

# Dr. Holly Krogh

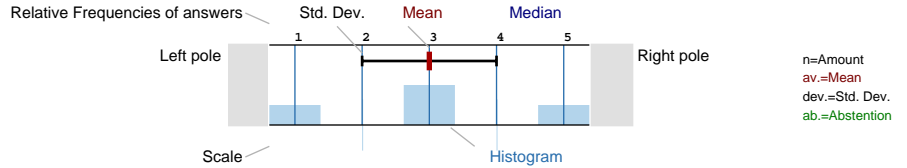
Faculty Academic Integrity Survey (March 2008)  
No. of responses = 50



## Survey Results

### Legend

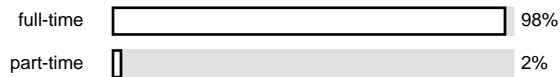
Question text



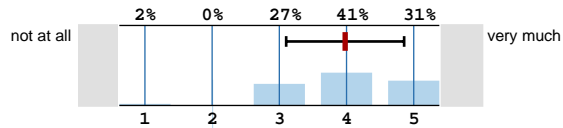
Please answer the following questions.

Are you:

n=50

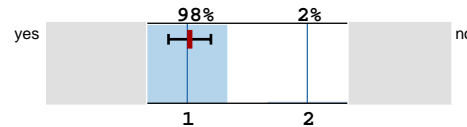


Does MUW promote an environment conducive to academic integrity?



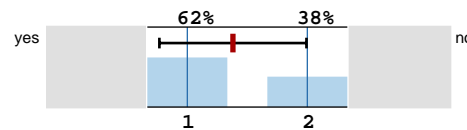
n=49  
av.=3.98  
dev.=0.88

Are you aware of MUW's policy on academic dishonesty?



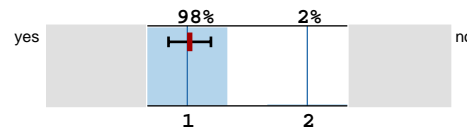
n=50  
av.=1.02  
dev.=0.14

Were you adequately informed about the Academic Dishonesty policy when you began teaching at MUW?



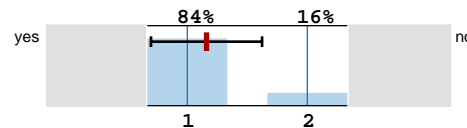
n=50  
av.=1.38  
dev.=0.49

Do you use the policy?



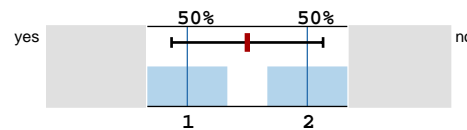
n=50  
av.=1.02  
dev.=0.14

Do you talk about the policy in class?



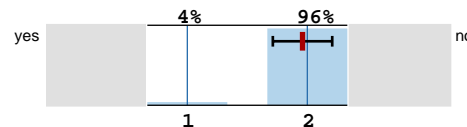
n=50  
av.=1.16  
dev.=0.37

Do you think the policy should be more detailed?



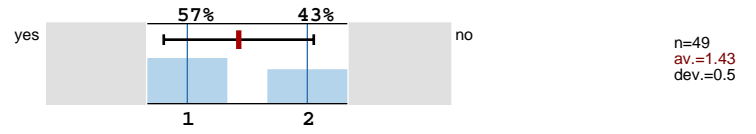
n=50  
av.=1.5  
dev.=0.51

Do you think the policy is too strict?

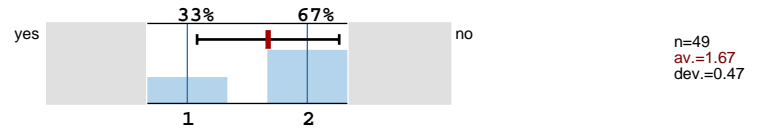


n=50  
av.=1.96  
dev.=0.2

Do you think students are aware of the policy?

