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Scholastic minutes 03/22/2016

Scholastic Committee

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Scholastic Committee
2015-16 Academic Year
Meeting Nineteen Approved Minutes
March 22, 2016

Present: Leslie Meek, vice chair, Madeline Youakim, Edison Yellick, Merc Chasman, Jennifer Goodnough, Judy Korn, Jennifer Rothchild, Dan Magner, Ray Schultz

Absent: Yujing Song, Joseph Beaver, Steve Gross, Emma Kloos

1. March 8, 2016, minutes.

The Scholastic Committee (SC) determined that the minutes should be slightly revised to reflect unknowns about the forthcoming APLUS academic alert system. The SC will review the revised minutes on March 29.

2. No Chair's report

3. SCEP Report

Jennifer Goodnough, Morris representative to the Uwide Standing Committee on Educational Policy, provided an overview of a recent SCEP presentation on Undergraduate Student Academic Success. The presentation was based on Twin Cities campus data, but the information is relevant for the Morris campus as well.

- Eighty-six percent of new freshmen and 50 percent of new transfers are concerned about academic coursework (workload, etc.)
- Forty percent of students who earn a GPA of 2.5 or less at the end of their first year will not make it to the third year.
- Thirty-seven percent of first-year "leavers" left because of academic reasons. Of those, forty-three percent were on academic probation or suspension. The averaged GPA of this group was 2.090.

All New High School Students averages

3.26 GPA
15.4 credits at entry
33 credits at first-year end

Leavers from that group averages

2.47 GPA
11.7 credits at entry
21.3 credits at first-year end

In addition to the academic success presentation, Goodnough updated the SC on a SCEP final exam policy discussion. Under the current version of the policy, if a student has three finals on the same day, and none of the three instructors will make accommodations, students are told to speak to their advisers. At Morris, a student's adviser could very easily be one of the three people. This line will be pulled from the current policy to allow an expanded version of this information in the question and answer section. The new q and a information will include suggested language for the student when contacting the faculty

involved. Using the policy and appropriate language may optimize a student's chance of an accommodation request being granted.

4. Academic Integrity Report

Sandy Olson Loy, Vice Chancellor for Student Affairs, and Kait Macheltdt, Student Affairs, provided a review of scholastic dishonesty incidents and reporting procedures to the SC, whose charge is to develop, review, and recommend policies concerning student academic honesty. The SC chair sits on the Morris Committee on Academic Integrity and appoints several members, as well. Goodnough has served on the Senate Committee on Academic Integrity.

The University of Minnesota Board of Regents Student Conduct Code sets the parameters for the Morris Committee on Academic Integrity. Olson Loy encouraged the SC to review the policy and, in particular, the definition of academic dishonesty

(https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf).

Olson Loy also mentioned the new reporting software, Maxient. The software will efficiently document persistent violations, repeated conduct against the code, and multiple violations.

We reviewed the “Steps for Reporting and Responding to Scholastic Dishonesty: Morris Academic Integrity Flowchart” (See addendum one.) and noted the Sanctioning Guidelines found on SC website (<http://committees.morris.umn.edu/academic-integrity>). Also found on the SC website is information on the academic integrity procedure, resolving alleged student conduct code violations, the student conduct code, FAQ for students, FAQ for instructors, a sample syllabus, and a link to the reporting form.

Macheltdt provided a summary of the types of academic dishonesty reports that have been received and an overview of trends since 2005.

About 12 percent of students commit academic dishonesty infractions. International students in this count have been steadily decreasing since 2011 when a number of actions were taken, including the implementation of the Summer Transition for English Language and Liberal Arts Readiness program (STELLAR).

Since fall 2000, 231 incidents have been reported, ranging from a high of 56 in 2012-13 to lows of one in 2000-01, 2002-03, and 2008-09. Some of the increase in numbers is attributed to recent and continuing efforts to encourage faculty to report. Examples of incidents reported include: cheating on exams/quizzes/assignments; plagiarism; attendance signature by another student; unauthorized collaboration on homework/take-home exams; falsely acquiring data.

The Twin Cities is considering implementing restorative justice for students with academic dishonesty on their student records. The SC may wish to consider this topic in the future.

Also at the TC, the Academic Integrity committee can impose additional sanctions beyond the faculty sanctions. This has increased “working it out with faculty” situations. The committee could set sanctions for which the faculty don’t agree.

The group reviewed the new Maxient form available online. Maxient will allow analytics not available in the old system. It will track course numbers, disciplines, penalties, and historical data. When a complaint is received, a letter is sent to the student through Maxient, which can track if the student opens the letter. It is easy to attach and upload documentation to Maxient, which then can be tracked.

SC suggests that the form include information about how to submit a supplement report or supplemental information gathered latter. SC also recommends showing the form and also the steps for reporting/responding to academic dishonesty to the Campus Assembly as a reminder. It is also important for students to hear, too.

Morris has permission to use Office of Student Conduct and Academic Integrity text found at oscai.umn.edu on a Morris site.

Merc Chasman requests that the recommended timeframe for reporting be more visible. It states “within two weeks of discovering the incident,” which is intentionally general to avoid creating loopholes for students.

Jennifer Rothchild, notes that like academic alert you can’t get to academic integrity information from Faculty Center. Access should be user friendly.

The group discussed the connection between the Committee on Academic Integrity Subcommittee of Scholastic Committee and its connection to the Student Behavior Committee. The subcommittee consults with Student Behavior especially in multiple violations situations.

Madeline Youakim, asked if it was known why science and math incidents are higher than others the last few years. It was noted that it could be because of Goodnough’s work on the Senate Committee on Academic Integrity, her ability to serve as a resource to others, and encouragement from her to report. Faculty have implemented assigned seating, planned methods of handing in exams, and creating two versions of an exam.

The group briefly discussed “Turn it in,” a free software program to detect plagiarism. It was noted that this program is complicated, because it keeps the papers as part of a larger repository. Some faculty will not use it because they believe the papers are the students’ intellectual property and should not be maintained in this way.

Respectfully submitted,

Judy R. Korn
Scholastic Committee Executive Staff