; simply asking a faculty member "Do you deduct points for academic written errors?" would result in a higher positive response and therefore not reveal why a faculty member would not deduct points, which was the goal of the research reflected in the research questions. As such, the questions themselves were sensitive as well as very personal as they could reveal an unacceptable set of grading practices, particularly when it comes to revealing a disparity between grading NNES and NES writers, which is discussed in the limitations section in Chapter 5.

Two survey pilot studies were conducted in July 2016. The first, with a qualified population sample of non-TESOL trained faculty recruited via personal invitation, obtained 14 responses. The second pilot was comprised of a sample of graduate teaching associates at the University of Central Florida in Orlando, Florida, and obtained 13 responses. The overall response goal for pilot study was 20, derived from calculating ten times the number of latent

variables in the survey, which was two (Hair, 2013; Soper, 2016). A total of three responses were removed from the first pilot study as the respondents only answered three of the 24 questions.

The finalized survey included a total of 31 questions. Of these, 14 were qualifying questions consisting of demographic and experience questions. Seventeen survey questions queried the faculty's error treatment of both NNES and NES student academic writing and plagiarism.

The survey also included Skip Logic to further qualify respondents. For instance, if the qualifying question of "Have you taught (or previously taught) non-native English-speaking students?" was answered "No," then participant was then moved to the end of the survey and that response was not counted or analyzed. Efforts were made to reduce the sensitivity of the questions so that respondents did not feel as if they were answering questions that intruded into their grading/course assessment practices, that their answers might fall into the wrong hands, and also that the social desirability of their teaching actions as reflected in their answers was judged (Lavrakas, 2008).

The layout of the survey was simple and uncluttered, with an effective amount of white space between question and answer. The final survey can be seen in Appendix C. The questions loaded for the respondent one at a time. A progress bar at the top of the survey, even on mobile devices, showed how far the respondent was into the survey. For the pilot study, each survey was open for two weeks, giving the respondent time to return and complete the survey if they were interrupted. The final survey was available to respondents for eight weeks between August and October 2017.

Data Collection

IRB approval for the pilot study was received on June 29, 2016, and this study was deemed Exempt from Human Research by the University of Central Florida's Institutional Review Board. The pilot study exemption letter can be reviewed in Appendix A. Once initial IRB approval was obtained, the first of two pilot studies was launched and the second was completed in July 2016. The data from the pilot was analyzed and respondent suggestions were recorded, and this information informed the final survey creation. The final survey received committee approval and the final survey IRB approval was received on August 9, 2017 as shown in Appendix B. The final survey was open to respondents via the Qualtrics website, and data were collected between August 11, 2017, and October 8, 2017.

Data Analysis

Data analysis was performed via SmartPLS software, which is a second-generation multivariate data analysis method utilizing partial least squares structural equation modeling (SEM) (Haenlein & Kaplan, 2004; Hair, 2014). This data analysis method was chosen as the study is not only exploratory in nature, but the purpose of this research is to determine if there is a correlation between the traits of non-TESOL trained faculty and their grading habits of the NNES students in their courses, and SEM is used for analyzing such data in education (Kaplan, 2008).

Other reasons for utilizing SEM were that the options for correlating latent variables are limited and SEM allows for researchers to account for correlations between survey items, thus reducing error estimates of the coefficients of interest in this study. PLS-SEM is also a good choice for analyzing this survey data due to the fact that there are multiple constructs occurring at the same time as multiple variables, and it is also used to develop theories in exploratory

research (Hair, Hult, Ringle, & Sarstedt, 2014). Additionally, the demographic/qualifying data collected was analyzed to determine patterns and possible causality between the data and the observed variables using IBM's SPSS software.

Findings of the Preliminary Pilot Studies

In the fall semester 2015, four interviews were conducted with the supposition that any data gleaned would inform the future survey questions for this study. The interview questions were formulated as to not allege a bias, but to tease out standard and general grading practice by focusing on the faculty's experience with error correction for both writing and speaking and how it is reflected in their final assessments throughout the semester between domestic, native English-speaking students and their international/non-native English-speaking counterparts.

In June and July 2016, two further pilot studies were conducted with survey questions that were developed from the four interviews that took place in the fall semester of 2015.

Data collection and sample. Data were collected via an online link to a Qualtrics survey. The sample of the first pilot study in June 2016 was recruited via a personal invitation from the researcher, and individual online messages were sent with the link to the Qualtrics survey. The sample of the second pilot study in July 2016 was recruited via a graduate teaching associate class at the University of Central Florida.

Analysis. The pre-pilot study interview answers were coded by question, and were grouped into the following categories: faculty attitude toward NNES students, steps taken for non-native English speaker errors, and the faculty overlooking errors by non-native English-speaking students. The first question was intentionally sensitive as it asked the interviewee to reveal a potential bias. The second group of questions were intentionally framed so that the interviewee would have the opportunity to show their problem-solving skills, vent possible

frustrations in grading this population, and also express positive strategies that they take to assist non-native English-speaking students. The third set of questions focused on the potential positive bias of non-native English-speaking student assessment – the core of the exploration itself. Notes in were taken on MS Word around a pre-designed interview question template.

For the first set of questions regarding attitudes and reactions toward an NNES student (including a student with a noticeable accent), all four denied having any reaction at all. The second set of questions asked them to outline the steps and strategies they utilized when they encountered a student with sub-par English writing and speaking skills. While none of them have been trained in English as a second language, they had similar and innovative aids that they either gave to/worked with their students on or all sent the struggling students to the campus writing center for additional assistance. Finally, the last set of questions were asked to determine if they held their non-native English-speaking students to a *lower* standard. While this question was not asked directly, interviewees were asked if they could recall an instance in which they overlooked non-native English-speaking students' errors; if they ever overlooked plagiarism, especially if they knew that a student came from a culturally collectivist country; and if they had given their non-native English-speaking students more time to complete assignments due to having a lower proficiency in English.

All four of the interviewees admitted to overlooking errors in non-native English speakers, and one admitted that she did not impose consequences on these students who plagiarized. That professor related that if she knew that a student had "worked hard" on the paper, she was not going to reduce overall points on a writing assignment for grammatical errors even when her rubric stated that a specific amount of points would, in fact, be reduced for grammatical errors. Another seemed to view deducting points for sub-par English writing as

penalizing the students themselves, and admitted that she held native speakers to a higher standard than their non-native English-speaking counterparts.

A tentative conclusion that can be drawn from these interviews is that university professors assess their non-native English-speaking students more leniently than they do native English speakers, and one reason is that they do not want to penalize non-native English speakers simply because English is not their first language. This conclusion and experience led to the formation of the survey questions that were used in the pilot study via Qualtrics.

For the two pilot studies with the Qualtrics survey in June and July 2016, data were loaded into SmartPLS 3 to determine if SmartPLS 3 was a good fit for the analysis. The latent variables were removed from the data set (e.g., gender, non-TESOL trained status), and the observed variables were run in the analysis software. Figure 2 below shows the initial pilot study data in SmartPLS 3, and Table 1 shows the pilot study timeline.

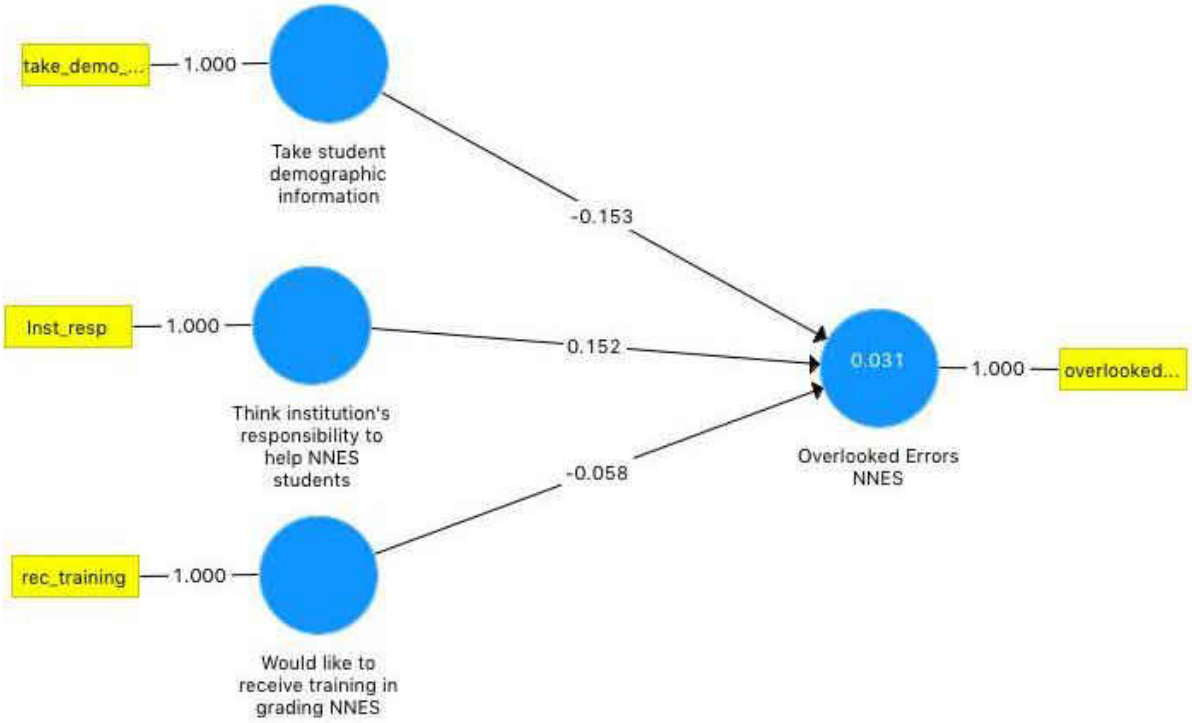

Figure 2. Pilot study results in SmartPLS 3.

Table 1

Pilot Project Timeline

Task Description	**Timeframe**
Developed interview questions, solicited subjects for interview, conducted interviews, transcribed recordings, analyzed data.	Fall 2015
Methodology of study moved from qualitative to quantitative, redesigned interview questions to better meet survey question protocol.	Spring 2016
Received IRB approval from the University of Central Florida.	June 2016
Pilot Studies 1 and 2 completed via Qualtrics.	July 2016

Delimitations

This study investigated former and current faculty who have taught in English-medium post-secondary institutions. While bilingual learners are a population of post-secondary students who share some language development and production characteristics with US-educated second-language learners and NNES students, the focus was on the latter as bilingual students are not routinely identified in post-secondary institutions. The purposive sampling method was most convenient but also not a standardized representation of all current and former post-secondary faculty of all institution size and type, so the findings cannot be generalizable to all faculty in this category. However, the findings can be used to determine if there is a desire for TESOL-based training for non-trained faculty who teach NNES students.

CHAPTER FOUR: FINDINGS

Introduction

This chapter describes the analyses conducted utilizing two separate data-processing programs: IBM's Statistical Package for the Social Sciences (SPSS) and SmartPLS 3. Both analyses were used to determine the answers to the study's research question, as follows:

> **RQ_1**: To what degree do attitudinal factors and demographics affect faculty preparedness and grading practices both native and non-native English-speaking students' academic subject writing/plagiarism?

> **RQ_2**: Is there a relationship between the reasons faculty report not deducting points for native and non-native English-speaking students' academic writing errors and plagiarism and faculty grading practices for both populations?

The procedure applied to answer the first research question, which was whether or not there is a significant difference between faculty demographics and attitudinal factors and deducting points for academic writing errors and plagiarism for both NNES and NES students, was IBM's Statistical Package for the Social Sciences (SPSS). A chi-square test of independence was the measure used with this software. The procedure used to answer the second research question, which explored a possible relationship between faculty not deducting points from both non-native English-speaking (NNES) and native English-speaking (NES) students' writing and plagiarism and their reasons for doing so, was the SmartPLS 3 software. This chapter then concludes with a summary of the analyses from both software programs and

findings.

Survey Completion Rate and Non-Response Bias

Data were collected via an online Qualtrics survey between August 11, 2017, and October 8, 2017. Approximately 392 surveys were recorded during this time period. However, 173 surveys were not analyzed due to various reasons. Of those 173 responses not used in data analysis, there were 15 non-attempts (i.e., respondents did not complete any survey items) which could not be analyzed. Two criteria for survey participation were if the respondent had taught non-native English (NNES) speakers, as well as if the respondent had taught a credit-bearing, non-ESL/EFL academic course. For the first criterion, if the respondent had taught NNES students, 12 participants answered "No" and were therefore removed from the survey. For the second criterion, if the respondent had taught a credit-bearing non-ESL/EFL academic course, a total of 50 respondents answered "No" and were therefore removed from the survey. Additionally, 96 responses were attempted that met the overall criteria for respondent participation but were not completed. Of these, 16 did not complete the demographic information at the beginning of the survey and therefore did not progress to the attitudinal portion of the survey, and 48 full responses were removed because of mostly missing data in the attitudinal portion of the survey. The remaining 32 responses were categorized as *item nonresponse*; that is, the respondents answered the first two qualifying survey questions but did not answer any further questions (Lavrakas, 2008). This could be due to survey expiration, which was two weeks, or lack of time or participant interest. Therefore, out of the 392 recorded attempts, 281 responses were completed for a survey completion rate of nearly 72%. Overall, 219 complete surveys were available for use after evaluating the responses and eliminating non-qualifying/non-completed cases.

$$\text{Response rate} = \frac{n_{\text{R}}}{n_{\text{R}} + n_{\text{NR}}}$$

Figure 3. Formula for calculating response rate (Bethlehem, 2009).

In Figure 3, Bethlehem (2009) uses the term *response* in the formula to refer to *completion* of the entire survey. As calculated in Figure 3, the response rate was 71.68%, meaning that almost 72% of individuals who started the online actually completed the entire survey. According to Johnson and Wislar (2012), a survey completion rate of over 60% for individual surveys is considered the minimum threshold for acceptable use, and Baruch and Holtom (2008) found that the acceptable minimum survey completion rate in their studies of 17 refereed academic journals was 52.7%. As this survey's completion rate was 11%-19% higher than Baruch and Holtom's (2008) acceptable minimum, post-survey adjustments were not needed and the risk of overestimation of the results was therefore not high. Additionally, this higher survey completion rate represents more of the target population and therefore the data did not need weighting adjustment to compensate for the missing responses in the analysis (Chaudhuri & Stenger, 2005). Additionally, a higher completion rate means that there is less chance of a reduction of statistical power and therefore a lower risk of inaccurate effect size estimation (Sivo, Saunders, Chang, & Jiang, 2006). Thus, the survey's completion rate was sufficient in order to extrapolate reliable assumptions for this study.

Overall, the sample generally represented the overall population. Faculty from small, medium, and large-sized institutions were studied, as well as faculty in public and private institutions. More females were represented in this study (74.4%) than the general population (49.1%), and slightly less public-institution faculty were represented in this study (74.9%) than

in the general population (81.3%) (National Center for Education Statistics, 2016b). Non-binary individuals represented 0.8% of the study's sample, and approximately 0.4% of individuals identify as non-binary in the United States (Meerwijk & Sevelius, 2017). Although there is no definitive data regarding the amount of TESOL-trained faculty in the United States due to varying levels of qualification, the TESOL-trained faculty representation (37.4%) may be slightly higher than the general population due to the snowball sampling population method used in this study. Other than these differences, there were no large discrepancies in the representation of the general population in this study's sample.

Data Screening and Preparation

As mentioned in the previous section, listwise deletion was utilized to remove item non-responses as well as respondents who did not meet the criteria of teaching a credit-bearing academic course and non-native English-speaking students. Any outliers were kept as well, as Hair et al. (2011) recommend keeping such responses due to their representation in the target population and that eliminating such responses might limit the generalizability of the results (e.g., the gender responses that comprised only .9% of the sample were included). Thus, all complete responses were included in the data analysis.

Characteristics of the Respondents

The respondents of this survey were asked to provide the following demographic information: if they had any TESOL training, age, gender, if English was their native language, if they taught at a public or private institution, their institution size, if their NNES students were required or recommended to take college preparatory courses, and how many years they had taught at a post-secondary institution. The frequencies for this demographic information are presented in tables in the SPSS demographic analysis section below.

The characteristics measured are the following: if the respondent was TESOL trained, if his/her native language was English, gender, age, if he/she taught at a private or public university, the respondent's institution size, the respondent's department, and the number of years taught. For TESOL trained and if the institution was public or private, the answers were scaled as 1=yes and 2=no. For the respondent's native language being English, the answers were 1=yes, 2=no, and 3=learned English bilingually with another language. For gender, respondents were given the option of five choices, including male, female, transgender male, transgender female, and non-binary. No respondents chose transgender male or female, but three did choose non-binary. Age was measured in selections of 18-39, 40-59, 60-79, and 80 or more years. Respondent department choice was available via a drop-down menu in the survey. The question regarding the respondents' institution size was also scaled in three selections: under 20,000 students enrolled, 21,000 to 39,000 students enrolled, and 40,000 or more students enrolled. Finally, the respondents were asked how many years they had taught, and the answers available to them were 1-5 years, 6-10 years, 11-15 years, or 16 or more years. Figures 4 and 5 below show the numbers of each respondent characteristic by category.

Category	*Demographic Characteristic*	*Total Number*
Total Respondents		**219**
Age	18-39	81
	40-59	**103**
	60-79	33
	80+	2
Department	Architecture	1
	Arts & Humanities	**82**
	Business	14
	Education	40
	Engineering	6
	Life Sciences	7
	Medicine & Health Sciences	9
	Physical Sciences & Mathematics	14
	Social & Behavioral Sciences	46
Gender	Female	**163**
	Male	54
	Non-Binary	2

Figure 4. Characteristics of respondents (age, department, and gender).

Category	*Demographic Characteristic*	*Total Number*
Institution Size	<20,000	**116**
	20,000 to 39,000	58
	>40,000	45
Institution Type	Public	**164**
	Private	55
Native Language	English	**178**
	Not English	33
	English + Another Language	8
TESOL Trained	Yes	82
	No	**137**
Years Taught	1-5 years	56
	6-10 years	54
	11-15 years	33
	16+ years	**76**

Figure 5. Characteristics of respondents (institution size and type, native language, TESOL training, and years taught).

Statistical Package for the Social Sciences (SPSS) Model Analyses

The first analysis conducted was to determine whether or not there was a significant correlation between faculty demographics and deducting points for academic writing errors and plagiarism for both NNES and NES students, as well as if faculty gave NNES students more time on assessments. A chi-square test of independence was run comparing faculty demographic markers and five questions: if they recalled a time in which they did not deduct points for NNES student writing errors, if they recalled a time in which they did not deduct points for NES student writing errors, if they recalled a time in which they did not deduct points for NNES student plagiarism, if they recalled a time in which they did not deduct points for NES student plagiarism, and if they gave NNES students more time on assessments. The chi-square test of independence measures if two variables are independent of one another, and are therefore related or not related. By ruling out independence, it can be said that the variables are correlated. Additionally, since the same size is not large (N=219), there is not a risk of trivial or small relationships appearing significant (Morgan, Reichert, & Harrison, 2017).

The demographic variables measured were if the faculty member had TESOL training, if English was his/her native language, gender, age, if the institution he/she taught at was public or private, the institution size, department, and the total number of years the faculty member had taught. Each of these variables was measured against the five questions listed above to determine if they correlated. In the following sections, the data are presented by overall percentage of the demographic (e.g., how many total were male/female/non-binary), then how many of the demographic did not deduct points for academic written errors and plagiarism by question. A table is presented of the chi-square test of independence crosstab results showing these percentages, and then significance, when found, is discussed.

Demographic Variable 1: TESOL Training

To determine if faculty TESOL training was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 37.4% (n=82) had received some type of TESOL training and 62.6% (n=137) had not.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74% responded that they had not deducted points for NNES student writing errors, meaning that 26% did not deduct points for NNES student writing errors.

Of the 74% that did not deduct points, 26.9% were TESOL trained (n=74% of 219) and 47% were not TESOL trained (n=74% of 219). Of the 26% responded that they had deducted points for NNES student writing errors, 10.5% were TESOL trained and 15.5% were not TESOL trained. Table 2 shows the crosstab result of this question.

Table 2

Crosstab of TESOL Training and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
TESOL_trained	yes	Count	59	23	82
		% of Total	26.9%	10.5%	37.4%
	no	Count	103	34	137
		% of Total	47.0%	15.5%	62.6%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that faculty TESOL training was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(1, N=219) = .278$, $p>.05$, $\phi= .04$

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points for NES student writing errors, and 30.1% deducted points for NES student writing errors.

Of the 69.9% that did not deduct points for NES student writing errors, 27.4% were TESOL trained and 42.5% were not TESOL trained. Of the 30.1% who responded that they had deducted points for NES student writing errors, 10.0% were TESOL trained and 20.1% were not TESOL trained. Table 3 shows the crosstab result of this question.

Table 3

Crosstab of TESOL Training and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
TESOL_trained	yes	Count	60	22	82
		% of Total	27.4%	10.0%	37.4%
	no	Count	93	44	137
		% of Total	42.5%	20.1%	62.6%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that faculty TESOL training was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(1, N=219) = .681$, $p>.05$, $\phi= .06$.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points for NNES student plagiarism, and 76.3% responded that they had deducted points for NNES student plagiarism.

Of the 23.7% who responded that they had not deducted points for NNES student plagiarism, 9.1% were TESOL trained and 14.6% were not TESOL trained. Of the 76.3% who responded that they had deducted points for NNES student plagiarism, 28.3% were TESOL trained and 47.9% were not TESOL trained. Table 4 shows the crosstab result of this question.

Table 4

Crosstab of TESOL Training and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_NNES_Plagiarism		
			yes	no	Total
TESOL_trained	yes	Count	20	62	82
		% of Total	9.1%	28.3%	37.4%
	no	Count	32	105	137
		% of Total	14.6%	47.9%	62.6%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that faculty TESOL training was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(1, N=219) = .030$, $p>.05$, $\phi= .01$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points for NES

student plagiarism and 82.2% responded that they had deducted points for NES student plagiarism.

Of the 17.8% responded that they had not deducted points for NES student plagiarism, 7.8% were TESOL trained and 10.0% were not TESOL trained. Of the 82.2% who responded that they had deducted points for NES student plagiarism, 29.7% were TESOL trained and 52.5% were not TESOL trained. Table 5 shows the crosstab result of this question.

Table 5

Crosstab of TESOL Training and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_NES_Plagiarism		
			yes	no	Total
TESOL_trained	yes	Count	17	65	82
		% of Total	7.8%	29.7%	37.4%
	no	Count	22	115	137
		% of Total	10.0%	52.5%	62.6%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that faculty TESOL training was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(1, N=219) = .765$, $p>.05$, $\phi= .06$.

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 20.5% were TESOL trained and 36.5% were not TESOL trained. Of the 42.9% responded that they had not

given NNES students more time, 16.9% were TESOL trained and 26.0% were not TESOL trained. Table 6 shows the crosstab result of this question.

Table 6

Crosstab of TESOL Training and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
TESOL_trained	yes	Count	45	37	82
		% of Total	20.5%	16.9%	37.4%
	no	Count	80	57	137
		% of Total	36.5%	26.0%	62.6%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that faculty TESOL training was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(1, N=219) = .259$, $p>.05$, $\phi= .03$.

