University of Washington  
Faculty Council on Student Affairs  
April 3rd, 2018  
1:30pm – 3:00pm  
Odegaard Undergraduate Library 320

Meeting Synopsis:

1. Call to order
2. Review of the minutes from March 13th, 2018
3. Academic Integrity Survey – Elizabeth Lewis, Community Standards and Student Conduct
4. Medical Excuse Note Update
5. Good of the order
6. Adjourn

1) Call to order

The meeting was called to order at 1:30 p.m.

2) Review of the minutes from March 13th, 2018

The minutes from March 13th, 2018 were approved as written.

3) Academic Integrity Survey – Elizabeth Lewis, Community Standards and Student Conduct

Elizabeth Lewis (Director, Community Standards & Student Conduct) and Ashlei Tobin-Robinson (Assistant Director, Community Standards & Student Conduct) were present to provide information on an Academic Integrity Survey planned to be broadcasted at the UW in November of 2018. The guests used a PowerPoint and one-page brief as part of their presentation (Exhibit 1) (Exhibit 2).

Overview

Lewis explained academic integrity is an essential value to the University of Washington. Currently, the university is in need of additional data to guide development of related policies, practices and prevention programs within individual UW colleges and broadly. To answer the need for assessment data, Community Standard & Student Conduct is teaming up with the International Center for Academic Integrity, Office of Educational Assessment & Undergraduate Academic Affairs, and ASUW and GPSS to launch the Academic Integrity Assessment Survey. The assessment will allow the UW to examine the behavior and perceptions of students and faculty on campus, and provide an opportunity for dialogue around academic integrity which will continue to strengthen the commitment to academic integrity among students, faculty, and administrators (Exhibit 2).

Tobin-Robinson explained the survey design is modeled after Dr. McCabe’s (Rutgers) survey, which has been run at over 200 institutions over the past 28 years. Two surveys are planned to be broadcasted; one is targeted at students and the other targeted at faculty, and both will be customized for use at the UW.
Slides were shown on the structure and content of the faculty and student surveys, and survey drafts were exhibited (Slides 6-7, Exhibit 1). The survey is powered by Qualtrics, a subscription software for collecting and analyzing data, and will mainly consist of multiple-choice questions but also some written-response questions. Lewis explained the data gathered as part of these surveys is completely anonymous and confidential.

Example questions were shown for the student and faculty surveys. The student survey questions focus partly on behaviors students have engaged in in their own academic careers with follow up questions inquiring to the degree students feels that behavior was “cheating.” The questions included on the faculty survey (in-part) focus on frequency and type of academic integrity violations, how a student was reprimanded, if the situation was referred to a higher authority, and how serious and/or problematic faculty believe certain student behaviors are.

**Questions**

Some revisions for the faculty survey questions were noted by members, such as inclusion of identifier questions concerning the academic ranks of responding faculty members. It was noted it may be useful to include questions on the level of the course (100, 200, 300, etc.) and type of classroom/learning environment an instance of misconduct took place in. A member requested a question be added on the faculty survey asking how often the responder experiences student misconduct, and how often they report instances officially. Another member suggested a question be included concerning the extent to which students are missing classes/activities and reporting fraudulent reasons for the cause of their absence. Some other members voiced support for adding the question.

There was a question concerning what kinds of programs will be developed with use of the survey findings. Online integrity seminars, new student orientation materials, universal messaging around student conduct at the university, and new/revised web resources were some related resources that were mentioned. It was noted the resources will be principles-based and educational in nature.

A member explained graduate Teaching Assistants (TAs) are often frontline detectors of academic integrity violations and oftentimes in a better position to comment on such violations than regular faculty. Lewis explained that the methodology under which an academic integrity survey is launched for graduate TAs needs to be further hashed out, though they are interested in surveying this population.

It was clarified that these surveys will be sent out to all UW students as all UW faculty, and incentives are planned to be included for those who opt to participate.

Tobin-Robinson explained how the data gathered from the survey will be utilized using a related slide (Slides 8-9, Exhibit 1). A summary of the results will be shared with leadership in each UW School and College, and CSSC will use aggregate data to improve ways for faculty to report, and to inform students during new student orientation and other first year activities of the importance of academic integrity at the University of Washington (Exhibit 1).

Advisors will be used in-part to advertise the survey to students. It will be launched in November of 2018. This will be the only university-wide student survey broadcasted during fall quarter, 2018. Data will be viewable in winter 2019. It was noted the data gathered from the surveys will be presented to the FCSA and other key stakeholders when available.
Lewis and Tobin-Robinson were thanked for attending the meeting. They noted they would appreciate individual members’ feedback on the draft surveys. It was noted the draft surveys and associated PowerPoints would be sent to council members.

