Please, explain your response for any items above in which you selected “strongly disagree” or “disagree.”

- a. By definition, a syllabus is an outline of the content of a course. It does not contain details about administration, policies, schedule, exams, grading, policies, etc. A document containing such details may also CONTAIN a syllabus, but those other details, if present, are extraneous to the syllabus itself. I do always address academic integrity in a document I distribute to students.

- a. I use the prescribed wording regarding academic integrity in my syllabi, I refer students to the Academic Integrity Website and include the URL, which is a live link in my electronic syllabus. I add additional wording specific to various aspects of my course.
   b. I go over the items listed in my syllabi (see “a” above) in class and discuss the rationale behind academic integrity and policies pertaining thereto as well as consequences of not acting with academic integrity.
   c. Cheating, plagiarism, and lying of all sorts are a regular feature of life among my students. When we do catch them, there is little in the way of remorse expressed, with the exception of regret for having been caught (not for the dishonest activity). Many students do not view cheating as morally wrong, and they may even feel empowered to challenge an instructor for having dared to suggest that they have done something for which punitive action can or should be taken. Their parents are all too often willing to back them, and they may go straight to upper administrators to complain rather than deal with the instructor.

- Academic dishonesty violates general rules that everyone knows. The student body needs details about the rules but otherwise does need to be aware that copying homework or from others' exam papers is dishonest. Students already know in broad outline what plagiarism is and that it is against the rules. The design of the integrity policy fails to consider deterrence (distinct from defense, although defense has a deterrence affect.) Deterrence is mainly retaliatory and repressive, but deterrence is always the main way to prevent behaviors that are desired to not occur. If we want violations of integrity rules not to occur, deterrence must be raised to a level to effectively and observably prevent it. The administration of an unsatisfactory policy is inherently unsatisfactory.

- Although I am aware of incidents of academic dishonesty, I think to say that it is widespread and common among our undergraduates is not true.

- An important part of my course materials concerns ethics. This is just a part of it.

- Based on experience in my classes

  - c. I experienced dishonest students and SCHOLARS in other Universities, sometimes in the level of a scandal. It is not a big problem, I think, here at SU

  - c. I teach an introductory course in literature and have had many cases of academic dishonesty.

- C. I do not have a sense of the number of instances that have been reported, and the criteria used for determining academic dishonesty tends to be absurdly broad, artificially inflating the numbers.

- c. My impression is that it is a problem but not an epidemic
   e. Insufficient info on the last question

- d. My only sample was my 19 students
- d. 3 weblinks deep, on pgs 5-6 of a 26 pg document we find the expectations (is 'rules' to harsh a term in our politically correct era?), which do not include image appropriation (attention SU - some of our degree programs use visual information), nor do they suggest penalty severity ranges one might expect (while still allowing faculty full authority).

So... when do students officially “read” this material? Why isn't there a required web-based login, read and checkoff, with a helpful example quiz of what is and is not cheating?

Do SU employees read all of their Credit Card and other legal bullshit fineprint - I think not; hus note the recent Healthcare seminars.

e. Academic integrity hearings are time-consuming and do not become part of the student's record in a manner that is advisory to faculty in following semesters; thus every faculty is burdened with the knowledge that their write-up my invoke an expulsion proceeding, and in classes that keep getting bigger (SU does know how to make money) faculty have no recourse to data as to which students to watch out for (i.e., 1st time offenders). There is NO FERPA protection of this information. If you want me to help students not cheat, tell me who already has cheated.

The 'resolution letter' puts wonderful time constraints on the faculty but almost no burden on the student. If the faculty doesn't have a lawyer with them when they write their resolution and forgets to stipulate requirements of admission to guilt, timeframe deadlines, explicit punishment, etc., the student gets off.

If SU was really serious about this they would writeup average and unique test case scenerios and see how they work and make that information available to faculty.

- faculty receive no real preparation for how to deal with this, tools available, etc
- Far too small a percentage of dishonesty is detected and sanctioned. It is widespread and students have little fear of being caught or sanctioned in most courses. Many students do not even feel it is cheating to plagiarize - just "part of the game".

- For D and E, I simply do not have enough experience here to judge one way or the other.
- For the question a., I have failed to include a specific language about plagiarism in my syllabus. For c., I don't have enough evidence to believe so.

- How academic honesty is defined is the key here. This only allows me to take in all the permutations so covers way too much for me to assess.

It is cumbersome and even getting to it is tedious. Should be simpler name and connection.

- I actually have basically no knowledge of the campuswide policies.

- I am a Chair. I recently went to the web page to check out something in response to a question from a faculty member, and I had trouble locating contact information for a person. Maybe I was looking in the wrong place, but I couldn't determine who I should or could contact with a question. I find that faculty don't really know what to do, or not to do, in various circumstances. I think more should be done to educated students about academic integrity and that the university should consider having students sign integrity pledges where the consequences of breaches of integrity are clearly spelled out.

- I am a new faculty member. I cannot judge yet the efficacy of the integrity policy. Personally, I am a strong advocate of the honor code. I speak to my classes about truth in documentation and have questioned two students who (as a proctor reported) were looking at each other's papers during a midterm

- I am a writing instructor at S.U., so I make a point to discuss the range of possible actions that count as plagiarism and academic dishonesty. More importantly, however, I focus my teaching on strategies that will lead students to their own original thinking in relation to textual sources. Judging from past experiences, I don't think that most instances of plagiarism arise from a deliberate form of academic dishonesty. I think that most plagiarism comes from ignorance. If we can teach students and give them time to practice reading actively and analytically, bringing an interpretive agenda to texts, and developing their ideas in response to what others are saying, then I don't think most of them will plagiarize. After spending an entire semester working with students on such strategies and giving them multiple points of access into academic conversations, I don't encounter much academic
dishonesty. I don’t know much about the academic integrity policy at SU (although I have skinned through the extremely long PDF document on the web), but I can tell you that of my 60 students in Writing 205 this semester, NONE was aware of SU’s policy or the parameters that define academic dishonesty in the world of composition. We spent most of a full class going over this and talking about the student’s questions and concerns.

- I am brand new to campus and am therefore not very familiar with the administration of SU’s academic integrity policy or with the student body.

- I am new to campus so I am not familiar with SU’s policies. But I believe academic dishonesty is a serious problem on most if not all college campuses.

- I am not well informed about current administration of the policy. Initially, I found it way too punitive rather than building a positive culture of AI.

- I am sure there is some academic dishonesty, but I do not think it is widespread

- I believe that academic dishonesty is widespread at SU. Therefore I cannot classify d and e as satisfactory.

- I didn’t notice too much of cheating.

- I do not believe that academic dishonesty is widespread at SU.

- I do not believe that a majority of student or faculty understand what AI is and when infractions occur... for example, I recently sat in a meeting where a junior faculty member, in front of colleagues and students described how he took an online exam using two computers looking up answer on one and responding on another.. I consider this an example of cheating (AI infraction) but when I brought it up to a senior colleague, the response was that the online exam did not say you couldn’t use resources. I don't get it, it was a test to get a certification... because it does not say don’t cheat, does not mean that you should... I do not think students or faculty understand what integrity is... and when we get into hearings I do not think that they then understand why there are consequences... so my guess is that either most have not read or understood the AI policy and its definitions..

- I do not discuss academic integrity with my students. I teach advanced classes, and I assume all of them have been exposed to the concepts before.

- I do not explicitly discuss with the entire class, the importance of academic integrity. I have not encountered a serious academic integrity issue in a course that I teach. If I did, I would very likely discuss those parts of the problem that could be publicly discussed with the students.

- I do not feel that the academic integrity office consistently carries out it procedures

- I do not have enough details about the administration's policy.

- I do not teach a class - I supervise pre-service teachers and consequently do not distribute syllabi

- I do not think academic dishonesty is widespread at SU.

- I do not think there is widespread academic dishonesty. That being said, in my experience when there have been three events in my classes that call the policy into play. When an issue of academic dishonesty arises, I am hesitant to go to support personnel to seek guidance and advice about handling the situation. My hesitancy is because as soon as you mention the phrase cheating or academic dishonesty a whole set of procedures come into play that removes the instructor from the situation.

- I do not think there is widespread dishonesty at SU!

