Please, further explain your response to item “d” – Students who engage in academic dishonesty are cheating themselves.

- A student chooses to cheat on an exam or paper in order to take the easy way out. It is an obstacle that they wish to surpass; cheating would be the easiest way possible. The student may feel like a burden has been lifted off his/her chest after; however, it does not define success. The student did not overcome this obstacle; instead, he/she went around it. There is absolutely no feeling of accomplishment or success. The student would be convincing himself/herself that it was the right thing to do at the time.

- A student who cheats isn't learning anything, therefore when they really need to know something in life they aren't actually going to know it. Embarrassing!

- A student who is cheating does not fully comprehend the assignment/material being tested which only hurts their chances at holding a job. How can someone have a career in his/her major when the work was someone else’s?

- A student will not learn what they need to be successful in their career.

- Academic dishonesty allows one to “get through” a class or test without fully learning the material.

- Academic dishonesty can be considered by the student a short cut to achieve grades to pass in a course, but, on the other hand, the learning process is not achieved. At the end, the student will have just a false sensation of accomplishment, but without having improved his knowledge on the field.

- Academic dishonesty cheats the student out of a valuable learning experience. It further deprives them of potential learning experiences as a result of research, in addition that it can cripple their academic standing and future.

- Academic dishonesty is a cop out; the student feels justified when he or she receives a good grade on the assignment, but he or she hasn't actually learned anything about the material. It's a waste of the money we are spending here on education.

- academic dishonesty is cheating so whoever engage in academic dishonesty are cheating themselves because they aren't really learning. However in some cases a prof may give a final exam for a 1.5 credit class that only lasts half a semester but the test was on all the information in 60 slides full of definitions and text.

- Academic dishonesty is cheating...there's not too much else to be said.

- Academic dishonesty only hurts those who engage in it if they get caught. The ability to fake integrity is just as practical as the ability to do something without cheating.

- After all, you will not learn anything if you are engaged in academic dishonesty.

- After going out from a grad school, we are supposed to take leadership positions in the industry where other people will look up to us for decisions. So, earning a few extra credits by involving in dishonesty in class will not favor us in our working environment because the behavior remains the same.

- After graduation their quality of life, job performance and contribution to society will depend on their actual learned skill. Having cheated their skills will be limited.
Also, I feel a little odd taking this survey since I haven't taken a course at SU in 2.5 years, and since then I have taught many classes as a Ph.D. student.

- Any individual who engages in academic dishonesty are cheating because they are helping students to gain an unfair advantage over the rest of the class.

- Any submission of work that is not originally generated or cited with due credit given should be looked upon as plagiarism. Students come to school to learn, not to copy other's work; they are not receiving the full benefit of their tuition and education.

- Anyone who cheats in anyway is only doing an injustice to themselves because if they are caught they have to pay the consequences and even if not caught they have to live with their conscience. They know that they did something wrong, for example, they passed a test by cheating or used someone's work as they own. As rational human beings we know that is wrong. So the individual has that on their conscience. Additionally, the people in society will have certain expectations of someone who has a university education and because of cheating that person may not be able to live up to expectations be it on the job etc. The one who suffers most because of this is the person who cheated.

- As a student, what you learn is the most important thing. If you want just lots of 'A's, then go home!

- As a teaching assistant, I was reading final papers from my class and found that one of the students had copied her paper almost verbatim from an internet source. The students failed the class. Students who engage in academic dishonesty are likely to get caught. If they do, they fail the class and may even be expelled from the university. The instance will be recorded in their academic records and will pursue them in the future. Even if students don't get caught, they are cheating themselves because they are not learning and are simply wasting their time and money by taking classes where they cheat.

- As an engineering major it is really important to learn the concepts being taught because our major comes with a great deal of responsibility. Students who cheat are cheating themselves by not learning the concepts that they need to have a career in engineering and also are wasting the money they are spending on tuition.

- As an overall idea, academic dishonesty is wrong, however, when it comes down to the individual, they may not be cheating themselves out of anything, or they may, but it depends on the individual as well as the assignment.

- As students pay for their own education at SU, they are simply wasting their money by not learning material that they pay for and can use in the future for their jobs.

- As the purpose of assignments is for the student to learn concepts/theories, simply copying and pasting someone else's work does not help in learning anything.

As to “d”: "students who engage in academic dishonesty are cheating themselves”. I have stated that I neither agree nor disagree. My experience is that students who cheat often enjoy learning more in a different way than the instructor has asked them to learn, and this alternative is often called "cheating". Classroom learning is about learning to play by the rules, learning to bend the rules and about learning what the material is designed to teach. These students are learning how to bend the rules, and may not be learning all they could about the material.

At the beginning to set-up a system, like academic work or just a project or a paper to publish, if this system begins at the base of a "lie", how big this system can be achieved?"

- At the end of their college career you wouldn't have learned anything.

- At the end, he/she will get some mental sickness by all the "lie"s.

- At this point in my academic career I would like to think that I have moved beyond a "grade orientation" and more towards an actual mastery of material.

- Because it is not good to yourself and anybody at all. You must represent your skill and profession only.

- Because it is not their own ideas and they know it.
- Because it's not about getting A's but gaining the knowledge. If you choose to cheat, in the end you're the one who is losing the most.

- Because people who cheat to do not earn their grades. When you don't earn your grades, you don't earn your degree. If you don't earn your degree then you aren't a real lawyer. Additionally, you didn't earn your degree then you are a disgrace to lawyers everywhere.

- Because the grade that they end up getting (after cheating) is not the grade that they deserve. The grades that we get should be a reflection of how hard we worked to get that grade, and if someone cheated off of someone who worked hard, that's not right.

- Because their cheating their learning ability, they have not learned all the material in that chapter, and now they have a false sense as if they know the material.

- Because then they do not know what they are capable of.

- Because they are giving themselves more credit than is due

- Because they are learning to cheat.

- Because they are not actually going through the learning experience...both the knowledge and the process of learning are valuable going forward

- Because they are not being honest with themselves

- Because they are not learning

- Because they are not really learning the material.

- Because they are not really taking the time to think and analyse for themselves so they are not really learning or preparing themselves for the world of work and so they waste their time and resources in attending SU.

- Because they are not taking the time to learn material that may become useful to them in the future

- Because they are paying for these classes, and by cheating they are not getting their education the right way

- Because they aren't actually learning.

- Because they aren't gaining any knowledge and they aren't thinking for themselves

- Because they aren't really learning the material

- Because they cheat themselves that they really know the answers in the exams/assignments.

- Because they don't actually understand the subject and learn the skills as they are supposed to.

- Because they spend so much money and time come here to study learn nothing but cheat. They are wasting their parents' money and their time.

- Because they're not learning anything by doing plagiarism

- Before I do so, I'd like to note that I graduated from high school in 1990, and I'm not sure that my experience is relevant today.

- Being at SU is about learning and working hard. If students are working off of others, cheating during exams, or plagiarizing, they are not learning. In the end, they will be the ones to lose out because they have not done what they are here to do.

- By being academically dishonest, a student does not "learn" as well and can become lazy. Thus, they do not gain as much benefit from the education they are paying for. Therefore, "students who engage in academic dishonesty are cheating themselves."

- By being dishonest these students don't actually learn the subject they are paying to learn about. They will never be able to apply the skills they are paying for later on in life

- By cheating and not using your own methods or thoughts and ideas, you are stupider than you were before because you're not developing what is true or important to you, rather what is true and important to some one you may not even know.
- By cheating or plagiarizing they're not learning anything. Most people don't retain information for future use by just copying what someone else wrote.
- By cheating they are not actually learning material and are not getting anything out of their education.
- By cheating they're not learning anything. They would regret it very soon.
- By cheating you aren't learning, and therefore wasting the time and money of everyone around you.
- By cheating you do not learn the material yourself and thus will be worse off when an exam rolls around.
- By cheating you don't learn anything. It's detrimental to your future. Cheating can become a repeated action. It's a dangerous decision.
- By cheating, most students have not taken the time or effort to learn material. Eventually, there will come a time when cheating is not an option, or is impossible to do, and their actual abilities will be obvious.
- By cheating, students do not learn concepts or the process involved with an assignment.
- By cheating, students will not actually learn the material. And that will catch up to them, either on the exam or later in life. We're paying for an education, and that's what we should strive to earn.
- By cheating, they are not coming up with their own thoughts and are losing a part of the academic process.
- By cheating, they are not learning anything
- By cheating, they do not actually learn and engage the material. They simply rely on whatever they are using to cheat to get them a good grade.
- By cheating, they may be getting a good grade, but they are hurting themselves as the knowledge they were responsible for learning will never stick.
- By cheating, you do not benefit. You do not learn, which is the point of attending the university.
- By copying homework or cheating in an exam it does not help these people absorbing required knowledge even if they could get high score.
- By doing so, students are not achieving what they are supposed to learn here at SU
- By engaging in academic dishonesty a student is cheating themselves out of an education where they work hard and learn without trying to get an "easy way out".
- By engaging in academic dishonesty and not completing an assignment the way it was intended to be completed, students do not gain the knowledge or experience that the assignment was designed to provide.
- By engaging in academic dishonesty you are not only being degrading to yourself and negatively reflecting your work ethic, but you are simply "finding the easy way" out of a challenging situation.
- By engaging in academic dishonesty, students are not getting grades based on their own capabilities. Do they then learn what their true capabilities are? I believe they've cheated themselves to the answer to that question.
- By engaging in academic dishonesty, students are not learning or applying what they are learning, which ends up affecting students negatively in the future.
- By not doing their own work, they are not learning anything for themselves.
- By not gaining the knowledge now they are going to suffer later, as even if marks scored are low that low grade makes us strive hard to get higher grade.
- By not knowing the material and "copying" they are stacking the odds against them for when they go out in to the real world and will be required to USE the knowledge they are supposed to have gained in school.
- By not learning the material for their classes, students are doing themselves a disservice for in the future.
- by not learning the material.
- By not understanding the material and interpreting research in your own way, you are not really using the lessons you are being taught, and by not getting caught it reinforces that you can get away with that type of behavior forever when in reality you can't.
- cannot be honest
- Cheaters get the same sheet of paper that an honest students get regardless if it was acquired honestly or not. In terms of superficial academic progress, they do not cheat themselves because students both honest and dishonest behavior both lead to the same conclusion; that being a sheet of paper stamped by Syracuse University. In terms of morals, principles, and maturity, students who cheat are cheating themselves because they develop an enormous sense of accomplishment & entitlement combined with their distorted belief that all challenges can be broken do into smaller tasks... and cheating at the smaller tasks may not constitute cheating when comparing their relevance to the overall greater challenge, but those elusive 'microscopic' cheats do add up --but get ignored by all. And it doesn't seem to bother them both students and faculty --except for Professor Larry Elin & Robert Thompson at S.I. Newhouse.
- Cheating causes the student to learn less than they would if they learned it properly or didn't copy. Cheating makes the students skip necessary steps in doing the work, which makes it harder to complete similar tasks when they are doing it at work or some place where there is was to cheat with or anyone to copy from.
- cheating destroys the soul
- Cheating doesn't help you learn anything. If you haven't studied for a test and you fail you deserve it. That failing grade should inspire you to do better
- Cheating doesn't help you learn the thing for which one is here to do in university. understanding of the thing could be achieve only through learning not by cheating.
- cheating in class
- Cheating is not the way to be really advanced in the academic. What he or she has got is only losing the honesty.
- Cheating means that their not taking the time to study. Which therefore implies that they aren't learning things that they may need further along in their careers.
- Cheating means you might pass your class or the assignment, but you don't actually know the material. You're not any smarter for it, it just could potentially get you through the class.
- Cheating on an exam may help you in the short term, but in terms of long term success they are inevitably setting themselves up for failure. Their intellect outside of test taking will be tested in the real world, and there will be no one there to help them cheat, so they will be exposed
- Cheating themselves because they do not take time to understand the material and are cheating themselves out of their own creativity and in internalizing the material they are learning and use this knowledge to impact their future.
- Cheating themselves from what? They are doing what they feel to be a reasonable action for the moment and circumstance. In some cases cheating may actually take more thought and problem solving than just doing the work to begin with. If they get a degree because they cheated and got a job based on that degree, then maybe they can't do the job and get let go...If they can do the job, was the knowledge all that necessary? If they did not gain insight or understanding in a course or courses because they decided to cheat instead, do they know what they have missed out on? Probably not. So, are they missing anything? I'm not in favor of cheating at all. However, the way academic institutions are set up to favor certain groups while marginalizing others, and also looking at the messages from pop culture on what is important, or what it means to succeed (for instance, reality TV shows where looking out for one's self is seen as the only viable strategy for
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- winning) how could cheating not be seen as a reasonable action for gaining success? I guess, the question again is, cheating themselves from what?

- cheating will cost them in the long run

- Cheating will not benefit you in your future classes that may relate to similar topics. If you cheat you risk getting caught and you will not benefit or learn from your mistakes.

- Cheating will not help students grow and learn for themselves. Taking the easy way out is never beneficial.

- Cheating will only hurt them in the future.

- Cheating, I do not know why people cheat, but sometimes they should feel bad about it.

- cheatsheets, etc.

- Classes are about knowledge and experience, not about grades. Students who cheat to get the grades may not get the learning necessary, which is unfortunate for them. It is also unfortunate for the professional world, which ends up with degree-holders who are incompetent but look good on paper. Part e (unfair advantage over classmates) is interesting too. Cheaters have an advantage in that they look better in terms of grades, even though in reality they don't have an edge knowledge-wise.

- Classes are provided to us to inform us, so not taking advantage of that information is a waste of time and money.

- classmates and professors

- Copying other people's stuff that they found out on their own is pretty lame and trying to pull it off as your own is even more lame.

- critical thinking ability is obstructed if ready made articles are fetched from internet.

- Depending on the course and the importance to their lives, perhaps there was nothing to take from it anyway. That's the trouble when a Calculus class is required for a PR major for example.

- Don't learn from own experiences

- dont learn the information if you just copy or cheat

- Don't see the connection. It only matters if they get caught. Other than that it is a moral issue and if they do not get caught it probably does not matter to them anyway.

- Education is an investment, of both time and money, to one's future. Learning is a process and academic dishonesty does neither you or society any good.

- Engaging in academic dishonesty does not prepare you to excel in life after college. It sets you up for failure because it creates a dependency on short cuts rather than hard work.

- Engaging in academic dishonesty in no way helps oneself, therefore students are cheating themselves. Any form of academic dishonesty does not help students succeed academically.

- Engaging in academic dishonesty might seem like the easy way to get assignments done but that is not guaranteeing that a student actually learns the material.

- Engaging in academic dishonesty robs oneself from personal satisfaction and fulfillment otherwise obtained in a job well done. Furthermore, academic dishonesty achieves no purpose in the end - though one may have gained a satisfactory grade with little/to no effort, no personal gains in terms of ability or knowledge have been made.

- Even if they get the good grade now, they will end up failing in the long run.

- Even though a student who cheats may be able to get a good grade in the class, they have not actually learned the material and are not taking full advantage of their education.

- Everyone has the right to learn and the ability to learn. By engaging in academic dishonesty, students are devaluing that right and cheating themselves out of the ability to learn in unrestricted environments. Not only do these students lie to instructors, but they also lie to themselves.

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- Everyone should just try and do the best job they can do for themselves.

- Everything that needed to be said was discussed by the Greeks. Everything else has been the tomfoolery of humans using footnotes.

- Examination is a tool for students to test themselves, the results reflect the level of understanding. Cheating only gives a false idea about one's level of understanding.

- Fake score doesn't mean so much if students didn't master the knowledge from the course. High education costs a lot of money, the return of those investments should be knowledge, ability and innovation rather than the bad habit of cheating.

- Focusing on how to cheat instead of the subject matter to be learned.

- For examples, students who cheat by buying papers are doing a disservice to themselves by not learning how to go about searching for sources, developing a thorough thought, and being able to execute a proper paper. Taking shortcuts severely impedes these students when they are going into the work force because they do not know a true sense of what it is like to work hard to get the grades they deserve. What they learn is that they are able to buy good grades and good positions.

- For most instances, those who copy or share work with other students when they are not supposed to are not learning the skills that they are paying SU to teach them. However, not every assignment given out by a professor will benefit the student's knowledge.

- For most of the times, those kids who violate academic integrity are dishonest, however, some may just ignored where they should cite or didn't notice that what they were doing actually is academic dishonesty.

- For some majors, cheating only takes you so far and people will get to a point where they can no longer cheat because the test questions require more work than a simple pick a, b, c, or d.

- Garbage in, garbage out. It's obvious...

- Generally, students who cheat don't end up learning the necessary material, which will eventually hurt them.

- Getting an education in more than passing one's classes, it is about gaining knowledge. If one engages in academic dishonesty, they are not learning the academic material and advancing their own thoughts, beliefs, and intellect.

- Having someone else write a paper for you or knowing all of the answers to an exam beforehand destroy the purpose of education.

- How much explaining does that need?

- I agree because they learn nothing in the class. They only cheat because they want a good grade.

- I agree strongly that they are cheating themselves because they are not educating themselves on the material. The class will continue to proceed and the cheating student will fall behind even more because they do not have the foundation to understand the new material.

- I agree that students who are dishonest and cheat are only cheating themselves, because when they get into the real world, they will not know and understand the things they need to know and understand because they never actually learned the material.

- I agree that students who engage in academic dishonesty are indeed cheating themselves. The goal of high education is to provide knowledge and increase the credibility of students. Thus individual hard work is crucial to building that knowledge and credibility and cheating defeats that goal and takes away credibility from the student.

- I am at the University to learn, and I pay a lot for the opportunity. I am not in the program simply for a degree.

- I am fortunate that my under-graduate institution (Oberlin College) and my current graduate program at Maxwell are not particularly focused on ranking students relative to each other. That helps me to stay motivated by learning, not grades. If another student does something dishonest to receive a better grade than they might otherwise have, it doesn't effect me. If it helps them in some
way, fine. If it prevents them from learning, then clearly it is there loss. But I am not in a position to judge their motivations or the ultimate consequences of their dishonesty. If I were in a program where rankings counted for a lot, like the law school, I may feel differently.

- I am in the engineering school, and students that engage in academic dishonesty are not learning the material properly, and will not be able to pass a licensing test, which will result in them not being able to use the degree they obtained.

- I am not aware of the consequences, but guess that those who "get away" with academic dishonesty do benefit from it. In my program (CNYMPH) I am unaware of any academic dishonesty - except improper/incomplete citations of reference works (which has been well emphasized by all instructors).

- I am paying a huge tuition fee in this university and I expect to gain as much knowledge as possible from the courses I take. If I engage in dishonest behavior, I am wasting my time and money and cheating myself with just a degree but no take-aways.

- I believe it might help them gain an advantage now with respect to their grades, but in the long run, you can always tell whether a person has any real knowledge or not. Unfortunately, the person who actually works hard for his grade has to work much harder to turn that grade into success in his/her career.

- I believe that if people are cheating, they are ultimately hurting themselves in the end because they aren't really learning and embracing their education.

- I believe that in order to get the most out of any class, you need to turn in work that is your own.

- I believe that learning is what matters when you are taking classes. Some people only take them for the GPA. If they can't do well, they cheat. However, in the long run, they are cheating themselves because they will not have adequately learned the material. Also, cheating and getting away with it once, leads to a sense of it being possible to cheat more, which can have very negative consequences once the person is finally caught.

- I believe that people should always be doing their own work. I will not benefit from copying other people.

- I believe that those who cheat and don't get caught aren't learning anything and it will eventually catch up to them.

- I believe that when someone cheats, they are actually hurting themselves rather than others. They will not learn the material and will have a hard time succeeding in life.

- I didn't understand the question. I wasn't sure if I was being asked whether those who are engaging in academic dishonesty are cheating, or if those who engage in academic dishonesty are doing themselves a disservice.

- I disagree because that is for the person doing the cheating to decide. They still may learn the material despite cheating.

- I do agree with this statement, I think in most cases the person would learn more if they did their own work. Doing essays integrates information, doing your own work helps you learn. However, in some cases, I think some smart students are completely overloaded and might forget to do proper citation or might cheat a little bit. No one is perfect. In some cases, they might not be cheating themselves.. but in all cases they should be punished.

- I do not think so!

- I don't cheat but it doesn't really bother me if other people do.

- I don't see a point in cheating, you don't learn anything and it is a waste of your time to cheat.

- I don't think people really think about "cheating themselves" when they're engaged in academic dishonesty. If they end up better off because of the cheating (which they usually do), then they're helping themselves. "Learning" and "grades" are two different things; grades are very important.
- I don't think that cheating is going to make you learn less because people are not chronic cheaters. When it comes down to freaking out over how much home work you have it is not necessarily going to make you stupid to cheat. The only way someone is cheating themselves is if they get caught.

- I don't think they are getting what they should be getting out of an education. They are only hurting themselves when they cheat.

- I don't understand why someone would pay for a great university (50,000) if they weren't willing to utilize its resources.

- I feel as though if students do not apply their knowledge learned in the classroom, they begin to develop habits that do not require critical thinking causing an eventual habit of laziness in the work force.

- I feel as though they are not getting the learning experience that they need. They are taking the easy road out, and not learning from the experience.

- I feel neutral and don't judge others based on personal decisions.

- I feel that by cheating aka copying someone else's work, it is highly unlikely that you are gaining knowledge yourself. This means missing out on learning.

