

ACADEMIC INTEGRITY MATTERS

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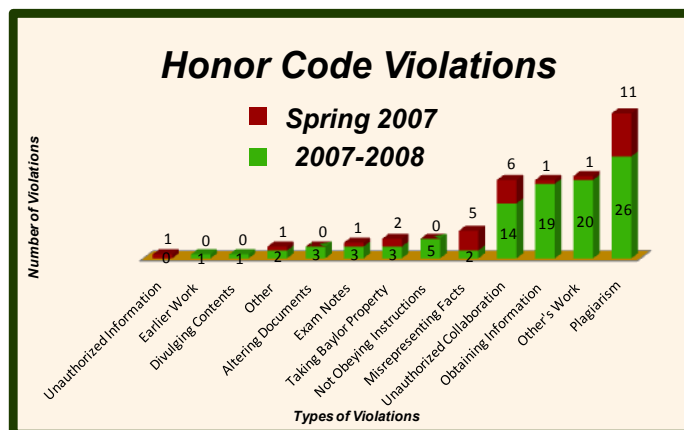
OAI STATISTICS INDICATE TREND

Since the last major revision of the Honor Code in January 2007, reporting of Honor Code violations to the Office of Academic Integrity has been mandatory. Statistics maintained in this office have provided valuable insight into the activities that have produced the most violations.

During the spring of 2007 and the 2007-2008 academic year, 128 violations were reported. The chart at the right shows the types of violations by category found in Section II.C. of the Honor Code which defines dishonorable conduct.

The largest number of violations has consistently been related to plagiarism. The internet has provided a great source for gathering information; but unfortunately, some of today's students are accustomed to a "cut and paste" method of doing research and writing papers.

There are three other categories that have a significant presence in the total number of violations:



1) **Offering for course credit as one's own work, in whole or in part, the work of another;**

2) **Giving, receiving, or obtaining information pertaining to an examination during an examination period, unless such action is authorized by the instructor giving the examination; and**

3) **Offering for course credit work prepared in collaboration with another, unless the student secures the instructor's permission in advance of submission.**

The "unauthorized collaboration" category has been particularly troublesome because the line between authorized and unauthorized collaboration is often very gray and varies from class to class.

With these trends in mind, the Office of Academic Integrity will be providing information and resources that will address the four most common types of violations in this and future issues of this newsletter beginning with the acknowledged leader—PLAGIARISM.

WHY REPORT HONOR CODE VIOLATIONS?

1. It could prevent a more serious problem later in the student's career.
2. It has a significant deterrent effect on further cheating in the classroom.
3. It helps the University communicate its value for integrity in all matters.
4. It allows for the protection of other students' rights.
5. It affords the student an opportunity to take responsibility for his/her actions and to learn from his/her mistake.
6. It helps the University track and identify repeat offenders.
7. It helps protect the reputation of the University.
8. It helps prevent the devaluation effect cheating has on a degree from the University.



Moving In The Right Direction!

Creating a Culture of Academic Integrity at the Hankamer School of Business

Submitted by Dr. Blaine McCormick



I vividly recall the moment of my awakening. During the fall 2007 semester, ConocoPhillips graciously shared one of its Ethics Officers as a visitor to my BUS 1301 class. As he spoke, he shared how ConocoPhillips worked ceaselessly to institutionalize its corporate code of ethics among its employees. It was a program of staying on message, of accountability and assessment, and of top leadership setting the tone. I thought to myself, "They're leaving us in the dust." By contrast, we basically passed out Honor Code booklets to incoming students, hoped our faculty included a statement in their syllabi, and crossed our fingers that everything worked out. It was clear to me that the employees at ConocoPhillips knew their "honor code" better than Baylor students, staff, and faculty knew our Honor Code.

So, we got to work. Two significant changes emerged that first semester. First, we started talking about the Honor Code at length in BUS 1301 – the entry-level class in the business school. The director of the Office of Academic Integrity visited the class each semester, and the Honor Code was a part of every exam. We reviewed the Honor Council reports together and also (anonymously) discussed Honor Code infractions as they occurred during the course of the semester.

