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A Monthly Insight into the University of Arkansas' Code of Student Life

code connection

At this moment >>>***Citation Situation? Here's Help***

The Quality Writing Center is a great resource for students. It provides in-person and online tutoring and writing assistance, in addition to many types of workshops and training sessions.

The Understanding and Avoiding Plagiarism Workshop is for struggling and seasoned writers. "The 2 1/2-hour workshop has three parts. First, the program helps students to understand why and when they need to cite source materials. Second, the workshop teaches approaches to summarizing, paraphrasing and quoting sources, along with techniques for making proper in-text and bibliographic entries. The workshop culminates in a series of exercises that challenge students to practice the strategies and techniques learned" (QWC Workshops, 2011).

There's still time to attend, but *registration is required*. (Click on the date to visit their site.)

[Tuesday, April 5 @ 5:00-7:30PM in Kimpel 206B](#)

[Tuesday, April 19 @ 4:30-7:00PM in Kimpel 206B](#)

policy>>>***On Your Honor...******Revisiting the Academic Integrity Policies***

By: Monica Holland, Director and Jessica Pope, Graduate Assistant

In Fall 2010, Provost, Dr. Sharon Gaber sent a letter to all University of Arkansas students. She stated, "We want you to value the work that you put into obtaining your degree, and value your degree, by maintaining high standards of academic honesty. This means upholding, not compromising, the integrity of the educational process at the University of Arkansas—simply put, we are saying that it is important not to "cheat."

The University is placing emphasis on this matter. We want you, as students, to be aware of the related policies and be able to adhere to them.

The University's Academic Policies can be found in both the undergraduate and graduate student handbooks and academic catalogs.

The policy outlines 15 specific acts of academic dishonesty. These acts include unauthorized use of materials, collaboration on assignments and examinations without permission, plagiarism, altering or falsifying official records or documents, submitting work that was partially or totally done by another person, and sabotaging another's work. Additional examples are resubmitting a previously graded assignment for credit without instructor permission and, facilitating or aiding any act of academic dishonesty (Student Handbook, 2010).

For more information and the specific list, please visit, [handbook.uark.edu](#).

Sanctioning for academic integrity violations varies. He or she may issue a grade sanction and submit the information to the Office of Community Standards & Student Ethics (OCSSE) or refer the violation to OCSSE for review, with the determination of responsibility and subsequent grade and educational sanctions applied at that time.

Grade sanctions are at the discretion of the reporting professor or instructor; additional educational sanctions are issued by OCSSE or the All-University Conduct Board. Appeals to the Provost are available, if applicable.

FAST FACT: In 2009-10, there were 203 academic integrity violations.



STUDENT AFFAIRS

definition>>>

Cheating (v): A common, misunderstood activity

Synonyms: Academic Dishonesty, Deception, Subversion, Falsification, Manipulation

Cheating has become an all-purpose term for plagiarism, unauthorized collaboration, using notes on a test without permission or substituting oneself for another to take a test. Others might say it is relying on resources too much, omitting assistance received, or not citing *all* sources used. In most cases, it is an action or shortcut used “to gain an academic advantage” (Student Handbook—Academic Information, 2010).

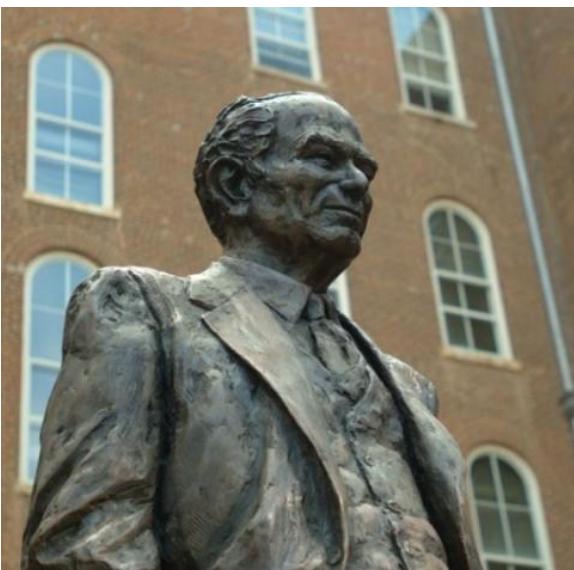
Just as there are many ways to cheat, there are multiple motivations for cheating. External pressure from parents, an employer, or financial aid/scholarship expectations are typical causes. Cheating could also be the result of poor time management skills, lack of interest or motivation, or low self-confidence. Opportunity or the campus environment might also spur this negative behavior (Lanthrop & Foss, 2005; Whitley & Keith-Spiegel, 2002 as cited on Point Loma Nazarene, 2010).