- I feel that if a student is taking others work they are not doing anything themselves. I know when I do well on my work it is a great accomplishment and I gain a lot from it. I don't think students that cheat learn anything or gain anything from it in the long term.

- I feel that most professors simply assign papers in order to have material to grade and something to contribute to the point system set up for the class. If a student wanted the most out of their college education, he or she would simply attend classes, participate, and learn instead of filling a page requirement.

- I feel that when a student cheats, he or she misses out on the opportunity to learn.

- I generally agree with this statement. It doesn't help your academic standing by using someone else's work directly as your own. I don't agree with taking credit for someone else's work. However, I don't feel it is cheating oneself when it comes to learning material. We are being taught to learn and remember information from textbooks that OTHERS wrote. What we are taught to learn, we have to remember in the words of others. I'm not condoning plagiarism, and I don't agree with it, but it can be hard to come up with our own phrasing for something that has already been perfected.

- I hate it when students cheat for a better grade. They are only cheating themselves--what I mean is, they are creating this fake image of themselves that they cannot hold up to. If your grades show you're an expert at a specific subject and when someone asks you a question in that subject, but you can't explain it because you cheated!

- I heard that the point of going to school was because you were interested in learning the material being taught, not pretending you did

- I hope that someday their actions will catch up to them, and they will be impaired in some way.

- I know exactly how much I pay per class and it would be all in vain if I didn't actually learn the information. Thus, there would be no benefit in cheating from classmates.

- I know students who copy other's homework and then suffer (to some extent) on the tests.

- I mean, I feel like the fact that you're "cheating yourself" by plagiarizing has been said so much that it has lost its meaning. That's why I don't strongly agree with this one too much.

- I neither agree nor disagree. It's a personal choice, and they have to live with the consequences if there are any. If they cheat and don't know the material in the future when the need to, that's their own fault, but at the same time, they might not ever need it in the future either.

- I neither agree or disagree because I don't think they are cheating themselves just because they engage in dishonesty.
- I said it is not strongly agree because the line between extra help materials and cheating is in a not so black and white area. Look at Cramster, Mathway and wolframalpha, all three are helpful sites but it is easy to cheat off of.

- I strongly agree for most courses- courses that matter to a student's future or intellectual understanding. Unfortunately, I think that occasionally an assignment is not so worthwhile, and in these cases I think engaging in academic dishonesty is not cheating the student.

- I strongly agree with this statement because if a student is willing to participate in academic dishonesty, they are only hurting themselves. This is because, the material they copied from a fellow student will not help them learn.

- I strongly agree with this statement because those students are utilizing previously written material to simplify the writing process and/or discrediting the original writer. In doing so, the "cheater" would be preventing oneself from advancing their own writing ability, therefore, cheating themselves from what's to be gained from the education.

- I strongly agree with this statement. I believe that students who cheat are cheating themselves not only out of a good education that they are paying a lot of money for, but also from a good experience in college. It is nearly impossible to get good grades when you cheat because you are merely copying things down and not learning anything. So when the teacher asks you to explain something or where you got your information, you will be hurt by it. The disadvantages to cheating far outweigh the time you could spend studying or doing your homework. And it always works out better in the end if you choose not to cheat.

- I study engineering and the material we learn in class is material that applies to a job as an engineer. If someone cheats in class, they don't learn the material was well so they cheat themselves.

- I take it as obvious that education, not a degree or a grade, is the primary and shared goal of students and instructors. Students who think otherwise are just wrong about that.

- I tend to think those that are engaging in academic dishonest are either plagiarizing or simply taking shortcuts in their work. In either case, ideas or principles may be asserted as their own when in actuality they are not. If they ever had to defend a statement written/spoken and explain how they came to that conclusion/assertion it would be shown that they are not the originators of that statement. They are not what they seem. They are tarnishing their reputation and that of the school's. So in some ways, they are cheating themselves but also cheating the larger community of reputable and upstanding scholars.

- I think cheating is the most horrible thing you can do as a student. It is an insult to the professor, the other students, the students parents, and the student themselves.

- I think if an individual chooses to be dishonest it's their own prerogative. The phrase "cheating themselves" is a little presumptive. Perhaps they are missing an opportunity to learn, but if they don't care about that, then they aren't likely doing themselves a disservice...

- I think it is morally incorrect but it's really up to the individual person to justify their actions.

- I think obtaining a good grade is not the only aim to take a course. Learning the research tools and well engaging a discussion with classmates seem more important, especially to graduate students.

- I think some classes rely too much on "grades," you can fully grasp the material but be a poor test taker and that often drives people to cheat. It's dependent on the situation.

- I think that sometimes looking for solutions is helpful because it forces the student to do some research and learn how to do a problem. At the same time, I feel that to look for EVERY solution is situation where students are cheating themselves because they aren't learning anything, which in the future will prove to be non-beneficial. Education is about learning, sometimes it's worth getting a bad grade if a student gains knowledge about the particular subject.

- I think that the acts associated with academic dishonesty, such as giving one's clickers to a friend to fake one's attendance in a class, hurts the offender because in the long run they won't know what's going on in the class. For this reason I also believe offenders don't generally gain an unfair
advantage, but perhaps instead, a fair disadvantage, that will catch up with them on tests. (assuming they're not able to cheat on the tests.)

- I think that the answer to that really depends on the student's objective in coming to university. If the objective is to learn and get an education, then yes; A student is cheating herself and is losing out on valuable knowledge acquisition. More cynically though, if the goal is to simply get a degree, then the student is not cheating herself because, if she does not get caught, she will still achieve that aim.

- I think the rules for academic dishonesty at the school are largely unclear. They are dependent on the attitude of the individual professor. This is largely the case not on exams but on course projects, including LCR assignments, etc.

- I think they are cheating themselves because by engaging in such dishonesty, you are not actually learning the material. You wouldn't have to engage in that activity if you learned the material thoroughly and studied it.

- I think they are cheating themselves because what is the point of going to college, but to learn. If you cheat, you haven't learned. So really what is the point. Plus, once they have a job, that kind of approach may get them fired.

- I think when students engage in academic dishonesty, they are limiting their own creative writing ability by plagiarizing for whatever reason, perhaps because their lazy, or they may not feel confident in their writing (topic).

- I used to strongly agree with that statement, but I've noticed that people who get away with cheating on tests will never have to solve those same problems after they graduate or at their job. I am a graduate architecture student and from what I've seen, if a student were to cheat in a Structures exam, it is rare that that will have a significant impact on their future career because computer programs now handle structural calculations of buildings. There are also engineers who will take care of the more complex structural calculations needed to design a building. So cheating on a test or homework like that, getting an A, and then getting a great job because of a high GPA...really doesn't sound like a bad option. Sure, one could argue knowledge is personal and what you learn...you'll gain it forever. But what's the point if that knowledge will never be used or recognized?

- I would not feel satisfied getting something by cheating.

- If a professor assigns work that simple/thoughtless/doesn't engage the student, then it's morally acceptable for the student to cheat (and not get caught). However, college assignments are almost never just busy work and do require thought. A student "cheats themselves" out of valuable learning when they copy the work of others.

- If a student cheats on a test or plagiarizes, he or she is not learning anything from the class. A student would be wasting time and money by taking a class and not doing his or her own work.

- If a student engages in academic dishonesty in school, it puts into question their ability to complete tasks at at a future position, without engaging in similar tactics. Also, if the dishonesty is later discovered, it could be a barrier to a job or career path.

- If a student engages in academic dishonesty then he can't be original in his work and this will be a disadvantage to him/ her in future career when he/she has to originate ideas at his work place.

- If a student engages in academic dishonesty, that student is cheating him/herself because that is A. not going through the same rigorous academic learning process as his/her peers; and B. is setting him/herself up for a strong likelihood of future dishonest conduct with a significant chance of future "trouble" in one form or another as a result thereof.

- If a student engages in academic dishonesty, then they are wasting the money that they spent on their education

- If a student is academically dishonest they are really not being fair to themselves. They have an opportunity with each assignment to learn more about a topic and to expand their general knowledge. If said student simply takes someone else's work, they are learning nothing.
- If a student is cheating he or she is going to only fail later on.
- If a student is cheating, they're not generally learning. Grades are important, but what good are they without the knowledge to back them up? In the workforce, this lack of knowledge is apt to surface.
- If a student is doing well in a class through academic dishonesty, the lack of knowledge in the accredited subject will catch up at some point.
- If a student is engaging in academic dishonesty they are cheating themselves because they are not actually learning anything from it.
- If an individual chooses to cheat he/she is not learning. How can that applying that cheating behavior in the workforce and be a productive individual? Basically they cannot. He/she will lack creativity and not be able to think for themselves.
- If cheating on a test- your not learning what you have to learn, which you may need to know in the future.
- If I'm paying 50k a year to come to Syracuse, I'm hoping that I do learn things out of my classes. So same thing to those who cheated, they are cheating themselves so they felt that it is worth
- If it's a class for their major, yes. If it's just a requirement elsewhere, they're prob not getting anything out of the class anyway.
- If one cheats then the information isn't learned and can't be applied in graduate school, future employment, or even while in undergraduate.
- If one decides to cheating usually means putting yourself into danger of being caught. Most importantly you know that even if you weren't caught and you go off with a good grade, you know that you didn't deserve the grade. Another important detail might be that with cheating you are not capable of learning from your mistakes, you are not correctly taking the test, the test is to see how much you know.
  If one makes a “lie”, then he/she has to make other “lie”s to support the “lie”...
- If people are cheating on a test or a paper, it will catch up to them eventually. If it doesn't catch up to them in college, then when they get into the real work force, they will not be as ahead of the people who challenged themselves academically.
- If people cheat on assignments or exams they are earning an unfair advantage and therefore are not learning the material as well as they should be, so they will not be well prepared for their future when they may need to know the material.
- If people copy other people's homeworks during the semester they generally don't know the material for the exam and do poorly. This is an exception for some people but in general that's how it works. During exams stricter precautions are taken to reduce cheating so there are not many ways for people to get help from their friends.
- If someone cheats in school now, and doesn't get caught, that person will likely continue to cheat in life, and will get caught.
- If someone cheats on a paper or a test, it is okay valuable knowledge that they do not know or will no retain.
- If someone is cheating, then they are not actually learning the material themselves. At some point in their lives, the students who cheat or engage in academic dishonesty are going to be called upon by employers to do work and are not going to be able to perform.
- If someone is engaging in academic dishonesty, most of the time they are copying someone else's work. I said that I agree that those people are cheating themselves because you do not learn by copying. There is no point of coming to a university to "learn" something if all you are going to do is copy work, and not get anything out of it.
- If students are cheating on tests or exams they are depriving themselves of the knowledge they would have gained therefor cheating really doesn't help them in the end!
If students are cheating then they clearly aren't learning the material, which in the long run is hurting them. We pay so much to go to school here that they are wasting money and no taking full advantage of the academics here at SU.

If students are cheating, they aren't learning the material and that could hurt them in the long run.

If students are not fully engaging themselves in the material they are learning, and using outside sources to help cheat, then they will not be successful in future endeavors involving such material.

If students don't do the work themselves, they are not gaining the skills they should be by attempting the assignment.

If students engage in academic dishonesty, they are cheating themselves

If students engage in academic dishonesty, they will not be able to succeed in the real world.

If the purpose of a university level education is to acquire a valuable set of skills targeted at learning, then academic dishonesty is a way of not acquiring these skills.

If the reason you are at Syracuse U is to learn, then cheating negates that purpose. Your education becomes more about a diploma and less about actual knowledge.

If the student cheats on an exam, he/she hasn't learned the material, but will still get a high grade for it. Therefore, the student will never learn the material.

If the students are not doing their assignments and cheating during the exams, they are not acquiring any knowledge. So pursuing MS for such students is just for sake. Even if you copy the assignments you should be in such a level such that during your exam you score well without cheating so as to prove that you copied that assignment because of some particular reason like having a mid term exam and HW submission the same day.

If the students engage in academic dishonesty, the knowledge and skills could not go into their heart, so their main purpose of receiving education here would not be met.

If they are caught, their academic future is at stake.

If they are cheating, they are getting a shortcut to the final answer. It takes time, sometimes failure, and many attempts to get the end result. This journey is how students learn what to do and what not to do to get to the answer. Without this struggle, the answer has no meaning and won't be retained for tests/the course/ or the work force

If they are dishonest by cheating, they are not getting anything beneficial out of it; therefore, cheating themselves.

If they are not putting the time in to learn the materials associated with the assignment they are in turn not going to learn the material at hand.

If they are not understanding the material and they cheat, if it is for a class such as those pertaining to major concepts such as for the MCAT, then they are not learning the material.

If they are paying for an education, you would think they'd bother to learn the material

If they can boost their grades and GPA, they are only advancing themselves. Most of the coarse material that is cheated on is not brought up later in the coarse, therefore they only had to know the material for the test, and afterward the material is just good background knowledge.

If they cheat to get ahead instead of doing the work and earning the grade they deserve, they are preventing themselves from taking advantage of the educational opportunities. A large part of law school is learning the responsibility and maturity necessary to thrive in the legal field, and by cheating on assignments or exams, they are placing themselves at a disadvantage for the real world.

If they cheat, they would learn nothing or, at least, less than others would. It is their own loss.

If they don't know the material it's gonna hurt them in the long run.

If they have to cheat in order to do well, the obviously don't know the required material.
- If they leave SU with gaps in knowledge, it will show.
- If they rely on others to learn the material for them they are only hurting themselves
- If they score higher they are expected to perform better.
- If you are academically dishonest, it all boils down to the fact that your work is not your own. Therefore, those who engage in that cheat themselves out of truly learning the material and not being able to better themselves in whatever aspect they are cheating themselves out of.
- If you are allowing someone to cheat off of you or you are going out of your way to do something that is against the academic standards at this school, you are cheating
- If you are cheating, you aren’t learning anything of value. You are simply copying and pasting someone else’s work. There is no sense of accomplishment when you cheat.
- If you are getting a grade for something you haven’t actually mastered you may be set up for things in the future you aren’t prepared for
- If you are going to just use someone else’s work, or cheat on a test or anything like that you are only taking away from your own knowledge, and taking the easy way out
- If you are just copying someone else’s work and ideas, you are missing the point of learning and growing yourself
- If you are not really learning the material, you are not really learning. Basically, you are wasting your time here at school.
- If you are stealing work you are not learning. You are selling yourself short. Those who cheat owe themselves, their parents, and professors more than the work they have put in.
- If you are willingly giving someone a paper or project that you have done the work for then you are helping someone cheat, therefore you are also participating in the act of cheating.
- If you aren’t doing your own work, you are cheating yourself out of learning the material as well as any other skills and lesson that would have come form doing the assignment so I don’t see the point in cheating or being dishonest academically.
- If you aren’t learning the information you are not taking anything from your class. your here because you want to be. When you are put in a position in life where you are expected to know something and you don’t it ends up catching up with you.
- If you cannot learn things the correct way, how should people be able to succeed in the real world, when it matters more how intelligently they speak than how well you do on an exam.
- If you can’t do your own work then you aren’t really learning anything from the class
- If you cheat now...it will catch up with you. We are entering a self-regulating profession and if you can’t regulate yourself ethically now in law school, than how would you expect to in the real world?
- If you cheat on a paper then the point of the paper was lost. You did not learn anything, and you now face some serious repercussions. It’s not worth the emotional or mental stress to cheat.
- If you cheat you are not learning anything
- If you cheat, you are not fully learning. You are cheating an education you are supposed to be getting here at SU just to get the grade. Anyone can cheat to get an A, but how many people can gain knowledge and still recieve that A?
- If you cheat, you are preventing yourself from learning, so you are actually cheating yourself
- If you cheat, you aren’t learning the information and therefore not getting the education you’re paying for.
- If you cheat, you don’t actually learn the material and thus are cheating yourself for future application and understanding.
- If you cheat, you don’t learn the material for yourself, and eventually it will catch up to you. What goes around comes around, and eventually you won’t know what you should have learned, or you

This was an online survey and responses are presented as they were electronically submitted by the respondents.
might fail tests/classes. Or you might get caught and kicked out, and then you are cheating yourself out of an education--probably the most important thing in life.

- if you cheat, you never really learn the material, if you go onto grad school, thats really going to hurt you, you will be expected to know that material and it will be very difficult to learn then

- If you cheat, you're not doing the work and eventually that will catch up to you on a later exam or paper.

- if you cheat, you're not using learned knowledge, you're just taking the easy way out. You have not really learned the material and clearly do not know how to apply it, so you've really lost out on learning and turn to cheating instead

- If you cheat you have not learned the material. Most of the material is useful in some way. By not learning the material they are loosing out on knowledge that could help them later in life.

- If you don't actually learn how to do the work/exam, you will not have the skills your degree claims you have when you need to apply those skills in the workplace.

- If you don't do your own work, then you are learning, you are parroting. A person who cheats this way, will not have an understanding of the materials.

- If you don't do your own work, then you are losing out on learning the material yourself.

- If you don't get caught now, academic dishonesty may get you ahead in the short-term, but in the long-term you'll get caught and will significantly impact your chance of getting a job. You sacrifice character as well, impact other students, and run the risk of causing harm to your college's reputation and SU's reputation overall.

- If you don't learn the material it will hurt you later down the road

- If you don't learn the process and the material, what is the point of going to law school? You can't cheat through real life and practicing as an attorney.

- If you don't take the test, or write the paper yourself, or do the hw yourself, you're not learning anything from it.

- If you don't understand the subject matter to begin with, it's going to come back to bite you somewhere. Particularly as freshmen engineers because most everything we're learning now is fundamental to classes later on.

- If you have to cheat to do something, that's really not proving that you can even do the task yourself. It's all just one big lie.

- If you in any way, shape, or form are participating in any kind of activity that could be considered cheating even if you are not the one actually doing it you are just as liable.

- If you know someone is or is contributing to it then you are just as bad as the person cheating.

- if you need to cheat you aren't that smart anyway and are riding for a fall

- If you're cheating then you aren't likely learning anything about the material.

- If you're cheating, you're not getting anything out of the assignment, which defeats the purpose of academia.

- If you're cheating, you're not really learning anything at all, which is what you're supposed to be here to do regardless of what your grade ends up being.

- If you're going to spend the time and vast amounts of money to be here, it is nonsensical to cheat. Study, get a tutor, act with integrity.

- If you're not good at a topic, never have been, and never will be, getting help from someone who knows what they're doing on a homework assignment shouldn't be a problem.

- If you're using someone else's words or answers for an assignment, you yourself do not understand the content and are setting yourself up for failure.
- I'm in a phd program and the notion of academic integrity is mostly assumed between profs and students. Seminars have around 5 students, and all assignments are either papers or presentations. I've never heard of a multiple choice exam for cultural anthro.

- In classes with curves it can turn it way from their favor

- In most instances, the motivation behind writing a paper or taking an exam is to get a good grade, not to learn about the subject.

- In my opinion the college experience is primarily concerned with learning how to learn in the context of your career path. Individuals who decide to cheat are not doing themselves any favors because they are only reinforcing a negative habit and are not actually learning anything.

- In order to grow both in knowledge and insight, students must be honest to themselves as well as to others about what they know and do not know.

- In reality they are not getting the knowledge needed, they will hurt themselves in the long run.

- In some ways what we learn will actually be applicable to our professional life and they will need to know it

- In the "real world" you need the skills you're learning in college. Cheating on exams or essays only limits you from learning the information you actually need to know.

- In the college of engineering, as students progress further into their respective major. Cheating becomes close to impossible as each individual has their own way to complete their assignment and test. Although professor does not forbid collaboration such as discussion tactics and methods on doing the homework, plagiarism would only result in the student not knowing the material, which in the end would deeply reflect it on the exams.

- In the end, all you have to show for yourself is your work. What does it say about a person when they can't produce their own ideas?

- In the end, the person who cheats still doesn't understand what they answered. He/she doesn't gain further knowledge.

- In the end, they are not learning the material

- In the end, they're not learning anything. Yes, they may receive the grade they were looking for but they didn't get an education which is the most essential.

- In the long run they wont know the information and will be helpless and probably likely to cheat again.

- In the long run, being lazy and taking the easy way out will hurt one's intellectual gain from SU.

- In the long run, the univ isn't harmed by academic dishonesty which a student engages in, its only the student will be at a loss for ideas, opinions, presentations etc in the future

- In the long run, they are doing nothing but hurting themselves. Assignments are designed to help you learn something and if you are just copying it, you are not learning it.

- In the longterm, nobody is going to remember whether someone is caught cheating or not. However, the person who cheated is going to remember it because a) they were expelled of the university or b) don't remember what they learned in school and can not perform sucessfully in their work.

- In the real world after they graduate if they cheat or copy someone's idea they can get fired or blacklisted for jobs.

- In work world will have ability to reference resources, but employers will expect employees to already have knowledge required for the job.