Demographic Variable 2: Native English-Speaking Faculty

To determine if faculty's native English language status was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 81.3% (n=178) reported English as their native language, 15.1% (n=33) reported that English was not their native language, and 3.7% (n=8) reported learning English and another language at the same time (i.e., bilingually) as their first languages.

The first question explored was if faculty had not deducted points for NNES student writing errors. Of the 219 faculty, 74.0% responded that they had not deducted points from NNES students for writing errors and 26.0% responded that they had deducted points from NNES students for writing errors.

Of the 74.0% who responded that they had not deducted points from NNES students for writing errors, 61.2% were native English speakers, 9.1% were not native English speakers, and 3.7% had learned English as their first language bilingually. Of the 26.0% who responded that they had deducted points from NNES students for writing errors; 20.1% were native English speakers, 5.9% were not native English speakers, and 0% had learned English as their first language bilingually. Table 7 shows the crosstab result of this question.

Table 7

Crosstab of English as Native Language and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
English_L1	yes	Count	134	44	178
		% of Total	61.2%	20.1%	81.3%
	no	Count	20	13	33
		% of Total	9.1%	5.9%	15.1%
	bilingual	Count	8	0	8
		% of Total	3.7%	0.0%	3.7%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that faculty having English as a native language was significantly related to faculty not deducting points for NNES student

writing errors, $\chi^2(2, N=219) = 6.04$, $p<.05$, $\phi= .17$. Of significance is that 100% of faculty who had learned English bilingually with another language as their native language did not deduct points for NNES student writing errors. Additionally, 75% of individuals who had English as their native language did not deduct points for NNES student writing errors as opposed to 60% of those who did not have English as their native language.

Furthermore, when the faculty's native language was separated between native, non-native, and bilingual, significance was found regarding bilingual faculty not deducting points for NNES academic writing errors as shown in Table 8 below.

Table 8

Bilingual Faculty Significance and Not Deducting Points for NNES Academic Writing Errors

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.671	.026
	Cramer's V	.671	.026
N of Valid Cases		11	

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points from NES students for writing errors and 30.1% responded that they had deducted points from NES students for writing errors.

Of the 69.9% who responded that they had not deducted points from NES students for writing errors, 58.9% were native English speakers, 7.8% were not native English speakers, and 3.2% had learned English as their first language bilingually. Of the 30.1% who responded that they had deducted points from NES students for writing errors, 22.4% were native English

speakers, 7.3% were not native English speakers, and 0.5% had learned English as their first language bilingually. Table 9 shows the crosstab result of this question.

Table 9

Crosstab of English as Native Language and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
English_L1	yes	Count	129	49	178
		% of Total	58.9%	22.4%	81.3%
	no	Count	17	16	33
		% of Total	7.8%	7.3%	15.1%
	bilingual	Count	7	1	8
		% of Total	3.2%	0.5%	3.7%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that faculty having English as a native language was significantly related to faculty not deducting points for NES student writing errors, $\chi^2(2, N=219) = 7.03$, $p<.05$, $\phi= .18$. Of significance is that 88% of faculty who had learned English as their native language alongside another language did not deduct points for NES student writing errors. Furthermore, 72% of native English-speaking faculty did not deduct points for NES student writing errors while 51% of non-native English-speaking faculty did not deduct points from this population.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points from NNES students for plagiarism and 76.3% responded that they had deducted points from NNES students for plagiarism.

Of the 23.7% who responded that they had not deducted points from NNES students for plagiarism, 18.7% were native English speakers, 5.0% were not native English speakers, and 0.0% had learned English as their first language bilingually. Of the 76.3% who responded that they had deducted points from NNES students for plagiarism, 62.6% were native English speakers, 10.0% were not native English speakers, and 3.7% had learned English as their first language bilingually. Table 10 shows the crosstab result of this question.

Table 10

Crosstab of English as Native Language and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_ NNES STUDENT_ Plagiarism		
			yes	no	Total
English_L1	yes	Count	41	137	178
		% of Total	18.7%	62.6%	81.3%
	no	Count	11	22	33
		% of Total	5.0%	10.0%	15.1%
	bilingual	Count	0	8	8
		% of Total	0.0%	3.7%	3.7%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that faculty having English as a native language was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(2, N=219) = 4.22$, $p<.05$, $\phi= .14$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points from NES

students for plagiarism and 82.2% responded that they had deducted points from NES students for plagiarism.

Of the 17.8% who responded that they had not deducted points from NES students for plagiarism, 13.7% were native English speakers, 4.1% were not native English speakers, and 0.0% had learned English as their first language bilingually. Of the 82.2% who responded that they had deducted points from NES students for plagiarism, 67.6% were native English speakers, 11.0% were not native English speakers, and 3.7% had learned English as their first language bilingually. Table 11 shows the crosstab result of this question.

Table 11

Crosstab of English as Native Language and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_NES STUDENT_Plagiarism		
			yes	no	Total
English_L1	yes	Count	30	148	178
		% of Total	13.7%	67.6%	81.3%
	no	Count	9	24	33
		% of Total	4.1%	11.0%	15.1%
	bilingual	Count	0	8	8
		% of Total	0.0%	3.7%	3.7%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that faculty's having English as a native language was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(2, N=219) = 3.86$, $p>.05$, $\phi= .13$.

However, when the faculty's native language was separated between native, non-native, and bilingual, significance was found regarding faculty who had English as a native language as shown in Table 12 below.

Table 12

Native English-Speaking Faculty and Not Deducting Points for NES Plagiarism

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.157	.040
	Cramer's V	.157	.040
N of Valid Cases		172	

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 45.2% were native English speakers, 8.7% were not native English speakers, and 3.2% had learned English as their first language bilingually. Of the 42.9% who responded that they had not given NNES students more time, 36.1% were native English speakers, 6.4% were not native English speakers, and 0.5% had learned English as their first language bilingually. Table 13 shows the crosstab result of this question.

Table 13

Crosstab of English as Native Language and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
English_L1	yes	Count	99	79	178
		% of Total	45.2%	36.1%	81.3%
	no	Count	19	14	33
		% of Total	8.7%	6.4%	15.1%
	bilingual	Count	7	1	8
		% of Total	3.2%	0.5%	3.7%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that faculty having English as a native language was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(1, N=219) = 3.18, p>.05, \phi= .12$.

Demographic Variable 3: Gender

To determine if faculty gender was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 24.7% (n=54) identified as male, 74.4% (n=163) identified as female, and 0.09% (n=2) identified as non-binary.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74.0% responded that they had not deducted points from NNES students for writing errors and 26.0% responded that they had deducted points from NNES students for writing errors.

Of the 74.0% who responded that they had not deducted points from NNES students for writing errors, 7.8% identified as male, 18.3% identified as female, and 0.0% identified as non-

binary. Of the 26.0% who responded that they had deducted points from NNES students for writing errors, 16.9% identified as male, 56.2% identified as female, and 0.2% identified as non-binary. Table 14 shows the crosstab result of this question.

Table 14

Crosstab of Gender and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
Gender	male	Count	37	17	54
		% of Total	16.9%	7.8%	24.7%
	female	Count	123	40	163
		% of Total	56.2%	18.3%	74.4%
	non-binary	Count	2	0	2
		% of Total	0.9%	0.0%	0.9%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that faculty gender was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(2, N=219) = 1.73$, $p>.05$, $\phi= .09$. It should also be noted that while not statistically significant, 100% of the non-binary faculty did not deduct points for NNES student writing errors.

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points from NES students for writing errors and 30.1% responded that they had deducted points from NES students for writing errors.

Of the 69.9% who responded that they had not deducted points from NES students for writing errors, 14.6% identified as male, 54.8% identified as female, and 0.5% identified as non-binary. Of the 30.1% who responded that they had deducted points from NES students for writing errors, 10.0% identified as male, 19.6% identified as female, and 0.5% identified as non-binary. Table 15 shows the crosstab result of this question.

Table 15

Crosstab of Gender and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
Gender	male	Count	32	22	54
		% of Total	14.6%	10.0%	24.7%
	female	Count	120	43	163
		% of Total	54.8%	19.6%	74.4%
	non-binary	Count	1	1	2
		% of Total	0.5%	0.5%	0.9%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that faculty gender was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(2, N=219) = 4.35$, $p>.05$, $\phi= .14$.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points from NNES students for plagiarism and 76.3% responded that they had deducted points from NNES students for plagiarism.

Of the 23.7% who responded that they had not deducted points from NNES students for plagiarism, 4.1% identified as male, 19.2% identified as female, and 0.5% identified as non-binary. Of the 76.3% who responded that they had deducted points from NNES students for plagiarism, 20.5% identified as male, 55.3% identified as female, and 0.5% identified as non-binary. Table 16 shows the crosstab result of this question.

Table 16

Crosstab of Gender and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_ NNES STUDENT_ Plagiarism		
			yes	no	Total
Gender	male	Count	9	45	54
		% of Total	4.1%	20.5%	24.7%
	female	Count	42	121	163
		% of Total	19.2%	55.3%	74.4%
	non-binary	Count	1	1	2
		% of Total	0.5%	0.5%	0.9%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that faculty gender was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(2, N=219) = 2.62$, $p>.05$, $\phi= .11$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points from NES students for plagiarism and 82.2% responded that they had deducted points from NES students for plagiarism.

Of the 17.8% who responded that they had not deducted points from NES students for plagiarism, 2.7% identified as male, 15.2% identified as female, and 0.0% identified as non-binary. Of the 82.2% who responded that they had deducted points from NES students for plagiarism, 21.9% identified as male, 59.4% identified as female, and 0.9% identified as non-binary. Table 17 shows the crosstab result of this question.

Table 17

Crosstab of Gender and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_ NES STUDENT_ Plagiarism		
			yes	no	Total
Gender	male	Count	6	48	54
		% of Total	2.7%	21.9%	24.7%
	female	Count	33	130	163
		% of Total	15.1%	59.4%	74.4%
	non-binary	Count	0	2	2
		% of Total	0.0%	0.9%	0.9%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that faculty gender was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(2, N=219) = 2.75$, $p>.05$, $\phi= .11$. It should also be noted that while not statistically significant, 100% of the non-binary faculty reported deducting points for NES plagiarism.

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 14.6% identified as male, 41.6% identified as female, and 0.9% identified as non-binary. Of the 42.9% who responded that they had not given NNES students more time, 10.0% identified as male, 32.9% identified as female, and 0.0% identified as non-binary. Table 18 shows the crosstab result of this question.

Table 18

Crosstab of Gender and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
Gender	male	Count	32	22	54
		% of Total	14.6%	10.0%	24.7%
	female	Count	91	72	163
		% of Total	41.6%	32.9%	74.4%
	non-binary	Count	2	0	2
		% of Total	0.9%	0.0%	0.9%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that faculty gender was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(2, N=219) = 1.71$, $p>.05$, $\phi= .09$. Additionally, though while not statistically significant, 100% of the non-binary faculty reported giving NNES students more time on assessments.

Demographic Variable 4: Age

To determine if faculty gender was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 37% (n=81) were between the ages of 18 and 29, 47% (n=103) were between the ages of 40 and 59, 15.1% (n=33) were between the ages of 60 and 79, and 0.09% (n=2) were 80 years of age and older.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74.0% responded that they had not deducted points from NNES students for writing errors and 26.0% responded that they had deducted points from NNES students for writing errors.

Of the 74.0% who responded that they had not deducted points from NNES students for writing errors, 28.8.2% were between the ages of 18 and 29, 32.4% were between the ages of 40 and 59, 11.9% were between the ages of 60 and 79, and 0.9% were 80 years of age and older. Of the 26.0% who responded that they had deducted points from NNES students for writing errors, 8.2% were between the ages of 18 and 29, 14.6% were between the ages of 40 and 59, 3.2% were between the ages of 60 and 79, and 0.0% were 80 years of age and older. Table 19 shows the crosstab result of this question.

Table 19

Crosstab of Age and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
Age	18-39	Count	63	18	81
		% of Total	28.8%	8.2%	37.0%
	40-59	Count	71	32	103
		% of Total	32.4%	14.6%	47.0%
	60-79	Count	26	7	33
		% of Total	11.9%	3.2%	15.1%
	80+	Count	2	0	2
		% of Total	0.9%	0.0%	0.9%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that faculty age was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(2, N=219) = 3.07$, $p>.05$, $\phi= .12$.

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points from NES students for writing errors and 30.1% responded that they had deducted points from NES students for writing errors.

Of the 69.9% who responded that they had not deducted points from NES students for writing errors, 27.4% were between the ages of 18 and 29, 31.1% were between the ages of 40 and 59, 11.0% were between the ages of 60 and 79, and 0.5% were 80 years of age and older. Of the 30.1% who responded that they had deducted points from NES students for writing errors, 9.6% were between the ages of 18 and 29, 16.0% were between the ages of 40 and 59, 4.1%

were between the ages of 60 and 79, and 0.5% were 80 years of age and older. Table 20 shows the crosstab result of this question.

Table 20

Crosstab of Age and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
Age	18-39	Count	60	21	81
		% of Total	27.4%	9.6%	37.0%
	40-59	Count	68	35	103
		% of Total	31.1%	16.0%	47.0%
	60-79	Count	24	9	33
		% of Total	11.0%	4.1%	15.1%
	80+	Count	1	1	2
		% of Total	0.5%	0.5%	0.9%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that faculty age was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(3, N=219) = 1.91$, $p>.05$, $\phi= .92$.

The third question explored was if faculty had previously not deducted points for NNES student plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points from NNES students for plagiarism and 76.3% responded that they had deducted points from NNES students for plagiarism.

Of the 23.7% who responded that they had not deducted points from NNES students for plagiarism, 9.6% were between the ages of 18 and 29, 10.5% were between the ages of 40 and

59, 3.2% were between the ages of 60 and 79, and 0.5% were 80 years of age and older. Of the 76.3% who responded that they had deducted points from NNES students for plagiarism, 27.4% were between the ages of 18 and 29, 36.5% were between the ages of 40 and 59, 11.9% were between the ages of 60 and 79, and 0.5% were 80 years of age and older. Table 21 shows the crosstab result of this question.

Table 21

Crosstab of Age and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_NNES STUDENT_Plagiarism		
			yes	no	Total
Age	18-39	Count	21	60	81
		% of Total	9.6%	27.4%	37.0%
	40-59	Count	23	80	103
		% of Total	10.5%	36.5%	47.0%
	60-79	Count	7	26	33
		% of Total	3.2%	11.9%	15.1%
	80+	Count	1	1	2
		% of Total	0.5%	0.5%	0.9%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that faculty age was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(2, N=219) = 1.21$, $p>.05$, $\phi= .74$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points from NES

students for plagiarism and 82.2% responded that they had deducted points from NES students for plagiarism.

Of the 17.8% who responded that they had not deducted points from NES students for plagiarism, 6.8% were between the ages of 18 and 29, 7.3% were between the ages of 40 and 59, 3.7% were between the ages of 60 and 79, and 0.0% were 80 years of age and older. Of the 82.2% who responded that they had deducted points from NES students for plagiarism, 30.1% were between the ages of 18 and 29, 39.7% were between the ages of 40 and 59, 11.4% were between the ages of 60 and 79, and 0.9% were 80 years of age and older. Table 22 shows the crosstab result of this question.

Table 22

Crosstab of Age and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_NES STUDENT_Plagiarism		
			yes	no	Total
Age	18-39	Count	15	66	81
		% of Total	6.8%	30.1%	37.0%
	40-59	Count	16	87	103
		% of Total	7.3%	39.7%	47.0%
	60-79	Count	8	25	33
		% of Total	3.7%	11.4%	15.1%
	80+	Count	0	2	2
		% of Total	0.0%	0.9%	0.9%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that faculty age was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(3, N=219) = 1.76, p>.05$, $\phi= .09$.

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 17.8% were between the ages of 18 and 29, 28.3% were between the ages of 40 and 59, 10.0% were between the ages of 60 and 79, and 0.9% were 80 years of age and older. Of the 42.9% who responded that they had not given NNES students more time, 19.2% were between the ages of 18 and 29, 18.7% were between the ages of 40 and 59, 5.0% were between the ages of 60 and 79, and 0.0% were 80 years of age and older. Table 23 shows the crosstab result of this question.

Table 23

Crosstab of Age and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
Age	18-39	Count	39	42	81
		% of Total	17.8%	19.2%	37.0%
	40-59	Count	62	41	103
		% of Total	28.3%	18.7%	47.0%
	60-79	Count	22	11	33
		% of Total	10.0%	5.0%	15.1%
	80+	Count	2	0	2
		% of Total	0.9%	0.0%	0.9%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that faculty gender was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(2, N=219) = 5.79$, $p>.05$, $\phi= .16$.

Demographic Variable 5: Public or Private Institution

To determine if faculty's institution status being public or private was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 74.9% (n=164) had taught at a public institution and 25.1% (n=55) had taught at a private institution.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74% responded that they had not deducted points for NNES student writing errors and 26% responded that they had deducted points for NNES student writing errors.

Of the 74% who responded that they had not deducted points for NNES student writing errors, 57.1% had taught at a public institution and 16.9% of which had taught at a private institution. Of the 26% who responded that they had deducted points for NNES student writing errors, 17.8% had taught at a public institution and 8.2% had taught at a private institution. Table 24 shows the crosstab result of this question.

Table 24

Crosstab of Institution Type and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
Public_Private	public	Count	125	39	164
		% of Total	57.1%	17.8%	74.9%
	private	Count	37	18	55
		% of Total	16.9%	8.2%	25.1%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that institution type was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(1, N=219) = 1.71$, $p>.05$, $\phi= .09$.

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points for NES student writing errors and 30.1% responded that they had deducted points for NES student writing errors.

Of the 69.9% who responded that they had not deducted points for NES student writing errors, 54.3% had taught at a public institution and 15.5% had taught at a private institution. Of the 30.1% who responded that they had deducted points for NES student writing errors, 20.5% had taught at a public institution and 9.6% had taught at a private institution. Table 25 shows the crosstab result of this question.

Table 25

Crosstab of Institution Type and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
Public_Private	public	Count	119	45	164
		% of Total	54.3%	20.5%	74.9%
	private	Count	34	21	55
		% of Total	15.5%	9.6%	25.1%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that institution type was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(1, N=219) = 2.26$, $p>.05$, $\phi= .10$.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points for NNES student plagiarism and 76.3% responded that they had deducted points for NNES student plagiarism.

Of the 23.7% who responded that they had not deducted points for NNES student plagiarism, 19.2% had taught at a public institution and 4.6% had taught at a private institution. Of the 76.3% who responded that they had deducted points for NNES student plagiarism, 55.7% had taught at a public institution and 20.5% had taught at a private institution. Table 26 shows the crosstab result of this question.

Table 26

Crosstab of Institution Type and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_ NNES STUDENT_ Plagiarism		
			yes	no	Total
Public_Private	public	Count	42	122	164
		% of Total	19.2%	55.7%	74.9%
	private	Count	10	45	55
		% of Total	4.6%	20.5%	25.1%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that institution type was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(1, N=219) = 1.26$, $p>.05$, $\phi= .07$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points for NES student plagiarism and 82.2% responded that they had deducted points for NES student plagiarism.

Of the 17.8% who responded that they had not deducted points for NES student plagiarism, 16.0% had taught at a public institution and 1.8% of which had taught at a private institution. Of the 82.2% who responded that they had deducted points for NES student plagiarism, 58.9% had taught at a public institution and 23.3% had taught at a private institution. Table 27 shows the crosstab result of this question.

Table 27

Crosstab of Institution Type and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_ NES STUDENT_ Plagiarism		
			yes	no	Total
Public_Private	public	Count	35	129	164
		% of Total	16.0%	58.9%	74.9%
	private	Count	4	51	55-7%
		% of Total	1.8%	23.3%	25.1%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that institution type was significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(1, N=219) = 5.57$, $p<.05$, $\phi= .16$. Of significance was that 92.7% of private institution faculty reported deducting points for NES student plagiarism.

Furthermore, when public and private institutions were analyzed separately, significance was also found regarding private institutions deducting points for NES plagiarism, as shown in Table 28 below.

Table 28

Significance and Private Institution Faculty Deducting Points for NES Plagiarism

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.431	.001
	Cramer's V	.431	.001
N of Valid Cases		56	

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 41.1% had taught at a public institution and 16.0% of which had taught at a private institution. Of the 42.9% who responded that they had not given NNES students more time, 33.8% had taught at a public institution and 9.1% had taught at a private institution. Table 29 shows the crosstab result of this question.

Table 29

Crosstab of Institution Type and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
Public_Private	public	Count	90	74	164
		% of Total	41.1%	33.8%	74.9%
	private	Count	35	20	55
		% of Total	16.0%	9.1%	25.1%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that institution type was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(1, N=219) = 1.29$, $p>.05$, $\phi= .08$.

Demographic Variable 6: Institution Size

To determine if institution size was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 24.7% (n=116) had taught at a small (<20,000 students) institution, 26.5% (n=58) had taught at a medium-sized (20,000-39,000 students) institution, and 20.5% (n=45) had taught at a large (>40,000 students) institution.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74.0% responded that they had not deducted points from NNES students for writing errors and 26.0% responded that they had deducted points from NNES students for writing errors.

Of the 74.0% who responded that they had not deducted points from NNES students for writing errors, 40.6% had taught at a small institution, 18.3% had taught at a medium-sized institution, and 15.1% had taught at a large institution. Of the 26.0% who responded that they had deducted points from NNES students for writing errors, 12.3% had taught at a small institution, 8.2% had taught at a medium-sized institution, and 5.5% had taught at a large institution. Table 30 shows the crosstab result of this question.

Table 30

Crosstab of Institution Size and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
Institution_size	<20,000	Count	89	27	116
		% of Total	40.6%	12.3%	53.0%
	20,000-39,000	Count	40	18	58
		% of Total	18.3%	8.2%	26.5%
	>40,000	Count	33	12	45
		% of Total	15.1%	5.5%	20.5%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that institution size was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(2, N=219) = 1.22$, $p>.05$, $\phi= .08$.

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points from NES students for writing errors and 30.1% responded that they had deducted points from NES students for writing errors.

Of the 69.9% who responded that they had not deducted points from NES students for writing errors, 36.5% had taught at a small institution, 17.8% had taught at a medium-sized institution, and 15.5% had taught at a large institution. OF the 30.1% who responded that they had deducted points from NES students for writing errors, 16.4% had taught at a small institution, 8.7% had taught at a medium-sized institution, and 5.0% had taught at a large institution. Table 31 shows the crosstab result of this question.

Table 31

Crosstab of Institution Size and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
Institution_size	<20,000	Count	80	36	116
		% of Total	36.5%	16.4%	53.0%
	20,000-39,000	Count	39	19	58
		% of Total	17.8%	8.7%	26.5%
	>40,000	Count	34	11	45
		% of Total	15.5%	5.0%	20.5%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that institution size was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(2, N=219) = .926$, $p>.05$, $\phi= .07$.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points from NNES students for plagiarism and 76.3% responded that they had deducted points from NNES students for plagiarism.

Of the 23.7% responded that they had not deducted points from NNES students for plagiarism, 13.2% had taught at a small institution, 5.9% had taught at a medium-sized institution, and 4.6% had taught at a large institution. Of the 76.3% who responded that they had deducted points from NNES students for plagiarism, 39.7% had taught at a small institution, 20.5% had taught at a medium-sized institution, and 16.0% had taught at a large institution. Table 32 shows the crosstab result of this question.