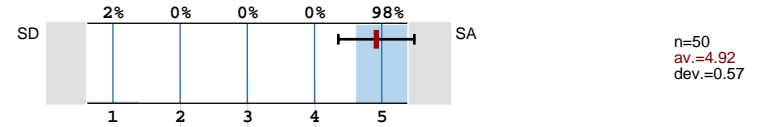


Do you think students understand the policy?

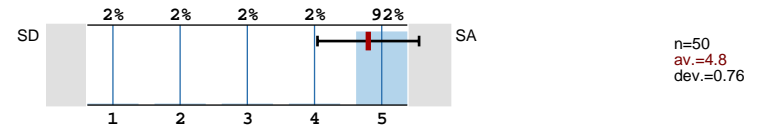


Indicate the extent to which you agree that the following are acts of academic dishonesty: SD = strongly disagree; D = disagree; N = neither disagree nor agree; A = agree; SA = strongly agree.

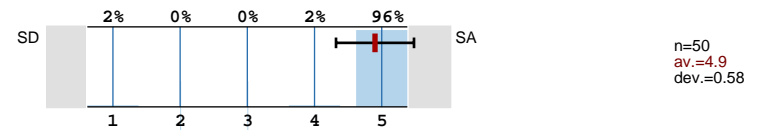
Giving answers to or receiving answers from someone else in an exam.



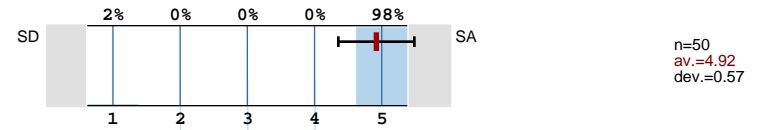
Giving exam answers to or receiving exam answers from someone in another section of the class.



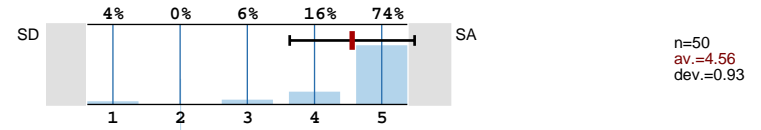
Using a cell phone or calculator to retrieve information during an exam.



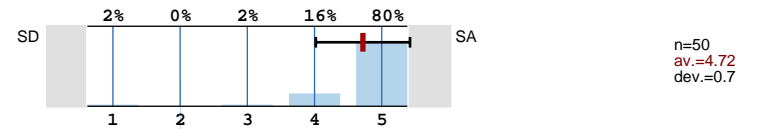
Stealing or copying an exam.



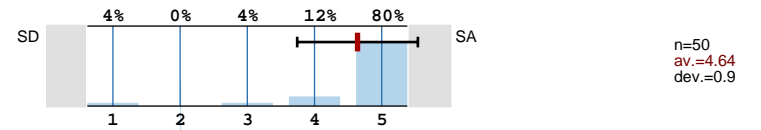
Delaying taking an exam or turning in a paper using a false excuse to avoid a penalty.



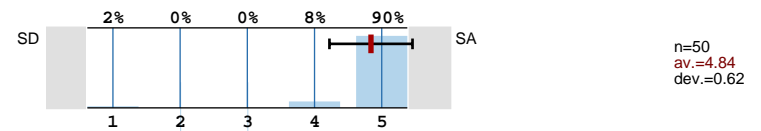
Copying homework or collaborating on an assignment that was assigned as individual work.



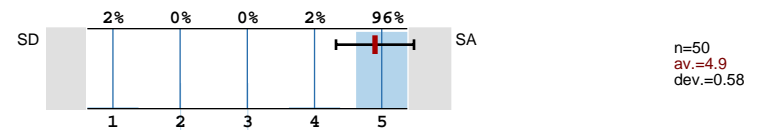
Copying material without using quotation marks or using sources without citing them.



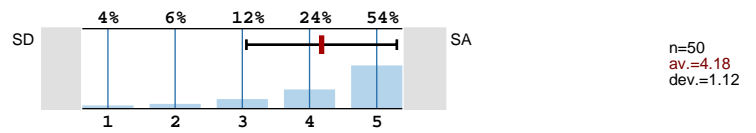
Making up a bibliography or saying information was from sources when it wasn't.