- International Students mostly engage in academic dishonesty as compared to american counterparts, this might be because of the cultural differences, and cheating or dishonesty in most countries in South Asia is not considered as serious issue. I believe adequate wisdom on academic dishonesty should be given to International students during Orientation and frequently in their emails from International center.
- Is only a way of thinking you are able to acquire some knowledges you obviously do not have
- It depends on what they are here to accomplish. If someone is just here to get a piece of paper, academic dishonesty is just a way to achieve that. If they are here to actually learn and build skills, then yes, they are cheating themselves.
- It depends on what they're cheating on- if it's information they'll never know again, and just need to know in order to get a good grade, then they're not really hurting themselves.
- It depends what class it is in, I suppose. If you cheat to get an easy A in an elective class that you took only because you had to, and you have no future plan of using any of the material taught in it, then you're not really cheating yourself.
- It does not help them in the long run
- It hurts them in the long run.
- It is easy to understand and is principal for not just in academic field:
- It is my belief that people who are dishonest are setting themselves up for failure, and that they need to realize that academic dishonesty is wrong, and that it is not acceptable. If some one gets by constantly by being dishonest, they will never learn to make it in the real world. It is just simply wrong.
- it is not only the students that engage in academic dishonesty that are cheating themselves but also the student who lets the other copy off their hw, look at their exam question answers
- It is not right thing to engage in academic dishonesty.
- It is rather obvious that cheating is always cheating oneself.
- It kind of depends on the event. If the class is deeply meaningful or enriching, they are. If it is not...the ethical line blurs. I would never cheat but there are potentially mitigating circumstances that a university would be unlikely to show sympathy towards.
- It may help you get good grades and get a good job after college if you cheat but it will just make your job after college that much harder since you do not know how to do the work yourself.
- It seems like a waste of money - students who pay a great deal for a Syracuse education throwing it out the window by not getting the full impact of their assignments by cheating.
- It will not serve them well in their professional life to come. It is a strategy likely to work only in the academic environment if it works at all.
- It will only hurt them on the future
- It's a cut throat world and sometimes you gotta do what you gotta do, this paper is one paper, but if it helps me land a job then fuck it, people will cheat to get ahead, do not kid yourself SU!
- It's a complicated issue. I think a lot of cheating comes from time pressure, not because the student doesn't want to do the work. The student is so crunched for time that they copy their friend's homework or copy and paste text from online sources into their essays. So they may not be really cheating themselves because they know the material or have their own ideas. There is also the issue of accidental plagiarism. It does happen, especially when you're tired. Or when you're so in sync with a source's work that you words and their words start to blur. On the other hand, there are students who cheat on purpose, who don't want to do the work, and therefore cheat themselves because they never learn how to do things properly.
- It's a pretty straight forward statement.
- It's a terrible view maybe morally to hold but, a lot of testing that goes on in the Biology department is scantron based. I do not think in my four years here that one of the scantron tests I have taken fully test my knowledge and often find myself leaving tests feeling unhappy with them. I have never done so myself, but know others that have cheated, passed-- with B's while I have struggled myself to even achieve a B-. While engaging in academic dishonesty is obviously a wrong doing, I don't think that the few friends I have that have done so have cheated themselves in anyway. They haven't gotten caught and they have the grades to prove it. My conscience doesn't let me do it
because I will not allow myself to take the risk, but those who do and get away with it (vast majority) never receive anything besides a pat on the back and a good mark on their transcript (maybe not all the time, but majority). You cannot force someone to feel as though academic dishonesty is wrong, especially if they can so often get away with it and succeed in the long run.

- It's a waste of an opportunity to learn.

- It's bothersome, in my opinion, that students are paying for an education and choosing to cheat their way to graduation - whether it be by taking the easiest classes and not challenging themselves at all or by plagiarism or cheating on exams/assignments. If you're going to slack, why bother getting a higher education? Those are the people in the workplace that cut unnecessary corners. What's even worse are those students that are given the opportunity to come to an institution like SU for free and choosing to engage in academic dishonesty. I can't help but have no respect for that kind of person because I'm paying the whole tuition knowing the debt I've been creating will benefit me in the long run.

It's discouraging though, if a classmate gets a better grade than you when you know he/she doesn't deserve it. But it's a part of school, and you learn to accept that some people are idiots. And it makes you believe in karma.

- It's just if you copy things from other people you aren't really learning it for themselves.

- It's like being an accessory to crime, just being you didn't personally look a someone's paper, you saw someone cheating, doesn't mean you are innocent. You can help prevent further cheating.

- It's more important to learn the knowledge than get a good grade. Unless you're trying to get into Newhouse.

- It's not helping yourself when you steal someone else's work. Doing the work for a class (the way it was intended to be completed) is part of the learning process - how is one to learn and improve if they never do their own work?!

- It's not their work, they're not learning the material, etc.

- It's okay to be challenged by material and try and not score as well as you would like. Those students who care about the grade only and will do means such as cheat to achieve that "excellence" cheat themselves out of a rewarding learning experience.

- It's one thing to cheat in school, it's another thing to cheat in life. If said student passes a class with flying colors without actually knowing the info it will affect them in the real world or when trying to qualify for a job. Eventually someone will catch onto their bullshit and it will be a rude awakening.

- It's their loss that they'll never really know the information.

- It's their own choice, if they do not want to learn the material rather get the grade so be it.

- It's true.

- I've never seen or heard of anyone cheating at SU.

- Know is know, don't know is don't know. If one pretends to know sth which he/she actually doesn't know by cheating, he/she will remain don't know about the real answer.

- Lack of knowledge catches up to those who cheat once they reach the professional world. If the breach does not result in a lack of knowledge, then the assignment probably wasn't worth being honest about.

Later and later, in his/her mind, there are all the "lies" and he/she does not know which is the "lie" and which is not.

- Learn the information the first time or pay the price in the real world.

- Learning for the sake of the grade will always fall short of learning for the sake of the subject. Furthermore, personal integrity means much more to me than a grade.

- Learning occurs through engaging with the material. When students cheat/plagiarize, they avoid that engagement and thus learn far less.
- Learning process is of great important. We pay to get knowledge and experience, not grade.
- life is about being able to succeed... if can successfully cheat every time than you can do the same in the real world.
- Long term affects. A diploma means nothing if what it stands for is false.
- Mainly because they are not learning anything and just wasting time
- Making it harder for themselves later
- Material will likely be needed for later on for a given class, apply to future classes, and be generally useful in life especially in a career. Not learning such material can only be a great disadvantage.
- Maybe academic dishonesty can lead to success for the moment, but it just lasts for a short time. In the long time, one still needs his real ability and learning to build up one's career.
- More than I did when I was younger, I understand how cheating is a very easy thing to do with no repurcussions, especially in large college classes. I haven't and don't cheat, but cheating comes across as much less of a harmful thing when it's so much harder to be caught
- Most information is public knowledge or is easily found. This is the mandate of Wikipedia.
- Most students that cheat are doing it in classes that nobody cares about. General education courses
- normally they don't learn the material as well by being dishonest
- Not knowing the material itself will not help you later on in life. Most information that you are tested on is necessary for your major once you graduate
- Not learning the material hurts in the long run, but benefits short term.
- not learning the material they are plagiarizing
- Not learning what you pay so much money to learn, maybe even copying what is wrong when they actually do know the answer. Loosing out on the satisfaction
- Not necessarily. Some professors just want material to grade they don't care if you grasp info or not.
- Not really, sometimes the assignments are mechanical doing them does not really provide extra learning
- Often know material but just can't word it correctly for given question
- oh well, if you ain't doin it yourself you aint learnin anything from dat
- On smaller assignments, such as daily homework, sometimes students are so busy with other schoolwork and other activites, and professors who assign so much homework can wear students down. Getting assistance on an assignment here and there, although not encouraged, can be somewhat legitimate if students are doing work for other academic/extracurricular reasons. Professors are also very demanding, and getting a little break from doing work sometimes can benefit students in the long run (doesn't wear them down).
- Once they get a real job they won't know the material, or if they cheat on homework they won't do well on a test.
- One doesn't learn anything from copying from others.
- One who cheats is essentially forfitting the opportunity to learn and gain experience in knowledge.
- Other students are putting a lot of effort in their study. If there are some students who are dishonest about their academic performance, I think that university should be responsible about letting them feel guilty for their behavior to prevent further unfairness.
- Particularly in my field of study, if a student is cheats and does not do the work on their own, they will be ill equipped to practice once they graduate.
- paying over a 1000/credit. might as well learn something
- Paying so much in tuition is not to pass through with good grades but to pick up some skills and knowledge along the way. Cheating is the only skill picked up this way, and rest is missed out on.

- People are paying for this education. By cheating, they are not getting what they paid for - knowledge.

- People in my organic chemistry test split parts in the lab and then share data. Once they get to the final exam they won't understand the steps involved because they did not do the work themselves.

- People who engage in academic dishonesty are cheating themselves because they are missing the opportunity to test themselves on what they have learned. And are wasting their time and money on an education that they don't value.

- Possibly or they just use other methods to learn. I know from experience that academic trials such test almost never actually test our understand or how we use the information that we have been drilled upon

- Sacrificing their own learning/understanding of the specific material and the development of applicable skills that will allow them to learn and grasp concepts in the future.

- Short cuts deprive students of the labor and growth that accompanies the education.

- Should be avoid

- Some assignments I have received are more "busy work" than they are learning experiences. Cheating on these types of assignments doesn't really cheat the student out of learning as the assignment was not really beneficial to begin with.

- Some degrees require additional state testing or certification, those who cheat and do not learn what is needed may not have the right info to pass a state test or certification.

- Some of the stuff being learned won't even be used.

- Someone said “It’s the journey, not the destination that's important”. Someone may cheat for a grade but they have cheated themselves out the opportunity to gain competency and mastery in a particular subject area. The mental "muscles" needed to engage in academic endeavors can only developed by personal the personal completion of tasks.

- Sometimes cheaters cheat everybody but themselves. If they don't get caught, they get the good grade and move on. They obviously do not care about learning the material - which is why they cheat - so I doubt they are cheating themselves in the sense that they are missing out on the learning experience.

- Sometimes student might not learn anything from the assignment

- Sometimes they do it for reasons than other than just copying their homework or a paper.

- Sometimes, it's not a matter of learning the material but of getting an assignment done by a deadline. This is especially true when the assignment is exceptionally tedious and/or in conflict with other classes and responsibilities.

- Student are at University for learn and to prepare themselves. If they are dishonest, they will fail in their lives

- Students (or their families) pay thousands of dollars to study at SU and to learn. When you are cheating or plagiarizing you are not learning - so why pay for an education at SU?

- Students are cheating themselves because they are not learning something new. They are just stealing from the work of others.

- Students are here to gain knowledge and skills that will help them in their future endeavors. Cheating may help them gain some knowledge, but will prevent them from practicing skills, which are the most useful part of an education.

- Students are here to learn and expand their skills by cheating they are not doing anything.

- Students are in school to learn. They will be better off, even if it is painstakingly difficult, to take the time to learn course content on their own.
- Students are not actually learning the material, they are just cheating to get a good grade, so they are only cheating themselves.

- Students are not giving themselves the opportunity to learn information that will be valuable to them.

- Students are not learning or developing, they are looking for "short-cuts" to pass without much effort. They are cheating themselves as they are not gaining anything academically.

- Students are only cheating themselves.

- Students are paying a lot of money to attend this school and aren't using it to their full potential. Also later when the student needs to know the material they were supposed to know they won't be able to do whatever they are doing.

- Students are paying for an education that they will not receive if they do not do the best work that they can. Scholars do not engage in academic dishonesty.

- Students are paying for an education, not a piece of paper. If they want to get out of learning, that's their loss.

- Students are paying high costs for classes for the purpose of learning something in order to pursue their interests professionally. If they engage in academic dishonesty they are cheating themselves because they are not learning the material, or benefiting from the point of the exam. They chose their major, they chose their classes, if they don't actually participate in them fully then they are wasting their time and money.

- Students are receiving grades that do not accurately reflect the work they have been doing. Given the opportunity to receive a college education, students should be taking every opportunity to broaden their horizons and take in all they can—no other way to merely get a passing grade.

- Students are unable to understand and complete assignments on their own merit.

- Students at SU pay a large sum of money for a good education. By cheating, they are not actually learning, wasting their own time and money, and putting themselves and perhaps their classmates in danger of punishment.

- Students cheat themselves out of the knowledge they gain by learning the material that they are then expected to know in future classes.

- Students choose to come to college to prepare themselves for a solid future and cheating ruins this idea.

- Students do cheat themselves when they engage in academic dishonesty. However, I think they are cheating other students out of a fair assessment for the work that was completed.

- Students don't really learn the material if they are being academically dishonest, especially those who follow academic honesty policies.

- Students engaging academic dishonesty will hide their shortness in academy&amp;#65292; which exams or homework is trying to expose to instructor for helping students improve. Dishonesty in academy will waive the chance of a student to improve.

- Students engaging in academic dishonesty are not getting the education they need to coincide with the degree they are receiving and are falsely expressing knowledge which they obviously do not have.

- Students fail to learn the information if all they are doing is cheating.

- Students go to universities to gain knowledge before entering the workforce. If they learn to cut corners here at school, they will take this bad habit to the workforce and weaken themselves and our country.

- Students in my MBA program that cheat frequently appeared as idiots this summer when they couldn't apply concepts from their coursework, making our whole program look bad.
- Students may not learn the material in the long run as well, but they also will earn a better grade which will look better on their transcript. That is my reasoning for picking neither agree nor disagree.

- Students may steal or share answers to help them get by one test at a time, but there will come a point where they are dependent only upon themselves to find an answer. That moment may not happen during their time as a student, but at some point, they will be asked a question that is "cheat-proof. The student will not know how to use his or her resources to find information on his or her own.

- Students need to get through college based on their own work.

- Students pay money to take classes and learn. When you cheat, you're not learning anything.

- Students pay to be here, when they cheat they're just wasting that money because they don't learn anything!

- Students that cheat are cheating themselves because they are not obtaining any of the information.

- Students that cheat are cheating themselves. They're not learning anything and they're stressed because they did not take the time to learn the material.

- Students that cheat aren't actually gaining any knowledge. School is not a game, it has a purpose...

- Students that try to plagiarize want to just get the assignment done and copying another's ideas leaves no knowledge and thoughts for themself. In result, they do not advance from the knowledge they are suppose to gain.

- Students use information they gathered from other sources in their work. Sometimes they don't cite properly, but still give their best attempt to give the original source credit. I think there are a lot of thin lines in the code of academic integrity that should be better addressed.

- Students who actually work will gain the most out of the assignment, rather than just the best grade.

- Students who are dishonest might get better grades now, but they are not having a progress towards excellence which would eventually hamper their success rate.

- Students who are too stupid to pass on their own aren't learning anything by cheating. Which is why I am not sure they are gaining an advantage. In my experience, students who need to cheat are not that bright to begin with.

- Students who cheat are most likely not really learning the material, although they may end up getting higher grades. These students may find themselves in trouble in later courses if it turns out they really needed to learn and understand their previous courses in order to advance.

- Students who cheat are not able to fully learn the material and in the long run you are not getting the utmost out of your education.

- Students who cheat are not helping themselves in the long run. Cheating can be addictive.

- Students who cheat are not learning the material they are cheating on. They may get by now, but in the future it may come back.

- Students who cheat are only hurting themselves because they will be unprepared for the next step whether that be a test or building on what they've already done.

- Students who cheat aren't learning the material.

- Students who cheat both miss out on learning important material and re-enforce negative morals which they carry with them to the workplace.

- Students who cheat did not learn anything. They find different dishonest ways to hide their performance, therefore, they are cheating themselves.

- Students who cheat don't learn the material. They are paying $50,000 a year to cheat from the internet or another classmate, not to learn and better themselves.

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- Students who cheat most likely did not prepare enough and do not understand the information so they think by cheating they'll do better. Because they never learned the information they are not ever gonna learn the information, ultimately cheating themselves.

- Students who cheat to get through their classes don't learn the material on their own and rob themselves of the deeper understanding that comes with learning the material.

- Students who cheat will eventually be caught; moreover, they are losing the opportunity to learn and be challenged.

- Students who cheat will not have that knowledge base to fall back upon in future endeavors.

- Students who cheat, aren't really learning; they are really cheating themselves out of the opportunity to learn.

- Students who do engage in academic dishonesty aren't actually learning. By the time they get out of college and get a job, they don't know to the level that they should know and will get in trouble in the real world when they don't give credit to those who deserve it.

- Students who do not study and then cheat and get good grades achieve these grades without the actual knowledge. Hence they are losing out - and cheating themselves.

- Students who do this are not taking advantage of the great education SU offers. By cheating, they will get nothing from the course.

- Students who don't put forth the utmost honesty and integrity into their work product are unlikely to gain advantages in the post-graduation world, and are likely to make enemies while in school, which will disadvantage them from a networking standpoint.

- Students who engage in academic dishonesty and get away with it are more likely to not do as well when they enter the job market.

- Students who engage in Academic Dishonesty are cheating themselves because they are stopping themselves of all the knowledge they can get which will fetch them a good job and lots of other rewards in the future.

- Students who engage in academic dishonesty are cheating themselves because they are likely to get good grades in that particular course whereas don't have any good knowledge about the same. And they will keep on engaging in academic dishonesty again and again.

- Students who engage in academic dishonesty are cheating themselves because it usually means they are not obtaining a very strong command over the course material. This spills over into item "e" in the sense that they are only gaining a grading advantage which is an advantage, but not necessarily an intellectual advantage.

- Students who engage in academic dishonesty are cheating themselves in a way. Yet, they are also really only trying to better their grades through cheating, which makes it beneficial for them rather than cheating.

- Students who engage in academic dishonesty are cheating themselves because they are not completing the work themselves. Therefore, they are not learning the material, and they are cheating themselves in the long run.

- Students who engage in academic dishonesty are cheating themselves...only if their intentions are to honestly better their themselves through education. As a graduate student, I see less cheating and dishonesty from fellow graduate students and more from undergraduates. Although not all undergraduate educations are funded by their parents, for those students whose are and who are academically dishonest, they are cheating their parents and the school for the efforts both give to make sure each student receives as much support as possible. As many students who cheat will find out, the reward for cheating and not getting caught (perhaps a better grade or acclaim) is short-lived and will not help them in the long run.

- Students who engage in academic dishonesty are cheating themselves because they are not really learning the material or gaining anything from their classes. They may end up with a good grade, but they will not have any real knowledge.
- Students who engage in academic dishonesty are cheating themselves of benefits of the process of academic thought exploration.
- Students who engage in academic dishonesty are cheating themselves because they are not learning the material they need to further their education in later instruction.
- Students who engage in academic dishonesty are cheating themselves of the learning opportunities intended by the given assignment. Students learn more going through a whole learning process--not in taking shortcuts that require less thinking.
- Students who engage in academic dishonesty are failing to adequately learn the material, and thus are not gaining greater knowledge.
- Students who engage in academic dishonesty are making the most of the situation they're in. Employers don't ask you if you cheated in college but they do ask you what your GPA is.
- Students who engage in academic dishonesty are not cheating themselves particularly in the MBA program. Graduate Assistantships for the second year are awarded by a point system based on a combination of GPA and community service. Therefore, students who cheat and achieve a higher GPA have a greater chance of obtaining a Graduate Assistantship and cheat deserving, honest students out of these positions.
- Students who engage in academic dishonesty are not doing the work that should be putting forth. They are risking getting caught, but more importantly, they will not learn the material or benefit from their education.
- Students who engage in academic dishonesty are not getting the full learning experience and are therefore cheating themselves.
- Students who engage in academic dishonesty are not learning the material so in the long run they aren't helping themselves at all.
- Students who engage in academic dishonesty are not learning. They are simply copying other people's work and therefore do not think for themselves.
- Students who engage in academic dishonesty are only cheating themselves in the long run. Academic integrity policies are designed to keep people from gaining an unfair advantage in the classroom, but even if students do find a way to cheat, they are only harming their own learning processes and their future activities, since they never have learned the material or how to succeed without cheating. This doesn't work in the real world and karma always comes back to catch you.
- Students who engage in academic dishonesty are simply not learning the material, so when the time comes for a job, they will not have the necessary skills.
- Students who engage in academic dishonesty are taking the easy way out which is cheating.
- Students who engage in academic dishonesty aren't actually learning anything from the material thats covered in class.
- Students who engage in academic dishonesty can't achive knowledge of their own, resulting future academic/skills problems for themselves.
- Students who engage in academic dishonesty do not actually learn the material they are suppose to from the given assignment. Instead, they finish the assignment in the quickest and most convenient way possible.
- Students who engage in academic dishonesty do not learn as well as their non cheating peers.
- Students who engage in academic dishonesty learn and practice less thing, they just want a higher score but the abilities of them won't be improved as other students.
- Students who engage in academic dishonesty rob themselves from an honest grade and the chance to see how they test in this environment.
- Students who engage in cheating are gaining an advantage over other students in the short-term, but in the long run, especially when students enter the workplace or go to grad school, they will find
themselves at a disadvantage because they never actually learned anything in their undergraduate careers.

- Students who engage in such behavior are cheating themselves because they are paying for their education, thus learning the material to the best of their ability should be the number one priority to "get their monies worth", so to speak. In the workforce, cheating is not acceptable and it can result in dismissal from a job or legal action so I believe that SU is trying to prepare us to be honest citizens. Cheating may get you by for an exam or two or even for a class but if you cannot explain what you know of a particular subject you like an ass... And who wants to look like that. Once we graduate, we are a representation of SU as well as ourselves so why not try to take advantage of the lessons being taught because you cannot cheat in the real world.

- Students who engage in that behavior take the easy route not testing their full potential in such fields giving them a limited learning experience which will affect them in the future.

- Students who engage in these types of activities cheat themselves because they are not doing the assigned work, and thus not learning from it (only getting the grade that goes along with it).

- Students who participate in academic dishonesty are keeping themselves from learning and from developing new skills to make them better students.

- Students who plagiarize are not thinking, learning, or grasping information properly. Each individual has creative "juices", yet when one engages in academic dishonesty they are depriving themselves of fully expressing their talents because they find it easier and/or quicker to use someone else's work.