Table 32

Crosstab of Institution Size and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_ NNES STUDENT_ Plagiarism		
			yes	no	Total
Institution _size	<20,000	Count	29	87	116
		% of Total	13.2%	39.7%	53.0%
	20,000-39,000	Count	13	45	58
		% of Total	5.9%	20.5%	26.5%
	>40,000	Count	10	35	45
		% of Total	4.6%	16.0%	20.5%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that institution size was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(2, N=219) = .215$, $p>.05$, $\phi= .03$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points from NES students for plagiarism and 82.2% responded that they had deducted points from NES students for plagiarism.

Of the 17.8% who responded that they had not deducted points from NES students for plagiarism, 9.1% had taught at a small institution, 5.9% had taught at a medium-sized institution, and 2.7% had taught at a large institution. Of the 82.2% who responded that they had deducted points from NES students for plagiarism, 43.8% had taught at a small institution, 20.5% had taught at a medium-sized institution, and 17.8% had taught at a large institution. Table 33 shows the crosstab result of this question.

Table 33

Crosstab of Institution Size and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_ NES STUDENT_ Plagiarism		
			yes	no	Total
Institution _size	<20,000	Count	20	96	116
		% of Total	9.1%	43.8%	53.0%
	20,000-39,000	Count	13	45	58
		% of Total	5.9%	20.5%	26.5%
	>40,000	Count	6	39	45
		% of Total	2.7%	17.8%	20.5%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that institution size was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(2, N=219) = 1.48$, $p>.05$, $\phi= .08$.

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 32.4% had taught at a small institution, 15.1% had taught at a medium-sized institution, and 9.6% had taught at a large institution. Of the 42.9% who responded that they had not given NNES students more time, 20.5% had taught at a small institution, 11.4% had taught at a medium-sized institution, and 11.0% had taught at a large institution. Table 34 shows the crosstab result of this question.

Table 34

Crosstab of Institution Size and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
Institution_size	<20,000	Count	71	45	116
		% of Total	32.4%	20.5%	53.0%
	20,000-39,000	Count	33	25	58
		% of Total	15.1%	11.4%	26.5%
	>40,000	Count	21	24	45
		% of Total	9.6%	11.0%	20.5%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that institution size was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(2, N=219) = 2.80$, $p>.05$, $\phi= .11$.

Demographic Variable 7: Department

To determine if faculty department was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 3.2% (n=7) had taught in Life Sciences, 6.4% (n=14) had taught in Business, 0.5% (n=1) had taught in Architecture, 37.4% (n=82) had taught in Arts and Humanities, 21% (n=46) had taught in Social and Behavioral Sciences, 2.7% (n=6) had taught in Engineering, 18.3% (n=40) had taught in Education, 6.4% (n=14) had taught in Physical Sciences and Mathematics, and 4.1% (n=9) had taught in Medicine and Health Sciences.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74.0% responded that they had not deducted points from NNES students for writing errors and 26.0% responded that they had deducted points from NNES students for writing errors.

Of the 74.0% who responded that they had not deducted points from NNES students for writing errors, 1.8% had taught in Life Sciences, 3.7% had taught in Business, 0.5% had taught in Architecture, 27.9% had taught in Arts and Humanities, 15.5% had taught in Social and Behavioral Sciences, 1.8% had taught in Engineering, 13.2% had taught in Education, 5.5% had taught in Physical Sciences and Mathematics, and 4.1% had taught in Medicine and Health Sciences. Table 35 shows the crosstab result of this question.

Table 35

Crosstab of Department and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES_Writing		
			yes	no	Total
Department	Life Sciences	Count	4	3	7
		% of Total	1.8%	1.4%	3.2%
	Business	Count	8	6	14
		% of Total	3.7%	2.7%	6.4%
	Architecture	Count	1	0	1
		% of Total	0.5%	0.0%	0.5%
	Arts & Humanities	Count	61	21	82
		% of Total	27.9%	9.6%	37.4%
	Social and Behavioral Sciences	Count	34	12	46
		% of Total	15.5%	5.5%	21.0%
	engineering	Count	4	2	6
		% of Total	1.8%	0.9%	2.7%
	Education	Count	29	11	40
		% of Total	13.2%	5.0%	18.3%
	Physical Sciences and Mathematics	Count	12	2	14
		% of Total	5.5%	0.9%	6.4%
	Medicine and Health Sciences	Count	9	0	9
		% of Total	4.1%	0.0%	4.1%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that faculty department was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(8, N=219) = 10.16$, $p>.05$, $\phi= .19$.

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points

from NES students for writing errors and 30.1% responded that they had deducted points from NES students for writing errors.

Of the 69.9% who responded that they had not deducted points from NES students for writing errors, 2.3% had taught in Life Sciences, 4.1% had taught in Business, 0.5% had taught in Architecture, 26.9% had taught in Arts and Humanities, 14.2% had taught in Social and Behavioral Sciences, 2.3% had taught in Engineering, 11.4% had taught in Education, 5.0% had taught in Physical Sciences and Mathematics, and 3.2% had taught in Medicine and Health Sciences. Table 36 shows the crosstab result of this question.

Table 36

Crosstab of Department and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES_Writing			
			yes	no	5	Total
Department	Life Sciences	Count	5	2	0	7
		% of Total	2.3%	0.9%	0.0%	3.2%
	Business	Count	9	5	0	14
		% of Total	4.1%	2.3%	0.0%	6.4%
	Architecture	Count	1	0	0	1
		% of Total	0.5%	0.0%	0.0%	0.5%
	Arts & Humanities	Count	59	22	1	82
		% of Total	26.9%	10.0%	0.5%	37.4%
	Social and Behavioral Sciences	Count	31	15	0	46
		% of Total	14.2%	6.8%	0.0%	21.0%
	engineering	Count	5	1	0	6
		% of Total	2.3%	0.5%	0.0%	2.7%
	Education	Count	25	15	0	40
		% of Total	11.4%	6.8%	0.0%	18.3%
	Physical Sciences and Mathematics	Count	11	3	0	14
		% of Total	5.0%	1.4%	0.0%	6.4%
	Medicine and Health Sciences	Count	7	2	0	9
		% of Total	3.2%	0.9%	0.0%	4.1%
Total		Count	153	65	1	219
		% of Total	69.9%	29.7%	0.5%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(8, N=219) = 5.76$, $p>.05$, $\phi= .15$.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points from NNES students for plagiarism and 76.3% responded that they had deducted points from NNES students for plagiarism.

Of the 23.7% who responded that they had not deducted points from NNES students for plagiarism, 0.9% had taught in Life Sciences, 2.7% had taught in Business, 0.0% had taught in Architecture, 10.0% had taught in Arts and Humanities, 4.6% had taught in Social and Behavioral Sciences, 0.9% had taught in Engineering, 3.7% had taught in Education, 0.5% had taught in Physical Sciences and Mathematics, and 0.5% had taught in Medicine and Health Sciences. Table 37 shows the crosstab result of this question.

Table 37

Crosstab of Department and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_NNES_Plagiarism		
			yes	no	Total
Department	Life Sciences	Count	2	5	7
		% of Total	0.9%	2.3%	3.2%
	Business	Count	6	8	14
		% of Total	2.7%	3.7%	6.4%
	Architecture	Count	0	1	1
		% of Total	0.0%	0.5%	0.5%
	Arts & Humanities	Count	22	60	82
		% of Total	10.0%	27.4%	37.4%
	Social and Behavioral Sciences	Count	10	36	46
		% of Total	4.6%	16.4%	21.0%
	engineering	Count	2	4	6
		% of Total	0.9%	1.8%	2.7%
	Education	Count	8	32	40
		% of Total	3.7%	14.6%	18.3%
	Physical Sciences and Mathematics	Count	1	13	14
		% of Total	0.5%	5.9%	6.4%
	Medicine and Health Sciences	Count	1	8	9
		% of Total	0.5%	3.7%	4.1%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(8, N=219) = 7.88$, $p>.05$, $\phi= .18$.

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points from NES students for plagiarism and 82.2% responded that they had deducted points from NES students for plagiarism.

Of the 17.8% who responded that they had not deducted points from NES students for plagiarism, 0.9% had taught in Life Sciences, 2.3% had taught in Business, 0.0% had taught in Architecture, 8.2% had taught in Arts and Humanities, 2.3% had taught in Social and Behavioral Sciences, 0.5% had taught in Engineering, 3.2% had taught in Education, 0.5% had taught in Physical Sciences and Mathematics, and 0.0% had taught in Medicine and Health Sciences. Table 38 shows the crosstab result of this question.

Table 38

Crosstab of Department and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_NES_Plagiarism		
			yes	no	Total
Department	Life Sciences	Count	2	5	7
		% of Total	0.9%	2.3%	3.2%
	Business	Count	5	9	14
		% of Total	2.3%	4.1%	6.4%
	Architecture	Count	0	1	1
		% of Total	0.0%	0.5%	0.5%
	Arts & Humanities	Count	18	64	82
		% of Total	8.2%	29.2%	37.4%
	Social and Behavioral Sciences	Count	5	41	46
		% of Total	2.3%	18.7%	21.0%
	engineering	Count	1	5	6
		% of Total	0.5%	2.3%	2.7%
	Education	Count	7	33	40
		% of Total	3.2%	15.1%	18.3%
	Physical Sciences and Mathematics	Count	1	13	14
		% of Total	0.5%	5.9%	6.4%
	Medicine and Health Sciences	Count	0	9	9
		% of Total	0.0%	4.1%	4.1%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(8, N=219) = 10.92$, $p>.05$, $\phi= .21$.

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 2.3% had taught in Life Sciences, 4.1% had taught in Business, 0.5% had taught in Architecture, 25.6% had taught in Arts and Humanities, 11.0% had taught in Social and Behavioral Sciences, 0.9% had taught in Engineering, 8.7% had taught in Education, 2.7% had taught in Physical Sciences and Mathematics, and 1.4% had taught in Medicine and Health Sciences. Table 39 shows the crosstab result of this question.

Table 39

Crosstab of Department and Giving NNES Students More Time

			Give_NNES_Students_More_Time		
			yes	no	Total
Department	Life Sciences	Count	5	2	7
		% of Total	2.3%	0.9%	3.2%
	Business	Count	9	5	14
		% of Total	4.1%	2.3%	6.4%
	Architecture	Count	1	0	1
		% of Total	0.5%	0.0%	0.5%
	Arts & Humanities	Count	56	26	82
		% of Total	25.6%	11.9%	37.4%
	Social and Behavioral Sciences	Count	24	22	46
		% of Total	11.0%	10.0%	21.0%
	engineering	Count	2	4	6
		% of Total	0.9%	1.8%	2.7%
	Education	Count	19	21	40
		% of Total	8.7%	9.6%	18.3%
	Physical Sciences and Mathematics	Count	6	8	14
		% of Total	2.7%	3.7%	6.4%
	Medicine and Health Sciences	Count	3	6	9
		% of Total	1.4%	2.7%	4.1%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(8, N=219) = 12.88$, $p>.05$, $\phi= .24$.

Demographic Variable 8: Years Taught

To determine if faculty years taught was related to the five questions, a chi-square test of independence was run. Out of the 219 respondents, 25.6% (n=56) had taught from one to five years, 24.7% (n=54) had taught from six to 10 years, 15.1% (n=33) had taught from 11 to 15 years, and 34.7% (n=76) had taught for 16 years or more.

The first question explored was if faculty had previously not deducted points for NNES student writing errors. Of the 219 faculty, 74.0% responded that they had not deducted points from NNES students for writing errors and 26.0% responded that they had deducted points from NNES students for writing errors.

Of the 74.0% who responded that they had not deducted points from NNES students for writing errors, 20.1% had taught from one to five years, 18.3% had taught from six to 10 years, 11.0% had taught from 11 to 15 years, and 24.7% had taught for 16 years or longer. Of the 26.0% who responded that they had deducted points from NNES students for writing errors, 5.5% had taught from one to five years, 6.4% had taught from six to 10 years, 4.1% had taught from 11 to 15 years, and 10.0% had taught for 16 years or longer. Table 40 shows the crosstab result of this question.

Table 40

Crosstab of Years Taught and Not Deducting Points in NNES Writing

			Not_Deduct_Points_NNES STUDENT_Writing		
			yes	no	Total
Years_Taught	1-5yrs	Count	44	12	56
		% of Total	20.1%	5.5%	25.6%
	6-10yrs	Count	40	14	54
		% of Total	18.3%	6.4%	24.7%
	11-15yrs	Count	24	9	33
		% of Total	11.0%	4.1%	15.1%
	16+yrs	Count	54	22	76
		% of Total	24.7%	10.0%	34.7%
Total		Count	162	57	219
		% of Total	74.0%	26.0%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty not deducting points for NNES student writing errors, $\chi^2(3, N=219) = .98$, $p>.05$, $\phi= .07$.

However, when the separate year categories were examined, significance was found between the lowest number of years taught (i.e., >1 to 5 years) and not deducting points for NNES student academic writing errors as shown in Table 41 below.

Table 41

Significance of Faculty Teaching <5 Years and Not Deducting Points for NNES Academic Writing Errors

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.273	.041
	Cramer's V	.273	.041
N of Valid Cases		56	

The second question explored was if faculty had previously not deducted points for NES student writing errors. Of the 219 faculty, 69.9% responded that they had not deducted points from NES students for writing errors and 30.1% responded that they had deducted points from NES students for writing errors.

Of the 69.9% who responded that they had not deducted points from NES students for writing errors, 18.3% had taught from one to five years, 16.9% had taught from six to 10 years, 10.5% had taught from 11 to 15 years, and 24.2% had taught for 16 years or longer. Of the 30.1% who responded that they had deducted points from NES students for writing errors, 7.3% had taught from one to five years, 7.8% had taught from six to 10 years, 4.6% had taught from 11 to 15 years, and 10.5% had taught for 16 years or longer. Table 42 shows the crosstab result of this question.

Table 42

Crosstab of Years Taught and Not Deducting Points in NES Writing

			Not_Deduct_Points_NES STUDENT_Writing		
			yes	no	Total
Years_ Taught	1-5yrs	Count	40	16	56
		% of Total	18.3%	7.3%	25.6%
	6-10yrs	Count	37	17	54
		% of Total	16.9%	7.8%	24.7%
	11-15yrs	Count	23	10	33
		% of Total	10.5%	4.6%	15.1%
	16+yrs	Count	53	23	76
		% of Total	24.2%	10.5%	34.7%
Total		Count	153	66	219
		% of Total	69.9%	30.1%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty not deducting points for NES student writing errors, $\chi^2(3, N=219) = 0.11$, $p>.05$, $\phi= .02$.

The third question explored was if faculty had previously not deducted points for NNES plagiarism. Of the 219 faculty, 23.7% responded that they had not deducted points from NNES students for plagiarism and 76.3% responded that they had deducted points from NNES students for plagiarism.

Of the 23.7% who responded that they had not deducted points from NNES students for plagiarism, 5.9% had taught from one to five years, 9.6% had taught from six to 10 years, 4.1% had taught from 11 to 15 years, and 23.7% had taught for 16 years or longer. Of the 76.3% who responded that they had deducted points from NNES students for plagiarism, 19.6% had taught from one to five years, 15.1% had taught from six to 10 years, 11.0% had taught from 11 to 15

years, and 30.6% had taught for 16 years or longer. Table 43 shows the crosstab result of this question.

Table 43

Crosstab of Years Taught and Not Deducting Points in NNES Plagiarism

			Not_Deduct_Points_NNES STUDENT_Plagiarism		
			yes	no	Total
Years_Taught	1-5yrs	Count	13	43	56
		% of Total	5.9%	19.6%	25.6%
	6-10yrs	Count	21	33	54
		% of Total	9.6%	15.1%	24.7%
	11-15yrs	Count	9	24	33
		% of Total	4.1%	11.0%	15.1%
	16+yrs	Count	9	67	76
		% of Total	4.1%	30.6%	34.7%
Total		Count	52	167	219
		% of Total	23.7%	76.3%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was significantly related to faculty not deducting points for NNES student plagiarism, $\chi^2(3, N=219) = 13.02$, $p<.05$, $\phi= .24$. Of significance was that 88% of faculty who had taught for 16 years or longer reported deducting points from NNES students' grades for plagiarism.

Additionally, when the years taught options were analyzed separately, significance was found between faculty who had taught for 16 years or more and not deducting points from NNES students for plagiarism, which is shown in Table 44 below.

Table 44

Significance in Faculty Teaching ≥16 Years and Not Deducting Points for NNES Plagiarism

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.254	.029
	Cramer's V	.254	.029
N of Valid Cases		74	

The fourth question explored was if faculty had previously not deducted points for NES plagiarism. Of the 219 faculty, 17.8% responded that they had not deducted points from NES students for plagiarism and 82.2% responded that they had deducted points from NES students for plagiarism.

Of the 17.8% who responded that they had not deducted points from NES students for plagiarism, 4.6% had taught from one to five years, 5.9% had taught from six to 10 years, 2.7% had taught from 11 to 15 years, and 4.6% had taught for 16 years or longer. Of the 82.2% who responded that they had deducted points from NES students for plagiarism, 21.0% had taught from one to five years, 18.7% had taught from six to 10 years, 12.3% had taught from 11 to 15 years, and 30.1% had taught for 16 years or longer. Table 45 shows the crosstab result of this question.

Table 45

Crosstab of Years Taught and Not Deducting Points in NES Plagiarism

			Not_Deduct_Points_ NES STUDENT_ Plagiarism		
			yes	no	Total
Years_ Taught	1-5yrs	Count	10	46	56
		% of Total	4.6%	21.0%	25.6%
	6-10yrs	Count	13	41	54
		% of Total	5.9%	18.7%	24.7%
	11-15yrs	Count	6	27	33
		% of Total	2.7%	12.3%	15.1%
	16+yrs	Count	10	66	76
		% of Total	4.6%	30.1%	34.7%
Total		Count	39	180	219
		% of Total	17.8%	82.2%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty not deducting points for NES student plagiarism, $\chi^2(3, N=219) = 2.58$, $p>.05$, $\phi= .11$.

The final question explored was if faculty had given NNES students more time to complete assignments or exams. Of the 219 faculty, 57.1% responded that they had given NNES students more time; 12.8% had taught from one to five years and 42.9% responded that they had not given NNES students more time.

Of the 57.1% who responded that they had given NNES students more time, 15.1% had taught from six to 10 years, 9.1% had taught from 11 to 15 years, and 20.1% had taught for 16 years or longer. Of the 42.9% who responded that they had not given NNES students more time, 12.8% had taught from one to five years, 9.6% had taught from six to 10 years, 5.9% had taught

from 11 to 15 years, and 14.6% had taught for 16 years or longer. Table 46 shows the crosstab result of this question.

Table 46

Crosstab of Years Taught and Giving NNES Students More Time

			Give_NNES STUDENTS_More_ Time		
			yes	no	Total
Years_ Taught	1-5yrs	Count	28	28	56
		% of Total	12.8%	12.8%	25.6%
	6-10yrs	Count	33	21	54
		% of Total	15.1%	9.6%	24.7%
	11-15yrs	Count	20	13	33
		% of Total	9.1%	5.9%	15.1%
	16+yrs	Count	44	32	76
		% of Total	20.1%	14.6%	34.7%
Total		Count	125	94	219
		% of Total	57.1%	42.9%	100.0%

The outcome of a chi-square test of independence indicated that faculty years taught was not significantly related to faculty giving NNES students more time on assessments, $\chi^2(3, N=219) = 1.69$, $p>.05$, $\phi= .09$.

Partial Least Square Structural Equation Model (PLS-SEM) Analyses

This section describes analysis of hypothesized correlations via PLS-SEM and presents path diagrams of the results that were conducted via SmartPLS 3 (v. 3.2.7). This model was used to explore relationships between exogenous variables and indicators, as well as any relationships between the indicators themselves. The goal was to determine how well the

theorized correlation fit the data, which is a feature of exploratory model estimation (Hair et al., 2016). Using SmartPLS 3, two models were evaluated: structural and measurement.

Structural Model Analysis. To explore the reasons why faculty might not deduct points from NNES and NES students' writing and plagiarism, a measurement model analysis was conducted. Composite reliability, convergent validity via the average variance extracted (AVE) measure, discriminant validity via the heterotrait-monotrait ratio (HTMT), and collinearity between the indicators (i.e., the reasons why faculty did not deduct points) were assessed utilizing the VIF measure, as well as outer loadings. Explanations of those measures and reasons for including them are as follows.

***Composite Reliability*.** Internal consistency reliability was also evaluated with SmartPLS 3. In most data analysis models, Cronbach's alpha is utilized to test for reliability, but it typically underestimates internal consistency reliability due to its sensitivity and that it assumes that all indicators are equal (Hair et al., 2014). Composite reliability is typically measured between 0 and 1.0 with values closer to 1.0 showing higher levels of reliability. For exploratory models, composite reliability values between as 0.60 and 0.70 are recommended, and up to 0.90 are within acceptable range (Hair et al., 2014).

***Validity: Convergent (AVE) and Discriminant (HTMT)*.** Convergent validity, which is that variables (i.e., items measured) in a construct should show that they have a high level of variance, was assessed via the Average Variance Extracted (AVE) criteria, which is a common measure of establishing the convergent validity of constructs within an PLS-SEM model. The AVE value of a construct reveals the communality of that particular construct, and the goal is to have an AVE value of 0.50. Values of 0.50 or more reveal that a construct's variance is more

than half of its indicators, and therefore the acceptable threshold for AVE is >0.50 (Hair et al., 2014).

In addition to convergent validity, discriminant validity was also assessed. Discriminant validity reduces the risk of the confirmed structural paths simply being a result of statistical discrepancies within the model. A heterotrait-monotrait analysis (HTMT) was performed in the structural model exploration, and is a more recent feature in the SmartPLS 3 software that surpasses previous analyses such as partial cross-loadings and the Fornell-Lacker criterion (SmartPLS, 2016).

Collinearity (VIF Measure). Collinearity refers to a high level of correlation between indicators; that is, a high level of correlation between the possible indicators (i.e., reasons) for not deducting points for NNES/NES academic written errors and plagiarism. One reason for high collinearity is where data values have been processed more than once (e.g., user error in accidentally entering the same data multiple times) or asking the same type of question more than once in a survey. This study utilized a type of collinearity measure called variance inflation factor (VIF), which is the degree to which the standard error has been inflated as a result of collinearity between indicators. If the VIF is represented at 5 or higher, this shows that there might be high collinearity, or multicollinearity (Hair, Ringle, & Sarstedt, 2011). However, values over five or even up to 40 are acceptable in a reflective model due to the fact that the indicators most likely would correlate with each other because they are answers to the same question (i.e., did faculty not deduct points?) and also do not influence the fact that faculty do or do not deduct points (O'Brien, 2007).

