

**Student Academic Integrity Committee (SAIC)**  
**November 7, 2018**  
**Minutes of the Meeting**

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

[**In these minutes:** Office for Community Standards Annual Report; Discussion of Moodle vs. Canvas and Academic Integrity; College Review - School of Nursing; College Review - University of Minnesota Morris]

**PRESENT:** Jeffrey Schott (chair), John Hourdos, Rashne Jehangir, Kimberly Clarke, Sara Johnson, Tracene Marshall, Aditya Pakki, Caitlin Federici, Kathrine Russell

**REGRETS:** Pieranna Garavaso, Daniela Orza, Sharon Dzik, Nicholas Fleege

**ABSENT:** None

**GUESTS:** Jennifer Goodnough, associate professor of chemistry, University of Minnesota Morris; Christine Mueller, associate dean for academic programs, School of Nursing; Carol Flaten, director of pre-licensure programs, School of Nursing; Judy Pechacek, director, Doctor of Nursing Practice Program, School of Nursing; Casey Hooke, associate professor, School of Nursing

**OTHERS:** None

Chair Jeffrey Schott welcomed the committee, and members introduced themselves.

**1. Office for Community Standards Annual Report** - Schott announced that Sharon Dzik, director, Office for Community Standard (OCS), was going to present the OCS annual report, but was out sick. Therefore, the committee reviewed the confidential document on their own which outlined the number and types of cases that OCS handled during the 2017-18 academic year. Sara Johnson asked if the report included the number of students who participated in the Academic Integrity Matters (AIM) program. Kim Clarke responded that the numbers were included and that through her work with several students who participate in the AIM program, she can see firsthand how it changes attitudes towards cheating.

**2. Discussion of Moodle vs. Canvas and Academic Integrity** - Schott described to the committee a situation regarding certain access points between Moodle and Canvas. He was originally informed that several tools useful in detecting academic dishonesty in Moodle would no longer be available through the new Canvas programs. However, after bringing the question to the Office of the Executive Vice President and Provost and the Office of Information Technology (OIT), it was revealed that those same functions will be available in Canvas, just not by default. More information will become available as Canvas gets unveiled.

**3. College Review - University of Minnesota Morris** - Schott introduced Jennifer Goodnough, associate professor of chemistry, University of Minnesota Morris (UMM), to provide an overview of academic integrity on the UMM campus as well as review UMM procedures for handling academic misconduct. Goodnough began her presentation by noting that she was formerly the chair of the SAIC. She then referenced the following chart to illustrate the path a student takes through the academic integrity violation process:  
[https://drive.google.com/file/d/0B\\_H1HLzsVcmAY0s5bG12OUFmcGdNbzgTcTdUVmlBcVo3ZVJJ/view?usp=sharing](https://drive.google.com/file/d/0B_H1HLzsVcmAY0s5bG12OUFmcGdNbzgTcTdUVmlBcVo3ZVJJ/view?usp=sharing)

Goodnough stated that the UMM process is very similar to that of the University of Minnesota Twin Cities (UMTC) campus through OCS and the Campus Committee on Student Behavior (CCSB). The first step is to try and resolve the issue informally between the student and faculty. Whether or not an agreement is reached, the incident is reported to Student Affairs. If the student does not agree with the informal sanctions or later feels that they have not been fully informed on the issue, they may request a hearing on the matter. SAIC member Pieranna Garasavo is the current chair of the UMM committee that holds these hearings, known as the Committee on Academic Integrity. The committee has the same standard of proof, a preponderance of the evidence, as the UMTC campus. If the student disagrees with the result of the hearing, they are allowed to appeal to the dean of the college. Russell asked if this process works well. Goodnough said that it is a good process and UMM often contacts OCS if they have questions or need other advice or resources.

Schott asked what the most common instance of academic dishonesty is at UMM. Goodnough replied that plagiarism has the highest prevalence. There are also many issues of more “lower stakes cheating” around lack of attendance. Schott followed up by asking if these instances of plagiarism are based around expediency or lack of skills by the student. Goodnough said that all freshmen now take writing for the liberal arts to cover how to properly cite and write without plagiarising. She opined that this is improving writing in upper level courses.

