

Summary of Academic Integrity Survey Qualitative
Comments from New Students, Undergraduate Students,
Graduate Students, and Faculty at IUPUI

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Part I: New Student Comments

New students were asked to provide open-ended comments to the following three prompts:

- 1) If you did engage in any of the behaviors listed above in high school, please tell us why. What motivated your behavior?
- 2) What do you think universities can do - especially for first year students - to encourage academic integrity?
- 3) Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

New Student Responses to Prompt #1: If you did engage in any of the behaviors listed above in high school, please tell us why. What motivated your behavior?

There were 444 individual student responses to prompt #1. From these responses, 632 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 1.1 (below) provides a summary of response categories.

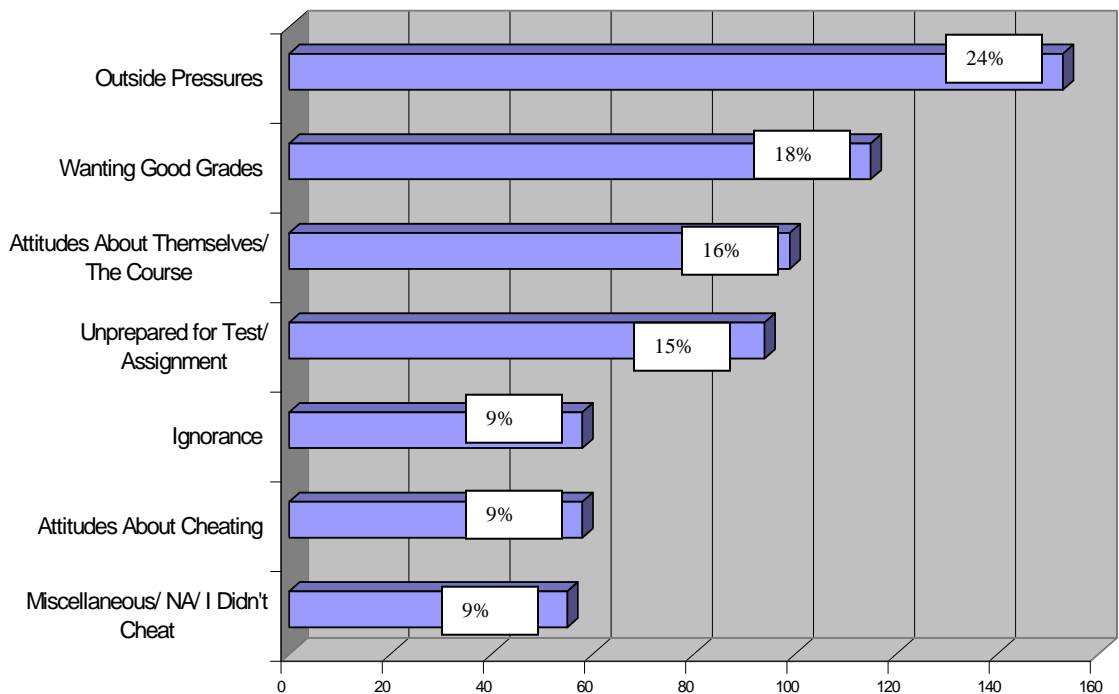


Figure 1.1 Frequency counts and percentages of response categories coded for Prompt #1 for New Students: If you did engage in any of the behaviors listed above in high school, please tell us why. What motivated your behavior?

Major code categories, subcategories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

1.1.1 Outside Pressures (153) (24% of the total comments coded in response to this prompt)

The largest group of responses was categorized as “outside pressures.” This category was then further broken down into six subcategories: time, peers, friendship, parents, stress, and college. The following are representative comments:

1.1.1.1 Time (75)

“Sometimes I did not have the time or waited to the last minute to study for [a] test.”

1.1.1.2 Peers (30)

“Peer pressure also had a lot to do with my cheating in high school.”

1.1.1.3 Friendship (16)

“I helped a friend cheat on a test (off of my paper) because if she did not pass the class she would not have graduated.”

1.1.1.4 Stress (14)

“Being unprepared and feeling stress from other courses that I was taking. With me working and doing sports there just was not enough time to get everything finished.”

1.1.1.5 Parents/Family Issues (12)

“I was more afraid of what my parents would do to me if I failed than what my teacher would do to me if I were caught.”

1.1.1.6 College (6)

“The pressure placed on me to get into college with scholarships and to do well was immense.”

1.1.2 Wanting Good Grades (115) (18% of the total comments coded in response to this prompt)

“Wanting to maintain my GPA for college and try to keep my grade up.”

“Need for perfection motivated me and most others who cheated.”

1.1.3 Attitudes About Themselves/Courses (99) (16% of the total comments coded in response to this prompt)

In this category, new students sometimes admitted that cheating was a result of their laziness or their procrastination. They also often mentioned that in high school they didn’t feel that their courses or assignments were worthy of their effort; or that assignments and tests were a waste of their time. Some students indicated that cheating was much easier than studying and doing the

required work.

1.1.3.1 Laziness (37)

"I didn't feel the need to study, or finish the homework because I knew someone else could help me with it."

1.1.3.2 Project or Class Wasn't Worth the Effort (32)

"The lab data was never really looked at by teachers and in no way was it ever going to be used in journals, national reports etc...so why waste my time trying to get the "actual" numbers from a lab that wasn't going to mean anything I didn't already know anyways?"

"I didn't feel motivated enough to complete an assignment that seemed to have no purpose."

1.1.3.3 Took the Easy Way Out (30)

"It's just so much easier to have some one tell you the answers, or to just copy them."

1.1.4 Not Prepared for Tests & Assignments (94) (15% of the total comments coded in response to this prompt)

In this category students commented that they were unprepared to take a test or hand in an assignment. In some cases they mentioned that they did not understand the material or that they had not studied, so they felt that cheating was the only course of action.

"Usually the reason was not having studied for test."

"I didn't understand the material."

1.1.5 Ignorance (58) (9% of the total comments coded in response to this prompt)

New student comments coded in this category revealed that students were sometimes unaware that they were cheating. In many instances they commented that it was because they did not know how to cite source materials properly.

1.1.5.1 They Didn't Realize That They Were Cheating (33)

"I did this by accident, not intentionally."

"I didn't realize that if a passage is paraphrased without footnotes, it was plagiarism."

1.1.5.2 Lack of Knowledge About How to Cite Properly (25)

"I didn't know how to properly cite materials."

"Teacher said we didn't have to site a source if we paraphrased and only used 1 or 2 sentences."

1.1.6 Attitudes About Cheating (58) (9% of the total comments coded in response to this prompt)

1.1.6.1 It Wasn't Wrong to Cheat (33)

“Working as a group helped everyone gain a better understanding of the material, so, while it maybe was strictly cheating, it really served a greater good.”

“I didn't really think about it as being wrong.”

1.1.6.2 It Was Common Practice to Cheat (25)

“I was just doing what everyone else was doing.”

“If everyone around me is making a cheat sheet then I did because I did not want cheaters to become higher in my class rank.”

1.1.7 Miscellaneous/Not Applicable/Didn't Cheat (55) (9% of the total comments coded in response to this prompt)

The following three subcategories were combined into one category as they did not provide much substantive information as to why students may have cheated in high school.

1.1.7.1 Miscellaneous (42)

1.1.7.2 Not Applicable (7)

1.1.7.3 I Did Not Cheat (6)

Responses to Prompt #2: What do you think universities can do - especially for first year students - to encourage academic integrity?

There were 461 individual student responses to prompt #2. From these responses, 541 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 1.2 (below) provides a summary of response categories.

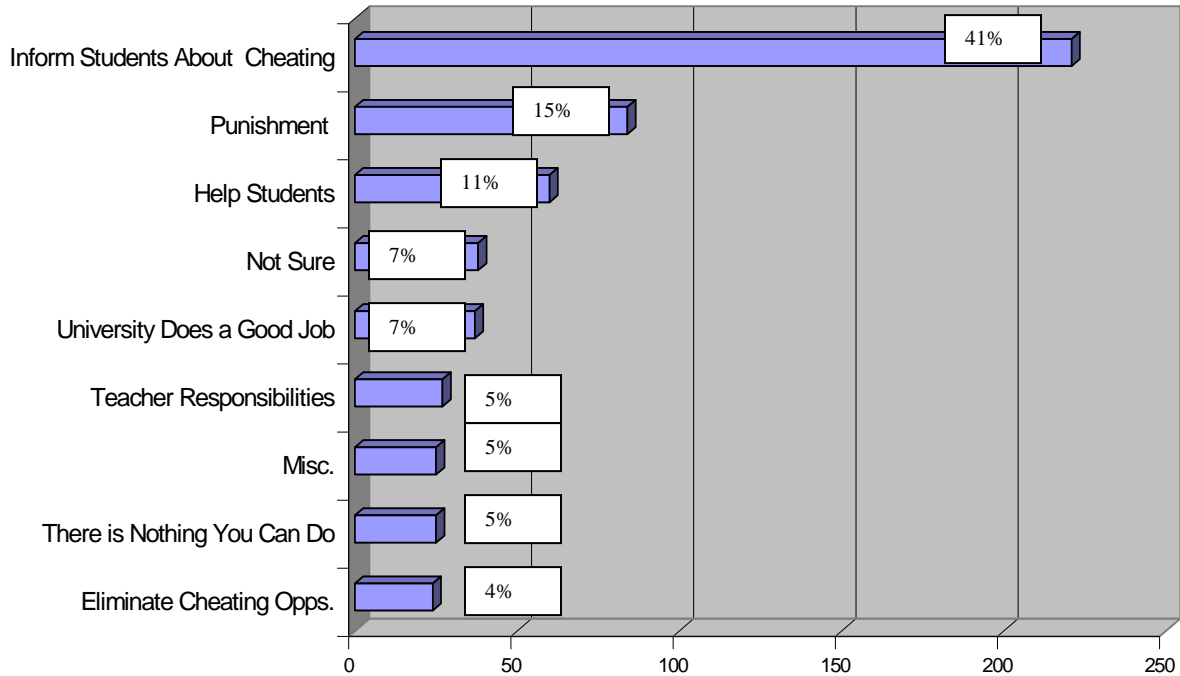


Figure 1.2 Frequency counts and percentages of response categories coded for Prompt #2 for New Students: What do you think universities can do - especially for first year students - to encourage academic integrity?

Major code categories, subcategories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

1.2.1 Inform Students About Cheating (221) (41% of the total comments coded in response to this prompt)

1.2.1.1 Clarify Rules and Punishments (145)

“Clearly state, repeat, and stress the consequences of cheating and dishonesty.”

1.2.1.2 Stress Rules and Ethics (35)

“Promote the idea of taking pride in work that is truly and uniquely your own.”

1.2.1.3 Talk to Students About Results of Cheating (27)

"I know in my freshman learning communities class we talked a whole day about academic integrity and I thought it was great. "

1.2.1.4 Define What Constitutes Cheating (14)

"Lay out specifically what exactly is considered cheating so there is no gray area and give the consequences of engaging in such activity."

1.2.2 Punishment (84) (15% of the total comments coded in response to this prompt)

1.2.2.1 Have Harsher Punishments (68)

"The best bet to limit cheating is to have severe consequences as a penalty."

1.2.2.2 Make Examples of Students (10)

"Email the school when a student has been expelled or punished for cheating (without breaking confidentiality) to show the students that repercussions will be taken and that cheating is a serious matter."

1.2.2.3 Expulsion (6)

"Threaten students continuously with expulsion if they are caught cheating."

1.2.3 Help Students (60) (11% of the total comments coded in response to this prompt)

"Give them earlier notification of tests, what will be included in those tests, and why they are given; especially when it comes to mid-term portfolios in writing class. In my Ucol class I wasn't even told that I had to write a midterm paper (10 pages long) until 2 days before it was due! Us freshman aren't smart enough (or have much time) to look through all of our syllabi and pick up on these things; therefore we're more likely to cheat or drop out."

"They should try to make sure the students understand the material and if a student asks them for individual help, they should take time to help them."

1.2.4 Not Sure (38) (7% of the total comments coded in response to this prompt)

"I'm not really sure what universities could do to encourage academic integrity because I feel that integrity comes from within the student and if they don't have it, then more than likely they won't ever have it."

1.2.5 University Does A Good Job (37) (7% of the total comments coded in response to this prompt)

" [I] think the university already does a great job through its professors. They encourage honesty and integrity, but also make clear what will happen if you cheat."

1.2.6 Teacher responsibilities (27) (5% of the total comments coded in response to this prompt)

1.2.6.1 Better Monitoring During Tests (14)

"Have teachers who look up from their desks during exam times or maybe even walk around the room. "

1.2.6.2 Better Enforcement of the Policies (13)

“Professors must stress what constitutes cheating in their class and impose strict penalties.”

1.2.7 Miscellaneous (25) (5% of the total comments coded in response to this prompt)

1.2.8 There is Nothing You Can Do (25) (5% of the total comments coded in response to this prompt)

“There is not much they can do, realistically. The students are going to do what they are going to do.”

1.2.9 Eliminate Cheating Opportunities (24) (4% of the total comments coded in response to this prompt)

1.2.9.1 Reduce class size (7)

“Since the class is so large, the professors and other faculty administering the tests simply cannot catch everyone who cheats.”