Outer Loadings. Outer loadings are also reported as the reasons faculty have given for not deducting points are reflective, meaning that they are a result of the fact that faculty do or do

not deduct points and not an influence on deducting points like a formative measure explored previously. In PLS-SEM, the outer loadings are the results of a single regression measure of each of the indicators (i.e., each reason faculty gave for not deducting points) on a corresponding construct (e.g., not deducting points for NNES student academic writing errors, not deducting points for NES student plagiarism, etc.) (Hair et al., 2014). Significant outer loadings for standardized models should be at least 0.70; however, when recently developed measurement tools are being utilized, such as this survey, lower outer loadings values are expected (Hulland, 1999). Hair et al. (2014) recommend removing any indicator with an outer loading below 0.70 to determine if the removal improves the composite reliability and the convergent validity (here, as measured with AVE). As this study is exploratory in nature, outer loadings below 0.50 were removed and composite reliability and convergent validity was re-examined. In this chapter, the outer loadings are examined for the indicator's (i.e., reason's) relationship to the construct (i.e., deducting points).

Measurement Model Analysis. To investigate the factors that might cause faculty to not deduct points for academic writing errors and plagiarism in both NNES and NES writing errors, reliability and validity for the latent variables and their observed indicators were analyzed. The items explored were path coefficients, R^2 (coefficient of determination), and f^2 (effect size). The results of each are presented with the individual PLS-SEM runs below.

Measurement Model Path Coefficients. Path coefficients within the measurement model were examined for each run in SmartPLS 3, and are reported in a table that displays an overview of the existing correlational values. While latent variables are not measured directly, their possible correlation with a reported factor (i.e., the possible influences why a faculty member did not deduct points for a student's academic written error or plagiarism) is explored for

significance. Through this, it can be determined if a relationship exists between two items, such as being aware of a student's English language proficiency is related to not deducting points in NNES students' academic writing errors. Within PLS-SEM, path coefficient loading values range from -1 and +1, where +1 represents a stronger positive relationship between variables (Hair et al., 2014). A coefficient that is close to 0 is considered insignificant; that is, there is little to no relationship between variables. Ideally, a path coefficient value of >0.20 is considered significant in sample sizes of up to 1,000 such as in this study, and a path coefficient of <.10 is considered not significant (Hair et al., 2014).

R2 (Coefficient of Determination). The coefficient of determination, or R^2, measures a model's predictive accuracy, which is key in exploratory research. R^2 is presented "as the squared correlation between a specific endogenous construct's actual and predicted values," and represents the exogenous variables' (i.e., items that are not caused by another variable in the model) combined effects on the endogenous variables (i.e., items that are caused by another variable in the model) (Hair et al., 2014, p. 174). The range of R^2 values is between 0 and 1, with values closer to 1 representing "higher levels of predictive accuracy" (Hair et al., 2014, p. 175). Scholarly research considers an R^2 value of 0.25 to be weak, 0.50 to be moderate, and >0.75 to be strong (Hair, Ringle, & Sarstedt, 2011).

f2 (Effect Size). Cohen (1988) defines effect size as the degree to which the observed phenomenon appears in a population. The f^2, or effect size for PLS-SEM, measures the change in an R^2 coefficient of determination as previously described when an exogenous variable (i.e., a variable that is not created by another variable) is removed to determine if it has any effect on an endogenous variable (i.e., a variable that is caused by another's existence in the model) (Hair et al., 2014).

$$f^2 = \frac{R^2_{\text{included}} - R^2_{\text{excluded}}}{1 - R^2_{\text{included}}}$$

Figure 6. f^2 effect size formula.

The f^2 was calculated for each target construct, and is reported after each run. Per Hair et al. (2014), a weak effect is measured between .02 and .14, a moderate effect is measured between .15 and .34, and a strong effect is measured at .35 and higher. Therefore, values of <.02 are considered to have no effect. In this study, the f^2 represents the impact that an exogenous variable has on an endogenous variable's explained coefficient of determination (R^2) value.

A series of exploratory models are presented next with both the structural and measurement model procedures, and an explanation of the findings of each.

Exploratory Model 1: Possible Factors Affecting Faculty Deducting Points for NNES Student Academic Writing Errors, and Reasons for Not Deducting Points

Following is a diagram of the full structural equation model that shows the possible factors for faculty not deducting points for NNES student academic writing errors, and the possible reasons that led them to not deduct points. It is presented to show the pathways from left to right which show the path coefficients of the potential factors influencing faculty's decision to not deduct points on the left side of the model. Thicker lines indicate a stronger relationship between the potential factor and the question of the faculty member not deducting points, which is represented by the circle in the middle. The arrows from the middle circle to the rectangles on the right indicate an association between faculty who reported not deducting points

for NNES student writing errors, and the reasons (i.e., the rectangles) for not deducting points. An explanation of this model, shown in Figure 7, follows.

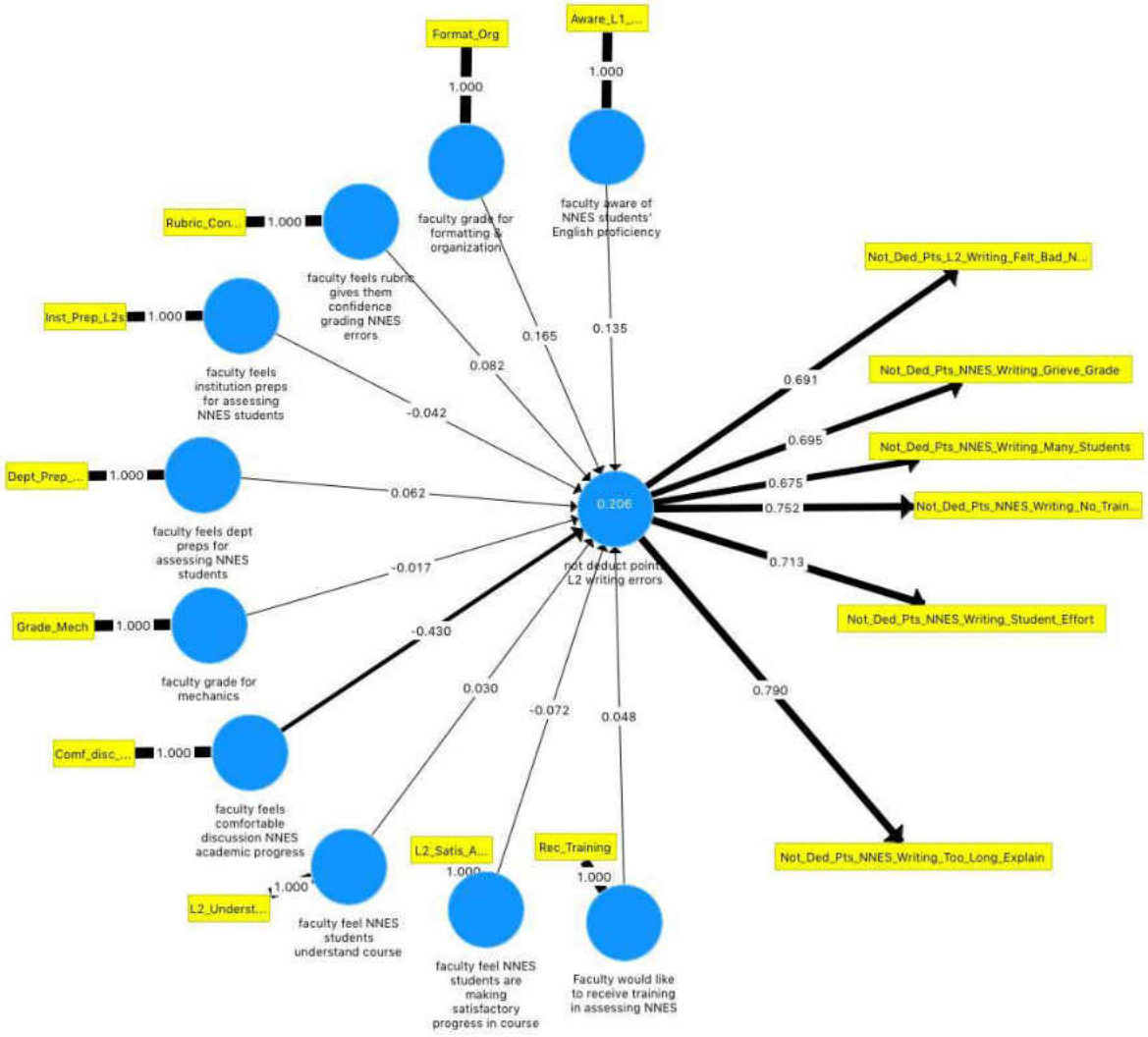

Figure 7. Full structural and measurement model in SmartPLS 3 investigating faculty not deducting points for NNES student writing errors.

Structural Model Analysis. The structural model investigated the possible existing factors that might lead a faculty member to not deduct points from a NNES student's academic writing errors. As described above, composite reliability, convergent validity, discriminant validity, collinearity (VIF), and outer loadings were examined.

Composite Reliability. When composite reliability was measured, it fell within the recommended range with a value of 0.84, meaning that internal consistency was achieved.

Validity: Convergent (AVE) and Discriminant (HTMT). The average variant effect (AVE) for convergent validity measured at a value of .42, which falls slightly below the recommended number of >.50. However, when discriminant validity was evaluated via HTMT, the values fell well within the acceptable limits of <.90 and ranged between 0.01 and 0.68. These measures show that validity was established for this exploratory question.

Collinearity (VIF). When the VIF measure was run, it showed that there was not a high level of collinearity between the indicators. Table 47 lists the VIF value for each answer.

Table 47

VIF Values for Reasons for Not Deducting Points - NNES Student Writing Errors

	VIF value
Errors would have taken too long to explain	2.38
Faculty felt NNES student put forth much effort into writing	2.15
Faculty had too many students to grade	1.91
Faculty felt bad that the student was NNES	1.83
Faculty did not have enough training to assess writing error properly	1.56
Faculty did not want to deduct points in case student grieved grade	1.51
Faculty was concerned deducting points would affect NNES student status	1.32
Faculty felt NNES student had sufficient knowledge of the course	1.17

Outer Loadings. The outer loadings were evaluated and three of the eight reasons reached the minimum acceptable threshold of >0.70, and five did not. Table 48 shows the outer loadings values.

Table 48

Outer Loadings for Reasons for Not Deducting Points - NNES Student Writing Errors

	Outer Loadings
Errors would have taken too long to explain	0.79
Faculty did not have enough training to assess writing error properly	0.74
Faculty felt NNES student put forth much effort into writing	0.70
Faculty had too many students to grade	0.69
Faculty did not want to deduct points in case student grieved grade	0.68
Faculty felt bad that the student was NNES	0.67
Faculty was concerned deducting points would affect NNES student status	0.52
Faculty felt NNES student had sufficient knowledge of the course	0.15

The lowest two indicators, the faculty felt that the student had sufficient knowledge of the course and that the faculty member was concerned about affecting the student's visa/scholarship status, fell well below the recommended values of >0.70. When they were removed per Hair et al.'s (2014) suggestion, the convergent validity (AVE) increased to 0.52 and therefore was in acceptable limits. The removal of the two indicators increased the composite reliability only slightly, from 0.84 to 0.87.

The strongest indicators for not deducting points for NNES student academic writing errors were that it would take too long to explain the errors (0.79), that the faculty member did not have training in assessing NNES student writing (0.74), and that the faculty member felt that the student put forth significant effort into the assignment (0.70).

Measurement Model Analysis. A relationship was explored between faculty's self-reporting of not deducting points for NNES student academic writing errors and the reasons faculty gave for not deducting points from NNES students for academic writing errors. Only respondents who answered "yes" to the question "Can you recall a time when **you did not**

deduct points from a non-native English-speaking student's grade when he/she made errors in academic writing?" were presented with the following options regarding the reasons why they did not deduct points:

> I had too many students to grade.
> I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct.
> It would have taken too long to explain to the student why his/her writing was incorrect.
> I felt bad because I knew the student's native language was not English.
> I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them.
> I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade.
> I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment.
> I was concerned about the student's immigration/socio-political status being affected (e.g., losing student visa, losing scholarship, etc.).

Respondents were able to choose any or all of the options above, and their choices were analyzed individually in relation to the reasons why they did not deduct points for NNES academic writing errors.

The measurement model investigated the relationship between the reasons that faculty members gave for not deducting points for NNES student's academic written errors. As described above, path coefficients, R^2 (Coefficient of Determination), and f^2 effect sizes were measured.

Path Coefficients. Path coefficients were analyzed to determine the influence of the ten possible factors on faculty not deducting points for NNES student academic writing errors. Overall, the path coefficients showed a weak to negative influence of the factors. Table 49 shows the path coefficients for Exploratory Model 1.

Table 49

Path Coefficients for Factors for Not Deducting Points - NNES Student Writing Errors

	Path Coefficients
Faculty grade for formatting & organization	0.17
Faculty are aware of NNES students' English proficiency	0.14
Faculty feel rubric gives them confidence grading NNES errors	0.08
Faculty feel department prepares them to assess NNES student writing	0.06
Faculty would like to receive training in assessing NNES	0.05
Faculty feel NNES students understand course	0.03
Faculty grade for mechanics	-0.02
Faculty feel institution prepares them to assess NNES students	-0.04
Faculty feel NNES students are making satisfactory progress in course	-0.07
Faculty feel comfortable discussion NNES academic progress with them	-0.43

As the path coefficients were weak, bootstrapping was run to determine *p* and *t* values. In this case, only two factors were significant: faculty feels comfortable discussing NNES academic progress and faculty grade for formatting and organization. Both of these factors had a *t* value of >1.96, which is the baseline for significance. Table 50 below shows the *t* and *p* values for this question.

Table 50

t *and* p *Values for Factors for Not Deducting Points - NNES Student Writing Errors*

	t Values	*p* Values
Faculty feel comfortable discussing NNES students' academic progress	4.11	0.00
Faculty grade for formatting & organization	2.25	0.03
Faculty are aware of NNES students' English proficiency	1.82	0.07
Faculty feel rubric gives them confidence grading NNES errors	1.04	0.30
Faculty feel NNES students are making satisfactory progress in course	0.91	0.37
Faculty would like to receive training in assessing NNES	0.79	0.43
Faculty feel department prepares them to assess NNES students	0.78	0.44
Faculty feel institution prepares them to assess NNES students	0.55	0.59
Faculty feel NNES students understand course	0.34	0.74
Faculty grade for mechanics	0.23	0.82

R2 (Coefficient of Determination). The overall R^2 was 0.22, which indicated a weak coefficient of determination and therefore does not reinforce predictive accuracy for any factor listed for not deducting points for academic writing errors for NNES students.

f2 (Effect Size). The f^2 effect sizes ranged from 0.00 to 0.16, which indicated an overall weak effect of the exogenous variables (i.e., individual possible factors such as being aware of an NNES student's English language proficiency) on the question of not deducting points. Only one factor had a moderate effect, which was that the faculty member felt comfortable discussing an NNES student's academic progress with him/her. Two factors had a weak effect, which were if the faculty member graded his/her students' writing formatting and organizations, and if the faculty member was aware of his/her students' English language proficiency (f^2=0.02). The other responses had a less-than-weak effect and would not be considered significant factors. Table 51 lists the f^2 values of Exploratory Model 1.

Table 51

f^2 Values for Factors for Not Deducting Points - NNES Student Writing Errors

	f^2
Faculty feel comfortable discussing NNES students' academic progress	0.14
Faculty grade for formatting & organization	0.02
Faculty are aware of NNES students' English proficiency	0.02
Faculty feel NNES students are making satisfactory progress in course	0.01
Faculty feel rubric gives them confidence grading NNES errors	0.01
Faculty would like to receive training in assessing NNES	0.00
Faculty feel department prepares them to assess NNES students	0.00
Faculty feel institution prepares them to assess NNES students	0.00
Faculty feel NNES students understand their course	0.00
Faculty grade for mechanics	0.00

Exploratory Model 2: Possible Factors Affecting Faculty Deducting Points for NES Student Academic Writing Errors, and Reasons for Deducting Points or Not

Following is a diagram of the full structural equation model that shows the possible factors for faculty not deducting points for NES student academic writing errors, and the possible reasons that led them to not deduct points. It is presented to illustrate the pathways from left to right which show the path coefficients of the potential factors influencing faculty's decision to not deduct points on the left side of the model. Thicker lines indicate a stronger relationship between the potential factor and the question of the faculty member not deducting points, which is represented by the circle in the middle. The arrows from the middle circle to the rectangles on the right indicate an association between faculty who reported not deducting points for NES student writing errors and plagiarism, and the reasons (i.e., the yellow rectangles) for not deducting points. An explanation of this model, shown in Figure 8, is shown below.

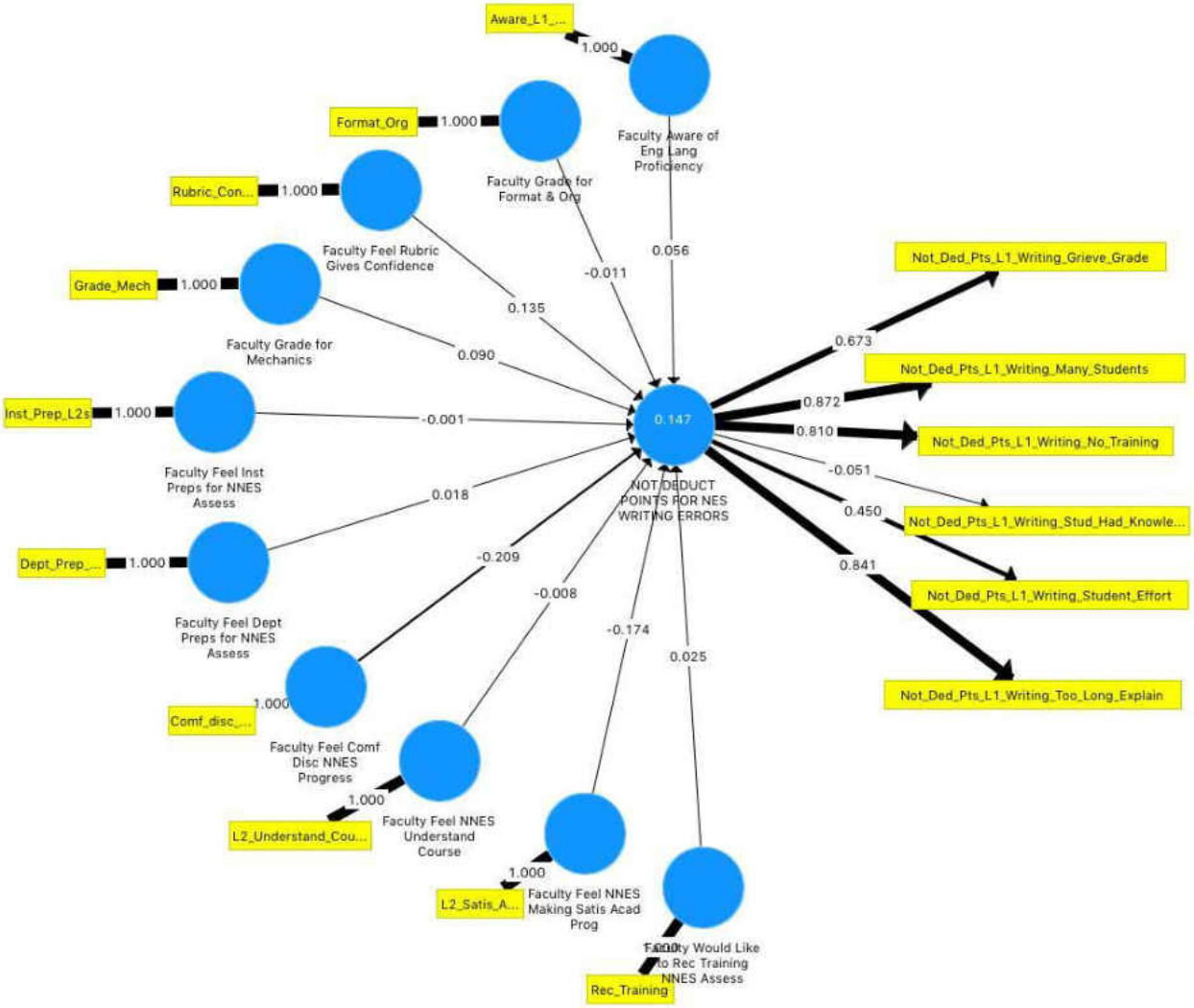

Figure 8. Full structural and measurement model in SmartPLS 3 investigating faculty not deducting points for NES student writing errors.

Structural Model Analysis. The structural model investigated the possible existing factors that might lead a faculty member to not deduct points from a NES student's academic writing errors. As described above, composite reliability, convergent validity, discriminant validity, collinearity (VIF), and outer loadings were examined.

Composite Reliability. When composite reliability was measured, it fell within the recommended value of >0.60 with a value of 0.80, meaning that internal consistency was achieved.

Validity: Convergent (AVE) and Discriminant (HTMT). The average variant effect (AVE) for convergent validity measured at a value of .46, which falls just slightly below the recommended number of >.50. However, when discriminant validity was evaluated via HTMT, the values fell well within the acceptable limits of <.90 and ranged between 0.01 and 0.66. These measures show that validity was established for this exploratory question.

Collinearity (VIF). When the VIF measure was run, it showed that there was not a high level of collinearity between the indicators. Table 52 lists the VIF value for each answer.

Table 52

VIF Values for Reasons for Not Deducting Points - NES Student Writing Errors

	VIF
Faculty had too many students to grade	2.55
Errors would have taken too long to explain	2.45
Faculty did not have enough training to assess writing error properly	2.26
Faculty did not want to deduct points in case student grieved grade	1.75
Faculty felt NNES student put forth much effort into writing	1.51
Faculty felt NNES student had sufficient knowledge of the course	1.22

Outer Loadings. The outer loadings analysis revealed that all indicators but two were significant, with the two lowest outer loadings value falling within acceptable range at 0.50. One reason had a negative outer loading, as seen in Table 53 below.

Table 53

Outer Loadings for Reasons for Not Deducting Points - NES Student Writing Errors

	Outer Loadings
Faculty had too many students to grade	0.87
Errors would have taken too long to explain	0.84
Faculty did not have enough training to assess writing error properly	0.81
Faculty did not want to deduct points in case student grieved grade	0.67
Faculty felt NNES student put forth much effort into writing	0.45
Faculty felt NNES student had sufficient knowledge of the course	-0.05

The lowest two indicators, the faculty felt that the student had sufficient knowledge of the course and that the faculty member felt that the student had put forth significant effort into the assignment, fell well below even the lowest accepted values of >0.50. When they were removed per Hair et al.'s (2014) suggestion, the convergent validity (AVE) increased to 0.70 and therefore was in acceptable limits. The removal of the lowest two indicators increased the composite reliability as well, from 0.80 to 0.90.

The strongest indicators for not deducting points for NES student academic writing errors were that the faculty member had too many students to grade (0.87), that the faculty member did not have the appropriate training to explain why the errors were wrong (0.84), and that the faculty member did not have training in assessing NNES student writing (0.81). The lowest outer loadings value was close to the recommended value of 0.70, which was that the faculty member did not want to deduct points from the NES student for writing errors in case he/she grieved the grade (0.67).

Measurement Model Analysis. A relationship was explored between faculty not deducting points for NES student academic writing errors and the reasons faculty gave for not

deducting points from NES students for academic writing errors. Only respondents who answered "yes" to the question "Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?" were presented with the following options regarding the reasons they did not deduct points:

> I had too many students to grade.
> I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct.
> It would have taken too long to explain to the student why his/her writing was incorrect.
> I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them.
> I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade.
> I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment.