- I don't believe most students are violating the academic integrity policy -- in some cases students are confused about how to cite things (especially personal communications and websites), but there doesn't seem to be a widespread culture of cheating. Most students seem to also look down on the students who are cheating, as if they were too stupid or lazy to do the work themselves -- I'd rather have that attitude than students being jealous or wishing they had the guts to try cheating.
- I don't discuss academic integrity in class and I don't think that cheating is widespread in my classes and I don't really know about the rest of the campus.
- I don't feel it is necessary.
- I don't get a sense that academic dishonesty is widespread at SU.
- I don't know if academic dishonesty is widespread at S.U. I know it exists but doubt that it is everywhere. I think that "widespread" needs to be defined. Does it mean every college? I would agree. But if it means 70% of students, I doubt it.
- I don't think that faculty know how to talk to students about academic integrity without feeling like insulting them. Also, I suspect, within our school different faculty would penalize differently for similar offenses.
- I don't yet have enough information about c., d., and e. My suspicion is that academic dishonesty is much more widespread than most faculty assume.
- I find it's hard to get students to move from the American tradition of "grades are the most important thing and everything is a game to get the best grade" to "I want/need to know this stuff.
- I have had 2 serious violations of academic integrity and in both instances it was a waste of time: lots of work for the instructor and absolutely no consequences for the students despite the fact there was no doubt about the violation.
- I have had a negative experience with the process since filing a formal AI violation against a student, so much so that I am leery of actually filing any more reports in the future even if I encounter an obvious violation.
- I have had the impression that university representatives support students rather than faculty. This may be unique to particular individuals.
- I have no evidence of "widespread dishonesty".
- I have no statement because it has only been an issue 3 times in 20 yrs
- I have not experienced any problems with academic integrity but I only teach graduate students.
- I have not run into any major issues with academic dishonesty in my classes over the past four years.
- I hear many of my faculty peers remark about significant level of integrity breeches, but I have not personally experienced or observed as yet. This is my second full year of teaching.
- I include academic integrity statements in my syllabus. I discuss in class why academic integrity is important to students. I administer tests in ways that are openly intended to prevent cheating.
- I know that many instances of integrity violation are not reported, and it may have to do with the severity of the policy design. The design is based on violations that are serious enough to warrant punishment of the student and or removal from the university. We need help with something that provides more flexibility on the part of the instructor for simpler or first offenses.
- I made sure to include in my syllabus the wording in academic integrity provided by the university.
- I must admit that I am not fully aware of what SU's policy is. Our department promotes integrity discussions in class; I do remember in the past that students were required to attend a lecture on this-do not know whether this continues.
- I only became aware of these policies after learning about them from other instructors. It would be good if the students were distributed pamphlets with information directly from the office, in addition to what is taught in class.
- I prefer an honor code system. Cases of plagiarism recently reported by colleagues took months to be solved, were extremely painful for the faculty and students and in my personal opinion out of proportion.

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- I strongly agree with everything mentioned above

- I teach graduate students and there is very little if any academic dishonesty.

- I teach juniors and seniors - if they haven't heard about academic integrity before, I don't think my talking about it will do any good.

- I teach online, so all my contact with students is in writing. Therefore, it seems sufficient just to include in my syllabus the boilerplate paragraph on academic integrity (complete with link to the university's academic integrity policy), rather than to write anything further (which would be redundant) in the lecture materials. However, this semester (for the first time in nearly 20 years of teaching) I have encountered flagrant cheating. I cannot address the question about the administration of the current policy, as I'm just now embarking on the process. (I just filed the Violation Report form, etc., a few days ago.) Ask me again at the end of the process.

- I think (and have experienced) isolated events of academic dishonesty, but I do not believe it is widespread.

- I think it is the faculty's responsibility to monitor and enforce the policy, and I don't think most professors care that much to do so.

- I think that the issues should be kept confidential and, in at least on incident, they were not.

- I think that there should be a stage for reporting student incidents of academic dishonesty at the departmental or college level without going to the university level at once.

- I think the administration of the current SU AI policy is not conducive to actually enforcing the policy. I've had blatant cases of inappropriateness overturned such that the students don't even take the violations seriously. Also, the students on the committee do not seem to take academic integrity seriously.

- I think the design of the policy is fine but the actually process is irrational at best. Some faculty are more rigorous in their enforcement than others (which is probably human nature) and when students go through the process they don't really have an advocate to help them understand the process and make good decisions.

- I think the penalties in the SU procedures are too lax.

- I think the procedures for graduate students need to be re-examined.

- I understand the term "widespread" to mean that it is a regular occurrence and that many students/faculty are dishonest in their work. The last I heard, SU averages about 600 cases per year, which I a very small percentage. However, I believe that academic integrity is a major issue, even if most people at SU already practice it.

- I use Turn-it-in in several of my classes and rarely have a student who scores high on the similarity percentage. I find that most of my international students are trying hard to improve their writing.

- I'd like to see students use an "integrity statement" on all their work. For example, at Princeton, students put something like the following on each assignment; "I promise on my honor that this is my work and complies with the standards of academic and professional integrity.

- If you mean administration's participation, I would answer "Neither Agree Nor Disagree," but I take the survey's meaning to be the policy as administered, and understand this as how instructors and others carry it out. I feel currently there is an incentive NOT to report cases but to deal with them independently by the instructors, to save in additional time and effort expenditure.

- I'm new here. I have no idea of the status of academic integrity. However, I will be reading about 25 papers this weekend and hopefully my citation guide was helpful in avoiding plagiaristic moments among my students. :o)

- I'm not sure I am knowledgeable enough about the design or administration to agree or disagree.
- I'm not sure the current policy takes into account the level of intentionality that can account for academic dishonesty.

- In my experience academic dishonesty does not seem widespread. Most cases I have encountered have to do with students who just do not know what plagiarism is.

- In my experience as an instructor in the honors program I have not found any degree of dishonesty.

- In my experience, I have not found academic dishonesty to be widespread at Syracuse University.

- In my experience, SU students have a high standard of integrity. I have only come across a few instances in the 27 years I've taught here.

- In my experience, the procedures did not make provisions for violations that occurred during the final exam process in terms of meeting with the student to discuss the potential violation before submitting a grade for the student and moving forward with the process. My situation was such that there was a violation that occurred during the final exam, there was no time to contact the student because of the semester break and I had to turn in final grades. The student became aware of the violation because of the low grade and I had to tell her over the email about the violation, and then she indicated that I had not followed the policy because I did not meet with her before issuing a grade.

- In the past the letter that went to the student was worded more strongly. I found in the two cases that I forwarded that the letter from the Integrity office did not emphasize the seriousness of the issue and one of the students just ignored it and tried to drop the course.

- insufficient support for faculty and graduate student teachers to pursue sanctions on blatant cheaters.

- It doesn't seem like many faculty follow up on Integrity issues. Faculty are sometimes encouraged not to make trouble. I have seen situations where department heads have not backed faculty because the student's parents have donated money to a department at SU.

- It has been several years since I've had to address an issue of academic integrity violation, so I am not able to comment on the administration or procedures.

- It is a very, very time consuming process. Graduating seniors know they can cheat and not be penalized.

- It is my impression that current policy and procedures are too punitive toward students and insufficiently directed toward helping students learn proper ethical behaviour.

- It seems that many faculty do not bother to address these issues in class. Students then learn that their dishonesty is unlikely to result in negative outcomes. And appeals committees - at least at Whitman - do not always support faculty efforts to decrease dishonesty. I don't know what the solution is for this.

- It's not possible to cheat in our work. You can't steal someone's acting. I'm aware there is a problem with cheating - stealing papers, cribbing tests - but have little relationship with it.

- It's not uncommon, nor, in my view, is it widespread or typical.

- Judging on the basis of student papers, which I read and evaluate carefully, I have not noticed dishonesty during the 4 years I have been teaching at SU.

- Just not sure what the design and administration is - I approach this as an individual instructor with a concern with academic integrity.

- Just started position - have not useful opinion

- Many faculty members do not report academic dishonesty, choosing to take care of the situation "in house"; as a result repeat offenders are not caught.

- Many faculty members don't want to spend the time needed to pursue these issues. But it is essential.
- My familiarity is within the College of Engineering only, and it is very difficult yo attain any degree of success by cheating.

- My own experience does not suggest that academic dishonesty is rampant, but that may not reflect all programs or instructional situations.

- My perception is that for the average student, academic integrity administration is satisfactory, but that exceptions are made for student athletes.

- My queries on a CAS case went unanswered. I was advised by CAS to include unnecessary material and to unnecessarily involve other people in a case.

- My syllabus explicitly describes the academic integrity policy

- My syllabus reflects academic integrity but I do not discuss the issue unless a problem arises.

- My work is limited to the College of Law, therefore my answers are also limited.

- No outreach to students, faculty. No university-wide education. Where did the AIO go??

- On all of my syllabi

- On b, c and d I simply as an par-time visiting lecturer do not know enough; but in my 2 years experience seriously weak writing skills are the biggest SU problem, NOT dishonesty.

- On item d, for graduate students, the student's department chair and graduate directors should be fully and promptly informed and consulted.

- One does not not make a general judgment in regard to a few situations.

- Other than my syllabus, I do not formally discuss Academic Integrity issues in class unless something arises that requires it.

- Our students need to understand that academic integrity is important to their outcomes and to the University as well. In my department, most issues bordering on academic integrity result from improper citation, rather than a deliberate attempt to cheat.

- Plagiarism is an issue strongly addressed in my department, so much so that inadvertent plagiarism has been addressed by curriculum changes. I don't have a sense of how widespread plagiarism may be across the curriculum.

- Seems more punative than instructive...

- So far, I didn't experience an academic integrity problem at SU. But my general impression is that students often get their way on disciplinary issues.

- Students rarely have serious consequences for repeated instances of plagiarism.

- Students seem to have little fear of the system. Have heard many anecdotes of students getting off with no punishment for egregious violations.

- SU seems to have a well worked out system. Individual schools seems to vary how they handle the issue and I get the sense that we see a disconnect between the local school handling of the issue and how SU deals with the issues they handle.

- Syllabus contains the strong statement about integrity required by the university

- The academic integrity policy does not address creative work. For example the policy does not address the necessity for disclosing if the student has had external help with a project.

