



**Faculty Assembly Quarterly Meeting
Friday, January 24, 2014
William Philip Hall, Milgard Assembly Room**

The meeting was attended by forty faculty. Mary A. Smith was introduced as Administrative Coordinator of Faculty Assembly.

I. ACADEMIC MISCONDUCT PROCEDURES AND NORMS

Presenter: Ed Mirecki, Dean of Student Engagement

UWT has had various systems throughout the years for reporting academic misconduct. The Student Conduct system is dictated by Washington Administrative Code and managed through the Student Engagement office. In addition to the legal code, UWT faculty create norms of reporting and grading that set expectations for academic integrity on campus.

Ed outlined the process for reporting academic misconduct such as cheating or plagiarism:

1. A complaint can be made using an online form or by phone or e-mail. Supporting documentation of the allegation is helpful (e.g. student paper and source of plagiarized text). Ed acknowledges the complaint typically within 24 hours.
2. In the majority of case, the next step is an informal hearing where Ed meets with the student and discusses the evidence. The process is oriented toward education to avoid/prevent actions like this in the future. Typically, the student acknowledges the academic misconduct.
3. In informal hearings, Ed decides on a consequence based on the severity of the case and any prior history of academic misconduct. Most often this is a reprimand, but consequences can include registration hold, suspension, and expulsion from UW. The student has 21 days to appeal the sanction before it becomes final.
4. Alternately, a student has the right to ask for a formal hearing before or during the informal process. Formal hearings are conducted on campus by the University Disciplinary Committee made up of UWT faculty and students.
5. Students can appeal sanctions to the UW Faculty Appeals Board at UW Seattle.
6. The results of any process are reported to the faculty member and the unit head.

Q&A

Can I talk with someone about a case without reporting it officially?

Faculty are encouraged to contact Ed with questions about cases and how to proceed with them. "Off the record" conversations are welcome.

Is there a system to track reports of academic misconduct even if a student doesn't go through the Student Conduct process?

Yes, UWT has a "report only" system that allows records to be kept on situations that faculty have resolved with the student without using the Student Conduct process. Tacoma is the only UW campus that keeps "report only" documentation.

Do "report only" cases go on the student's record?

No, a report is not a disciplinary measure.

Are students notified of “report only” cases?

Yes, students are notified and have the opportunity to inquire about this notice.

Can you tell me if a student has had any prior instances of academic conduct?

The Office of Student Engagement may or may not be free to share information about a case with other faculty or academic leadership. Begin by having a conversation with Ed about the student with whom you are concerned.

Should faculty fail students on the assignment if they plagiarize or cheat?

The Student Conduct process does not suggest grade consequences, and faculty have few limits on how they handle the academic consequence. Faculty can reduce an assignment grade, fail the student on the assignment, or lower the course grade. If a serious academic consequence is being considered, faculty should recognize the importance of due process for students and use the Student Conduct process. Some faculty wait until cases have been adjudicated prior to determining the grade consequence. The course syllabus can be used to inform students of the range of consequences for academic misconduct.

Are students entitled to see all the documentation for a case?

Yes, the student has the right to review all the material because it is a part of their record. Ed reminded the faculty to be as objective as possible in presenting evidence. If another student is a witness or is involved in making an allegation, that student’s name is redacted from the records.

Can students appeal grading decisions?

Yes, through normal academic channels which means initially with the faculty member and then through the program or school leadership. The Student Conduct process is not involved in grading appeals.

Should I report every instance of academic misconduct?

Reporting is at your discretion, however, if faculty do not report allegations through the Student Conduct system, we risk creating a culture that appears to tolerate academic misconduct. The Student Conduct process also gives students access to a fair process that removes the power dynamic of faculty grading authority. Several faculty expressed concern that academic misconduct is underreported at UWT. The more records faculty create, the more prior history is available to those making decisions.

What do other faculty at UWT do with academic misconduct cases?

It varies. Several faculty stated their preference to “report only” for first year students to educate them and avoid creating a permanent record. Other faculty prefer to refer every case because (a) the Student Conduct process reinforces that significance of academic misconduct, (b) the UWT approach is educational rather than punitive, and (c) the consequence is typically light with a first offense.

Suggestions for Reducing Academic Misconduct

- Educate students about academic conduct expectations in the first days of classes, and clarify what you mean by plagiarism.

- Create a context for in-room exams where cheating is difficult. Examples include placing cell phones in an envelope away from students and using the restroom before the exam.
- Ensure that assignments guide students through the process of how to take notes and report sources. Mandate students to report all cites.
- Recognize cultural and disciplinary differences in how to acknowledge sources.
- Make students aware of campus resources, for example at the TLC.
- Explain the consequences of academic misconduct to students.

Monitoring Academic Misconduct Across UWT

The Office of Student Engagement will provide quarterly reports to Faculty Assembly Executive Council regarding academic misconduct cases, and provide an annual summary of Student Conduct cases.