4) Medical Excuse Note Update

Laws explained development of a UW Medical Excuse Note Policy is ongoing with members of both the FCSA and the Faculty Council on Academic Standards (FCAS). A PowerPoint was shown with more information (Exhibit 3).

Information on UW policies with language that intersects with Medical Excuse Note Policy development was exhibited (Slides 2-3, Exhibit 3). Student Governance Policy Chapters 112 and 117 both make reference to instructors accommodating students with “sickness or other causes judged to be unavoidable” (Exhibit 3). Laws noted the language included in the UW’s current policies is broad, and subsequently open to interpretation. Both chapters put the burden on the instructor to determine what activities are “unavoidable,” and to determine acceptable make-up work. In addition, the Faculty Resource on Grading (FROG) states that it is acceptable to grade on attendance if that is communicated to students at the beginning of the course.

Laws explained new information has arose in relation to concerns over HIPAA/FERPA issues, explaining “it is not clearly against student privacy rules to ask for documentation supporting a medical ‘excuse’ for an absence. There are complications regarding limits of what information instructors may request, and how they must treat health information from students (as that information becomes part of the academic record and is subject to FERPA constraints)” (Slide 4, Exhibit 3).

Related practices/policies at other PAC-12 institutions have been found to be disparate.

Laws noted there has also been considerable pushback against development of such a policy from some UW faculty members. An example argument was shown wherein a UW instructor experimented with a “no note needed to miss exams” policy. In that course (for one exam), 12 of 30 students attended class take the exam.

Laws explained it continues to be very important to move this topic through shared governance. Members were reminded of the impetus for this issue reaching the council, especially the FCSA hosting Hall Health Director, Mark Jenkins, who made note of the many issues that lack of a policy has caused for the Hall Health Center. Laws noted his suggestion is that FCSA continue to work with FCAS, and develop some combination of Class B/Class C legislation/resolution to spread the word. Other methods for addressing the issues both in the long and short-term were highlighted (Exhibit 3).

Laws noted he plans to bring the topic up in the next meeting of the Faculty Senate as a point of information. He urged members to contact him if there are any additional thoughts.

5) Good of the order

Laws noted UW faculty may currently apply for up to $5,000 to create open textbooks/open educational materials through support granted by the UW Libraries. He explained this information is given in response to a member’s question that arose in the previous FCSA meeting.
Laws explained he plans to address the full Faculty Senate during the body’s upcoming April 19 meeting to encourage each senator to engage in offering religious accommodations for students observing Ramadan and to encourage other members in their units to do so, as well.

6) Adjourn

The meeting was adjourned at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: Faculty: Mabel Ezeonwu, Ann Culligan, Bruce Hevly, Chris Laws (chair), Jasmine Bryant
Ex-officio reps: Aileen Trilles, Carolyn Martin, Navid Azodi, Warisha Soomru
President’s designee: Lincoln Johnson
Guests: Elizabeth Lewis

Absent: Faculty: Holly Barker, Christopher Campbell
Ex-officio reps: Arwa Dubad, Sumire Nakamura

Exhibits
Exhibit 1 – Academic Integrity Assessment- EAL.pdf
Exhibit 2 – Academic Integrity Assessment One Pager EAL
Exhibit 3 – update_medicalexcusenotes_laws_fcsa_spring2018
ACADEMIC INTEGRITY

> Academic integrity is an essential value to the University of Washington.

> New Student Conduct Code, WAC 478-121 & accompanying Student Governance Policies, Chapter 209 created an opportunity.
  – College of Engineering
  – College of Education
  – College of the Environment

> Need for additional data to guide our practice, prevention programs and responses.
To answer that need for assessment data, Community Standard & Student Conduct is teaming up with:

- International Center for Academic Integrity
- Office of Educational Assessment & Undergraduate Academic Affairs
- ASUW & GPSS

to launch the Academic Integrity Assessment Survey.
Began in 1992 at a conference held by Don McCabe of Rutgers to discuss his 1990 study of 31 schools regarding attitudes & behaviors.

The Survey we will be launching is similar in design to Dr. McCabe’s Survey that has been run at over 200 institutions for the past 28 years.
IMPORANCE OF ASSESSMENT

> This assessment will allow us to examine the attitudes and behaviors pertaining to academic integrity by students and faculty on campus.

> We hope to provide an opportunity for dialogue around academic integrity.