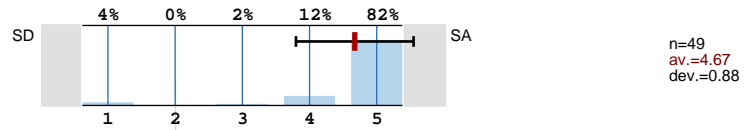
Writing a paper for someone else or having someone else write a paper for you.



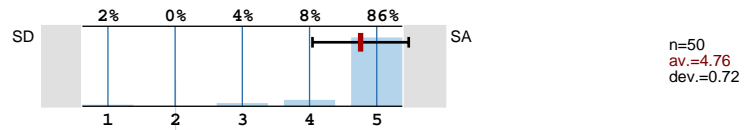
Submitting the same paper in another class without permission.



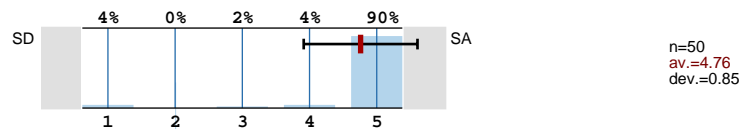
Using a paper or exam from a social club or student organization test file.



Using a paper or exam completed by a student in a previous semester.

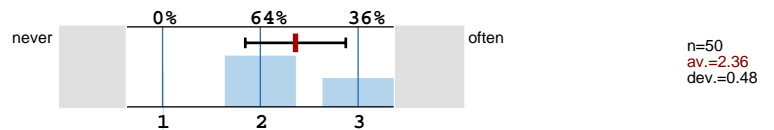


Forging a doctor's excuse or a signature on a university document.

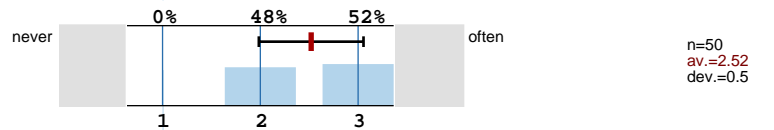


Indicate how frequently you think MUW students engage in the following behaviors.

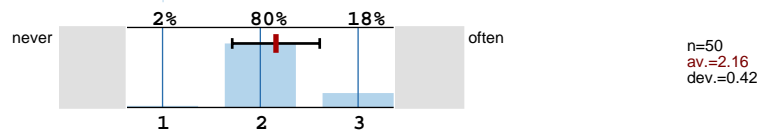
Giving answers to or receiving answers from someone else in an exam.



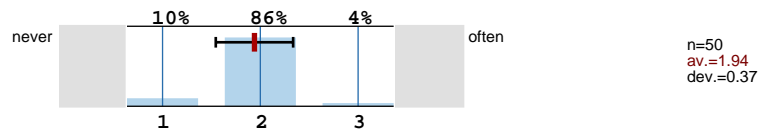
Giving exam answers to or receiving exam answers from someone in another section of the class.



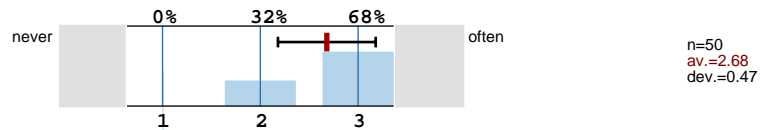
Using a cell phone or calculator to retrieve information during an exam.



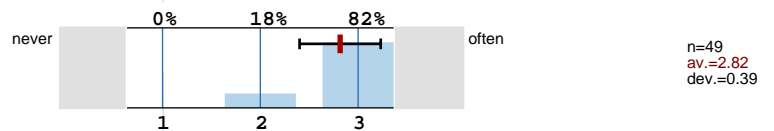
Stealing or copying an exam.



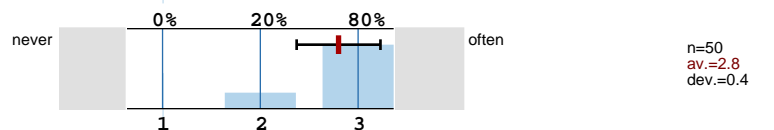
Delaying taking an exam or turning in a paper using a false excuse.