Respondents were able to choose any or all of the options above, and their choices were analyzed individually in relation to the reasons why they did not deduct points for NES academic writing errors.

The measurement model investigated the relationship between the reasons that faculty members gave for not deducting points for NES student's academic written errors. As described above, path coefficients, R^2 (Coefficient of Determination), and f^2 effect sizes were measured.

Path Coefficients. The structural path coefficients were very low, with nearly half being negative. This indicates that there was a low to negative influence of the factors on not deducting points for NES student academic writing errors. Path coefficients that are at least .20 are recommended. The negative path coefficient values show a negative influence on that particular factor on not deducting points for NES student writing errors. This is not unexpected as the construct involves native English-speaking students, and many of the factors are

statements about faculty's non-native English-speaking students. Table 54 shows the path coefficients for not deducting points for NES student writing errors.

Table 54

Path Coefficients for Factors for Not Deducting Points - NES Student Writing Errors

	Path Coefficients
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	0.14
Faculty Grade for Mechanics	0.09
Faculty Aware of Students' English Language Proficiency_	0.06
Faculty Would Like to Receive Training in NNES Assessment	0.03
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	0.02
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.00
Faculty Feel That NNES Students Understand Their Course	-0.01
Faculty Grade for Formatting and Organization	-0.01
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	-0.17
Faculty Feel Comfortable Discussing NNES Students' Progress With Them	-0.21

As the path coefficients were weak, bootstrapping was run to determine *p* and *t* values. In this case, no factors were significant. No factors had a *t* value of >1.96 or a *p* value of >.05, which is the baseline for significance. Table 55 shows the values for *t* and *p* for this question.

Table 55

t *and* p *Values for Factors for Not Deducting Points - NES Student Writing Errors*

	t Values	*p* Values
Faculty Feel Comfortable Discussing NNES Students' Progress With Them	1.93	0.06
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	1.88	0.06
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	1.41	0.16
Faculty Grade for Mechanics	0.65	0.51
Faculty Aware of Students' English Language Proficiency_	0.62	0.54
Faculty Would Like to Receive Training in NNES Assessment	0.42	0.67
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.18	0.86
Faculty Grade for Formatting and Organization	0.12	0.91
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	0.08	0.94
Faculty Feel That NNES Students Understand Their Course	0.03	0.98

Exploratory Model 3: Possible Factors Affecting Faculty Deducting Points for NNES Student Plagiarism, and Reasons for Deducting Points or Not

Following is a diagram of the full structural equation model that shows the possible factors for faculty not deducting points for NNES student plagiarism, and the possible reasons that led them to not deduct points or reduce the NNES students' grade for plagiarism. It is presented to show the pathways from left to right which show the path coefficients of the potential factors influencing faculty's decision to not deduct points on the left side of the model. Thicker lines indicate a stronger relationship between the potential factor and the question of the faculty member not deducting points, which is represented by the circle in the middle. The arrows from the middle circle to the rectangles on the right indicate an association between faculty who reported not deducting points for NNES student plagiarism, and the reasons (i.e., the

rectangles) for not deducting points. An explanation of this model, shown in Figure 9, follows below.

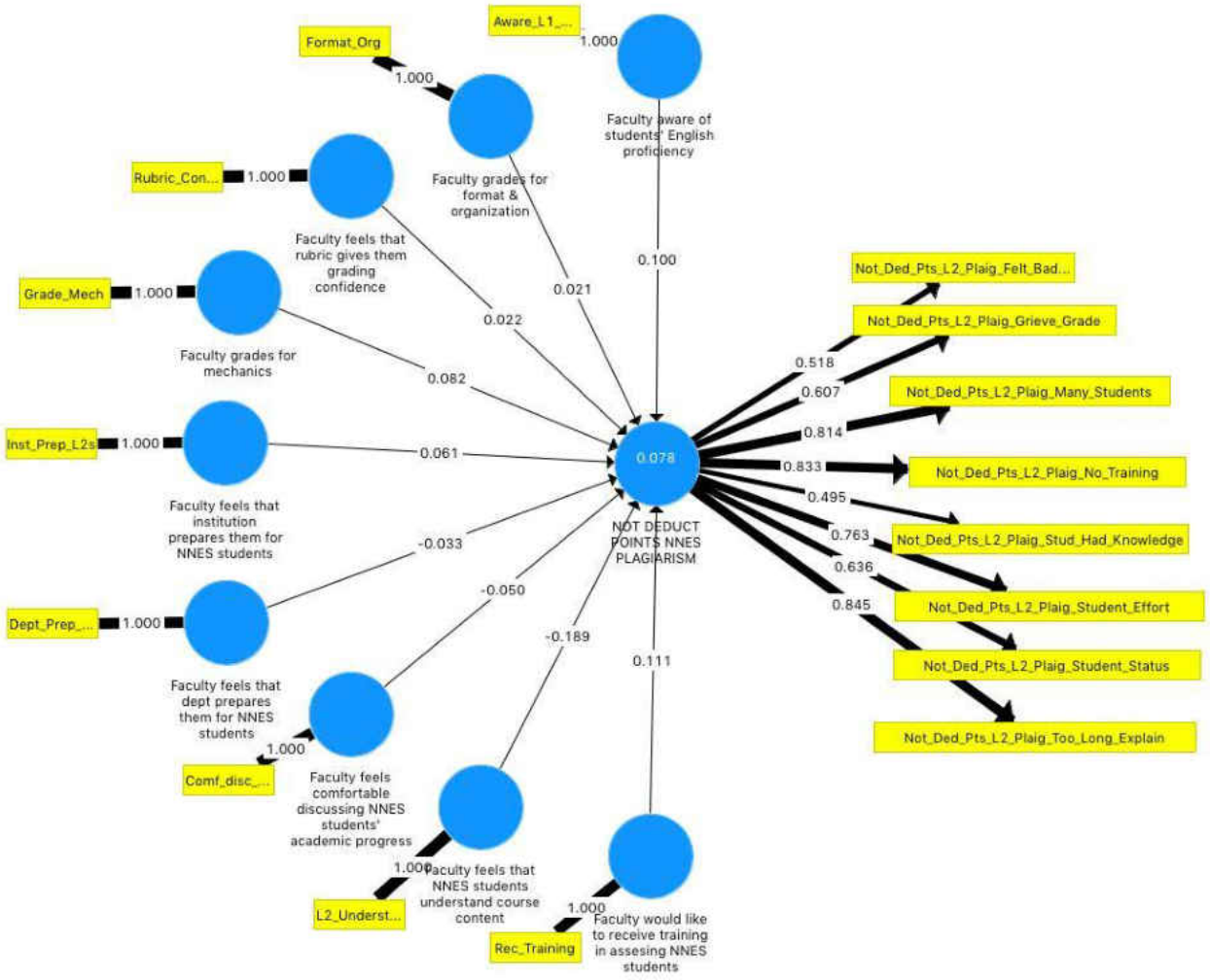

Figure 9. Full structural and measurement model in SmartPLS 3 investigating faculty not deducting points for NNES student plagiarism.

Structural Model Analysis. The structural model investigated the possible existing factors that might lead a faculty member to not deduct points for NNES student plagiarism. As described above, composite reliability, convergent validity, discriminant validity, collinearity (VIF), and outer loadings were examined.

Composite Reliability. When composite reliability was measured, it fell within the recommended range with a value of 0.88, meaning that internal consistency was achieved.

Validity: Convergent (AVE) and Discriminant (HTMT). The average variant effect (AVE) for convergent validity measured at a value of .49, which falls just slightly below the recommended number of >.50. However, when discriminant validity was evaluated via HTMT, the values fell well within the acceptable limits of <.90 and ranged between 0.01 and 0.68. These measures show that validity was established for this exploratory question.

Collinearity (VIF). When the VIF measure was run, it showed that there was not a high level of collinearity. All VIF values except for one were under five. The reason "Faculty felt NNES student put significant effort into the writing" was slightly over the threshold of five at VIF=5.50. Table 56 lists the VIF value for each answer.

Table 56

VIF Values for Reasons for Not Deducting Points - NNES Student Plagiarism

	VIF
Faculty felt NNES student put forth much effort into writing	5.50
Faculty felt bad that the student was NNES	3.45
Faculty did not have enough training to assess writing error properly	2.71
Errors would have taken too long to explain	2.63
Faculty had too many students to grade	2.60
Faculty was concerned deducting points would affect NNES student status	2.48
Faculty did not want to deduct points in case student grieved grade	2.28
Faculty felt NNES student had sufficient knowledge of the course	1.86

While the highest value is over five, this does not pose a problem due to the fact that this is a reflective measure. In reflective measures, indicators (i.e., reasons) should correlate at a

higher level to each other as they reflect the same construct (e.g., faculty not deducting points for plagiarism or academic writing errors).

Outer Loadings. The outer loadings analysis revealed that half of all indicators were significant, and fell within acceptable range of >0.70. Table 57 below lists the outer loadings values.

Table 57

Outer Loadings Values for Reasons for Not Deducting Points - NNES Student Plagiarism

	Outer Loadings
Errors would have taken too long to explain	0.85
Faculty did not have enough training to assess writing error properly	0.83
Faculty had too many students to grade	0.81
Faculty felt NNES student put forth much effort into writing	0.76
Faculty was concerned deducting points would affect NNES student status	0.64
Faculty did not want to deduct points in case student grieved grade	0.61
Faculty felt bad that the student was NNES	0.52
Faculty felt NNES student had sufficient knowledge of the course	0.50

The most significant outer loadings value was that the plagiarism would have taken too long to explain to the student (0.85), the faculty did not have enough training to assess the NNES student plagiarism correctly (0.83), faculty had too many students to grade (0.81), and that the faculty felt the NNES student had put forth much effort into the writing (0.76). As the lowest outer loadings did not fall below the >0.50 value that Hair et al. (2014) recommend removing to increase the convergent validity and composite reliability, so these values were not removed from the model.

Measurement Model Analysis. A relationship was explored between faculty not deducting points for NNES student academic writing errors and the reasons faculty gave for not deducting points from NNES students for plagiarism. Only respondents who answered "yes" to the question "Can you recall a time when **you did not deduct points from** a **non-native English-speaking student's** grade for **plagiarism** (e.g., not documenting/citing sources, using other students' work as their own)?" were presented with the following options regarding the reasons they did not deduct points:

> I had too many students to grade.
> I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct.
> It would have taken too long to explain to the student why his/her writing was incorrect.
> I felt bad because I knew the student's native language was not English.
> I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them.
> I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade.
> I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment.
> I was concerned about the student's immigration/socio-political status being affected (e.g., losing student visa, losing scholarship, etc.).

Respondents were able to choose any or all of the options above, and their choices were analyzed individually in relation to the reasons why they did not deduct points for NNES academic plagiarism.

The measurement model investigated the relationship between the reasons that faculty members gave for not deducting points for NNES student's plagiarism. As described above, path coefficients, f^2 effect sizes, and R^2 (Coefficient of Determination) were measured.

Path Coefficients. The structural path coefficients were very low, with nearly half being negative. This indicates that there was a low to negative influence of the factors on not

deducting points for NES student academic writing errors. Path coefficients that are at least .20 are recommended. The negative path coefficient values show a negative influence on that particular factor on not deducting points for NNES student plagiarism. Table 58 shows the path coefficients for not deducting points for NNES student plagiarism.

Table 58

Path Coefficients for Factors for Not Deducting Points - NNES Student Plagiarism

	Path Coefficient
Faculty Would Like to Receive Training in NNES Assessment	0.11
Faculty Aware of Students' English Language Proficiency	0.10
Faculty Grade for Mechanics	0.08
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.06
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	0.02
Faculty Grade for Formatting and Organization	0.02
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	-0.03
Faculty Feel Comfortable Discussing NNES Students' Progress With Them	-0.05
Faculty Feel That NNES Students Understand Their Course	-0.19

As the path coefficients were weak, bootstrapping was run to determine *p* and *t* values. In this case, no factors were significant. No factors had a *t* value of >1.96 or a *p* value of >.05, which is the baseline for significance. Table 59 below shows the *t* and *p* values for this question.

Table 59

t *and* p *Values for Factors for Not Deducting Points - NNES Student Plagiarism*

	t Values	*p* Values
Faculty Would Like to Receive Training in NNES Assessment	1.90	0.06
Faculty Feel That NNES Students Understand Their Course	1.76	0.08
Faculty Aware of Students' English Language Proficiency_	1.10	0.27
Faculty Grade for Mechanics	0.87	0.39
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.73	0.47
Faculty Feel Comfortable Discussing NNES Students' Progress With Them	0.69	0.49
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	0.34	0.74
Faculty Grade for Formatting and Organization	0.26	0.79
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	0.21	0.83

R2 (Coefficient of Determination). The overall R^2 was 0.08, which indicated a weak coefficient of determination and therefore does not reinforce predictive accuracy for any factor listed for not deducting points for plagiarism in NNES student writing.

f2 (Effect Size). The f^2 effect sizes ranged from 0.00 to 0.03, which indicated an overall weak effect of the exogenous variables (i.e., individual possible factors such as grading students' formatting and organization or mechanics) on the question of not deducting points for plagiarism. None of the responses can be considered significant factors. Table 60 shows the VIF values for not deducting points for NNES student plagiarism.

Table 60

f^2 Values for Factors for Not Deducting Points - NNES Student Plagiarism

	f^2
Faculty Feel That NNES Students Understand Their Course	0.03
Faculty Would Like to Receive Training in NNES Assessment	0.01
Faculty Aware of Students' English Language Proficiency_	0.01
Faculty Grade for Mechanics	0.00
Faculty Feel Comfortable Discussing NNES Students' Progress With Them	0.00
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.00
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	0.00
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	0.00
Faculty Grade for Formatting and Organization	0.00

Exploratory Model 4: Possible Factors Affecting Faculty Deducting Points for NES Student Plagiarism, and Reasons for Deducting Points or Not

Following is a diagram of the full structural equation model that shows the possible factors for faculty not deducting points for NES student plagiarism, and the possible reasons that led these faculty to not deduct points. It is presented to show the pathways from left to right which show the path coefficients of the potential factors influencing faculty's decision to not deduct points on the left side of the model. Thicker lines in the model indicate a stronger relationship between the potential factor and the question of the faculty member not deducting points, which is represented by the circle in the middle. The arrows from the middle circle (i.e., the question if faculty did not deduct points) to the rectangles on the right (i.e., the reasons for not deducting points) indicate an association between faculty who reported not deducting points for NNES student plagiarism, and the reasons (i.e., the yellow rectangles) for not deducting points. An explanation of this model, shown in Figure 10, is shown below.

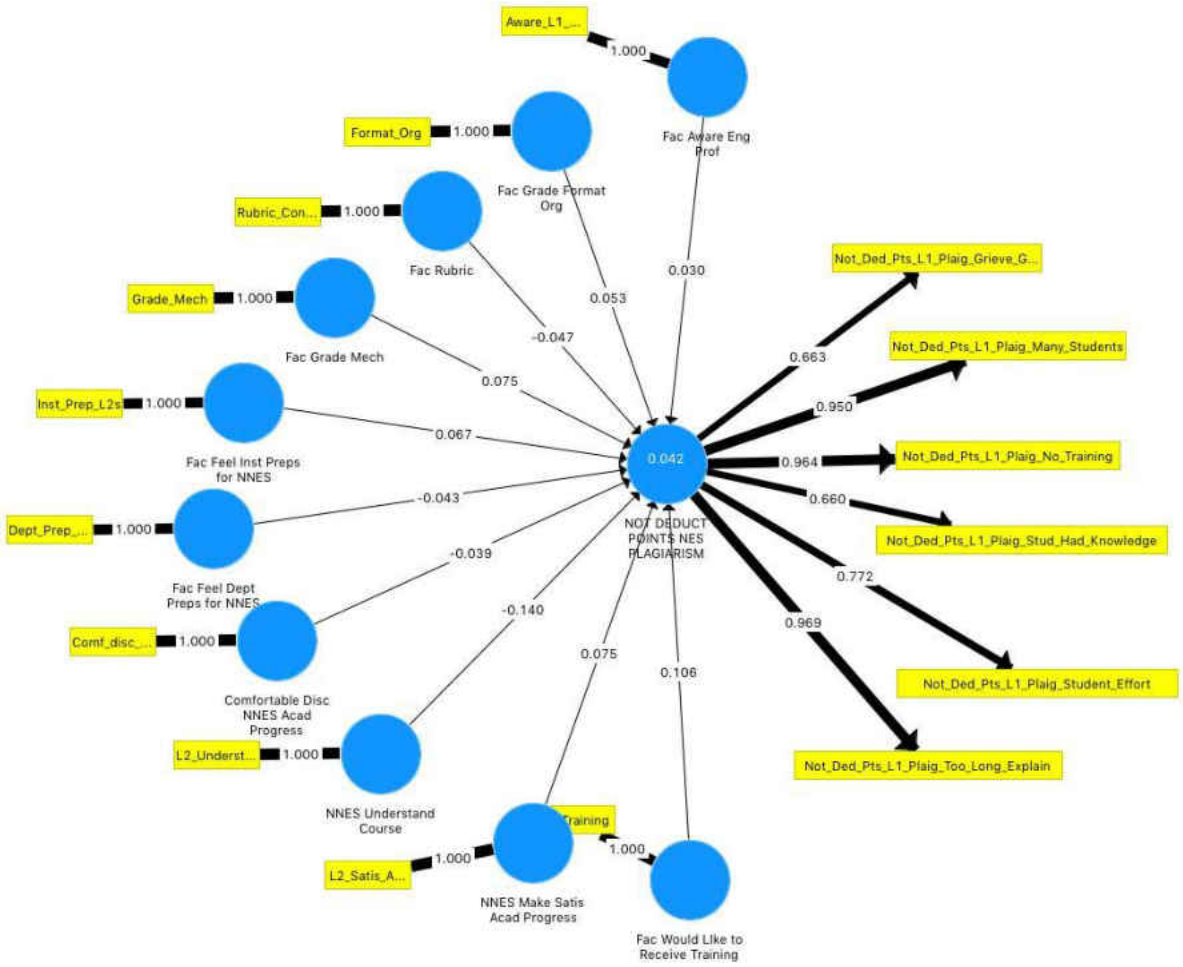

Figure 10. Full structural and measurement model in SmartPLS 3 investigating faculty not deducting points for NES student plagiarism.

Structural Model Analysis. The structural model investigated the possible existing factors that might lead a faculty member to not deduct points for NES student plagiarism. As described above, composite reliability, convergent validity, discriminant validity, collinearity (VIF), and outer loadings were examined.

Composite Reliability. When composite reliability was measured, it fell within the recommended range of <1.0 with a value of 0.93, meaning that internal consistency was achieved.

Validity: Convergent (AVE) and Discriminant (HTMT). The average variant effect (AVE) for convergent validity measured at a value of .71, which falls above the recommended number of >.50. Additionally, when discriminant validity was evaluated via HTMT, the values fell well within the acceptable limits of <.90 and ranged between 0.01 and 0.68. These measures show that validity was established for this exploratory question.

Collinearity (VIF). When the VIF measure was run, it showed a high level of collinearity for three of the six indicators for not deducting points for NES plagiarism. An extremely high VIF in a reflective model is acceptable as correlations within constructs (i.e., not deducting points for NES plagiarism) should be high. Removing these variables is not recommended as the model may no longer reflect the relationship between the variables that are being investigated (O'Brien, 2007). Table 61 lists the VIF value for each answer.

Table 61

VIF Values for Reasons for Not Deducting Points - NES Student Plagiarism

	VIF
Plagiarism would have taken too long to explain	24.87
Faculty did not have enough training to assess plagiarism properly	19.89
Faculty had too many students to grade	8.41
Faculty felt NNES student put forth much effort into writing	2.35
Faculty felt NNES student had sufficient knowledge of the course	2.05
Faculty did not want to deduct points in case student grieved grade	1.86

Outer Loadings. The outer loadings analysis revealed that all indicators were significant, with even the lowest outer loadings value falling within acceptable range at >0.50. Table 62 below lists the outer loadings values.

Table 62

Outer Loadings Values for Reasons for Not Deducting Points - NES Student Plagiarism

	Outer Loadings
Plagiarism would have taken too long to explain	0.97
Faculty did not have enough training to assess plagiarism properly	0.96
Faculty had too many students to grade	0.95
Faculty felt NNES student put forth much effort into writing	0.77
Faculty did not want to deduct points in case student grieved grade	0.66
Faculty felt student had sufficient knowledge o	0.66

Measurement Model Analysis. A relationship was explored between faculty not deducting points for NES student plagiarism and the reasons faculty gave for not deducting points from NES students for plagiarism. Only respondents who answered "yes" to the question "Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?" were presented with the following options regarding the reasons they did not deduct points:

> I had too many students to grade.
> I didn't have the appropriate training to discuss why the plagiarism was wrong, even though I knew it was not correct.
> It would have taken too long to explain to the student why the plagiarism was wrong.
> I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them.
> I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade.
> I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment.

Respondents were able to choose any or all of the options above, and their choices were analyzed individually in relation to the reasons why they did not deduct points for NES plagiarism.

The measurement model investigated the relationship between the reasons that faculty members gave for not deducting points for NES student's plagiarism. As described above, path coefficients, R^2 (Coefficient of Determination), and f^2 effect sizes were measured.

Path Coefficients. The structural path coefficients were very low, with nearly half being negative. This indicates that there was a low to negative influence of the factors on not deducting points for NES student academic writing errors. Path coefficients that are at least .20 are recommended. The negative path coefficient values show a negative influence on that particular factor on not deducting points for NES plagiarism. This is not unexpected as the construct involves native English-speaking students, and many of the factors are statements about faculty's non-native English-speaking students. Table 63 shows the path coefficients for not deducting points for NES student plagiarism.

Table 63

Path Coefficient Values for Factors for Not Deducting Points - NES Student Plagiarism

	Path Coefficients
Faculty Would Like to Receive Training in NNES Assessment	0.11
Faculty Grade for Mechanics	0.08
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	0.08
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.07
Faculty Grade for Formatting and Organization	0.05
Faculty Aware of Students' English Language Proficiency_	0.03
Faculty Feel Comfortable Discussing NNES Students' Progress With Them	-0.04
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	-0.04
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	-0.05
Faculty Feel That NNES Students Understand Their Course	-0.14

As the path coefficients were weak, bootstrapping was run to determine *p* and *t* values. In this case, no factors were significant. No factors had a *t* value of >1.96 or a *p* value of <.05, which is the baseline for significance. Table 64 below shows the values for *t* and *p* for this question.

