

**STUDENT LIFE COMMITTEE MINUTES**  
**OCTOBER 30, 2008**

**Present:** Erin Anderson (student), Diane Angell, Heather Campbell, Jim Hanson, Tim Howe, Judy Kutulus, Ben Meyer (student),

**A) Faculty Academic Integrity Survey**

1. Highlights

- a) 111 respondents (30%)
- b) Quantitative data
  - i. Discussion of policies concerning academic integrity
    - a. Most faculty members place the plagiarism policy on syllabus and on individual assignments; faculty report that they discuss the policy at important points (syllabi, on individual assignments, at start of course). Discussion about falsification of data is less common.
  - ii. Plagiarism on written assignments
    - a. 66% of faculty respondents said students “seldom” plagiarize on written assignments and 31% of faculty respondents indicated that they had ignored plagiarism, citing the lack of proof as one reason to ignore.
    - b. Because honor code is there, there’s seems to be a sense that plagiarism is a less significant form of cheating.
  - iii. Cheating on test
    - a. 52% of respondents said it was “very seldom” that students cheat on tests
    - b. 65% said that they had referred a case of cheating to the Honor Council
    - c. 74% were satisfied with the Honor Council results
  - iv. What constitutes “serious cheating”
    - a. There is a gap between how faculty members perceive plagiarism of internet versus written sources. It seems that there is a perception that it is more severe of a problem to plagiarize from written materials.
  - v. Global statements
    - a. Cheating is a serious problem on campus (37% disagree, 37% not sure, 14% agree, 2% agree strongly)
    - b. Most faculty agree that the investigation of cheating was fair (most agree or agree strongly)
    - c. Students should monitor others’ integrity (47% agree, 34% agree strongly, 8% did not agree)

2. Qualitative Comments

- a) “Survey wasn’t as applicable to St. Olaf because of our honor system”
- b) Speed at honor council seems to be of a concern to faculty
- c) “Turn it in.com” use? Some schools join this electronic site.

3. Conclusions and Questions from Survey and Committee

- a) Education
  - i. Plagiarism

- a. Confusion about policy – test cheating policy seems clear, but plagiarism? Do people consider “cheating” only cheating on exams? The data seems to confirm this.
- b. How do faculty react to plagiarism and what do they do when faced with plagiarism? Perhaps we could do a CILA workshop on how to talk about plagiarism (cheat sheet?), provide resources for faculty.
- c. Do GE 111 courses cover plagiarism in classes? Do they cover WHY it is harmful?
- d. Internet is a huge problem; students may have “cavalier” attitudes towards plagiarizing from electronic resources, and faculty (as per data) may not consider copying from electronic sources to be as “bad” as copying from print sources.
- e. Do faculty members discuss in class how to appropriately cite sources (particularly internet resources?) Do faculty link the policy with assignments and help students be clear about what constitutes plagiarism?
- ii. Honor Council
  - a. Maybe faculty need reminders about current honor council policies.
  - b. Perhaps we need more ongoing discussion between honor council and faculty members.
  - c. Can we access (and publish?) honor council records to find out how often referrals are made?
  - d. Do honor council members need “expertise” in certain content areas in order to make clear and informed rulings? Do faculty need to be more involved?
  - e. What role do we think students should play in plagiarism of work? Should honor council deal with that and not just exams?
- b) Resources
  - i. Faculty mentioned that they’d like links on our website for “syllabus resources”
  - ii. Could we have a plagiarism “guru” who could provide help for students if they have questions?
- c) Penalties
  - i. Suggestions – pledge for plagiarism since there is no clear policy (do we want to make students responsible for this policy? Or is it faculty responsibility?)
  - ii. Students who are found “guilty” could have to participate in a “workshop” about plagiarism.

## B) Next Meeting

1. November 13 -- 3:35 – 4:35 BR 220

### a) Agenda:

- i. Compare faculty and student results – what are differences between student and faculty perceptions on cheating and plagiarism?

Submitted by Heather Campbell