1.2.9.2 Different tests for the same class (5)

“But even if I did want to, I wouldn't because there are surveillance cameras in most testing labs, and the risk of cheating could result in being expelled from college. I know that the things that the teachers could do to discourage cheating, is for every test have a test bank and draw random questions for each test. Because when teachers do that, the tests and quizzes won't be the same, and that way kids will find it harder to cheat and it would also be more obvious to the professor or proctor, if the kid was trying to cheat.”

1.2.9.3 Cheating devices (5)

“Ban the cellular phone and other related devices in the classroom.”

1.2.9.4 Take tests in class only (3)

“Don't let your students take an online portion of a test unsupervised and anywhere they want on campus-they are going to cheat and they are going to be in groups telling each other the answers from their books. Have proctors and the instructor present at every exam.”

1.2.9.5 Spread students out during test (2)

“Have students, especially in small classes, move to desks further away from each other.”

1.2.9.6 Use open-ended questions (2)

“More open response questions engaging the student and his/her knowledge.”

Responses to Prompt #3: Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

There were 139 individual student responses to prompt #3. From these responses, 169 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 1.3 (below) provides a summary of response categories.

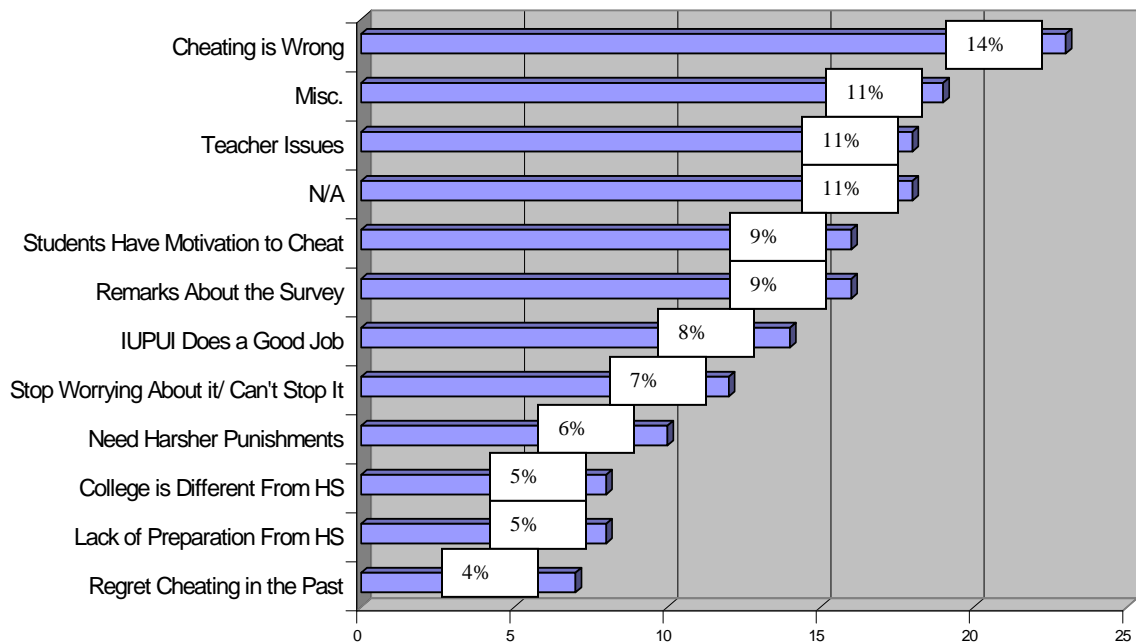


Figure 1.3 Frequency counts and percentages of response categories coded for Prompt #3 for New Students: Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

1.3.1 Cheating Is Wrong (23) (14% of the total comments coded in response to this prompt)

"I was quite upset. It really is upsetting when I study hard for a test and someone who did not gets the same score as me."

1.3.2 Miscellaneous (19) (11% of the total comments coded in response to this prompt)

1.3.3 Teacher Issues (18) (11% of the total comments coded in response to this prompt)

"As a student and staff... I see a lot of indirect cheating by professors and you tend to learn how

to get away with cheating in some format from your daily environment.”

1.3.4 Not Applicable (18) (11% of the total comments coded in response to this prompt)

“After bringing up this form, I realized I probably was not a good candidate for this questionnaire. It has been over 25 years since I graduated from high school and many of these questions do not apply to me or it has been too long for me to remember.”

1.3.5 Students Have Motivation to Cheat (16) (9% of the total comments coded in response to this prompt)

“For example, in my program I know that some students should not have been admitted, yet there they are. I feel as if the university does not get enough qualified students to fill the classes so they lower the standards. Once in the program, I know that these students will have a hard time succeeding. One of two things happen - they don't finish the program or they cheat somehow.”

1.3.6 Remarks About the Survey (16) (9% of the total comments coded in response to this prompt)

“In the section where we had to put what we had done there should be more options than just never, once and more than once. Because to me "More than once" means many many times, and some of those only happened like one or two times, but I still had to put more than once. It made me feel guilty for stuff in the past, when I don't live my life like that.”

1.3.7 IUPUI Does A Good Job (14) (8% of the total comments coded in response to this prompt)

“I always felt guilty when doing it in high school, no matter how important the grade for the test/assignment. & I'm thankful that I'm attending a university that feels strongly about enforcing academic integrity, as much as I do.”

1.3.8 Stop Worrying About It. You Can't Stop It (12) (7% of the total comments coded in response to this prompt)

“Personally, I think that those who cheat and want to do so will find a way to do so no matter the consequences because they are often experienced in the subject of doing so.”

1.3.9 Need Harsher Punishments (10) (6% of the total comments coded in response to this prompt)

“I think that cheating is wrong in all cases and that people who are caught should be punished according to the severity of the act.”

1.3.10 College is Different From High School (8) (5% of the total comments coded in response to this prompt)

“I feel like there would be less cheating in college because there is more at risk if you get caught.”

1.3.11 Lack of Preparation from High School (8) (5% of the total comments coded in response to this prompt)

“I feel that some people from smaller high schools go into college with excellent grades but not as prepared as some students from larger schools with a more diversified curriculum, in my experience these students often turn to cheating because that is the only way they see to level the playing field and achieve the same grades that they did in high school.”

1.3.12 Regret Cheating in the Past (7) (4% of the total comments coded in response to this prompt)

"[I] know I have cheated in the past, but I have learned my lesson, and now I do regret what I have done."

Part II: Undergraduate Student Comments

Undergraduate students were asked to provide open-ended comments to the following three prompts:

1. Is IUPUI doing a good job of fostering academic integrity?
2. What specific changes would you like to see IUPUI take in support of academic integrity? What role should students play in this process?
3. Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

Undergraduate Student Responses to Prompt #1: Is IUPUI doing a good job of fostering academic integrity?

There were 752 individual responses to prompt #1. From these responses, 758 comments were coded. (NOTE: Some responses contained more than one coded comment, so some responses may have been included in more than one category). Figure 2.1 (below) provides a summary of response categories.

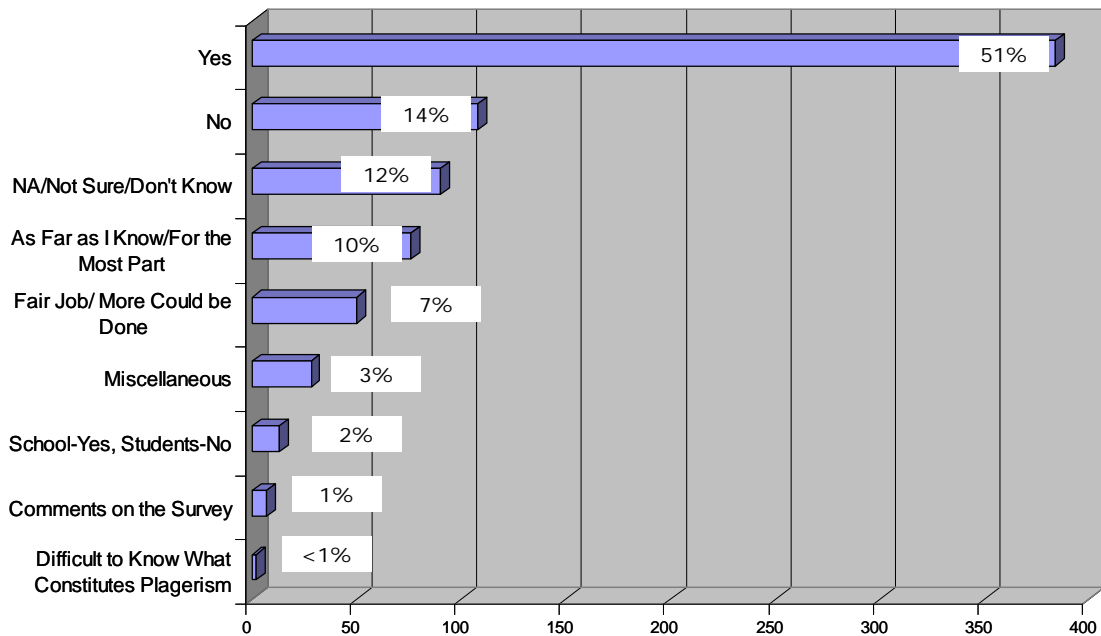


Figure 2.1 Frequency counts and percentages of response categories coded for Prompt #1 for Undergraduate Students: Is IUPUI Doing A Good Job of Fostering Academic Integrity?

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

2.1.1 Yes (384) (51% of the total comments coded in response to this prompt)

"I think IUPUI is doing a good job overall because the university's policy on cheating is covered at the beginning of the semester in every class."

2.1.2 No (108) (14% of the total comments coded in response to this prompt)

"No, I don't think that it is being taken as serious as it should be!!"

2.1.3 Not Applicable/Don't Know/Not Sure (90) (12% of the total comments coded in response to this prompt)

2.1.4 As Far as I Know/For the Most Part (76) (10% of the total comments coded in response to this prompt)

"For the most part IUPUI is doing a good job at fostering academic integrity. There are some areas that need to be improved."

2.1.5 A Fair Job/ More Could be Done (50) (7% of the total comments coded in response to this prompt)

"I believe the IUPUI is doing an "okay" job. More could be done, but less could be done also."

2.1.6 Miscellaneous (28) (3% of the total comments coded in response to this prompt)

2.1.7 Students Are Not Doing A Good Job (13) (2% of the total comments coded in response to this prompt)

"As far as I know IUPUI is doing a good job, I just don't think students are including myself. Some students do not take academic integrity serious when they should. It was their choice to come to college whether their parents made them or not, they should be taking their future career serious and abide by the academic integrity at IUPUI."

2.1.8 Comments About the Survey (7) (1% of the total comments coded in response to this prompt)

"This survey is the first I have heard of academic integrity knowledge being pursued by IUPUI administrations. It is a good idea to survey students and the survey is very concise and well put together."

2.1.9 Difficult to Know What Constitutes Plagiarism (2) (<1% of the total comments coded in response to this prompt)

"Personally I have very strong ethics in this area, probably much more so than I did when I originally attended college 30 years ago originally. There is a very large grey area on what is considered "original" work and is the subject of much debate. In writing it is difficult to research from books and the internet and know what is original thought and what is too closely borrowed from what you have read."

Undergraduate Student Responses to Prompt #2: What specific changes would you like to see IUPUI take in support of academic integrity? What role should students play in this process?

There were 682 individual responses to prompt #2. From these responses, 901 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 2.2 (below) provides a summary of response categories.

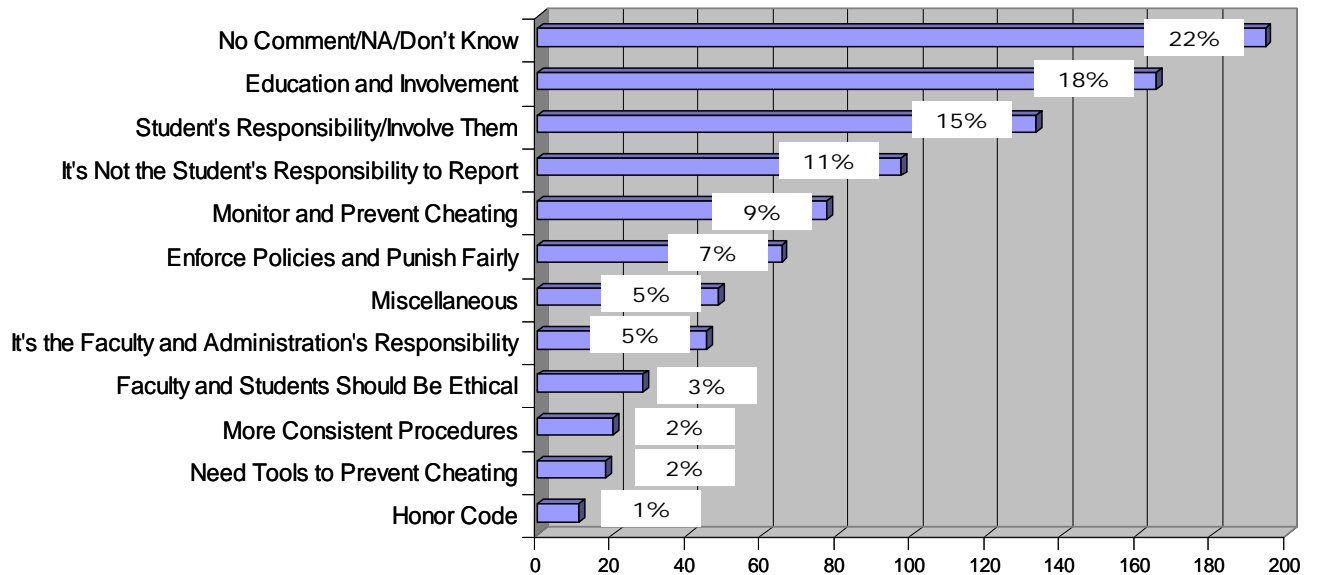


Figure 2.2 Frequency counts and percentages of response categories coded for Prompt #2 for Undergraduate Students: What specific changes would you like to see IUPUI take in support of academic integrity? What role should students play in this process?