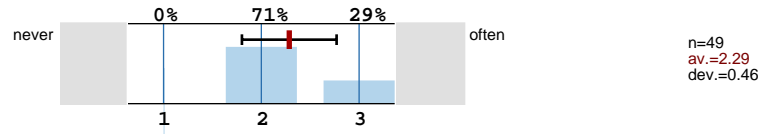
Copying homework or collaborating on an assignment that was assigned as individual work.



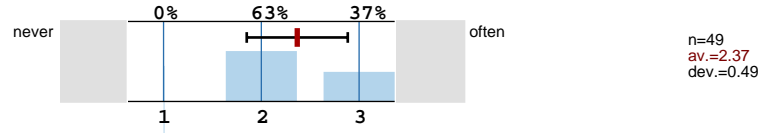
Copying material without using quotation marks or using sources without citing them.



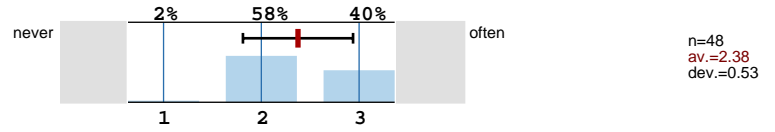
Making up a bibliography or saying information was from sources when it wasn't.



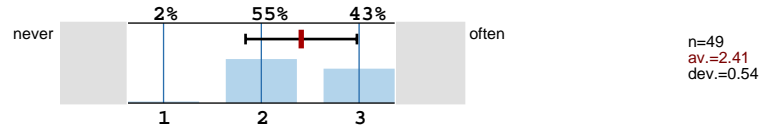
Writing a paper for someone else or having someone else write a paper for you.



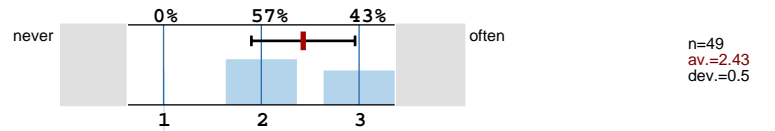
Submitting the same paper in another class without permission.



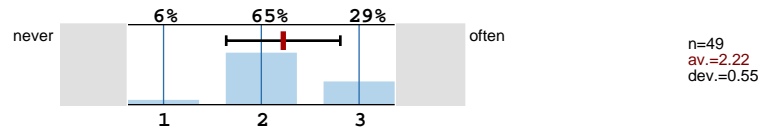
Using a paper or exam from a social club or student organization test file.



Using a paper or exam completed by a student in a previous semester.



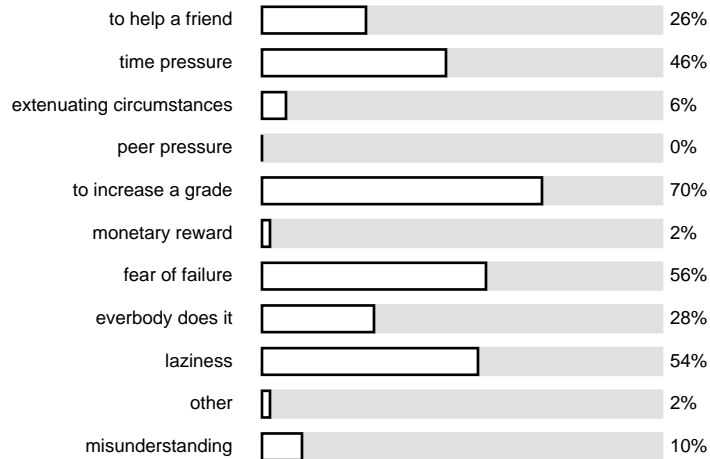
Forging a doctor's excuse or a signature on a university document.