> Our goal is to launch the survey in November 2018.
SURVEY STRUCTURE

> There is a student survey and faculty survey that examines perceptions of the academic environment, how often academic misconduct occurs, thoughts on seriousness of the behavior, and other related topics.

> Student Survey
> Faculty Survey
SURVEY STRUCTURE

> Form academic integrity assessment team:
  - CSSC
  - Office of Educational Assessment
  - Student representatives from ASUW & GPSS
  - Center for Teaching & Learning
  - 2-3 faculty or associate deans who adjudicate academic misconduct in their college or school
PRELIMINARY PLAN FOR DATA

> Dr. Rettinger will provide us with UW data compared to the larger data set.

> A summary of the results will be shared with the leadership of each School and College.

> This is for assessment purposes only in order to help guide programming and interventions.
CSSC will use aggregate data to improve ways for faculty to report, and to inform students during new student orientation and other first year activities of the importance of academic integrity at the University of Washington.
QUESTIONS

> Ashlei Tobin-Robertson
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> Elizabeth Lewis
  – Director, CSSC
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ACADEMIC INTEGRITY ASSESSMENT

**Importance of Assessment:** Academic integrity is an essential value to the University of Washington. The University has the expectation that students hold themselves to the highest standards of ethics, integrity and accountability. This assessment will allow us to examine the behavior and perceptions of students and faculty on campus. Additionally, we hope to provide an opportunity for dialogue around academic integrity which will continue to strengthen our commitment to academic integrity among students, faculty, and administrators.

**Assessment Project:** Partnering with ASUW, GPSS, Center for Teaching and Learning, Office of Educational Assessment, and the International Center for Academic Integrity, CSSC will administer the *Survey of Academic Integrity* in November of 2018. This survey will be customized for the University of Washington and will be used to help provide data to help with prevention programming efforts and guide conversations about pedagogy in the respective Schools and Colleges. All responses are confidential and cannot be tied back to any individual.

There is a survey for students and a survey for faculty. The student survey examines students’ perceptions of the academic environment, including thoughts about the Student Conduct Code and process and how frequently academic misconduct occurs. The student survey also asks about students’ specific behaviors and thoughts about how serious different types of academic misconduct are.

The faculty survey is structured similarly where it asks about their perceptions of the academic environment, including if and when an instructor discusses academic misconduct in their course and how frequently they believe academic misconduct occurs. The faculty survey also asks about how often an instructor has observed academic misconduct and how serious they believe the different types of academic misconduct to be.

**Plan for Data:** A summary of the results will be shared with the Associate Dean of the School or College, along with specific information about their respective School or College. Sharing data specifically for their School or College is for assessment purposes only in order to help guide programming and interventions. CSSC will partner with Schools and Colleges along with the Center for Teaching and Learning to examine the data and encourage Schools and Colleges to form Academic Integrity committees or workgroups which promote academic integrity in their School or College.

Information about a particular School or College will not be shared with another School or College. CSSC will use aggregate data to improve ways for faculty to report, and to inform students during new student orientation and other first year activities of the importance of academic integrity at the University of Washington.
TIMELINE FOR ACADEMIC INTEGRITY ASSESSMENT

> **Spring 2018**
  – Provide feedback on survey
  – Continue to develop the assessment committee
  – Inform Key Campus Stakeholders of planned Assessment

> **Summer 2018**
  – Develop campus communications
  – Work with ASUW & GPSS
  – Work with Advisers

> **Autumn 2018**
  – Work with ASUW & GPSS
  – Finalize campus communication plan
  – Launch survey in November

> **Winter 2019**
  – Receive Data
  – Analyze Data with Assessment Committee of Office for Educational Assessment
  – Present Data to FCSA, Key Stakeholders

> **Spring 2019**
  – Develop intervention strategies for new students and new faculty
  – Work with colleges and schools as a resource
  – Develop resources for faculty
  – Develop an integrity program at UW

> **Summer 2019**
  – Put into place new orientation program as results indicate
  – Support Schools and Colleges
Medical Excuse Note Policy Update – FCAS, 4/27/2018

Chris Laws,
Chair FCSA

• Current Policies
• Intersection with Federal Policies
• Examples of Medical Excuse Note Policies
• Recommendations and Possible Strategies
• Possible Implementation Issues
Medical Excuse Note Policy Update:

Existing Policy

SGP, Chapter 112, Section 1B: “A student absent from any examination or class activity through *sickness or other cause judged by the instructor to be unavoidable* shall be given an opportunity to take a rescheduled examination or perform work judged by the instructor to be the equivalent. If the instructor determines that neither alternative is feasible during the current quarter, the instructor may exempt the student from the requirement. *Examples of unavoidable cause include* death or serious illness in the immediate family, *illness of the student*, and, provided previous notification is given, observance of regularly scheduled religious obligations and might possibly include attendance at academic conferences or field trips, or participation in University-sponsored activities such as debating contests or athletic competition.”
**Medical Excuse Note Policy Update:**

**Existing Policy**

SGP, Chapter 117, Section 1: “Students are responsible for maintaining regular participation in classes or making *alternative arrangements satisfactory to their instructors.*”.