- The academic integrity policy is not worded in a way that helps students learn how to avoid a problem.

- The concept of an honor code and honor board made up of students would very much benefit the general tenor of the system
- The current policy is not enforced. When enforced, it is done differently by different faculty, administrators, and colleges. Sanctions for violations are not deterrents for future policy violations.

- The explicit tracking and enforcement of integrity abuses do not seem to be well considered, particularly as they rely on a first line of defense in the way of not terribly well informed faculty. Could the policy on communicating integrity policy to faculty -- especially new and junior faculty -- be strengthened, as well as the insistence on improved faculty communication with your office on all range of offenses (perhaps via a simple web form that is easy to access)?

- The hearing procedure is extremely flawed.

- The incidences which i have personally come across in my 22 years of teaching have involved inadvertent copying without attribution. When carefully instructed about intellectual property and copyright, students become more cognizant of what plagiarism comprises. I teach both undergrads and graduate students in class sizes ranging from 11 to 35.

- The only time I mention academic integrity is when I go over my class syllabus with my students on the first day of class. To my knowledge, I have never encountered any instances of cheating.

- The penalties should be harsher. I don't know why we coddle students at all on this.

- The policies leave faculty with a lot of discretion, which is good, but not much guidance, which is not so good. Having some direction would be helpful.

- The policy and procedures are not designed to minimize the influence that academic politics and hyper-competitive faculty can have on the process. It is easy to use present procedures to "punish" faculty I don't like by selectively pointing to cheating by their students while ignoring what I know my own advisees are doing. All faculty should have access to the records - who was charged with cheating, who made the charges, what was the nature of each charge and what was the final disposition of each case.

- The policy around administering course evaluations is combersome and very unsatisfactory.

- The policy does not address creative work.

- THe policy does not adequately prevent dishonesty. The administrative procedure dissuades faculty from reporting it.

- The procedure for second violations has a serious flaw. Most students found guilty of a second violation will have further sanctions decided on the spot by the very committee that denied their appeal. A few, however, will have further sanctions decided by an entirely different committee: one convened for a pro forma appeal, in which the student does not contest the charges. There is an imbalance in these two situations: in the first, the committee's original finding is likely to lead to some animus toward the student, and make additional sanctions more likely. (Which, in fact, should be the case--people who get caught cheating twice deserve to be expelled, for stupidity as well as for dishonesty.) In the other, rarer case of the pro forma appeal with admission of guilt, the committee will have a different mindset: perhaps forgiving the student a bit for an open admission of guilt; perhaps not hearing the full extent of the dishonest behavior, or hearing of it only in passing. (This happened in a case I was involved in.) And the committee will certainly not be in the tired, cranky, angry mood typical at the end of a long hearing. Perhaps this is better, perhaps worse; but the fact is, the two different circumstances under which further sanctions may be considered are apt to lead to unequal results.

- The university should install a solid policy that specify the consequence of violations. Stanford expels those who cheat upon the first violation. Good for them! SU should at least give an automatic F to the whole course to students who violate the AI policy. Current flexibility lying with the faculty is often abused due to pressure from leaders in the department and the college. Students who cheat get an opportunity to re-write and still get credits for the assignments.
What good does it do to SU if we graduate a bunch of cheater into our alum pool? Does anyone really wonder why SU is not Harvard, Yale, Standford, or Cornell?

- There are many gaps and variety of options in how to handle the infractions of the policy
- There is little communication between the office and the faculty, educating them on university policy. As such, individual faculty will address violations themselves, and as a result no one recognizes repeat violators in the system. A more clearcut reporting method should be in place with the firm guideline to instructors that all violations should be reported. Only then can repeat violators be detected across multiple classes.
- There should be a mechanism to appeal the time limit for faculty to raise issues of academic integrity.
- There’s a section in my syllabus called “academic integrity” and I discuss it as part of regular conversations about journalism ethics.
  I wish academic integrity was addressed with the new faculty as part of our initial orientation. I only learned the procedure from a suspected case.
- Though I think design & administration of the AI policy is okay, I would like to see greater emphasis on academic integrity (an honor code?) and also have a mandatory workshop for first time violations.
- To be honest, I don't know enough to say if it's the design or the administration of the policy and procedures. I have only the general impression among my colleagues and students and experience as a professor to say that these issues are not taken seriously enough among students.
- We have many new ways to cheat. I teach Spanish, and we are facing the problem of the use of translators to create the student’s compositions. I think this is not mention on your policy. It is very important to acknowledge that this is cheating.
- when offenses are discovered, my experience is that that the process presumes that instructors bear the burden rather than students. This discourages reporting of offenses.
- While I have found some examples of plagiarism in my classes, I wouldn't characterize it as "widespread.
- While some instances of dishonesty are going to be there, it is wrong to say that academic dishonesty is widespread.
To help us better understand your concerns, please explain your response. [Please indicate why you have not referred a case to the AIO.]

- 1. I've been both lucky and likely ignorant of large-scale academic dishonesty to date. 2. What issues I have had can be resolved directly and often serve as a (de-individualized) discussion point.

- 1. I am certain that academic integrity violations have occurred in my classes, but I generally do not collect evidence that would withstand a challenge by the students. 2. I firmly believe that “cheaters never prosper.” The students who I judge to have violated AI policies never, and I do mean NEVER, succeed in the course.

- A suspected group cheating scheme was investigated, and found to be unlikely.

- As a graduate student professional program, our problems are more likely to be about professional ethics than traditional academic integrity.

- As noted on the previous page, most of the problems I have faced are students’ errors of omission, rather than attempts to pass off work as their own. If this were the case though, I would most certainly refer them to the AIO.

- Difficulties obtaining proof

- First semester adjunct - do not believe I have had any issues

- I am a new faculty - so, just 2 months of experience.

- I am in my first semester at SU and have not had this problem.

- I am in my first semester at SU, so the issue has not yet come up.

- I am new to campus and have not yet taught a class here.

- I am not aware of academic dishonesty in any of my classes, though I hesitate to believe that it hasn’t happened.

- I am not sure if I have had academic dishonesty in my classes. For example, it is difficult for me to determine the veracity of signatures from hospitals etc.

- I appreciate the office's work, but I prefer to teach students integrity and accountability within the learning community and supportive policies of the syllabus and course design, rather than by external monitoring and punishment.

- I believed that the course of action was to report through my College. I was unaware that I could go directly to the AIO.

- I consult our Dean of Academic Affairs

- I covered this in my written answer to the previous question.

- I decided to keep it with the program.

- I design assignments that make it pretty impossible to cheat. There have been a few cases of “accidental plagiarism” that were just cases of students not really understanding how to cite things properly - these were typically resolved before the assignment was due (e.g., I caught it on drafts before the final paper was due).

- I did not catch a student cheating in exams or in paper. However, I noticed the issue. Afterwards, students are not allowed to carry anything (including cellphones) during exams. I closely watch them during exams as well.

- I did not know about the policy until several weeks after the occurrence. There was a time-line for when the case could be presented.

- I don’t always think that what looks like plagiarism really is plagiarism: it is often confusion about how to relate to and use sources
- I don't really think I have had any infractions in my courses... I am very clear in the beginning of my classes about the consequences. I have sat of AI boards... and many have run the way I would expect... some I think ended horribly, with the faculty siding with the faculty member for support and hanging the student out to dry. I very upset at the way that the accusing faculty member acted toward the student... the mistrust of a majority of the group with the student's evidence - accusing the student of doctoring the digital printouts of data and voting 'guilty' because the digital version of the document was not provided - we don't even have computers in the proceedings... and it would have taken a real computer power user to do what the committee was suggesting during the deliberations... it was like they were dreaming up ways to discredit the student, who in my opinion (and one other committee member's) made a error in sending a draft assignment instead of the final version... there was plenty of other evidence presented that suggested this was an error and not intended AI infraction... there seemed to be a lot of bias in the group leaning toward the faculty member who was relatively new (all from the same school) ... I also think the re-trying over and over at different levels is crazy... I have participated in at least 2 hearings that were on the fourth round... how can you allow appeal after appeal after appeal? In one case a totally new group denied the appeal... it was appealed again and the new group denied the last groups ruling and then again a new group went back to the original judgment... each time with a different rationale... and I think this one was over a year old... this suggest to me that the policies and procedures need tightening and that members need to be better screened for bias...

- I employ safeguards against cheating. My exams are open book, open notes, and are NOT multiple choice. They usually involve mathematical proofs.

- I feel that these students are young and do make stupid mistakes. I allow one stupid error in judgement, if it is not major (i.e. cheating on an exam), but no more.

- I found it was better to penalize the student and have them rewrite the paper, but didn't feel it merited involving the AIO.

- I had a few cases 20 years ago, but they were resolved using the procedures in place then. One case was one I didn't initiate but had the student in class. That went the University route I believe (also 20 years ago)

- I had doubt about the level of dishonesty (copyright infringement) being appropriate for the case to move up to administration. I did discuss the situation with my dean and my plan for resolution and she found it appropriate. In the Visual Arts this is less obvious to gage. Inspiration, and the extent to which we can consciously decipher between individual inspiration or the idea of memory informing creativity are serious judgements. I believe the policy could more effectively address the visual arts.