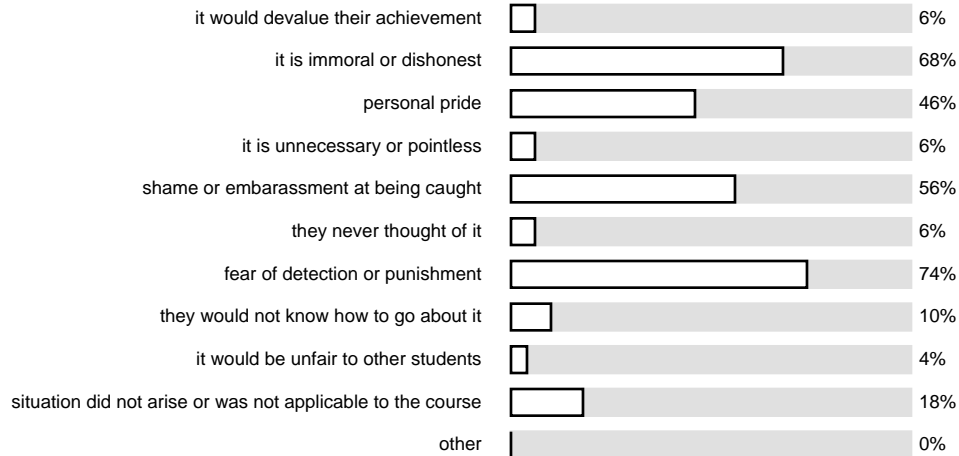
Please answer the following questions.

Of the following, which do you believe are the three most common reasons students engage in academic dishonesty?

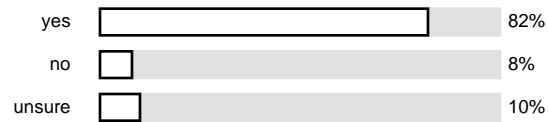
n=50



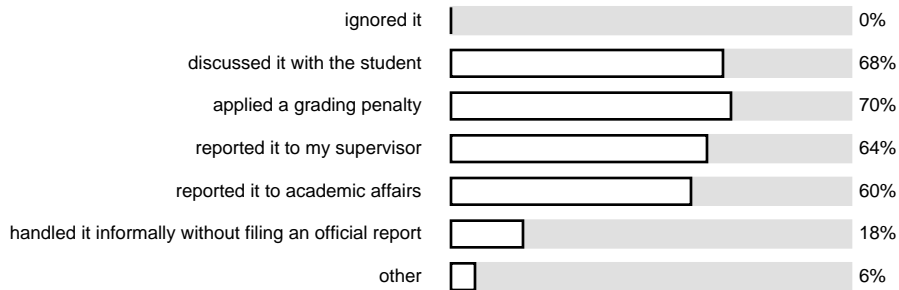
Of the following, which do you believe are the three most common reasons students do not engage in academic dishonesty? n=50



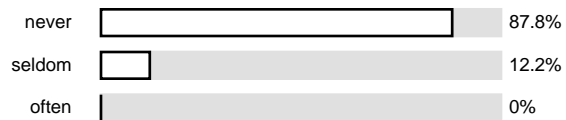
Have you had a student engage in an act of academic dishonesty in any of your classes? n=50



If academic dishonesty has occurred in any of your classes, how did you respond? (Check all that apply.) n=50



Have you used the service turnitin.com? n=49





Comments Report
-----------------

<b>What do you do in your classes to discourage students from engaging in academic dishonesty? (Some examples include giving very specific assignments and requiring interim deadlines on bigger assignments.)</b>
--

