

General Faculty Organization Spring Meeting

Apr 29, 2021, 2-3pm via Zoom

Present: Keith Nitta (chair), Jason Naranjo, David Socha, Rachel Scherr, Karen Rosenberg, Julie Shayne, Jennifer McLoud-Mann, Cinnamon Hillyard, Emily Gismervig, Leslie Hurst, Sharon Jones, Carrie Tzou, Pen Moon, Mary Toll, Katie Horowitz, Grace Lasker, Laurie Anderson, Stephen Jones, Avery Shinneman, Mark Kochanski, Beth Beam

Welcome and Announcements/Updates

Academic Integrity & Equitable Assessment in the Pandemic and Post-Pandemic at UW Bothell

Nitta explained that GFO leadership chose to focus on academic integrity after receiving requests and concerns from faculty regarding academic misconduct and as a follow-up to discussion in Winter GFO meeting on banning online proctoring. Faculty vote on online proctoring has since occurred and Chancellor decided to ban online proctoring for 2 years and directed VCAA to begin building capacity for faculty around equitable assessment. Goal of GFO discussion is to take first step toward sharing ideas and resources around assessment. Nitta introduced panel speakers and turned discussion over to first presenter:

- **Katie Horowitz, Director of Residential Life & Student Conduct, UWB**
 - Dramatic increase in new academic integrity cases over past year
 - Typical month, 4-7 cases. March 2021, 70 cases
 - “Case” means individual student reported for potential academic integrity issue
 - Most cases involve chegg.com (website where students can get answers) or involve collaboration (students sharing answers).
 - UW receives IP addresses from chegg.com and UW emails are pulled from that and students identified
 - Majority of cases in STEM and Business
 - Most cases are spur of the moment, students cutting corners last minute
 - Stress, crisis, sudden move online due to Covid are part of multifaceted problem
 - What students are saying:
 - Experiencing high levels of stress due to family emergencies, financial insecurity, feeling disconnected and other pandemic-related problems. They are in crisis.
 - UWB Care team exhausted funds after unprecedented amount of requests for emergency funding from students
 - Faculty are compassionate but students are too exhausted to reach out
 - What happens when a student comes to the student conduct office?
 - Staff check in, offer resources, and connect them with care team
 - Work as quickly as possible to resolve cases as waiting for outcome also stressful
 - Part-time intern brought on in February to help manage cases

Discussion:

- Cases tracked on individual class, not student’s major
- Number of cases reflect students who have been reported. Outcomes of cases are reviewed at end of year. Majority of students are found responsible but not all.
- UW Bothell and Tacoma saw large increases in cases, not UW Seattle, even though UW Seattle is also seeing increased student need and behavioral health issues

- Student Conduct office helping with retention by intervening in moment of crisis, offering support/resources, helping students see a way to recover and stay in school
 - Student Conduct office not seeing increased severity of cases, just increased number.
 - Students in crisis and needing help is not new, just amplified due to pandemic.
 - What can faculty do or not do to help students?
 - Avoid collaborative projects or allow overlap in answers on collaborative projects.
 - Hard for students to navigate collaborating but having different answers.
 - Acknowledge student's humanity, remain open so they can reach out
 - Don't take academic misconduct personally
 - Build one-on-one time into your class. Meet with students. Make a connection.
 - Faculty can contact student conduct office for help
 - First disciplinary step is one quarter probation (doesn't go on record) and an educational component (reflection paper). More significant action if another incident occurs.
 - Students who engage in academic misconduct are not morally flawed but, rather, put in tight spots with high stakes without having what they need. Hopefully, this conversation will lead to thinking differently about pedagogy and assessment.
- **Penelope Adams Moon, Director of Digital Learning and Engagement, UWB**
 - Increased cases of academic misconduct not necessarily a reflection of teaching remotely but a reflection of living and teaching in a pandemic and a reflection of growing awareness
 - Cheating is not a new problem, Chegg.com has been around since 2005
 - Long term study (2002-2015) by International Center for Academic Integrity found 95% of 70,000 high students studied admitted to cheating. Not a new problem.
 - Resources to help deepen thinking around how to mitigate cheating:
 - [Strategies for mitigating cheating without surveillance](#) – UWB website with a mix of quick and more involved actions you can take to mitigate cheating
 - [Creating student norms around academic integrity](#) – Video discussion featuring UWB's Mary Toll (part of UW Center for Teaching and Learning Pop-Up Series)
 - [Promoting Academic Integrity](#) – Asynchronous micro-course (3 modules) (UW Center for Teaching and Learning designed with input from UWB Digital Learning)
 - [Learner-centered feedback and assessment in online courses](#) – Asynchronous module extracted from UWB Digital Learning's "Teaching Online 201"
 - Studies show high stakes assessment tends to assess student's ability to take high stakes assessments instead of their ability to learn. Also increases probability that students will cheat and increases instances of malfeasance of those giving the tests.
 - [Fostering Trust in the Classroom](#) – Upcoming asynchronous micro-course (July 12-16; 30-minutes/day) focused on reclaiming trust as a core teaching value (designed by UWB Digital Learning)
 - **Karen Rosenberg, Director of Learning and Teaching Collaborative, UWB**
 - Writing Center and Quantitative Skills center support students further up stream with skill building. Work with individual students, small groups, come to classrooms.
 - In writing center, discuss skills needed to acknowledge work of others and how to enter their own voice. Reinforce that professors want to hear their own words.