- I had one instance in a draft paper where a student seemed to have missed citations in a particular section... and that caused me concern. I researched the section and brought it to the student's attention. The individual gave me an adequate explanation and apology, and immediately made the correction... as well as followed up with me again later. I was satisfied, and believe this student learned a valuable lesson.

- I had one student who turned in work for my class and later turned it in for another class. I believe the other faculty member turned her in to AIO. If not, I would have. I would also turn in any other major cases like that. However, many infractions are of a more minor nature where it is unclear whether the student didn't know the rules, or was doing it intentionally. In these cases, I feel like it is best resolved by having them redo the work or by simply correcting it (adding the necessary citations, etc.). It can in that way become a learning situation, especially if it is brought up in front of the whole class during a critique. (This is an art class.) Other situations I may simply resolve by giving them an F for that project, if it seems like that would put the matter to bed. However, for anything that clearly showed intent to deceive on a major scale, I would turn them in, because I think it's important to have a pattern of cheating be publicly available for repeat offenders.

- I have always gone to my college first, and the situation has always gotten resolved, so there was not really a need to move beyond the college level.

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- I have been teaching grad classes and I have not had this problem recently. I do encourage my colleagues to refer cases.

- I have had one situation where a homework assignment turned in by multiple students suggested that the level of independence during preparation of the final homeworks was insufficient. I discussed with the students how teamwork during problem sets was strongly valued, but that each homework written up and turned in needed to represent the work of the student. No further action was deemed necessary.

- I have had only one case in 15 years.

- I have spoken with the student. I teach a foreign language to freshmen and often they get "help" from native speakers who know "street" language but do not actually know how to "help" with the grammar. I can usually tell when this happens. I feel that for them it is a bit of a gray area and they get confused. Frankly, I'd like to tighten up, but it is difficult to prove. Also, it is usually done on a project of little value to their grade, so they are not trying to gain a big advantage, but just want to get the essay, or whatever, done.

- I have talked to my coordinator about these problems. My department knows about it. We have a great support if we face a problem with a student who is using a translator or somebody to create their compositions.

- I have taught at SU for 26 years -- but an answering with regard to the past 5 years or so.

- I haven't had such an issue recently. Previously I went to and resolved such problems with the help of an assistant dean in my college.

- I met with the student, who denied having used notes during the exam (reported by other students). I decided that the simplest way to handle the matter was to give the student a course grade of "D", considering that appropriate disciplinary action by an integrity panel might not be forthcoming.

- I might have had a case with a PhD student 6 years ago who ended up leaving the program. I don't recall if AIO was involved. In general I would attempt to let the school handle it first.

- I only have experienced one case and this was several years ago. The department chair dealt with it very well and it was not necessary to go further, though I could certainly imagine there could be situations where it would be necessary to seek participation from AIO.

- I really like turnitin, I use it and feel like it helps reduce problems

- I referred one incident of supposed plagiarism to my school's associate dean and together we discussed the issue of copying without attribution. It turns out that this principle is not valued in the student's country where pirating is rampant.

- I spoke with my coordinator of the concerns I had and we resolved the situation.

- I teach a small group of graduate students. There really isn't any possibility of academic dishonesty given the structure of the class and assignments.

- I teach only studio classes. I give not written tests or assignments. There really isn't any opportunity for "cheating" in the way it is defined in the AIO

- I think SU should worry more about the lack of preparation of its students both academically and also to be more in line with its own stated policies of equity, social justice and cosmopolitanist outlooks. The students I get in my class claim that they have never done reports involving any kind of research and analysis ever in their lives. As for ethical issues ... why should they care about such issues when everything they get from the media directs them to embrace the values of competitive individualism and care only for Numero Uno?

- I think the context of the situation can determine if there is a more impactful resolution between professor and student than simply referring the situation centrally. This may not apply to all situations but central resolution should be the last option, not an early one.

- I try really hard to design assignments that do not lend themselves to academic dishonesty.
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- I try to resolve the situation myself before bringing the case to formal charges. The procedures are very intense and, I think, only warranted by very serious cases.

- I typically deal with this myself by speaking to the student, explaining the problem, and if necessary, offering a re-write. In the past, I have reported cases in which large portions of text are cut and pasted from websites or articles.

- I use every discovered case that can pretty certainly to be a case of plagiarism as a teaching moment. I give such a wide variety of written assignments to so many people (About 70-90 pages a semester to 70 freshman) that it would be impossible to monitor absolutely.

- I use turn-it-in for all of my course assignments, and I have never caught a student cheating on my exams (which would difficult, because they are essay exams).

- I would refer students who repeatedly are dishonest. My syllabus makes the consequences of dishonesty clear and so far, I had not to refer students to the AIO.

- I would report if incident repeats.

- I'm an assistant professor and this information has never been communicated to me. I handle academic honesty issues myself...and design assignments that do not lend themselves to easy dishonesty. But I couldn't tell you what the college policy is on this...beyond the statement in the syllabus we're all required to have.

- In both instances when I encountered academic dishonesty, the situations were adequately addressed within my college.

- In instances where I have caught minor cheating on an exam I have given a 0 for the test or portion of the test and have not been questioned further by the student. Had the student objected, I would have referred the case to AIO.

- In most of these cases it was not clear enough for me to make a formal accusation, so I handled it one on one with the student. In a case where I felt reasonably certain that academic dishonesty had occurred, I would refer the student to AIO.

- In my 7 years teaching at SU, I have had only a handful of academic integrity problems. One such case was due to a poor assignment design on my part, but the others were dealt with in my own department, or in severe cases, referred to the students' home school/college. I have not had any problems with academic integrity since SU made its most recent changes to the policy.

- In my classes students who are cheating during the test always receive grade F for the test; some appologized, some even dropped the class. In one incident the father of a student called me to appologize on behalf of his son; apparently his son told the father about the incident, good sign indeed. Drastic action not always works well. Give the students (who were sometimes tempted to cheat during the test) a chance for an honorable escape from mistakes. However, I never tolarate any premeditated cheating.

- In my field, the issues have tended to be more about competence and student understanding rather than willful dishonesty. With the help of my school's academic counselors, I have met with some students about both the quality of their work and how they need to accomplish it with integrity.

- In one case, I believe the student to have left citations out of the paper inadvertently.

- In the arts it is very difficult for students to do other then their own work. In my theory class the exams and student presentations are done in class and students are allowed to use notes.

- In the courses I have taught for the past seven years, which were all rather small in size, I had no suspicions of academic dishonesty in exam-taking. In problem sets, I encourage students to cooperate with each other, so academic dishonesty is irrelevant.

- In the past few years i have had only a few cases with suspected dishonesty. Most would be difficult to prove conclusively e.g. copying of lab assignment and were resolved with warning and watching.
- In the two cases I have encountered the students claimed they did not fully understand that paraphrasing requires citation of sources.
- My courses use group work and are very specific to the needs of a client.
- My drama classes are all experiential, there is no possibility of academic dishonesty in the class.
- My main concerns come with conversations from frustrated graduate students and other faculty in my department.
- My midterm was multiple choice in three versions and had semi-assigned seating. It didn't seem from the grade results that cheating occurred.
- One student copied the responses from another's reflection essay in a WRT 205 course. I did not feel that it warranted going to the AIO office, since it was a minor assignment. Plus, the students involved did not dispute the zero credit given for this one assignment.
- Over the years I have resolved these issues fairly, firmly, and satisfactorily without involving my student and myself in what I perceive to be a rather inconvenient and time-consuming process. That said, were I to encounter an especially egregious case of cheating I might very well seek resolution through the process that has been set up by the University.
- Procedures for cases of academic integrity violations are time consuming. Such violations should be met with publicly visible civil litigation procedures. My first consideration is to save time. Initial draconian retaliation for violations, although time consuming now, will bring the frequency of violation down sufficiently to save substantial time in the future.
- Since my classes/assignments are in Russian, it's just much easier to deal with integrity issues myself.
- The case was not particularly severe and the student truly learned the lesson from this incident.
- The cases were obvious, and I lowered the students' grades.
- The format of my courses is such that cheating is incredibly difficult as it relies on original production in response to unique problems.
- The matters that I have dealt with have not risen to quite the level that would merit going to AIO.
- The nature of our classwork makes it pretty hard to be dishonest.
- The situation was very minor. I addressed it directly with the students involved and resolved the situation. Beyond the one minor case, I have not had any incidents of academic dishonesty in my classes.
- The student admitted when confronted and I said the next time I'd take her before the university Committee.
- The student immediately confessed and I made a decision to have the student make up work.
- This survey does not have much relevance to what I do. I am a studio violin teacher so there is no way for students to “cheat” on their assignments. They either play it or they can’t. Any way that they can arrive at technical mastery is “fair game”.
- To judge if a suspected incident is indeed an incident of academic dishonesty requires significant knowledge from the academic area in question.
- Typically I have policies in place that deal with issues in the class and then I refer the incident to the Dean's office in the school that I teach.
- While I do not actively “police” students, whenever I am confronted with a case of breach of academic integrity, I make a big deal of it. (I have re-administered exams for entire classes, etc.) I always write-up the incident and refer it to the Assistant Dean for student services. No students have ever
chosen to deny my accusations, although they are well aware that they can. The dean puts a sealed envelope in their file, which is only ever opened if there is a second incident.