- Tell them up front in orientation that it is something that is not tolerated. That any infraction will be reported. Seating is arranged for test taking. no cell phones, or papers allowed during test taking. (1 Count)
- Talk about how I value honesty/ethical behavior at beginning of each course. Ask students to be honest with me and maintain an approachable attitude. For papers or projects, every student or group has a different topic. Proctor my own exams. (1 Count)
- No cell phones in class Books at front of room during exam Make-up exams are different tests Multiple faculty protor exams Go over academic dishonesty policy as part of orientation to class (1 Count)
- I try to be very reasonable in expectations and assignments. I give study guides for all tests and am present during testing. Complex projects are broken into sections due throughout the semester. I allow group projects and expect the students to "police" themselves about their contributions. Every group participant gets the same grade so that I do not have to make judgments about degree of participation. I explain that not learning the material for the project will negatively affect their performance later on. Having taught for over 25 years, I am not naive, however, and those students that wish to will find a way to do as little work as possible. (1 Count)
- i'm not a teacher I'm staff member (1 Count)
- All books, purses, etc are put in the front on the room, only scantron is on or near the desk, monitor the exam at all times (1 Count)
- specific information in class orientation and course orientation regarding academic dishonesty policy (1 Count)
- Reminding of the university policy and consequences as stated..reiterating what is generally considered academic dishonesty. (1 Count)
- Must sign that they read & understood the policy (policy printed on the document). That they can be dismissed for academic dishonesty. (1 Count)
- Papers are unique each semester. I give at least one question that can be easily answered by plagiarizing, and I discuss how to avoid it. (1 Count)
- I assign papers that are idiosyncratic enough that plagiarism would be hard (and easier to detect). Because mt exams are all essay, it's harder for students to copy over others' answers. (1 Count)
- For major papers, students turn in the paper on interim deadlines. Detailed, topic-specific feedback is given and students needs to address the feedback in subsequent submissions of the paper. In exams, for online classes, I acknowledge that students have access to the textbook and notes. The exams are given in two parts: a timed, randomized multiple choice test and a short answer/problem solving/essay test. The timed-portion limits with questions and answers randomized limits the possibility that students are collaborating on a test and also necessitates that students be prepared and ready to take the test (they at least need to know where to look for the answer in the book). The short answer portion poses questions that ask the student to apply the material in the text and other readings. (1 Count)
- I address academic dishonesty in my syllabus. I review the syllabus with the students at the beginning of each class. I mention the consequences of academic dishonesty when issuing tests, etc. I tell the students that I will pursue the intent of the academic dishonesty policy to the maximum extent possible. (1 Count)
- Give specific assignments with very specific grading criteria; give unusual assignments (not typical research papers); have smaller assignments embedded within a term project; peer review; multiple forms of one exam; review policy with students; put policy on syllabus. (1 Count)

- 1) Structure paper topics so that it would not be easy to find material on the internet. 2) Divide major project into smaller assignments with separate deadlines. 3) Require submission of all research notes. 4) Have students sign an academic honesty policy when they submit their papers. (1 Count)
- Give assignments that make plagiarism more difficult (i.e., unique to my course). Go over policy at the beginning of class. Remind class about policy during particular assignments (i.e., papers). (1 Count)
- Require group work. The presence of others keeps students honest. (1 Count)
- Talk about it during my first lecture and include a detailed paragraph about it in all my syllabi (1 Count)
- Students sign a statement of understanding concerning academic dishonesty. It is discussed in their program handbook. Advised them that their offense will be sent to the Dean and the VPAA. We explain exactly what academic dishonesty is and give examples. (1 Count)
- Many of my assignments are commentaries on reading assignments. I require personal, insightful responses which are difficult to copy from others or fake. I do require interim deadlines on bigger assignments. I change questions on major exams every year. I check reference lists on major papers. (1 Count)
- Try to give more specific assignments. Constantly tell them the penalties of cheating. (1 Count)
- specific assignments interim deadlines discussing projects with instructor before due date having students sign pledges of honesty (1 Count)
- interim deadlines on term papers never give the same exam twice essay answers, not multiple choice tests (1 Count)
- Provide feedback regarding assignments, especially those requiring outside research. (1 Count)
- Most of the work (and exams) in my courses are done in-class. Out-of-class paper assignments are usually too specific to allow for most types of cheating (including plagiarism). (1 Count)
- Hold them to a higher standard. in orientation we explain what we expect. We treat all the same. (1 Count)
- we have them sign a document saying that it has been gone over & that they are aware of the policy. We have mentioned how prevalent it has become & how it might apply in this course & how it could affect them in term of integrity on the job. (1 Count)
- 1. Include statements in the syllabus and present the syllabus the first class period. 2. For all assignments, composing a handout that clearly outlines expectations, including information on how to cite and the expectations that citing is expected. 3. Giving students opportunity to present a draft of papers. 4. Regularly changing test content (never using the same test twice in a row), giving different versions of a test. 5. Provide study guides to students will feel confident that they can be successful. 6. Providing various assignments, so that the whole class grade is not weighted on one or two assignments. 7. Changing topics of papers from year to year, to reduce the possibility of students using papers from a previous semester. 8. Having papers submitted via WEB-CT, saving all papers so that I can search past papers when a paper sounds familiar. 9. Monitor during a test, to give the appearance of alertness to dishonesty. (1 Count)
- Give specific assignments that can not be found on the Internet Checking with other professors to see if they recognize the work Tell students I will turn them in to the Provost if they engage in ANY academic dishonesty (1 Count)
- Discuss academic dishonesty at beginning of semester; providing the specific rules on collaborations as part of instructions for each assignment; do exercises to emphasize what plagiarism is and to provide skills to avoid plagiarizing. (1 Count)

