

St. Olaf Faculty Comments
Other Sources of Information on Integrity Policy
alumnus of the college
committee service
department information
honor council briefing
I was a student at St. Olaf
I was on the Honor Council as a student
my own policy
Orientation
participation in honor council
personal experience with cases of student cheating
Presentations at faculty meetings
Secretary
The Book
The Book
The Book (student handbook)
The Book, The Student Handbook
www.stolaf.edu/stulife/thebook/academic/honor.html

St. Olaf Faculty Comments
Other Reactions to Suspected Cheating
Contact the Honor Council
Dependent clause in this question is unclear
Examinations go directly to the Honor Council
Honor Code
if test or quiz, send case to Honor Council; consequences vary
It very much depends on whether I had evidence other than an excellent exam
Policy dictates following process for suspected cheating of a test
Refer to student honor council
Report incident to Honor Council
Report it to the Honor Council
report it to the honor council
report student to the honor council
report student to the honor council
Report student to the Honor Council
Report the case to the Honor Council
REport the student to the honor council.
report the student to the student court
Report to Dean of Faculty
report to honor council
Report to Honor Council
report to Honor Council

St. Olaf Faculty Comments
Other Reactions to Suspected Cheating
Report to Honor Council
Report to Honor Council
Report to Honor Council
report to honor council
report to Honor Council, of course!
report to Honor Court
report to Honors Counsel
Report to Student Honor Council
Report to the Honor Council
Report to the Honor Council, but our system is student-reported and administered
Send to honor code committee
Start a proces that might include several of the options you list
submit the exam etc to Honor Council
Talk to the student; after that it depends on what the student says, and what kind of assignment it was. If plagiarism, probably require the student to redo the assignment.
Turn over matter to honor council
Under our Honor Code, an Honor Council reviews and case and decides on the appropriate response

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Other Reasons for Ignoring Suspected Cheating
lack of consequences imposed by honor council
one student was a VERY scary guy
treated it as teaching moment

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Why Unsatisfied with Handling of Suspected Cheating
Although I was in most cases satisfied with the Honor Council decisions, in some cases the Council was not able to understand the evidence adequately because no members understood the underlying chemistry concepts that were essential to comprehending the evidence. In one case, too many members of the Council knew the student for a majority to make a conviction.
Department policy for penalty not supported by administration
Honor Council cases can be very slow--- over the summer is extremely frustrating.
It takes too long for the Honor Council to meet and then make a decision on the case. Often, we can't give the tests back until the decision has been made, and it often takes a month or so. As a result, students might have to take their next test without seeing the results of their previous test.
Look, at St. Olaf we don't have this issue. We just report these to the Honor Council. It's not a matter of "not being sure" or worrying about some sort of "lack of support."
Student went before student judiciary and was judged not guilty despite overwhelming evidence of plagiarism. Administration agreed student was guilty but would not overrule judiciary ruling. Student continued in my class, enraged, with fellow students as allies. This did not occur at St. Olaf but at a large state university when I was a grad student teacher.

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Why Unsatisfied with Handling of Suspected Cheating

The case took place in my class although I did not see the cheating, a student reported cheating during an exam. It took a long time to be settled and the penalty was nominal.

The honor code at our school is administered by students and is ineffective and slow. Students are not held accountable unless they confess and even then, the penalties are not severe. I also think this policy infringes on my academic freedom.

The students received a trivial penalty from the Dean who was approached by the students' parents. I discussed the case with my Chair at the time who said he'd back me up, and when push came to shove, he didn't. I expected my Chair to give me good advice and to help me determine the appropriate punishment. Since he wasn't willing to back me, I wonder whether he had any views at all about the punishment. This was several years ago, but it's still a sore spot.

Your questions above are really not appropriate for a school with an honor council. As faculty, we are asked to refer all questions of academic dishonesty to the honor council. Several times I have had ample evidence of cheating on an exam. The students' exams were then handed into the (student) honor council. The cheating students have always been exonerated. The students on the council don't seem to have the academic experience to be able to identify clear examples of cheating.

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Other Safeguards Used to Reduce Cheating

All exams are essay type; paper assignments highly individual

assign seats for exams, provide a folder for exam

change course books and essay assignments

Choose assignments that would make copying the work of others very difficult.