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of represented comments are also included for selected categories.

2.2.1 No Comment/Not Applicable/Don't Know (194) (22% of the total comments coded in response to this prompt)

(NOTE: These three categories were grouped together since they did not provide much substantive information about what undergraduate students felt should be done to support academic integrity.)

2.2.2 Education and Involvement (165) (18% of the total comments coded in response to this prompt)

“Educate the students on the specifics of academic integrity and stress the level of punishment and seriousness of dishonesty. Many students do not understand what they are doing is cheating but think of it as a way to get by.”

2.2.3 Student's Responsibility/Involve Us (133) (15% of the total comments coded in response to this prompt)

"Have students more involved in the process of determining regulations and/or penalties for academic dishonesty."

2.2.4 It's Not the Student's Responsibility to Report (97) (11% of the total comments coded in response to this prompt)

"I do not feel that the responsibility to uphold other students' academic integrity should fall on students' backs. I have enough to worry about currently that I am only concerned with my academic integrity and do not have time to worry about someone else's actions."

2.2.5 Monitor and Prevent Cheating (77) (9% of the total comments coded in response to this prompt)

"I think that, not only in intro classes but also upper level classes, there should be more than one or two people monitoring exams for cheating. The prof. should have more graduate students or anyone else who could just help look for cheating, in the room while an exam is being taken. I believe that in a lecture class there should be several people to ensure that there isn't any cheating during an exam. "

2.2.6 Enforce Policies and Punish Fairly (65) (7% of the total comments coded in response to this prompt)

"All these rules are clearly stated and so is the punishment. The actions are not receiving the appropriate consequences. Students can only be encouraged to maintain their own academic integrity, which includes reporting others for indiscretions. However, why would a student continue to report cheating if nothing happens when it was reported last time??"

2.2.7 Miscellaneous (48) (5% of the total comments coded in response to this prompt)

2.2.8 It's the Faculty and Administration's Responsibility (45) (5% of the total comments coded in response to this prompt)

"I think professors are the most important key to academic integrity at the school, so informing them and keeping them updated on effective ways of solving the problem would be most important."

2.2.9 Faculty and Students Should be Ethical (28) (3% of the total comments coded in response to this prompt)

"The students primarily need to [take] care of themselves upholding their integrity and encourage fellow students to do the same."

2.2.10 More Consistent Procedures Needed (20) (2% of the total comments coded in response to this prompt)

"I'd like to see IUPUI more actively describe the process that students accused of academic dishonesty are subjected to... who decides if a person actually cheated? What criteria are used to make that decision? Is it uniform across all schools, or does it vary by school? If it's not uniform, why not? "

2.2.11 Need Tools to Prevent Cheating (18) (2% of the total comments coded in response to this prompt)

“A database in which professors can feed typed document files into that will store all written work handed in by students. This will deter students from attempting to turn in work that has been previously turned in by another student. This type of system has been used at other universities and I feel that it would help the situation. The database stores the files and a professor can enter a file and search for matches in the database. If this system is not used consistently, it could at least resolve issues where a student is highly suspected of cheating. It would also make students afraid to cheat on written papers. “

2.2.12 Honor Code (11) (1% of the total comments coded in response to this prompt)

“Have a student conduct, like a school motto or rule. Have students sign a student right of conduct specifically for Honesty and visit and revisit it every year. Have a line before every test where they can testify it is their own work and even slight suspicion of cheating may jeopardize their grade. Make cheating penalties a little more severe.”

Undergraduate Student Responses to Prompt #3: Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

There were 345 individual responses to prompt #3. From these responses, 466 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 2.3 (below) provides a summary of response categories.

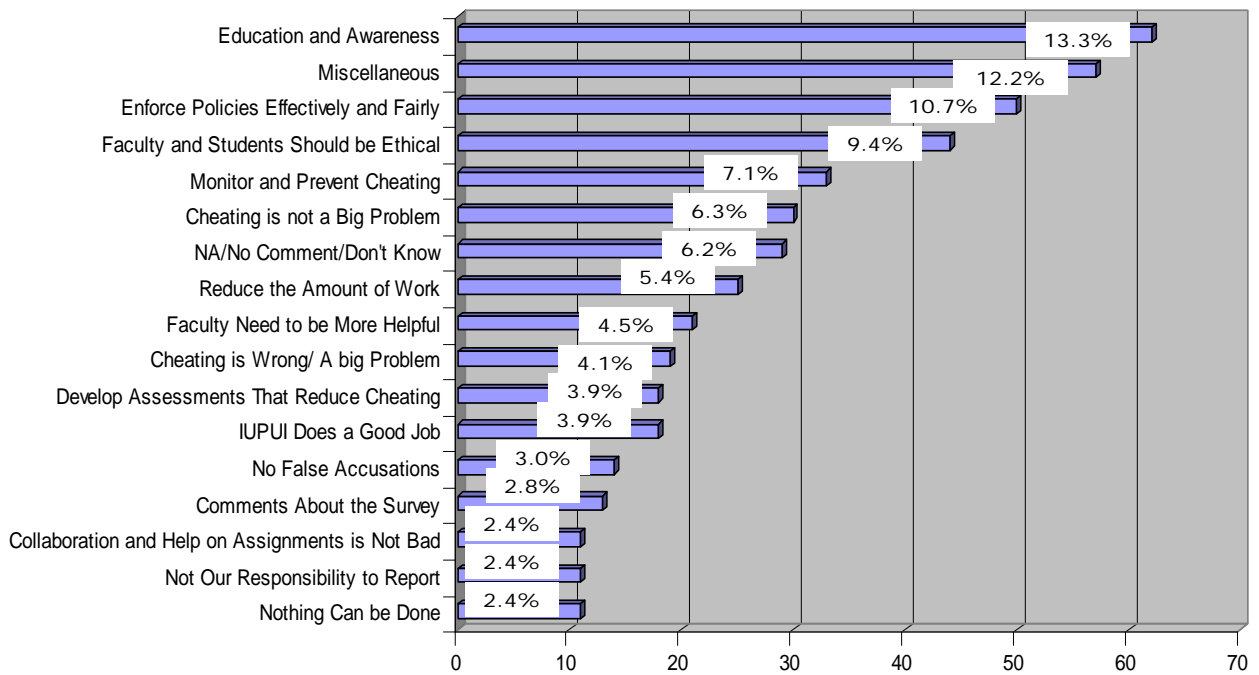


Figure 2.3 Frequency counts and percentages of response categories coded for Prompt #3 for Undergraduate Students: Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of represented comments are also included for selected categories.

2.3.1 Education and Awareness (62) (13.3% of the total comments coded in response to this prompt)

“For most cases involving plagiarism, I think it's more a matter of insufficient education in how to properly cite sources, rather than deliberate cheating.”

2.3.2 Miscellaneous (57) (12.2% of the total comments coded in response to this prompt)

2.3.3 Enforce Policies Effectively and Fairly (50) (10.7% of the total comments coded in response to this prompt)

“I feel that it is academically unfair that professors consistently state rules and deadlines for courses at the beginning of the class, and then do not hold to those rules or deadlines, effectively penalizing those students who follow the stated rules and deadlines.”

2.3.4 Faculty and Students Should be Ethical (44) (9.4% of the total comments coded in response to this prompt)

“I think first that the university needs to look at the faculty that violate academic integrity all too often the faculty will use resources that have not been properly cited in the classroom, which gives the false impression that this form of activity is all right. Additionally, faculty often give out assignments that are busy work that tends to overload students rather than focusing on student learning.”

2.3.5 Monitor and Prevent Cheating (33) (7.1% of the total comments coded in response to this prompt)

“Having teachers rotate exams, teach citation and the punishments for not following it, and stress the severe punishment for cheating would help. Also, open-book/note exams seem to test more effectively and eliminate most ways of cheating.”

2.3.6 Cheating Is Not A Big Problem (30) (6.3% of the total comments coded in response to this prompt)

“I do not believe that cheating is a widespread problem at IUPUI. I believe that by the time students get to the college level they understand the implications of cheating and most do not feel any comfort in attempting to cheat. I do not pretend that cheating does not occur at this campus, but as I stated, I don't feel it is a widespread problem.”

2.3.7 Not Applicable/No Comment/Don't Know (29) (6.2% of the total comments coded in response to this prompt)

2.3.8 Reduce the Amount of Work (25) (5.4% of the total comments coded in response to this prompt)

“Explain to teachers what a good amount of work is for a class; I do more work in a level 100 class than I do for my two three hundred levels classes combined. Some teachers do not realize that most students have more than one class plus other activities, and jobs.”

2.3.9 Faculty Need to be More Helpful (21) (4.5% of the total comments coded in response to this prompt)

"Maybe more free tutors should be made available. Perhaps those who do cheat are really having a hard time with their courses and if they had someone to go to for tutoring it might deter them from feeling they have to cheat."

2.3.10 Cheating is Wrong/ A Big Problem (19) (4.1% of the total comments coded in response to this prompt)

"Cheating happens too often at IUPUI."

2.3.11 Develop Assessments That Reduce Cheating (18) (3.9% of the total comments coded in response to this prompt)

"All exams should be new, and not used from a previous semester."

2.3.12 IUPUI Does a Good Job (18) (3.9% of the total comments coded in response to this prompt)

"I don't feel it's a strong problem at IUPUI but I feel if someone is caught, punishment is reasonable"

2.3.13 No False Accusations (14) (3% of the total comments coded in response to this prompt)

"If the instructors had a little more faith in the students then they may realize there is not as much cheating as there is."

2.3.14 Comments About the Survey (13) (2.8% of the total comments coded in response to this prompt)

2.3.15 Collaboration and Help on Assignments is Not Bad (11) (2.4% of the total comments coded in response to this prompt)

"I think often times students will work on an assignment together but not necessarily by cheating. Sometimes it is just easier to understand something when another student goes over it with you rather than the professor. They tend to be more at your level. As long as both people turn in their own work I don't see a problem in them working together to understand something better."

2.3.16 Not Our Responsibility to Report (11) (2.4% of the total comments coded in response to this prompt)

"I don't think it is the responsibility of fellow students to report academic dishonesty. In fact, I think having policies stating that it is mandatory is absurd and clearly not in touch with how students really act. I cannot think of any student that would tell on another student for cheating unless it specifically hindered him or herself. Even then, I am not sure that they would report it."

2.3.17 Nothing Can Be Done (11) (2.4% of the total comments coded in response to this prompt)

"Cheating will always occur. It is just like crime in a society. The only way to do away with any type of cheating is to isolate each and every student and make them work while they are monitored by a faculty member. Cheating is one of those things that can be prevented for the most part, but it will never go away."

Part III: Graduate Student Comments

Graduate students were asked to provide open-ended comments to the following three prompts:

1. Is IUPUI doing a good job of fostering academic integrity?
2. What specific changes would you like to see IUPUI take in support of academic integrity? What role should students play in this process?
3. Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

Graduate Student Responses to Prompt #1: Is IUPUI Doing a Good Job of Fostering Academic Integrity?

There were 484 individual responses to prompt #1. From these responses, 555 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 3.1 (below) provides a summary of response categories.

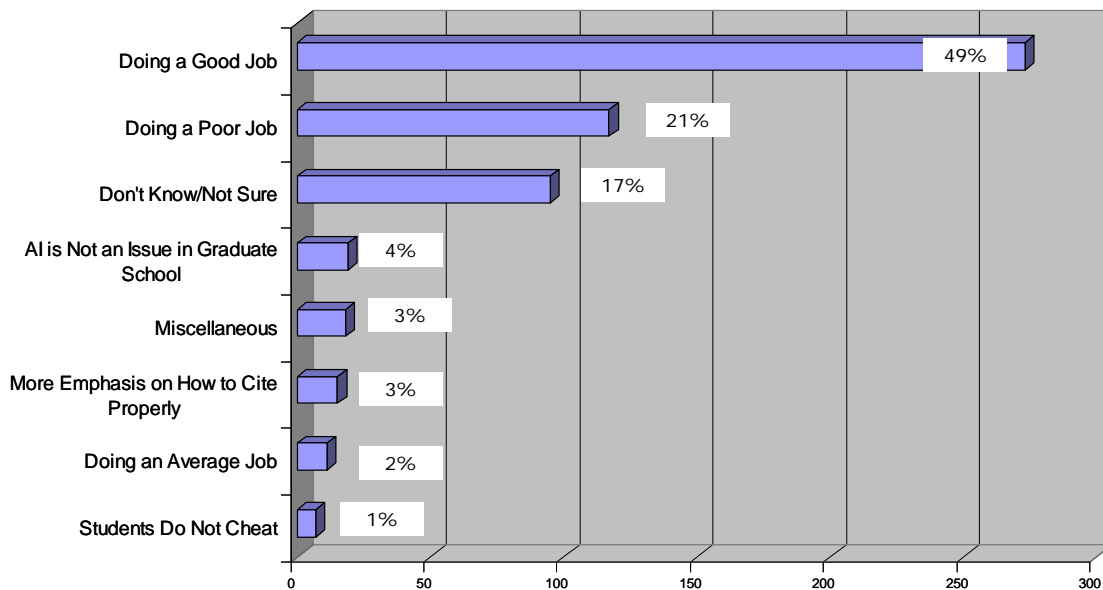


Figure 3.1 Frequency counts and percentages of response categories coded for Prompt #1 for Graduate Students: Is IUPUI Doing A Good Job of Fostering Academic Integrity?