Johnson asked what would be most helpful in preventing academic misconduct in the future. Goodnough said that the mental health of students and stress is a big issue. Student Affairs often see multiple incidences of academic dishonesty in a short period of time due to the stress of the rigorous schedule many students have. UMM also sees a higher prevalence in first generation students. The goal is to make sure these students have the right resources around them when they start to panic so cheating does not become the go-to option. Goodnough also said that UMM is trying to give more tutorials to faculty and staff on resources such as proctorial services in Canvas and “TurnItIn”.

Schott asked if Goodnough has a sense of the number of cases that go unreported to campus officials. Goodnough said that the science and math departments probably have the best record of reporting, about fifty incidences last year. The social sciences had much fewer, maybe around 20 cases. Goodnough suggested that perhaps more training is needed in humanities and social sciences. Also, sharing ideas within each department about creating a culture of academic

integrity has been beneficial. This has created a more proactive environment rather than catching and punishing students. Students are asked to sign statements of agreement of conduct.

Rashne Jehangir asked how the department came up with the decision for implementing the academic integrity statement. Goodnough said that she came up with the idea after seeing multiple articles on it and her work on SAIC. To be clear, this is not quite an honor code. Jehangir asked that the statement and those articles to be sent to the committee.

Finally, Goodnough stated that in 2012, UMM saw an uptick in international students with multiple violations. At that time, sanctions were more severe and many students took notice. UMM then stepped up orientation training as many of these students did not understand the sanction letter and the consequences for a second offense.

**4. College Review - School of Nursing** - Schott introduced representatives from the School of Nursing (SON) including Christine Mueller, associate dean, Academic Programs; Carol Flaten, director, Pre-Licensure Programs; Judy Pechacek, director, Doctor of Nursing Practice Program; and Casey Hooke, associate professor, School of Nursing, to provide an overview of academic integrity practices within the School of Nursing.

Mueller began the presentation by giving an overview of the college as a whole. SON has a little less than 1,000 students enrolled in four different programs. Last academic year, the SON learned a lot regarding scholastic dishonesty, she said. The college experienced three cases of academic dishonesty involving seven students overall. All of these incidents involved cheating on online exams. As a result, new processes and resources have been put into place. These measures include a new policy and procedure when academic integrity issues are identified, a new best practices guide to support academic integrity for examinations, and exam proctoring including proctorio (online exam proctoring through video) and proactive strategies and forensics. These new policies and procedures have been vetted and is about to go to the faculty assembly for approval.

Mueller stated that other measures now being implemented to combat against academic dishonesty include integrating academic integrity and nursing ethics lessons into courses and syllabi, including discussions on the first day of class as well. In addition, it is important to help students understand what plagiarism is, especially international students.

Pechacek said that there are challenges in maintaining academic integrity. Such challenges include establishing relationships with students (especially online students). Students have easy access to information online and sometimes have a difficult time knowing when collaboration on work is encouraged and when it is prohibited. Getting students to “buy-in” the culture of personal integrity can be challenging as well.

Flaten said that the online environment is challenging for some students as boundaries can get blurred. It is important for students to understand what is acceptable in social life versus what is acceptable in an academic setting. The school needs to emphasize and be clear about what should be teamwork and what should be individual work.

Hooke said that nursing is a helping profession, and odds are that if a student is dishonest in school, they are more likely to be dishonest in a professional setting. When people are honest about academic dishonesty, a student can recover and get back on the road to success. If a student is adamant about their denial of a violation, it can be much harder to move on from the incident. Pechacek added that resources needed to improve academic integrity include concrete faculty training annually and education about the newest ways cheating occurs. These strategies need to be applied across programs.

Caitlin Federici asked if the Student Code of Conduct is reviewed by students online or individually in person. Mueller replied that they share the document with students before they begin the program. The SON also has academic and behavioral standards in its student handbook. Federici asked if it would be more beneficial for students to have someone like an advisor go over these standards with them individually. Pechacek said that academic integrity is only one portion of the overall Student Conduct Code. Perhaps the onus should be on each college to include a more explicit emphasis on academic integrity as students enroll.

Johnson asked if the SON uses their own panels to deal with these types of cases. Mueller said that they use the CCSB process, otherwise a lot of training for faculty and staff is needed. Pechacek added that they are drastically trying to avoid hearings and create more of a learning experience for the student.

Hearing no further business, the meeting was adjourned.

Chris Kwapick  
University Senate Office