- Students who plagiarize or who use unfair tactics to advance themselves in classes will NOT learn what they should, they will NOT be able to apply the lessons they SHOULD have learned, and they are honestly wasting everyone's time, including their own.

- Students will likely not learn the material to the extent that they should if they did work themselves.

- SU is a great place to learn and not taking your classes seriously is honestly a waste of time and money. The objective is not only to perform well at school but learn as well.

- SU policies are not stringent enough. Students can always rewrite, resubmit etc.. A clear policy is tolerance 0 grade 0. However, TAs often report cheating but faculty doesn't want to deal with the paper work (or at least that is my impression)

- Such students are cheating themselves out of learning the material.

- Such students are likely to do so in not only one class, but most of the classes he or she is taking.

- Sure, pay over $1000 per credit and not learn anything. You lose. Good day sir.

- Taking the easy way out does not foster appropriate learning skills and minimizes creativity and intellectual rigor.

- Teachers assign assignments for a reason. By taking a shortcut, you are not fully experienceing the learning objective, and ultimately ripping off your own tuition. At the same time, the way the cutting corners in college is possible, so is it too in the real world. If you can find a shortcut to a task, then perhaps you have exceptional problem solving skills. Skills that may be useful later on in life moreso than the actual assignment. There is no cut and dry answer. I think the concept is very situation-based. However, more often than not, I think the student is cheating himself/herself out of a learning experience.

- Technically, the student IS missing important class material. In the real world however, a higher GPA will get you much farther than actual knowledge :/

- Tests in general are never reflective of real life. In real life, you have access to outside sources and co-workers.

- That means they are taking somebody's ideas to make it feel like theirs.

- That's a pretty big spectrum, some academic dishonesty in unintentional
- The consequences are too severe and much outweigh the immediate benefits. It's a bad decision to cheat.

- the dishonesty in academia will make them failed in their future.

- The enriching part of any class is the challenge. Challenges represents key moment for academic growth, an opportunity for a student to raise his/her standards and apply themselves. Someone who is plagiarizing or engaging in academic dishonesty is cheating themselves out of this opportunity. I know that for some folks who are required to take courses they deem irrelevant to their major, this seems like a tempting option. However, I say, if you're paying 50 grand a year to come here and are required to take a class you're really not interested in, you should then all the more make it worth your while by challenging yourself and broadening your academic perspective in that "irrelevant class" - don't just copout.

- The goal of academic research and writing is to learn about and speak fluently on an issue. Students that plagiarize will not learn research skills, nor develop a command of the subject matter, and therefore are cheating themselves of a true education.

- The grades that the student get from cheating is not real because it doesn't reflects the student's true ability. When he/she gets the grades back, it is a lie to themselves.

- The high score they got by cheating is meaningless.

- The idea of being an attorney is to uphold the laws. I can see no way whatsoever that a person who cheats is gaining anything. They are going back upon their word of upholding the law and also not getting whatever grade they deserve on their own merit. They are not testing what they actually know, but they are testing what they have cheated to know.

- The majority of assignments you're given in classes are aimed at having you learn a specific topic or an important aspect of the course, so by cheating or copying someone else's work, you are only taking away from your own learning and education.

- the majority of people at SU are pay at least something for their education. If they do not complete the assignments independently and correctly, they are missing out on learning the skills they are paying to go to school for.

- The only person they hurt is themselves. In the long run cheating gets a person no where. What happens when they actually have to do the work, they struggle

- The point of being in school is to learn things. If you cheat, you're not learning, so then what's the point of being in school?

- The point of law school isn't just to do well on tests, but also learn the law. If someone cheats to get through their future employer will be able to tell by their lack of knowledge.

- The point of the work id to learn, if you don't do it you won't learn.

- The professors at SU are both wise and intelligent - most students who engage in academic dishonesty underestimate the high likelihood that they will get caught.

- The purpose of a college education is to grow and learn as a person and a student. The decision to engage in academic dishonesty only compromises their assessment performance; it is unlikely that such dishonesty will follow them later in life (materially affect job offers, etc). Because it is still possible to simultaneously 'cheat' and ultimately not affect their personal and academic growth/learning, I contend they're not cheating themselves. In fact, I believe that the system is just resentful at the notion that students can cheat, not compromise their career prospects, and ultimately the only thing compromised here is the professor's trust.

- the purpose of assignments is to expand students' knowledge and critical thinking, not to enhance their ability to copy and paste...

- The purpose of attending classes and doing the work is for one to learn the material. If one just does the work or copies it, one is not understanding the purpose have getting an undergraduate/graduate education.

- The purpose of college is to learn, cheating defeats that purpose.
- The purpose of coming to college is to learn and better oneself, by engaging in academic dishonesty, one is not learning anything or bettering themselves.

- The purpose of getting an education is the value that it offers you personally. Taking short-cuts removes the single most important thing from your education... actual learning. If you don't learn how to properly produce on an academic level, you are certain to fail at it on a practical level.

- The purpose of higher education is to learn, not entirely achieve grades. Learning is only truly achieved through understanding, not through taking short cuts.

- The reason we attend college is to learn and prepare ourselves for our careers later in life. Cheating doesn't allow one to reach their full potential.

- The reason you come to school is to get an education that you can apply in your life and career choice. When you choose to cheat you are hurting yourself and your own mental growth. You are also setting yourself up for future failure.

- The Student might be getting the correct answer to a question, but they will not know the reason behind the answer. That will hurt them in a long run.

- The student who are dishonest should get D

- The student will not learn the material if they are just copying it to get a good grade. When it comes down to working in the real world, the student will have no knowledge about how something works or how it should look like or work if all they ever did was just copy someone else's work to get a good grade.

- The students are cheating themselves because when they graduate and have a real job there won't be problems from a textbook that can be easily found. They need to be able to think on their own and be able to solve the situation or problem at hand. Also engaging in academic dishonesty just demonstrates that the student is good at following orders but employers hire people that can be more of a leader than a follower.

- The students are not getting any knowledge out of it. They are here to study and not to engage in such stuff. In a way they are cheating themselves by not studying and in turn affecting their careers

- The students dont actually learn the materials, therefore hurting themselves in the longrun.

- The students that are cheating are not learning and therefore are cheating themselves out of knowledge.

- The students who engage in academic dishonesty do not realize that they are not learning the material. Even though they get good grades in the homework, they fail at the exams as they do not know the material and usually get bad grades in the end. Also, the material they do not learn affects the other courses that they have to take. As they do not have time to study for their current courses and review material from the previous ones, they hurt their academic progress a lot in the long run.

- The students will no learn and waste their time because when they find a job they will have a disadvantage.

- The thing i notice is that a lot of kids claim to be "sick" when there is a paper due or a test they aren't prepared for. And they aren't sick at all.

- The thing is that if you cheat in an exam and pass because you have cheated,you don't have the necessity of studying more for pass,and you are not really learning

- The thing which is not your is always not yours

- The time that students spend cheating only robs them of actually knowing and understanding the subject matter at hand. They may learn how to cheat but that is all they will learn.

- The whole world's a crap shoot... and you just gotta be a player in the game.

- their not doing their own work so they will not understand the material in the future
- Then they're not actually learning the material, so they will be less likely to be able to recall the information at a later point in time.

- There are only cheating themselves because in the end they don't leave the class knowing for understanding the same material.

- There is no benefit to cheating/plagiarizing. The education is what matters. People won't become individuals who are strong, resilient, multi-taskers if they resort to cheating. This will be a lost skill set to them in the future and they will probably not have excellent careers.

- There is no gain in knowledge if a student does it. At the end of the day it is more important to learn than, copy someone else's work.

- There is no point in cheating because it is not going to help in the long run. Whether caught or not cheating would mean that the person cheating obviously doesn't get the point or is too lazy to do their own work. Either way it might work for the present but will not benefit that person in the future.

- There is no way to become a Professional Engineer by cheating your way through school. It will catch up to you.

- These courses are designed to progress student learning, and if they cheat, they are not allowing themselves to acquire that learning. Therefore, they are cheating themselves. I prefer to think of this quote when referring to academics: "chances are, if it's difficult, it's probably worth doing."

- These students are not getting the skills needed to succeed later down the line if they cheat.

- These students are not responsible to themselves. They will not learn anything; it is not good for their study.

- These students are taking the easy way out. In the end, the aren't learning the information that they need to be successful. Sure they got an "A," but who cares if you didn't get the necessary information?

- These students are trying to take the easy way out. It does not exemplify their true potential. It is likely they will get caught so it is not even worth it, they would be wasting their education.

- These Students use the easy way of learning and do not retain new information.

- These students who are cheating... are obviously cheating themselves, since they won't get anything valuable out of it, maybe a couple of good grades but they're grades they don't deserve. And they are just getting the letter grades if they're not caught. They're not getting any knowledge out of it. So they're cheating their way to get a degree, and cheating their own personal integrity as well.

- These students will not be able to produce in the workforce if they don't learn how at SU.

- They achieve a good grade, but they don't learn or remember anything that could be applicable when they join the workforce later on.

- They are also cheating other students who rely on feedback from exams to help improve the class.

- They are cheating no one but themselves because they aren't learning the knowledge to further their own education at SU.

- They are cheating the person who wrote the piece and getting themselves in big trouble. They are cheating themselves of the opportunity to form a different concept from someone else's piece.

- They are cheating the system, and if they get away with it they never learn a lesson that it is wrong.

- They are cheating themselves because they don't get the info needed to be successful.

- They are cheating themselves because they are not learning to discern between creditable sources and questionable ones. They are not learning to think critically, and they are failing to learn how to understand a topic enough to put the information into their own words.

- They are cheating themselves because they are not taking the time to learn anything.
- They are cheating themselves because they did not learn from the assignments given to them. They chose to take the easy way out, and not reason through the work.

- They are cheating themselves because they do not actually know the answer and in the end they will not succeed in that field.

- They are cheating themselves because they do not gain any knowledge of what they are doing. They may be able to pass and never get caught but a day will come in which they will not be able to cheat and they will fail. In addition, they are paying for an education which they are not getting.

- They are cheating themselves because they don't really know the material, so even if they get good grades, eventually that will catch up with them because at some point they will actually have to prove if they know the material or not.

- They are cheating themselves because they won't properly learn the material affecting them later.

- They are cheating themselves by not allowing themselves to learn the material.

- They are cheating themselves by paying a whopping $50,000 a year to learn, and by cheating they are not really comprehending the information.

- They are cheating themselves in that they will not know the information, thus, they will not have a base knowledge to build upon as they continue on through their college and professional careers.

- They are cheating themselves of an actual education- by copying or plagiarizing, they don't really learn anything except how to avoid doing their own assignment. They aren't here to do what you're supposed to do at college, which is learning and experiencing different ideas.

- They are cheating themselves of money and academic gain: They have paid to go to an institution, and are minimizing the intellectual impact of their assignments.

- They are cheating themselves of the opportunity to grow and learn as an intellectual.

- They are cheating themselves out of an education and knowledge that costs tens of thousands of dollars a year.

- They are cheating themselves out of an education.

- They are cheating themselves out of an education. They're not going to learn anything if they cheat and it's going to catch up with them in the long run.

- They are cheating themselves out of developing proper and acceptable research skills that will help them for the rest of their professional and/or academic careers.

- They are cheating themselves out of knowledge that would be gained if they did the research or writing themselves.

- They are cheating themselves since they aren't learning the material covered on the exam or topic for their paper. Many students don't think of the long-run and how this information could be useful in their life and chose to take a bad short-cut when cheating.

- They are compromising their individual learning, progress, and content comprehension by engaging in academic dishonesty.

- They are copying answers to homework to get a good grade on the homework but then are just screwing themselves over for the exam/final.

- They are depriving themselves from learning properly for which their parents sent them and in the process are making them weak in the competitive market.

- They are depriving themselves of an opportunity to learn the material and develop a strong moral code that will help them in all areas of their lives.

- They are depriving themselves of the experience and education of the class.

- They are destroying their educational process.

- They are educating for themselves, and whoever engages in academic dishonesty is hurting themselves.
- They are either intentionally or unintentionally not citing sources or doing things that are not helping them learn to stand on their own two feet and present their own work.
- They are either not developing their own ideas, or are relying on cheating to get through life. Eventually it will catch up with them.
- They are essentially devaluing the very product that they are paying for.
- They are fooling themselves.
- They are gaining a grade they do not deserve and therefore won't know how much they know themselves.
- They are getting good grades without learning the material so in the end they are cheating themselves because if a teacher asks them a question they may not know the answer.
- They are going to fail more advanced classes later since they haven't learn any by cheating
- They are hurting themselves by not learning the material on their own, and not expressing their own thoughts, but instead someone else's.
- They are just hurting themselves down the road. If they don't care enough to study to find the answer or reasoning at this point in their careers, they never will, and the snowball effect will ruin them and others around them.
- They are loosing at the end of the day because they don't learn the material properly. At the end of the day they are wasting time and money in class.
- They are losing out on an educational experience
- They are losing out on learning information that they could use in the future
- They are losing the opportunity to develop their skills and expand their knowledge. What's the point of coming to college? That said, if a student is struggling due to learning difficulties or emotional problems, the college should work with the student to help them so that they don't feel so desperate that they need to cheat.
- They are missing the opportunity to learn the material--which should be the entire point of being here in the first place.
- They are missing the point of being at college, it is not about completing assignments and simply receiving a grade; but to expand your awareness and understanding so that you can add to the pool of knowledge on this topic or subject matter.
- They are neither gaining an edge nor advancing their own knowledge. Even a good grade will only take you so far. Eventually they will be held accountable for all they did not learn.
- They are not able to gain the knowledge they are at SU for.
- They are not able to learn if they are cheating
- They are not actually learning
- They are not actually learning and it costs a lot to attend the Syracuse University. Copy and pasting information found on the internet does not help them to learn the material
- They are not adequately following instructions or learning to complete tasks in an honest, professional manner.
- They are not allowing their full potential to be seen
- They are not creating their own work, no discoveries means no deeper understandings of the material.
- They are not doing their own work and therefore are not gaining the intended outcome from completing an assignment.
- They are not doing work based on their true ability, and are deceiving themselves when they get better grades by plagiarizing.
- They are not full learning
- They are not fully learning because they are not realizing their own potential.
- They are not gaining a full understanding of the subject and are just wasting their time in the class.
- They are not getting a proper education.
- They are not getting a proper grasp for the material and aren't taking the time to really study for something or do the research on their own.
- They are not getting out of assignments or classes what they should, they're just receiving grades.
- They are not getting the education they are paying for.
- They are not getting what they are supposed to out of the class therefore it affects you later on.
- They are not giving their best
- They are not going to know the useful material in the real world. but if all they want is an A then they got it
- They are not going to learn anything by cheating and even if it gets them somewhere now by giving them good grades, they won't get very far in the real world by doing that. If you are told to work on something at a job and you cheat, you can be fired and it will make it harder for you to find a new job.
- They are not helping themselves and are not learning anything.
- They are not helping themselves learn by cheating
- They are not learning
- They are not learning and comprehending the material necessary for the completion of their major
- They are not learning and taking in the knowledge.
- They are not learning any information.
- They are not learning any material, just using information to get a better grade.
- They are not learning anything and thus wasting their money.
- They are not learning anything by cheating, and what they miss might turn out to be important in their career.
- They are not learning anything by copying anyone else's work
- They are not learning anything, and cheating themselves by doing that, when they get out in the industry and will have to work on their own they might not be the best people hired for the job.
- They are not learning anything. When it comes time to be productive in the real world they will not be able to do so.
- They are not learning everything to their full potential
- They are not learning for themselves
- They are not learning for themselves and not getting what they are paying for.
- They are not learning how to do it themselves.
- They are not learning on their own
- They are not learning skills they are going to need in the real world. However, most of the real world is based on luck and networking anyway, so academics often don't matter.
- They are not learning the content or acquiring the knowledge to master the content.
- They are not learning the material
- They are not learning the material as they should. But at the same time, they get better grades for doing so, so there is no real reason for them to stop.
- They are not learning the material as well
- They are not learning the material like they should be.
- They are not learning the material on their own and have to live with being a cheater
- They are not learning the material which will be a problem either further in the course or at a point where they need to apply the material
- They are not learning the material.
- They are not learning the materials
- They are not learning the materials if they copy and paste something from the Internet or copy something from their friends. It’s important to do one’s own work so that you learn better and don’t slack off which will hurt you more in the long term.
- They are not learning the materials they need to know for the real world.
- They are not learning what they should be.
- They are not making the most of their time in such a great place.
- They are not processing the information as well as they could have if they obtained it themselves
- They are not properly learning from the assignment.
- They are not properly learning the material for themselves
- They are not properly learning the material.
- They are not providing their own personal opinion about a topic.
- They are not really learning anything and are finding ways around doing what they should really be doing, it devalues everyone’s education
- They are not really learning material or developing as intellectuals or lawyers.
- They are not really learning the information, by cheating they are "cheating" themselves out of a better education, an education that they are paying for.
- They are not responsible to themselves. They thought that they help themselves to get good grades, but in fact, they cannot learn anything.
- They are not submitting and doing their own work which means that they are not really learning the material.
- They are not taking full advantage of learning the material and in the end they will never know anything if they keep cheating
- They are not taking the time to learn the material so they really lose out on new knowledge
- They are not truly learning anything. People know how to be honest if they are not I hope they get caught.
- They are not truly learning and understanding the subject matter and should not feel comfortable earning the degree
- They are not using their own ideas, just copying someone else’s. It is more intelligent to cite someone else's view then follow it up by either agreeing or disagreeing with it.
- They are not valuing their work, and in the long run, they will see that there is more to life and that it is not all about superficiality.
- They are not working hard to learn the material or how to write properly. When they get out into the "real world" they will not be prepared to handle responsibilities on their own.
- They are not your own thoughts and ideas, so you are learning nothing by stealing someone else's thoughts.
- They are only learning to cheat the system, not the actual material they should be uncovering
- They are paying for an education
- They are paying so much money for an education, and they are throwing it away by cheating.
- They are paying to get an education, if they cheat, they aren't learning everything they could be learning.
- They are paying to learn. Cheating is not learning. Therefore they are cheating themselves out of their own money.
- They are preventing themselves from fulling learning the material by not allowing their brains to store that material in their long term memory.
- They are recieving grades which are not an honest reflection of their academic ability and they will be found out when they get a job and start working in the real world
- They are so lazy to study, and want to get a degree without hard work
- They are spending tons of money to go here and by cheating they aren't learning, they are spending money for nothing
- They are stupid. In a simple risk vs. reward analysis, they are making a dumb move. Cheating on assignments or exams is a good way to ruin one's entire career. And for what? To raise their GPA by a few points?
- They are taking others opinions instead of making their own, and when they have to think for themselves in the future it will be harder.
- They are taking the easy way out and not taking advantage of the opportunities which they have as students.
- They are wasting time and money if they are not learning.
- They aren't "learning"...but I think it is unfair because what some professors have us memorizing for a test isn't a practical way to see if we can apply skills/have any knowledge. So yeah a student who has a cheat sheet is cheating themselves, but also getting an unfair advantage over other classmates....it is unfair when you are in classes where your exams are 80-90% of your grade and people are cheating on them.
- They aren't acting learning the material so in real life they won't know how to apply that material.
- They aren't actually learning anything.
- They aren't actually learning the material by cheating, it is simply a means of getting through the assignment or test.
- They aren't actually learning the subject they're supposed to be learning, instead spending more time figuring out how to successfully cheat than using that time to study or do work.
- They aren't actually understanding the information and learning as much as they could if there were to not cheat.
- They aren't doing the work to get the grade
- They aren't gaining the information.
- They aren't getting anything out of the assignment, an assignment that was specifically intended to aide in their studies.
- They aren't going to benefit from cheating. They will not learn the material
- They aren't learning
- They aren't learning anything by simply copying another student's/ professors' professional's work, they just are doing what they need to get by and in the end when they graduate and have no one
else to copy from, well then they are in a terrible position. so by cheating now they are cheating their futures.
- They aren't learning anything which is what you go to classes and to college to do. It is a waste of money and time.
- They aren't learning anything!
- they aren't learning anything, and it will hurt them in the long term
- they aren't learning as much
- They aren't learning as much as they could be, given the resources we have here.
- They aren't learning as much as they would otherwise.
- They aren't learning by cheating.
- They aren't learning for themselves if they're using the work of other, so ultimately they're cheating themselves.
- they aren't learning if their just copying off of others
- They aren't learning proper skills to develop and write assignments
- They aren't learning the important materials so they won't succeed in the future.
- They aren't learning the material
- they aren't learning the material on their own
- They aren't learning the material thoroughly and coming up with their own ideas. Therefore they aren't getting the most out of their classes.
- They aren't learning the material which will hurt them in the long run.
- they aren't learning themselves
- They aren't learning what is necessary for them to succeed, they're simply getting by doing whatever is necessary at the time
- They aren't learning what they are paying to learn. When they go to get a job they won't have the skills that they need. (HOPEFULLY)
- They aren't learning!
- They aren't losing any practical skills by cheating on an assignment and they're still getting ahead.
- They aren't really learning the material and are therefore faking their education. They will graduate without ever learning anything except how to deceive others.
- They aren't taking advantage of an quality education
- They can never survive in the real world
- They cannot make sure whether they learn all the thing in class.
- They can't use their "crutch" when out in the real world - they should learn and know the material without any aid
- they cheat students who abide by the rules from opportunities that better grades provide
- they cheat themselves by getting the answer without knowing the knowledge, and if they luckily copy the right answer, they will not care any more about why they don't know the answer any more, so what they do not know will forever be what they do not know, as school knowledge, not saying in the whole life span.
- They cheat themselves of knowledge and they just waste tuition money.
- they could be hurting themselves without knowing the material they are learning
- they could have benefited from learning more
- They deprive themselves of the ability to complete work and be successful in an ethical manner.
- They devalue their learning…and lose great respect from
- they didn't obtain enough academic knowledge from class, just pass the exam..
- They didn't understand the knowledge, and by cheating they could get high scores without studying hard. They can't make themselves intelligent.
- They dishonesty for the paper or exam in order to get high scores in fact that they learn nothing except the meaningless scores.
- They do not know what/where they are lacking in comparison to their honest peers. So they live under a false impression that they are doing well. When competition is tough outside they are the ones who will be left disappointed most of the times (because of the false impression that they were good).
- They do not learn, nor retain valuable insight that comes from writing and evaluating their own thoughts.
- They do not really learn the material.
- They do not take the time to learn or analyze the material, so they will never gain a better understanding
- They do not use their's knowledge absorbed from class to pass tests or exams. It's like I can bring my laptop to take exams with other people do not bring. You can imagine that you have surrogate to help you write papers or exams. It's totally cheating yourself.
- They don't actually learn the material so it is as if they are throwing away money since college is voluntary anyway. In the real world they may be asked to use their college education and if they cheated to get it then it will become obvious
- They don't end up learning anything themselves
- They don't get all they can out of their education or learn from assignments if they use other people's work
- They don't get anything out of the class because they're cheating their way through everything. They learn nothing.
- They don't get as much out of the exercise as everyone else.
- They don't get the benefit of completing the assignment.
- they don't get to learn what they came to learn
- they don't know if they know the material or not if they just copy their neighbor/friend's work.
- They don't know the material when it is time for a test or internship.
- They don't know what they have really learned and how well they have learned.
- they don't learn what is part of the academic experience
- they don't learn anything
- they don't learn anything by cheating
- They don't learn as much.
- They don't learn the material
- they don't learn the material so they can't succeed on their own
- They don't learn the material themselves, someday that will come back to haunt them.
- They don't learn things that are being taught that are potentially vital to their career or life
- they don't really know it if they are cheating, so they are cheating themselves of their education
- They inhibit their ability to think for themselves and to produce original ideas.
- They just are lazy.
- They know what they did. They should feel guilty. They can only cheat themselves.
- They learn nothing if they engage in academic dishonesty.
- They lose that knowledge
- They lose the chance to gain further understanding while completing assignments. And without realization that academic dishonesty is a huge issue and should never be committed, they will not have proper attitude in their school life or future career.
- They lose the opportunity to both gain knowledge in the topic they're cheating on and to learn better research/writing skills.
- They make get the grade to pass by cheating, but eventually will be confronted to defend their knowledge, thus proving their abilities.
- They may "get ahead" now but if the material they are being dishonest about isn't mastered, it will eventually catch up with them.
- They may be able to avoid doing whatever assignment now by using another person's work but, eventually they we will be held accountable for the knowledge gained from doing the assignment. What goes around comes around.
- They may be helping themselves in the short run (being able to have the "right" answer in class) but in the long run they haven't engaged in the process of figuring out how to arrive at the answer themself.
- They may get the material they need to pass a class, but they do not engage in the necessary practices they should be learning through the assignments, practices that would hone their discernment, research, and writing skills in the future.
- They might get good marks in that particular exam but when it will come to the practical part of it, it's not necessary that they do well on it too.
- They might get the grade but in the long run they will be killed on the test when they don't actually know the material.
- They miss out on actually learning concepts that could benefit them later in their careers.
- They miss out on valuable learning and therefore will not be able to apply the learnings when needed.
- They most likely don't understand how to do the homework so they cheat and continue to not understand it.
- They neglect the opportunity to develop their own thoughts.
- They only generate what other people have done. They don't learn new knowledge.
- They only way to truly learn information is to study it and be an active participant in your learning.
- They probably get a high score which does not imply that they well manage the course.
- They probably learn less.
- They really aren't learning.
- They really aren't learning anything for themselves.
- They simply won't learn as much as their classmates because they took somebody else's work and claimed it as their own. Most of the time the students do this so they can get the paper or presentation over and done with. maybe it was a mistake and maybe it wasn't. either way the student has to be explained that academic dishonesty is not acceptable and has to be more careful and cite his sources. the students who did cite their sources would have learned more not only about how to present a good paper but also learn how to take their time with essays making sure that everything they say can be supported by their citations.
- They themselves aren't learning the material; they are relying on others to provide it for them.
- They will eventually get caught, get exposed and punished. It gains them nothing and they will not be able to cheat in every class and really effect their grades.
- They will just get good grades but not learn anything and face problems when they get jobs and under-perform than their counterparts.
- They will learn to lack an appreciation for hard work and credible experience, also lowering their expectations of others and developing an understanding that cheating, in general, in life is socially acceptable if no one is caught in the act.
- They will most likely fail on the exams, but if they study right they will pass, and not have to do homework.
- They will never truly know the information. They are not learning!
- They will not be learning what they need to know in order to succeed.
- They will not learn and this will only hurt them in the long run
- They won't be able to cheat in real life.
- They won't know the material/subject matter when it comes to real life, not just testing in school/college
- They won't learn as much, but this applies to when it is purposefull not just that a citation was left off accidentally
- They won't learn the material so their grades might show that
- They won't learn the material, which will then hurt them later in their academic/professional careers.
- They'll know less when they get out in the "real world" when they're really tested.
- They're cheating themselves because they're preventing themselves from learning something new and possibly valuable.
- They're cheating themselves by not learning for self-edification, but by trying any means necessary to get the grades. Grade hungry students in my experience are the biggest culprits.
- They're cheating themselves out of the education that someone is paying for for them if they don't take the time to learn it themselves.
- They're clearly not learning anything by simply copying from someone else. They may be getting the good grade, but they certainly aren't learning.
- They're denying themselves an opportunity to overcome a challenge.
- They're here to learn, not for the grades.
- They're not just paying $50,000 a year to get a degree - they're paying for an education, and they're wasting it if they aren't earning their grades. Grades reflect their work, and once cheaters get into the workforce they'll realize they did not prepare themselves.
- They're not learning
- They're not learning- that's the point of college
- They're not learning the material
- They're not learning the material so they're going to struggle with future work and their tuition will be a waste.
- They're not learning.
- They're not participating in the full learning process
- They're not really engaging with the material they were suppose to learn

