

The Academic Integrity Code at CWRU

Jennifer Sprog
Sigma Psi

With the creation of a student Academic Integrity board last spring, the new school year brings a renewed focus on issues of academic honesty and integrity. This was particularly evident in the Orientation program of the Class of 2006. The primary focus of the Orientation activities was to create a dialogue about questions of honesty and ethics in the academic community. The week opened with showings of *Cheaters* at Strosacker and the Cinemateque followed by discussions held in Thwing Ballroom facilitated by board member and Orientation leaders.

Members of the Greek community lead the university in excellence: in academics, in social pursuits, and in service to the community. Our leadership continues into areas of academic integrity and ethics. For this reason, consider making the University Statement on Ethics available to your members and part of your chapter's academic program.

ACADEMIC INTEGRITY (from the *University Statement on Ethics*):

"The University's mission rests on the premise of intellectual honesty: in the classroom, the laboratory, the office, and the solitary examination desk. Without a prevailing ethic of honor and integrity not only in scientific pursuits but also in all scholarly activity, the very search for knowledge is impaired. In these respects, each of us -- especially but not exclusively faculty -- must regard oneself as a mentor for others.



These principles we strive to uphold make it possible for the larger society to place trust in the degrees we confer, the research we produce, the scholarship we represent and disseminate, and the critical assessments we make of the performance of students and faculty, as well as judgments of staff and administrators.

To safeguard the standards on which we all depend, each of us must therefore accept individual responsibility for our behavior and our work, and refrain from taking credit for the work of others.

The culture of a university also requires that the rights of all be protected, particularly by those entrusted with authority for judgment of the work of others.

The University, being a human community, is subject to human failings, ambiguities, and errors. It is therefore the responsibility of the bodies regulating the affairs of faculty, students, and staff to maintain processes for judging and resolving instances where these principles may have been violated. However, all such systems depend for their effectiveness, in turn, on the acceptance of common norms of conduct--the ties of trust which bind the university community together."

USE YOUR GCEC's.....

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This semester your Greek Community Educational Consultants are Michael Straighttiff (Delta Tau Delta) and Megan Martter (Phi Mu). Their job is to help YOU! They meet with your scholarship chairs in order to improve your chapter's programming, and they offer programs to individual chapters and to the community as a whole. Some program ideas that the GCEC's have in store are:

- ❖ A program for sophomores on adjusting to studying in their houses.
- ❖ A program on tutoring (and getting paid for tutoring) your brothers/sisters.
- ❖ A career center workshop on writing resumes, interviewing, and applying to grad schools.
- ❖ A faculty appreciation program.

Please get in contact with them so that they can start helping you and your chapter!

GREEK GRADES...

Eric Greer
Phi Delta Theta

With the recent trend of Greek grades dropping below the All Men and All women averages many fraternities are looking for explanations and possibilities for change. The all Greek average this past semester was 3.2 while the all undergraduate average was slightly higher at 3.27. I must first point out that a difference of this magnitude is not that large to begin with. It must also be noted that fraternities and sororities combined compose over 30% of the undergraduate population.

Beyond this the Greek community has committed itself to numerous philanthropic time commitments which the rest of the campus does not take upon itself. Although the 365 days of community service should not be looked upon

as an excuse, it does demonstrate part of the more well-rounded character which the Greek system evokes.

Now after examining all of the possible reasons for why the Greek grade point average is below that of the rest of the campus, it is my responsibility to offer a plausible solution. I argue that a large part of the reason for the lower grades lies in the grades of the new initiates. Although this semester the pledges in fraternities had an average of 3.17 and the actives had an average of 3.16, it has historically been the case that in the fall active averages are higher than those of the pledges. In sororities in this past semester, the active average was 3.39 while that of the pledges was 3.13. It seems to me that if the campus were to switch to a spring only pledging process

which is common on most campus across the nation it would help to alleviate some of the grade gaps between Greeks and non Greeks. Giving freshman a semester to get accustomed to the rigors of such a challenging school as Case Western Reserve University would be beneficial and would probably end up boosting the overall Greek grade point average. All in all with a Greek grade point average of 3.2, I must commend fraternities and sororities on their outstanding efforts to try and disprove the common misconception of the "dumb Greek" system which have spread across the country.



...AND WHAT WE CAN DO TO HELP THEM!

Jessica Fong
Phi Mu

While every chapter is unique in its needs, there are several basic ingredients for a successful scholarship program: motivation, facilitation, and commendation.

A scholarship program will only benefit your chapter if it is able to motivate members to achieve academic success. First, members need to establish individual goals, and the scholarship program will aid in meeting those goals. For example, my chapter uses friendly competition in the form of a scholarship game to motivate members. The sisters are divided into teams and compete to earn the most points in a semes-

ter. Points are awarded for various accomplishments: earning high grades on tests and papers, displaying achievements on the kitchen fridge (termed the Fridge O'Pride), attending all classes, and attending Study Jams.

Holding Study Jams is a great way to begin to facilitate good scholarship. *Study Jam* is the term we use for a designated day and time that the chapter can study together at the library. Another part

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of facilitating strong academics is the use of a study room. The chapter should have a room or

area set aside specifically for purposes of studying. Also, part of having a study room is the opportunity to utilize a file system, in which members can contribute course notes to serve as resources for other and future chapter members.

Lastly, commendation is essential for an effective scholarship program. Recognizing members weekly for perfect attendance, monthly for high test grades, or semesterly for overall academic achievement will help encourage those members to continue their good habits and also encourage other members to work harder to meet their individual goals, in turn helping the chapter to meet its goals.