- Assign topics for papers--do not let them choose topic. Rotate questions on tests from semester to semester. (1 Count)
- List the policy on my syllabus. Discuss the policy at the beginning of the semester. Explain to students how professors detect plagiarism in essays. Discuss the policy before each essay assignment. Encourage students to ask questions (including by e-mail) if they are uncertain how to use sources. Give very specific essay assignments. Give numerous interim deadlines on bigger projects/longer papers. Provide a clock so that students do not need their cell phones out during exams (they no longer seem to wear watches). Stand in front of the room (rather than sit) for a better view of the room during exams. (1 Count)
- I make sure that there is enough done in class under my supervision so I can base the grade more on that material than out of class material. (1 Count)
- Information in syllabus; discuss at start of the term; watch for hints of collaboration on assignments; carefully proctor exams (1 Count)
- scholarly papers with formal citations required. (1 Count)
- Plagiarism statement on every syllabus. Reminder to cite sources and indicate quotations on assignment. Specific assignments, usually comparing different texts. For research papers, interim assignments. Ban on cell phone and other electronic devices during exams. (1 Count)
- Do not allow cell phones in testing space student seating to discourage wandering eyes have students put all notes and bookbags away from testing area (1 Count)

**What could MUW do outside the classroom to more effectively discourage academic dishonesty?**

- Have an add campaign or posters hanging in high visual areas ie. student lounges, cafeteria, etc. (1 Count)
- Hold students accountable if they commit academic dishonesty and penalize them for their actions--Enforce the policy All faculty should enforce the policy (1 Count)
- At some other institutions, students have to sign a general statement regarding it and some instructors require such a statement with any outside assignment. I think each situation merits scrutiny and it might be difficult to describe every possible instance and circumstance regarding this issue. The bottom line is personal integrity. (1 Count)
- talk about it more and help them understand you learn from you mistakes (1 Count)
- Place examples in the school newspaper and on wall posters (1 Count)
- Not sure if there is anything..It seems the culture condones "getting whatever is needed however one needs to get it" (1 Count)
- Student receive email updates on the issue 2-3 times/semester. Faculty discusses it in class several times. Perhaps a seminar about the issue each year that is required. (1 Count)
- 1. Publicize cases (with names removed) which have led to discipline. Students don't hear about other students getting caught and punished. 2. Subscribe to Turnitin.com and have all papers submitted to it, and let all students know this is happening. (1 Count)
- Try social norming. Some students may be tempted to engage in academic dishonesty, partly because they believe that "everyone is doing it," and they are at a grading disadvantage if they don't cheat. Possibly reframing the issue to show that academic honesty leads to academic success may help. (1 Count)
- I think every student being admitted to the university should have to sign a statement that they have read and understood the academic dishonesty policy at the time of official admission. (1 Count)