Table 64

t *and* p *Values for Factors for Not Deducting Points - NES Student Plagiarism*

	t Values	*p* Values
Faculty Would Like to Receive Training in NNES Assessment	1.95	0.05
Faculty Feel That NNES Students Understand Their Course	1.58	0.12
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.83	0.41
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	0.67	0.50
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	0.64	0.52
Faculty Grade for Mechanics	0.63	0.53
Faculty Grade for Formatting and Organization	0.61	0.54
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	0.61	0.55
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	0.45	0.66
Faculty Aware of Students' English Language Proficiency	0.34	0.73

R2 (Coefficient of Determination). The overall R^2 was 0.04, which indicated a less than weak coefficient of determination and therefore does not reinforce predictive accuracy for any reason listed for not deducting points for plagiarism for NES students.

f2 (Effect Size). The f^2 effect sizes ranged from 0.00 to 0.01, which indicated an overall less-than-weak effect of the exogenous variables (i.e., individual possible factors such as grading students' formatting and organization or mechanics) on the question of not deducting points for plagiarism. This low effect shows that the answers given have no effect on faculty not deducting points for NES student plagiarism. Table 65 shows the f^2 values for not deducting points for not deducting points for NES student plagiarism.

Table 65

f^2 Values for Factors for Not Deducting Points - NES Student Plagiarism

	f^2
Faculty Feel That NNES Students Understand Their Course	0.01
Faculty Would Like to Receive Training in NNES Assessment	0.01
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	0.00
Faculty Grade for Mechanics	0.00
Faculty Feel That Their Institution Prepares Them to Assess NNES Student Writing	0.00
Faculty Grade for Formatting and Organization	0.00
Faculty Feel Rubric Gives Them Confidence Grading Student Writing Errors	0.00
Faculty Feel That NNES Students Are Making Satisfactory Academic Progress in Their Course	0.00
Faculty Aware of Students' English Language Proficiency	0.00
Faculty Feel That Their Department Prepares Them to Assess NNES Student Writing	0.00

Exploratory Model 5: Possible Relationship Between Faculty Giving NNES and NES Students Additional Time to Complete Assignments/Assessments

Following is a diagram of the structural equation model that shows the possible relationship between faculty giving NNES students more time on writing assessments or assignments and giving NNES students more time on writing assessments or assignments. It is presented to show the pathway from left to right which illustrate the path coefficient between the faculty's answer of giving students more time to NNES students on the left and giving NES students more time on the right. why they did not deduct points for NNES student writing errors and plagiarism. An explanation of this model, shown in Figure 11, follows.

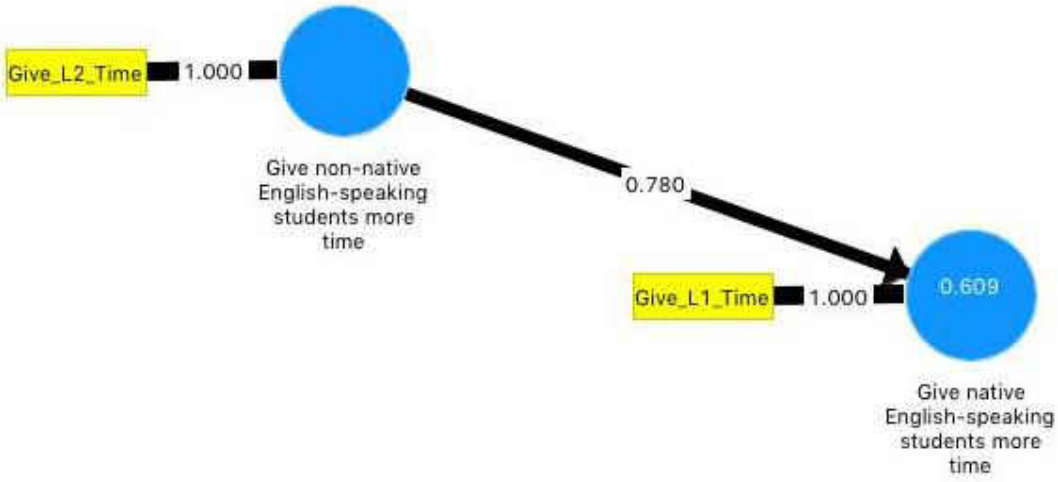

Figure 11. Possible relationship between giving NNES students and NES students more time to complete assignments/assessments showing path coefficients.

A relationship was explored between giving NNES students more time on assignments and assessments and extending that same courtesy to NES students. Only respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?" were presented with the question "If you give, or have given, non-native English-speaking students more time to complete assignments/tests, **do you extend the same option to native English-speaking students** as well?"

The structural model path coefficient revealed a path coefficient of 0.78, which fell slightly below the significant range of .80. When bootstrapping was run, the *t* value (i.e., sample divided by the standard deviation) was extremely high at 27.31, indicating that the path coefficients were highly significant. Additionally, the *p* value obtained via bootstrapping was $p=<0.001$, indicating significance. The f^2 effect size was 1.56, which is very strong and indicates

that the exogenous variable (i.e., awarding NNES students more time on assignments/assessments) has a large effect on the endogenous variable (i.e., awarding NES students more time on assignments/assessments). The R^2 was 0.61, which indicated a strong coefficient of determination and therefore reinforces predictive accuracy. Therefore, it can be concluded that there is a relationship between giving NNES students more time on assignments and assessments and giving NES students more time on assignments and assessments.

Summary of Results

The information regarding faculty demographics and if they did not deduct points for NNES and NES students' academic writing errors and plagiarism. Table 66 outlines these results. The demographic value that might influence faculty not deducting points is listed in the left-hand column. The center column lists the five questions faculty were asked regarding not deducting points for academic writing errors and plagiarism, as well as giving NNES students more time on assessments. Finally, the right-hand column lists the significance level found for each demographic and question.

Table 66

SPSS Results Summary – Possible Demographics Affecting Not Deducting Points for Students' Academic Writing Errors and Plagiarism

Demographic Value	**Questions Regarding Not Deducing Points**	**Significance**
TESOL training	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
English was faculty's native language	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	p<.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	p<.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	p>.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
Gender	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05

Demographic Value	Questions Regarding Not Deducing Points	Significance
Gender (*cont.*)	"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she plagiarized?"	p>.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
Age	"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she plagiarized?"	p>.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
Public or Private Institution	"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she plagiarized?"	p<.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
Institution Size	"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she made errors in academic writing?"	p>.05

Demographic Value	Questions Regarding Not Deducing Points	Significance
Institution Size (*cont.*)	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	p>.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
Department	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	p>.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05
Years taught	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	p<.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	p>.05
	Respondents who answered "yes" to the question "Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?"	p>.05

The next analysis, the PLS-SEM measures, investigated possible factors that would influence a faculty member to not deduct points from a student's writing. Table 67 outlines these results below. The factor that could possibly influence faculty not deducting points is listed in the left-hand column. The next column lists the five questions faculty were asked regarding not deducting points for academic writing errors and plagiarism, as well as giving NNES students more time on assessments. The path coefficient is then listed, and the right-hand column shows the significance level found for each factor and question.

Table 67

PLS-SEM Results Summary for Factors Possibly Influencing Faculty Not Deducing Points in Student Writing

Factor	**Action**	**Path Coefficient Value**	**Significance**
Faculty grade for formatting & organization	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	.14	p<.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	.10	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	.02	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	.12	p>.05
faculty aware of NNES students' English proficiency	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	.12	p<.05

Factor	Action	Path Coefficient Value	Significance
faculty aware of NNES students' English proficiency (*cont.*)	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	-.02	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	.10	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	.12	p>.05
faculty feels rubric gives them confidence grading NNES errors	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	.11	p<.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	.25	p<.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	0.02	p<.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	-.11	p<.05
faculty grade for mechanics	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	.08	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	.26	p<.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	.08	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"	.06	p>.05
faculty feels dept. preps them for assessing NNES students	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	.04	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	-.07	p>.05
faculty feels	"Can you recall a time when **you did not deduct**	-.02	p>.05

Factor	Action	Path Coefficient Value	Significance
dept. preps them for assessing NNES students (*cont.*)	**points from a non-native English-speaking student's** grade when he/she plagiarized?"		
Faculty would like to receive training in assessing NNES	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	.05	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	.04	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	.12	p<.05
faculty feel NNES students understand course	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	-.001	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	-.03	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	-.19	p<.05
faculty feel comfortable discussing academic concerns with NNES students	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	-.001	p>.05
	"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"	-.20	p>.05
	"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"	-.04	p>.05

The final analysis, which also are PLS-SEM measures, investigated the reasons that faculty member gave for not deducting points from a student's writing. Table 68 outlines these results below. The left-hand column lists the five questions faculty were asked regarding not

deducting points for academic writing errors and plagiarism, as well as giving NNES students more time on assessments. The reason faculty gave for not deducting points is listed in the second column. The outer loadings value is then listed, and the right-hand column shows the significance level found for each question.

Table 68

PLS-SEM Results Summary for Reasons Faculty Gave for Not Deducing Points in Student Writing

Question Regarding Not Deducting Points in Students' Writing	**Reason**	**Outer Loadings Value**	**Significance**
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Had too many students to grade	.69	p>.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"		.87	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.81	p<.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"		.95	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Did not want to deduct in case student grieved grade	.68	p>.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"		.67	p>.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.61	p>.05
"Can you recall a time when **you did not deduct points from a native English-speaking**		.66	p<.05

Question Regarding Not Deducting Points in Students' Writing	Reason	Outer Loadings Value	Significance
student's grade when he/she plagiarized?"			
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Writing errors would have taken too long to explain	.79	p<.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"		.84	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.85	p<.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"		.97	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Felt student put forth a lot of effort into writing	.70	p<.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"		.45	p>.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.76	p<.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"		.77	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Felt student had sufficient knowledge of the content	.15	p>.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"		-.05	p>.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.50	p>.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"		.66	p>.05
"Can you recall a time when **you did not**	Did not	.74	p<.05

Question Regarding Not Deducting Points in Students' Writing	Reason	Outer Loadings Value	Significance
deduct points from a non-native English-speaking student's grade when he/she made errors in academic writing?"	have training in grading academic writing errors		
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?"		.76	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.83	p<.05
"Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?"		.96	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Concerned about affecting NNES students' status	.52	p>.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.64	p<.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?"	Felt bad because the student was NNES	.67	p>.05
"Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she plagiarized?"		.52	p>.05

Chapter Four Summary

Utilizing both SmartPLS 3 (v. 3.2.7) and SPSS, the data that was from the surveys retrieved from the Qualtrics online survey was analyzed and reported. Demographic information and descriptive statistics was compiled and analyzed in regard to the research questions in order to determine relationships between factors and indicators and faculty not deducting points for native and non-native English-speaking students' academic written errors and plagiarism.

CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

Introduction

This purpose of this study was to explore potential factors for faculty grading practices as well as the reasons faculty gave for assessing their students' academic written errors and plagiarism. It further explored the relationships between self-reported faculty grading practices of student academic errors and certain faculty characteristics. A typical post-secondary faculty member may encounter academic writing errors, which can be classified as native English-speaker (NES) errors, non-native English-speaker (NNES) errors, and errors from US-educated second-language learners; this last category may contain a blend of writing characteristics of the previous two (Mikesell, 2007). Although faculty encounter a variety of student writing errors in their courses, most post-secondary institutions and departments do not require faculty to be TESOL trained prior to their hiring, nor do they specifically address student communication errors during orientation (Janopolous, 1992; Katz, Haras, & Blaszczynski, 2010). Despite not having specific training to address NNES student writing errors and plagiarism, faculty may feel less inclined to participate in further workshops on this topic as they feel that writing instruction is not their responsibility, especially if they do not teach writing-related academic subject courses (Salem & Jones, 2010).

The study collected faculty self-reported demographic information, such as age, institution size, gender, among others, and also exogenous variables (i.e., factors), such as if the faculty member's department or institution prepared them for assessing NNES academic writing errors or if they graded for mechanics or organization. This demographic information and reported factors were then analyzed to determine if they contributed to faculty either deducting or not deducting points for their students' academic writing errors and plagiarism. Then the self-

reported reasons for deducting or not deducting points for student academic writing errors and plagiarism were analyzed to see if there was any relationship between not deducting points and the reasons faculty gave for not doing so.

This chapter firstly summarizes major findings with interpretations by research question, then presents the implications of the findings, followed by the study's limitations, potential contributions, potential areas for future research, and recommendations, and finally concludes with suggestions for future research.

Summary and Interpretation of Major Findings by Research Question

This section presents the major findings for both research questions in regard to faculty treatment of both academic writing errors and plagiarism of both their NNES and NES students. An interpretation of the findings is included in the discussion based upon faculty demographics, potential factors that may contribute to the treatment of the errors and plagiarism, as well as the reasons given by the faculty for the treatment of the errors and plagiarism.

Research Question 1: Attitudinal Factors and Demographics Affecting Faculty Grading Practices.

RQ1: To what degree are attitudinal factors and demographics associated with grading practices for native and non-native English-speaking students' academic subject writing/plagiarism?

Faculty have varying degrees of exposure to and experience with assessing student academic writing errors and plagiarism, especially those of NNES, and most do not receive training in this area prior to teaching at the post-secondary level. Not only are there different levels of classroom experience, but there are also many factors that can affect a faculty member

deducting points or reducing a student's grade for writing errors or plagiarism. The first research question asked to what degree external factors, such as being aware of a students' English language proficiency, as well as faculty self-reported demographics, such as age or gender, affected their assessment of such errors and plagiarism. Both non-native English-speaking students', which includes US-educated language learners, and native English-speaking students' errors and plagiarism were examined.

When asked about student writing errors and plagiarism, all of the following factors were investigated: if faculty grade for formatting and organization, if they are aware of their students' English proficiency, if they feel a rubric gives them confidence grading writing errors, if they grade for mechanics, if they feel that their department prepares them for assessing NNES students, if they feel that their institution prepares them for assessing NNES students, if they feel their NNES students are making satisfactory progress in their course, if they would like to receive training in assessing NNES students, if they feel that their NNES students understand their course, and if they feel comfortable discussing NNES academic progress. These factors were analyzed via SmartPLS 3 (v. 3.2.7).

Additionally, a chi-square test of independence was run in IBM's SPSS software package comparing faculty demographic markers, which were if the faculty member had TESOL training, if English was his/her native language, gender, age, if the institution he/she taught at was public or private, the institution size, and the total number of years the faculty member had taught.

Potential factors and faculty demographics influencing assessment of student academic writing errors. Faculty answered two questions regarding not deducting points for student academic writing errors for both NNES students and NES students. Demographic

information results are listed first, followed by the factors regarding self-reported possible factors for not deducting points.

Faculty treatment of NNES student writing errors. Of the seven possible demographic items influencing faculty not deducting points for NNES student writing errors, only one item was significant: the faculty's native language status. Faculty were given the choice of reporting English as their native language, a language other than English as their native language, or learning English bilingually with another language as their native language. Of the 174 respondents who had English as their native language, 134 (or 75.3% of the native English speakers) indicated that they had previously not deducted points for NNES students, compared to 60% of individuals who did not have English as their native language (n=33). The bilingual faculty (n=8) had a 100% rate of not deducting errors from NNES students, meaning that all bilingual faculty reported that they had previously not taken points from NNES student papers for academic writing errors. Thus, all three faculty populations indicated that they were more likely not to deduct points from NNES academic writing errors than to deduct points for NES academic writing errors. Figure 12 below shows the count breakdown between faculty whose native language is not English and not deducting points for NNES student writing errors.

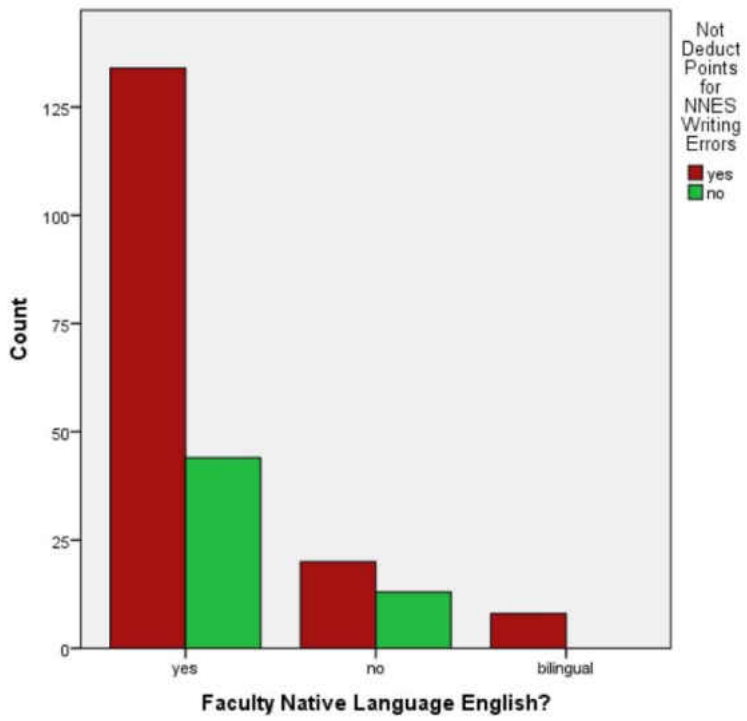

Figure 12. Faculty's native language status and not deducting points for NNES academic writing errors.

This finding aligned with previous studies by both Delamere (1986) and Silva (1989), who found that non-native English-speaking faculty tend to be more critical in grading NNES student writing than their native English-speaking counterparts. It also supported Nairn's 2003 study in which NNES faculty graded NNES student grammar errors with more severity than they did NES students. Other demographic variables measured were not significantly aligned with not deducting points from NNES student writing errors. The demographic factor showing the least significance with deducting points was the number of years taught, which has shown in previous studies to be a factor. Both Vann, Lorenz, and Meyer (1991) and Cumming (1990) determined that faculty who were less experienced (i.e., who had taught for fewer years) were more lenient assessors and focused on sentence-level errors; this study corroborated these findings. While all ranges of faculty years taught showed that faculty deducted points around

70% of the time, the most lenient graders were the faculty with the least experience with 78% of faculty who had taught for five years or less reporting not deducting points for NNES academic written errors. Each range increased slightly for years taught, with the faculty who had taught for 16 or more years being slightly harsher graders at 71% reporting not deducting points for NNES academic errors.

Of the 10 possible factors influencing faculty not deducting points for NNES student writing errors, only two were significant. The highest significant factor was that faculty felt comfortable discussing an NNES student's academic progress with him or her. Feeling comfortable discussing positive or negative academic progress with a student whose native language is not English would indicate that the faculty member is confident relating information regarding NNES student writing errors as well as course progress; however, this does not necessarily preclude a reluctance to deduct points for academic writing errors in this population.

The second-highest measured factor was faculty members who grade students' writing for formatting and organization. This means that although faculty reported that they awarded or deducted points for formatting and organization (i.e., traditional post-secondary academic paper structure), they were less apt to deduct points for NNES academic writing errors. This could mean that while faculty set expectations for students regarding overall paper organization and content in their assignments, they did not grade for sentence-level errors such as grammar, punctuation, and spelling.

The third-highest factor measured was faculty being aware of their students' English proficiency level, and the lowest significant factor was that faculty felt that grading with a rubric gives them confidence in assessing NNES students' academic writing errors. The factor regarding faculty being aware of their students' English proficiency level indicates that they have

knowledge of low-level, intermediate-level, and high-level language skills, and their choice to deduct points or not could be based upon their confidence regarding their own best practices assessing academic writing errors. This also followed Carlisle and McKenna (1991) and McDaniel's (1985) studies in which faculty who evaluated NNES students' writing, even anonymous submissions, assigned an NNES label after encountering an identity marker in student writing and sympathize with the NNES student writer, therefore leading to more lenient grading practices.

Faculty treatment of NES student writing errors. When the seven possible demographic items influencing faculty not deducting points for NES student writing errors were investigated, findings followed the same path as the questions regarding deducting points for academic writing errors with their NNES students. Again, only one demographic variable was significant: the faculty's native language status. Faculty were given the choice of having English as their native language, having a language other than English as their native language, or learning English bilingually with another language as their native language. Overall, the native and non-native English-speaking faculty were closely aligned in their deduction of points from NES students as they were from NNES students for academic writing errors, and the bilingual faculty had single response of deducting points for NES writing errors. Of the 174 respondents who had English as their native language, 129 (or 72.5%) indicated that they had previously not deducted points for NES students as compared to 51.5% of NNES students (n=33). The bilingual faculty (n=8) had an 87.5% rate of not deducting errors for NES student academic writing errors, which means that they deducted points at a slightly higher rate for their NES students than their NNES students. Figure 13 below shows the count breakdown between faculty native language being English and them not deducting points for NES student writing errors.

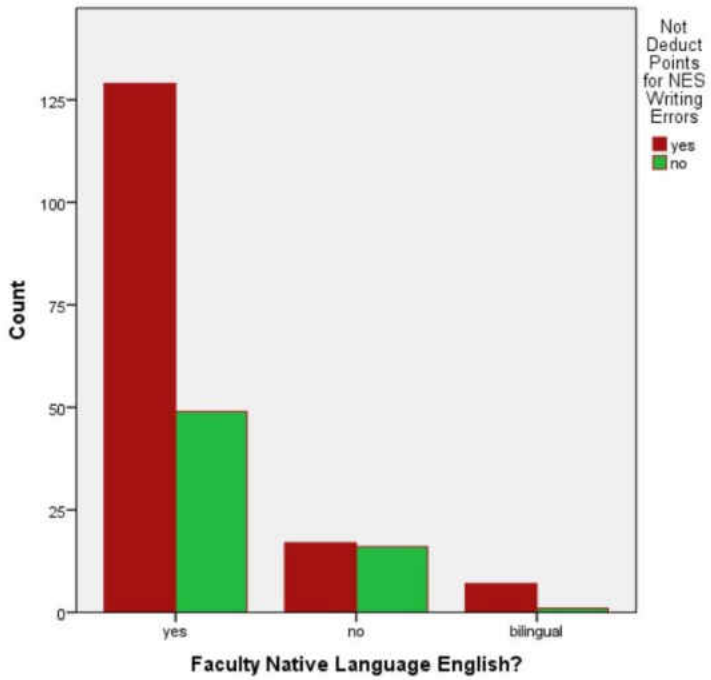

Figure 13. Faculty's native language status and not deducting points for NES academic writing errors.

Faculty in all three native-language categories deducted points at a higher level for NES students than they did for NNES students; however, the range of that increase was only between 8% and 12%. An interesting observation was that faculty who were not native English speakers had a nearly equal rate of deducting of points for NES academic writing errors at 51.5%, meaning that they reported just slightly fewer deductions (1.5%) for NES academic writing errors than they did deducting points for NNES academic writing errors. Still, all three populations were more likely to not deduct points from NNES students for academic writing errors.

Of the 10 possible factors influencing faculty not deducting points for NES student writing errors, none were significant. The highest reported factor was similar to grading NNES students in that the highest-measured factor was that faculty members grade students' writing for

formatting and organization, and this was followed by faculty feeling that grading with a rubric gives them confidence in assessing students' academic writing errors. However, they were just below significant range with a *p* value of 0.06. Although faculty reported that they awarded or deducted points for formatting and organization (i.e., traditional post-secondary academic paper structure), this was indeed a factor in them being less apt to deduct points for NES academic writing errors. While faculty agreed that grading with a rubric gave them confidence, they may not have utilized a rubric which would assist them in breaking down point assignments for sentence-level errors such as grammar, punctuation, and spelling.