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

3.1.1 Good Job/Reasonably Good Job (273) (49% of the total comments coded in response to this prompt)

“Every one of my instructors has issued a statement regarding academic integrity, and they have stressed it when presenting the syllabus for the term.”

3.1.2 Poor Job (117) (21% of the total comments coded in response to this prompt)

“I am not aware of any efforts IUPUI takes to foster academic integrity. I have only heard of those policies as stated on every teacher's syllabus at the beginning of each semester. Before taking this survey, I looked on IUPUI's website to find their stated academic honesty policy and after about 10 minutes of searching, did not find a satisfactory page or statement.”

3.1.3 Don't Know/Not Sure (95) (17% of the total comments coded in response to this prompt)

3.1.4 Academic Integrity Not an Issue in Graduate School (19) (4% of the total comments coded in response to this prompt)

“At the graduate level most students WANT to be there so I think their integrity and sense of honesty is more relevant. They want to learn the material. Because of this, IUPUI does not need to put as much effort into fostering the integrity for graduate students.”

3.1.5 Miscellaneous Comments (18) (3% of the total comments coded in response to this prompt)

3.1.6 Teach Students to Cite Properly (15) (3% of the total comments coded in response to this prompt)

“In my experience, students are not taught the proper way to cite sources. Students are particularly unsure of how to cite electronic sources. I'm not sure the proper tools are in place for students to foster academic integrity, because I feel that the younger students don't feel that copying information from the Internet is technically cheating (which I feel it is). Unless the source is cited, it should be considered cheating.”

3.1.7 Average Job (11) (2% of the total comments coded in response to this prompt)

“They're trying, but there is obviously a problem.”

3.1.8 Student Don't Cheat (7) (1% of the total comments coded in response to this prompt)

“I have never heard or known of another student cheating in any way.”

Graduate Student Responses to Prompt #2: What specific changes would you like to see IUPUI take in support of academic integrity? What role should students play in this process?

There were 374 individual responses to prompt #2, and from those responses there were 462 comments coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 3.2 (below) provides a summary of response categories.

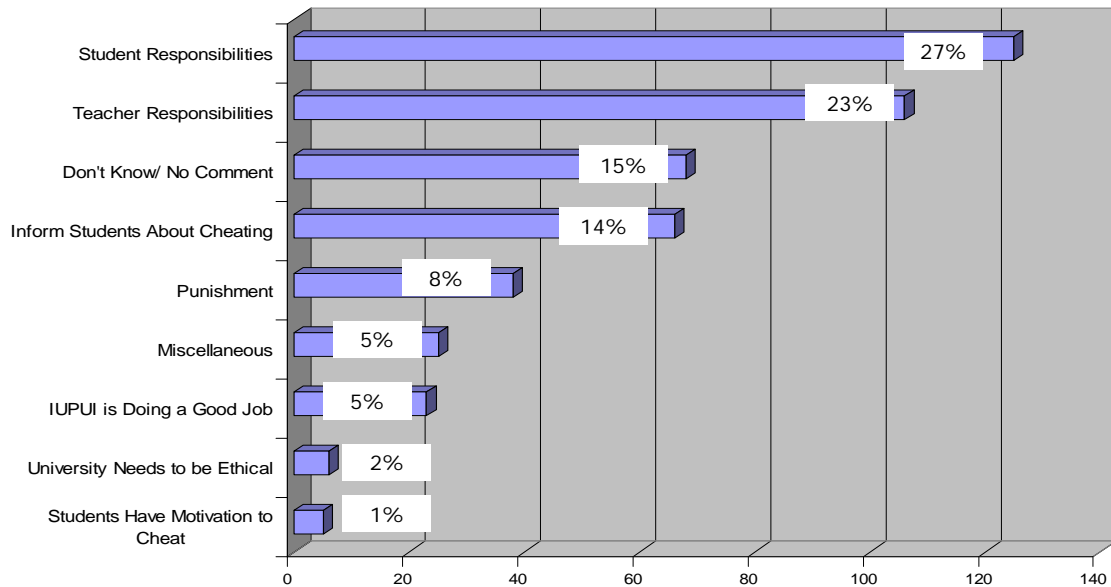


Figure 3.2 Frequency counts and percentages of response categories coded for Prompt #2 for Graduate Students: What specific changes would you like to see IUPUI take in support of academic integrity? What role should students play in this process?

3.2.1 Student Responsibilities (125) (27% of the total comments coded in response to this prompt)

3.2.1.1 Students Should Not Police Other Students (55)

“I do not think it is reasonable, or even fair, to expect students to report fellow students, particularly at the undergraduate level, when friendships and a greater sense of community are at stake. At the same time, the observation of students that other students are cheating and getting away with it, may make some more apt to also do so. I definitely think it is the responsibility of the faculty member to set clear expectations about integrity at the beginning of a course and to use whatever methods are necessary (different test versions, someone to wander the room, checking references) to preserve it.”

3.2.1.2 Encourage Students to Report Cheaters (36)

“Let students know that if they see cheating occurring that they can say something to someone. I don't believe most students feel as though they can call someone out for

cheating. Who would they tell? Would the student who cheated find out who told on them? Students need to know it is OK to say something about cheating.”

3.2.1.3 Honor Code (18)

“If there is an honor code, publicizing it and taking pride in its importance leads to feelings of responsibility among students.”

3.2.1.4 Students as Partners (13)

“Students could form communities that communicate their beliefs about cheating and integrity and could build support and put pressure on those that do not uphold to these standards.”

3.2.1.5 Don't Take Advantage of Teamwork (3)

“In case of the group projects needed courses, I think group-making should be arranged by the instructors and not be optional. In my experience, as an international student, it was so difficult to join any group and I found that some (?) students who luckily [choose] good group members enjoyed the full benefits of free-riding. Therefore I would like to say if an instructor assigned a group project, he/she should require the detailed job description and results from each member and allocate grade to each member according to their degree of contribution on the project.”

3.2.2 Teacher Responsibilities (106) (23% of the total comments coded in response to this prompt)

3.2.2.1 Monitor and Prevent Cheating (42)

“I think students have a responsibility to be honest, but the school and professors also have a responsibility to keep temptations low. Simple things like adequate spacing during exam, good proctors, and realistic expectations will go a long way in fostering an environment of academic integrity. Also, on the topic of papers, professors should teach students how to cite and paraphrase properly. Last, professors should keep communications open so that a student never has to feel pressured to cheat if he or she is doing poorly in class.”

3.2.2.2 Teach How to Cite Properly (28)

“I think that students do not really understand the rules for plagiarizing when writing a paper. While copying word-for-word from a source without citation is clearly plagiarizing, what about paraphrasing something that crops up in several sources? What about information that may seem to be general knowledge? A little more information on that early on might help improve student academic integrity. Also, ask professors to recommend a certain style manual so students have sufficient information about citation.”

3.2.2.3 Provide More Support for Academic Integrity (28)

“I have no idea what actually would happen if someone was caught cheating. It has never been discussed in any of my classes, both undergraduate and graduate. I would like to see professors take a good 15-20 minutes to seriously DISCUSS (not lecture) the importance of maintaining academic integrity.”

3.2.2.4 Prepare Students Better (8)

“Allow us to learn the concepts that we need to get a job instead of learning how to take tests.”

3.2.3 Don't Know/No Comment (68) (15% of the total comments coded in response to this prompt)

3.2.4 Inform Students about Cheating (66) (14% of the total comments coded in response to this prompt)

3.2.4.1 Provide Better Information about Academic Integrity (54)

“I am a teaching assistant in freshman bio courses. I wish the faculty would do a better job in letting us know what the rules are and what procedures may be taken with students who cheat. I have no idea what I am allowed to do regarding grading work showing clear evidence of cheating, how to report plagiarism, etc. The best I can do is make it clear that I won't tolerate it (a hollow threat since I have no clue what I can do if someone cheats) and report suspicions to the faculty member I work for. I do not support the "honor code" idea at some schools in which students are held responsible for not reporting others for cheating; I don't feel it's a student's job to police his or her classmates.”

3.2.4.2 Offer a Class on Academic Integrity (12)

“Have students go through a required course on ethical behavior.”

3.2.5 Opinions re: Punishment (38) (8% of the total comments coded in response to this prompt)

3.2.5.1 Provide Harsher Punishments (34)

“I would like to see consequences for the actions of those who cheat, regardless of who they are or where they stand in the class. On a couple of occasions, I have seen fellow students engage in unacceptable behavior and have observed faculty "looking the other way". This makes it difficult for others to maintain academic integrity when the consequences of dishonesty are, essentially, negotiable.”

3.2.5.2 Punishments Too Harsh (4)

“I think the penalties are too stringent. I have been told that if your professor believes you have cheated then you have cheated and you are out of here. I think it should be based more on a pattern of behavior. Anyone can miss one citation or believe they have correctly paraphrased. It seems that you are guilty before it is proven. It doesn't seem that students are given the benefit of the doubt. I think for the first offense counseling and close monitoring are appropriate especially if the student attempted to cite a source but maybe left off a date or page number. Maybe there should be a student/faculty board that hears student appeals for ethics violations.”

3.2.6 Miscellaneous Comments (25) (5% of the total comments coded in response to this prompt)

3.2.7 IUPUI Is Doing A Good Job (23) (5% of the total comments coded in response to this prompt)

“Nothing comes to mind, I think IUPUI can be proud of their efforts to limit the amount of cheating that takes place.”

3.2.8 University Should Be Ethical Too (6) (2% of the total comments coded in response to this prompt)

"I would like to see academic integrity mean more than cheat or not cheat. Academic integrity should include courses teaching what they advertise, and students acquiring the advertised skills for a course. I would expect academic integrity to include how much course interaction is conducted by the professor vs. the TA."

3.2.9 Students Have Motivation to Cheat (5) (1% of the total comments coded in response to this prompt)

"Instructors should be realistic about their assignments. Those task that are impossible to achieve (not necessary complicated) often force students to close their eyes on academic integrity."

Graduate Student Responses to Prompt #3: Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

There were 238 individual responses to prompt #3. From these responses, 271 comments were coded. (NOTE: Some responses contained more than one coded comment, so responses may have been included in more than one category). Figure 3.3 (below) provides a summary of response categories.

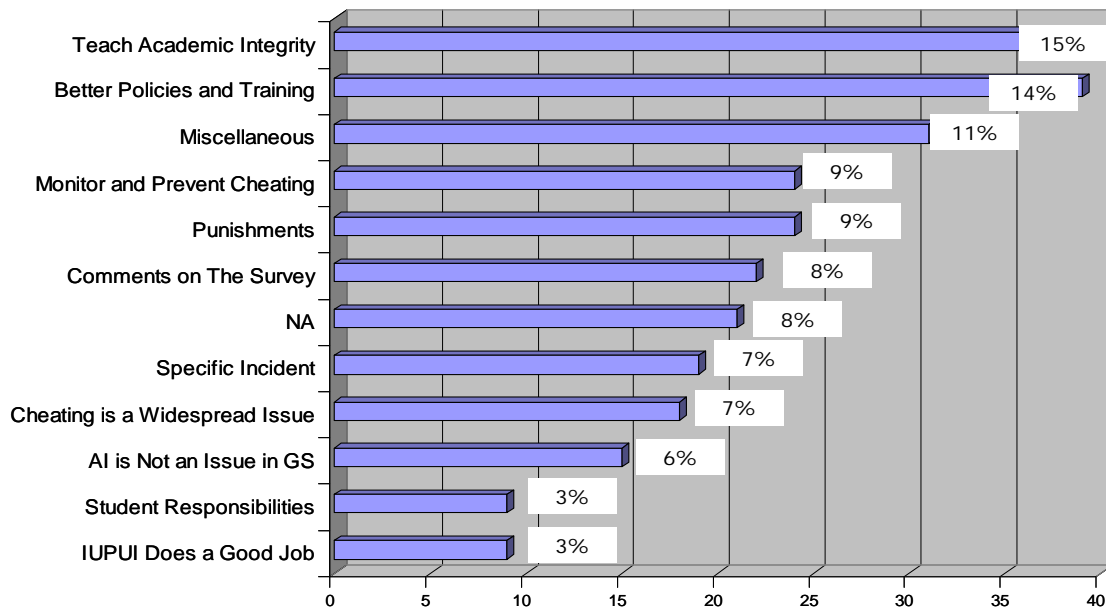


Figure 3.3 Frequency counts and percentages of response categories coded for Prompt #3 for Graduate Students: Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

3.3.1 Teach Academic Integrity (40) (15% of the total comments coded in response to this prompt)

3.3.1.1 Teach on How to Cite Properly (16)

“With regards to the appropriate types of referencing of resources, I believe that students should have a review of this on a regular basis. I don’t believe that people want to take credit they simply don’t know how to do it appropriately. I also believe that a standard format should be adopted among all faculty and that the simplest form should be the one accepted.”