- While the situation was not academic dishonesty as per the policy, the incident was a minor violation of common sense in a test-taking situation.

- Work is project based in our department and the student in question clearly did not do her own work, was very unprepared for college and ended up leaving SU for another, more appropriate setting for her abilities.

- Your choices are too limiting. Why did you load #3 with "exclusively?" The cases may have been handled well within the school or college and it did not need to advance the AIO.
To help us better understand your experience, please explain your response. [How satisfied were you with the manner in which the case was administered?]

- A student had submitted portions of a paper written for another course that were relevant to an assignment in my course. This was treated as a learning experience for the student in the boundaries of use of his own work.

- Again on the letter sent to the student—[In the past the letter that went to the student wasworded more strongly. I found in the two cases that I forwarded that the letter from the Integrity office did not emphasize the seriousness of the issue and one of the students just ignored it and tried to drop the course.] Again, I am at the very beginning of the process. I filed the Violation Report form and documentation just a few days ago, and the student has just been notified of the AIO’s involvement. It is, therefore, too soon for me to answer this question.

- An adjunct professor brought an isolated case to the Area Director where it was overruled. All other cases were handled better.

- By responding that I have reported cases, I must clarify that I have consulted the Academic Integrity Office on matters of widespread academic dishonesty which were subsequently handled "in house". Also, I believe there have been instances of academic dishonesty that have arisen in my courses which were reported to the AIO, but not by me. As such, it may not be appropriate for me to answer this question either way.

- Case 1: I was referred immediately to Misty Shutt and she got back to me. She spent a lot of time on the phone and explained the process. After seeing the student, she called and we had another conversation. I thought she was very insightful. The situation was very upsetting to me and I felt very reassured by talking with her and recommend the office to everyone. Cases 2 and 3: These were several years ago and the process was different. I felt the office was very helpful at that time as well. There was one paperwork error that I needed to contact the office to be fixed. But all in all, it was a positive experience.

- Even though in the plagiarism cases I reported I had very ample evidence documented and turned in with my report, the presumption seemed that the students were not at fault. Once a hearing was held where the documentation was clear but one of the committee faculty members said in defense of the student; in my discipline we don't need to use quotation marks.....

- Everyone involved, including the academic integrity officer at my school, the hearing board and the support staff, acted prudently and professionally to simultaneously protect the rights of the accused student and uphold school policy.

- For the few cases that were appealed, I presented the evidence and my sanctions were upheld.

- I am not sure what was done to the students although this was not my class.

- I caught a student who submitted several assignments that had been turned in a previous semester by another student. Ultimately the student was suspended from the university.

- I dealt with the cases internally and forwarded reports to College committee and AIO, in part of determine if student had other violations. Never hear back after that, so what happens after that is unknown to me (?).

- I did not hear about the cases at all after my report was submitted, so I cannot say.

- I don't have enough information about how the case was handled to answer this question in detail. My impression was that the case was handled well.

- I don't know what happened.
- I don't like the way you have asked this question. The person who helped me was not the problem. They were helpful. The policy was cumbersome and ineffective.

- I had excellent advice from the college officer in charge of academic integrity.

- I have brought academic-integrity charges against students that were upheld and I have served on academic-integrity panels. Both have been thorough, fair and satisfactory.

- I have referred several. In two cases, I was very pleased with the administration AND the outcome. On the last one, I felt the process was handled well but that the consequence was far too little, given the offense.

- I never heard what happened after I reported the issue.

- I referred a case several years ago, where the student had quoted from three different web sites without citing her sources. This was a first-semester freshman who was also an athlete on scholarship. After speaking to the student about the situation, I became convinced that she had made the error out of ignorance rather than dishonesty. I then regretted having reported the incident to the administration and would probably not do so again unless a much more egregious situation arose, such as a student buying a paper online. If I had to do it again, I would have talked to the student at length about the problem and asked her to redo the assignment. I think that would have produced a more important outcome.

- I referred the matter but never received a report on the outcome, which I would have appreciated.

- I think things are generally handled with a high degree of moderation.

- I thought it was handled fairly and appropriately.

- I thought the meeting was simply a formality and that most people on the committee had made up their minds before evidence was presented.

- I worked closely with the Academic Integrity Office and the students' home college to resolve the situation. I believe it was handled professionally and fairly and the two students involved learned a lot from the experience.

- In one case I had a huge hassle before the case was heard, but ultimately was satisfied with the outcome. In the other case, the student appealed then didn't show up for his hearing. The outcome was once more satisfactory but in neither case did the process really work smoothly.

- In one incident, I was and, in the other incident, I was not.

- In the majority of the cases the outcome was as it should have been. The student cheated and they were found to have cheated. However, in my first ever case the cheater got off because she cried and the students on the panel felt sorry for her. Almost every other member on the panel said I proved my case. It was very disheartening, that it could come down to a "show" for the judges when the facts proved the student had cheated.

- Initial panel results should not be dismissed. Faculty should have more voice.

- It was a clear case of plagiarism and I think most on the committee agreed and decided accordingly. However, the process of going through this was quite difficult and time consuming, and I would have to think long and hard before reporting a violation again. It took a long time for the hearing to be scheduled from when the complaint was first brought forward - it was almost two months before the hearing was set and the time in the interim was very difficult.

- It was clear and not an assault on the person's character, but a punishment for a violation.

- It was so difficult to find out what the process was supposed to be within Whitman.

- I've had just one case. I submitted documentation to the dean. I later received a memo from the dean stating that the student was accused of plagiarism. That was the last I heard. It was easy and clear on my end but I do not know the outcome (this was > 1 year ago).
I've never been dissatisfied after reporting a student, and I've been through this a few times. I will say that I feel like, a few years ago, the office’s response was more palpable, more visible. I was aware, a couple years back, that students were being mandated to attend sessions, and I’m less aware of that now. Last year, in the fall of 2009, I reported a student and told him he would have to attend a session, and to my knowledge he never had to.

Lengthy, time consuming.

My decision and penalty were not disputed/appealed. One student was allowed to drop the course after the case was reported. That was ok with me, but it does seem that the policy is not enforced uniformly.

My student was required to take a seminar on plagiarism as one of the penalties. I don't recall having heard back that she did, in fact, attend.

Once I filed the paperwork, it was out of my hands and resolved well.

Our questions were answered quickly and clearly. The office was supportive and helpful.

Previously, I received a copy of the letter from the Acad Integrity Office to the student, but this did not happen in the most recent case I reported. I do think that faculty should receive a copy of the letter. In cases where I needed advice re how to proceed, I have found the office very helpful.

See my answer to the first question. [I have had 2 serious violations of academic integrity and in both instances it was a waste of time: lots of work for the instructor and absolutely no consequences for the students despite the fact there was no doubt about the violation.] My complaints were filed with the person responsible for academic integrity at the School of Management.

See previous comments [I have had the impression that university representatives support students rather than faculty. This may be unique to particular individuals.]

See previous comments. [My queries on a CAS case went unanswered. I was advised by CAS to include unnecessary material and to unnecessarily involve other people in a case.] Note that I found the feedback from the University AI office very helpful.

Still in process

Student dropped the class; it seems as if such cases create a lot of work and there is little feedback, so I try to prevent plagiarism.

The administration did hold the student responsible for his actions, they did not back down.

The case in question is already known to the AI office, but suffice it to say that an egregious case of plagiarism by a high-level graduate student was not handled well after the student enlisted the aid of a lawyer. It is not clear that an AI appeals panel even followed our own rules.

The case is currently being dealt with but so far I have had no dissatisfaction with the policies and support available.

The case was handled professional and I was kept informed of the case

The cases were treated with appropriate concern. I always find the Office of Academic Integrity to be extremely helpful (advice, policies, etc.) with these cases.

The disposition of the case was thoughtful and appropriate.

The kid was clearly cheating but somehow "beat the rap."

The penalty which I assessed was mild and was upheld by the process. While the accused vehemently contested the accusation and produced character witnesses, reason prevailed. This was not the case at another university where I had similar experience.

The situation was resolved in such a way that there were limited consequences for the student and I was not part of the decision making.

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- The student clearly downloaded a paper and received a course "F." However there was little to prevent the same student from downloading in a repeat of the same class--the causes of plagiarism were not specifically addressed, and the instructor of repeat class was only by chance informed of the plagiarism.

- The student was able to drop the course before a decision was made in the case. The academic integrity committee heard the case and decided that the student did cheat on my exam. There was no real consequences for the student because she had already dropped my course. Therefore, I was unable to give the student an F on the exam or in the class because the student was advised by her UC advisor to drop the class. I had no idea the student had dropped the class going into the meeting. I was told this was a loophole the academic integrity office was unaware of, but that they would now change the policy. That is any student who has a pending case cannot drop the class until a decision in the case has been made. I'm not sure if this policy was ever formally made.

- There is nothing to explain. The case was very straightforward and adjudicated fairly and efficiently.

- This refers to a case 3 years ago; I have another one that is currently before the office and is not yet resolved. So I can't comment on that one.

- This was many, many years ago, and I'm not sure if it was called the Academic Integrity Office, but the case was adequately resolved. I know that I did bring up two students for academic dishonesty.

- This was years ago, and I think policy has changed since then. I didn't think they took it seriously enough.

