

**Student Academic Integrity Committee (SAIC)
October 9, 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 Design; Overview of the Student Behavior Process at UMD; Resolution on Required Academic Integrity Education]

PRESENT: Jeffrey Schott (chair), Kenneth Leopold, Susan O'Conner-Von, Bibhudutta Panda, Peter Haeg, Sara Johnson, Tracene Marshall, Caitlin Federici, Aditya Pakki, Caroline Bender, Sharon Dzik, Jessica Kuecker Grotjohn

REGRETS: None

ABSENT: Daniela Orza, Jace Leabo, Nicholas Fleege, Quillen Schroeder

GUESTS: Carol Strohecker, dean, College of Design; Katie Jackson, director, Office of Student Conduct & Conflict Resolution, University of Minnesota Duluth (UMD)

OTHERS: Katie Koopmeiners

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

1. College Review - College of Design - Schott introduced Carol Strohecker, dean, College of Design, to provide an overview of the College of Design and their efforts to address scholastic dishonesty. Strohecker provided the committee with a [handout](#) that outlined some of the questions sent to the College of Design by the committee in advance of the meeting. Strohecker stated that while scholastic dishonesty is not very prevalent within the College of Design, they do have their struggles with plagiarism and attribution in both written and visual work. In recent years, the college has reported such violations to the Office of Community Standards. Violations are more common in assignments than testing and students are more likely to copy a reference source than another student's work.

Strohecker continued by discussing the active measures taken to prevent scholastic dishonesty. Orientation and language in syllabi are used to introduce and remind students about academic integrity. Faculty scaffold students' incremental development of research papers and other assignments, to discourage last-minute cramming or copying and pasting. Faculty work with students to have a constant dialog throughout their career regarding productive collaboration and citing attribution when it is appropriate.

When it came to challenges in maintaining academic integrity, Strohecker said that they are constantly working with students regarding citing image resources. Students seem to have

various levels of interpretation when it comes to borrowing images. The College of Design does not have as many teaching assistants as it may desire to increase individualized work and supervision. Additionally, when learning how to use software, it is important to be aware and diligent that unintentional collaboration doesn't take place. Strohecker added that it would be beneficial for instructors to have a guide or toolkit related to image-based plagiarism as it can be a fine line between original work or having deliberate "echoes" of others' work as a part of a piece.

Sharon Dzik commented that the college's approach is done very well as it can be a nuanced area. She asked if the College of Design has an internal body or committee that can be pulled together to address certain issues when they arise. Strohecker said that they do have some groups like that within each of the departments. Obviously with the rise of the internet, it has become much easier to use imagery and professional citation is not always universally applied. Students need to live up to a professional standard and responsibility.

Ken Leopold asked if academic integrity is emphasized in the college's freshman orientation experience courses. Strohecker replied yes, but they do not have enough of a freshman experience course, as initial classes are often used to teach these foundations. Schott asked if students have a good understanding of group work and creation. Strohecker said that while teaching the creative process and going through visualization exercises, self awareness is key when coming up with an original synthesis.

Dzik asked how many programs are within the college. Strohecker said that the college consists of the architecture program, the landscape architecture program, and the design housing and apparel program. The structure of the three departments came from legacy programs when the college was formed in 2006. Many argue the college should be restructured.

Tracene Marshall asked for further clarity about the orientation classes. Strohecker said that they used to not have a typical course but have recently instituted some more typical work designed after other institutions. Leopold asked about the grading policies of group work. Strohecker said that students are graded on their individual work, however, the college has heard from students and employers that sometimes students are coming out of school not knowing how to properly work in groups. This is an ongoing conversation in many colleges such as the Carlson School of Management.

2. Overview of the Student Behavior Process at UMD - Schott introduced Katie Jackson, director, Office of Student Conduct & Conflict Resolution, University of Minnesota Duluth (UMD), to provide an overview of the student behavior process at UMD. Jackson then presented a slide deck to the committee highlighting the prevalence of scholastic dishonesty at UMD. Her office has a goal to increase the actual reporting of scholastic dishonesty by faculty while also providing them with the necessary resources for the classroom to maintain academic integrity. She stated that UMD strives for an environment of trust, honesty, fairness, and responsibility in learning endeavors.

Jackson continued by stating that on average, 49 students are accused of engaging in scholastic dishonesty at UMD each year. Students in the second semester of their senior year are most likely to be accused, followed by students in the second semester of their freshman year, with plagiarism being the most frequently reported method of scholastic dishonesty. The types of students that is most reported are male, with an average term GPA around 2.50. Dishonesty is most reported by the College of Science and Engineering and in many introductory type courses.

Dzik asked if Jackson's office is the central repository for scholastic dishonesty reporting. Jackson replied yes, when a faculty reports an issue with her office and assigns a sanction, she then checks her records for any other instances of violations. From there, the student may have to meet with appropriate academic offices to determine if further sanctions are warranted.

Schott asked if the five courses that account for the most scholastic dishonesty have any commonalities. Jackson replied that they are all large classes with younger students. Leopold asked what fraction of reports of academic dishonesty are sufficiently documented where the student denies that accusation. Jackson said that it is rare for an allegation to be overturned.

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 instructing faculty and students upon their matriculation. Based upon recent discussions, the thought was that there would be one training for students, one training for faculty, and another for others such as international students.

Schott asked for comments and several committee members provided feedback, both in person and over email to [update the document](#). Leopold commented that the resolution should address two audiences separately. Many on the committee agreed with Leopold that a module should be created for students and that any module or training for faculty should include best practices since most in the faculty have a strong understanding of academic integrity.

Schott said that committee members should submit their final comments for a vote of passage at the November meeting.

Hearing no further business, the meeting was adjourned.

Chris Kwapick
University Senate Office