Student Academic Integrity Committee (SAIC)
March 13, 2019
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:** College Review - College of Continuing and Professional Studies (CCAPS); College Review - College of Education and Human Development (CEHD); College Review - School of Public Health (SPH)]

PRESENT: Jeffrey Schott (chair), Pieranna Garavaso, Kimberly Clarke, Sara Johnson, Tracene Marshall, Caitlin Federici, Aditya Pakki, Sharon Dzik, Kathrine Russell

REGRETS: None

ABSENT: John Hourdos, Rashne Jehangir, Daniela Orza, Jace Leabo, Nicholas Fleege, Jacqueline Burke

GUESTS: Bob Stine, interim dean, College of Continuing and Professional Studies (CCAPS); Michelle Iwen, assistant director for graduate education, CCAPS; Michael Matejcek, assistant director for undergraduate education, CCAPS; Amy Kampsen, director of student services, College of Education and Human Development (CEHD); Kristin Anderson, associate dean of learning systems and student affairs, School of Public Health (SPH)

OTHERS: Katie Koopmeiners

Chair Jeffrey Schott welcomed the committee, and members introduced themselves. Schott noted that a vote was conducted online after the February meeting relating to the endorsement of an amendment to the procedures of the Campus Committee on Student Behavior (CCSB). The motion prevailed 11-1.

1. College Review - College of Continuing and Professional Studies (CCAPS) - Schott introduced Bob Stine, interim dean, College of Continuing and Professional Studies (CCAPS), Michelle Iwen, assistant director for graduate education, CCAPS, and Michael Matejcek, assistant director for undergraduate education, CCAPS, to provide an overview of academic integrity in CCAPS. Stine stated that he was appointed as interim dean last June and before that served as associate dean within the college. He stated that on average, CCAPS sees about a half of a dozen cases of academic dishonesty each year. Most cases involve some form of plagiarism or copying work.

Matejcek then provided some information regarding the undergraduate programs within CCAPS. He stated that all degrees within the college are applied degrees and most of the faculty are adjunct. In preparation for this presentation, Matejcek polled the faculty about their experiences

with academic integrity. The majority of those who responded said that there was little to no academic dishonesty within their courses. However, the few faculty that noted some sort of dishonesty stated that many instances involved unauthorized collaborative work or the use of materials from previous semesters. He also noted that faculty vary in their responses to acts of plagiarism as many see it as a learning experience.

Matejcek then discussed the active measure the college utilizes to combat academic dishonesty. Faculty are encouraged to devote a portion of their first class to discussing academic integrity and underscore the consequences of poor decisions. Not only do faculty utilize typical resources such as TurnItIn and Proctorio, several faculty with information technology backgrounds are aware of code sharing sites that students sometimes utilize to pass off work as their own work. Faculty are also encouraged to direct students to the University's Center for Writing to combat plagiarism. In addition, faculty are encouraged to not use duplicate materials from semester to semester.

When speaking about possible additional resources, Matejcek said that the college as a whole could benefit from more teaching assistants, more education on academic integrity for faculty and students, and better software to determine if a piece of writing has stemmed from translation services from international students. It is also important that faculty report instances of cheating to the Office for Community Standards (OCS) in order to track chronic behavior of students over time.

Sharon Dzik asked about the number of programs within CCAPS. Stine replied that there are four applied majors and two individualized degrees in the undergraduate program and six graduate programs. Iwen added that in the graduate programs, there are collectively four resident faculty and the rest are adjunct. There is very little concern about cheating but what is most commonly seen is incomplete citations that could border on plagiarism. It is rare to find willing or deliberate cheating. Part of the reason for that is because much of the work done is tied to a student's career goals so the work is much more personal rather than research based.

Caitlin Federici asked about policies around citing and if students are made aware of them. Iwen replied that perhaps not all students understand the gravity of academic dishonesty. CCAPS does offer a plagiarism module that students take in the Master of Biological Sciences program. Schott asked if a mandatory online module for academic integrity would be beneficial for all students. Iwen emphasized that a tool like that would be a tremendous help, not only for students but for faculty as well. Stine agreed that it is worthwhile to have all students take that sort of module upon matriculation.

2. College Review - College of Education and Human Development (CEHD) - Schott introduced Amy Kampsen, director of student services, College of Education and Human Development (CEHD), to provide an overview of academic integrity in CEHD. Kampsen stated that she is the liaison between CEHD and OCS and deals with academic dishonesty cases for the college, especially on the undergraduate side. In the past year, CEHD had a total of 19 cases that were reported to OCS. Similar to other colleges, like CCAPS, plagiarism seems to be a common theme in many of these cases. CEHD encourages faculty to attach academic integrity policies in

their syllabi and review it on the first day of class and periodically before major assignments. A challenge is having faculty recycle exams. When an instance of dishonesty is reported to the college, Kampsen says that she makes sure to share information with student advisors in order to better support students through the process as it can be scary or challenging when dealing with possible sanctions. Katy Russel commented that it is important that advisors be trained properly on handling these situations so that there is no inflated shame around these types of incidents.

Kampsen continued by stating that an additional challenge in the college is that not all faculty report instances of dishonesty. She acknowledged that there needs to be clear and consistent expectations and practices around academic dishonesty. Some faculty feel that it is not their responsibility to enforce these rules, that it should fall to the student to have a strong sense of personal integrity. Since many graduate students and adjunct instructors do not receive much training in this area, Kampsen agreed that an online academic integrity module would be great to help address this issue.

Schott asked if there has been any sort of trends in the reporting of cases over time. Kampsen said that she would only have anecdotal information. Dzik added that she thinks there has been a slight increase in reporting due to better awareness of the faculty and the ability to send students to the Academic Integrity Matters (AIM) program. Kampsen said that additional resources on OCS's website have been useful as well.

3. College Review - School of Public Health (SPH) - Schott introduced Kristin Anderson, associate dean of learning systems and student affairs, School of Public Health (SPH), to provide an overview of academic integrity in SPH. She stated that she has been in her role for five years. SPH includes 19 major programs enrolling over 600 students. Additionally, SPH has over 1,000 online students. Overall, the college sees about seven to ten cases per year of scholastic dishonesty. Most cases involve plagiarism as well, but faculty are often less harsh on students (unless the case is very blatant in nature) in order to provide a more learning based resolution. Anderson said that she was not a fan of Proctorio and felt that more proactive resources are key to preventing dishonesty.

Anderson stated that SPH conducts an academic integrity orientation for new faculty when they join the University and for students on the first day of class. They usually show a video on the subject but some sort of role playing for the students could be more effective. Students in this college need to have a strong sense of personal integrity and ethics and having the ability to say no to poor choices with their peers is crucial. She agreed that an online module for students would make a fabulous tool. Anderson continued that the college includes an honor question on exams and has debated whether or not to implement a SPH specific honor code. Finally, she opined that some faculty can be a bit naive about academic dishonesty. It is hard for them to imagine that it goes on in their class until confronted by it. Dzik commended Anderson and SPH for having a strong academic integrity program over the years. Anderson credited many of her predecessors for setting the bar for success.

Hearing no further business, the meeting was adjourned.

Chris Kwapick
University Senate Office