- To my knowledge, the sanctions I recommended in the violation reports I've filled out have always been approved and accepted by the student involved.

- We were not able to prove the case. It involved creative work (art work).

- Your procedures are sound and you follow them faithfully.
To help us better understand your reasons, please explain your response. [Please indicate why you do not use turnitin.]

- Academic integrity is something to teach, not to satisfy corporate greed.
- All written work is completed in the classroom
- Any written assignments are so course/section specific that plagiarism is very unlikely (or would be very easy to spot).
- Any written work submitted in my classes goes through my rather large cadre of graduate TAs. In order to use turnitin, I would have to spend time training them to use it. Also, I think we would be overwhelmed by the amount of plagiarism we would detect and the aftermath might be nightmarish.
- Art studio=limited written material
- As a writing instructor, I feel it's my job to work with my students to develop ethical practices, and to create an atmosphere that fosters learning, rather than prioritizing policing.
- As I stated above, the papers I assigning are based upon students' experiences in their field placements, and I become familiar with those experiences over the course of a semester, so I don't find it necessary to have an external check as one might do on a conceptual, theory or literature-based paper.
- Do not find it relevant to the kinds of assignments I give.
- Every semester I create paper assignments that are very specific to each student's community fieldwork.
- Have never tried it, and it has never been adequately explained to me.
- Having submitted my own work to turnitin and receiving an assessment that portions of it were plagiarized (when, of course, I knew they were not), I do not have faith that this is a good instrument to use for student work.
- I also design assignments that do not led themselves to integrity issues
- I am considering using it, but as students can access it as well, to "check" if their papers register as being copied, there will eventually be (and maybe already are) ways around it as a preventative device; thus, using other means seems prudent.
- I am told by colleagues that Turnitin really doesn't catch the kinds of plagiarism that our students are likely to employ. Students who are desperate for ideas will change the vocabulary of sentences that they copy from other sources, often resulting in awkward turns of phrase that are easily identifiable as inauthentic ideas but hard to track down. In most cases, when I see sentences like this, I don't have to fuss too much about trying to track down the source the student drew from, because the paper is usually uninformed or unformed in other obvious ways, and I can usually assess the student's lack of effort on the paper and in the course without having to prove their dishonesty (which can be a maddening task). I am also under the impression that Turnitin only looks at sources that are publicly available in HTML format. I don't think it would catch plagiarism of scholarly sources accessed through the library's online database, but I'm not certain about this.
- I create written assignments that are almost impossible to plagiarize because the topics are so individualized and esoteric. If I find a suspicious passage in a paper, I google it and have always been able to find the source of the plagiarized material.
- I design assignments that are unique and require unique data work, so plagiarism is difficult for them if they were to try.
- I did not know it was available here. Not sure I will pursue this option as I worry that it might foster distrust, be time consuming and difficult to use.
- I didn't know it existed.
- I do not know about turnitin
- I do not know what this is.
- I do use Turnitin when my courses require written work.
- I don't assign research or report-type written work - Much is submitted in powerpoint and is summary of original project assignments by students - reflecting industry marketing practice. Or case analysis where they are solving a case problem.
- I don't assign written work, but if I did, I would use turnitin. I think it's a great resource.
- I don't know enough about turnitin, but have heard that it's somewhat problematic.
- I don't know how to use it.
- I don't know what turnitin is
- I don't really know how it works. I prefer typed papers for tactile reasons.
- I don't want to learn how to use it and have instead tried to design assignments in which turnitin would not be very useful.
- I emphasize the need to cite authority for propositions, quote, ideas. Not sure what turnitin really is.
- I frequently use online searches to verify the originality of student work
- I have been teaching grad students for the last few years and it seem inappropriate to me.
- I have found using google is faster and easier. The typical breach of academic integrity comes from cutting and pasted material from the internet
- I have never attempted to use turnitin. My assignments are fairly specific and I had not had the need to double-check my students in this way.
- I have no problem using it, and have used it in courses on other campuses when I suspect plagiarism. Haven't needed it here at SU yet.
- I have not heard of this program
- I have not investigated the benefits and disadvantages of the program.
- I have not learned how.
- I have not used it, but from what I have heard, it is not thorough enough. It just addresses if there is a citation present where needed, but not if it is done in correct APA format.
- I have not used it--in part b/c I don't know how, but also b/c I prefer to read on paper.
- I have over 300 lab reports to grade each week. My perception is that is would be too time consuming to add turnitin on top of the regular grading duties.
- I have small classes. Students write about their own work.
- I have some written assignments and do reserve the right to use it (per my syllabi) but have not really done it yet. I try to repeat the necessity for honest work and do some checking of references if I get suspicious. This is how I have found violations in the past.
- I have to teach my T.A.s the basics of Blackboard while I remain one step ahead of them. Why doesn't the university provide for proper training of TAs in Blackboard technology, so that between the professor and the TA everything will be covered? I just found out that my TA had not activated the basic services on BB that I had asked her to in the beginning of class. Why aren't there compulsory classes for TAs in this technology? I am having to both train my TA and keep up with the technology myself? If SU wants us to keep up (and spends the money to provide the technology) it needs to take responsibility for TRAINING those at the frontlines.
- I have very little written work in my classes.
- I have yet to take the trouble to learn how to use it.
- I just tell them that at some point in the semester, I will google portions of all of their papers - if they can find it online, so can I. I also give enough writing and we do enough talking that if a paper doesn't "sound" like a particular kid, there is usually a reason and I can trace it.
- I knew that the university had some sort of connection with turnitin, but I didn't know anything about it. However, due to the nature of my writing assignments, I can usually tell when a student is going to plagiarize by the topic he or she proposes to write about and can prevent the plagiarism. When I fail at prevention, I can often (but certainly not always) find the source of the plagiarized material via Google.
- I like to think that my assignment designs (e.g., seeing student notes and drafts) discourage dishonesty. Still it has happened.
- I make sure to check all written work at various stages of development so plagiarism is just about impossible; also I make sure to ask such text, passage, and topic specific essay questions that plagiarism is very difficult to carry out.
- I might use it for large lecture courses that assign writing, but for smaller classes I think it's best to work with students to teach protocols of research integrity.
- I often suggest that students provide handwritten essays and encourage spontaneous writing.
- I prefer to give written assignments that are specific to the course materials and vary from semester to semester so that plagiarism from online sources is impractical and readily apparent (i.e. necessarily produces unacceptable work).
- I prefer to work with my students on a personal level and have found that they respond well to being counseled my someone who is directly concerned with their development.
- I recommend students to check their paper at turnitin before submitting it, but don't require it.
- I reserve the right to use TurnItIn, but only use it if I suspect a problem. I design assignments that are unique and difficult to plagiarize.
- I should have a look @ turnitin but haven't got around to it yet.
- I strive to design assessments and analytic assignments that by their nature avoid the possibility of plagiarism.
- I teach all graduate students and have higher expectations that they know about academic integrity and that I don't have to police them in this manner. Although I have had a case of academic integrity with a graduate student, my hope is that this was the exception and not the rule.
- I teach math courses. Written work is not papers or essays. Hadn't thought about using turnitin for Lab Projects.
- I teach math.
- I teach physics classes, mostly, where there are no papers or the papers are very specific. I also develop the papers in stages working with the students, which I can do as the classes are small.
- I teach PR Research and PR Campaigns. Students conduct original research and design original campaigns plans. Their reports are quite specific to the "clients.
- I tried to use it once and couldn't get through. I'll try again, but it should be easier to use.
- I try to come up with non-traditional written assignments
- I try to design writing assignments that aren't easy to complete by cutting and pasting from sources. I also review drafts of student work so can work with students on incorporating source material without appropriating it as their own.
- I use another program that automatically detects software plagiarism.
- I use turnitin for homework, but not for exams. I give exams in class, during a regular teaching hour.
- I used it at another institution. It confirmed problems that I already found. Also, I do not want to read student papers on the screen. Thus, using the service requires 2 submissions from students and 2 reviews on my part.
- I used TurnItIn when teaching high school students (seniors) and found it effective as a learning tool. However, I also found that the rate of false positives was high and took up time to look at everyone's essays. Although I can see the program's benefits for some courses with research, I feel it should be the instructor's responsibility—no matter what the content area—to review what is/is not considered plagiarism, as well as how to cite source material properly.
- I would love to use Turnitin.com as a teaching tool to help students see where their writing approaches the limits of plagiarism and to help them understand when and where it is important to cite work. I also believe it can be a valuable tool for teaching the distinctions between summary, paraphrasing and quoting. However, I have severe issues with the way that technology is structured and distributed across campus. My primary difficulty is the number of steps and procedures it takes to create, submit, and retrieve assignments. The benefits are not worth the time, especially since many of the courses I teach require writing that is hyperspecific to course projects, and so my assignments would be difficult to plagiarize. However, we do often talk about copyright laws, especially as they pertain to images and other content students may want to use from the Web.
- If you know your students you learn their speech and writing styles/mannerisms. Given I read all my students work myself, it is easy to spot plagiarism. If I ever have questions on work I have others look at it, and run it through the computer searching for phrase and sentence matching.
- I teach only graduate students and am able to evaluate where their information is coming from.
- I'm unfamiliar with turnitin
- In a foreign language class, it's easy to detect work that was not created by the student. The few cases where I've seen plagiarism have been resolved by addressing the issue with the student.
- In the music industry classes, what is written in the trades, newspapers and web-based news articles is what students are required to read, analyze and research. Representing such material is done either in a classroom presentation by student groups where sources are listed or if a paper is written, the source is quoted and cited. I explain to students that all sources must be cited and annotated accordingly.
- It was not working/available at the time of the violations in question. Based on these experiences, it seems rather futile to a) track and detect instances of violations; and b) report them. Thus, I no longer use assignment in which students can cheat.
- It's very easy to know if a student plagiarizes in my classes.
- I've never been shown how to use turnitin. I'm fortunate that I understand how to collect essays via Blackboard.
- I've never had any trouble catching students on my own; it's mostly web based stuff. I get about 1 or 2 cases a year as it is. Years ago I fed Lemoyne College's plagiarism policy into "Turnitin.com" and saw that they had lifted it uncited from the University of Nevada.
- I've never tried it, so I'm not sure how time consuming it is, but it seems likely to be a significant additional burden on my time, or that of my TA's.
- little knowledge of it
- Math class. Exams are the only opportunity in my class for cheating.
- Most of my assignments are lab reports. I rely on my TA to catch cheatings. If we are in doubt, we ask students to give a demo of their labs. That works quite well in my class.
- Most of my classes are large performance classes with little writing involved. The ones with writing are quite small and I believe I am able to monitor students well.