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- they’re not understanding the material. it’s all short-term gain; what happens if in the professional world you get caught cheating? the consequences are much worse

- they're only earning a diploma, not an education

- They’re paying to come here to gain an education, and in cheating their way through their classes, they aren’t learning anything themselves, and they’re fostering an attitude that will stay with them for the rest of their lives.

- This does not prepare them for their careers, or it sets the stage for their careers. It might ultimately end in some consequence that can ruin their life.

- This is a very after-school-program kind of question. As a graduate student, I’m taking courses which I think will prepare me for my career. And, I'm paying just about a bajillion dollars to do so. The degree, in name only, won't get me a job- only my ability to convince prospective employers that I know what I'm talking about. Students who cheat on assignments usually end up avoiding the whole learning process, so when they get to the interview or the first day of the job, they’ll be just a little bit less prepared (besides wasting all that tuition money).

- This is law school - If you don't learn how to do the assigned tasks for yourself, how can you possibly expect to serve your client properly later down the road?

- This is the time when information is important to know for the future and a job. People that cheat now won't know the information or have the skills to do what is expected when they leave with an SU degree, they dishonor themselves as well as this institution, when they cheat.

- Those people are basically learning or gaining nothing out of the class if they are taking other people's work.

- Those students are cheating themselves because they have not truly completed the work based on their ability. They have simply gained an unfair advantage, and have not mastered the material.

- Those students are loosing out on the chance to actually learn something and get honest constructive criticism back from the instructor

- Those students are not learning the material they need to help them thrive in their future careers and their employers will soon enough realize their incompetence and they will not get promoted or may be fired.

- Those students who engage in academic dishonesty are cheating themselves because further on when they will graduate, their weaknesses will show up in at work and in their life. Therefore students who cheat they are hurting themselves.

- Those who cheat are passing up an opportunity to exploit their education to the fullest extent; by not "playing by the rules," they’re not only not learning all the course content they should, but they're clearly also not furthering the betterment of their character, which is an overlooked aspect of the educational experience.

- Those who cheat in exams and papers actually learned nothing but got good grades and sometimes even an A. They may be able to maintain a good GPA but when they go to work, they will find their GPA is actually cheating themselves as they don't know the necessary skills.

- Those who cheat want to see a grade that is not reflecting their true ability. They are disguised by the cheated grade and are not likely to make improvements according to their true ability.

- those who cheat will ultimately not be able to live up to the standards they set for themselves even if they get away with it. Eventually it will show that there not as good as they pretend to be.

- Those who engage in academic dishonesty are not really learning anything which would be a problem later in professional life.

- those who give others their work to cheat off of are cheating themselves.

- Through the process of writing, we come to understand how we feel about issues. Academic dishonesty robs us of the opportunity to investigate ourselves in this manner.

- Throwing away the opportunity of education
- To D and E: I feel as though students who cheat are not only cheating themselves and yes, gaining an advantage, but college is less about the good grade than it is about actually learning and taking meaningful authentic achievements away from the experience.

- To learn knowledge is just for themselves, not any other people.

- Ultimately education is supposed to be "progressive" - in the sense that a student progresses from stage to stage in the educational process. By failing to complete assignments using their own thoughts, writings, and learning, they are setting themselves up for further failure in their educational progress. Students need to progressively build on their education, and academic dishonesty hampers that.

- University is not just about grades, it is about preparation for careers. By cheating, students may be unable to be mentally & intellectually prepared for the rigors of work.

- Using other people's work for our own assignment will only hinder our academic progress. We attend school to gain more knowledge and half of the learning is done by doing. Cheating may get us desirable grades but all will not matter unless we actually learn the material.

- Waste their time and energy and honestly speaking, they learn nothing.

- Wasting money on an education they are not taking advantage of as they are only going through the motions and not retaining any valuable information.

- We all come here to learn so if they get false grades they aren't fulfilling their mission.

- We are here at SU to learn knowledge, cheating is not learning.

- We are in law school to learn how to become lawyers. Learning and grasping the curriculum is important to becoming a successful lawyer.

- We are in school to learn; cheating does the opposite and is a waste of time, opportunity and money.

- We are paying to learn the material and by not learning the material you aren't getting your money's worth.

- We come to school to learn, to educate ourselves. By participating in academic dishonesty, students are only taking away from their own education, defeating the purpose of coming to college.

- We learn the material to help us when we get into the real world. If students are cheating, then they are not actually learning the material and this will hurt them when they need to use it in the real world.

- We pay a lot of money to be educated at SU so by cheating you're throwing away your money and other people's time.

- We should feel privileged to be attending college. If students want to cheat their way through, that's their priority but nothing is gained from it. The material won't be learned or retained, therefore, making graduates less qualified for their careers than it would appear on paper.

- Well they are not really learning anything but they still receive all the benefits of learning the material by getting a good grade so it's not that bad.

- Well they technically have less knowledge of a subject, but overtime that knowledge might fade anyway. The ones that gained the unfair advantage gained the higher grade, which sadly matters more in the long run than overall knowledge.

- Well you can copy all the work you want but when it comes time for a job and you don't know what you're doing its your loss.

- Well, I think students need to be self-sufficient when it comes to their work. In the real world, you can't look over on your neighbor's paper to see what the answers are and you can't have someone do work for you. These practices of not cheating should have been in full-effect years ago if they aren't already for a person.
- well, if you don't do the work and are just copying, you're not learning anything.

- Well, students who cheat really cannot get the real things they need to survive the future work

- Well, the "cheating" that you do in the classroom in homework and tests will roll-over into actual life. People may try to take shortcuts and end up putting themselves in bad situations. Also, if they need to cheat in high school and college, they are more likely break the law in society and will never succeed in life.

- Well, the whole point of being here is to learn, so if they cheat then they aren't getting the education they are paying for. Also, re:(e) I would add (as a grad teaching assistant) that (1) it is usually pretty obvious when someone is cheating and (2) cheating doesn't always lead to a better grade because, in their desperation, they almost always submit stuff that is either out of context or incorrectly applied.

- Well.. They did what they needed to do to get the grade (or whatever). Props for getting what you want/need. Maybe it was in a class that isn't for their major. Maybe they were legitimately sick before the exam and decided to give their body sleep. I cant say I agree with the statement 'they're cheating themselves' when I don't know all the details and when they ended up with an A.

- We're here to learn, not to just get by.

- What is the point of attending college (whether for an undergraduate or graduate degree) if you are not going to fully engage yourself and learn? I think that it prepares you for the real world and getting a job, so you are just taking away knowledge and opportunity from yourself.

- What they cheating is really not they can grasp finnaly.

- What's the point of paying for an education if you aren't going to try and learn the material?

- What's wrong with them? just Study!

- When one engages in academc dishonesty, s/he provides work that is not his/hers. This gives the impression that s/he knows when the opposite is true. Given a scenario where one has to think and argue for themselves, such a fellow will not have anything to present.

- When students make the choice to disobey academic dishonesty they are saying that they don't care about their learning. Students are here to learn something in their specific content area but cheating and plagiarizing they are not engage with the material themselves therefore they are cheating themselves. They are paying to learn and by using somebody else's work they are not learning and therefore cheating themselves.

- When the time comes to use that knowledge they will be unprepared.

- When they graduate from college they will have not received the education that others will think they have received by graduating from a good university.

- When using another individuals work it defeats the purpose of doing the assignment which requires the student to think for themselves and promote the skills that university is designed to nurture.

- When you are dishonest with your academics you're cheating yourself out of actually learning the material, your dishonoring your own integrity as well as the person's work that you are stealing and crediting to yourself.

- When you cheat off of someone else, you are cheating yourself of a better education at SU.

- When you cheat or copy off someone in class you really aren't learning anything and in the end, when it comes time for that student to be tested, they're basically screwed.

- When you're cheating you're not really learning anything. Even when a student copies HW and takes the time to understand it, they are not training their problem solving abilities and hindering their own learning.

- whether you are helping a student or are the student cheating off others, you are still giving someone an unfair advantage over the rest of the class.

- Why be here is you are not going to do the work.
- Why pay $50,000 a year to copy off someone else's paper?
- Why pay so much to take classes if you are going to deny yourself the opportunity to learn and exercise what you've learned.
- Why would some one pay to attend this school only master ways of NOT learning.
- Working at their first jobs, they will realize they know nothing.
- Yes because they aren't allowing themselves to absorb and learn the material at hand.
- yes i think they are not learning anything
- Yes, its true. Because students instead of learning and working on something with diligence and honesty, are engaging dishonest practices. This will ultimately hamper their professional development.
- Yes, they will receive a high grade because they cheated but in the real world, they won't know hat they are doing because they cheated and didn't learn what they needed to in order to succeed.
- You and or your parents pay enough money to go to this school or any other college and its a shame that kids will just go through school half heartedly.
- You are never going to get anywhere in the world, if you cheat your way there.
- You are not learning when you cheat.
- you are paying lots of money to be here and to learn. If you are cheating than you are not learning anything and its like flushing 100,000 of dollars down the toilet
- You aren't learning anything if you don't do your assignments. That's the point of assignments, to learn. If you cheat on assignments you aren't learning what you need to and are then cheating yourself.
- You cannot fully appreciate learning unless you do it yourself.
- You do not learn if you cheat. So is a greater disadvantage to oneself in the long run.
- You don't actually learn anything form cheating
- you dont learn anything from cheating...
- You don't learn if you don't do the work.
- you don't learn the essential things for you profession.
- you don't learn when you cheat
- You don't pay a thousand dollar per credit to do ctrl c and ctrl v
- You get whatever you put into your education.
- You go to school to further your education, however there is a large emphasis on grades as a means to evaluate one's level of achievement. As long as there is an emphasis on grades as a measure of merit, there is an incentive to be dishonest if it will better an individual's grade
- You learn nothing by cheating.
- you may get a good grade now, but when you're in the real world and have a job you can't fake integrity
- You pay a lot of money for college so that you can learn, not so that you can pretend to learn
- You should be honest academically because the reason your here is for an education, and if you lied you would just be learning less.
- you should try your hardest without having to cheat.
- You will never truthfully learn the information if you just cheat.
- You're getting the grade, but not the education. If they actually pass the exams, its due to studying someone elles work.
- You're here to learn, and cheating is not learning
- You're paying all this money to come here and learn something, cheating is just a quick way to get the work done or get a higher grade. I rather take a lower grade and have learned something.
How can SU better protect and promote academic integrity?

- I don't know (6)
- Not sure (5)
- I am not sure (3)
- no idea (3)
- I have no idea (2)
- no clue (2)
- Unsure (2)
- 1. Create a policy with extremely clear, and SPECIFIC penalties for academic dishonesty -- do not give professors discretion over how to penalize students who CLEARLY commit acts of academic dishonesty. 2. Make a workshop on academic integrity a mandatory part of freshman orientation and part of all freshman writing seminars.
- 1.) Must have better exam proctors. The current exam proctors -- not the ones in the pre-exam stage but those who sit in the classroom for the actual exam, pay no attention to what is going on in the classroom. Some look to be no older than the students themselves. This is extremely disappointing. This leads to cheating. Proctor inadequacy and thus opportunity to cheat is the number one reason why SU has had their reputation tarnished because of cheating scandals. Professors should be exam proctors.
- 1st by getting instructors that are GREAT teacher and not great researcher!! many are very smart, but they sometimes don't know how to teach!
- 2.) Better hallway and bathroom monitoring. This also goes to 1.) students should not be allowed to leave the exam multiple times. I have heard of students leaving 4-6 times to go to the bathroom during an exam. Exam Proctors should be stationed outside of the bathrooms to make sure students are not in the bathroom too long possibly checking electronic devices such as blackberry's for exam answers.
- A greater emphasis is needed when students first report to SU, and then it should be discussed as a reminder annually.
- A possible solution is to place less emphasis on the grades and material outcome of a college course and more emphasis on the learning experience. I think that often times students are stressed into dishonest actions because of the pressure to achieve high grades.
- A semester class on thinking about the ethics of that word: integrity
- A seminar on intellectual property would be good - some students do not realize what it means and how they disrespect it by plagiarizing.
- Academic integrity can be better protected through the use of plagerism -checking websites (for essays), and by assigning different, random, test forms in a class for an exam (to minimize the potential for cheating).
- Actually teach students how to use sources directly. Infuse in classes rather than just giving the information through different media. SU assumes that students come with this knowledge and understanding how to do so. This is not necessarily true. Use a number of creative means to get the information out.
- Actually, if students want to cheat or plagiarize, no one can stop them. Professors should make an eloquent speech explaining why students cheat or plagiarize will hurt themselves even though they do not get feedback now, before every semester starts.
- all this new technology and people still get away with mad shit, dont ry it cant be done
- Allow for space for the studetns to be self accountble. If they fail at that then use the strict poicy. Right now the policy is very strict and students will not be able to change their ways if they are not given the chance to.
- Allow for students to research articles but strictly emphasize the need to cite sources. This should be especially enforced in freshman writing classes. Warm students of the consequences of failing to practice academic integrity and encourage them to take the extra time to cite their sources.

- already doing a good job.

- Anonymous paper-grading; better proctors who actually enforce the rules at exams

- Appeal to the ethics and philosophy of the student population; when I was taught the importance of academic integrity (at another institution), the focus was on repercussions and not on the underlying reasons behind those repercussions. That is, fear of personal ramifications was the driving force, and that force did little to coerce me one way or another (if anything, it made me stop listening).

- As a student based in an Upstate program (MPH) I am not well-informed enough to know what SU does now and what it needs to do to promote academic integrity.

As a student, I won't lend my homework to other student before I got my grade of that homework.

- As a TA, when I grade the homework I will pay attention to the similar-writing homework and I am a serious proctor when there is an exam.

- Aside from a freshmen orientation, the responsibility is on the students as adults.

- Assigned seating for in-class exams

- At the graduate level, use fewer scare tactics. Discussions surrounding academic integrity seem to accusatory, even when they are not meant to be. Explain academic integrity to all students, collectively, at once. Take the time to answer questions. Do not go through every single instance of possible plagiarism, or what is/is not plagiarism, or what happens when you're in a group, etc, etc, etc. Students in the 20s and 30s are old enough to know what is right and what is wrong.

- At this point in time they are doing everything they can.

- Attractive courses, less credential dependent score rating, differentiating homeworks and tests, more group-work based rating, etc

- be a lot more strict about it- like that professor in Florida who caught 1/3 of his class cheating. or just kick people out of the class. our generation thinks they are entitled to everything and can cut corners whenever, and they need to realize they can't and that there are consequences.

- Be actively interested on a personal level with students.

- Be honest

- Be more aware during classes with many students.

- Be more aware of attendance patterns

- Be more clear about what constitutes it.

- Be more lenient with the work and understanding of the students.

- Be strict with enforcing the code.

- Be watchdogs and report others? :-/

- Believe the students and let them know the high score from cheating has no meaning.

- Better curriculum

- Better monitoring

- Better publicize incidents of students caught cheating and the consequences.