Of note was that the various disciplines, described as departments in this study, showed no significance in NNES student writing errors. Moreover, this study did not align with previous studies where discipline and leniency in grading was examined. Johns (1991) and Santos (1988) found in their research that faculty in the physical sciences disciplines were the strictest, yet 86% of physical sciences faculty in this study did not deduct points for NNES student writing errors. Van, Lorenz, and Meyer's (1991) and Janopoulous' (1992) studies determined that humanities were the most lenient department when it came to sentence-level errors, but in this study Arts and Humanities were stricter than most departments with 74% of faculty deducting points for NNES student writing errors. The two most lenient departments were Architecture, which only had one respondent, and Medicine and Health Sciences, both of which had a 100% rate of not deducting errors for NNES student writing errors. Medicine and Health Sciences faculty leniency in this study contrasts Crusan's 2001 study, in which he found that medical faculty regarded grammatical correctness as vital to proper writing assignments.

Faculty treatment of NNES plagiarism. Of the seven demographics possibly influencing faculty deducting points for NNES plagiarism, only one was significantly related: the

number of years that faculty had taught. The number of years taught significantly correlated with deducting points for NNES plagiarism, and the population with the largest percentage of deducting points was faculty members who had taught for 16 years or more (only 11.8%). The second-highest population was newer faculty, individuals who had taught for five years or less (23%). Figure 14 shows the answers faculty gave for not deducting points to NNES plagiarism based upon their reported length of time in the classroom.

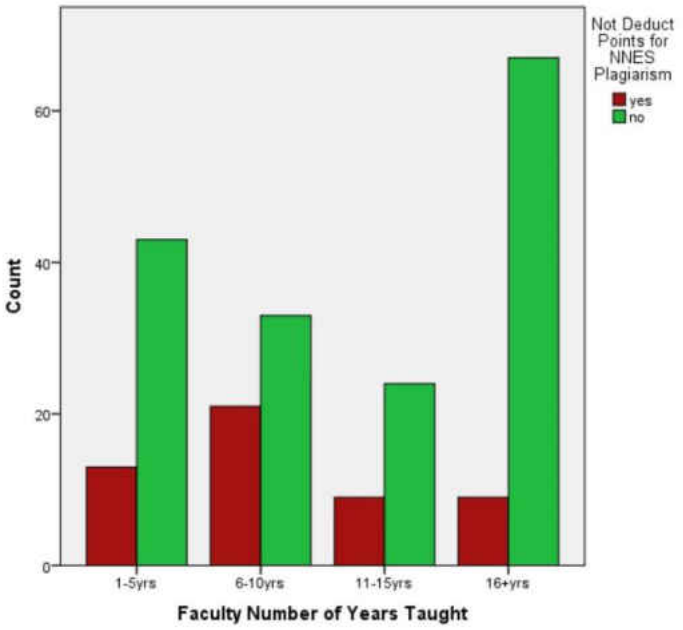

Figure 14. Faculty years taught and not deducting points for NNES plagiarism.

In this study, there was no designation between full-time and adjunct participants, nor was there a question asked regarding faculty tenure status. Therefore, it cannot be assumed that all faculty who reported teaching for 16 or more years were full-time or tenured. However, 88% of this population reported deducting points for NNES plagiarism, and possible reasons for this high percentage could simply be that faculty had enough experience in addressing plagiarism and therefore felt comfortable deducting points for it. Although tenure was not indicated in the

survey's demographic questions, faculty with 16 or more years of teaching experience have a higher possibility of being tenured and therefore may not be as concerned about students grieving their grades or questioning the validity of faculty plagiarism claims if faculty deduct points for plagiarism. Another aspect of faculty years taught is that faculty who have taught longer instruct students how to synthesize information in their papers and critical evaluation of sources, which are vital pieces in writing a plagiarism-free paper (Bury, 2011; McGuinness, 2006; Weiner, 2014). Additionally, Weiner (2014) found that faculty who had taught for shorter periods of time (i.e., less than seven years) and did not have tenure taught students how to actively avoid plagiarism (e.g., not copy/paste, use plagiarism checkers to remove offending sentences, use direct quotes verbatim) rather than how to properly paraphrase, cite sources, and synthesize information.

When looking at the possible factors for faculty not deducting points for NNES plagiarism, no significant factors were found leading a faculty member not to deduct points for NNES student plagiarism. The highest was slightly below the significance threshold with a *p* value of 0.06, and that factor was that faculty would like to receive training regarding how to assess NNES student academic writing. Additionally, the majority of the respondents in this study indicated they would like to receive this type of training with 89% answering positively to this question. This may mean that faculty understand that they have a low level of knowledge in assessing NNES student writing, including plagiarism, and therefore desire additional knowledge and training in this area.

The possible factor "I feel that NNES students understand the course content," had the second-highest correlation with deducting points for NNES student plagiarism, but still was not significant. This could mean that the faculty member felt the plagiarism was not indicative of

the students' overall knowledge of the material and therefore did not factor into the faculty's perception of the students' work or standing in the class. Oftentimes, faculty do not directly instruct students in anti-plagiarism measures, which leads them to be at risk for plagiarizing (Polirstock, 2014; Heckler, 2015). Therefore, justifying textual borrowing by not deducting points for plagiarism continues this practice and does not inform students of the proper way to cite their sources.

Faculty treatment of NES student plagiarism. Of the seven demographics possibly influencing faculty deducting points for NES plagiarism, only one was significantly related: if the institution the faculty taught at was public or private. Teaching at a public or private institution significantly correlated with not deducting points for NES plagiarism, and the population reporting the largest percentage of not deducting points was faculty members who had taught at a private institution, meaning that over 90% of private-institution faculty reported deducting points from their native-speaking students for plagiarism. Faculty who had taught at a public institution reported deducting points for NES students at 78.7%. Figure 15 shows the answers faculty gave for not deducting points for NES plagiarism based upon their reported institution type.

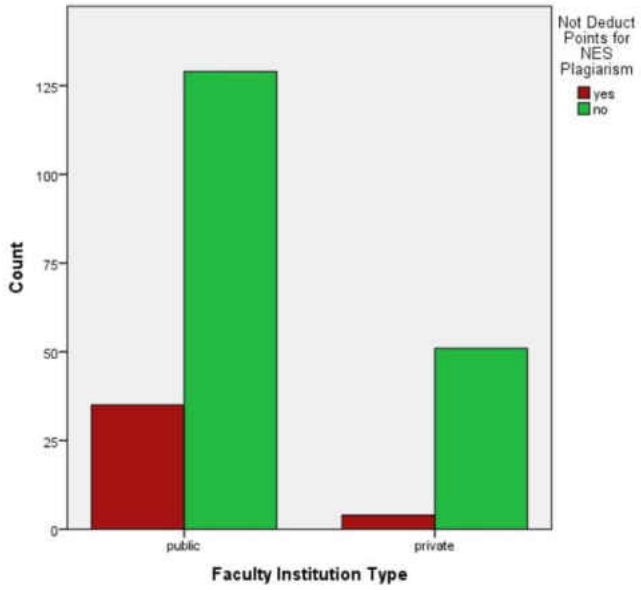

Figure 15. Institution type and not deducting points for NES student plagiarism.

There are a number of possible reasons that over 90% of private institution faculty reported that they deducted points for NES student plagiarism. As NES students arrive at post-secondary institutions, most faculty assume that these students arrive with a sound knowledge base regarding what constitutes plagiarism due to being educated in the United States (Chanock, 2008). In smaller private universities, more time may be devoted to student codes of honor during orientations, which includes cheating and plagiarism (McCabe, Travino, & Butterfield, 2001). Moreover, Garner and Hubbell (2013) posit that smaller, private institutions are often more selective in admitting their students, and may by default have lower overall instances of plagiarism due to stricter admissions standards; that is, faculty at private institutions may see less plagiarism overall and therefore be more apt to deduct points when they encounter it.

When looking at the ten possible factors for faculty not deducting points for NNES plagiarism, only one significant factors was found leading to a faculty member to not deduct points for NNES student plagiarism. That factor was that faculty would like to receive training

regarding assessing student academic writing. As mentioned previously, the majority of the respondents in this study indicated they would like to receive this type of training with 89% answering positively to this question. This may mean that faculty would like additional training in this area to make up for a gap in their own knowledge regarding properly assessing student plagiarism.

Giving NNES students more time on assignments and assessments. When faculty were asked if they gave NNES students more time on assignments and assessments, no demographic value was significant, meaning no population showed that they did or did not give NNES students more time. Furthermore, faculty who answered "yes" regarding giving their NNES students more time were shown the question that asked if they also gave their NES students more time on assignments and assessments. The path coefficient indicated that 0.78, or 78%, of faculty who gave NNES students more time also afforded their NES students the same opportunity. This demonstrates parity regarding time, even though one of the most commonly chosen reasons for not deducting points from both NNES and NES student academic writing errors and plagiarism was lack of time on the part of the faculty member, as shown below in Research Question 2.

A summary of the findings for Research Question 1 as it relates to the previous literature is found in Figures 16 and 17 below.

	Finding	Previous Research
NNES & NES Writing Errors	Native language + not deducting points	Delamere (1986)
	all three faculty populations indicated that they were more likely not to deduct points from NNES academic writing errors than to deduct points for NES academic writing errors.	Silva (1989)
		Nairn (2003)
	Years taught + deducting points	Vann, Lorenz, and Meyer (1991)
	the most lenient graders were the faculty with the least experience with 78% of faculty who had taught for five years or less reporting not deducting points for NNES academic written errors	Cumming (1990)
	Faculty being aware of their students' English proficiency level + not deducting points	Carlisle and McKenna (1991)
	have knowledge of low-level, intermediate-level, and high-level language skills, and their choice to deduct points or not could be based upon their confidence regarding their own best practices assessing academic writing errors; reflected in lenient grading	McDaniels (1985)

Figure 16. Summary of findings for RQ1: NNES & NES academic writing errors.

	Finding	Previous Research
NNES & NES Plagiarism	Faculty Years Taught + deducting points	(Bury, 2011)
	Faculty who had taught for 16+ years indicated that they were more likely to deduct points for NNES plagiarism; teach students to synthesize	(McGuinness, 2006)
		(Weiner, 2014)
	Factor "I felt student understood course content" + not deducting points	(Polirstock, 2014)
	Faculty member felt the plagiarism was not indicative of the students' overall knowledge of the material and therefore did not factor into the faculty's perception of the students' work/standing in the class;	(Heckler, 2015)
	Institution Type + not deducting points	(McCabe, Travino, & Butterfield, 2001)
	Over 90% of private-institution faculty reported deducting points from their native-speaking students for plagiarism; private institutions have higher admissions standards & faculty may see less plagiarism	(Garner & Hubbell, 2013)

Figure 17. Summary of findings for RQ1: NNES & NES plagiarism.

Research Question 2: Attitudinal Factors Affecting Faculty Grading Practices.

RQ_2: Is there a relationship between the reasons faculty report grading for academic writing and plagiarism and their grading practices for native and non-native students?

For the second research question, a relationship was explored between faculty not deducting points for both students' academic writing errors and plagiarism and the reasons they gave for not deducting those points. Faculty were asked four questions:

"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she made errors in academic writing?",

"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she made errors in academic writing?",

"Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she plagiarized?", *and*

"Can you recall a time when **you did not deduct points from a <u>native</u> English-speaking student's** grade when he/she plagiarized?"

Faculty were then given a list of reasons for not deducting points. They could select one or more of eight reasons for NNES students, one or more of six reasons for NES students, and had an area in which they could write in supplemental answers. The reasons that were removed from the NES student options were "I felt bad because the student's native language was not English" and "I did not want to affect the NNES student's status," meaning visa or scholarship status as neither applied to the native English-speaking students.

Reasons why faculty did not deduct points for NNES academic writing errors. A relationship was explored between faculty reporting not deducting points for NNES student academic writing errors and the reasons they gave for not doing so. Only respondents who answered "yes" to the question "Can you recall a time when **you did not deduct points from a <u>non-native</u> English-speaking student's** grade when he/she made errors in academic writing?" were presented with the eight options regarding the reasons they did not deduct points.

All eight reasons for deducting points, with the exception of one, correlated with not deducting points for NNES academic writing errors. The reasons that showed the highest significant correlations, the ones that had outer loadings higher than 0.70 as reasons for not deducting points for NNES student writing errors, are discussed here.

The highest correlated reason for not deducting points for NNES student writing errors was that the writing errors would have taken too long to explain. Some considerations for this response are number of NNES students that faculty have in their courses, amount of assessments that faculty must grade, and faculty course load, which might contribute to not having time to discuss the writing errors. The survey did not address these, among other, possible reasons why time would be a factor in not deducting points for NNES student writing errors. However, regardless of the reasons explored, not spending the time explaining the written errors to NNES students can deprive them of opportunities for academic growth and progression as writers in their second language (Janopoulous, 1992; Jenkins, Jordan, & Weiland, 1993). Another reason that significantly correlated with this same theme was that the faculty member simply had too many students to grade. Again, faculty course load and class size were not investigated, but this reason relates to the overall time needed to properly locate errors, deduct points, and possibly respond to student questions regarding the point or grade deduction.

The next-highest correlated answer was "I did not have training in grading NNES student writing errors." Although having TESOL training was not significantly linked to not deducting points for NNES student writing errors, this reason was perhaps the most explicable one for not deducting points. Zamel (2004) explained that non-TESOL trained faculty often dedicate less time to not only explaining course expectations and writing assignment criteria, but also to giving feedback to NNES students. As many international students do not arrive at U.S. post-

secondary institutions with significant academic writing experience in their undergraduate careers, they also might not be apt to ask for feedback on their writing as it is not something that they are used to doing (Lax, 2014).

Reasons why faculty did not deduct points for NES academic writing errors. A relationship was explored between the reasons faculty report for not deducting points for NES student academic writing errors and faculty grading practices for NES students.

Three indicators, or reasons, correlated highly with not deducting points for NES student academic writing errors. The highest reason was that faculty had too many students to grade, and the second-highest was that the errors would have taken too long to explain. In this case, students' English language proficiency was not considered a hindrance to students understanding the reduction in points, but faculty time in explaining why the points were deducted to the sheer number of students that were enrolled in faculty courses was the issue. While this study did not investigate class size or faculty teaching load, these items as well as faculty commitments both inside and outside of their institution could have influenced their reasons. The third-highest reason may also factor into the first two, which was that faculty did not have the appropriate training to deduct points for academic writing errors. Without the training in assessing writing errors, faculty may not understand the true length of time that is involved in explaining writing errors, which ultimately may be compounded by the number of students whose errors they need to assess.

Reasons why faculty did not deduct points for NNES plagiarism. A relationship was explored between faculty not deducting points for NNES student academic writing errors and the reasons faculty gave for not doing so.

Again, the three highest-correlated reasons for not deducting points for NNES student plagiarism were the same as the ones for not deducting points for student academic writing errors: the plagiarism would have taken too long to explain, faculty did not have the appropriate training in plagiarism, and faculty had too many students to grade. The time impact, which relates to explaining the plagiarism as well as the number of students that faculty had to grade, was not explored via survey questions, but class size and faculty course load cannot be discounted. Faculty not having appropriate training to deduct points for NNES student plagiarism is significant as the perception of the severity of plagiarism varies widely among faculty. For instance, Shi's (2012) study found that faculty views of acceptable and unacceptable 'textual borrowing' in student essays were largely inconsistent. Some faculty also are confused regarding the actual definition of plagiarism for NNES students, which might also lead them to be reluctant to deduct points if they cannot explain the point or grade deduction (Abasi & Graves, 2008).

Reasons why faculty did not deduct points for NES plagiarism. A relationship was explored between faculty reports of not deducting points for NES student plagiarism and the reasons faculty gave for not doing so. Only respondents who answered "yes" to the question "Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she plagiarized?" were presented with a selection of reasons regarding the reasons they did not deduct points.

Again, the three highest-correlated reasons for not deducting points for NES student plagiarism were the same as the ones for not deducting points for NNES plagiarism: the detection and response to plagiarism would have taken too long to explain, faculty did not have the appropriate training in plagiarism, and that faculty had too many students to grade. In not

deducting points for NES academic writing errors, a language barrier would not be a factor, nor would it factor into time spent in explaining the plagiarism as the NES student should not need a translator or alternate explanations due to linguistic issues. However, simply sitting down to explain or write an explanation to the NES student would take additional time for the faculty member, especially if he or she had a number of students to grade. In addition, class size and faculty course load were not investigated in this study, so there is no way to accurately gauge how much these would factor into the faculty's perception of time that it would take them to explain the NES student's plagiarism.

A summary of the findings for Research Question 2 as it relates to the previous literature is found in Figures 18 and 19 below.

	Finding	Previous Research
NNES & NES Writing Errors	Faculty Limitations: Time	(Janopoulous, 1992)
	Faculty did not have enough time to explain errors; leniency & not addressing errors	(Jenkins, Jordan, & Weiland, 1993)
	Faculty Limitations: Training	Zamel (2004)
	Faculty felt they did not have appropriate training to grade errors; no national standards for faculty training	(DiPietro & Buddie, 2013)
	Faculty Limitations: Time	(Prather & Smith, 1976)
	Faculty had too many students to grade; grading loads associated with leniency	(Dickson, 1984)

Figure 18. Summary of findings for RQ2: NNES & NES academic writing errors.

	Finding	Previous Research
NNES & NES Plagiarism	Faculty Limitations: Time	(Janopoulous, 1992)
	Faculty did not have enough time to explain errors; leniency & not addressing errors	(Jenkins, Jordan, & Weiland, 1993)
	Faculty Limitations: Training	Shi (2012)
	Faculty felt they did not have appropriate training to grade errors; varying views and confusion on textual borrowing	Abasi & Graves (2008)
	Faculty Limitations: Time	(Prather & Smith, 1976)
	Faculty had too many students to grade; grading loads associated with leniency	(Dickson, 1984)

Figure 19. Summary of findings for RQ1: NNES & NES plagiarism.

Implications of the Study

The study has several implications regarding faculty treatment of NNES and NES academic writing errors and plagiarism, the broadest of which is simply that the self-reported factors and reasons why faculty would not deduct points for both have been explored. While there are previous studies that involve specific demographics and treatment, there is little comprehensive information regarding both factors influencing faculty treatment of student academic writing errors and plagiarism and the reasons that faculty report for treating the errors and plagiarism the way that they do (Carney, 1973; Cumming, 1990; Janopolous, 1992; Johns, 1991; Santos, 1988; Vann, Lorenz, & Myer, 1991).

Factors and reasons for faculty leniency in grading, which this study defines as not deducting points for academic writing errors or plagiarism, were found to be significant for a number of reasons. Most faculty reported that they were aware of their students' English language proficiency, and previous studies suggest that faculty assign a presupposed identity

marker – even in anonymous writing – and therefore ascertained if a student was a native English speaker or not (Haskell, 1998; Piché, Rubin, & Turner, 1978). Most negatively, faculty may also assume that non-native English-speaking students are automatically poor writers, and even have linked writing errors and lower English proficiency to sub-standard intelligence levels (Carney, 1973; Zamel, 1995). While not all faculty will come to these conclusions about their NNES students, non-TESOL trained faculty have not been exposed to the realities of their NNES students' language acquisition and the possible gaps therein. Angelova and Riazansteva's (1999) study found that faculty did not question how their NNES students learned English and assumed that all NNES students knew academic English, even though there have been issues with English proficiency standardized testing as outlined earlier in this paper. Additionally, faculty with TESOL training are more tolerant of non-Western writing styles, which is especially helpful if those faculty have students from non-Western countries that have more fraud in their standardized English proficiency exams. Thus, although faculty in this study may have reported being aware of their students' English language proficiency, this does not always lead to parity in grading, and may also result in faculty not deducting points for academic writing errors and plagiarism in NNES students.

Another issue potentially impacting students is the effect that faculty leniency has on future normed writing that students will encounter in their degree path. This includes standardized tests including the GMAT, LSAT, GRE for graduate students, and also tests like the General Knowledge Test (GKT) and Counselor Preparation Comprehensive Examination (CPCE) for education majors or the Biology Exit Exam for undergraduates, depending upon the institution's requirements. In addition to these standardized exams, these students' master's theses and doctoral dissertations may also suffer from faculty not deducting points from errors

that need to be called to the students' attention as their academic writing skills have not had the benefit of appropriate feedback for writing errors (Janopolous, 1992; Land & Whitley, 1989).

Another area this study has shed light on is faculty not deducting points for student plagiarism in both NNES and NES student populations. While none of the demographic factors explored in this study significantly influenced *not* deducting points for student plagiarism, faculty felt that not only did they not have appropriate training to deduct points for plagiarism, they also did not have time to do so. This outlines firstly the importance of training, but the research shows that faculty have a wide range of definitions of actual plagiarism. While most faculty and students agree on what constitutes cheating on an exam, views by both students and faculty vary widely regarding not only the definition but also the consequences of plagiarism (Carroll, 2007; Dick, Sheard, & Markham, 2001; Livosky & Tauber, 1994). Park (2003) found that faculty had multiple views of the overall repercussions of plagiarism, and this study found that a significant reason why faculty did not deduct points for NNES student plagiarism was that they were concerned about affecting the student's visa or scholarship status. If faculty feel that they do not have sufficient training or time to discuss student plagiarism errors and are also worried about affecting their students' status, this study shows that they do not deduct points for plagiarism.

Finally, this study impacts NES students who can be classified as academically vulnerable based upon linguistic needs (Quick, 2013). Non-traditional students, first-generation students, and students who have grown up speaking non-standard dialects of English can fall into this group, including students whose parents have low-level education status, students who have low socioeconomic status, and academically underprepared students – all of which can affect their linguistic proficiency in academic writing production (Karp, 2011). These students may be

missed by faculty as needing additional writing help due to their NES/domestic student status, but fall more in line with US-educated English language learners in their writing errors. By not deducting points for this population's errors, faculty miss an opportunity to assist these students progress in their academic writing and possibly in their degrees.

Limitations of the Study

There are several factors that limit this study and its generalizability to the population of post-secondary faculty. The most significant is that all answers in the survey instrument were self-reported. While the online survey could be taken by the respondent in a private location and respondents were assured before starting the survey that the results were confidential, the nature of the survey was sensitive. Respondents were asked to relate a time in which they did not deduct points for academic writing errors and also plagiarism, which is a topic that faculty may not be interested in discussing, or revealing that they had not or did not deduct points for either student grading issue. This may cause the respondents to under-report not deducting points for either academic writing errors, plagiarism, or both. This also may be reflected in other areas, such as self-reporting that the faculty was aware of their students' English proficiency (i.e., in order to appear more knowledgeable about their own student population, they may have answered "yes" rather than "no") or selecting the option that they did not deduct points for NNES student writing errors/plagiarism because they were concerned about affecting the students' visa/scholarship status (i.e., they wanted to appear more caring and human regarding their students' lives; it also was a more judicious reason compared to reasons such as "I had too many students to grade"). Thus, some answers may be over-reported while some may be under-reported, depending on the perception of the answer to the survey item.

Another possible limitation is that the survey assumes a faculty understanding of writing errors and plagiarism. That is, faculty were not asked if they knew nor were they required to demonstrate knowledge of academic writing errors or plagiarism. Previous studies have shown that there is a widely varying view on what constitutes plagiarism and faculty also have differing definitions of the consequences of plagiarism; therefore, faculty answers regarding not deducting points for plagiarism may have a different bearing on the question if the respondents do not have the same definition of plagiarism (Abasi & Graves, 2006: Park, 2003). Moreover, one of the highest-correlated reasons faculty gave for not deducting points was not having appropriate training in academic writing errors, and therefore it cannot be assumed that their knowledge of academic writing errors was consistent with their reason for not deducting points for those errors.