- Much of the work is handwritten. Also, does turnitin work in foreign languages? I don't think so...

- My assignments are in Russian and turnitin doesn't help me.

- My assignments are not always a straight paper, and in some cases use public templates anyway. I look for how the student customizes the approach and cites references, not whether they are original in everything as this the way professionals do it in the field.

- My assignments are so individual to a given class in their requirements that they could only plagiarize from each other and students resist allowing classmates to do so because I have made clear the seriousness of consequences not just within the class but to their reputation in a department where our relationship will continue through four years and might continue (as a reference) for a considerable period of time.

- My homework involves mathematical proofs rather than prose.

- My problem sets involve mathmatics.

- My students are all writing in Spanish- for many a foreign language and for others not a language they are accustomed to use for papers. I can see "problems" such as copied phrases immediately because the grammar and expression to simply too advanced.

- My students do turn in papers through blackboard. I didn't realize the "turnitin" feature was any different than the assignment link that goes directly to the gradebook. I find that convenient. I have seen no need to check these papers for plagiarism. The topics and sources are specific to the course. I think I would detect any questionable material.

- My written work is driven by a series of problems (small cases) that I changes each semester. The writing is done in a specific format and is easy for me to spot 're-use.'

- nature of work assigned makes it difficult to cheat by using others' work (e.g., team projects, level of originality required, iterative nature of work submitted, etc.)

- new adjunct --not familiar with how turnitin works

- Next year, please explain what "turnitin" is. I'd heard something like this exists, but I didn't know what the name of the site was.

- No idea what is turnitin

- no instructional session on how to use it

- Not applicable to my students.

- not familiar with turnitin

- Since I give very specific course-related topics for papers and change them every year, the chance for dishonesty is reduced, but the best way to control, is to see the quality of the papers. In a very few cases, I asked students to come for an interview about their papers, how they collected the material, what sources they used etc.

- Since my classes have grown to over 60 students there is not enough time to grade written material from undergraduate classes and to do research and advise graduate students.

- Students have to use randomly assigned reading material, so there is less chance of finding something online. Since I assign many writing activities throughout the semester, I can tell if the tone/writing is not the student's.

- Students must reflect on events that occurred in my specific class. As such, their written papers are unique to specific events that occur in specific classes.
students submit drafts of sections of their research papers for my review throughout the semester. If I sense that they are not using their own "voice" or that they could not possibly know what they have written, I ask them to cite the source. I also try to teach how to paraphrase information correctly.

- Technical mathematical discourse, exclusively, is required in my courses. Turnitin doesn't help with that.

- The assignments I give are Excel based and quantitative.

- The assignments I give are multi step. Students must turn in research and phone numbers and documentation. They also must rewrite assignments. All this makes it almost impossible for them to plagiarize. I also do a unit on attribution.

- The courses I have taught for the past 5 years require a lot of writing, but no research papers of the traditional kind. The way the assignments are structured makes academic dishonesty very unlikely.

- The kind of work I ask from my students makes it virtually impossible for them to cheat.

- The kinds of writing I assign are unlikely to be found by Turnitin.

- The majority of my work is applied music lessons and coachings. I assign a relatively small amount of written work overall.

- The material that students have to write is unlikely to be available on the internet/books etc.

- The papers I assign are experiential (like journals) so can't be copied or found by Turnitin.

- The projects I assign are not likely to match existing work in the literature, or projects that might be standard in other courses elsewhere. But I am fairly confident that I can recognize when the writing is not the student's own, and when I suspect that to be the case, I then set to work to track down sources.

- The type of work students do for my "skills" classes does not lend itself to this type of cheating. Academic Integrity is an issue, but not in the traditional "writing of papers" sense.

- The written work I assign to my students addresses material in a format not currently available from other sources.

- The written work in my class is typically preparation of summary reports on data obtained in class or through outside of class projects.

- There are so many new systems that we have to learn constantly as faculty: blackboard is updated, mid-term reports through myslice, summer effort certification, IRB updates, many surveys like this one, onerous reimbursement protocols. The onslaught is endless. I could spend all of my days chained to computers and taking classes to learn better technologies for teaching and required technologies for administration, but never get to any of the real work that I need to be doing. We have to make decisions constantly about what is worth investing time in learning - what will be worth it because it really improves the work that we do. Instead of learning Turnitin, I give students assignments that they can't possibly plagiarize. They are based on field trips and projects unique to the class, or a particular place or time. I think it's great that SU uses Turnitin, but I haven't dedicated the time because I don't yet trust it will be worth my time.

- To date, the writing I have assigned have not been of a nature that would be susceptible to plagiarism.

- Turnitin does not distinguish among cheating, improper citation, and patchwriting. A paper bought from a paper mill could, in theory, pass a turnitin examination, as could other forms of cheating. Also, turnitin makes it too easy for teachers to neglect to speak with their students about the differences between patchwriting, something students often do when learning a new discourse, and which is in fact a part of learning a new discourse, improper citation, and cheating (such as having someone else write the paper for you, or buying a paper online).

- Unaware that it was available for faculty use.
- We have a different problem with translation and work made by others. Or having too much help???
- Whatever it is, it is probably not relevant to math at the calculus or post calculus level.
- When I do give writing assignments (usually case analyses), there are a small enough number for me to detect dishonesty.
- When I suspect a violation, I simply copy and paste a portion of the text into google. This has worked well for me in the past.
To help us better understand your usage, please explain your response. [How do you use turnitin in your classes?]

- All blackboard assignments are created via turnitin
- Any paper I suspect might be plagiarized I run through the turnitin system.
- had one paper checked because it was so sublime and student grew up a non-English speaker, but every phrase, every source held up 100%
- I actually think Turnitin is not the best tool - I hate to see instructors become over-reliant on it...
- I check papers periodically and/or at random.
- I consider the plagiarism as largely an issue of understand - students don't realize the rules and therefore I use Turnitin for instructional purposes (primarily)
- I did try to use it a couple of times but stop using it.
- I do both
- I do not use turnitin for the writing process. I do not think students need turnitin as a way to learn how to cite sources properly. Also, I worry that giving students a way to test whether their work passes a plagiarism test helps to entrench the very damaging idea that the real issue students need to think about is the practicality of not getting caught.
- I have my students upload their papers in addition to turning in a hard copy. I check the Turnitin reports to make sure there's no obvious plagiarism, but the nature of my assignments tends to prevent problems.
- I have on the syllabus that papers might be sent to turnitin in case of potential academic dishonesty
- I have suggested that students concerned about possible plagiarism in their papers use turnitin.
- I have used it only once and I used it at the end. If I were to do another writing project, I would use it from the beginning. I was very traumatized by the time it took me to deal with plagiarism cases, and I have backed off from having my students write. But, I think using turnitin would be a good way to go from the beginning, so the professor is not left in a bind at grading time.
- I only use it when I already suspect plagiarism. In such instances I have obtained electronic copies of the paper in question, and then uploaded it myself turnitin.
- I only use it when I suspect plagiarism
- I teach upper undergraduate and graduate classes. Students entering my class should know how to cite references. I only check their final work. What is the point of using it during the writing process? I do not believe those who violate the AI policy did not know what they were doing. Enough baby sitting. We are a university!
- I tried having all assignments go through turnitin. Now I tell students that I will do it if I have doubts and they can do it themselves to check their work before they submit it.
- I use it in rare cases when I'm suspicious of a student's work.
- I use turnitin *after* students have submitted their work to me.
- I use turnitin as a tool for students to help them understand the importance of crediting sources
- I use TurnItIn for term papers. I may begin to use it for formal laboratory reports as well.
- I used to use it during the writing process, but students just learned to change a few words to get by.
- I would like to use it more than I have but at times it has not been available on blackboard under tools.
- I've had some issues with it, mostly my lack of experience in setting things up on Blackboard. The time cutoff creates some problems because in a distance learning class students live in different time zones.