- Better teachers in classes where it is a widespread problem.

- better teaching styles from professors so that students wont need to rely on copying from outside sources.

- Big brother-style CCTV's in 100% of campus classrooms.
- bring awareness to the issue with posters and in-class discussions, always enforce the negative consequences

- Building big classrooms and using them as test rooms.

- by actually enforcing the policy and penalties.

- By advising other students and not tolerating academic dishonesty, like we have not tolerated so many other notions.

- By bringing awareness to it.

- By coming down harder on offenders.

- By continuing programs already in place to protect academic integrity. And also, by encouraging professors to diversify their assignments through multiple papers, essays, and exams. Thus the class grade will depend on multiple factors and not just one paper or exam.

- BY continuing to do as they are doing: having professors put them in the syllabi, telling students to look it over again on their own, and remind them of the consequences.

- By continuing to explain how plagiarism can hurt themselves, authors, and other students.

- By creating more awareness about its implications and positive effects on the intellectual growth of a student.

- By displaying it in and outside the classroom.

- By enforcing different programs to help students with their work- tutoring or having professors/teachers that are willing to help whenever a student is in need of help.

- By explaining in detail exactly what it entails, no matter the class level of the students so that there is a understanding with everyone.

- By explaining the expectations and having professors create a relationship of trust with their students.

- By explaining the repercussions and the disrespect for using somebody's else work as your own. Also, teachers want to hear your ideas and I don't think that is understood enough. It is all about grades for students.

- By further educating students on how to make proper citations and making sure the teachers actually go over what actions are considered academic dishonesty. Teachers usually just put a section on academic integrity in their syllabus but then skip over it assuming that their students have read it.

- By giving more free tutoring so people won't have to resort to cheating.

- By giving out candy, maybe? Things are usually laid out clearly in coursework early on. I don't have any great suggestions. Build better, more ethical students or something.

- By having all professors in all colleges allow students to use Turnitin for major assignments to submit and check their work before final submission to the professor.

- By having class time for researching

- By having professors place more importance on understanding course material and less on the outcome of exams and essays; students will put less pressure on themselves to achieve high grades. Also, constant testing and check-ins on whether students are "getting" the material puts students in a position to work from test to test instead of working on synthesizing material over the course of the semester. Shift the goals and general attitude of the course towards that of learning and students will hopefully feel less inclined to cheat in order to make a better grade for their academic record.

- By having websites that checks if people are cheating.

- By helping students deal with heavy course loads and stress. The way not to protect and promote is to try and scare students.
- By holding seminars that stress the importance of academic integrity.

- By holding some forums/workshops of what could happen and maybe give specific examples of students who have engaged in academic dishonesty and the results.

- By just having so many resources for students to get help with their work if they are struggling with the material or are having a hard time making time for all their work. something like that

- by keep doing what SU is doing.

- By keeping academic integrity in the minds of the students, like this survey. Students will be less likely to cheat.

- By letting know students that University is less affected than the students themselves.

- by letting know students the consequences of it

- by looking into more cases which are susceptible of academic dishonesty

- By making sure every student does their work and understands what's going on in the class.

- By making sure instructors and TAs are willing to take time out to help students during class time.

- by making the students concerned about the plagiarism consequences, not only as pain, but also as the damage that they do to themselves

- By making the students realize the connection between academic studies and its use in the professional life.

- By not promoting it at all. What that means is, you can't lead a horse to water he does not know is good to drink. You have to make him want the water. Got it? If not, I'll be more explicit: get kids to love academics more, and stop partying as much. Here's an easy way to do that: change education system. How? More focus on the quality of homework and less on quantity. Make them work hard. But when teachers give homework they know is just busy work...kids are more inclined to hate it, and will probably just copy their buddy’s homework.

- by offering seminars and orientations as well as through print materials

- By placing an emphasis on students’ desire to learn more than grades

- By providing harsh punishments

- By providing stricter academic integrity and punish students severely in the beginning of the semester would set an example to the rest of the results of cheating. Although it may seem harsh, but it is nonetheless effective

- By reinforcing the consequences of cheating.

- By showing the consequences

- By taking time to explain the material in class because it seems like professors don't care if you pass or fail that is why some students would engage in academic integrity because if the professors don't care then it seems like it's all about grades.

- by talking to students about it

- By the academic integrity information course we took online at the beginning of the semester.

- can't

- can't think of anything

- Check homework to make sure people aren't just making up the answers.

- check materials which can be brought into a test more thoroughly

- check on some classes where the prof decides to give class evaluation out before the in class final. and the in class finals contains all the information in 60 slides full of text and description.

- clear do's and don't's on open book exams
- closer inspection of students work
- Collect cell phones before tests.
- Common sense measures- assign seating during exams. Spread people out. Have multiple versions of exams in different orders. Don't allow calculator sharing where answers can be hidden in the calculator case. If individual assignments appear similar to one another, take action. Actually pay attention during quizzes and exams to notice people are whispering.
- conduct more of these surveys with students, make them mandatory, market research is important
- Constant reminders about morality and how cheating is wrong
- Continue to advertise the opportunities that students have to receive help and advice with their school work.
- Continue to emphasize the importance of academic integrity.
- continue to enforce it
- Continue to highlight the universities policy on academic integrity.
- Continue to promote it with specific "do's and don'ts"
- continue to provide information about properly citing sources for writing assignments, etc. citing is so easy that there is no reason one should "accidentally" not cite properly and be mistaken as stealing someone else's work or ideas.
- continue to remind students of the academic integrity policy throughout the semesters
- Continuing to have professors discuss it in class and with each assignment.
- create flyers against it
- create personal relationships with professors and students even in big classes
- Creatively spread awareness of academic integrity & its consequences. (My freshman year I watched a video, Academic Idol?, about academic integrity... loved it.)
- current practices are fine
- Decreasing the paper exams, while considering evaluating students via assignments that cannot be imitated by each other.
- Define it in course syllabuses and review consequences for plagiarism, cheating, etc.
- Design curriculum where the course workload remains constant throughout the semester instead of ramping up workload toward the end of the semester
  Develop meaningful assignments
- Develop novel assignments that are impossible to cheat on.
- Develop stronger relationships between the instructor and students.
- Different versions of tests in the class
- Discuss it at times throughout the year, rather than just at the beginning of the year in the syllabus.
- Do something about it when people get caught. SO MANY MBA students have been caught cheating and nothing is done even though it takes away scholarships from those who work hard to get the grade they deserve.
- doing a good job already
- Doing a good job already!
- Doing fine now, change nothing.
- Doing well already.
- Don't design assignments in a way that makes it easy to cheat.
- Don't do it, simple.
- Don't give in to those who take part in academic dishonesty
- Don't issue the same tests each year, and monitor students.
- Don't really know how much more SU can do...
- Don't scare kids into keeping academic integrity, but at the same time, make sure students know that the University is serious about the consequences. I think many people believe they won't get caught, or punished.
- Don't threaten quite so heavily. Explain the rationale by comparing it to intellectual property theft. Most profs copy and paste the standard dire threats without talking about it openly. One thing that's often hard for students to understand is why we must memorize things we could look up in the real world...tests should be applied rather than based on rote memorization.
- Each SU professor needs to address the issue of academic integrity in terms of what students can do when they are grasping at straws. One of my professors once said, "I would rather have you come to me and turn in a late paper than turn in a plagiarized paper on time. That really resonated with me. I think students sometimes feel like they have no one to turn to, which may contribute to academic dishonesty.
- Educate incoming student more. As a freshman I confused about some information on the subject.
- Educate the students in advance and build up strict monitoring system or punishment system to promote academic integrity.
- Eliminate multiple choice and have in-class essays.
- Emphasize it more with Professors so that they can spend more time in class emphasizing the importance and consequences of academic integrity.
- Emphasized the importance and impacts of academic integrity.
- Emphasizing the importance often during the academic year.
- Encourage on collaboration, discourage academic dishonesty, bring awareness on International students, actions against academic dishonesty offenders
- Encourage professors to impress on their students the relevance and importance of the subject itself and the purpose of learning for learning and actually earning a grade.
- Encourage professors to require working bibliographies for assignments ahead of time. I think students who engage in academic dishonesty may do so because it is last minute.
- Encourage professors to spend a good amount of time on academic integrity and enforce the importance of it. Also emphasize the consequences if students disobey academic integrity.
- Encourage professors to use the turnitin program on blackboard.
- Encourage strong teacher/student relationships in/outside of the classroom and have smaller class sizes where there is less of a chance of cheating.
- Encourage students to talk about it with each other
- Encourage success amongst your peers. Have a discussion with your friends about the impact of engaging in academic dishonesty.
- Encourage the use of programs like TurnItIn.
- Encourage using the Writing Center more.
- Encouraging students to take an active role in their education. Also, uphold high admission standards.
- Encouraging students to honest success and ensuring that all protocols for violations to the honor code are well known by the student body.
- Enforce it by punishing people that break the policies.
- Enforce it more...?
- Enforce it much more strongly and have much bigger and more serious punishments.
- Enforce the rule much more strictly and some instructors should work more on that!
- enforce the rules and regulations better
- Enforce the rules, plagiarism = 0 not a D an F and fail grade for the course not only the assignment. Such a policy gives the impression that the worst that can happen is that I get an F on one paper, I can still pass the class. This is a problematic incentive!
- Ensuring that expectations and punishments are known.
- Exams or the options that are given in multiple choice should not be made tough pressurizing the student to conduct such activities. Instead projects should be promoted which can add value to the student’s resume.
- explaining what it is as opposed to just assuming that students are aware. Have interactive presentations to students actually learn vs just being lectured at.
- Expose the flaws and how the cons conquer the pros.
- Extra credit
- Faculty (i.e. professors) need to explicitly explain both the university’s rules for academic integrity and their personal standards and expectations. Then, they must strictly follow up on these expectations (with a warning at first and then disciplinary action if the dishonesty is continued), demonstrating to students that academic dishonesty is serious and they will catch up with them in the end.
- Fewer multiple choice exams. Design better exams. Establish trust. Design writing assignments where there is not already a wealth of written material to plagiarize from.
- First and foremost, the professors should be informed as to the impact of cheating on the students and the reputation of the university. Currently, many professors see cheating as a victimless crime and view the enforcement of the policy as a hassle. Second, enforce the current academic integrity policies. There are professors who enforce the policies and take it seriously and there are others who could care less. Third, prosecute students who have been caught cheating and pursue their expulsion from the university. There were students in the MBA program who were caught cheating ‘red handed’ in front of an entire class. The administration, including Dean Harris and Dean Stith, was informed by countless students and the cheaters suffered no consequences. This incident soured the entire 2nd year MBA class on the university and created an environment where the majority of students are counting down the days until graduation and will never give back to the university.
- First, organize a class about what is academic integrity in the beginning of their stay in SU
- Focus on quality work and have more hands on application where each individual can prove their level of understanding above and beyond paper and pen.
- Follow the strict code of conduct outlined by the College of Law, including following their testing environment and policies.
- Follow through with punishment for academic dishonesty violations
- For group projects- mandate that a peer evaluation is necessary...too many students are getting away with doing too little work in a group project but then get credit for it.
- For papers, the writing center is great. For exams, have more supervisors.
- For starters, one of the major reason of academic dishonesty is the difficulty level of the professor's assignments and assessments, also because of the professor's failure to fully explain the concepts and materials during lectures which would cause students to panic and develop fear of failing thus resorting to cheating.
- Force professors to strictly enforce the academic integrity policy upon students. Exceptions to the rules are made far too often.
- Foster strong student-faculty connections
- Give a hand out w/ every syllabus that explains the guidelines.
- Give assignments not in the books.
- Give better resources/workshops to all freshmen about citing sources and plagiarism. Many students are intimidating about using references or were told in high school that they didn't have to do the “full reference”, just part of it. Good habits should be ingrained early.
- Give examples of REAL LIFE consequences
- Give stricter guidelines on what constitutes academic integrity in the class (beyond plagerism...clicker use etc.).
- Give student help if they need it
- Give students lessons about academic integrity every semester; or having some activities about academic integrity around school.
- Give students plenty of time to complete an assignment-but not too much time that they forget about the assignment. Make sure that students are learning the correct way to cite sources in their field.
- giving seminars about it
- Giving some education activities about it and punish student who engage in academic dishonesty.
- Good Teachers who make students want to learn
- Harsher penalties - especially as you get older. If a senior is caught plagiarizing it IS different that if a freshman is caught. Make it clear to all students the consequences they face if caught - students can be suspended or expelled if they are caught cheating twice, regardless of the severity of the offenses. I don't think all my peers know that.
- Harsher penalties for cheating
- harsher punishments
- Has to be through the instructors and through rigorous enforcement of guidelines.
- Have a day for Academic Honesty
- Have a high stakes writing competition about the importance of academic integrity.
- Have a strong central message that all academic affairs knows and can speak to.
- Have academic integrity fliers with Otto on them.
- Have consequences for those that cheat.
- Have crash courses on how to promote academic integrity - e.g. how to cite properly. Have the professors emphasize on the importance of academic integrity repeatedly throughout the course.
- have guides lines that are strongly enforced.
- Have instructors explain the policy and not just the consequences that will result from academic dishonesty.
- Have instructors more aware of what's going on
- have instructors speak clearly about the point of what they're teaching. Eg, if we watch bizarre videos in art class, make it clear that we are developing a taste in style through videos that we may not agree with, and by doing so, we can identify why we don't like them.
- Have more serious consequences
- Have open communication in the classrooms with the professors and teachers about academic integrity.
- Have proctors during testing situations that cover all parts of the classroom.
- Have professors actually uphold the academic integrity standards.
- Have professors administer different test versions.
- Have professors hold students accountable.
- Have professors notice cheating.
- Have professors provide more hands on training for strategies in avoiding dishonesty (ie. Citation seminars)
- Have resources that are able to monitor repetitions.
- Have seminars and lectures on this topic. Also this can be an extra-credit for classes to attend.
- Have separate exam rooms with tables quite far from each other instead of holding exams in auditoriums where students sit right next to each other.
- Have students arrive in small groups on exam day so they can be spread out.
- Have syllabi and curriculae available on the course guide before registration, so students can understand their potential workloads.
- Have teachers enforce no cheating rules, and make tests and quizzes harder to cheat
- have the consequences mentioned in the classes
- Have the professor and a student monitor proctor all exams and not have students complain about another classmates cheating as they can use this to undertake personal vendetta
- Have the professors assess the students based on thoughts and opinion about a specific topic referring back to what was read for the class and/or discussed in class.
- Have the professors better explain the concepts and materials during lectures so that students wouldn't feel stressed and feel the need to resort to cheating to get a good grade
- Have the students better understand proper citation.
- Have the ‘Turn it In’ site for all classes where the work will be checked for plagiarism.
- Have written/typed exams, have multiple versions of an exam with the ordering of the questions mixed around, time the exam so there’s little extra time (if you know the material, you shouldn't need extra time).
- Having better instructors and better policies.
- Having more help for students that think they need to resort to dishonesty to do well.
- Having professors show that they do care about academic integrity during the start of classes, like most are doing.
- Having smaller class sizes will improve relationships between students and instructors.
- Having teachers actually read the integrity statement, instead of just listing it in the syllabus. Have teachers personally discuss the importance of academic integrity in their classroom.
- having tests with a smaller amount of people in classrooms and giving students different homework assignments
- Having the Professors talk about it throughout the semester not just at the beginning.
- Having very stringent policies for instructors and ensuring that instructors adhere to these. Also making students aware of what academic integrity is and how this is compromised and the consequences of academic dishonesty.
- help increase bonds of trust between instructor and student and between students
- helping more
- Helping students to realize that dishonesty will do harm to themselves in the long run.
- Yes, it's true. Because students instead of learning and working on something with diligence and honesty, are engaging dishonest practices. This will ultimately hamper their professional development.
- hold student to high standards!
  However, I feel that there's only so much that can be done. There are always people who will try to cheat and take the easy way out, regardless of possible consequences.
- I agree with question "k". I know my professors well and i've gained their respect and i couldn't imagine handing in a paper that wasn't my own work.
- I am an older student (48, graduate in MSW program). I went to Middlebury College which had us sign an academic code prior to being admitted to acceptance at the College. For each exam, we had to write at the end of the exam, "I have neither given nor received assistance on this exam. with the date. Cheating was pretty low, and students who cheated were suspended for a semester. Two times, they were expelled. Professors did not stay in the classroom during an exam and we sat with one seat between us. Sometimes, teachers would give two versions of an exam. (I think).
- I am not sure how SU alone can do that. Please read the "Shadow Scholar" in the Chronicle of Higher Ed. It is shocking how cheating is pervasive. It is a structural problem and I was wondering whether it is at all possible to trace down such cheating when in fact there is indeed great pressure from faculty to 'produce' good grades. The corporatization of American universities has led to this performance-driven student population who, when it cannot cope with pressures, resort to high handed cheating. That does not really answer your question but probably less pressure from faculty might help.
- I believe SU is doing everything they possibly can to protect and promote academic integrity
- i believe Syracuse dose a great job with academic integrity and i believe that it is protected well enough. i have no comments to better that protection
- I do not see how any change could help. Students see themselves as pitted against those who give them grades. I cannot see how many students would care enough openly promote academic integrity. Being honest is a personal choice and I think people could care less what others choose.
- I don't know if I really have any suggestions. I guess enforcing the rules we already do have would potentially keep people from being dishonest in that regard. I know someone that was kicked out of SU for it so that would do it for me.
- I don't know, other than professors keeping an eye out for texting during tests, or looking for answers/assignments online.
- I dont know, seem ok now.
- I don't know, that is a difficult idea to get students to support.
- i don't know. I feel like its a moral issue and there is no way I can see SU changing students morals.
- I don't know. Maybe ensure the instructors use only one citation style and stick to it therefore the students can look it up and follow proper procedures and seek assistance when needed. One class the teacher told the students to pick a style and stick with it. When I used the APA style by the book (which I purchased) she marked me off because she didn't know the style. I find this the academic integrity issue.
- I don't really have any suggestions off the top of my head
- i don't really see it as being a problem.
- I don't really think that it is that big of a problem. From my experience it's mostly homework that gets copied. I think that SU is doing a pretty good job of protecting and promoting academic integrity.
- I feel that in large class lectures it is difficult to take tests and truly prevent academic dishonesty from occurring. I feel that by having smaller class sizes, or having smaller groups take test, would prevent persons from cheating and getting away with it.

- I feel that SU is doing the best it can. There really isn't much more to do.

- I have no clear or obvious solution.

- I have no idea really.

- I heard that students give away their previous home-works and assignments to friends who will take the same Math courses. I will suggest SU professors to renew textbooks as often as possible in their field. Or to make sure, not to give the same homeworks and assignments every year.

- I honestly do not believe there is a way to protect academic dishonesty especially when in introductory classes, where class sizes are very large. In smaller classes its easier because students can be seated further apart from one another. Having different versions of a test is always the way to go, as long at the material is of teh same difficulty.

- I honestly don't know.

- I know the temptation is always greater when I am forced to take a class that I see no point in or I have no interest in. So, I think that flexibility in schedules is always a good idea. But students should also learn to do things that they don't necessarily like. I think especially tests should have strong penalties for cheating because it is wrong to copy from a student who studied hard to do well

- I personally don't know if SU can do anything else. Students are old enough to understand the problems with cheating and dishonest students build habits in high school.

- I simply have not seen this as a problem in my program (EMPA), so it is hard for me to have any recommendations. I think it does help that Maxwell does not rank its students and that most of the students are there for more than the credential, thus creating a supportive learning community. To the extent that this can be replicated in other programs, the easier the job of promoting academic integrity will be.

I suggest a similar session be run within majors of all undergrads. It won't work if you mix the departments into one general "university lecture. It works best if you put people among their peers within their disciplines. People feel a stronger bond to students in their own departments, it's like a "team" atmosphere. This talk should be given by someone (a professor) who cares about the students' futures, and the future of the program. It allows other students to express how they would feel if someone else cheated. It's a better strategy.

- I think academic integrity should be promoted in a more creative manner. When most students read a syllabus they skip over the academic integrity part because it's long and bland, and when professors go over academic integrity they tune out. As a result, I think most students know that academic dishonesty is bad, but they aren't exactly sure of what could count as academic dishonesty.

- I think it is currently being well protected.

- I think it is nearly impossible to set up a fool-proof plan to stop cheating. Someone is going to do it, no matter what the punishment. I think the way things are set up now are the best they can be. But I'm not aware of how much cheating there is going on on campus, so I'm not sure how to address this question in the first place.

- I think it is only possible with smaller class sizes.

- I think it's a complicated issue, related to a general erosin in values in society. (I'm an older student (43), and I am shocked at the amount of cheating I hear about, and the lack of responsibility some student have. They seem to think cheating is just a normal part of life.

- I think its already pretty solid.

- I think overall it's very well laid-out to students. The penalties are severe.

This was an online survey and responses are presented as they were electronically submitted by the respondents.
- I think people resort to cheating when a class is too hard or assigns too much work. Cutting down on excessive workloads, such as in the school of architecture or engineering classes, would certainly be a good first step.

- I think stressing the importance of academic integrity and also encouraging professors to have more authority in class. When I trust the professor, learning a lot from him/her and respect him/her, I would never want to cheat in their classes.

- I think SU could better protect and promote academic integrity by more vigorously monitoring academic honesty/dishonesty and making consequences more publicly known.

- I think SU does a good enough job already. Though, I suppose just having greater oversight is key to thwart those who seek to cheat.