While faculty were given an option for not deducting points for academic writing errors or plagiarism for NNES students because they were concerned about the NNES student's visa or scholarship status; however, they were not given the same option to select a reason for NES students. There are eligibility status requirements for grants, loans, and scholarships for United States-born, NES students, and each institution has a different grade point average that students must maintain (United States Department of Education Federal Student Aid, 2017). Therefore, this reason could have been included because a similar question was included for NNES/international students, and may have shown to be a significant reason for faculty not deducting points for NES students' academic writing errors and/or plagiarism.

Finally, demographic questions regarding tenure and full-time employment were not included in the survey. A significant finding in this study was that faculty who had taught for more than 16 years deducted points at a much higher rate for NNES student plagiarism; a limitation is that taking into account that faculty who have taught for seven or more years may

have tenure was not addressed and therefore the possible impact of tenure was not explored. Additionally, faculty with tenure may answer the questions regarding not deducting points more openly and also may or may not deduct points at a differing rate due to the fact that they have, for all intents and purposes, more full-time job security in their tenure. Full-time and adjunct faculty may also answer the survey questions differently based upon their experiences that are a result of their employment status.

Potential Contributions

As stated previously in the literature review, many non-TESOL trained faculty are given little to no training in the assessment of NNES students. The results of the survey could inform the development of standardized rubrics at post-secondary institutions for faculty who teach NNES students. This could be a standard that is set when students enter the institution, matriculate into a degree program after completing general education courses, or when students enter an internship or are matriculating from a degree program. It could also apply to developing a standard for institutional disciplinary exams, such as comprehensive examinations taken by master's and doctoral degree students entering candidacy.

It could also inform discipline-based criteria decisions for inclusion and variation in faculty grading and the use of rubrics in writing-intensive courses, as well as in courses whose outcomes contain publishing or presenting professionally. Different degrees have varying requirements for academic writing, and expectations should be set and uniform for all students when their assignment or assessment parameters are given.

Finally, this study simply aims to raise awareness of the preparedness of non-TESOL trained faculty who instruct NNES students.

Potential Areas of Future Research

If there is an opportunity to expand upon the findings from this research in the future, the study protocol and instrument could be used to explore and inform non-English medium institutions worldwide.

In addition, the definition of "faculty" could be expanded from post-secondary to K-12 to tease out the gaps in current teacher education in post-secondary institutions as well as those that exist in the K-12 classroom with novice teachers.

Reaching out beyond NNES and US-educated language learner students, another option would be the inclusion of non-standard dialects of English. Moreover, bilingual students could be included in future research with an emphasis on Native American post-secondary students and their academic preparedness for writing-based courses.

Conversely, rather than broadening the subject matter, specific error treatment by non-TESOL trained faculty in academic writing (e.g., vocabulary, specific grammatical structures) could be identified rather than just an overall assessment of content. For instance, faculty could determine which writing-based areas of their subject matter need the most attention, such as conference proposals, medical reporting, field handbooks/guides, and then receive training in how best to assess their students in those areas. In addition to written error treatment, focus could be expanded to include oral presentations (i.e., pronunciation and comprehensibility), and also include non-standard English dialects as listed previously.

Finally, further exploration is warranted of self-efficacy in post-secondary faculty regarding their own personal knowledge of NNES error treatments as well as their confidence in treating those errors.

Recommendations

Two items for further research were revealed in the results of this study. The first is the role of faculty's native language in regard to their grading of students' academic writing errors. As the non-native English-speaking faculty had a higher rate of deducting points for both NNES and NES student's academic writing errors, this was the only significant factor for deducting points for these two populations. Additionally, bilingual faculty (i.e., faculty who had learned English as their native language at the same time as another language) reported not deducting points for their NNES students' academic writing errors at a 100% rate. Although this was a lower percentage of the sample population, the extremely high rate warrants more research.

The second item regards faculty grading of student plagiarism. Faculty who taught at private institutions reported deducting points for NES student plagiarism at a significantly higher level than at public institutions, and faculty who had taught for 16 years or longer reported deducting points for NNES plagiarism at an extremely high rate of nearly 90%. Further research could be conducted regarding public and private institutions' definition of, consequences of, and conveyed expectations of plagiarism to students, and how they differ, if at all. The length of time that faculty have taught, as well as tenure status, could also be investigated to determine if it is indeed a factor, and if it can be generalized.

Recommendations for practice stem from the reasons faculty gave for not deducting points for student academic errors and plagiarism. There were consistently three reasons faculty gave for not deducting points for both their NNES and NES students. The first, that faculty had too many students to grade, should be explored. Class size and course load should be investigated, and also the amount of writing assignments and/or written assessments (e.g., essay exams, lengthy word problems) that the faculty assign to students, as well as policies for smaller

classes in writing-intensive courses. Best practices can be shared with the faculty departments for reducing grading time for written assignments and/or assessments, and the volume and type of assignments and assessments can be revised (e.g., lengthy essay-type responses can be reduced to short-answer responses; groupwork-type or alternative assignments can be utilized to demonstrate student knowledge) to reduce faculty grading time.

The second recommendation for practice comes from the reason that errors would have taken too long to explain. This assumes that the faculty member understands why the writing error is incorrect. Again, faculty class size and course load should be explored. A rubric could be utilized with examples of acceptable writing to distribute to students, and the faculty could also have a repository of writing errors with explanations regarding what is incorrect that can also be disseminated to students either before or after the student makes the same or a similar writing error.

Finally, the last recommendation for practice stems from the reason that faculty did not have appropriate training in assessing student academic writing errors and plagiarism. While research shows that faculty typically do not attend continuing education and training workshops in teaching and assessing NNES students and their writing as they do not feel it is their responsibility to teach NNES students how to write, 89% of faculty who completed this survey indicated that they were interested in receiving training regarding assessing NNES student writing errors.

Conclusion

As academic writing assessment is not isolated to a specific discipline or degree path, there are many factors that affect a faculty member's grading processes and reasons for

deducting – or not deducting – points for student academic writing errors and plagiarism. Assessing non-native English-speaking student writing can be a contentious topic, with undercurrents of race, ethnicity, and linguistic bias running through it. As this student population exists in all disciplines across all education levels, more research needs to be conducted regarding faculty concerns and needs regarding their assessment of NNES – and also NES – student academic writing. Outside of accreditation requirements, there is no standard for faculty hiring practices in the United States, meaning that faculty exposure to NNES student writing and their training regarding evaluating errors contained therein is inconsistent at best; in many cases, it may not exist at all.

The impact of the widely varying faculty qualifications, previous and on-the-job training, and grading practices not only impacts the students but the faculty's department and institution as well. If faculty pass students with sub-par writing skills without explaining to them the issues with their writing quality and possible plagiarism, the student then takes the same set of skills and beliefs about textual borrowing to his or her next class or institution. As students matriculate and gain entry to the workforce, their department and institution's reputation may suffer if they are truly not prepared to communicate correctly and effectively. Thus, faculty must be trained to recognize, explain, and help prevent future student academic writing errors and plagiarism.

This study uncovered possible factors that influence post-secondary faculty's treatment of student academic writing errors and plagiarism, and also investigated self-reported reasons why faculty did not deduct points for such errors and plagiarism. These factors and reasons show a need for more research in faculty preparedness regarding assessing the writing of their students, and also the support that can be given to them in order to ensure that student writing assessment is consistent and also does not hinder their progress as writers.

APPENDIX A: IRB APPROVAL LETTER FOR PILOT STUDY

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Laura Elizabeth Monroe**

Date: **June 29, 2016**

Dear Researcher:

On 06/29/2016, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Native English-Speaking University Faculty Preparedness and Treatment of Non-Native English-Speaking Students' Academic Written and Oral Presentation Errors
Investigator:	Laura Elizabeth Monroe
IRB Number:	SBE-16-12359
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Joanne Muratori

Signature applied by Joanne Muratori on 06/29/2016 08:32:23 AM EDT

IRB Manager

APPENDIX B: IRB APPROVAL LETTER FOR FINAL STUDY

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Laura Elizabeth Monroe**

Date: **August 09, 2017**

Dear Researcher:

On 08/09/2017, the IRB approved the following activity as minor modifications to human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Modification Type:	Revised survey instrument.
Project Title:	Native English-Speaking University Faculty Preparedness and Treatment of Non-Native English-Speaking Students' Academic Written and Oral Presentation Errors
Investigator:	Laura Elizabeth Monroe
IRB Number:	SBE-16-12359
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Kamille Chaparro on 08/09/2017 10:56:01 AM EDT

IRB Coordinator

APPENDIX C: FINAL SURVEY QUESTIONS

Faculty Treatment of Non-Native English-Speaking Student English Academic Writing Errors

Q1a You are being invited to take part in a research study. Whether you take part is up to you. The purpose of this survey is to determine how prepared post-secondary faculty feel when approaching the error treatment of their non-native English-speaking students (NNES), and how they treat NNES written English academic errors. The results of the survey will be used to determine the need and interest for workshops and support of non-TESOL trained faculty who instruct non-native English speakers in English-medium post-secondary institutions. There is no compensation provided for this survey.

If you decide to participate, you will answer up to 35 questions that are either yes/no or a range ("strongly agree" to "strongly disagree"), and four possible "check all that apply" questions. Your answers to the survey questions will not be exported from this survey or shared. This information will only be viewable by the principal investigator and is stripped from the data prior to analysis. Your email information, should you provide it, will only be used if you would like to know the results of the study.

The time estimated for you to complete the survey is approximately 10 minutes. You must be 18 years of age or older to take part in this research study. If you have questions, concerns, or complaints, please contact Laura Monroe, Doctoral Candidate, College of Education and Human Performance via email at Laura.Monroe@ucf.edu, or Dr. Joyce Nutta, Faculty Supervisor in the College of Education and Human Performance at 407-823-4341. IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

Start of Block: Demographic Information

Q1 Do you currently teach, or have you previously taught, **non-native English-speaking students in an English-medium post-secondary institution**?
This can be international students, domestic students whose native language is not English, or heritage speakers (students whose parents do not speak English, and academic English is not known/spoken at home).

- ○ Yes (1)
- ○ No (2)

Skip To: End of Survey If Do you currentlyteach, or have you previously taught, non-native English-speaking = No

Q2 Do you teach, or have you previously taught, a **non-remedial/non-developmental, <u>non-ESL/EFL/EAP, credit-bearing academic subject</u> in an English-medium, post-secondary**

institution?
(e.g., a math, science, arts, medical, etc., college/university course)

- ○ Yes (1)
- ○ No (2)

Skip To: End of Survey If Do you teach, or have you previously taught, a non-remedial/non-developmental, non-ESL/EFL/EAP, c... = No

Q3 Have you previously taken, or are you currently taking, any English as a Second Language (ESL), English as a Foreign Language (EFL), or Teaching ESL/EFL courses, workshops, or training?

- ○ Yes (1)
- ○ No (2)

Q4 Is English your native language?

- ○ Yes (1)
- ○ No (2)
- ○ I learned English as my first language along with another language (native bilingual) (3)

Q5 What is the gender with which you identify?

- ○ Male (1)
- ○ Female (2)
- ○ Transgender Male (3)
- ○ Transgender Female (4)
- ○ Non-binary (5)

Q6 Which best describes your age range (or your age range when you taught non-native English-speaking students)?

- ○ 18 - 39 (1)
- ○ 40-59 (2)
- ○ 60-79 (3)
- ○ 80 or older (4)

Q7 Is/Was the institution you taught at **public** or **private**?

- ○ Public (1)
- ○ Private (2)

Q8 What is the **size** of your institution (number of students enrolled)?

- ○ Fewer than 20,000 students (1)
- ○ 20,000 to 39,999 students (2)
- ○ 40,000 students or more (3)

Q9 What is the structure of your **academic year calendar**?

- ○ Semester (1)
- ○ Quarter (2)
- ○ Trimester (3)
- ○ Continuous (4)
- ○ Differs by program (5)
- ○ Other: (6) _____

Q10 Does your institution **require or recommend a general college-preparatory program** for degree-seeking students?

- ○ Require (1)
- ○ Recommend (2)
- ○ Neither require nor recommend (3)
- ○ Not sure (4)

Q11 What is your current (or previous) **department in which you taught a class to non-native English speakers**?
Click to write Choice 1 (1)
Click to write Choice 2 (2)
Click to write Choice 3 (3)

▼ Architecture (1) ... Social and Behavioral Sciences ~ Social and Behavioral Sciences: Other Social and Behavioral Sciences ~ ~ (2616)

Q12 What **educational level** do you currently teach (or have you previously taught)? Please check all that apply.

- ☐ Certificate/Diploma (1)
- ☐ Associate (2)
- ☐ Bachelor's (3)
- ☐ Post-Bachelor's certificate (4)
- ☐ Master's (5)
- ☐ Post-Master's certificate (6)
- ☐ Doctoral (7)

Q13 How many **years** have you taught at the post-secondary level?

- ○ 1-5 years (1)
- ○ 6-10 years (2)
- ○ 11-15 years (3)
- ○ 16+ years (4)

Q14 What **area of the world** is your institution located?

- ○ North America (4)
- ○ Europe (5)
- ○ Middle East (11)
- ○ Asia/Pacific (6)
- ○ Latin America (7)
- ○ Africa (8)

End of Block: Demographic Information

Q15 Are you typically aware of a **non-native English-speaking student's English language proficiency** in your course?
(e.g., orally proficient but writing proficiency is lower; high writing proficiency but low oral proficiency confidence/ability, etc.)

- ○ Extremely aware (1)
- ○ Very aware (2)
- ○ Moderately aware (3)
- ○ Slightly aware (4)
- ○ Not aware at all (5)

Q16 Do your assignments and/or grading hold students responsible for **formatting and organization** (either paragraph or essay-level, or both) in their writing?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Q17 Do you feel that providing a **rubric** to students that details point deductions for academic English written errors (e.g., spelling, subject-verb agreement, punctuation, capitalization, formatting/organization) **gives you more confidence in grading non-native English-speaking students?**

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Q18 Do you typically grade a student's writing **mechanics**; for instance, spelling or subject-verb agreement errors?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Q19 Does your **institution** (or previous institution) prepare you for the challenges in **assessing the academic writing** of lower-proficiency non-native English-speaking students?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Q20 Does your **department** (or previous department) prepare you for the challenges in **assessing the academic writing** of lower-proficiency non-native English-speaking students?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Q21 How comfortable do you feel **discussing non-native English-speaking students' academic concerns** regarding their **academic English language writing skills**?

- ○ Extremely comfortable (1)
- ○ Moderately comfortable (2)
- ○ Slightly comfortable (3)
- ○ Neither comfortable nor uncomfortable (4)
- ○ Slightly uncomfortable (5)

Q22 Do you feel that your non-native English-speaking students' **level of understanding/comprehension of your course directions/instructions** due to their academic English language proficiency is **adequate?**

- ○ Extremely adequate (1)
- ○ Moderately adequate (2)
- ○ Slightly adequate (3)
- ○ Neither adequate nor inadequate (4)
- ○ Slightly inadequate (5)

Q23 Do you feel that the non-native English-speaking students in your classes are **making satisfactory academic progress in spite of the academic English proficiency challenges** they may have?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not be (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Q24 Can you recall a time when **you did not deduct points from a non-native English-speaking student's** grade when he/she made errors in academic writing?

- Definitely yes (1)
- Probably yes (2)
- Might or might not (3)
- Probably not (4)
- Definitely not (5)

Display This Question:
If Can you recall a time when you did not deduct points from a non-native English-speaking student's... = Definitely yes
Or Can you recall a time when you did not deduct points from a non-native English-speaking student's... = Probably yes
Or Can you recall a time when you did not deduct points from a non-native English-speaking student's... = Might or might not

Q24a Why did you not deduct points for the error(s)?
Please select **all reasons that apply** from the list below and to what degree they were important to you. If a reason below does not apply to your situation, please skip that response or select "Not Important."

If you have an answer that is not listed, please type your response into the text box below and select its degree of importance.

	Very Important (1)	Important (2)	Moderately Important (3)	Somewhat Important (4)	Not Important (5)
I had too many students to grade. (1)	○	○	○	○	○
I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct. (2)	○	○	○	○	○
It would have taken too long to explain to the student why his/her writing was incorrect. (3)	○	○	○	○	○
I felt bad because I knew the student's native language was not English. (4)	○	○	○	○	○
I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them. (5)	○	○	○	○	○
I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade. (6)	○	○	○	○	○
I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment. (7)	○	○	○	○	○
I was concerned about the student's immigration/socio-political status being affected (e.g., losing student visa, losing scholarship, etc.). (8)	○	○	○	○	○

Additional Answer (9)	○	○	○	○	○

Q25 Can you recall a time when **you did not deduct points from a native English-speaking student's** grade when he/she made errors in academic writing?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Display This Question:
If Can you recall a time when you did not deduct points from a native English-speaking student's gra... = Definitely yes
Or Can you recall a time when you did not deduct points from a native English-speaking student's gra... = Probably yes
Or Can you recall a time when you did not deduct points from a native English-speaking student's gra... = Might or might not

Q25a Why did you not deduct points for the error(s)?

Please select **all reasons that apply** from the list below and to what degree they were important to you. If a reason below does not apply to your situation, please skip that response or select "Not Important."
If you have an answer that is not listed, please type your response into the text box below and select its degree of importance.

	Very Important (1)	Important (2)	Moderately Important (3)	Slightly Important (4)	Not At All Important (5)
I had too many students to grade. (1)	○	○	○	○	○
I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct. (2)	○	○	○	○	○
It would have taken too long to explain to the student why his/her writing was incorrect. (3)	○	○	○	○	○
I felt bad because I knew the student's native language was not English. (4)	○	○	○	○	○
I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them. (5)	○	○	○	○	○
I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade. (6)	○	○	○	○	○
I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment. (7)	○	○	○	○	○
Additional Answer (8)	○	○	○	○	○

Q26 Can you recall a time when **you did not deduct points from** a **non-native English-speaking student's** grade for **plagiarism** (e.g., not documenting/citing sources, using other students' work as their own)?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Display This Question:
If Can you recall a time when you did not deduct points from a non-native English-speaking student's... = Definitely yes
Or Can you recall a time when you did not deduct points from a non-native English-speaking student's... = Probably yes
Or Can you recall a time when you did not deduct points from a non-native English-speaking student's... = Might or might not

Q26a Why did you not deduct points for the plagiarism?

Please select all reasons that apply from the list below and to what degree they were important to you. If a reason below does not apply to your situation, please skip that response or select "Not Important."

If you have an answer that is not listed, please type your response into the text box below and select its degree of importance.

	Very Important (1)	Important (2)	Moderately Important (3)	Slightly Important (4)	Not Important (5)
I had too many students to grade. (1)	○	○	○	○	○
I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct. (2)	○	○	○	○	○
It would have taken too long to explain to the student why his/her writing was incorrect. (3)	○	○	○	○	○
I felt bad because I knew the student's native language was not English. (4)	○	○	○	○	○
I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them. (5)	○	○	○	○	○
I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade. (6)	○	○	○	○	○
I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment. (7)	○	○	○	○	○
I was concerned about the student's immigration/socio-political status being affected (e.g., losing student visa, losing scholarship, etc.). (8)	○	○	○	○	○
Additional Answer (9)	○	○	○	○	○

Q27 Can you recall a time when **you did not deduct points from** a **native** **English-speaking student's** grade for **plagiarism** (e.g., not documenting/citing sources, using other students' work as their own)?

- Definitely yes (1)
- Probably yes (2)
- Might or might not (3)
- Probably not (4)
- Definitely not (5)

Display This Question:
If Can you recall a time when you did not deduct points from a native English-speaking student's gra... = Definitely yes
Or Can you recall a time when you did not deduct points from a native English-speaking student's gra... = Probably yes
Or Can you recall a time when you did not deduct points from a native English-speaking student's gra... = Might or might not

Q27a Why did you not deduct points for the plagiarism?

Please select **all reasons that apply** from the list below and to what degree they were important to you. If a reason below does not apply to your situation, please skip that response or select "Not Important."
If you have an answer that is not listed, please type your response into the text box below and select its degree of importance.

	Very Important (1)	Important (2)	Moderately Important (3)	Slightly Important (4)	Not Important (5)
I had too many students to grade. (1)	○	○	○	○	○
I didn't have the appropriate training to discuss why the writing was wrong, even though I knew it was not correct. (2)	○	○	○	○	○
It would have taken too long to explain to the student why his/her writing was incorrect. (3)	○	○	○	○	○
I felt bad because I knew the student's native language was not English. (4)	○	○	○	○	○
I felt confident that the student's overall knowledge of the course was strong and they could meet the learning outcomes, and I felt that deducting points would unfairly penalize them. (5)	○	○	○	○	○
I did not feel like justifying the deduction in points in case the student complained/grieved his/her grade. (6)	○	○	○	○	○
I felt bad for the student, because he/she put forth a lot of effort on the assessment/assignment. (7)	○	○	○	○	○
Additional Answer (8)	○	○	○	○	○

Q28 Do you give, or have you given, **non-native** English-speaking students **more time to complete assignments/tests, or additional opportunities to turn in work** when they've missed deadlines because of their English proficiency?

- ○ Definitely yes (1)
- ○ Probably yes (2)
- ○ Might or might not (3)
- ○ Probably not (4)
- ○ Definitely not (5)

Display This Question:
If Do you give, or have you given, non-native English-speaking students more time to complete assign... = Definitely yes
Or Do you give, or have you given, non-native English-speaking students more time to complete assign... = Probably yes
Or Do you give, or have you given, non-native English-speaking students more time to complete assign... = Might or might not

Q28a If you give, or have given, non-native English-speaking students more time to complete assignments/tests, **do you extend the same option to native English-speaking students** as well?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Might or might not (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)

Q29 Do you feel that post-secondary **institutions** should do everything possible to help non-native English-speaking students to **improve their academic English writing skills**?

- ○ Strongly agree (1)
- ○ Somewhat agree (2)
- ○ Neither agree nor disagree (3)
- ○ Somewhat disagree (4)
- ○ Strongly disagree (5)

Q30 Do you feel that it is the **faculty member's responsibility** to help his/her non-native English-speaking students **overcome their academic English writing difficulties.**

- ○ Strongly agree (1)
- ○ Agree (2)
- ○ Somewhat agree (3)
- ○ Neither agree nor disagree (4)
- ○ Somewhat disagree (5)

Q31 If you had the opportunity to **receive training in how to better assess your non-native English-speaking students' academic writing**, how likely would you be to attend this training?

- ○ Extremely likely (1)
- ○ Moderately likely (2)
- ○ Slightly likely (3)
- ○ Neither likely nor unlikely (4)
- ○ Slightly unlikely (5)

End of Block: Block 1

Start of Block: Block 2

Q32 Would you like to receive the results of this study?
(Results are anticipated in the fall of 2017)

- ○ Yes (1)
- ○ No (2)

Q33 If you would like to receive the results of this study, please provide an email address (either work or personal is acceptable).
(Your email address will NOT be shared, and any identifying information is stripped prior to data analysis. Only the author of this dissertation will have access to the email)

_____

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