



# CASE

CASE WESTERN RESERVE UNIVERSITY

## Faculty Forum Panel Discussion Wrap-up

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# The Academia

The conclusion of the semester is fast approaching, and so is the end of many students' academic drives. What could possibly inspire them to keep going? That was the topic tackled during this semester's Faculty Forum. A panel consisting of six students and faculty offered opinions on what motivates students academically. Everyone agreed that the best incentives are having enthusiastic professors, learning about subjects of interest, and covering material that is clearly applicable to future goals. But what if none of those enticements exist? According to the forum's panel and audience, there are several key things one could try:

**Engage yourself:** Keep an open mind and be an active participant in classroom discussion. Listening to others' opinions and offering your own will not only keep you awake, but could lead to an interesting debate.

**Focus on what's beneath the material:** Whether you're an engineer slogging through an English course, or a theater major stuck in a math class, if the material seems pointless to you, concentrate on the thought process behind it. Learning to think in different ways—analytically, philosophically, etc.—will expand your capacity to understand a variety of

subject-matters, making you a more well-rounded individual.

**Give feedback:** Professors don't usually want to bore people to death. If a normally dull lecturer does something good, tell him/her about it. You might even try to offer your opinion on how the professor can more effectively convey the material.

**Consider all knowledge valuable:** Most adults will tell you what they are doing for a living is quite different from what they studied in college. No one knows what the future holds, and you might end up needing the knowledge that you consider pointless now, whether in your professional career or some other aspect of life.

Motivation is a matter of choice. While it's far easier to complain your way through an unappealing course, you will obviously benefit more by actively trying to make the best of it. And, as one member of the panel pointed out, if none of the ideas listed above inspire you academically, don't forget about the money you're shelling out to be here!

## The Necessity of Integrity

By Jonathan Glicoes

Academic and intellectual honesty is integral to the success of a university and is absolutely critical in the academic environment. If the underlying culture that serves as the foundation for a university lacks integrity it becomes impossible for society as whole to place trust or hold any faith in the research that that institution produces or the degrees that it confers. Without a greater faith in the products of a university, its degrees, evaluations, and research lose the primary source of any significant value. It therefore follows that a large-scale lack of integrity can have a tangible impact upon the return on investment in time and money of obtaining a college degree. Cheating, or simply supporting or accepting a culture of cheating, will only

result in a loss of value in the degree which you will ultimately obtain. Consider it: if a supervisor hires a graduate that cheated their way through their education and is in effect clueless as to how to proceed in most matters, how likely do you think it is that that supervisor will enthusiastically hire another graduate from the same institution?

What then degrades academic integrity? The briefest and most readily applicable response to that question is any action which provides an unfair advantage to one student or group of students relative to the rest of the class. Such advantages effectively render performance

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## THE NECESSITY OF INTEGRITY (CONTINUED)

evaluations null and void as the evaluations are no longer representative of the capability of the person being evaluated. From a policy standpoint, academic integrity violations fall into four broad categories: cheating, plagiarism, misrepresentation, and obstruction.

The most common violation takes the form of cheating which may involve copying work from another student, falsifying data, or utilizing computer programs or other unauthorized sources. Unauthorized sources, likely has special significance to the Greek community due to the test and homework “files” that are often kept in chapter houses. Simply, if the exams and work held in these files are not held with the permission of the instructor their mere existence serves as an academic integrity violation because they provide a certain subset of the class (chapter members) with an unauthorized source *that is not available to the general public*. Thus the chapter members hold an advantage that other students do not possess. This is easily ameliorated by simply asking the instructor if he or she would mind the holding of the exam or work in a test bank.

The other three classifications are not quite as common but just as damaging. Plagiarism is the submission of work without proper attribution or the submission of *your own work written for a previous class without permission* (again, an unfair advantage as you would have had far more time to refine and improve your paper than your classmates). Misrepresentation is the falsification of documents or false testimony to a university office or official, such as lying about personal circumstances to postpone deadlines. Finally, obstruction is any behavior that unreasonably interferes with another’s academic activity such as stealing notes or books.

Protecting academic integrity is in everyone’s best interest, and the Greek community must serve as an example both for its membership and the university community at large. What does it mean to be a leader in this capacity? As defined by Case’s Academic Integrity policy, it means simply *doing something*—an act which may range from actually reporting that person to a figure of authority or simply holding a dialogue with them indicating that what they have done is unacceptable and what they might do to avoid it in the future.

## SIGMA CHI REVISES THEIR SCHOLARSHIP PROGRAM

By Dan McNally

Take men of fair academic ability and introduce them to a higher standard of academic performance. This is our new academic objective. Academics have always been the primary focus in our organization. However, a revised scholarship program has brought a focus on helping members set goals and providing proper support to ensure they reach those goals. The program starts with new members. We realize that early success is important to future academic development. New members build a relationship with a mentor, whose duties are to ensure the development of proper study habits, monitor classroom performance and help build time management skills. The new members are held to the same expectations as the brothers and given incentives to perform above those standards. The program continues the improvement of study habits and learning techniques for brothers. Some of the tools in place to assist brothers are house study hours, tutoring sessions, and a new study room, to name a few. Since the start of the program, motivation and hard work have become ubiquitous in our chapter. Continuing improvements will be made to provide the best assistance to our brothers.

Visit the Greek Life website at  
<http://greeklife.case.edu>

There you will find up to date information about the fraternity and sorority community at Case Western Reserve University. There you can also sign up for a weekly email keeping you aware of the upcoming events on campus.

In addition, you can look at the grades for all our chapters for the last 5 years.