- I think SU does a great job at promoting the academic integrity policy actually.

- I think SU does plenty. It doesn't need to do anything more.

- I think SU is doing a great job right now and there is no need for improvement.

- I think SU is doing a pretty good job already

- I think SU is doing all that they can at this point. There will always be those looking for the easy way out. SU is doing a great job with academic integrity.

- I think SU is going a good job already

- I think that by college, students have developed their morals and they will either cheat or they won't. I think that cheating should be punished, but there is not reason to push it.

- I think that I heard of some radio wave that neutralizes the use of cell phones in certain areas. Maybe the University can utilize this technology in large lecture halls where testing takes place because with the web and cell phones these days, students can look up anything at any time.

- I think that it comes down to the professors responsibility. My professors have made numerous comments after exams and papers on what happened or what may have happened so academic integrity is always on our minds as students.

- I think that openly telling the students about the program and practices of plagiarism checking and putting those warnings in their syllabi so they can see the consequences of dishonesty may help to quash dishonesty. Also, making sure that a student's de-matriculation is publicly displayed may also deter future cheaters.

- I think that SU (especially the College of Law) does a good job and promoting academic integrity when they require the students to read the honor code. The school should also punish those who violate the honor code and disrespect academic integrity because it helps to uphold the principles of academic integrity and shows students that the school takes academic integrity seriously.

- I think that SU already does a great job at protecting academic integrity. However, perhaps in classes requiring papers, the university can require students to submit their work to turnitin.com, to ensure plagiarism is not present.

- I think that the current way of promoting academic integrity in the university is good enough

- I think that there should be "citing" workshops. I work in the writing center and have met many first year students who simply don't know how to cite sources. Several of them (two this semester) have had papers turned into the Academic Integrity Office because they didn't understand citing and their professors deemed it plagiarism (both of these students were international students).

- I think that when allowing students to bring materials into an exam with restrictions, the proctors of those exams MUST check to see if the material meets the specifications given by the instructor. When an exam is completely open book, this is unnecessary but when the exam puts limits on what can be brought in each student MUST be inspected to ensure they have no material that is not permitted. In addition, if student concerns are raised during an exam (and even before), the proctor MUST examine the allegations BEFORE the person leaves the room. No opportunity (or as little as humanly possible) should be given to anyone to cheat.
- I think the school is doing a good job, but make more professors use "turnitin"
- I think the school is doing a pretty good job. There's only so much an institution can do before the rights of the students are violated.
- I think the University is doing a good job right now.
- I think they are doing a good job.
- I think they are doing a great job
- I think they are pretty much doing all they can and doing a well job...perhaps professors with large classes should possess TA's to walk around on test day for more eyes watching
- I think they do a good job already - it is something that is always address in my classes. I attended SU for undergrad and now for grad school and I feel that all of my classes always brought up the issues of academic integrity on the first day of class.
- I think they need to have a policy that is better enforced. It should be apparent to ALL faculty that if a student is caught cheating they MUST be turned into the academic integrity office.
- I think what SU is doing is good as is, by inflicting fear into the students that they will fail the course if they are caught cheating is enough to deter most students from doing it.

I think you need realize that cheating is not the problem, but a symptom of a larger problem. If you can ascertain why students are cheating, you might be able to induce its cause and then deal with that (or them) in a more effective manner. Get rid of the reason to cheat, and I believe cheating stops.
- I think you're doing a good job. Talking about it and keeping it a high priority is the way to do it.
- I think you're doing an acceptable job of protecting and promoting academic integrity.
- If SU maintains very strict rules about academic integrity and lays out strict consequences for those who engage in academic dishonesty it will help protect and promote academic integrity.
- If the professor shows that he/she cares about the students, their work, and their academic progress, I believe students will be less likely to engage in plagiarism. So SU can try to ensure that its professors truly care about their students.
- If the professors talk about it more and the benefits of staying true instead of the consequences of cheating.

If the work load is too much for most students, it encourages cheating.
- If they made grades less competitive (for instance, making an A range from 85-100 or something like that) people would be less likely to cheat because grades would be more forgiving. If I'm taking a joke class and I need to get an A to boost my GPA, I'm not going to think twice if the opportunity presents itself to get an answer.
- I'm in the graduate school and don't really feel like it is a problem, so I'm not sure I have any suggestions. One area that I feel needs to be addressed is if taking unprescribed stimulants like adderol and ritalin to study better is cheating. I think it is.
- I'm not entirely positive.

I'm not sure a university can change that thinking. But what may help is a continued hard-line on academic integrity. I think students need to understand in advance why this approach is being used. Professors need to stress academic integrity and be very specific about what violates it. Much of this seems obvious, but it is clear to me that some of my grad school classmates do not understand what cheating is.
- I'm not sure if there is anything that Syracuse can do to protect and promote academic integrity. It's something that is going to happen, and it's probably never going to go away.
- I'm not sure more can be done.
- I'm not sure.
Academic Integrity Student Survey– Fall 2010

- I'm not sure. The university does a very good job as it is now. Not one of my friends or myself would ever consider engaging in academic dishonesty because not only do we not believe in cheating, but we all know we would get caught.

- I'm not sure. I've never actually heard of or seen someone get caught, so I think SU is doing a good job of taking care of a situation when/if it happens.

- Impose the death penalty. Cheating would drop to zero.

- Improve the inspection between students.

- In certain general education or required classes with many sections there seems to be a disconnect among the professors as to how strict the policy is regarding plagiarism and cheating and what qualifies as a violation of the student honor code.

- In class presentations related to academic integrity.

- In my classes, I have not observed any academic dishonesty. In the library, however, while studying, the group next to me was discussing how "good" they were at cheating. It was as though it were a skill and "cool." Perhaps SU can work on deflating the idea that cheating is "cool," but do it in a way that does sound like it is coming from a sense of authority.

- In my experience, students most likely engage in academic integrity because they are overwhelmed with work. If professors are more flexible with students and allow them to hand in their assignments late then students are less likely to cheat. Also, if professors develop a relationship with their students, then their students are willing to ask for help.

- In my major, most of the dishonesty comes in doing homework because of access to solutions manuals and getting the answers from others. In my opinion, this doesn't really matter that much because in general these same individuals don't do well on an exam. I think to protect the integrity of courses stricter measures should be put in place to virtually eliminate the option of cheating on exams/quizzes. Just because there may be an advantage on homeworks, doesn't mean that that would be enough to pass a course.

- In my WRT 105 class my instructor takes a lot of time to go over our sources and teach us how and when to cite as needed. He includes times when even just a paraphrase should be cited so you aren't caught off guard by not citing something that should have been cited.

- In Writing 105 my GA had an impromptu assignment that taught me the value of academic integrity. He had us write a paper on something we know a lot about. Fill it with facts, information, etc. and source and cite it like crazy. We then exchanged paper and had to paraphrase and rewrite a paper based on what the other person had written. It would a double lesson in academic integrity: how to utilize outside sources and make them our own, and then use our classmate's work as a viable source as well.

- Insist that Instructors stay in contact with students - i.e. reply to emails PROMPTLY, and first contact the student in regards to any question of academic integrity, in case the student was unaware of what they had done constitutes as dishonest. Ensure that instructors clearly state how citations and references should be used to limit dishonesty in these cases.

- Install cameras in the classroom or have more proctors in the classroom. Also, you can have "undercover test takers" who are seated amongst everyone else taking a test to keep a better watch on the students.

- Instead of putting up a million flyers lecturing people on why it's bad to cheat and that there are consequences, have professors talk to their classes about why academic integrity is important to them. Personally, I would have second thoughts about cheating if the professor had an invested interest. You can't disappoint paper.

- Instill moral values in students. Don't be the unattached professor, but rather help foster students to become better people.

- Instructors could be more strict in enforcing the academic integrity without having to think about how much/what feedback the students are going to give for the course.
- Instructors need to help students to learn HOW to study, they need to make that a part of their curriculum. Professors need to strike the balance between being academically challenging and making course work standards achievable.

- Instructors should continue explanation and discussions on academic dishonesty with students.

- Interrogation is the only guaranteed way to protect academic integrity, but implementing that is just as deplorable as committing academic dishonesty. To better promote SU's policy, I would suggest making each student recite the school's academic integrity policy from memory, or to publicly announce & display past and present students who violated the academic integrity policy.

- Investigate student accusations

- Is it even an issue? It doesn't seem like it is.

- It all starts and ends with the professor. Make students aware of the consequences on the first day. No emails are sent out about it on the SU Listserv. SU could send out a reminder right before each school year about the zero tolerance policy it has.

- It can look for ways to lower what is at stake on an exam or paper. Part of what drives motivation, I would think, to cheat is the mandatory curve. I understand the purpose of the curve, but I think more should be done to help students understand that within 9 months of graduate 95% of SU Law grades find employment at good jobs. That might help reduce the pressure some students feel.

- It can't be totally prevented unless all the students are not engaged in the cheating

- It can't. Cheating has gone on since the inception of formal education and will continue to.

- It depends on the assignments of the particular class, some assignments lend themselves to cheating (i.e. papers).

- It does a fine job already.

- It doesn't seem to be a problem in my program (MPA)

- It is difficult to catch those who engage in academic dishonesty. I feel they are doing a good job. It is hard to catch kids on tests and homeworks.

- It is promoted quite well

- It would be easier to for SU to promote academic integrity as far as plagiarism goes if the instructors gave students a guide to how they would like their citations. I've had instances where instructors complain about citing or plagiarism in my papers when I generally tried hard and didn't copy, I just messed up my citation because I didn't know how they wanted it!

- It would be nice to not be yelled at on the first day of classes about how cheating won't be tolerated and instead to have a conversation about why.

- It's a difficult thing to police but using all the available technology will enable the university to detect those people who are academically dishonest.

- It's hard because kids are kids. If people don't want to take it seriously then they won't take it seriously.

- it's pretty well promoted, its slightly obnoxious how much/ how often it is brought up/talked about.

- it's probably fine already. people who want to cheat have internal problems that aren't worth wasting more university resources on than are already being expended.

- It's really up to individual professors to protect the integrity of their classes directly. If they're engaged with students on a personal level, the students will be less likely to cheat, and the professors will catch it more easily.

- Just be aware of it, and that it can happen in any class. Also teachers need to talk about the consequences of academic dishonesty and what exactly falls under academic dishonesty.

- Just be sure to enforce it fairly across the campus.

   Just communicate better.
- Just have professors explain that while it is about the grade, it is about what you take away as well.
- just keep doing what they are doing
- Keep enforcing the oath, and really punish the people who are caught. Maybe having more people in lecture halls when tests are being taken, to further enforce the rules. Or, even have mock students taking the test who are there just to watch if someone is cheating or not.
- keep it how it is
- Keep it in the mind of students constantly.
- keep on instructors about it
- Keep promoting the consequences of violating the rules.
- Keep providing resources for people to know how to properly site their sources. Many students don't know how to use footnotes/endnotes or write a citation in MLA format.
- Keep showing how little it takes to be considered academic integrity and how much trouble you can get for participating in it. I suppose it'd be better to focus more on educating students than scaring them into what could happen if one did something involving academic integrity.
- keep students informed
- keep telling people
- Keep the students informed of what happens if you get caught and why not cheating will help them in the long run because cheating can become a habit that you do not want especially in the working world.
- Keep the students really engaged in the classes and make them genuinely want to learn and want to put in the extra effort. Make sure the faculty are extremely dedicated to what they are teaching, because if they dont absolutely love what they are teaching no one else will care to learn it. I feel like i have seen other students engage in academic dishonesty when they have to do something for a class that they absolutely have no interest in or a class where they dont care what they are learning because their teacher doesnt care what they are teaching, regardless if it is something that they need to learn for the future
- Keep up with being strict and teach citing better.
- Lessen the competitive atmosphere and foster a space of more cooperation and community rather than competition.
- Let people know more about what integrity is.
- Let students know that before resorting to academic dishonesty, they should consult with their instructor or a counsler so that a solution can be reached in an honorable fashion. SU can protect academic integrity better by ensuring that the students know that they have options.
- Like Mark Twain mentioned, don't let schooling get in the way of your education. Make sure our school emphasizes learning and education, not grades and class standing.

Likewise, when cheating or academic dishonesty occur within student run organizations i.e. Moot Court, the administration/faculty has no oversight. The cheating during the Grossman Trial Competition was noticable and disgusting. But, students won't punish their friends and faculty has no say. Why don't you give the advisors some power to punish cheaters if the student organization won't.
- List the serious consequences by giving examples.
- Make an example out of cheaters. Don't pardon them. Immediate expulsion should happen after a fair hearing is conducted, and if the culprit is found guilty.
- Make an honor code that students have to sign when they turn in exams or papers: "I have neither given nor received any unauthorized aid on this assignment"
- Make better learning communities and make sure everyone in the learning communities know what is happening with in their school. I also think that having a better understanding with your advisor will help at this.

- Make citation criteria more clear and straightforward. I often find that citations and bibliographies are the hardest parts of my assignments.

- Make information easier to read instead of academically written; should be easily scannable and accessible. Include strategies or quick ideas of resources

- Make it clear what it really looks like.

- Make it harder for students to cheat on multiple choice exams

- Make it mandatory for all freshman to have a presentation.

- Make it more known how serious the consequences are

- Make knowledge of honest amount students and faculties.

- Make more clear methods of citation, I often get concerned about proper citation procedures as I was never really taught.

- Make punishments worse

- Make student take a class on academic integrity.

- Make students more aware of it, like giving specific examples of how to uphold it for specific assignments

- Make sure a professors actually talks about academic integrity, and what the consequences are, instead of just putting it in the syllabus.

- Make sure all freshman learn the rules

- Make sure everyone knows the consequences.

- Make sure everyone understands the risks and consequences of their actions.

- Make sure proper citation is taught to every student. Put more than one exam monitor in a room and make them walk around the room instead of sitting at the front reading a book. Sometimes letting people work together on a project helps lighten the pressure, so a student will feel less inclined to cheat.

- Make sure that everyone is participating in academic integrity and that those who violate it should get in trouble regardless of how much money the student's parents give/donate, whether the student is an athlete, etc

- Make sure that in big lectures, such as Chemistry, the students sitting right next to each other have different forms of the test. In ESF they use different colored paper for different forms so it's easy to tell.

- Make sure that professors, instructors, and teaching assistants are willing to take the steps to promote academic integrity. I have found that many professors are more persuaded to let students off the hook with a bad grade than to report them to academic integrity for plagiarism. I was a teaching assistant and there has been at least one incident with blatant cheating and the student was not reported, but rather given another chance to make up the assignment past the due date. This student cheated again and was given a passing mark instead of being failed and reported to the AI.

- Make sure that students completely understand that there is a “no tolerance” policy when it comes to cheating.

- Make sure the professors are looking out for academic integrity.

- Make teachers talk about it more to their students and the reasons why they shouldn't do it.

- Make the consequences extremely clear. Students should know how something like this could affect their future careers.
- Make the consequences higher
- make the consequences known
- Make violations of academic integrity public, so that students know who has cheated.
- Making assignments that are easy to spot plagiarism or copying
- making students accountable for their work
- Making sure not to reuse exams for different classes so that answers can't be shared would be one way to better protect academic integrity.
- Making sure people who get caught are properly punished.
- Making sure the instructors work to form relational bonds with the students would help. Not all instructors do that, or seem to care as much.
- Maybe a short video for the beginning of classes?
- Maybe have exam proctors that are not a part of the class that is taking the exam. Also, keeping track of those who have a record of cheating on homework and making sure they take extra notice of them during exams.
- Maybe reinforce the rules?
- Maybe SU could offer lectures to students to discuss this issue.
- Members of hearing committees should be willing to hand down harsh penalties. Deterrence isn't the best policy, but when education fails, it's all we have.
- mention it at the orientation and also, have a mention on top of each and every assignment
- monitor exams more carefully
- Monitor exams more closely and make sure that the policies are printed and emphasized on the syllabus
- Monitor individual assignments, tasks allocated to students,
- monitor testing better by having more staff monitor students in the room
- More active monitoring and proctoring
- More active proctoring
- More adequate instruction in academic writing and citation for incoming students, coupled with stricter and more uniform punishment for cases of egregious plagiarism (e.g. copying paragraphs from Wikipedia or buying papers, as opposed to failing to cite or rewording sentences from a survey text). However, nothing can substitute for a student culture in which academic achievement is valued for its own sake - a student culture which is difficult to cultivate at a university whose entire public face is devoted to the utilitarian application of scholarship, rather than to the cultivation of thoughtful and intelligent students. Focusing on ends at the expense of means eventually means one gets neither.
- More availability to professors and TAs
- more awareness
- More help in skills for better time management because most cheating is because we end up doing it at the last minute and need to get it done in time.
- More information on it. Because we all know to not cut and paste and to properly cite. But because we absorb and see SO much information on the internet, I feel like I could read something earlier that day, and then later that day write it as mine without HONESTLY knowing that it wasn't my idea or common knowledge. So if there is a way to avoid that-great.
- More monitoring.
- More observant proctors for exams - limit bathroom breaks
- More outreach and emphasis on topic
- more relationships of trust with teachers
- More test proctors during law finals. Some supervision during tests at Maxwell.
- More training, both for students and instructors. Clear guidelines and examples of what consists of dishonesty.
- More tutoring, easier homeworks that build upon each other and having test count for less of the overall grade
- More versions of tests in large classes.
- Most of what we hear about academic integrity is to just not do it. We don't get specific examples. It's just such a gray area of what is and is not academic dishonesty and I think the lack of clear cut lines make students feel like they can push the boundaries.
- Multiple versions of exams
- mutual respect between faculty and students, different versions of tests and assignments
- My grad classes are small, so cheating on tests has not been an issue. Instructors are pretty vigilant about citations in papers. I imagine it would be harder for professors to monitor integrity in larger classes.
- Neither SU nor the instructor can protect or promote academic integrity. Its the students who need to realize that maintaining academic integrity is the best way of helping themselves achieve success in life.
- No clue, sorry.
- No idea. At the College of Law, academic integrity is always on the top of everyone's mind.
- No one ever gets a pat on the back for failing a test and not cheating. Maybe they should. Kids get away with it time and again, cheating, because they feel like there is no other option, for a lot of people failing is not an option, not when you've made it into Syracuse and one test stands between a C and an F. There should always be another option opposed to cheating. Having the backbone to take an F over cheating is not a something I personally like doing, but I have. I can see how people don't though, so maybe there should always be another outlet to an F other than the one people depend on. This way, both honest and (hopefully once) dishonest people can find a ground to meet on... I'm not sure this all makes sense.
- None
- Not cheat
- not many more actions to be taken
- Not much you can do. If you get caught, make that person remember to never do it again.
- Not only remind students about the consequences of academic dishonesty but show them that they are not helping themselves by cheating. They are only pretending to learn the material.
- Not quite sure...separating people during test taking might be a start.
- Not really sure.
- Not sure. I haven't really seen any cheating or academic dishonesty to know what the best preventative measures would be.
- Not through threats...be more positive please.
- not treat it like a law and tell people about it. There is alot to the process and people really need to know about it.
- Nothing comes to mind.
- Nothing to comment.
- Offenses should be punishable by community service where the individual spends their time talking to local high schools about the importance of academic integrity.

- Office hours that you must attend so the professor gets a better knowledge of who you are and you develop a bond with the professor.

- Omit online assignments that make cheating easy to get away with.

- One can use "Turn It In" software.

- One of my professors requires all papers be submitted through turnitin.com. It's really annoying but apparently effective.

- Open dialogues on academic integrity and its important promote trust and understanding of the subject.

- Peer monitoring sessions might help.

- People won't cheat if it doesn't affect their grade.

- Perhaps a foundational course in Ethics? Along with a foundational course in writing and study skills. As a TA, I see too many undergars that have been admitted without even adequate skills to do college-level work, never mind understand the concepts of academic integrity.

- Perhaps by having instructors communicate and reinforce the consequences that are possible to come with violating SU academic integrity.

- Perhaps give an anonymous survey at the end of each class asking students to determine whether they believe other students engaged in cheating or academic dishonesty?

- Perhaps, encouraging their students get a head start on their writing rather than waiting till last minute. I feel that the students may be comfortable in their writing, but are bad with deadlines, and may resort to plagiarizing or copy and pasting others work.

- Personal connections. If a student feels like the teacher genuinely wants him or her to do well, he or she is less likely to cheat.

- Personalized relationships with students and professors.

- Pick one citation standard to be applied to all classes so students don't face confusion with how to properly cite references.

- Possibly a signed "honor pledge."

- Possibly have the teachers discuss it more in class on the first day when we receive the syllabus.

- Post on the website easy citation tips. Or a citation engine.

- Proctors at all exams.

- Professors must trust students and students must realize the potential consequences. Having different versions of exams and homework can help, too.
- Professors should be more aware of what is going on. Also if instructors took more interest in forming a relationship with and caring about their students, students would be less likely to be academically dishonest in their classes.

- Professors should be receptive to personal issues that prevent students from having the necessary time to complete assignments.

- Professors should do a better job protecting exams. Many students keep exams and give them to other students. This is unfair to others who study for the exam and don't take the easy A. Also, teachers should have different finals for different sections of classes. Many students would steal a copy of the final and give it to others in another section which is horrible, and shouldn't be occurring.

- Professors should inform what citation format, such as APA style, is preferrable in syllabus.

- Professors should pay better attention to maintaining academic integrity.

- Professors should stress the repercussions of not having integrity and getting caught to students often.

