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Scholastic Committee

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Scholastic Committee
2014-2015 Academic Year
April 22, 2015
Meeting Seventeen Approved Minutes

Present: Judy Korn, Roland Guyotte, Leslie Meek, Jess Larson, Steve Gross, Megan Jacobson, Tisha Turk, Merc Chasman, Chad Braegelmann

Absent: Hilda Ladner, Jennifer Rothchild, Marcy Prince, Brenda Boever

Guests: Sandra Olson-Loy and Melody Veenendaal

1. **Agenda Review** Roland Guyotte, chair, conducted the meeting.
2. **April 15, 2015 minutes for review**
Approved with the addition of the attendance list.
3. **Chair Report**
4. **SCEP Report**
Discussion of proposed changes to the Administrative Policy on Makeup Work for Legitimate Absences
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>
 - Bereavement definition
 - Excused absence when dependent does not have school
 - Excused absence for interviews/auditions (graduate/professional school, professional positions)

Approval of the Learning Space Master Plan Resolution from the Classroom Advisory Subcommittee

Update from the ROTC Subcommittee

Approval of the Scheduling Request from the Faculty Academic Oversight Committee on Intercollegiate Athletics

Discussion and Approval of amendments to two Administrative Policies

Credit Requirements for Students Earning Graduate/Postbaccalaureate Degrees

<http://www.policy.umn.edu/Policies/Education/Education/GRADCREDITDEGREE.html>

Credit Requirements for Master's and Doctoral Degrees

5. **Scholastic Committee Summer Planning**
 - a) **Summer Suspension Appeals Group members:** Leslie Meek, Chad Braegelmann, and Merc Chasman volunteered to serve on the committee.
 - b) **Committee on Academic Integrity members, if needed:** Leslie Meek, Steve Gross, Merc Chasman, and Chad Braegelmann volunteered to serve on the committee.
 - c) **Petition hearings, if needed:** Roland Guyotte, Jess Larson, Leslie Meek, and Merc Chasman volunteered to participate in petition hearings.
6. **Suspension probation update**

Judy Korn presented her findings on the Council of Public Liberal Arts Colleges' (COPLAC) suspension/probation policy and procedures. Korn found that out of the 28 COPLAC institutions, nine institutions implement suspension and probation after the summer. Fourteen institutions do not implement suspension/probation after the summer. One institution only acts on probation after the summer; and three

institutions do not have clear information about their policies and procedures on their website and did not respond to Korn's email inquiry.

Korn also noticed Morris catalogs after 2011 no longer have the text, "May and summer sessions are excluded from determining academic progress." The reason behind the removal of the text is unknown. Korn was asked to speak with Clare Dingley regarding the removal of the text from the catalog.

Korn was asked to share her opinion on whether Scholastic Committee (SC) should continue with the current suspension/probation process or switch to implementing suspension/probation after the summer semester to align with the academic standing field in the new PeopleSoft system. She believes it is best to continue with the current process and assess how many students are affected by a discrepancy between the new automatic academic standing field in Student Center and the student's official academic standing per policy. Korn reminded the SC that the academic standing field has no action associated with it; it is the hold that is placed by the Office of the Registrar (OTR) that provides the action for suspension/probation. Korn also mentioned that it has been said at the Student Records Steering Committee meetings that suspension/probation after summer semester may need to be a Universitywide decision.

A motion was made and seconded to continue the current suspension/probation process, and the motion was approved unanimously.

7. Academic Integrity presentation by Olson-Loy and Veenendaal (See Addendum One)

Sandy Olson-Loy and Melody Veenendaal presented the Academic Integrity subcommittee's findings on academic integrity violations. Veenendaal explained that the number of incidents may not correspond to the sum of the violations per course level because a student may have more than one incident. The number of incidents within an academic division varies year to year. The data from the past five years shows a total number of incidents well above the totals from previous years. This drastic increase could be, in part, a result of better reporting within the past five years. The increase may also be a result of due process.

Comments and questions following the presentation.

- What percentage of classes uses Turn It In? The percentage is unknown. Tisha Turk commented that a number of studies have shown that Google has a higher accuracy percentage (82%) than Turn It In (75%) in identifying plagiarized material. Instructors have to know how to perform a proper Google search to achieve optimal accuracy.
- Can Turn It In be linked to Moodle? Yes
- What does restitution mean? In some cases, restitution is a letter of apology.
- There seems to be an uptick in plagiarism incidents from previous years. SC discussed various possible reasons for the uptick in incidents such as:
 - What constitutes as plagiarism in other countries may be different than in the United States.
 - There could be a different cultural understanding of how students show instructors respect. In some cultures, repeating what the instructor has said is considered a sign of respect.
 - Students don't understand what constitutes plagiarism.
 - Pressure, procrastination, or other stressors.
- Can something be done to improve faculty development in the area of academic integrity issues?
 - If a student has multiple violations, students can meet with Leann Dean, student liaison, before meeting with the Academic Integrity subcommittee.
 - Contact the Office of Student Conduct in the Twin Cities and find out any educational opportunities they offer.
- Is there any effort being made to track cheating using electronic devices? No, the committee has not been tracking the numbers. There have been more incidents reported by other students about classmates using their electronic device to cheat. Merc Chasman reported she has students hand-over their phones if they wish to step outside the classroom during an exam. She has warned her students that if their phone is on their desk during an exam she will construe that as an intention to cheat.
- From a student's point-of-view, what is leading them to cheat?

- o Some students are genuinely confused and do not report that when working on their drafts. In these cases, instructors can use this as a learning experience to teach students about plagiarism.
- o Other students cheat because they panic. The student has been slacking-off during the semester and is now afraid of failing.
- o Some state they simply forgot the quotation marks. Although, this could be quickly confirmed if the student included proper citation.
- o Some students claim stress or ignorance and their intention to “never do it again.”
- o Some students believe that if an instructor does not specifically state the rule, then it does not apply.
- o According to a national survey, about 70% of high school students say they cheated during their high school career.
- o Some students are motivated by high grade point average because of high performance in high school.
- o Some international students are afraid of letting their family and country down.
- Is there data to indicate which students are at a high risk to cheat? The Academic Integrity subcommittee has the data collected on about the academic integrity violations if someone is interested in researching the topic.
- The Office of the Vice Chancellor for Student Affairs has struggled to find people to fill the panel on the subcommittee. The shortage of people to participate in hearings has made it difficult to respond to incidents on time. Olson-Loy would like to have hearings once a month or once every three weeks. Korn was asked to identify people to serve on the panel for the fall semester and organize a briefing about the process.
- Olson-Loy mentioned the committee has new software to track, share, and manage the data on academic integrity violations.

8. CLEP

The discussion about CLEP was tabled for the fall semester.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: Academic Integrity Violations (to be added when electronic versions are received.)