INTEGRITY NEWS

THE STATE OF ACADEMIC INTEGRITY AT THE INSTITUTE

Academic misconduct violations: Graduate and undergraduate students
Cases resolved: Summer 2007-Spring 2008

<table>
<thead>
<tr>
<th>Total: College of Architecture</th>
<th>Total: College of Computing</th>
<th>Total: College of Engineering</th>
<th>Total: College of Management</th>
<th>Total: Ivan Allen College</th>
<th>Total: College of Sciences</th>
<th>Total: Other</th>
<th>TOTAL</th>
<th>College/Charged violation</th>
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<td>Total Cases Resolved</td>
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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.

Term: First day of a semester through the day before the next semester.

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 than one charge 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 Georgia Institute of Technology’s Student Code of Conduct. The various charges include:

B1: Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of a problem set, laboratory report, essay, examination, or other academic assignment.

B2: Unauthorized interaction with another Student or Students in the fulfillment of academic requirements.

B3: Submission of material that is wholly or substantially identical to that created or published by another person on persons, without adequate credit notations indicating the authorship.

B4: False claims for work that has been submitted by a Student.

B5: Alteration of any academic grade or rating so as to obtain unearned academic credit.

B6: Deliberate falsification of a written or verbal statement of fact to a Faculty member and/or Institute Official, so as to obtain unearned academic credit.

B7: Forgery, alteration, or misuse of any Institute document relating to the academic status of the Student.

B8: An act that distorts or could distort grades of other academic records.

INTEGRITY ALGEBRA

Academic integrity data (Summer 2007-Spring 2008)

345
Total academic cases forwarded to OSI

322
Total academic cases resolved

7
Total cases resolved through the Honor Committee

49
Total academic cases resolved through administrative or faculty resolution

2
Total cases resolved by appeal to VPSA

257
Total students found responsible for academic misconduct

65
Total students found not
FROM THE ACADEMIC INTEGRITY COMMITTEE

The Academic Integrity Committee is a standing body of the Academic Senate charged with setting standards for student academic integrity and promoting academic integrity efforts among Institute faculty. Chaired by Professor Robert Kirkman of the School of Public Policy, the small committee includes four faculty members and three student members. The Student Government Association chooses one undergraduate and one graduate, and the Honor Advisory Council also selects a student representative. “Integrity is one of the cornerstones of academic life, for students and faculty alike,” said Dr. Kirkman. “Our job is to work with the Office of Student Integrity (OSI) and with Institute faculty to make sure that cornerstone stays firmly in place. This must be a coordinated effort of the Georgia Tech community. For example, a few years ago we worked with OSI to establish new sanctioning guidelines for the integrity process, including a more straightforward grade sanction to be imposed on students found responsible for academic dishonesty. Only faculty can assign grades, however, the integrity process depends on the understanding and the active participation of faculty. It is also up to faculty to report all suspected cases of dishonesty to OSI, as they are required to do under the Code of Conduct, and to provide the appropriate evidence. More positively, faculty have a critical role to play in fostering integrity among students, teaching them the community standards for scholarly work and helping them to avoid temptation.” For further information on the Academic Integrity Committee and its work, please contact Dr. Kirkman.

MESSAGE FROM THE HONOR ADVISORY COUNCIL CHAIR

Dear members of the Georgia Tech faculty,

Georgia Tech has a long-standing tradition of honor and integrity. The earliest traces of an Honor System date back to 1905. Over a century ago, the faculty placed trust in their students to neither give nor receive assistance on examinations and to report any who did so. In a similar vein, our current Honor Code was drafted in 1995 when a group of visionary students saw a need to outline the values that define Georgia Tech. The Statement of Purpose in the Honor Code reads:

“The members of the Georgia Tech community believe the fundamental objective of the Institute is to provide the students with a high quality education while developing in them a sense of ethics and social responsibility. We believe that trust is an integral part of the learning process and that self-discipline is necessary in this pursuit. We also believe that any instance of dishonesty hurts the entire community. It is with this in mind that we have set forth the Student Academic Honor Code at Georgia Tech.”

As a professor, you are on the front line of defense for the reputation and value of a Georgia Tech degree. Please make clear to your students your expectations in the classroom and explicitly outline your collaboration policy in your syllabus. You have the opportunity to change the lives of your students in ways much more lasting than instilling knowledge of a formula or theorem. You can help build them into people of character who are well prepared for the rigors of life after graduation. I can only hope that you will seize that opportunity and understand the ramifications for Georgia Tech and for society. In closing, thank you for all that you do to enrich the academic experience at Georgia Tech and to protect and defend the Honor Code. If you have any questions regarding the Honor Code, information is available at www.honor.gatech.edu or specific questions may be directed to honor@gatech.edu.

Sincerely,

Michael L. Warwick
Honor Advisory Council Chair
HANDLING SUSPECTED DISHONESTY

Act Immediately. If you detect possible misconduct in the classroom (e.g., during an exam), immediately confront the student’s behavior in private (e.g., in the hallway); be brief.