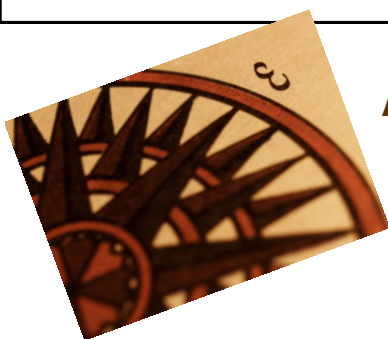
"Our assessments indicated that barely 50 percent of the class could correctly identify Baylor's one-sentence Honor Code when presented as one option in a four-part multiple choice question."

Blaine McCormick

Despite all of this work, our assessments indicated that barely 50 percent of the class could correctly identify Baylor's one-sentence Honor Code when presented as one option in a four-part multiple choice question. My first response was to lecture more about it and test again. After all, it's the very first sentence in the Honor Code! Assessments moved up to 75 percent at best – improvement, to be sure, but shamefully bad for remembering only one sentence. Then I took an idea from a local business who recites its Code of Values together at every business meeting. At the beginning of every class, we would say the Honor Code together: "Baylor University students, staff, and faculty shall act in academic matters with the utmost honesty and integrity." Assessments have been 99 percent+ ever since, and we've found a great way to help set the tone for academic integrity in a 250-person class.

This academic year, all students are required to take a 10-question quiz on the Honor Code in one of our sophomore level classes – QBA 2305. The quizzes are administered through Blackboard, and all students are given three attempts to pass with 80 percent or more correct. (This format is similar to a test for a driver's license.) Now, a student cannot be admitted to upper-level study in the Hankamer School of Business without passing this test. Again, it's a modest requirement but also an important part of our staying on message about academic integrity. It also prepares students for the assessments they will most likely have on their own corporate codes of ethics when they enter the labor force.

A great deal of work remains. Soon, the students' knowledge of the Honor Code may very well surpass that of the faculty and staff, so we must get on message quickly with these other members of our business school community. Nevertheless, we are now in a place where we know that our students' knowledge of the Honor Code is increasing. And we can prove it.



***Let us hear what your College or School
is doing to promote Academic Integrity.***

E-mail us at: Academic_Integrity@baylor.edu

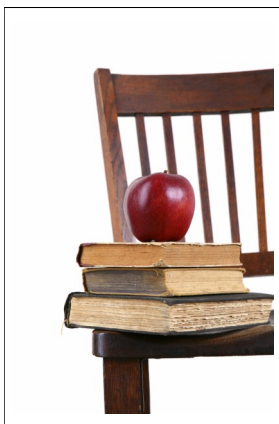
STUDENT MISCONCEPTIONS ABOUT PLAGIARISM AND HOW FACULTY CAN HELP

Students often come to Baylor without an adequate knowledge about what constitutes plagiarism. The following are examples of some of the misconceptions they may have :

1. **It is not plagiarism if you change up some of the words and don't quote directly.**
Students need to understand that it is not adequate simply to change a few words. It will still be considered plagiarism and will probably be very easy to catch.
2. **Paraphrasing does not require citation.**
Remind students that paraphrasing may not require quotation marks; but it does require citation if it is someone else's idea.
3. **If everything in the paper is cited, then it does not contain plagiarism.**
Help students realize that a paper can contain perfect citations and still be considered plagiarism if the paper is made up of nothing but someone else's ideas rather than any original thoughts by the writer.
4. **No one will be able to catch it.**
It might be helpful for students to know that faculty use programs such as "TurnItIn" and that it is actually fairly easy to identify papers taken from the internet.
5. **Material on the internet is okay to use without citation.**
Students sometimes assume that because information is easily available they do not have to cite it. They need to be reminded that such material is the work of another and must be cited.
6. **It is okay for me to use my own work without citation. Doesn't it belong to me?**
Students often don't realize that work done for another assignment may not be used by that student again without the permission of the professor and without proper citation. This is referred to as self-plagiarism.



OTHER WAYS FACULTY CAN HELP



Many Baylor faculty members are already making a practice of some of the following prevention and detection measures:

1. Take some class time to inform students about proper citation.
2. Use *TurnItIn* to detect plagiarism in papers. However, you must tell your students that you will be using *TurnItIn* and all papers must be submitted. (See BU guidelines for *TurnItIn*.)
3. Look for clues in papers such as inconsistent language, language that is more advanced than the student has exhibited, etc.
4. Assign topics that in some way require more independent analysis than could be obtained in online papers.
5. Discuss consequences of plagiarism including University sanctions that might include failure of the assignment to possible expulsion. Discuss plagiarism cases in the news and the effect it had on the professional who plagiarized.
6. Discuss the fact that plagiarism may also be theft, fraud, and copyright infringement and can be very serious.
7. Understand that cultural differences may affect international student attitudes about plagiarism.
8. Include a statement and instructions in your syllabus regarding academic integrity. A suggested statement is available on the Academic Integrity Web site at: <http://www.baylor.edu/honorcode>.

