

Narrative Comments from the Academic Integrity Survey

Survey Closed June 2, 2021

Q19_1_TEXT

If you have encountered another kind of violation, please indicate frequency here.

- Other - Text

Submitting a paper written by another student/Submitting a paper written for another course

Use of images or other materials downloaded from web mixed into student work

Turning in project-based work not made by the student

Zeroing out one's answers, copying the correct answers from the answer key and then pasting the answers into the online assignment

"Recycling" assignment written by another student

Using machine generated translations for language instruction

omg you're gonna go in front of the faculty with just a bunch of numbers. Really? Knock. It. Off

Overheard student talking about cheating in another class

impossible to know above answers

Using the same paper for two courses

Using other student written assignments

Some students will say, "My friend helped," etc.

Student cutting and pasting another student's discussion board post

no other

patchwork of borrowed quotes without quotation marks and name of author into parentheses

copy assignments from others

Q21

Why do you feel that way?

(Following "How has Covid affected...")

- Other - Text

Reports from faculty of measurable, unlikely increase in scores in cases of specific students as well as on average.

I have only taught Online at Old Westbury, so I have already been implementing strategies to limit cheating in an Online learning environment.

Very difficult to proctor exams so we do not know what student is doing during exam.

Perhaps a greater temptation to copy and paste from the internet due to a shift to online courses? Difficult to say. Also, sheer larger numbers of writing assignments simply increases the odds.

Students are able to log in to the class session on Zoom and not pay attention while being marked as present. They cannot do this as readily in in-person classrooms.

If you have unique assignments with scaffolding and drafting, students can't cheat very easily.

Because instruction and delivery has a new different format, which allows me to prioritize rules and control of my classes. It is challenging to be up to date with materials and technology, but it definitely works.

It's harder to tell if the work created in project-based assignments has come from the students directly.

Students used more online copy and pasting to plagiarize

It's more so pushed me to recognize the ways in which as educators we have been socialized to behave in punitive ways that do not foster learning. The pandemic has pushed me to learn ways to be more collaborative and welcoming, and to prioritize learning and learning processes rather than grades. This has I think helped to support the development of intrinsic motivation (rather than extrinsic).

Students are doing tons of low-stakes writing assignments, where they are engaging deeply with assigned readings through very specific questions. So far, it seems tough to fake. And when it does happen, it seems that I can catch it pretty early and redirect. Students who didn't do the reading are simply not turning in assignments (it's own separate problem), rather than turning in plagiarized assignments.

I have not encountered any instances of plagiarism (that I am aware of) since the shift to remote instruction. Generally the issue that I see most with my students is incorporating copyrighted material into media projects without citation/permission. I am trying to correct this issue by directing students toward public domain media databases and helping students to better understand the concept of "fair use."

I am not sure about the impact on academic integrity on students. The main impact in my classes would be students turning on their pictures, but not really being in class. I would say that its worst impact has been causing students to disappear from class, hand in no work and ultimately leave college. It has increased inequity and attrition. OW's failure to extend Cr/NC, unlike other SUNYs, and instead put the onus on faculty to give Incompletes (even when we doubted a student would be able to finish the classwork and that it would adversely impact their success the following semester) has impacted my own academic integrity and my ability to nurture academic success and support students. I fear that OW has abandoned our mission and commitment to its students and faculty. Our focus has become increasingly punitive rather than supportive.

I give essay exams so it is very difficult for students to cheat without my knowledge. I mainly have issues with students not able to paraphrase from sources or who buy lesson plans from Teachers Pay Teachers or find them online.

Although there is a greater temptation and even access to cheat, the students understand that the faculty have given them greater accountability for their learning and achievement. Students cannot fake not doing online work. With greater access to resources comes greater visibility and surveillance as well with online resources and course management systems, cheaters will always fear getting caught. With multiple creative forms of assessment, students engage in performance type activities like ZOOM essays, presentations and oral interviews to demonstrate their progress and achievement.

With more tools available

I chose "no change" but it is not really no change. It is different, but I can't tell if it is better or worse. In a remote setting, I expect all exams and quizzes to be open book and do not to use a question they can answer by simply looking up internet. The only way they can cheat is to get answers from someone else, and I do not know if or to what extent it is happening. As for writing assignments, in a way it is easier to catch plagiarism since now we keep electronic copies of all assignments.

Grades are higher

I had never had an issue with Chegg. In fall 2020 a student uploaded several questions to Chegg. I suspect students share responses of multiple choice questions on exams, but I have no way to prove this. I (think I) am fairly good at rooting out plagiarized essay responses, but I'm not sure. It seems that Blackboard reaches a point where it no longer checks for plagiarism--the work around is fine but not as user friendly.