At the University of Arkansas, cheating, by any definition or for any reason, is not tolerated.

“Cheating” is not all encompassing. It is a part of the larger academic dishonesty policies at the UofA which is defined as follows:

“Academic dishonesty involves acts that may subvert or compromise the integrity of the academic process at the University of Arkansas.”

(Student Handbook—Academic Information, 2010)

**recent data>>>**

- “61% of 14,000 U.S. undergraduates admitted to cheating on assignments and examinations” (McCabe, 2010, as cited in Gabriel, 2010b)
- 45.6% of 13,000 U.S. undergraduates admitted to using traditional and digital methods to cheat” (Stephens, 2007 as cited in Milliron & Sandoe, 2009)
- “40% of 14,000 U.S. undergraduates admitted to copying a few sentences in written assignments” (McCabe, 2010, as cited in Gabriel, 2010a)
- 55% of colleges and universities use [Turnitin.com](#) (Campus Computing Survey, as cited in Behrens-Horrell, 2010)

perspective>>>

By: Jessica Pope, Graduate Assistant

The Generations of Cheating: Is there a Perception Gap?

The first “large-scale study of cheating” was conducted in 1964. The results indicated that 75% of college students had engaged in at least one act of cheating (Bowers as cited in McCabe, Trevino, & Butterfield, 2001, p.220). A similar study was conducted in the mid-1990s, which netted consistent results, with only a slight overall increase in cheating incidences. It did, however, note a shift in the perceptions of what constituted academic dishonesty, especially in the area of citation of sources and collaboration (McCabe, Trevino, & Butterfield, 2001, p. 221). This shift could foreshadow the widening perception gap.

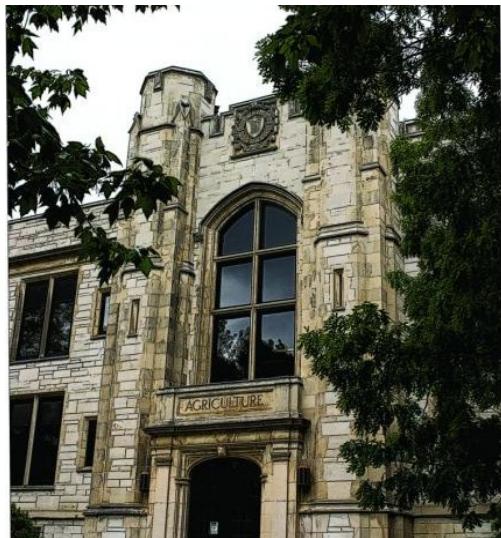
Other studies, which by-and-large have relied on self-reported data, have indicated that both faculty and students see cheating on a “continuum of seriousness.” Both parties agree on the minor acts of dishonesty (i.e. “failing to report a grading error” or “not contributing fairly to group projects”), but frequently disagree on major behaviors (Braun & Stallworth, 2009, p. 130). Studies also indicate that today’s students rely heavily on electronic sources and struggle with determining authorship and ownership of the information, often resulting in copy and paste plagiarism (Gabriel, 2010).

The University of Guelph and Rutgers University expanded on the continuum theory and subsequent disagreements. Their 2006 study measured the differences between student and faculty perceptions of various acts of academic dishonesty. The results are displayed in the table below. The percentages indicate the proportion of each classification who thought “the behavior was ‘not cheating’ or ‘trivial cheating’” (Hughes & McCabe, 2006).

Act of Academic Dishonesty	Under-graduates	Faculty
Working on an assignment with others when the instructor asked for individual work	79%	27%
Receiving unpermitted help on assignments	70%	27%
Hiding library or course materials	49%	22%
Fabricating or falsifying lab data	36%	3%
Using false excuses to obtain extension	46%	24%
Getting questions/answers from someone who has already taken test	50%	12%

Beyond the B.S. or B.A.—What Matters?

Are your academic and conduct records really considered when applying to graduate or professional schools? Read on, and remember it's better to be safe than to be sorry.



Often when students are freshmen or sophomores in college, they do not know that they will someday want to go on to graduate or professional studies. Yet, mistakes they make in those years may make the dream of graduate school impossible.

Let's take an example: Joe Smith decides that he will download some material from Wikipedia and use it in a term paper, without quotation marks and an appropriate citation.

His professor discovers he has done this and assigns him an F for the course, based on his academic misconduct. If Joe later wishes to enter a graduate school where background checks are routinely done, or he wishes to enter law or another professional school, or if he is graduating from a university where academic misconduct is noted on the transcript, he may be denied admission. Or he may be denied admission just because his grade point average is too low.