From the Faculty Resource on Grading (https://depts.washington.edu/grading/conduct/grading.html):

“Although, on the surface, lowering grades because of absences or late papers may appear to violate students' rights, *instructors may use such conduct in determining grades* when students are given notice that such behaviors are criteria for evaluating student performance. To avoid pitfalls, instructors who choose to lower grades for poor attendance or late submissions should provide students with information regarding how and why these behaviors negatively affect course mastery.”
Medical Excuse Note Policy Update:

HIPAA/FERPA issues

It is *not* clearly against student privacy rules to ask for documentation supporting a medical ‘excuse’ for an absence.

There are complications regarding limits of what information instructors may request, and how they must treat health information from students (as that information becomes part of the academic record and is subject to FERPA constraints).

*Wide* variety of practices at other institutions – no notes (in some cases, no *excusable* absences at all), notes for absences longer than a fixed time, notes for any type of absence.
Medical Excuse Note Policy Update:

In the PAC-12, a Diversity of Responses

**ASU** – no direct statement.
**Stanford** – no direct statement.
**Utah** – no direct statement.
**UCLA** – no direct statement.

**U Arizona** – medical notes clearly allowed.
**Colorado** – medical notes encouraged.

**UC Berkeley** – medical notes allowed, but strongly discouraged.
**UO** – medical notes allowed, but specifically not provided by student health center.
**OSU** – medical notes allowed, but specifically not provided by student health center.
**USC** – medical notes allowed, but specifically not provided by student health center.

**WSU** – medical notes specifically disallowed.
Medical Excuse Note Policy Update:

Considerable pushback from some members of the UW Faculty:

“...because this has been such a bad flu season, I decided to experiment this quarter with a "no medical note needed" policy for missing exams. This morning, I had 12 of 30 show up for the exam. It's possible that all 18 absences were legitimate, but I'm suspicious. I realize it's only one data point, but since it's pretty much the outcome I predicted when we were discussing this earlier, I wanted to pass it on.” – visitor to FCAS

FCSA has also heard concerns from faculty members (and students) who are very concerned about disallowing documentation of medical absences.
Medical Excuse Note Policy Update:

Potential changes to the UW’s medical excuse note policies intersect with many other active University concerns:

- Medical Leave Policy for longer-term absences, currently in development.
- Religious Accommodations.
- Necessary Out-of-Class Examinations.
- University-sponsored Activities.
- Student Wellness Initiatives.
- Academic Integrity survey.
Recommendations and Strategies:

Given the wide range of potential policy options, a lack of clear legal guidelines, exceptionally broad impact on instructors, strong concerns from faculty and students, and possible impacts on other existing UW initiatives and policies, it is critically important that a new Medical Excuse Note policy move fully through shared governance.

To that end, I recommend the following strategies for the short term:

1. Continuing and broadening this discussion to incorporate a wider selection of faculty and students, as soon as possible, from as many impacted communities as possible;

2. Preparing Class C legislation stating support for Hall Health’s concerns and recommending against faculty use of Medical Excuse Notes (Berkeley);

3. Developing a “Statement for Absence of Class-Self Verification Form”, similar to the USC model, for use by Hall Health (as early as Autumn 2018).
Recommendations and Strategies:

Further, I recommend the following strategies for the longer term:

1. Preparing ASUW Legislation supporting a No-Excuse Note policy in Autumn 2018.

2. Preparing Class B legislation and/or an FCAS policy statement changing or clarifying SGP 112 to make it clear that Medical Excuse Notes are disallowed forms of documentation that instructors may not require (WSU).

3. Charging a taskforce to develop a more comprehensive approach to the management of student absences for legitimate reasons (Berkeley).
Policy Implementation Issues:

As these policies are developed and changed, results need to be disseminated broadly.

Communication of policies to students

FYP events, registration activities

Ways to protect students who are asked to provide notes

Communication of policies to Faculty

Updates to existing “Grading Policy” guides and websites

Programs to communicate policies to new faculty