3.3.1.2 Define Cheating (14)

“I think it is difficult for students to know what is and is not considered cheating because of widespread practices that I think are culpable. For example, access to old exams (through ‘exam sales’ by school sponsored groups) is prevalent. If the exams were offered by course directors, I would find it less of an issue, but since they are not, I find this to be a form of cheating that is widely accepted by a school ‘promoting’ academic integrity.”

3.3.1.3 Talk About Cheating (6)

“Currently, I feel that cheating is a much bigger problem at our school than any of us would like to admit. I think the more efforts we put into starting conversations (such as the kinds of conversations that will inevitably result from this kind of survey), people will begin to devote more thought to the topic.”

3.3.1.4 Provide Better Information (4)

“Any tests or papers I've received about cheating always tell me to 'see the policy in the student handbook' for cheating policy info, but I'm quite sure I've never received a student handbook.”

3.3.2 Institute Better Policies and Faculty Training (39) (14% of the total comments coded in response to this prompt)

“I reported that I knew students in my class had used answers from cases done as far back as four years ago, because one student gave the info as her own work virtually verbatim. I implored that she change the scenarios so this would not be possible. The next semester had the exact same scenarios. This professor clearly did not care enough to go to the trouble of updating the work to make cheating more difficult.”

3.3.3 Miscellaneous Comments (31) (11% of the total comments coded in response to this prompt)

3.3.4 Monitor and Prevent Cheating (24) (9% of the total comments coded in response to this prompt)

“I believe that faculty should be the main enforcers of these policies. The best answer is prevention and establishing a classroom that makes it very difficult for one to cheat.”

3.3.5 Opinions re: Punishments (24) (9% of the total comments coded in response to this prompt)

3.3.5.1 Provide Harsher Punishments (21)

“Seems to me that penalties are not severe enough for cheaters. At this point it seems that most teachers' policies are that if you cheat on a test you fail that test. That's a slap on the wrist. If you are caught cheating, beyond a reasonable doubt, you should be kicked out a school it should be on your record so no schools will let you transfer to them. You should really mean business.”

3.3.5.2 Punishments Are Too Harsh (3)

“I don't want to be the person who answers this survey and deny that students are getting hurt by IUPUI rulings for non-egregious acts of cheating. Of those I have known who have suffered penalties for their acts, the retribution far outweighed the crime, every single time. That does not foster hope and professionalism for the student who wishes to take their life to the next level (that's why we're here!). IUPUI has very little compassion, and becomes a machine that grinds students up and spits them out, especially the ones who are just trying to figure out how to transgress from having nothing into living a professional lifestyle. This school needs a HEART.”

3.3.6 Comments About the Survey (22) (8% of the total comments coded in response to this prompt)

3.3.7 Not Applicable (21) (8% of the total comments coded in response to this prompt)

3.3.8 Specific Incident (19) (7% of the total comments coded in response to this prompt)

3.3.9 Cheating is Widespread (18) (7% of the total comments coded in response to this prompt)

"I am a middle school teacher. The idea that "cheating" is okay is being built into kids far before the college level. My students regularly "steal" music, even selling it to others. I even have a student who admitted that his mom creates pirated films by taking a video camera to theaters! It is not just IUPUI's program. I think it would be nice if there were a coordinated effort to get across the basic premise of plagiarism and cheating. Part of the problem is that there are some "gray" areas as new technology develops, making it difficult for rules and laws to "keep up" and be applicable."

3.3.10 Academic Integrity Not Issue in Graduate School (15) (6% of the total comments coded in response to this prompt)

"By the time a person is attending IUPUI and especially the professional schools, integrity should not be an issue."

3.3.11 Student Responsibilities (9) (3% of the total comments coded in response to this prompt)

3.3.11.1 Students Should Not Police Other Students (5)

"Although I believe that students should be part of the process of determining policies regarding cheating, I am not sure that its wise, or even safe, for students to be required or encouraged to "police" other students for cheating. There are too many inherent risks."

3.3.11.2 Honor Code (3)

"A very tough honor system will distinguish the school in an environment where the standards at most schools are generally getting more lax."

3.3.11.3 Encourage Turning in Cheaters (1)

"Students should be held accountable for other students' behavior. It will foster a community of respect and dignity when the faculty see that the students are capable of behaving like adults and engaging in peer to peer evaluation in preparation for the real world."

3.3.12 IUPUI Does Reasonably Good Job (9) (3% of the total comments coded in response to this prompt)

"I think IUPUI does a great job of discussing ethics (particularly in relation to research and teaching), which is why I haven't really needed to be told in the past year. It has been infused in the curriculum for the previous 3 years of my coursework."

Part IV: Faculty Comments

Faculty were invited to provide open-ended comments to the following six prompts:

1. Other sources from which you have learned about the academic integrity policies at IUPUI.
2. Other reasons why you have ignored suspected cheating.
3. Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else? If yes, how satisfied were you with the way the case(s) were handled? If you answered "unsatisfied" or "very unsatisfied" please explain your response.
4. What other safeguards do you employ to reduce cheating in your course?
5. What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?
6. Do you have any suggestions on how your campus might improve its policies concerning issues of academic integrity or any additional comments you care to make?

Faculty Responses to Prompt #1: Other sources from which you have learned about the academic integrity policies at IUPUI.

There were 94 individual responses to prompt #1; and these responses were coded into the following categories:

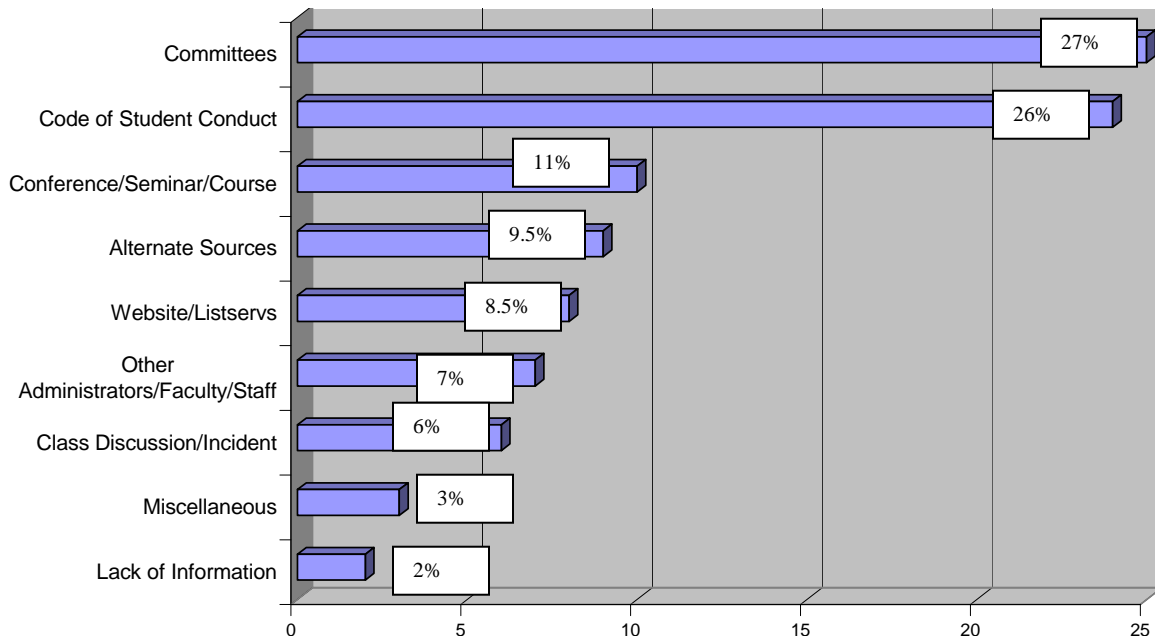


Figure 4.1 Frequency counts and percentages of response categories coded for Prompt #1 for Faculty: Other sources from which you have learned about the academic integrity policies at IUPUI.

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below.

4.1.1 Committees (25) (27% of the total comments coded in response to this prompt)

4.1.2 Code of Student Conduct (24) (26% of the total comments coded in response to this prompt)

4.1.3 Conference/Seminar/Course (10) (11% of the total comments coded in response to this prompt)

4.1.4 Misc. Alternate Sources (9) (9.5% of the total comments coded in response to this prompt)

4.1.5 Website/Listserv (8) (8.5% of the total comments coded in response to this prompt)

4.1.6 Other administrators, Faculty, and/or Staff (7) (7% of the total comments coded in response to this prompt)

4.1.7 Class Discussions or Specific Incident (6) (6% of the total comments coded in response to this prompt)

4.1.8 Miscellaneous Comments (3) (3% of the total comments coded in response to this prompt)

4.1.9 Lack of Information (2) (2% of the total comments coded in response to this prompt)

Faculty Responses to Prompt #2: Other reasons why you have ignored suspected cheating.

There were 26 individual responses to prompt #2; and these responses were coded into the following categories:

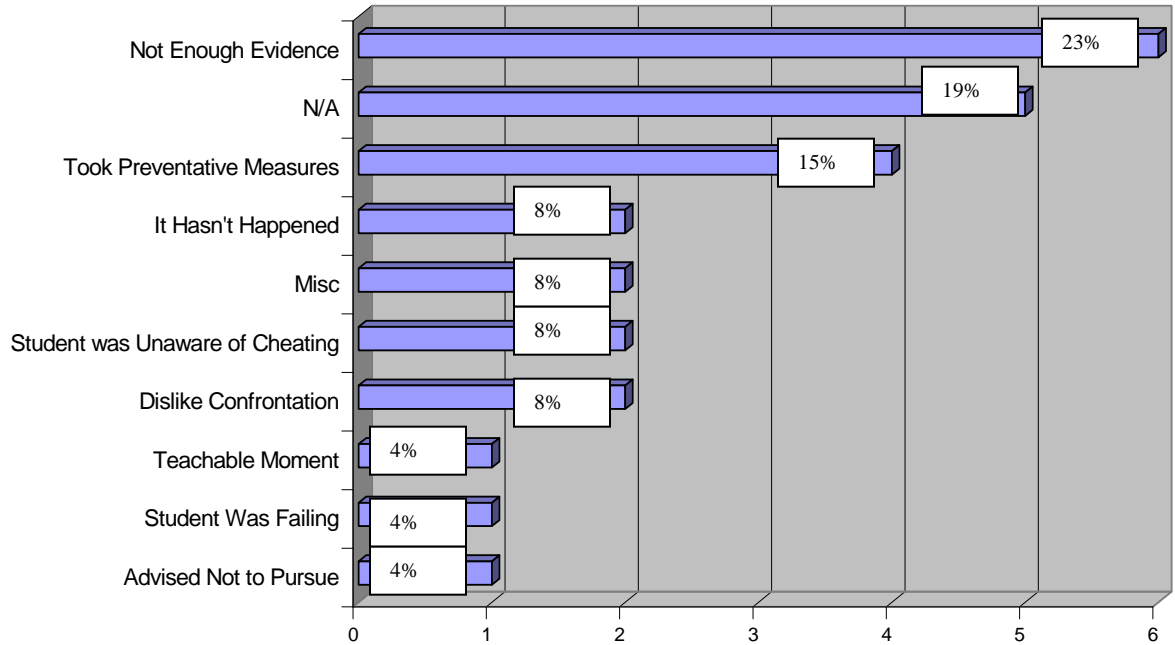


Figure 4.2 Frequency counts and percentages of response categories coded for Prompt #2 for Faculty: Other reasons why you have ignored suspected cheating.

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

4.2.1 Did Not Have Enough Evidence (6) (23% of the total comments coded in response to this prompt)

“The burden of proof is a bit too high on the instructor.”

4.2.2 Not Applicable (5) (19% of the total comments coded in response to this prompt)

4.2.3 Took Preventative Measures (4) (15% of the total comments coded in response to this prompt)

“If evidence not secure, but pretty sure it happened, talk with student and control environment more in future e.g. student asked to sit front row center for future exams.”

4.2.4 Dislike Confrontation (2) (8% of the total comments coded in response to this prompt)

“Opens professors up to scrutiny.”

4.2.5 Student Was Unaware That They Were Cheating (2) (8% of the total comments coded in response to this prompt)

“Students' inability to understand concept of plagiarism”

4.2.6 It Hasn't Happened (2) (8% of the total comments coded in response to this prompt)

4.2.7 Miscellaneous Comments (2) (8% of the total comments coded in response to this prompt)

4.2.8 Teachable Moment (1) (4% of the total comments coded in response to this prompt)

“Rough draft where student had taken information and not referenced so noted on draft that appropriate attribution needed to be made -- on final paper it was correctly quoted and / or referenced”

4.2.9 Advised Not to Pursue (1) (4% of the total comments coded in response to this prompt)

“When I was a graduate student at another institution, I caught students cheating on an exam. However, the professor teaching the course didn't want to pursue it and told me only to give them a good talking to.”