- Professors taking more time to make the guidelines for an assignment clear and clearly explain how to do each assignment so that a student does not feel lost or confused and the need to resort to cheating or plagiarism.

- Promote awareness and make it a very serious offense. SU can showcase student's work to the whole community so that other students will value their work and will less likely try to cheat. Faculties should also be more lenient and understand that some students may not be able to finish work on time due to various circumstances. Most of the time, students violate academic integrity due to time constraints.

- Promote awareness of academic integrity through various ways, most importantly would be instructor's emphasis in class environment and punishments against academic honesty.

  Promote by hitting the soft corner of heart fo students, prestige of doing things by self.

- Promote correct citing of quoted material, promote trust relationships between students and instructors, present more handwritten assignments.

- promote it more

- promote using turnit-in more and how be honest is better for your future

- Promoting practical ethics

- Promoting seminars about the topic and discuss permanently the SU academic integrity rules and violation policies. Acquiring software that are able to identify plagiarism to all schools and make them available for instructors.

- Prove to SU students that academic dishonesty has consequences. Real-life examples of students who have suffered from being caught. Freshmen are required to watch a video on academic integrity as do junior-standing students (as a fresher before they head into the real world).

- Provide a handbook on how/when to properly cite sources.

- Provide a sheet that explains what academic dishonesty is in detail; many students don't really understand what it means or the consequences of plagiarism.

- Provide additional resources on how students can eliminate academic integrity. Often time I feel like students are dishonest with the academic integrity because they didn't have enough resources to get help from.

- Provide better access to citation resources and workshops about how to cite properly.

- Provide better guidelines on citations.

- Provide smaller class settings, rather than large lecture style classes. Emphasise discussion based learning. Smaller classes will help forge bonds and respect between professor and student, which will inspire students and make them less likely to cheat.
- Provide stats to students of how often offenses occur, and the repercussions students have faced for committing offenses. I believe many students don’t think it’s a big deal because they have never had experience with dishonesty themselves or through friends. When offenses occur, nobody talks about them or discusses them.

- Providing different homework and mid term sets.
- Providing easy tools or service to make citations
- Providing stricter regulations and administering different exams.
- Providing students with professors who understand their needs, and are giving tests of knowledge over understood material items.

- Providing us better resources to do. Most instructors are very unclear in their assignment expectations for students which cause them to try and gather information from anywhere.
- publicize offenders, enforce strict rules, attempt to prevent cheating
- Punish them harder!
- Punish those students who are cheating in academic fields.
- punish those who are caught cheating
- Put the academic integrity policies in plain language rather than legalese. Explain the benefits of not engaging in dishonest practices.
- put the exam into the small room
- put up posters just like we do with everything else
- Questions in test should be different with the questions in homework, because as I know some science colleges tests are all the same with the homework. If someone copy the homework they can also pass the test.

- Raise the awareness of students, instructors should stress the importance to students in class.
- Rather than have strict consequences for cheating, the university should explain its reasons for why integrity is such a big issue and hope that students understand why they shouldn't cheat.
- Recruit students of higher character. The best deterrent, along with certainty of punishment, is self-policing. If there is a culture of academic honesty, potential cheaters will not want to diverge from what their peers are doing.

- Reduce the opportunities for academic dishonesty.
- Reduce the sizes of lectures
- Reinforce it on a regular basis
- Require all papers for classes to be sent in to the website which keeps a database of all papers written. If every class did this cheating would go down substantially because people would be caught much more easily if they tried to cheat.
- Require teachers to use online anti-cheating sites that scan documents submitted for plagiarized material.

- Requiring citations and bibliography. Speaking about it during the first day and including an academic integrity message in the syllabus. Also, real consequences for academic dishonesty.

- requiring that all sources be cited is an important step
- reward academic integrity

- Reward learning and not just grades. That is not presently happening. Financial Aid is being awarded to those students with the best overall grade, not by the professors who see necessarily bright and engaged students who are well prepared and speak up in class, but might perform more poorly on an exam for one reason or another.
- reward students who do not violate the policy
- scare tactics don't seem to be the most effective. In fact, i think these methods tend to piss students off and drive them to be dishonest just to spite the professor/AI office/SU/etc. Perhaps the best way to promote AI is to simply show students how EVERY assignment teaches SOMETHING that will be useful in the future. By cheating, one is putting themself behind in the competitive career world outside SU upon graduation.
- screen for drugs & meds
  Second, organize a class to teach students how to cite the literature correctly
- Security seems pretty tight to me - keep the punishment severe where people are caught red-handed - I would certainly give plagiarisers a chance to defend themselves but they'd be fighting an uphill battle - people cheating on exams is absolutely unacceptable and I prefer to think that almost nobody in law school would take such a stupid risk
- See question k
- send reminder emails
- Separate large classes into smaller groups during exam times and require all professors to inform their students about academic integrity and consequences for cheating. Or create an honor code that people must abide by.
- Set strict policies for students caught cheating
- Set up testing situations better, many of my classes cheating could be possible. People don't cheat like they would in high school though because a lot more is on the line in college than in high school.
- Setting reasonable standards for students. The classes where I have experienced the most academic integrity violations were classes where instructors were disrespectful towards students and assigned unreasonably difficult assignments for the time given to complete the assignment.
- Show students people who have committed academic dishonesty and how this has hurt their academic careers and future.
- Smaller classes
- Smaller classes will protect and promote academic integrity because students will connect with their teachers.
- Smaller classes. Harder to cheat in.
- Smaller exam rooms and exam appointments.
- Some professors aren't strict enough and aren't consistent with their punishments. No one should play favorites.
- Some professors that give out multiple choice exams have created multiple copies so that students cannot even cheat. This works well. Also, giving more group/written assignments where students can get help from others and yet not copy each others work exactly would decrease cheating.
- Sometimes cheating is reported, but nothing is done about it because of the paperwork involved. I would think if there was a legitimate threat to be punished people might not cheat.
- Sometimes the citing rules can be a little confusing. For example, someone that reworded a phrase, and then cited the author but not the page number, might have been "dishonest" if they didn't change the wording as much. The person might have done this innocently. Maybe there should be some sort of online course relating to the specific rules of citing that everyone has to take. This would be like the child abuse class all education majors have to take.
- specify what academic integrity violation is according to the assignment content. Give details and examples.
- Stiff penalties for cheating will always keep kids from doing it.
- stop having hard classes. students don't learn the material because the professors aren't teaching the material properly
- stop pushing canned briefs and getting outlines from upper classmen and no internet in the classroom
- Stop reusing the testing materials from semester to semester. Reinforce proctoring process.
- Stress the consequences if caught violating academic integrity and make the students read that section on the syllabus rather than skipping over it assuming that everyone already knows
- Stressing the importance of time management
- Stressing the severe consequences would, in my opinion, have an affect on people participating in academic dishonesty.
- strict enforcement
- strict enforcement is required to at least instill the fear of punishment. If not, no-one will care about the rules.
- Stricter penalties when caught, or to be more aware of students who cheat.
- Stricter punishments.
- Strictly hold everyone accountable for their actions. Also, hold faculty accountable to actively noting academic dishonesty, engage with plagiarism tools, etc.
- Stronger sanctions for first-time offenders.
- Strongly enforce the policy and make visible examples of those who break these rules because when other students cheat and are not caught, the value of an educational degree at SU inherently declines and respect for the name of the university is lowered among the minds of the current and future students, at least in my opinion.
- structure classes so that we have the time to get all of our assignments done without having to find the quickest and easiest way to get it done.
- students have to be reminded all the time about academic integrity. The case now is that the message about academic integrity is only scrib on the course syllabus at the beginning of semester. students don't read that. Every exam and assignment should boldly be written: ACADEMIC DISHONESTY IS PROHIBITED AND IF YOU ARE CAUGHT YOU ARE DONE WITH SCHOOL.
- Students should help students.
- Students should know what is expected of them. Teachers can use methods such as seating separated so cheating is hard. Also, instructors should do a good job outlining the material so there isn't a feeling to need to cheat. people should also know the consequences so they are less likely to cheat.
- Students will always try to go around the school's system in order to receive the better grade. Students will continuously find a way to break the system. The consequences do hinder students from cheating; however, others are willing to chance it.
- Students won't be deterred from cheating unless they are "scared senseless. The professors should emphasize the consequences of academic dishonesty.
- SU already does an excellent job at protecting and promoting academic integrity, and most of the students I have seen and worked with don't even consider completing their schoolwork without it. It only might be done by accident.
- SU can accurately inform students of what academic integrity is and how it affects them in the short and long term.
- SU can better promote academic integrity by having professors spend more time explaining its importance.
- SU can better promote academic integrity by making it more of a visible message/goal associated with the university.

- SU can better promote academic integrity through word of mouth and sending out notifications on the importance of academic integrity.

- SU can better protect and promote academic integrity by providing more consequences to those who engage in deviant action and provide awareness and emphasis around campus on the importance of keeping integrity.

- SU can hold an academic integrity parade.

- SU can make information on avoiding accidental academic dishonesty more readily available (proper citation, etc).

- SU can only do what it is doing now. the rest is up to the student. It might help them in the short run, but over time, cheating will only hurt them.

- SU can protect and promote academic integrity by bringing it up more than once during the semester, even if it's just as a reminder.

- SU can provide mandatory workshops that further discuss the consequences of academic integrity showing students all possible outcomes if they decide to fulfill this action.

- SU can provide punishments to the students who were found cheating. Many stories have been heard about students getting caught but I have not heard anything about these students being reprimanded.

- SU can urge the professors to talk more about integrity in class and it's importance.

- SU can't do that much about it because the students will just find loopholes around what SU does.

- SU can't possibly affect it. Study after study shows that learned behavior will trump change in policy every time.

- SU can't really do anything its matter of how much the teachers care

- SU focuses too much on it already. relax.

- SU has already done a good job on this issue.

- SU is doing its best, however, it is always good to alarm the impact of dishonesty.

- SU just has to devise ways to stop it. Like different versions of tests, actively watching for cheating, etc.

- SU should continue to stress the point of academic integrity both verbally and on paper, preferably in the syllabus

- SU should probably require instructors to constantly implement the ideals of academic integrity because a lot of the time, they can get lost in all the material students are learning that when there's a due date and the student is stressed, they resort to cheating or plagiarizing not realizing that it violates the academic integrity clause.

- SU should promote academic interest and relationships. If students think their work is meaningful, they're less likely to cheat. Honestly, I think the cheating is not the problem, but a symptom of a more important problem - disinterested students.

- Submitting papers through blackboard electronically.

- SU's academic integrity policy is very strong. A different copy of the test will minimize academic dishonesty. Students who do cheat will be revealed.

- Syracuse could better promote academic integrity by making sure that all graded assignments require actual understanding of material, not just regurgitated facts.

- Syracuse University can be cautious and uphold their academic integrity rules and regulations when it is broken by a student. Once a student gets hit with a zero or expelled, others will learn from their mistakes and never attempt.
- Syracuse University holds students to a higher standard that resonates throughout the classroom and with alumni. School faculty need to keep letting students know where they can get extensive help with classroom work. I think this will keep students from resorting to academic dishonesty.

- take a stronger stance on it. I and 2 other eyewitnesses turned something in for cheating. We reported it to the proctor who did nothing. The student is back at school again. That was the student's second allegation. How do you ever expect anyone to not cheat if when they do cheat, you do nothing? Why would I keep turning in people and risk social stigma, if you are going to do nothing?

- Take better precautions and make sure to follow out with punishment.

- Take measures to reduce the number of unnecessary quiz and give students more freedom to learn at their own pace.

- Take stern actions agains academic dishonesty and set examples so that it does not happen in future. Also, develop infrastructure (such a study rooms) so that a lot of students from the same class does not have to sit down together at the same room for doing homeworks/exams

- Talk more about how it's hurting the student themselves rather than making threats not to do something, which often are unheard or ignored

- talk to professor's about how they protect academic integrity in classes.

- Teach students about the academic integrity protection.

- Teach their courses well enough so academic un-integrity is not an option or appealing in anyway.

- Teach us how to properly cite and reference other's work. We are expected to know it, yet I'm sure more than 60% of college students do it wrong!

- Teachers be more specific with citing instructions.

- Teachers need to better explain their personal standards

- Test knowledge and skills, not what you can memorize. In my opinion an essay test would better evaluate if you have learned as opposed to a 20 question multiple choice test that might be memorizing. No idea for plagiarizing, those people are just stupid

- Test students' integrity and discourage dishonesty with harsh punishments.

- Test-taking in large, dimly-lit auditoriums make perfect places for people to exhibit academic dishonesty. I think that professors should always attempt to avoid using these sites as exams areas.

- The best SU can do to to protect and promote is have professor/TA ratio to student so nobody is able to cheat on test. However for plagerism its kind of hard to prevent in some classes but for courses that have writing using turnitin.com is the best way to go.

- The best thing at the MPA Program was a huge hour-long session - a very tense, serious presentation given by an MPA professor - about academic integrity. This was during the first week of our summer session. It was a very serious talk. We as grad students were all able to openly talk about how "ticked" we would be if another student cheated, because we want to maintain a high quality program. The session was very flattening and it worked.

- The best way to protect academic integrity is consistently catch and punish cheaters and plagiarizers. If people know they will probably be caught, they will put their time into studying and learning instead of cheating.

- The current system to promote academic integrity at SU is good, the only other thing would be to produce a written version that will grab attention, so students read it and understand it, rather than see it and ignore it.

- The definition of academic integrity depends on the fields of the study as well as the social contexts. Now with all the social networking technologies, sharing is often encouraged and
perceived as cool. Copy-and-paste is not all evil. More discussions are needed to define "what academic integrity" is.

- the instructors need to stress the importance of academic integrity in their classes. the test pattern should be such that it allows no or minimum scope to engage in academic dishonesty.

- The most difficult thing to better protect and promote it is that students have a lot of peer pressure telling them that cheating is okay and sometimes even egging them on. It needs to be made "cool" not to cheat at all.

- The only way for SU to protect and promote academic integrity is for professors to actually report the offense and confront the student that they are cheating and to makes their tests more written based rather than multiple choice or try to minimize the cheating by making multiple versions of the test.

- The school and classes are so big that I don't know of anything in particular that will make it better.

- The students should be told that academic dishonesty do not really help them in the long run. Also, the instructors should be careful when grading the material and not allow the students to engage in academic dishonesty.

- The systems seem to be in place so long as the university actually prosecutes violations. I think academic integrity starts at the very top and works its way down to the students. My experience at SU Law has been that issues related to academic integrity were created due to communication issues between the professor and students and due to the fact that the professor created a nebulas set of instructions that gave students too wide a berth for their own good. I have two great examples: (Example One) I attend SU law. We are graded on a 1L mandatory grading curve. It is VERY competitive. I had one prof in a first year final allow us to bring in our supplement book. The supplement was allowed to have our notes and writing in the margins. I brought mine in with just that... my general notes in the margin. However, a HUGE amount of other students took that to mean they could put whatever they wanted in their book. Students actually wrote their ENTIRE semester outlines in their supplement books. Others took it a step further and typed up outlines, reduced the font size, printed them and inserted them in their books. They took these supplements/outlines to class and took the final. The only test of the semester. I am an A student and that was my lowest law school grade. I attribute my grade to the actions of the other students and not the work I produced. The professor had created a system which encouraged and ultimately rewarded cheating. (Example Two: Same student section from previous example) Professor again, different professor, gave nearly the same instruction and allowed writing inside of a pocket constitution supplement. Based upon my experience with the first professor and subsequent grade I was forced to create two complete sets of notes. First, I had a pocket constitution that had the absolute minimum amount of writing in it. Then I had a second pocket constitution that I had literally written almost all of my notes inside. I had no idea which one I was going to use and planned on seeing what other students in the class had prior to the exam to ensure that I was in fact being grading on a curve that actually reflected what was happening in the exam room. I believe it was an 8:30 am exam and there was only a few people in the room prior to taking the exam, so I asked them what they were using and they showed me. Based on that I decided it was safe to use my basic pocket constitution, which I did. However, once the class filled up and the exam was going on (I sat near the back in that exam) I could literally see 8-12 people in the exam room using supplements that, yet again, were FULL of their notes. Once again, I did not do as well as I would have expected on the exam... and once again, a professor created and encourage an atmosphere that promoted cheating. It could be argued that what was done was not cheating in both examples because of the instructions, but that would miss the point in the context of a law school exam... graded on a curve.

- The TAs for chemistry lab don't care about academic integrity. The people who cheat are blatant about it and I haven't heard anything about them being reprimanded for it.

- The teachers need to act accordingly if they know that cheating is happening.

- The teachers should be more careful with catching people, especially in written assignments.

- The tools for prevention are already being utilized. The consequences are well known. I don't know if there's a better way than the honor system for such huge lectures.
- The topic addressed in item (k) above would seem to best promote academic integrity at SU. When an instructor instills trust of their curriculum and course process by displaying humanity and caring for students, the students will care more for the integrity of the work product that they submit. When instructors show little regard for students’ innate maturity and the stresses involved with the requirements of a production quantity in our academic environment then students seem more apt to embrace methods of lower integrity to ‘get the job done’.

- There are online and software programs where students can submit their papers; anything plagiarized will be caught. My undergraduate university used these products and I felt that my own work was safe as well as that of my peers.

- There is really nothing that can be done. I have heard of students cheating on exams, essays, and other assignments. Short of making every assignment an in-class exam or assignment on ExamSoft, there is really no way to prevent students from cheating.

- There needs to be a reason to practice academic integrity beyond fear of punishment. There should be a way to anonymously tell professors if students in their class are cheating. I've known of many cases in which my peers and friends cheat, but I've never done anything about it since I don't want to be caught in the middle.

- There should be more specific models of what constitutes academic dishonesty with classes that are not as straightforward as the writing studios.

- There will always be students who cheat because there will always be lazy people or people who will do anything to get ahead. There’s not much you can do to stop it except make more strict policies.

- There's not much you can do. If you catch dishonesty good, but cheating won't help anyone and they know that

- They are already doing a good job at it.

- They are already doing great

- They are doing a fine job but services such as turn it in are on the correct path.

- They are doing a good enough job now.

- They can have harsher punishments for academic dishonesty. Also if it happens to kick a student out of the class and put it on their record, if a job sees this, they will not want to take a person who engaged in academic dishonesty.

- They can help students learn how to properly use and cite sources.

- They can prevent academic integrity by happening by telling their fellow classmates the consequences of academic dishonesty.

- They do a fine job of it know, the reality of it is that it will always happen everywhere.

- They do a pretty good job, cheaters will find a way

- they do the best they can

- They instructors make it pretty clear at the begini ng of every semester. Not sure if there is a better way to promote it.

- They should make the writing center and tutoring centers more available to students. Although we learn issues of academic integrity in our freshman year, it doesn't hurt to have reminders during the rest of our time at SU.

- They're doing everything they can.

- they're doing great

- they're good at it already

- This I am not sure of because there are so many ways for students to cheat.
- This is difficult become it comes with the mentality of the student. I believe that the best way to proceed is to help students understand more about why academic integrity is so important—and not through scare tactics.
- Through awareness lectures on the effects of academic dishonesty. Discontinuation of individuals found to be practicing academic dishonesty.
- Throw more cheaters out.
- to promote healthy competition among students
- Tougher crackdowns
- Trusting students will never be enough. Professors have to be reasonably skeptical of all students and create policies that realized that even good students go awry.
  
  Trying to be endearing to the students at the cost of not strictly enforcing the academic integrity policies just dilutes the standard of the academic output of the university in the long term. In short term everybody is happy and nobody is complaining.
- Turnitin.com
- Um, prizes?
- use better technology
- Use Turn it in
- Use turnitin.com for papers.
- use turntn.com
- Use work-place examples—it doesn't just happen in school
- Using "Turn It In" software to check essays for signs of plagiarism (used in HST 101)
- Using Turnitin more often.
- Utilize online programs that check for plagiarism before the student can even submit their papers. Even if the program isn't 100% fail proof, at least it instills a sense of fear in students before they even consider copying somebody else's intellectual property.
- Warning at the first time, if the same thing happened on one student again, punishment should be necessary.
- Watch more closely
- Well, I think there needs to be a radical shift in emphasis from grades being the end goal, to them becoming the INDICATOR of the end goal, which, in fact, is learning...meaningful learning. I think it is more a societal than university problem, because by the time they get here they are already well steeped in the "grades as an end" philosophy. How you could mitigate for that is a good question, but I certainly think that getting rid of the large industrial intro courses for smaller more intimate and meaningful educational encounters would be a step in the right direction.
- What SU is doing now is fine.
- When exams allow students to use copies of rules (for example, the Federal Rules of Evidence), but no personal notes, professors should provide a clean copy with each exam so that the risk of students sneaking their own notes in with the copy of the rules (as occured in a Con Law I class last year) is decreased.
- When having an exam, let students go to a big classroom where the desks are separated, thus the professor could see clearly whether the students are cheating.
- When professors create their own essay questions or keep tests under security before the test date, I think students are less likely, or able, to cheat or be otherwise academically dishonest.
- While giving assignments, instructors can give different assignments to students so that there is no scope of academic dishonesty. In case of exams, mid term of final, they can be conducted like the GRE exam where students answer online from a pool of questions rather than a fixed set of questions.

- With exactly what they are doing now
- With the professors giving more reasonable assignments and exams
- Work with students
- You all are doing a good job already.
- you guys can help us to know pay more attentions to the study not the grade!
- you tell me