Construct exams and assignments that are difficult (or pointless) to cheat on--e.g., distributing study questions beforehand & allowing a page of notes for in-class exams

create assignments that require individual tailoring

Discuss department policies on integrity and define what cheating means in courses

discuss honor system

Do not allow cell phone, laptops and provide each student with a \$2 calculator for all exams (no electronic devices at all)

Explicitly teach appropriate paraphrasing and citation techniques

honor code pledge

I discuss how our code was originated by and enforced by students

invent new assignments constantly

Make unique assignments and have take home group exams that are open book.

novel assignments

On some occasions have different versions of exams for students sitting next to each other

Prepare specially tailored paper topics Encourage time management

Set very clear expectations

spread students out when taking exams

stop any problems (e.g. with citations or copying) very quickly

Structure writing assignments so paper mill papers won't work

Try to design assignments that make cheating difficult

unique paper assignments that make using "paper mill" papers difficult

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Other Safeguards Used to Reduce Cheating
use individual, in-person performance assessments and lesson feedback from cooperating teachers in schools
use seating charts for exams; space seats apart
We have an honor system here, so we aren't allowed to be in the classroom with the students during exams.
Weird assignments & open book/open note exams

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Final Open-ended Comments
Although it has not been the case for me, a colleague has had two instances during a final exam where students were suspected of cheating and according to the college policy, the issue was not discussed and finished until the following semester. This made it very untimely for both professor and students involved.
Continue positive education on academic integrity and be sure to clarify not just policy but different facets of plagiarism, etc. to students (some remain unsure about when/what to cite). Strongly encourage faculty to design paper assignments and exams that are innovative, unique, cannot be purchased from a "paper mill" cannot be passed on from semester to semester.
create a "pledge" for plagiarism -- no clear system in place
Drop the policy that prohibits professors from being in the classroom during an exam. Use turnitin.com
Encourage faculty to make it clear when cooperative work is encouraged (it often should be) and when it would be cheating.
enforcing consequences for cheating and academic dishonesty. support not always evident from administration
Faculty need to believe that cheating is happening at St. Olaf. Departments and administration need to support one another when cheating occurs.
Honor Court should expand its authority to include graded, written assignments.
I don't think this survey really gets at the problem on our campus. We have a good honor code, but this does not apply to papers and non-exam work. The area with the greatest amount of academic dishonesty is probably plagiarism. This is the area where the college policies are poorly understood and quite inadequate.
I like the idea of the St. Olaf College Honor Policy, but I don't think it works in practice. I think students can cheat too easily, and I don't think that other students are very likely to report incidents of cheating. I also think that it takes the Honor Council too long to respond to incidents of cheating, so it puts the professor in a difficult position since the affected work (tests/papers) cannot be returned to the students.
I think an annual or ongoing conversation between the Student Honor Council and a panel of faculty members to discuss all the issues surrounding cheating on exams (effects on students and faculty, appropriate sanctions, repeat offenders, etc.) would help the honor council not act in a vacuum the way they do now. Plagiarism policy needs to be reconsidered and made widely known to faculty.
I think more conversation on this topic might be helpful, both among faculty and between students and faculty.
I think St. Olaf does a good job here.
I think the honor system is appreciated by both faculty and students, and, for the most part, adhered to. Closer monitoring and/or attempts to catch cheaters might be counterproductive in

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Final Open-ended Comments

this context. Students rarely cheat, in my experience (although their reasons for extensions aren't always the best), but when they do cheat on a paper, it's usually desperate driving it rather than a callous attitude (e.g., poor planning, with drastic consequences such as not graduating). The other reason for cheating I believe is simply not understanding what is required in terms of footnotes.

It was hard to answer some of these questions, since our honor code does not cover plagiarism and there is therefore a significant distinction between essays and exams. We could certainly have some campus-wide consciousness-raising about plagiarism, but I think it should stay in the hands of faculty.

Make the issue more prominent on web or print resources about academic information.
Encourage faculty to be explicit in their expectations of the work.

Make the student honor council more efficient so that it doesn't take so long to be able to return an exam for which there is a case.

More faculty oversight or involvement in the honor council--the decisions on cheating should not be completely decided by students.