4.2.10 Student Was Failing Anyway (1) (4% of the total comments coded in response to this prompt)

Faculty Responses to Prompt #3: Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else? If yes, how satisfied were you with the way the case(s) were handled? If you answered "unsatisfied" or "very unsatisfied" please explain your response.

There were 73 individual responses to prompt #3; and these responses were coded into the following categories:

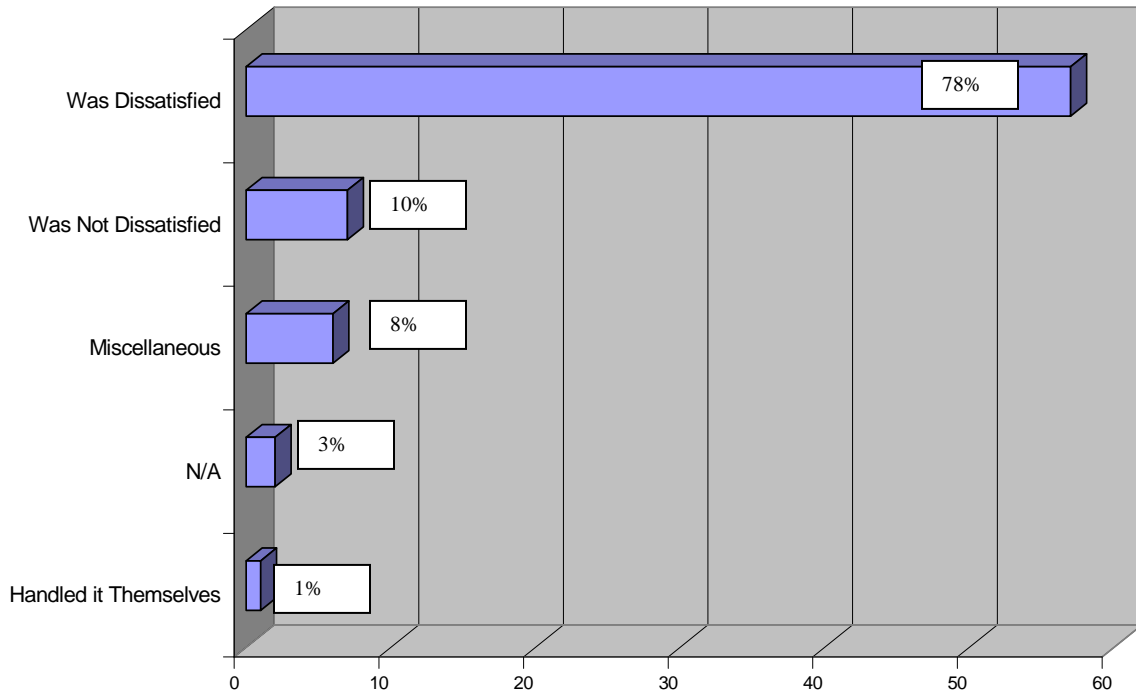


Figure 4.3 Frequency counts and percentages of response categories coded for Prompt #3 for Faculty: Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else? If yes, how satisfied were you with the way the case(s) were handled? If you answered "unsatisfied" or "very unsatisfied" please explain your response.

Major code categories, subcategories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

4.3.1 Was Dissatisfied (57) (78% of the total comments coded in response to this prompt)

These comments were further coded into the following subcategories (See also Figure 4.4):

4.3.1.1 No Support (29) (51% of the total comments coded into this subcategory)

"Cheating incident was ignored by course director and chairman. Student was allowed to receive a passing grade in the course. Fear of litigation was the implied reason."

4.3.1.2 Punishment Was Too Light (16) (28% of the total comments coded into this subcategory)

"The students were caught for altering graded exams and some of the students were repeat cheaters. I was very unsatisfied by the response from the Dean's office because essentially the students received a slap on the wrist penalty. I wouldn't mind it so much if this were the case for first offenders, but at least one of the students was a repeat offender, not only in my class but also in other classes. I would have thought this student would be expelled."

4.3.1.3 No Consistent Policy (5) (9% of the total comments coded into this subcategory)

"This occurred in a team-teaching situation with freshman students, and I was the person who discovered apparent plagiarism on the part of 3 students. The people to whom I reported the incidents seemed unclear on applicable procedures and punishments. Although they offered "support," they essentially left me to figure out what to do, so I dealt with the students on my own."

4.3.1.4 Not Sure of Outcome (4) (7% of the total comments coded into this subcategory)

"I was never approached by the administration to discuss the case nor was I told about the decisions taken."

4.3.1.5 Burden of Proof Too Great (2) (3% of the total comments coded into this subcategory)

"Several issues including "student advocacy" in some offices, the drawn-out multiple committee structure requiring testimony and reports, the level of evidence or proof required (cheating especially), and the attitude that sanctions are not good institutional PR all contribute to lack of enforcement.."

4.3.1.6 Takes Too Much Time (1) (2% of the total comments coded into this subcategory)

"As a writing instructor, I ultimately pay the penalty for reporting plagiarism, as I must spend extra time with the student to teach him/her how to cite correctly. This can take hours of tutoring."

Some faculty responses (22%) did not suggest dissatisfaction. They were coded into the following categories:

4.3.2 Was Not Dissatisfied (7) (10% of the total comments coded in response to this prompt)

"I was very pleased with how the Chair dealt with the case and I felt his full support."

4.3.3 Miscellaneous Comments (6) (8% of the total comments coded in response to this prompt)

4.3.4 Not Applicable (2) (3% of the total comments coded in response to this prompt)

4.3.5 Handled It Themselves (1) (1% of the total comments coded in response to this prompt)

"I handle the incidents myself since I am the course director."

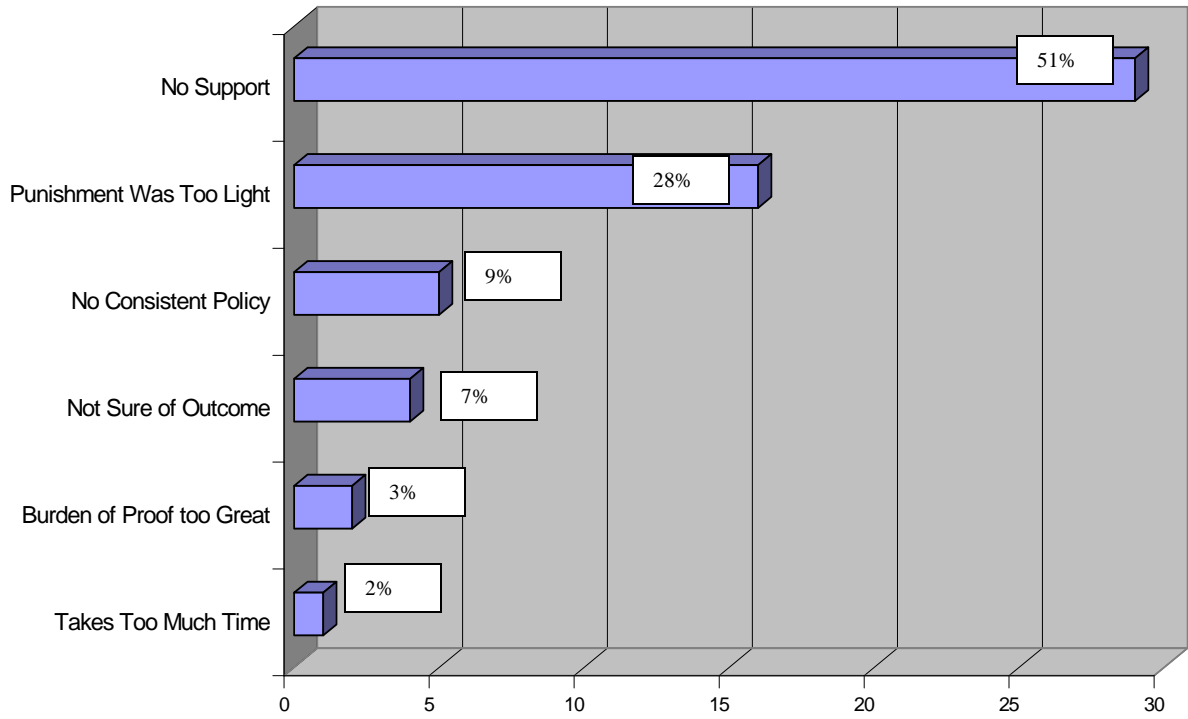


Figure 4.3.1 Frequency counts and percentages of response subcategories coded for Prompt #3 for Faculty: Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else? If yes, how satisfied were you with the way the case(s) were handled? If you answered "unsatisfied" or "very unsatisfied" please explain your response.

Faculty Responses to Prompt #4: What other safeguards do you employ to reduce cheating in your course?

There were 89 individual responses to prompt #4. From these responses, a total of 94 comments were coded into the following categories: general safeguards, safeguards regarding tests, safeguards regarding written assignments, and not applicable/or miscellaneous responses. (NOTE: Some responses contained more than one coded comment; so in some cases, responses may have been included in more than one category). Figure 4.4 (below) provides a summary of response categories.

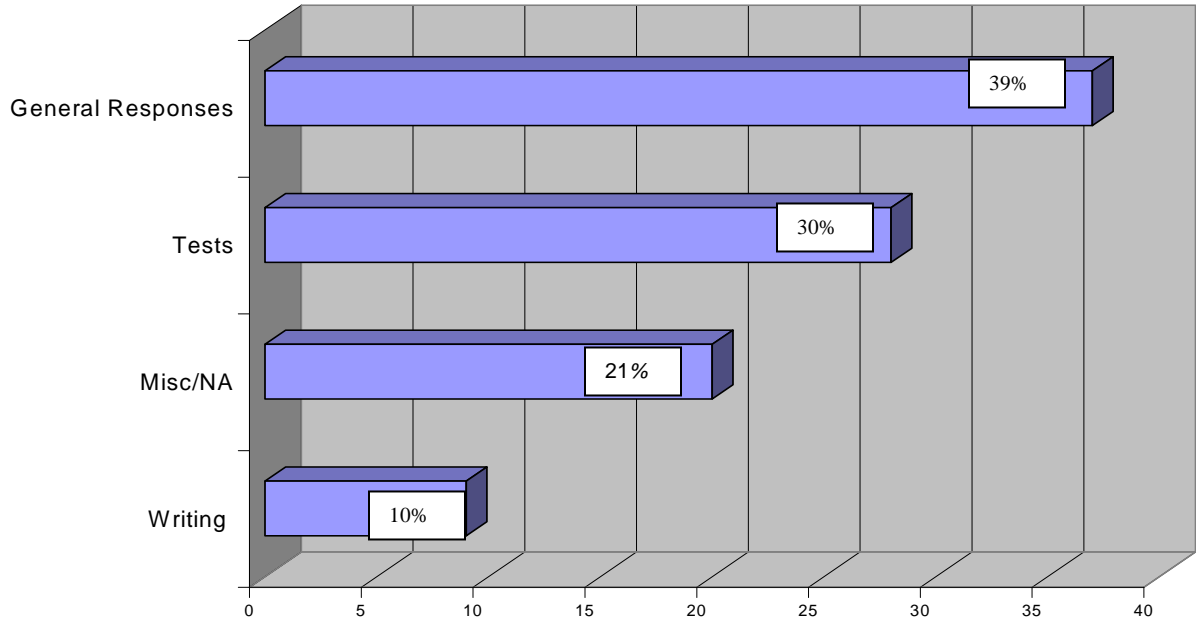


Figure 4.4 Frequency counts and percentages of response categories coded for Prompt #4 for Faculty: What other safeguards do you employ to reduce cheating in your course?

In the general category, there were a total of 37 coded comments, or 39% of the total responses to this prompt. The general responses were further broken down into the following subcategories.

