



INTEGRITY NEWS

Georgia Institute of Technology
www.deanofstudents.gatech.edu/integrity

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INTEGRITY ALGEBRA

Summer '05--Spring '06

278

Total academic cases forwarded to OSI

320

Total academic cases resolved

39

Total cases resolved through the Honor Committee

276

Total academic cases resolved through administrative or faculty resolution

5

Total cases resolved by appeal to VPSA

221

Total students found responsible for academic misconduct.

99

Total students found not responsible

THE STATE OF ACADEMIC INTEGRITY AT THE INSTITUTE

Academic misconduct violations: Graduate and undergraduate students
Cases resolved: Summer 2005--Spring 2006 (5/16/05- 5/14/06)

| Total: College of Architecture | Total: College of Computing | Total: College of Engineering | Total: College of Management | Total: Ivan Allen College | Total: College of Sciences | Total: Other | TOTAL | College/Charged violation |
|--------------------------------|-----------------------------|-------------------------------|------------------------------|---------------------------|----------------------------|--------------|-------|---------------------------------|
| 0 | 5 | 31 | 4 | 6 | 26 | 0 | 72 | C1: Unauthorized Access |
| 1 | 13 | 70 | 4 | 3 | 19 | 0 | 110 | C2: Unauthorized Collaboration |
| 0 | 1 | 12 | 8 | 26 | 15 | 0 | 62 | C3: Plagiarism |
| 1 | 2 | 44 | 0 | 1 | 13 | 0 | 61 | C4: Falsification of Work |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | C5: Alteration of Grade |
| 1 | 0 | 4 | 0 | 0 | 9 | 0 | 14 | C6: Deliberate Falsification |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | C7: Forgery |
| 3 | 12 | 122 | 10 | 24 | 50 | 0 | 221 | Total Responsible Cases |
| 0 | 9 | 39 | 6 | 12 | 33 | 0 | 99 | Total FYI/Not Responsible Cases |
| 3 | 21 | 161 | 16 | 36 | 83 | 0 | 320 | Total Cases Resolved |

This segment of the newsletter covers recent statistics of the Office of Student Integrity. OSI compiles statistics semesterly and yearly for the newsletter and other various research based projects. The data is divided into colleges.

Primary Violation: The most important and underlying aspect/charge of the case.

Charges Data: Each case is calculated by the primary violation of the case, therefore there may be more charges within one case. Additional charges are not reflected in this data.

Charges: Any student found responsible for academic misconduct is charged with violating a particular portion of section C of Institute's Student Code of Conduct. The various charges include:

C1: Unauthorized access is possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.

C2: Unauthorized collaboration is the substitution for, or unauthorized collaboration with, a student in the commission of academic requirements.

C3: Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.

C4: False claims of performance for work that has been submitted by the claimant.

C5: Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit.

C6: Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit.

NEW STUDENT CODE OF CONDUCT APPROVED

This semester, the Office of Student Integrity has been busy with the revisions of the Student Code of Conduct. A committee of administrators, faculty, and students met regularly over the past year to consider ways to make the entire student judicial process more streamlined and user-friendly. In addition, the committee, chaired by Dr. Raymond Vito, Associate Dean of the College of Engineering, worked to make the Code's language more concise and logical. The committee's revised version of the Code was reviewed by various student and faculty groups across campus, and it was approved on November 28 by the GT Faculty Senate. The new code is effective January 8, 2007, so stay tuned for more information!

IS YOUR COURSE WEBSITE HELPING STUDENTS CHEAT?

Many professors and instructors have wonderful course websites with links to class notes, non-published essays, book summaries, and homework solutions/sample problem sets. However, these materials may be helping students commit academic violations at other institutions.

- Class notes on your website can easily be turned into "reports" on a specific topic.
- Book summaries can turn into book reports.
- Homework solutions, online tutorials, and sample homework sets which are created by textbook publishers may show up on other professor's tests or quizzes.

So, take a moment and review the material on your course website to make sure that students in other classes or at other schools cannot use your resources to cheat. One simple way to prevent this is simply password protecting your website to ensure that only Georgia Tech students may access it. Please see Ronald Standler's article on *Plagiarism in Colleges in USA* for more information on this topic. (<http://rbs2.com/plag.htm>)

Georgia Institute of
Technology

INTEGRITY NEWS

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throughout the
academic year as needed.

Questions about the
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academic stats?

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TIPS FOR CONFRONTING SUSPECTED CHEATING IN YOUR CLASSROOM

- If students appear to be **exchanging information** (talking/copying), **record names** and quietly ask students to **move to new seats**.
- **Announce to the class** that **no talking is permitted** during exams. Quietly ask specific students to stop talking, if necessary.
- You may **take and photocopy** what the student has done so far and give the student a blank exam or the copy to complete the test.
- If students appear to be **using notes or have notes visible**, promptly and **discreetly confiscate** notes. These materials may be important if the student denies responsibility.
- If you see **"wandering eyes,"** announce that eyes must be kept on one's own paper and quietly warn specific students.
- If you learn that a **"ringer"** may be taking an exam for another student, **approach quietly and ask for ID**. If he/she cannot produce ID, confiscate the exam and record a description of the individual.

HONOR ADVISORY COUNCIL'S CORNER

The Honor Advisory Council (HAC) is a group of Tech students that conducts proactive education and provides guidance to their peers about academic integrity issues. Here, HAC Chair Taylor Narewski provides helpful information for faculty members from the student perspective.