A student cheats in your class, but it is only a minor violation.

So why report ?

Would it make a difference to you if that student was doing the same thing in other classes?

Reporting a violation allows the University to identify students who are engaging in the behavior in multiple classes.

Want to know the latest techniques for cheating in class?

Google it! Student's do.

You might want to be familiar with how students cheat using text messaging.

Office of Academic Integrity

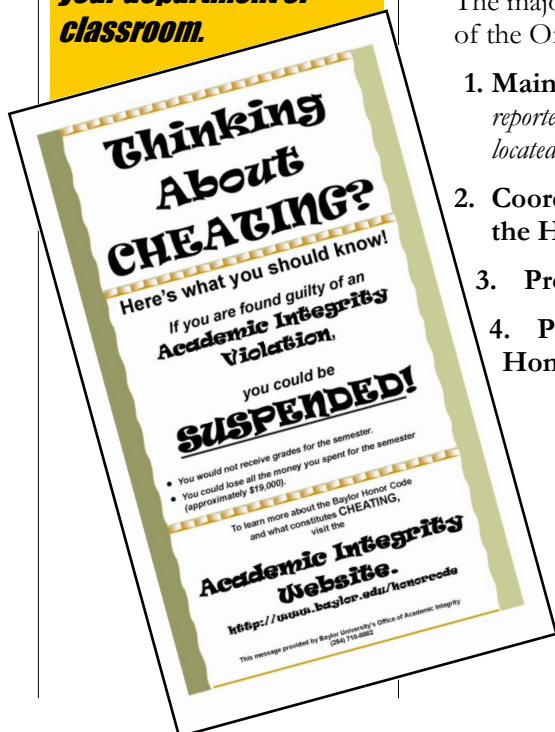
Director, Linda Cates
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Academic_Integrity@baylor.edu

We're on the Web!
<http://www.baylor.edu/honorcode>

Got Posters?

Contact the OAI if you would like posters for your department or classroom.



CLASSROOM CONDUCT WE CAN HELP!

It doesn't happen often, but every once in a while a faculty member has a student who does not seem to recognize boundaries or adequately read social cues. As a result, the student becomes a distraction to other students or a disruption to the class.



View Baylor's Classroom Conduct Policy On-Line

Baylor's Classroom Conduct Policy clearly states the expectations we have for student conduct in the classroom. The policy states:

"Students are expected to conduct themselves in a mature manner that does not distract from or disrupt the educational pursuits of others. Should a professor determine that a student's conduct is being distracting or disruptive, the professor may impose the student's immediate

removal from the classroom until the student can conduct him or herself in an appropriate manner. If the professor is unable to obtain the cooperation of the student, the student may be referred for disciplinary action."

If you need assistance in knowing how to address a particular student conduct issue, please contact Bethany

McCraw in the Judicial Affairs office at 254-710-1715.

Here are some helpful tips on how to address disruptive classroom conduct issues :

- Set clear **guidelines and boundaries** for classroom conduct.
- Don't assume that the student will "get the message" through subtle hints — **address the issue** directly with the student.
- **Document** what has occurred and what you did to address the behavior.
- **Get advice** — contact your department chair or Bethany McCraw at the Judicial Affairs office, phone number: 254-710-1715.

About the Office of Academic Integrity

The major revision of the Honor Code in January, 2007, called for the establishment of the Office of Academic Integrity (OAI). The purpose is fourfold:

1. Maintain records of all Honor Code violation cases. *The OAI maintains files on all reported cases. Reporting is now mandatory and may be done easily via the online reporting form located at <http://www.baylor.edu/honorcode>.*
2. Coordinate hearings, prepare documents and provide other assistance for the Honor Council, the Honor Council Chair, and the Provost.
3. Promote academic integrity on the Baylor University campus.
4. Provide assistance to faculty and students regarding processes related to Honor Code violations.