My hunch is that there is a lot of cheating that occurs under the radar, and that neither faculty nor the student honor system works all that well in identifying and punishing it. I do not try to sniff out cheaters, but if I became aware of specific incidents, I'd deal with it sternly.

Nice to have a "cheat sheet" of standard issues that happen at St Olaf and appropriate responses- that is, should every incident of plagiarism be reported to Dean of Students and/or Chair? I don't know a lot of the policies or the rate of incidents of cheating. Would have helped to have "I don't know" category at beginning. Also would help to have regular updates on such information. Thanks.

Penalties for cheating should be more severe, including automatic failure of a course on the first offense and dismissal from the college on a second offense. In addition, the Honor Council should have a mechanism for dealing with cases of cheating for summer school classes, which are increasing in number on campus.

Periodic e-mail messages to faculty (beginning or term about possible syllabus copy regarding policies) and to faculty and students as they head into finals reminding them of college policies, procedures and sanctions.

Periodic reminders -- encourage a very broad application of the honor system. For example, extend it to include copying homework cases etc.

Policies, although helpful, do not change behavior. If we want a different outcome, we must change what we are doing and impact students' thinking so that they choose different behavior.

Publicize the college's plagiarism policy regularly to both students and faculty.

Right now our honor code covers only exams, other forms of academic dishonesty are dealt with by individual instructors with little or no guidance on penalties. Most cheating is due to panic. Giving students flexibility with assignments and recognizing the many competing demands on their time may address this to some extent.

Should we reexamine the honor system at this point? Faculty are NOT present during in-class exams, by college policy, for example, and so I don't really know what happens then--though students almost never check the box saying they have seen cheating.

Stronger emphasis in first-year writing on what is and isn't plagiarism, student's need examples and instruction on why it is plagiarism and dishonest.

Take responsibility of the shoulders of faculty as much as possible.

The Honor Council has difficulty resolving cases in which one student copies another's work, without the second student's knowledge. In such cases, in my experience, the Honor Council is essentially stymied. This has happened often enough in my experience that I think some fix needs to be found. I'm not sure what that would be.

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The honor system is an excellent way to give students responsibility for academic integrity. I have seen it work repeatedly well, and occasionally reported cheating has turned out to be a misperception on the part of the reporter. The system helps faculty by not requiring supervision during exams, but also by assuming that honesty pervades the whole academic program.

The internet is a huge problem today as well as the ubiquitous cell phone. Many students take quite a cavalier attitude toward cheating. It is our job to change their attitudes about academic integrity.

The only "cheating" I have been aware of is a student who turned in the same assignment (his writing) to 2 different courses in the same semester. Sometimes first years incorporate material from printed sources too close to the original, but I see this as a writing problem--not knowing how to make the ideas their own--as much as a plagiarism problem.

This survey was too long.

We have a policy which is - don't sit in the room during an exam. How is one supposed to monitor the exam if you don't proctor it? I see both sides, but would rather come down on the side of trusting students and having an ethos of academic integrity on campus even if it is not always lived up to. I think electronic devices (pda's, smart phones, cell phones, etc.) should be banned during classroom unless they are being utilized in the class. They should definitely be banned from tests.

We have a student led and run honor council (with a faculty adviser) that handles all cases of academic dishonesty. I like this system because it allows the college to handle all cases similarly and adds another level of fairness and impartiality to the cases. I fully believe in this system and I believe that at our college it works very well. Some changes are currently being made but my two suggestions for improvement would be 1) I would like to see a faster turn-around time on cases (sometimes this takes months) and 2) the two penalties given to students that were caught cheating on exams were very minor. These penalties might be effective, because the students were caught (did not get away with it), reprimanded by the college and their peers, and were given a forum to explain the incident; but if the penalty is not severe enough, I'm not sure that this would prevent cheating in the future.

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Faculty Role in Promoting Integrity

An active role in talking about cheating, what that means in their courses, and what the penalties are for cheating.

Being aware of policies, making guidelines clear for tests and assignments, and reporting incidents to the honor council.

By doing the hard thing and confront students when they accused of or have proof of cheating.

Central: informing students of policy, designing course content and assessment procedures that are not readily amenable to cheating, striving for sufficiently close relationship to student that learning/teaching is unique/personal, rather than institutional hoops.