I had to change some of my assignments knowing that students would use outside sources when working on assignments from home, rather than in the classroom.

Given the lack of a mandate for students to turn on webcams, there is no way to know if a student is paying attention, otherwise pre-occupied, or even if someone else may be 'sitting in' for the student. There is no question that those who have webcams on in class are more active and engaged during the classtime, while other students in their 'zoom boxes' check out of the class. (Not all, of course -- but enough.)

This relates to academic integrity, as greater involvement = greater investment. The involved students have been much less likely to plagiarize than those whose attention is minimized or distracted.

many students did not buy the text and everyone goes straight to the internet for information

students from group meme's for the course, and I found some gave identical answers to short answer or essay questions. Also, it is harder to check for plagiarism on major paper assignments because SafeAssign is not working, and the CIO doesn't seem to care.

Difficult to monitor students

The increased amount of time to conference with students, follow-up with them in e-mail, having them engage in more increased written tasks to assess, increased independent work tasks, etc. all

result in effective and quality integrity. Remote/virtual has resulted in more intensive individualized support and communication.

The remote atmosphere has compromised test integrity greatly. The inability to always use webcams and the weak wifi some students have at home, has made it difficult to test properly. In addition, even with webcams and lockdown browsers, it is difficult to always determine what a student is doing. I prefer in person testing and have found that the techniques we have incorporated for in person testing have deterred cheating a great deal.

I teach online anyway

Easier to cheat, easier for a culture to form, professors that aren't accountable, BUT shouldn't be accountable because they aren't given the resources to succeed in this environment. And an admin that assumes giving faculty the resources to succeed would imply that faculty who aren't experts in these new modalities would be teaching faculty --which should not be the case. Of course I get that it's easy to put a survey-- It's cheap. If you present this to anyone can you please put this quote in as a full quote (unattributed cause it's anonymous): "The problem with cheating at Old Westbury doesn't start and end with students. It starts from the administration who thinks that supporting faculty in novel learning environments that they were not initially trained for means tasking overworked faculty, who again, were not initially trained for these environments, to put on workshops (with administration that frankly cares SO LITTLE about these workshops, they don't even introduce them, don't attend, don't let people into the workshops on time). At some point we need to enable the faculty to get the resources they need to succeed, and when that day comes these surveys will suddenly become a lot more useful. Until then don't bother with numbers and graphs in Tableau or whatever you were intending, it's not interesting, it's a reductive and lazy way to deal with a complex issue that has multiple dimensions. "

With students keeping their cameras off, I have no idea what is happening while they take classes and complete exams. I know for a fact that sometimes they have other people "attend" classes with them (I learned this part the hard way by students' accounts being violated by a friend or family member who would unmute themselves and say something profane to another student in class). I understand the reasons why we can't mandate that they keep their cameras on, but there are so many privacy and confidentiality reasons why they should be mandated to do so, especially in classes where sensitive topics are discussed. In those contexts, I need to see who is participating in the conversation.

It is easier for students to cheat when exams are not in person. There is also a sense of importance and integrity that is difficult to convey online or remotely.

Students have told me of chat rooms opened during quiz/midterms. Some problems are discussed. I haven't reported anyone for lack of evidence.

Online teaching has led to extensive plagiarism in my classes. Students are also not taking responsibility, often blaming their teachers.

I think it is much easier to cheat, and more difficult to prove cheating. If students use Chegg, then I can maybe catch them, but otherwise I can't.

Only this week though have I started writing questions that are more resistant to cheating (e.g. ask for students to come up with numbers, etc).

I proctor via MS teams but this just allows me to see the student while taking the test online. This doesn't allow me to view their screen. In person will always be more more effective when it comes to academic integrity.

I have all of my tests open book and on blackboard. This encourages the students to submit their own work and I have found them to be more honest. I have not had a single instance of plagiarism this year (although I am still grading for the semester).

I was impressed with how many students met with me before exams and about assignments. I do not feel that there was academic dishonesty to any more extent than during a normal semester.

students that have difficulty with the material will try whatever they can to get it over with, particularly in fields that don't require much quantitative reasoning. This is the main issue with General Education courses, when the subject matter is more rigorous in its demands.

I think it has changed some of the types of issues we encounter, has changed our ability to observe some types of issues/actions, has changed our ability to confront those issues constructively, and has changed faculty engagement in a way that allows us to sometimes overlook and sometimes highlight issues of academic integrity. But I don't think it has change overall academic integrity itself.

There is no way to proctor on-line exams.

