

Student Life Committee Minutes **March 23, 2010**

Attending: Bruce Mann, Aislinn Melchior, Geoff Proehl, Christian Brink, Jordan Greiner, Lisa Ferrari, Jan Leuchtenberger, Jack Roundy, Julie Neff-Lippman, Debbie Chee, Jane Carlin.

The Chair welcomed the visitors to the meeting to discuss information literacy and academic integrity.

The minutes from the last meeting were approved.

Jack Roundy, Julie Neff-Lippman, Jane Carlin and Debbie Chee briefed the Committee on recent discussions and developments on campus relating to the Integrity Code, academic integrity and information literacy:

- The Academic Standards Committee is looking at issues of academic integrity and the question of a “culture of honor” in the behavior of students and faculty.
- Until two years ago, the university had an Academic Dishonesty Policy that called for certain measures when there was misconduct. When it was revised, it was named the Academic Integrity Policy and married to the Integrity Code. The name demonstrates an intent to educate more than to be punitive, but the policy still is for responding to specific issues that come up and does not yet address a campus-wide culture.
- When the policy was revised, the ASC worked with the library to create a web-based tutorial on academic integrity, which was set up by Lori Recigliano. It has been implemented by some faculty but perhaps not seen by all students. Currently discussions are under way with LMAS and other committees about how it might be used in classrooms and/or orientation. The plan is also to work with separate departments to develop modules referencing specific issues related to research and integrity in those fields.
- Recently, the faculty passed changes to the language of the rubrics for the freshman seminars that requires the classes to include modules on academic integrity, and the Curriculum Committee will be looking for that component in future seminar course proposals.
- The two components of academic integrity that are of most concern are:
 - How to do research correctly
 - The importance of not copying others’ tests or papers, of not handing in one paper to two different classes, etc.
- Jane Carlin is working on a summer workshop for faculty that will offer discussion of ways to incorporate teaching on academic integrity into the seminars.

- The university is also thinking of ways to create a more pervasive culture of academic integrity. Ideas include adding screensavers about it in the library, adding it to orientation in a light-hearted way.
- Carlin said another proposal is a freshmen writing /research award that specifically honors someone whose research process was exceptional – a way to highlight the issue.

Committee members asked about the prevalence, nature of and reasons for academic dishonesty on campus. Opinions were that:

- The number of incidents is relatively small.
- Students who are guilty of academic dishonesty often don't understand why it is wrong because:
 - They were not told it was wrong in high school
 - They've done similar things before and actually been rewarded for it.
 - They are used to "assembling" papers from quotes and sources online and have not been told that was wrong.
- Students who DO know it is wrong generally fail to cite or forget to cite because they are in a hurry and/or working late into the night and very tired.
- In most cases, the dishonesty is not intentional.

Ferrari pointed out that according to a study, 60% of students nationwide don't think it is wrong to copy from another's paper.

Carlin also noted that campus data shows that students come in thinking that they know more about how to do research than they actually do.

Chee pointed out that in the majority of second-offense hearings, it is clear that the offenders still did not seem to "get" why what they did was plagiarism, even though they were notified at the first offense. It seems to be an issue of culture that did not get learned or culture that needs to be more broadly communicated.

Student members of the Committee felt that a more effective way to send that message might be through peer advisors rather than faculty.

Committee members asked if there was a Wednesday at Four gathering on this issue. Neff-Lippman said there was one this semester but it was not well attended.

Committee members wondered if faculty didn't see it as a problem, or if they felt that it was not their job to teach about plagiarism.

The meeting was adjourned at 5. The next meeting of the SLC will be Tuesday, April 20 at 4 pm.

Respectfully submitted
Jan Leuchtenberger