

Summary and Recommendations Drawn from the Responses to the Academic Integrity Survey

Part I: New Student Comments

Reasons Cited by New Students for Why They May Have Cheated in High School

- New student respondents who admitted to cheating in high school often cited outside pressures (time, stress, college admissions, parents, etc.); the desire to get good grades; the sense that cheating wasn't really wrong or that it was common practice; or that it was simply easier than studying.
- Many new student respondents also mentioned that they often felt that their courses and assignments were not really worth their time, or that they considered the work assigned to be "busywork." They also indicated that they often felt unprepared for assignments and tests; or in some cases, that they were simply ignorant of established mores regarding academic integrity.

Recommendations from New Students Regarding Ways to Encourage Academic Integrity

- New student respondents mentioned that they felt the University should do a better job of specifically defining the various types of cheating and plagiarism, clarify rules and punishments, discuss academic integrity with students in varied settings, and repeatedly stress the importance of ethics.
- Some new students expressed a need for harsher punishments, while others felt that faculty needed to do a better job of monitoring their classrooms, enforcing existing rules, and helping students to better understand course content and prepare for tests.
- New students also mentioned the need for faculty to eliminate cheating opportunities by reducing class size, spreading students out in the classroom, giving different versions of tests, using more open-ended questions, banning mobile devices such as cell phones during tests, and being especially vigilant regarding online test procedures.

Parts II and III: Undergraduate and Graduate Student Comments

Comments Regarding the Job that IUPUI is Doing with Respect to Fostering Academic Integrity

- Among undergraduate respondents, 51% generally indicated that IUPUI was doing a good job of fostering academic integrity. Another 14% felt that IUPUI was doing a poor job; and 17% suggested that the job was for the most part acceptable or at least average. Among graduate students 49% of the respondents indicated that IUPUI does a good job of fostering academic integrity, while 21% felt that IUPUI does a poor job.

Specific Changes that IUPUI Should Make in Order to Support Academic Integrity

- Like those of new students, undergraduate and graduate student comments cited the need for better teaching of proper citation methods and better preparation of students for tests and assignments. A sizeable number of student responses indicated that IUPUI should provide harsher punishments for those caught cheating, while some students indicated that the policies in place were already too harsh.
- Both undergraduate and graduate student comments suggested that there should be more education and involvement among faculty and students in discussing the various aspects of academic integrity. Both groups of respondents indicated that they felt the primary responsibility for monitoring academic integrity fell to teachers and administrators. While some students thought it was appropriate to turn in other students who were cheating, a substantive number of comments from both groups of students indicated that they felt it was not their responsibility to police other students.
- Additionally, both undergraduate and graduate student respondents mentioned the need for faculty to do a better job of monitoring and preventing cheating, enforcing existing policies, providing more consistent procedures, using electronic tools such as Turnitin.com, and/or instituting some type of honor code procedures.
- Some undergraduate and graduate comments focused on specific instances where they felt that IUPUI faculty, staff, and administrators did not always model the ethical behavior that they demanded from students.

Part IV: Faculty Comments

Provide Better Access to Information Regarding IUPUI's Academic Integrity Policies and Procedures

- Faculty felt that they needed more information regarding academic integrity policies and procedures. Some of the suggested communication vehicles were brochures, New Faculty Orientation, E.C. Moore Symposium, departmental meetings, and special faculty workshops devoted specifically to academic integrity issues. Several faculty mentioned that there needed to be more discussion regarding these issues on the campus.
- Concern was also expressed as to whether associate, part-time faculty have been adequately informed regarding IUPUI's policies and procedures.
- Several faculty also indicated that the academic integrity information needed to be reinforced periodically through email messages or other types of reminders at the beginning of each semester.
- Faculty expressed the need for a centralized website containing the most recent versions of all IUPUI policies and procedures. They also indicated that the site needs to be readily accessible and its location widely publicized. It is recommended that this site also include: 1) strategies for promoting a culture of academic integrity; 2) examples of various forms of cheating and plagiarism that are commonly found on college campuses – perhaps presented in a case-study format; and 3) methods of preventing and effectively monitoring student behavior with respect to academic integrity.

Provide Appropriate Support to Faculty who Enforce Academic Integrity Policies and Procedures

- Many faculty expressed dissatisfaction with the amount of support they have received from the administration when they attempt to enforce academic integrity policies and procedures. They cited a need for administrators to do a better job of creating clear, consistent policies and enforcing them. Some faculty called for stiffer penalties; and a few mentioned the need for “interim steps,” so that “first-time offenders” might be differentiated from “repeat offenders.”
- Many faculty commented that they felt that administrators failed to back them up in academic integrity proceedings; therefore, they often ignored students who engaged in cheating and/or plagiarism. Faculty also cited a need for better communication about the status and outcome of incidents that have been reported.
- Additional types of institutional support mentioned by faculty included more TAs to assist with prevention activities and monitoring during tests, less crowded classrooms to cut down on the likelihood of cheating, and better online testing security features in Oncourse.

Involve Students as Partners in the Process of Creating and Enforcing Academic Integrity

- Several faculty commented that there was a need for students to be more involved in the process of ensuring academic integrity on the campus. Honor codes and/or peer review processes were some of the suggestions that aimed at trying to build a more cooperative relationship with students with respect to this issue. Student “speakers” might also be recruited to speak to fellow students regarding the importance of academic integrity.

Share Effective Strategies for Promoting a Culture of Academic Integrity

Recommended strategies for individual faculty to employ in their work with students include:

- better communication about academic integrity policies, procedures, and the consequences of cheating and/or plagiarism;
- care in designing authentic, effective assignments that are difficult to plagiarize and appropriately measure student performance;
- attention to preventative strategies for ensuring test security and originality in writing assignments;
- appropriate monitoring during tests;
- and serving as role models for promoting a culture of integrity on the IUPUI campus.