II. UWT ADMISSIONS POLICIES AND PROCEDURES

Presenter: Karl Smith, Associate Vice Chancellor of Student and Enrollment Services and Chief Admissions Officer

Faculty have raised concerns over the standards used to admit students through the Pathways to Promise programs. Karl noted that the GPA and SAT targets are not part of the MOUs with school districts – the agreements only specify that UWT will provide transparent admission standards. Karl spoke on the following points:

1. **Enrollment Growth:** The campus is growing to 7,000 students in seven years, by 2020. This target is based on demographic growth and the lower percentage of bachelor's degrees in UWT's service region. However college recruiting is growing increasingly competitive and expensive.
2. **Community Partnerships:** The recruitment zone is within the Pierce County area. UWT is linked to the institutions in the area, especially from the community colleges. Pierce and Tacoma Community Colleges are the main feeders. The hope is to increase their numbers and their graduation rates, but UWT is not a great fit for every student.
3. **Pathways to Promise:** A key purpose of this program is to make the admissions process more transparent so that students and their families know how college admissions work and they can prepare for college. It is also important to leverage the brand of UW and get local students to take a close look at the Tacoma campus. Pathways has an "s" on the end, because there are all kinds of pathways for students: transfers, students, military, online, etc. UWT has a permanent counselor at JBLM recruiting daily. UWT is present at the community colleges hoping to transition students here. Partnerships with local school districts have been launched (Tacoma in January 2013; Puyallup in October 2013; Federal Way in development).
4. **Comparative Data:** Other Washington universities do not necessarily report their admissions numbers completely. Some allow students with lower GPAs and ACT/SAT statistics based on other criteria such as state of residency inclusion, holistic review, etc. On average from 2010, 2011 and 2012 Autumn Quarter enrollment, Washington

state schools have admitted 55-65% of first-time college students that did not meet the GPA and CADR requirements.

5. **Threshold Admissions:** UWT is striving to admit more first-generation students. These students may not be comfortable with a lack of clear admission criteria, so threshold standards encourage them to apply. These students may come with lower test scores but can be academically capable. The Admissions Office is working with The College Board to determine how threshold students are performing. That report will be shared with Executive Council.
6. **Holistic Review:** The Admissions Office seeks greater faculty involvement in determining which students to admit through holistic review. Faculty help is also needed for appeals from students denied admission or those appealing what prior courses qualify for credit at UWT.

Q&A

What is a “well-written personal statement” as a part of the transparent assured admissions process?

This is a challenge; many students submit a better written personal statement than the classwork you might see on a daily basis. This is linked to access to resources. Some students take high school classes that include college essay writing their coursework, others have people who help them review and critique. First generation college students may differ in their access to these resources so holistic review is needed to consider all elements of the application.

What GPA is required to get into UW Seattle?

UWS may indicate that its entering class has an average GPA of 3.78, but this does not mean an applicant must have a 3.8 or better to be admitted. The Seattle campus has more of a holistic review than you might expect.

What kinds of factors influence holistic review?

The Admissions officers take serious adversity into consideration. They look for perseverance and a goal in mind, also students that will give back to their community and family. Holistic review considers how much it means to them to complete the degree.

Will The College Board study give us a reading on high achieving students?

The retention study will look at high achieving students.

Do you consider career-oriented goals?

A student that already has career goals is beyond “window shopping” for a major. Faculty needs to be involved in discussions when recruiting that kind of student.

In further discussion, faculty emphasized the connections between access, quality and retention. A concern is bridging the gap between admissions standards and graduation standards, which requires specialized resources given the students we are admitting.

III. FORMING SCHOOLS AT UWT

Presenter: J.W. Harrington, Vice Chancellor for Academic Affairs

UWT currently has one school, the Milgard School of Business, and another program moving into that direction, IAS. There are implications of units becoming schools and it affects the campus as a whole. JW outlined a process to be used at UWT to guide programs that might wish to become schools. Reasons might be to:

1. Allow for flexibility and growth within the unit
2. Streamline the curricular development and improvement
3. Allow the recruitment of deans. If a school has units that want to subdivide, the process needs to be streamlined, straightforward and clear.

Q&A

What happens to campus-wide institutions such as the Faculty Assembly committees if there are schools?

The campus as an institution and the guidelines and processes will remain in place. Schools cannot bypass the campus-level review processes for curriculum, promotion and tenure, etc. because of the interdisciplinary and linked nature of the campus.

What if only 51% of the faculty wanted the unit to become a school, but 49% did not agree?

Only a simple majority is needed to decide in a vote whether or not a unit will become a school.

Are previous guidelines from a former Provost limiting the number of schools at UWT still in place?

J.W. said he would guess not, but needed to ask the Provost for clarification. J.W. would rather not set those limits, and would need to ask about sizes and number of students and faculty involved.

Beyond the nomenclature of dean, is it more costly to have a school?

Pros and cons were discussed regarding the need for a larger budget for deans and assistant/associate deans to oversee the administration in a school. J.W. noted that structural changes had occurred in IAS without it becoming a school. IAS faculty reported that there were division chairs who had course releases to accomplish the workload. J.W. noted that the bylaws of a program or school would direct those decisions.

Faculty noted concerns about smaller programs in which moving to become a school is a bigger transition and involves more cost and decision making. This transition reduces the amount of teaching load that faculty can take on, requiring additional funding to support teaching the curriculum.

Executive Council will vote on a decision of adopting these guidelines and process to form schools, as well as on the proposed formation of a School of IAS.