

**Student Academic Integrity Committee (SAIC)
November 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 - University of Minnesota Rochester (UMR); College Review - College of Biological Sciences (CBS); Resolution on Required Academic Integrity Education]

PRESENT: Jeffrey Schott (chair), Kenneth Leopold, Peter Haeg, Tracene Marshall, Caitlin Federici, Aditya Pakki, Caroline Bender, Sharon Dzik, Jessica Kuecker Grotjohn

REGRETS: Susan O'Conner-Von, Bibhudutta Panda, Daniela Orza

ABSENT: Sara Johnson, Jace Leabo, Nicholas Fleege, Quillen Schroeder

GUESTS: Norman Clark, administrative director of academic programs, Center for Learning Innovation, University of Minnesota Rochester; John Ward, associate dean for undergraduate education, CBS

OTHERS: Katie Jackson

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

1. College Review - University of Minnesota Rochester (UMR) - Schott introduced Norman Clark, administrative director of academic programs, Center for Learning Innovation, University of Minnesota Rochester (UMR), to provide an overview of UMR and their efforts to address scholastic dishonesty. Clark presented a [slide deck](#) that highlighted UMR as a campus. He stated that UMR students are all focused on health sciences programs and are typically traditional residential students. Over 60% of students are from under-represented categories, and 59% are first generation students.

Clark continued by stating that over the last three years, UMR has not experienced many cases of academic dishonesty. In 2018, UMR saw a bit of a spike with six cases of cheating, six cases of plagiarism, and six cases of unauthorized collaboration. In order to address this, UMR has taken proactive steps to educate students on better citing and attribution in order to prevent such cases from happening in the future. When it came to challenges in maintaining academic integrity, Clark said that they really do not have any unique challenges outside of common societal, technological, and cultural issues. Such issues include pressure and stress that can make taking shortcuts more tempting. As far as further resources, UMR could use some more resources or tools for academic integrity development that include stress management skills. UMR tries to put forth an ethical living-learning community.

Sharon Dzik asked what the enrollment is at UMR. Clark stated that through a variety of cohorts and partnerships with the Twin Cities campus and Mayo Clinic, there are about 900 total students served at UMR. Dzik then asked if UMR faculty use technology like TurnItIn for writing intensive liberal education courses. Clark replied that some utilize those services, but the vast majority of writing assignments are individualized and unable to be plagiarised.

Ken Leopold asked about collaboration versus competitiveness when it comes to grading and if there is a tendency to use curving in grading. Clark replied that not a lot of curving is done due to the utilization of a lot of group work. Where some challenges come in is when a component of group work ends and students are expected to do more individual work yet continue to collaborate in an unauthorized manner.

Tracene Marshall noted that recently the Medical School eliminated letter grades to help alleviate stress and competition and asked if UMR has considered that option or possibly staggering test dates. Clark said that the faculty utilize Google calendars to schedule all major tests so they can see if their testing schedule may have a major impact on a large group of students. Schott asked if time management is emphasized enough by students. Clark said that students utilize the public office hours held by faculty a lot which helps students to understand what course expectations are.

Jessica Kuecker Grotjohn asked about the living-learning community and asked how many students lived on campus. While Clark said that it is a high number of students living on campus, their goal is to have 100% of students live on campus.

2. College Review - College of Biological Sciences (CBS) - Schott introduced John Ward, associate dean for undergraduate education, College of Biological Sciences (CBS), to provide an overview of CBS and their efforts to address scholastic dishonesty. Ward provided the committee with two handouts, the [agenda for the CBS All-Freshmen Academic integrity meeting](#) and a [letter to all CBS faculty regarding academic integrity](#). Ward stated that every semester, CBS holds an all-guild meeting for its freshman at which it holds an academic integrity session. Dzik stated that as a co-presenter at the guild, the students were very active in the activities.

Ward continued by stating that about every other year, he sends out messaging to faculty regarding academic integrity and the importance of reinforcing and emphasizing the issue with students on an ongoing basis. He also reminds faculty that it is important to report academic dishonesty when it occurs to the Office for Community Standards (OCS). Ward noted that CBS tended to be an under-reporting college when it came to scholastic dishonesty and they have been working internally to make sure that instructors are more informed and vocal about what is happening in the classroom. Many professors were worried that reporting would impact a student's future academic career. Peter Haeg commented that the College of Pharmacy appreciates any self-reporting that graduate students provide when they apply. It shows great self-awareness and integrity.

Marshall how many non-CBS students utilize CBS courses and if that impacts reporting. Ward stated that he doesn't think CBS instructors are reluctant to report out of consideration to college reputation. Kuecker Grotjohn asked if Ward had seen any trends around faculty buy-in to academic integrity. Ward replied that there isn't a lot of two-way communication about the topic.

Leopold commented that rather than approaching this issue from the standpoint of "academic integrity or scholastic dishonesty," perhaps the conversation should be reframed closer to common decency to not take credit for others' work. Ward said that part of their messaging is a measure of character and really need to emphasize that point with transfer and international students.

3. Resolution on Required Academic Integrity Education - Schott introduced the following [Resolution Requiring Academic Integrity Education](#), which aims to encourage the University of Minnesota to implement required academic development modules regarding academic integrity for all University students upon their matriculation.

Haeg moved to approve the resolution and the motion was seconded by Leopold. The resolution was unanimously approved.

Hearing no further business, the meeting was adjourned.

Chris Kwapick
University Senate Office