- In quantitative skills center, work with students on critical problem-solving process and asking the right questions
 - Thinking of larger context is important. The fact that students are doing any work at all right now is a testament to their dedication. Students are trying to do the right thing
 - Encourage faculty to contact writing/quantitative center if assignment/exam has no collaboration or no tutoring policy
 - Peer tutors can give feedback to faculty on how assignments are being interpreted by students.
 - Peer tutors can help identify misconceptions on such things as proper use of sources and collaboration.
 - Lots of layers of complexity in this issue, from the pedagogy to the values we're talking about as a larger community
- **Rachel Scherr, Assistant Professor, Physics Faculty, School of STEM, UWB**
 - Tools/methods used for supporting academic integrity include:
 - Frequent lower-stakes assessment and assignments and weekly quizzes instead of mid-terms. No surveillance and no time limit
 - Use "Expert TA", a secure online platform for homework and quizzes. More secure and less expensive than a text book for students.
 - Explicit teaching about collaboration vs. cheating
 - Canvas page with resources. Take educational approach and teach differences between what is always, sometimes, or never allowed.
 - Weekly video messages to students promoting resources and connecting
- **Emily Gismervig, Assoc. Teaching Professor, Mathematics Faculty, School of STEM, UWB**
 - Tools/methods used for supporting academic integrity include:
 - Meet with students individually or in small groups to build relationships
 - Weekly quizzes that are partly online and timed. Include conceptual questions that don't require showing work. Written part is not timed.
 - All assessments and assignments have very clear late policy. Students know that there is no penalty.
 - Created a series of projects that replace exams and make up 35% of grade
 - Written so every student will have different answers, decreases ability for students to cheat
 - During project weeks, class is cancelled, hold office hours during class time
 - Talk explicitly about academic integrity. If student starts sliding in concerning direction, reach out and check, remind them of resources and consequences
 - Talk about emotions of cheating. "Right now, you may not think you would cheat, but a lot can happen." "Cheating doesn't make you a bad person."
- **Carrie Tzou, Professor and Director Goodlad Institute for Educational Renewal, School of Educational Studies, UWB**
 - Tools/methods used for supporting academic integrity include:
 - Teach what you are assessing and assess in the ways you are teaching
 - Make expectations clear for every assignment (rubric and checklist). Not all students have same understanding or experiences of academic writing

- Ideas of plagiarism are also cultural. How students understand the use of sources can be cultural if not explicitly taught.
- Allow for multiple ways for students to show what they know.

Discussion:

- Can be helpful to show students steps to getting a higher grade and contextualize how the assessment is similar to the work they will be doing in their careers.
- Important to have conversations around the psychology of academic integrity. Are there are studies/data on that?
 - Research supports idea that intentional conversations around cheating reduces cheating.
- Building a culture of explicit conversations about cheating would help prevent cheating

Nitta thanked panelists for sharing expertise and committed GFO's support as administration navigates the issue of academic integrity and equitable assessment. Nitta then introduced the next presenter.

Preparing for a Post-Pandemic Workplace

Beth Beam, Assistant Vice Chancellor, Organizational Excellence and Human Resources, UWB

Beam asked faculty to consider question *What needs do you anticipate as you think about a post-COVID workplace?* Not framed from instructional perspective but what faculty need outside of instruction. Beam stated that OE/HR will be rolling out a survey to gather info on well-being and what faculty are anticipating as far as transition back into work place. Beam then opened conversation to the council for feedback:

Discussion:

- Concern about people sharing small offices with no windows. What will be done to ensure their safety? Air purifiers?
 - Planning and Space Management working on evaluating spaces, number of people in spaces, etc. Still under consideration.
- Is UWB considering a vaccine mandate? UW should look to peer institutions and be a leader toward vaccine mandate in order to get everyone back to campus safely
 - UW still considering vaccine mandate. Hesitation stems from vaccine being approved under emergency conditions and not FDA approved. Will there be touch down spaces for part time faculty and students?
- Planning and Space Management is considering many options

Beam thanked everyone for their input and encouraged everyone to complete the survey that will be coming out soon so that resources and support can be put behind what is needed.

Nitta thanked everyone and adjourned meeting.

Minutes submitted by Dawn Moncalieri
 Meeting adjourned at 2:50pm
 Next Meeting: Oct 28, 2021 @2pm via Zoom