Gather Detailed Information. Whatever the circumstances in which you detect misconduct, gather information for submission to OSI. This includes detailed notes on circumstances, content on electronic devices alleged to have been used, and notations on the exam itself of the point at which dishonesty was suspected. See the OSI website for details.

Make Copies. Copy all information for your own records because OSI will have all the original materials.

Maintain Confidentiality. Keep all cases of suspected misconduct confidential. Do not make statements to the entire class regarding the misconduct of one student.

Be professional. Regard the alleged misconduct as a breach of established rules rather than as a personal offense.

Report the Case Within One Week. Immediately complete the online referral form on OSI’s website. You will then receive an email from OSI once you click the submit button on the form. Be sure to read this and respond appropriately.

Deliver the Information. Immediately after filing the report, hand-deliver to OSI all information related to the case, including a copy of your syllabus. Contact OSI if you need someone to pick up the materials from your office.

Arrange a Conference If you choose the faculty conference option, refer to the sanctioning guidelines beforehand. Speak to the student(s) individually. Inform the students that this is a formal faculty conference. The outcome of which will be forwarded to OSI. Conduct the conference as an investigation: discuss the incident with the student, providing the student the opportunity to respond to allegations. Report the results of the conference to OSI. You may invite someone from OSI to attend the conference.

OR, Leave It to OSI. If you are asking for OSI to complete the entire investigation, do not speak with the student regarding the alleged misconduct. OSI will begin the investigation as soon as it has received all materials related to the case. The Student Conduct Administrator assigned to your case will contact you to discuss the matter further.

DID YOU KNOW?

- 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 punish a student academically without 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 what is acceptable for your course and each assignment. E.g: unauthorized collaboration.

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 conduct system is to encourage our students to learn to make better decisions.
AROUND THE WORLD IN ACADEMIC INTEGRITY

In May 2007 there was a cheating scandal at Duke University involving 34 first year MBA students in the Fuqua School of Business. A professor noticed similarities in answers from a take-home exam of 38 MBA students, all students who had pledged to abide by the honor code while attending the business school.

This case has called into question the ethical standards expected of students in their academic pursuits compared to the expectations of the companies they eventually go to work for. A study released by professor Donald McCabe in New Brunswick, New Jersey, suggests that students “[will] argue that they’re just emulating the behavior they’re seeing in the corporate world; they’re acquiring a skill that will serve them well when they’re out there, getting the job done is the important thing. How you get it done is less important.”

In his study McCabe has found that “students pursuing MBA degrees cheat more than other U.S. graduate students.” His numbers show that 56 percent of students in business school have admitted to breaking the rules, along with 54 percent of engineering students, 48 percent of education students and 45 percent of students studying law.

After the judicial board investigated the cheating cases, 9 students were recommended for expulsion, 15 for a one-year suspension and failing grade and 9 will fail the course as well as the assignment.

This article confirms our need here at Georgia Tech for a commitment to our high ethical standards for both our undergraduate and graduate students.

The article is titled “Duke Probe Shows Failure of Post-Enron Ethics Classes.”

HONOR ADVISORY COUNCIL CORNER

Nothing can be more harmful to an institution’s reputation than a contributing member who lacks integrity. With some of the brightest minds in the fields of engineering and science, it is Georgia Tech’s responsibility to establish a community of honor and integrity in every academic discipline.

To that end, the Georgia Tech Honor Advisory Council’s purpose is to promote honor and integrity among the student body. It achieves this goal in many ways, such as talking to GT 1000 classes about the importance of integrity, sponsoring the Teresa Jimenez Commitment to Honor Award, and sponsoring Honor Awareness Week. Nevertheless, one of the most dynamic ways that the Honor Advisory Council impacts the student body is through the Ethics Seminar.

The Ethics Seminar is held three times a semester. Students attend to participate in this vibrant discussion concerning the importance of honor at Georgia Tech. Most students are sent to fulfill a compulsory educational requirement for a Student Code of Conduct violation. The noteworthy component of the seminars is that they are completely student directed. This is a very effective way to engage the students who come to the seminar because they relate to the moderators in a very genuine way. Many would see this as an ineffective way to punish wayward students who blatantly disregard basic standards of ethics. Others see it as an effectual method to truly engage the student body. Regardless, the ethics seminar has played an important role in shaping the dialogue about how it is every Yellow Jacket’s responsibility to uphold an exceptional sense of integrity. The hundreds of students who have participated in the two day seminar have gone on to positively impact the Georgia Tech Community.

The Seminar opens with a talk from the Office of Student Integrity. From that moment on, it is entirely turned over to the Honor Advisors from the Honor Advisory Council. The confidential setting levels the playing field. Those guilty of breaking the Honor Code feel free to speak candidly. Through a series of valuable exercises, the seminar turns into a dialogue in which the facilitators reinforce that breaking the Honor Code can damage the Georgia Tech degree and reputation. Given the frank discussion held throughout the two day process, the seminar plays a great role in shaping the Georgia Tech community’s view of honor and integrity. Those who experience it leave feeling more engaged and better equipped to handle the challenges the Georgia Tech presents.