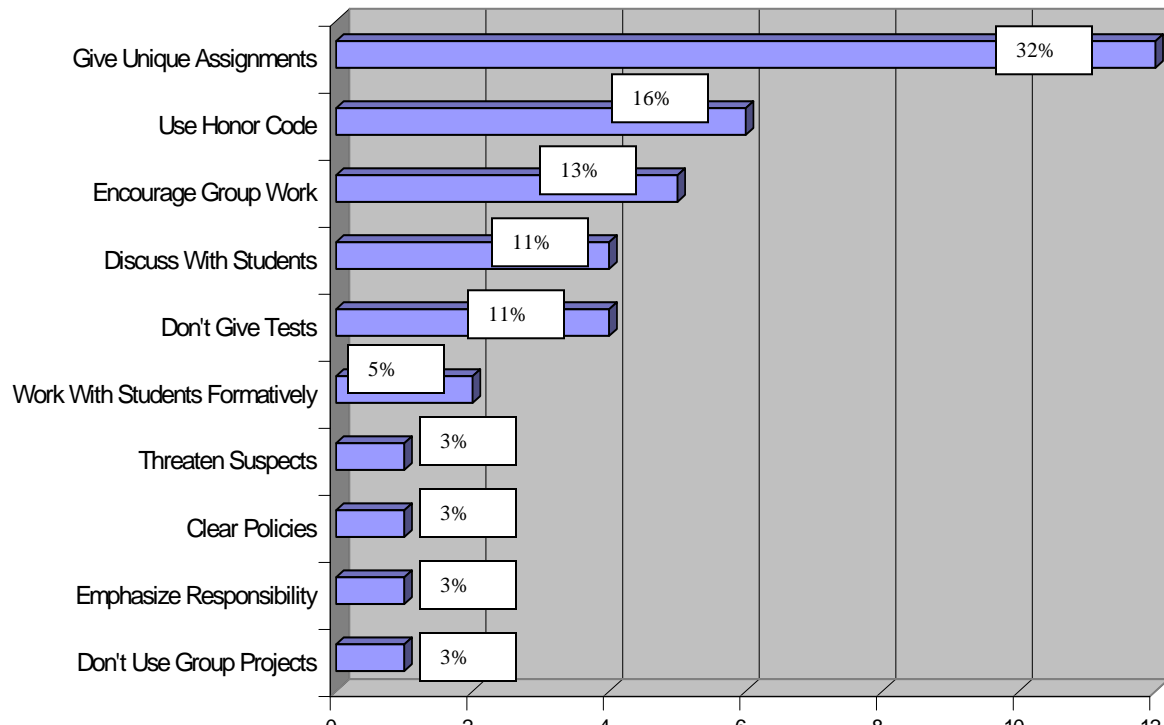


Figure 4.4.1 Frequency counts and percentages of response categories coded for Prompt #4 for Faculty: General safeguards mentioned by faculty regarding how they prevent cheating and plagiarism.

Major code categories, subcategories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

4.4.1 General Safeguards (37) (39% of the total coded responses for this prompt)

The general response category was further broken down into the following subcategories:

4.4.1.1 Give Unique Assignments (12) (32% of the total coded comments for this subcategory)

“Web-based course, few exams - all open book but challenging (able to discriminate), and project-based. Very difficult to fabricate, when result is real-world product and unique to each student.”

4.4.1.2 Use Honor Code (6) (16% of the total coded comments for this subcategory)

“Student signs a form saying it was their own work and proctor signs saying student did own work.”

4.4.1.3 Encourage Group Work (5) (13% of the total coded comments for this subcategory)

“Require students to peer evaluate each other on group projects.”

4.4.1.4 Discuss AI with Students (4) (11% of the total coded comments for this subcategory)

“Mentor students on values.”

4.4.1.5 Don’t Give Tests (4) (11% of the total coded comments for this subcategory)

4.4.1.6 Work with Students Formatively (2) (5% of the total coded comments for this subcategory)

4.4.1.7 Threaten Suspects (1) (3% of the total coded comments for this subcategory)

4.4.1.8 Provide Clear Policies (1) (3% of the total coded comments for this subcategory)

4.4.1.9 Emphasize Responsibility (1) (3% of the total coded comments for this subcategory)

4.4.1.10 Don’t Use Group Projects (1) (3% of the total coded comments for this subcategory)

There were 28 responses from faculty that specifically mentioned safeguards that they took with respect to tests.

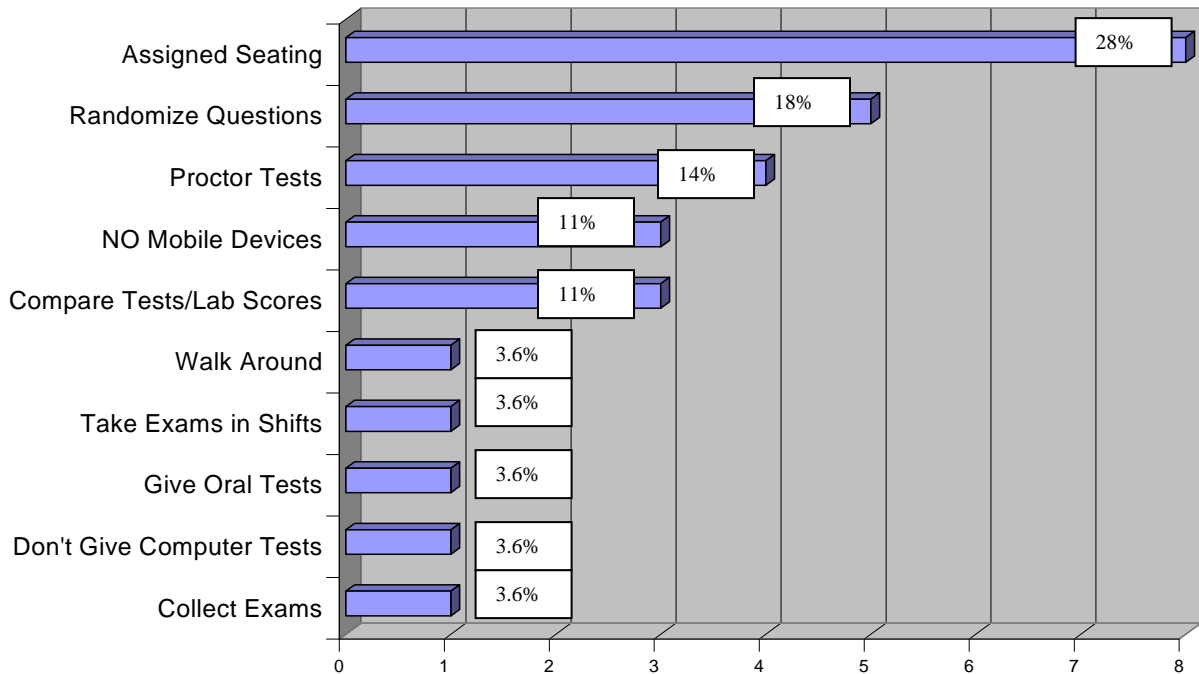


Figure 4.4.2 Frequency counts and percentages of response categories coded for Prompt #4 for Faculty: Safeguards mentioned by faculty regarding methods for preventing cheating on tests.

4.4.2 Safeguards Re: Tests (28) (30% of the total coded responses for this prompt)

This “safeguards re: tests” category was further divided into the following subcategories:

4.4.2.1 Assigned Seating (8) (28% of the coded responses for this subcategory)

4.4.2.2 Randomize Questions (5) (18% of the total coded responses for this subcategory)

4.4.2.3 Proctor Tests (4) (14% of the total coded responses in this subcategory)

4.4.2.4 No Mobile Devices (3) (11% of the total coded comments in this subcategory)

4.4.2.5 Compare Tests/Lab Scores (3) (11% of the total coded comments in this subcategory)

4.4.2.6 Walk around (1) (3.6% of the total coded comments in this subcategory)

4.4.2.7 Take Exams in Shifts (1) (3.6% of the total coded comments in this subcategory)

4.4.2.8 Give Oral Tests (1) (3.6% of the total coded comments in this subcategory)

4.4.2.9 Don't Give Computer Tests (1) (3.6% of the total coded comments in this subcategory)

4.4.2.10 Collect Exams (1) (3.6 % of the total coded comments in this subcategory)

There were 9 responses from faculty that specifically mentioned safeguards that they took with respect to writing assignments.

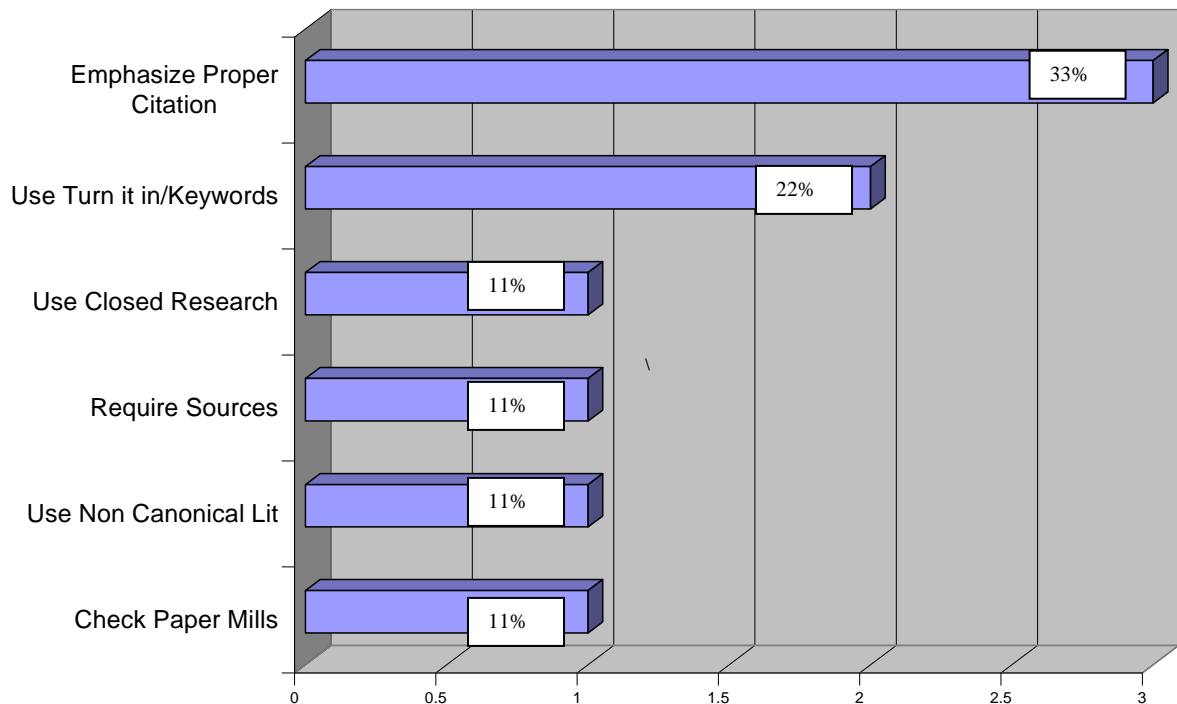


Figure 4.4.3 Frequency counts and percentages of response categories coded for Prompt #4 for Faculty: Safeguards mentioned by faculty regarding methods for preventing cheating and plagiarism on written assignments.

4.4.3 Safeguards Re: Writing Assignments (9) (10% of the total coded responses for this prompt)

This “safeguards re: writing assignments” category was further divided into the following subcategories:

4.4.3.1 Emphasize Proper Citation (3) (33% of the total comments coded into this subcategory)

4.4.3.2 Use Turnitin.com/Keywords (2) (22% of the total comments coded into this subcategory)

4.4.3.3 Check Paper Mills (1) (11% of the total comments coded into this subcategory)

4.4.3.4 Use Non-canonical Literature (1) (11% of the total comments coded into this subcategory)

4.4.3.5 Require Submission of All Sources (1) (11% of the total comments coded into this subcategory)

4.4.3.6 Use Closed Research (1) (11% of the total comments coded into this subcategory)

Additionally, there were 20 responses that were categorized as not applicable or miscellaneous, representing 21% of the total responses to this prompt.

4.4.4 Miscellaneous/Not Applicable (20) (21% of the total coded responses for this prompt)

4.4.4.1 Not Applicable (19)

“Not currently teaching any courses.”

4.4.4.2 Miscellaneous (1)

Faculty Responses for Prompt #5: What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?

There were a total of 298 individual responses from faculty to prompt #5, and from these responses 431 comments were coded. (NOTE: Some responses contained more than one coded comment; so in some cases, responses may have been included in more than one category). Figure 4.5 (below) provides a summary of response categories.

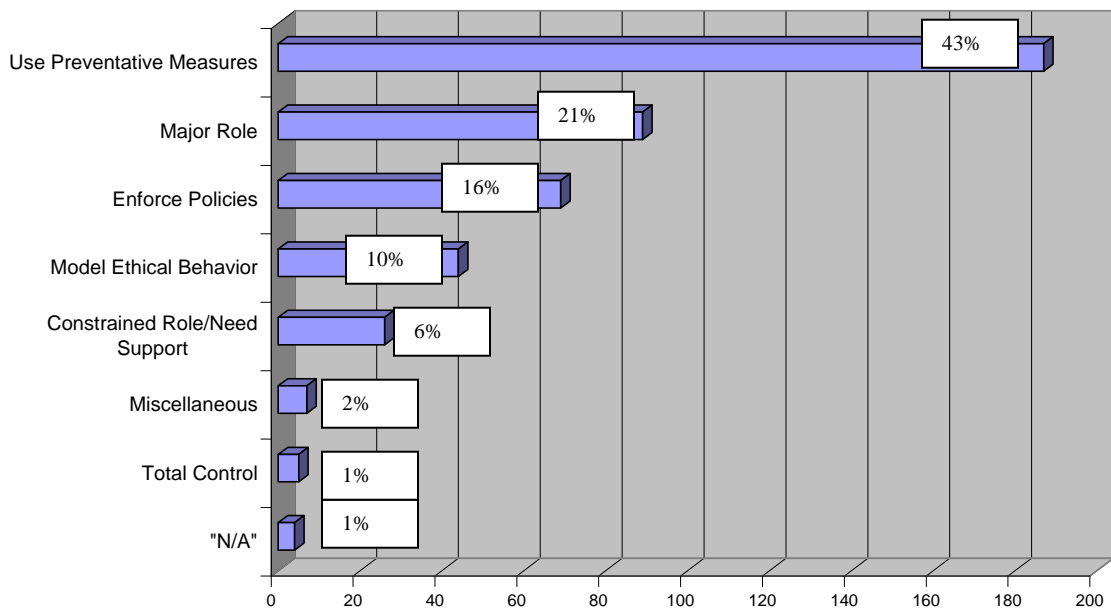


Figure 4.5 Frequency counts and percentages of response categories coded for Prompt #5 for Faculty: What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?