Create clear expectations and in plagiarism and other non-Honor Council cases give sanctions that reinforce the seriousness of cheating.

Each faculty member should review how plagiarism is relevant to each specific course both at the beginning of the course and when making individual assignments. First-year students should be required to attend a plagiarism workshop.

Faculty are very important in promoting academic integrity, both in modeling and endorsing integrity.

Faculty must model a zero tolerance rule for cheaters! And then enforce it!

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Faculty Role in Promoting Integrity

Faculty need to educate students about the policy as it applies to every teaching situation. In addition, faculty must enforce the policy when they know students have knowingly submitted work they know not to be their own. When a faculty member has a copy of web material that matches undocumented work, and the student claims he did not consult sources, the student must fail the course. The incident should be reported in his file.

Faculty should model integrity and support the student honor system. The Honor System is effective and it gives students a stake in issues of academic integrity.

Given the honor system, which I support, faculty can and should act mainly to inform students about integrity, rather than "policing" it.

HUGE -- the opportunities to cheat have increased and the incentive (pressure to succeed) has increased as well. We have to explain the "costs" of cheating and the value of academic integrity Students do not see cheating as harmful and it needs to be explained. Students also often don't really understand attribution when ideas vs. quotations are used....nor do they understand citations.

I announce my faith in the system at the beginning of every course and mention that St. Olaf is one of only a few institutions of higher learning that is able to use the honor system. It is a privilege to have it, so we should do everything to support it, from the pledge during exams, to all of our academic work.

I don't know, to be frank. I would actually prefer to be in the room during my essay exams because I like to be available to answer questions. I have a feeling that I "trust" my students because it's easier to do so than not. But my assignments are highly individualized, so cheating is not a huge concern. As far as collaboration goes, I encourage it whenever appropriate.

I think employing reasonable safeguards is a good idea!

I think it is important for faculty to discuss academic integrity at the beginning of the course and intermittently as students are starting particular assignments. I would prefer to be able to proctor my own exams.

In philosophy, at least, one can design tests and paper assignments that make cheating very difficult.

Incorporate ethical issues discussions in all courses. Assess students in a variety of ways, including some individual performance assessments that do not lend themselves to cheating. Make learning relevant to students' future success so that they recognize its importance.

It's difficult to know the level of cheating when we don't proctor our exams. But I like the viewpoint that we assume integrity as the norm rather than cheating.

large role. students need to be educated on the expectations and consequences of cheating.

Make expectations clear, and be consistent. But at St. Olaf it's also supporting the college's Honor Code, under which it's NOT faculty who are to monitor exams or decide on penalties for cheating on exams reported by students.

Mentioning academic integrity on syllabus and in class.

Miscommunication expectations or provide ambiguous instructions. Fail to use appropriate citations when showing others work in class.

Must set the bar high and then, when the time comes, trust the Honor System to do its job.

not sure... exams seem fine, and if they're cheating on my Moodle quizzes they hurt themselves more than help more teeth in plagiarism penalties

Raising awareness at specific times during the semester is helpful (at the beginning of semester, on my syllabus, on specific assignments, and before each exam). I have found being more intentional with my language and expectations about academic integrity have been helpful. While the excuse, "I didn't know that using notes was not allowed . . ." does not really suffice, if I specifically say that this is not allowed, there is no room for wavering.

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Faculty Role in Promoting Integrity

Should strongly communicate what constitutes plagiarism each semester.

strong as teacher and as role model.

talk about it regularly hold students accountable

They should be clear about their expectations and about the honor policies so that students all understand the ground rules.

We should make reasonable efforts to prevent dishonest work and make a reasonable effort to detect and prosecute dishonest work. **A note on my answer to question 4 "The types of assessment used in my courses are effective at helping my students learn course concepts." I answered "Disagree Strongly" because I don't believe assessment should be used as a learning tool, per se. I view homework assignments as a learning tool mainly, not as an assessment tool. Quizzes and exams are my main assessment tools and I hope students don't learn concepts from them, they should already know the concepts.

We should try to be examples, we should discuss the policies and explain them, and then, if need be, we should take definitive action should an infraction occur.

work with and understand individual students in classes.