

## **STUDENT ACADEMIC INTEGRITY COMMITTEE (SAIC)**

November 11, 2015

Minutes of the Meeting

*[These minutes reflect discussion and debate at a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration, or the Board of Regents.]*

[In these minutes: OSCAI Updates; Discussion of an Academic Integrity Video Library]

**PRESENT:** Ragui Assaad (Chair), Mark Bultmann, Kimberly Clarke, Sharon Dzik, Susan LoRusso, LeAnn Snow, Carlos Torelli

**REGRETS:** Kacey Gregerson, Stephen Gross, Rashne Jehangir, April Kim, Corrie Marion, Caitlin Wahouske, Kamora Xiong

**GUESTS:** Hans Peterson

### **1. OSCAI UPDATES**

Sharon Dzik reported that she has drafted the semester email to all instructors from the Provost. This semester's email will provide a link to the document that the committee drafted last year – Advice from students to instructors on protecting academic integrity – and mention the AIM program. At the February meeting she will present the annual scholastic dishonesty data from the 2014-15 year as well as AIM numbers for fall semester.

### **2. DISCUSSION OF ACADEMIC INTEGRITY VIDEO LIBRARY**

Sharon Dzik began by asking members for possible video topics for faculty and students. For faculty, members mentioned:

- Where to find writing sources
- When and how to cite, including online resources
- How to report/deal with scholastic dishonesty
- When to report
- How to start a conversation with a student
- Scaffolding a paper assignment
- In-time reminders
- Paraphrasing versus quoting
- Turnitin.com
- What do students know and not know about academic integrity

For students, members mentioned:

- Using a citation manager
- What is academic integrity/scholastic dishonesty?
- Sanctioning guidelines
- Addressing myths and surprises
- Use of electronic tools, such as calculators, translators, etc.
- Concrete examples of what is permissible and what is not
- How to talk to faculty about scholastic dishonesty

She then noted that she had looked at videos created by other institutions on the topics of academic integrity and scholastic dishonesty. She wanted members' reactions to the following videos:

1. <https://www.youtube.com/watch?v=AZVmpXcCd6o>

Members liked the testimonials from students on campus but felt that the individual student clips and overall length should be shorter.

2. <https://www.youtube.com/watch?v=oOK5VRehEHg>

Some members liked the cartoon effects but felt that it would be harder to do with a limited budget. Also, since the subject matter is serious, the speech used sent an unclear message.

3. <https://www.youtube.com/watch?v=DVuNzFkgfDo&index=5&list=PL7c-n2LAUbChPorWurFVuyM3FxD43L24z>

Members did not like the scare tactics used in this video, since they would not pertain to all majors. The video was also too long.

4. <http://www.osja.ualberta.ca/en/Students.aspx>

Members liked the concrete examples and messages in these videos but agreed that the subject matter was being treated too casually.

5.

<https://www.youtube.com/watch?v=BIBXJAWHWoc&list=PL5D0FE90E1C6811D3&index=2>

Members liked the clear message portrayed in these videos and that most of the actors were students. However, as most of the videos ended without providing a resolution, it was felt that these videos would be better used by faculty to start a conversation regarding one of the topics.

After viewing all the videos, members agreed that any videos should be short and focused, with some humor allowable, and prioritize addressing grey areas. OSCAI should consider if the videos are meant to create a conversation in a class or give information, since how faculty will use them is an important factor.

Sharon Dzik said that she would work on developing a list of which videos could be produced first, as well as which from other institutions could be used now. Kimberly Clarke said that she would look for citation videos from other institutions that could be used here. Sharon Dzik would also consider a student focus group to see what information and in what manner would make an impact on this group.

### **3. OTHER BUSINESS**

With no further business, Ragui Assaad thanked the members for attending and adjourned the meeting.

Becky Hippert  
University Senate