- Be proactive! While ignorance of course policies cannot be used as an excuse, you can help your students (and yourself) by emphasizing your specific course expectations. The best way to clarify this issue is to provide your students with specific examples of what you do and do not allow in your course.
- The Council is here to help you and your students! We are here to meet with both students and faculty to clarify the judicial process at Georgia Tech and provide helpful hints regarding academic integrity. We have office hours daily in Room 150 of the Smithgall Student Services Building (Flag Building). To set up an appointment, please email your request to honor@gatech.edu. Please use us as a resource!
- The Honor Advisory Council is available to give 3-5 minute presentations to your class about academic integrity and honor at Tech. If you would like us to come to your class, please contact us at honor@gatech.edu.

For more information about HAC and resources about academic integrity, check out the Council's website at honor.gatech.edu.

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Honor Quotation of the Issue

“Rather fail with
honor than
succeed by fraud.”

Sophocles

HELPFUL CLASSROOM HINTS...TALKING ABOUT INTEGRITY WITH YOUR STUDENTS!

Are you curious about how you can minimize academic dishonesty that occurs in your classroom? Well, discussions with your students about integrity both inside and outside of the classroom are ideal ways to tackle this important issue! Below you will find a list of easy activities which lead to valuable and meaningful conversations with your students. Feel free to tailor these ideas to make them fit your course. (adapted from report by Renee Lee and Lisa Burns at Quinnipiac University in Connecticut)

- Ask students to write down their initial reaction to the question of: When you think of integrity within <specific field or discipline>, what are the first three things that come to mind? Use students' responses to highlight that academic integrity is more than a list of “don'ts,” but rather an important value within the academic and professional communities.
- Have a student from the Honor Advisory Council come to your class to discuss the Georgia Tech policies and why academic integrity matters.
- Provide students with examples of academic dishonesty which might occur in your course. Ask them how they would feel if they were teaching the class. Ask them what the sanctions should be for the violations in question. Use these responses to lead into a discussion on the importance of integrity.
- Ask students to complete an online questionnaire about integrity before they are allowed to turn in their first assignment. Students may take the questionnaire as many times as they like until they get 100%. The questions should be tailored around what you consider acceptable and not acceptable for your specific course.
- Involve students in a discussion of *why* a particular behavior is or is not OK. Here's one example: After you leave this class, you are asked about the content of the exam by a friend who has the same class later in the day.
 - Do you think this conversation might have an effect on your friend's education?
 - Do you think it might affect your fellow students *in this class*? How?
 - How would you handle this situation?
- Create an assignment where students must find three articles about lapses in judgment in your particular field. Ask them to write a brief report on the importance of integrity based on those examples.
- Discuss a high-profile instance of plagiarism or lapse of ethical judgment.

DID YOU KNOW?

- Currently the GT Honor Code requires faculty to report any instances of academic dishonesty to the Office of the Dean of Students (ODOS), including faculty conference resolutions.
- If you as a faculty member sanction a student academically without providing due process (reduce a grade for cheating without working with ODOS); *you* have legal liability.
- The Honor Code contains broad definitions, therefore *you* must define and provide examples of what is acceptable for your course and each assignment. (ie: How much is too much when it comes to collaboration on your assignments?)

The Office of Student Integrity (OSI) is located in the Student Services building and is housed within the Office of the Dean of Students. The Student Code of Conduct and Academic Honor Code were created to outline what the Institute expects and how it will respond if those expectations are not met. At the same time, Tech is an educational institution and, as such, the primary goal of the judicial system is to encourage our students to learn to make better decisions.

“Besides being disruptive, cell phones and other technology are also being used to [gasp!] cheat!”

“At one high school, out of 19 teachers polled, only two were aware that students use text-messaging to cheat.”

*~Gina Hughes,
Yahoo Tech author*



Around the World In Academic Integrity Is Technology Making Cheating Easier?

Technology is a wonderful creation. It enables us to make glitzy PowerPoint presentations and provide course materials for our students on the internet. It even allows us to communicate with our students from virtually anywhere. However, is technology also creating increased opportunities for cheating on campus?

As Gina Hughes described in a recent article on Yahoo Tech, “students are finding new ways to cheat via text messaging, cameraphones, email, PDAs, iPods, and Bluetooth technology.” Websites which offer to custom write students’ papers and even do their homework assignments are easily located on the internet. (Check out sites like masterpapers.com or studyhood.com for examples.) In fact, several students in Vietnam paid over \$3000 apiece in designing a system which would have allowed them to cheat on their college entrance exams.

“So why are students going to such technological extremes to make the grade?” A recent USA Today article reported that students know that cheating is wrong, but they justify it for a variety of reasons. Among the top rationalizations are: blaming the system, saying that cheating is ok based on the context, and even blaming the professor for making the class too hard. “Many students also try to justify their cheating saying they are too busy juggling jobs, extracurricular activities, and want high GPAs or time to spend with friends and family.”

For the full text of this article, including responses from readers, please visit tech.yahoo.com/blogs/hughes/1197.

**FOR INFORMATION ON GEORGIA TECH’S POLICIES & PROCEDURES OF
ACADEMIC INTEGRITY AND HOW TO REPORT A VIOLATION.**

VISIT US ONLINE AT:

WWW.DEANOFSTUDENTS.GATECH.EDU/INTEGRITY/

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