- Help students understand what acad. dis. is and that it applies to all classes and different types of assignments. Some students seem to think that the ad policy applies only to classes where they have to write traditional research papers, for example. (1 Count)
- Do we have a university subscription to turnitin.com? I want to use it! If we have this service, please let all of the faculty know how to access our account. (1 Count)
- Create an expectation that it should never happen. (BTW, publishing statistics of reported cases can have the opposite effect and student become more likely to cheat because it is relatively "common") (1 Count)
- Faculty & student productions regarding academic dishonesty presented in classrooms, Social clubs, residence halls demonstrating long & short term consequences. (1 Count)
- Can't think of anything in addition to what is already being done (1 Count)
- I know that some faculty do not report acts of academic dishonesty that occur in the classroom. If faculty do not follow policy how can we expect students to? I think we need to take care of discouraging in the classroom and possibly increase the penalty. (1 Count)
- More education about what is dishonest. Some students don't believe sharing old tests/quizzes is wrong. (1 Count)
- Maybe have them sign an honesty "promise" every year. (1 Count)
- institute an honor code (1 Count)
- publicize number of cases and sanctions on a regular basis, like a police report remind students expulsion is a possibility (1 Count)
- Post large signs outlining the consequences of cheating on bulletin boards (use bright colors) (1 Count)
- By the time students get to us, they have probably already formed whatever moral and ethical convictions about academic dishonesty that they're ever going to have. We could possibly try to discuss with them the many reasons that cheating is unacceptable and bad for society as a whole. We could also make the punishment for cheating so severe that students would be more fearful of being caught. For example, in egregious cases students could publicly sanctioned for cheating. We could try using a service like TurnItIn more widely, but there are pending legal issues involving copyright infringement on the part of many of these services. I'm not comfortable requiring students to submit papers to a service that is ultimately going to profit from those papers by adding them to a proprietary database that will be used for subsequent comparisons. Students aren't here to make money for TurnItIn by contributing to the company's database. (1 Count)
- An add campaign to increase the awareness of some of the examples of dishonesty that they don't think about. Put these posters and adds in places of high visability. (1 Count)
- I think some students are just not aware of how to correctly document & get caught in that predicament at first. After that it becomes laziness. Think we need to make proper documentation count more on papers. (1 Count)
- Place posters on bulletin boards to encourage honesty. Provide programs for students in campus housing units regarding academic dishonesty. Encourage sororities and fraternities to NOT maintain files of papers, as a part of ethical standards within the membership. (1 Count)
- Have more discussions about academic dishonesty - not lectures, but discussions. (1 Count)
- Make a bigger deal of the university's code of integrity. Publicize punishments meted out for egregious examples of academic dishonesty (preserving student's anonymity, but publicizing generalities of the cases -- type of academic dishonesty & punishment given.) (1 Count)

- Go over all specifics of academic dishonesty in orientation.(sometimes students don't realize that some behaviors are thought of as academic dishonesty and that extreme consequences may result). (1 Count)
- Formulate a brief honor code and integrate it fully into campus life. Post the policy (or honor code) in all classrooms. Encourage individual departments to have a consistent approach to dealing with cases of academic dishonesty. Encourage faculty to deal with cases of academic dishonesty through official channels rather than informally. Train new faculty in how to enforce the policy and how to educate students about it in their classes. Perhaps expand the written policy to cover more specific behaviors. (1 Count)
- Recruit high quality students and have students sign an academic honors code. (1 Count)
- Honor the policy and show that if you are dishonest then there are consequences. (1 Count)
- Consistently apply the academic dishonesty policy. Report cases consistently. Make it clear that the faculty member is not on trail in an academic dishonesty case. Publicize the activities that are considered academic dishonesty more. Let faculty know what kinds of evidence to look for. Contract with a service like turnitin.com and collect electronic versions of student papers Check a random sample of papers from all classes for plagiarism to alert instructors to the fact that students do it in their classes Promote Academic Honesty (1 Count)
- MUW is a small college and fortunately we have small classes. Most of the students in our classes know each other so peer pressure may be good. Cheaters will probably find a way to cheat, and should be observed (monitored) Verbally emphasize the importance of honesty to the students regarding integrity and self-worth. Have monitors available when testing to discourage cheating (1 Count)