In person, and now online, in each course I teach, I include regular discussions about writing assignments, use scaffolded and low stakes assignments on a regular basis, and do a short exercise highlighting what plagiarism is and how to avoid it. I am also available to conference with students regarding their writing. These measures not only make students stronger writers, which is the main point of them, but it also keeps instances of plagiarism to a bare minimum.

Remotr instruction has made me work three times harder than usual to maintain academic integrity. I have become MUCH MORE THAN AN INSTRUCTOR!

Classes with high failure rates now have no students failing.

I am using timed open book quizzes. questions randomized. 10 mins for 20 questions. Material in text is often 50-75 pages

Since we were prohibited from requiring the students to turn on their cameras, several students took advantage of this situation and left class after attendance was taken. They read from assignments when asked questions - word for word. It was pointless to give quizzes

The exams are designed to test student's knowledge of the material as well as their own interpretation of the material.

I do utilize quizzes but in the remote context I only use them to assess remembering (lowest level of Bloom's taxonomy) and allow them to utilize their notes (as an incentive to locate key information) to reduce the temptation to cheat. I assess higher order thinking through written assignments (which are worth more points than the quizzes), and require students to submit outlines, annotated bibliographies, and drafts ahead of time, which I notice tends to minimize plagiarism.

Students have access to outside resources for most assignments out of class. Some manage to use them during class, including exams.

I think less contact with a faculty member increases the likelihood of plagiarism. In my fully online class in spring 2020 I had an unusually high number of plagiarisms. In fall 2020 and spring 2021 I had group meetings with all students at the start of the class -- and I changed assignments to make written essays more unique and less easily plagiarized. I have reported only one plagiarism event in these two semesters.

Less time to explore with full class.

Many students are more "removed" from the class and the instructor.

Reading and grading essays on Blackboard is cumbersome.

I'm taking the same steps to prevent plagiarism in my remote classes as I do in in-person classes.

Extremely difficult to detect a student using someone else's work.

I have not seen any more or less incidences of plagiarism since COVID began.

To develop equity I moved my exams online to open book that is time restricted. It has multimodality from multiple choice with data based and application questions. Diagram identification and short answers. I provide the students with 20 possible short answer and several possible diagrams. I have them write them out and research them. I feel that this is just as effective and a surprise free response. They spend time researching the question and problem. I then select 4 to 5 of them for the exam. I have found that there maintains a nice bell curve distribution of grades.

I haven't noticed any difference in the quality of work.

Students don't read the readings, and then simply use wikipedia etc to approximate an answer. I've tried making more assignments text analysis, but that is not always working. I'm miserable. As an adjunct, I doubt I make \$3 an hour.

I feel that it is too easy for the student to use other sources online to get answers for questions on the test. For example: Brainly.com, WolframAlpha.com and a host of other websites that will do the problem for the student and give step by step instructions.

Cheating has been an ongoing problem, especially in the introductory classes. In-person exams weren't perfect, but at least they could be somewhat effectively proctored. With online exams effective, proctoring was basically impossible. The online proctoring tools were invasive and stressful for students without providing effective oversight. In addition, the greatly reduced interaction with students, both in and out of class, has made it much harder to gauge whether high exam scores are earned or not. I've felt rather pessimistic about the situation; giving and grading exams has been the worst part of teaching online. I think the grades I've given this year are close to meaningless.

I have caught more students violating academic integrity in the past year.

Compared to the online experience there was no increase.

The in person experience enables more personal and individual confrontation of problems.

I don't have tests in my classes, only written assignments and oral presentations. Being on line or in person doesn't affect the way assignments are done.

Students prefer to use Chegg than the textbook during an open book exam. 80% of the class submitted the wrong answer to the question copied from Chegg despite having access to the textbook that featured the correct answer. Students also submitted answers to my exam from last semester this semester thinking that they were the same exam (the numbers provided for calculation were different). Cheating is rampant in remote learning.

(a) More violations. (b) My sense is that being online all the time deepens students' preexisting sense that anything on the Web is free for all to appropriate.

I am not sure it has - it's difficult to compare remote to in-person in that regard. I am just making a guess that some students will use whatever means are at their disposal.

It is extremely easy to cheat on exams in an online format

We don't get to know the students as well.

I don't believe students are reading the textbook as often as they have in the past. They are pulling from on-line sources which are not assigned nor allowed so that they can cut and paste into their written assignments. Having on-line reading resources is not that helpful for students who benefit from reading in printed text. And some do not have the funds to print handouts for their benefit. Students are more anxious about their grades. They also have trouble managing all the Blackboard sites since each professor is different. They are feeling overwhelmed in general. This is despite professors trying to keep things simple and being flexible.