- Students are required to hand out their SPA 202 final paper to turnitin at the end of the semester.

- Students upload a final copy of the paper. I discuss it with them ahead of time so they know what the expectations are, and how to properly cite their sources.

- Turn it in catches plagiarists on essays assigned in my large lecture course. Every year I have found plagiarists—but I am speaking of 1 out of 100 students. Turnitin has also caught students using another student's paper.

- We appreciate the percentage given which helps us to gage how serious the issue are/
What has been the impact of using turnitin in your classes?

- A couple papers have been shown to be partially plagiarized and the students have been duly penalized.
- A good reminder for students
- Better use of citations.
- Can't say.
- concerned about wide spread of academic integrity among college students these days
- decreased plagiarism
- fine
- First year students and students unfamiliar with conventions of citation have specific example of how to cite material
- For some students it has brought to their attention that even when there are quotation marks and citation source in a paper, if too much of the paper consists of quotes from others, that is not a strong or acceptable paper. I suspect it may have discouraged some cut and paste from the web.
- Found several episodes of plagiarism, but only a couple.
- Hard to say. I suspect that announcing we're going to run a check may discourage plagiarism. I've also detected plagiarism in papers where I did not announce it, but used it because the writing did not match the student's capabilities.
- Have confirmed two cases of plagiarism. Also, I have told students that TurnItIn will be used and I believe it has discouraged plagiarism.
- Haven't used enough to judge yet.
- How do you expect people to answer this question? It's completely arbitrary. How is impact defined or measured?
- I did not find any paper that showed more than 15-20% of plagiarism
- I don't need to worry about the originality of a paper, which is a great.
- I have been reassured that students have not been egregiously plagiarizing.
- I have caught a number of students plagiarizing from web-based sources
- I have only used it once, and it was ineffective because the correct answers were similar enough I got a lot of false positives, and no real proof of any plagiarism.
- I have the students submit there papers 24 hours before the hard copy is due so any problems are caught.
- I haven't used it from the beginning. Only the 2 students who plagiarized knew I had used it.
- I think fewer students have been tempted to plagiarize.
- I think students are being more careful.
- I typically find 1-2 cases of serious plagiarism in a writing intensive class of about 25 students. These are cases I wouldn't have found without turnitin.com. It also allows me to identify and help students that aren't clear about proper citation techniques so that I can help them.
- I would not know. I started the semester off by using it.
- It has been a deterrent to plagiarism
- It has been extremely helpful in quickly identifying cases of academic dishonesty.
- It has enabled me to concretely and directly address students when they have lazily copy and pasted text into their papers.
- It has improved students ability to understand how and why to credit sources and give credit for intellectual property
- It helped me confirm at least two cases of plagiarism.
- It is beneficial for both the students and myself. They are able to review their citations and check the authenticity of their work. I can correct papers on-line and check for plagiarism.
- It is time consuming, but fair and objective (it spots things I wouldn't spot on my own). It does not catch everything. It is imperfect, but better than my own judgment, so it is helpful.
- I've had no issues.
- Little. Because of the way of citing legal cases and issues, including quotations, I haven't found Turnitin terribly helpful in the law classes I teach.
- made students aware they can use it to double check themselves rather than just be a punitive action
- minimal
- Minimal -- I use it only sporadically
- My students are more aware of the "dangers" posed to them by plagiarizing.
- My TAs have caught plagiarists they probably would not have found otherwise.
- No impact as of yet
- no results of misconduct
- No way to assess this.
- None that I can detect.
- None yet.
- None.
- None... no instances of cheating have been identified yet.
- Not too much at this point. Plagiarism has consistently been detected without it, and just confirmed with the software.
- Nothing thus far. But its helpful to know it exists for fact checking if necessary.
- Occasional recommendation that a student review their product and revise if any materials were not appropriately cited or used.
- Once the papers have been processed, it allows me to read students' papers without (or with very little) suspicion of plagiarism. This creates a much more positive environment in terms of assessing student work. It allows me to focus on assessing their ideas and their research abilities, as well as on improving their writing instead of wasting time chasing down suspicious passages.
- Only used it once, so can't comment on any impact. It did not uncover any plagiarism.
- Positive.
- Relief to know that my students will always hand out their own paper and not a pleurgerized one.
- removed all doubt about only student whose work I questioned
- Simple assurance that plagiarism is not occurring.
- So far I only found one violation using Turnitin; therefore I believe it does have an effect on students and deter them from cheating.
- Some confusion about how it's used.
- Students are fearful
- Students are more aware of possible plagiarism on their part.
- Students are more aware of their citations and references.
- Students are more aware of what is considered acceptable and not acceptable. For example, quoting someone is fine provided that it is so indicated in the paper.
- Students are more diligent.
- Students can check their originality before submitting the paper. And I can check the original papers that the students have not paraphrased well.
- The first time I used it I caught several minor cases of plagiarism. Now I'm requiring students to submit to Turnitin before submitting the paper for grading. This seems to be working better.
- There have been very few instances of improperly cited sources since we started using turnitin.
- This is the first semester I am using it. No results as of yet.
- Unclear.
- unsure
- Very helpful. Students have been surprised at what they Improperlyncited
- We had only 2 cases which is actually good
- When the students are allowed to see what has been submitted, they do not plagiarize
Do you intend to continue using turnitin? Please explain your response.

- A good reminder for students
- Absolutely. This software saves professor tons of time and also can provide indisputable evidence should a hearing become necessary.
- But again, only where necessary. It's been helpful in showing me what was and wasn't original, and in some cases, freeing a student's work from suspicion.
- Can't hurt.
- Definitely!
- Depends on the class. The ones I'm currently teaching don't include papers.
- Essential to my teaching function and student education. We need more training and awareness of this across campus so it gets used more. It will cut down on the number of cases of dishonesty and angst
- Evidence, rather than suspicion, is the better tool to use.
- For the reasons indicated in my previous comment. [I do not use turnitin for the writing process. I do not think students need turnitin as a way to learn how to cite sources properly. Also, I worry that giving students a way to test whether their work passes a plagiarism test helps to entrench the very damaging idea that the real issue students need to think about is the practicality of not getting caught.]
- However, some colleagues have raised legitimate concerns about a private corporation being able to accumulate students' intellectual property. So I will have to rethink continuing use.
- I believe that using Turnitin is a wonderful idea. As I mentioned previously, students perform a three page paper in Spanish for the first time at the end of the semester and you want to make sure it doesn't come from any source but their own
- I don't use it as often as I should, but I intend to use it when the writing looks to good to be true and will propose to reinstate it in a class where we used it systematically on all papers once but not in the next iteration.
- I feel it saves me a lot of guesswork and detective work. The only aspect I don't like is that once when I wanted to see a paper (written by a student in another school) that had a lot of matched material with one of my student's papers, there was a cumbersome process to be able to view it. At the end of the semester, I just didn't have time for that. I had thought that all the papers would be easily available in an online database.
- I like to air on the side of caution.
- I need to spend some time over break getting more familiar with it. I would love it if the university offered instructors some course in using Turnitin.
- I teach a large lecture course on an annual basis and my TAs do all the grading so I need the assurance that Turnitin offers.
- I think I will use it for the future to check students' writing assignments.
- I think it encourages them to do their own writing. I mostly teach graduate students and for them, using Turnitin is less about plagiarism than making clear what are the standards for appropriate writing and citation.
- I will always use it from this point forward.
- I will for another writing assignment.
- I will use it when I suspect a paper has been plagiarized
- I would like to be more consistent in using turnitin. It's a bit tedious to do for every written assignment. It also does not help for mathematical work for a number of reasons.
- if a paper seems too polished I plan to check it
- In the event that I assign outside writing exercises, I would use turnitin
- It catches plagiarists--students who copy sources from the Internet or who use another student's paper.
- it helps both the teacher and the student
- it helps me to confirm a suspicion of plagiarism
- It is a convenient means to monitor students' adherence to the code of ethics.
- It is a good method for validating suspicion of plagiarism to students.
- It is a useful check.
- It is a useful tool.
- It is a valuable tool for detecting plagiarism or cheating.
- It is a very worthwhile tool
- It is encouraged for the course I am teaching.
- It is the best method we currently have for detecting plagiarism.
- It is very helpful.
- It may help to determine cases of plagiarism, but writing exercises in my classes are designed and directed in a way that it is very difficult to plagiarize.
- It not only cuts down on plagiarism but on lazy writing as well. It also serves as a reminder that integrity is important simply by having it in the syllabus.
- It works great for my classes.
- It's a good back-up for submitted papers. I've also had the software catch plagiarism issues (not at SU).
- I've found it to be helpful for both my students and for me. I will continue to use it.
- Only in very specific instances.
- Plagiarism is difficult in my classes, and my current curriculum doesn't require students to check their own use of sources.
- See above [Students can check their originality before submitting the paper. And I can check the original papers that the students have not paraphrased well.]
- Students must submit all assignments to Turnitin
- The homeworks I assign usually involve the use of existing codes. It's not easy to draw any plausible conclusions just by looking at the percentage of similarities among students' work. Also, the file format it can handle are limited.
- The scripts are returned in a burdensome format.
- This is an extremely useful resource
- This is an indispensable tool for all classes.
- To assist students.
- Yes, I do intend to continue.