Academic misconduct is taken very seriously in the academic world, because we must have faith that people will claim only their own intellectual property and give credit to others when appropriate. This is necessary because a body of knowledge can only build on previous work. If the author of the previous work is not correctly cited, that foundation gets distorted. Think about it: If you claim my work, how can you accurately describe what I did or what my results were?

Therefore, whether for self-interest or altruistic reasons, students should be very careful about using academic misconduct to gain an advantage in their classes. They will often find that the costs are too high, but they won't know until it is too late.

Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) is the primary law that protects the confidentiality of student records in education. Students are afforded certain rights that direct the release of records.

- You have the right to gain access to and seek amendment to inaccurate information contained in your educational records.
- You have the right to disclose your personal educational records to whom you deem necessary.
- You have the right to file a complaint with the FERPA Office in Washington, D.C.

OCSSE's Policies

The Office of Community Standards & Student Ethics adheres to the regulations as dictated by FERPA.

- A student can give consent for OCSSE representatives to speak with additional parties about his or her information on an individual basis. This requires a FERPA waiver.
- Should a student wish to share records with family, legal counsel, a prospective employer, or any other individual, a signed consent form that outlines situational specifics must be on file with OCSSE.
- Information about student records can be provided to those parties with a specific educational need to know or by order of subpoena.

By: Jessica Pope, Graduate Assistant

a closer look>>>

Q: *Academic Integrity or Academic Honesty: What do they really mean? And, how do they relate to our campus?*

Are academic integrity and academic honesty the same thing? Not quite. Academic honesty is a component of the system of integrity within academia. Let's explore a bit further.

A: “The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility” (CAI, 1999). In short, academic integrity is an overarching societal or community system that relies on each person making responsible academic decisions and accepting responsibility for one’s own actions (Jones, 2011). “Academic honesty includes “cheating,” “fraud,” and “plagiarism,” the theft of ideas and other forms of intellectual property—whether they are published or not” (Jones, 2011).

Currently, at the University of Arkansas, the Code of Student Life and the Catalog of Studies specifically discuss academic honesty. The Student Handbook states, “Academic honesty should be a concern of the entire university community, and a commitment to it must involve students, faculty, and administrators. Students must understand what academic integrity is and what the most common violations are. With that understanding they must commit themselves to the highest standards for their own, as well as for their peers’ academic behavior...*It is the responsibility of each student, faculty member, and administrator to understand these policies. A lack of understanding is not an adequate defense against a charge of academic dishonesty*” (Handbook, Academic Information, p.1).

Commitment to these expectations and fundamental values fosters an environment ripe with potential and genuine learning.

Maintaining a Successful Semester

Poor decisions, like committing academic dishonesty, more easily occur during stressful situations. Make every effort to avoid putting yourself in a potentially compromising position. We hope these suggestions will help you be your best YOU, so you can finish the semester strong!

- Keep attending class regularly.
- Consult your syllabi frequently, so you can stay up with or ahead of assignments and projects. Prioritize and try not to procrastinate. Ask questions if you have them.
- Utilize campus services. If you're struggling in a class or just want some extra help, visit the Enhanced Learning Center. If you need a break, check out University Programs or a UA athletic events.
- Set regular meal times and try to select healthy options, like lean proteins, fruits, and vegetables, instead of convenience foods such as chips and packaged sweets.
- Get your rest. Continually sacrificing sleep can hinder your ability to perform well.
- Take advantage of the spring weather—move your exercise routine outside or play a pick-up game of your favorite sport.
- Make some "me" time. Do something you enjoy for a little while every day.
- Seek out support from CAPS or the University Ombuds Office, if you are struggling with stress or personal situations.

(University of Michigan, Campus Mindworks, 2010)

final thoughts...

**"It takes less time to do the right thing,
than it does to explain why
you did it wrong."**
—Henry Wadsworth Longfellow

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BE A PART OF THE PROCESS

All-University Conduct Board

Have a strong moral code? Believe in helping serve the needs of students and the UofA? Interested in helping with the educational conduct process?

Join us for
Cookies & Conduct
AUCB Informational Session
Monday, April 11, 2011
11:00AM—1:00PM

Arkansas Union Room 308 in the Food Court

(Note: It's an informal, come-and-go event)

Applications for the 2011-12 AUCB will be available April 11-22, 2011. Interviews will be conducted April 25-29.

Peers Educating Ethical Razorbacks (PEERS)

Seeking students who want to provide dynamic educational outreach initiatives and programs to UofA!

Creative, committed to ethics, and concerned for the student experience? **Contact peers@uark.edu for more information!**

coming soon >>

In The Next Issue: April 2011

On Tap: Alcohol & Drug Policies

A Closer Look with the UAPD

No Woman Left Behind

Cheers to Summer

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<http://ethics.uark.edu>

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