There are times, I feel students are having family members doing their assignments and tests.

Grades are overall higher while knowledge base (short response HW questions) does not seem to change. Also, I noticed students copy word for word my lecture slides on their assignments.

Less control over the quizzes and exams.

Students used multiple excuses to be dishonest during an exam

It is easier to cheat when working remotely.

I did not notice any significant difference.

Students who did well online and in person didn't cheat, while those who didn't do well cheated more while doing the work remotely.

Although I do not have data to support this, I could imagine that with the use of electronic devices, students may get access to notes, or the internet during online tests.

No way to verify who is taking the exam.

Students often "consult" with the better academic and you recognize similar words, patterns etc.

Students have access to online and other resources without being observed by faculty or others

More opportunity to cheat; harder to monitor

Students seem more likely to use online tools like chegg or google to find answers that are often laughably wrong.

The students are informed of the college's academic policy the first day of class and it has been included in the course syllabus. There is a cultural/rationalization, amongst contemporary

students, that cheating doesn't matter. Computers and networking have facilitated widespread corruption and a lack of academic integrity by their obvious use as an uncontrolled communication medium.

The remote teaching in the Students Teaching Seminar class has yielded tremendous class participation and interactions between the students.

I generally create my own assignments and exams explicitly based on the topic that I teach and combine multiple topics to create a single assignment. We do the small assignments during the class and I watch their progress over time during the class and at times make them submit before they leave the class.

Plagiarism is rampant.
Plagiarism tools do not work.

If there is no proctoring, students tend to cheat.

It is much easier to cheat.
Students always lie about it
The college just has a policy but
I don't know any student who was
asked to withdraw from college

Out of sight, out of mind means students have been more willing to risk the consequences of cheating.

if anything, it may encourage students to cut corners. Also, not getting to know the students as well may be less of a deterrent....

Reports from faculty in disciplines with quantitative orientation and objective tests of strong evidence of higher scores by students once the pivot occurred.

difficult to manage and monitor

I was worried about online tests but the low scores proved that students didn't bother to cheat. No change in papers

I see the same answers among students on exams.

N/A

Q20_1_TEXT

If another change might impact your willingness to apply the College's Academic Integrity Policy, please indicate here. - Other - Text

- Other - Text

Ensuring that it promotes (rather than inhibits) student learning.

I'm not entirely clear on what some of the options above entail, but I think our policy should be more developmental and less punitive

use a signed honor code for every graded assignment

Stop overall grade inflation. Reduce percentage of various honors. Assign hands-on performance assessments where applicable

Read previous quote

1. an honor code with a student review board for violations (and 2/3 workshops for students related to skills - as above - and more workshops for faculty)

At some schools Dean's handle once reported.

Already apply them. The online digitalization of information are larger issues to address.

More resources (training, writing center staff training, mandatory online training for students and faculty) to help them learn about plagiarism.

Having a system where we can see if students have previously committed infractions of the AIP

Stop blaming the teacher

I am applying the policy.

Q8

Any other ideas you'd like to share about Old Westbury's Academic Integrity policy?

- Other - Text

no

Yes

General approach for instructors should be: In 1st week of class, explain policy. Be watchful for violations (they will occur). Use best judgment to distinguish between bad practice based on misunderstanding (which is a pedagogical issue, teaching/explaining the rules) and bad practice that must be intentional, regardless of student denials of intention (which are expected). Do report, according to department procedures.

Policy should have required penalties. Recommended/maximum penalties in current (2017-18) policy are good. This includes graduate level penalties. Graduate catalog should be revised to include 2017-18 policy (May 2021 edition has prior policy with no specification of penalties).

I'm so glad we are doing this survey!

Need to address faculty workload issues, especially for adjuncts.

Definitely include it in ALL Code of Conduct and other such policies, contracts and documents. Academic integrity is not in the Code of Conduct already? If true, I find that shocking.

I appreciate OW's social justice aim with its flexibility and err on leniency. However, I worry that this allows a bit too much individual judgment. Other places I have worked have far more

standardized practices (e.g., standing academic committees; procedures and forms for the Chair of the department to review), which, arguably, streamlines the process though can be just as abused. I think it is possible to have a more flexible, just approach while also standardizing procedures.

No. Thank you.

You cannot reduce or lessen the student penalty for plagiarism as you will remove all academic Integrity and the purpose of them being in college. This is a critical policy and more should be done to train students not faculty on the seriousness of plagiarism. The student code of conduct should be signed off on by students every semester prior to being able to register to remind them of this policy as well as others regarding academic Integrity

Academic Integrity is often identified only by its "violations," and I think that is part of the problem. In my experience, students plagiarize or cheat when they don't have the skills or confidence to succeed with their own work. A punitive approach will never truly address this. Developing skills and building trust is much more effective. It is disturbing to me when Academic Integrity conversations utilize criminalizing language ("violations") and thought patterns (the idea that we need to catch students cheating and punish them). With our student population (largely students of color), this type of suspicious, "zero-tolerance" approach reproduces prevalent racist dynamics in educational settings.