Major code categories, subcategories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

4.5.1. Use Preventative Measures (187) (43% of the total comments coded for this prompt)

These comments were coded into the following subcategories:

4.5.1.1 Discuss AI with Students (93) (50% of the total comments coded into this subcategory)

"We should discuss it with our students in such a way that they understand that the rewards for being academically honest are greater than for being academically dishonest."

4.5.1.2 Monitor and Prevent Cheating (63) 34% of the total comments coded into this subcategory)

"Faculty must emphasize the importance of personal academic integrity and what it means in their personal and professional lives. The faculty must monitor student behavior during quiz or test taking and make it clear that you will be observing their conduct. It is not acceptable to leave the room or sit at the front table the entire period. I walk around constantly, look students in the eye and watch their behavior throughout the examination period. Assignments should be monitored as well and any written worked properly cited."

4.5.1.3 Design Effective Assignments (19) (10% of the total comments coded into this subcategory)

"Faculty should seriously rethink their assessment practices. Tests based on factual information rather than problem solving invite cheating since what's tested is one's memory rather than one's knowledge and ability to solve problems."

4.5.1.4 Teach Citation Methods (10) (5% of the total comments coded into this subcategory)

"Also, I find many students do not understanding proper citation of print and electronic sources - the skills of good research and writing are no longer being taught in K-12, so we must educate our students on this at the beginning of each semester and then throughout the course."

4.5.1.5 Create System with Students (3) (2% of the total comments coded into this subcategory)

"I realize that the main responsibility of Universities is to provide students with knowledge and information about their areas of interest. Students might view cheating differently if they have some direct input or 'ownership' of the various University curricula. Perhaps there can be some consideration of a process or method whereby students have input in the course and curriculum planning and design process."

4.5.1.6 Use Honor Code (1) (.5% of the total comments coded into this subcategory)

"They should make sure this is mentioned at the beginning of every course either verbally or have a contract that each student should sign but doing each semester loses it effect. I think that this should be collected as a freshman student and it stays in effect during their academic presence. Have a mandatory class that they have to take or make it electronic that they have to do before they can even register for a course? Good Luck"

4.5.2 Major Role (89) (21% of the total comments coded for this prompt)

"Faculty are the key - to explain these issues, to design assignments that make it harder to cheat, to monitor all exam-taking and to nip cheating in the bud the minute it happens. Also, I find many

students do not understanding proper citation of print and electronic sources - the skills of good research and writing are no longer being taught in K-12, so we must educate our students on this at the beginning of each semester and then throughout the course."

"Faculty must be assertive and aggressive in promoting academic integrity and in identifying and controlling cheating in courses. And, administration must support faculty decisions - fear of lawsuits should not be a consideration! "

4.5.3 Enforce Policies (69) (16% of the total comments coded for this prompt)

"Faculty need to be vigilantly proactive in their role with students - sharing information about the policies and consequences and taking action when it occurs."

4.5.4 Model Ethical Behavior (44) (10% of the total comments coded for this prompt)

"SHOW INTEGRITY BY EXAMPLE!!! PROFS CAN NOT TAKE STUDENT IDEAS! I personally had this happen during graduate school and THIS lack of academic integrity is POOR example and VERY hypocritical!!! UNIVERSITY POLICIES SHOULD BE ZERO TOLERANCE on this, and should not simply include the direct lifting of sentences, but also the stealing of original ideas. A 'common sense' neutral professional assessment of the equivalence of ideas should be used to evaluate such cases for a 'no tolerance' threshold, with warnings and action taken - not simply the strictly legal criteria of 'same sentences' 'lifted, etc. Universities are typically more concerned with the possible legal defense of profs rather than the academic integrity of profs, and this is very poor example. e.g., Universities have accepted a prof's defense that they had been 'thinking' about the ideas before a student wrote them! If a student used this defense for stealing ideas, it would be laughable! It shouldn't be allowed by profs either."

4.5.5 Constrained Role/Need Support (26) (6% of the total comments coded for this prompt)

"Faculty should play a primary role by monitoring their students and being vigilant in pursuing remedy against cheaters. However, from what I've heard from colleagues who have pursued action against students for cheating, the likelihood that anything will be done is small. This in turn discourages faculty from being vigilant. If the administration doesn't care, why should the faculty?"

4.5.6 Miscellaneous (7) (2% of the total comments coded for this prompt)

4.5.7 Total Control (5) (1% of the total comments coded for this prompt)

"Absolute authority and ability to flunk and recommend PERMANENT EXPULSION from University."

4.5.8 Not Applicable (4) (1% of the total comments coded for this prompt)

Faculty Responses to Prompt #6: Do you have any suggestions on how your campus might improve its policies concerning issues of academic integrity or any additional comments you care to make?

There were 265 individual responses from faculty to prompt #6. From these responses, 334 comments were coded into the following categories. (NOTE: Some responses contained more than one coded comment; so in some cases, responses may have been included in more than one category). Figure 4.6 (below) provides a summary of response categories.

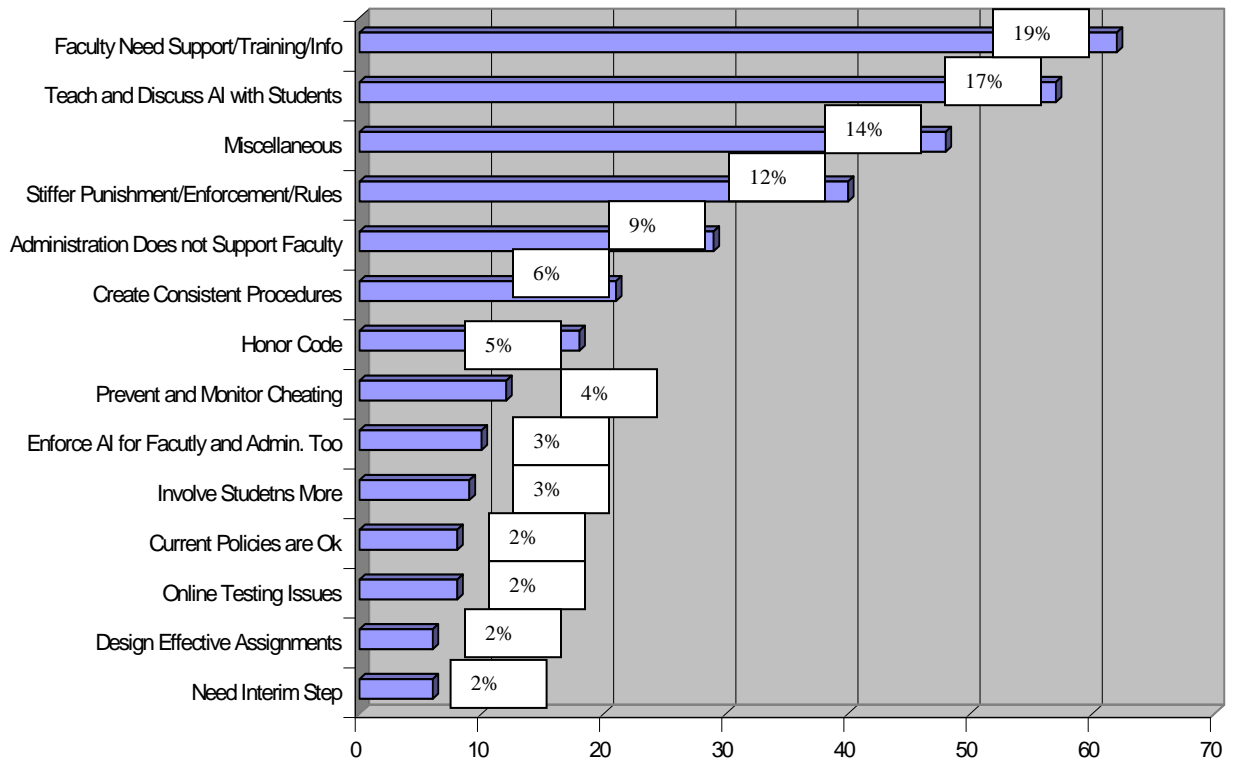


Figure 4.6 Frequency counts and percentages of response categories coded for Prompt #6 for Faculty: Do you have any suggestions on how your campus might improve its policies concerning issues of academic integrity or any additional comments you care to make?

Major code categories, frequency counts of comments in each category, and percentages of coded comments in specific categories relative to the number of total coded comments are provided below. Samples of representative comments are also included for selected categories.

4.6.1 Faculty Need Support/Training/Information (62) (19% of the total comments coded in response to this prompt)

“I’ve often thought some type of training for new instructors in my field would be helpful in dealing with student plagiarism issues. I’ve learned about plagiarism detection strategies from fellow instructors and about dealing with dishonest students when the problem arose. I have heard there is a policy in my department concerning plagiarism as a learning opportunity, but have never seen the policy in writing or heard it discussed.”

"Faculty need administration support. When I graduated from this school the exiting Dean looked the other way on a highly publicized incident of cheating. It seems that the administration tries hard to keep cheaters in school."

4.6.2 Teach and Discuss AI With Students (57) (17% of the total comments coded in response to this prompt)

"Policies need to be more clear and explicit. Students should be involved in the process. Academic integrity should be an important part of student orientation and first year learning communities."

4.6.3 Not Applicable/No Suggestions/Miscellaneous/Issues w/Survey (13/12/13/10=48) (14% of the total comments coded in response to this prompt)

(NOTE: These codes were combined to make one category.)

4.6.4 Provide Stiffer Punishments/Enforce Rules (40) (12% of the total comments coded in response to this prompt)

"I think, at this point, our policies should become more strict and should be enforced tightly."

4.6.5 Administration Does Not Support Faculty (29) (9% of the total comments coded in response to this prompt)

"I think that the best way for faculty to be vigilant and consistently monitor for plagiarism and cheating is to have a school and IUPUI administration (IUPUI Dean of students) that will support the faculty member when these things happen. Faculty are less likely to bring the issue to the Dean's office because there is little support for faculty on this in our school."

4.6.6 Create Consistent Procedures (21) (6% of the total comments coded in response to this prompt)

"More Faculty meetings regarding all aspects of cheating, as well as a standardized procedure for all schools to follow."

4.6.7 Honor Code (18) (5% of the total comments coded in response to this prompt)

"I believe there should be a comprehensive academic honesty policy that clearly defines cheating in all its forms. Incoming students should have to study the policy and pass a test on its contents. Once they pass the test, they should be required to sign the policy meaning they agree to the consequences of cheating."

4.6.8 Prevent and Monitor Cheating (12) (4% of the total comments coded in response to this prompt)

"We don't take plagiarizing seriously enough these days with our access to the internet. It has become a given that it is acceptable. I do extensive questioning and check my students sources so that they understand I want them to do their own work (checking sources themselves as well) for credibility. If they can't answer the questions asked then they haven't fulfilled the requirements for the assignment."

4.6.9 Enforce Academic Integrity for Faculty and Administration Too (10) (3% of the total comments coded in response to this prompt)

"I do not know how serious academic misconduct is among the students, but I have witnessed first hand the seriousness of it at the faculty level, up to very high administrative ranks. I found it

interesting how the system isn't really activated, but somehow "managed." Of course, it is made clear to the person who witnessed the misconduct that one can "take matters to a higher level," but it needs to be understood that the likely result would be "finding no meaningful opportunity to do biomedical research on the IUPUI campus in the future." I am doubtful that you can enforce ethical conduct of the students by conflicted faculty members- but it is a worthy goal."

4.6.10 Involve Students More (9) (3% of the total comments coded in response to this prompt)

"I think that this is a shared problem for both faculty AND students. Both groups should therefore be part of the solution. Students SHOULD participate as peer reviewers in any kind of academic integrity process. To me this vests them with a sense of responsibility as well."

4.6.11 Current Policies Are OK (8) (2% of the total comments coded in response to this prompt)

"The policies appear to be sound, but I don't know how often and uniformly they are invoked."

4.6.12 Online Testing Issues/Turnitin.com Issues (5/3) (2% of the total comments coded in response to this prompt)

Note: These codes were combined to make one category.

"Need a stronger and more universal IUPUI policy at the undergraduate level. Additional tools (or convenient data access) could be provided on Oncourse to enable better monitoring of 'cheating' on quizzes and exams using the Oncourse Test and Survey tool. Could also improve the Drop Box functions so that written assignments could more conveniently be downloaded and checked against each other (or a broader data base) for plagiarism."

4.6.13 Design Effective Assignments (6) (2% of the total comments coded in response to this prompt)

"Students would be better served, and act with even greater integrity, if faculty used more authentic and meaningful assessments that reflect deeper levels of knowledge rather than rote learning."

4.6.14 Need Interim Step (6) (2% of the total comments coded in response to this prompt)

"More flexible reporting policy. Under current policy, all suspected acts of cheating must be reported, and a permanent record created even if the infraction is so minor that no action is to be taken."