

**Student Academic Integrity Committee (SAIC)**  
**April 10, 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 - Labovitz School of Business & Economics (LSBE) - University of Minnesota Duluth (UMD); College Review - College of Liberal Arts (CLA); College Review - College of Design; Discussion on Draft Resolution on Required Academic Integrity Education]

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

**REGRETS:** Sara Johnson, Caitlin Federici

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

**GUESTS:** Praveen Aggarwal, associate dean, LSBE; Jessica Medearis, assistant to the associate dean of undergraduate education, CLA; Walter Goodwin, assistant director for student support, CLA; Jason Hill, associate professor, Department of Bioproducts and Biosystems Engineering

**OTHERS:** Katie Koopmeiners

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

**1. College Review - Labovitz School of Business & Economics (LSBE) - University of Minnesota Duluth (UMD)** - Schott introduced Praveen Aggarwal, associate dean, Labovitz School of Business & Economics (LSBE), University of Minnesota Duluth (UMD), to provide an overview of academic integrity at LSBE. Aggarwal stated that LSBE is one of five colleges at UMD and includes four departments which educates over 2,000 students.

Aggarwal continued by describing the prevalence of academic dishonesty at LSBE. He stated that all cases are handled at the campus level through the Office of Student Conduct. For the 2017-18 academic year, LSBE reported 18 students for academic misconduct. For the 2016-17 school year there were about 10 cases. Aggarwal said that the increase was likely due to one incident that involved multiple students in a single class. The most common means of dishonesty include unauthorized collaboration, plagiarism, and use of cell phones during exams. He said that they are also seeing an increase in students acquiring unauthorized materials online. Faculty have stated that they need to use technology, such as lockdown browsers, to combat these methods.

Sharon Dzik asked Aggarwal to describe a lockdown browser in further detail. He replied that this is a technology that students must use in order to take online exams. They prevent the student from browsing the internet while taking the exam. A popular browser is called Respondus.

Aggarwal continued by providing current challenges for maintaining academic integrity. He said that online classes are more popular and thus increase the opportunity for cheating. It is difficult to determine if assignments are actually completed by the student or if exams are taken without collaboration. Additionally, there are online platforms created by many publishers that could allow access to exams by students. Despite all of the emphasis on scholastic dishonesty, students simply ignore these warnings. Finally, it is not clear if all faculty report dishonesty in their classes due to the amount of work that goes into reporting.

Tracene Marshall asked how faculty ensure equity when monitoring for scholastic dishonesty. Aggarwal said that faculty must apply all standards evenly and not be selective in who they monitor. It requires a certain level of professionalism. Dzik asked about non-reporting faculty and educating them on why it is important to report cases. Aggarwal stated that yes they do often inform faculty about the process in order to catch students who may have multiple reports and also make sure that students have a fair appeal process.

Aggarwal concluded by stating that finding a way to have uniform reporting by all colleges is an important way to improve academic integrity on the entire campus. The campus is making several investments in order to mitigate instance of online cheating. This includes possibly creating a campus wide learning module on academic integrity. Schott stated that the online module is something the committee is currently looking into and hopefully will be something to bring to all campuses. Aggarwal thought that this would be a terrific resource.

**2. College Review - College of Liberal Arts (CLA)** - Schott introduced Jessica Medearis, assistant to the associate dean of undergraduate education, College of Liberal Arts (CLA), and Walter Goodwin, assistant director for student support, CLA, to provide an overview of academic integrity in CLA. Medearis began the presentation by providing the committee information via a [slide deck](#). CLA is the largest college on the Twin Cities campus with nearly 14,000 undergraduate students and 1,700 graduate students. Medearis stated that while CLA follows the same policies as all other colleges in defining scholastic dishonesty, it also goes a step further to prohibit self-plagiarism. This includes submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned. On average, CLA has about 115 reports of academic dishonesty per year, with the most common issues being plagiarism and unauthorized collaboration.

Goodwin then noted that online resources and paper sharing sites create a challenging and changing landscape for detecting poor behavior. Medearis said that CLA's main education and prevention efforts occur during orientation but there are also resources within the Journalism program, most notably JOUR 3004: [Avoiding Plagiarism and Fabrication](#). Goodwin added that some current challenges include underreporting by faculty, the size of classes, and confusion over varying course rules.

Medearis concluded by describing the reporting and resolution process run by CLA. While incidents are reported to the Office for Community Standards (OCS), the hearing and discipline process is held within the college through the CLA Committee on Student Scholastic Conduct. Dzik added that the Campus Committee on Student Behavior procedures have recently been amended to allow faculty to remain in a hearing for the entire proceeding. She asked if that decision would impact CLA's decision to continue to perform disciplinary hearings within the college. Medearis responded that it is a continuing conversation that she and Goodwin are having with senior administrators within the college. Dzik said that she understands that it has been important to CLA faculty that they have control over these cases.

Tracene Marshall asked about the average 115 cases per year and if they are dispersed evenly across the CLA departments. Medearis said that yes, the cases of academic dishonesty are pretty well distributed across all programs.

**3. Discussion on draft Resolution on Required Academic Integrity Education** - Schott introduced the following [resolution](#) which aims to encourage the University of Minnesota to implement required academic development modules regarding academic integrity for all University instructing faculty and students upon their matriculation. Schott acknowledged Jason Hill, associate professor, Department of Bioproducts and Biosystems Engineering, for bringing this idea to him and Dzik earlier in the year.

Kimberly Clarke stated that a working group, which includes some members of the committee, met last week to discuss possible content for the module and are looking for more input over the summer. Schott then asked for further comments and input on the resolution. He said that since today is the last meeting of the year, the resolution would possibly be voted upon in the fall.

Dzik suggested reordering the bullet points. Chris Kwapick stated that he would incorporate those changes. Katie Russell added that the people involved with orientation are interested to see what comes out of these conversations. Hill thanked the committee for addressing this issue and stated that he was inspired by the mandatory sexual misconduct training that all faculty and staff were required to take last year. He opined that consistent education amongst faculty and students is important. Marshall commented that it is important to have a University wide standard for everyone to follow.

Hearing no further business, the meeting was adjourned.

Chris Kwapick  
University Senate Office