I believe that academic integrity is a critical part of our mission and commitment to truth and honesty. However, in a context of increasing racism, educational and economic inequality, its impact is punitive and serves to add to these problems rather than support our mission. I believe that we must discuss and develop our values and practices in this context.

Students must educate and police students in the meaning and execution of a signed honor code and all other behavior that exemplifies academic integrity. The new slogans should read:

<<It's hip to be honest!>>

<< To Err is Human

But,

to Be Honest is to Be a Hero!>>

Students need to be made more aware of why it is important to follow the Academic Integrity guidelines and the consequences when they don't.

Academic integrity is extremely important. I do not think that penalties should be lessened. One suggestion is to appoint a committee to deal with egregious and/or repeated cases of academic integrity so that the process is fair.

Faculty buy-in to upholding the policy is crucial -- not just for full-time faculty, but also adjunct faculty. If students perceive that the policy is lackluster or seldom enforced, then students are much less likely to regard the policy as meaning anything at all.

None at this time

I shared them in my commentaries at various responses.

Students have to learn how serious violations of academic integrity are. I often hear from them other teachers allowed (or their high school teachers allowed) use of internet sites for help. We

need to uphold high standards where this does not happen. A clear message to students that online sites do not exist for help. Their teachers are there for help, the tutors are there for help etc.

No

It is inconsistently applied for a variety of reasons, and faculty can be reactive and unnecessarily punitive at times.

I am not in favor of a warning level for plagiarism. The academic Integrity policy was fairly recently revised. I do not see a need to change it.

Not at this time.

Not at this time

None

I don't have an issue with the policy, but each situation is unique and often needs to be taken case by case. I envision academic integrity as being about ethics (especially as it applies to pre-professional practice and social responsibility) so I think it should be heavily emphasized and treated very seriously, but I generally do not think that surveillance and policing are helpful approaches. Encouraging students to take creative risks and make mistakes can help avoid temptations to cheat/plagiarize, but implementing this kind of pedagogy takes more time and attention, and so I think faculty can best promote academic integrity when they have the support/resources/time they need.

Consistency among faculty as far as identifying violations and acting similarly.

I think the policy ought to remain as it is and faculty should feel an obligation to report students who plagiarize.

On earlier questions about whether I've had other students write papers -- you must realize there is no way for a faculty member to know that. If a writing assignment were vastly different from a student's regular work, I would request a meeting. Otherwise how would you know? As to online sites Chegg etc -- I'd be happy to have a college wide effort to expose them.

I didn't understand one of your first questions "develop student integrity" or something like that -- I don't know if we develop their integrity, we punish and warn them, and think up tricks to make it harder for them, but that's the opposite of developing integrity.

Not at this time.

Academic dishonesty is a serious problem at the college, which the faculty and administration need to making a concerted effort to address. It's a challenging problem which will need a real change in the campus culture to properly solve.

Academic Integrity is a large problem at Old Westbury.

The distinctions between helping students and sharing and collective work in this digital age should be explored so that the boundaries that challenge everyone are explored.

A word of explanation on the "more willing to report" answers: I strongly believe in reporting violations, and therefore none of the options would make me MORE willing, but I think several of them are valuable in themselves.

No other ideas

Incoming students should be assigned quizzes on the Policy (and the Code). Once they complete the quizzes, they can register for classes.

The quizzes should be multiple choice and include real-life scenarios. There should be several opportunities to get a perfect score.

The quizzes could be integrated into whatever discussions are already being held on the Policy and the Code.

Some students are at a disadvantage, as usual, because they didn't learn about this in high school.

Students should be educated about it and how to go about following academic integrity standards. They should be engaged in the conversation. We need to hear from them and what is getting in the way.

none

none

no

None

No

Your initial set of questions was problematic, because you asked about "developing" student integrity when in many instances you meant "policing" student integrity. These are not the same thing.

It would be good to develop ways to inform and assess students ability to paraphrase, use citations, and other ways avoid plagiarism in the first year courses.

Support the faculty instead of appeasing the students.

We need to talk more often with the students about Academic Integrity, why its important etc.

It is disheartening.

The policy must mean something not just a statement

There must be real consequences like student asked to leave the school for a semester and removed from the school for repeated violation

not right now

Integrity