

University of Washington
Faculty Council on Teaching and Learning

May 7, 2020

10:30 a.m. – 12:00 p.m.

[Zoom](#)

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from April 2, 2020
 3. Giuliana Conti, President GPSS: Sharing Concerns about Proctorio
 4. Briana Randall, Executive Director, UW Career & Internship Center: Sharing some updates (Please review: <https://careers.uw.edu/level-up-build-skills-employers-want/>)
 5. Good of the Order
 6. Adjourn
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1. Call to order

The meeting was called to order at 10:33 a.m.

2. Review of the minutes from April 2, 2020

The minutes from April 2, 2020 were approved.

3. Giuliana Conti, President GPSS: Sharing Concerns about Proctorio

Giuliana Conti gave a report on Graduate and Professional Student Senate concerns with Proctorio.

Proctorio is the current supplier for UW online testing. It allows Teaching Assistants (TA) or Faculty members to “lock down the student’s computer during the quiz to prevent web browsing, copying and pasting, and so on; Record students’ webcam, web browsing, keyboard and mousing activity; Flag student submissions that indicate suspicious behavior, based on instructor settings (UW IT website)”. TA’s have noted concerns on Proctorio’s “invasiveness”.

Karin Roberts, UW-IT – Academic Experience Design & Delivery, gave an overview of the history of Proctorio at UW. The School of Medicine and School of Dentistry have both used Proctorio for a number of years. UW-IT worked with the Privacy Office on campus and there was a concern about webcam usage, but faculty need to confirm that the right person is taking the exam.

The contract is centrally funded for 6 months at \$90,000 and use of Proctorio is up to the discretion of the faculty member. Students may not have the technical equipment necessary to take exams using Proctorio and may need special accommodations. Academic misconduct is still an issue and there needs to be a larger discussion about the best way to mitigate it in the future. The Center for Teaching and Learning has encouraged faculty to use alternatives to high-stakes exams since they do not transfer well to remote learning.

Going forward, student government would like to be involved in discussions around the use of Proctorio. It is also important for Teaching Assistants to be involved in decisions to use Proctorio, since they will be responsible for administering the exams.

FCTL will continue to look into the issue.

4. Briana Randall, Executive Director, UW Career & Internship Center: Sharing some updates
(Please review: <https://careers.uw.edu/level-up-build-skills-employers-want/>)

Briana Randall gave an update on the UW Career & Internship Center (Exhibit 1).

There are different groups across the three campuses discussing these issues and the Career & Internship Center would like to centralize the discussions. FCTL will continue working with the Career & Internship Center in the future.

5. Good of the Order

Timea Tihanyi shared a podcast from the New York Times about the disproportionate impact that COVID-19 has had on college students.

Fred Bookstein shared an article from the New York Times about the decline in state support for public higher education.

Chair Halverson updated the council on the Class B legislation on distance learning that passed the Senate on April 30. It still needs to be approved by the President and sent to voting faculty for approval before it can be implemented.

Sean Gehrke informed the council that the Office of Education Assessment launched a mid-quarter teaching evaluation. There will also be a form for the end of quarter evaluation. End of quarter feedback forms will be adapted with new items relative to this online only Spring Quarter.

6. Adjourn

The meeting was adjourned at 12:00 p.m.

Minutes by Alexandra Portillo, xanport@uw.edu, council analyst

Present: **Faculty Code Section 21-61 A:** Thomas Halverson (chair), Timea Tihanyi, Kristin Gustafson, Lynn Dietrich, Fred Bookstein, Kimberlee Gillis-Bridges, Kathleen Peterson
Faculty Code Section 21-61 B: Judith Howard, Deepa Banerjee, Alece Stancin, Leyla Salmassi
President's designee: LeAnne Jones Wiles
Guests: Katie Malcolm, Sean Gehrke, Briana Randall, Giuliana Conti, Chris Laws, Robin Angotti, Karin Roberts

Absent: **Faculty Code Section 21-61 A:** Sri Devi Duvvuri

Exhibits

Exhibit 1 – Partnering to Promote Career Competencies.pptx

Partnering to Promote Career Competencies

Brief Introduction

Basics:

Briana Randall
Executive Director
Career & Internship Center
Seattle Campus



Details:

PhD from Indiana University
16.5 years at UW
15.5 years in center
1 year in this role

Contact:

brianakr@uw.edu



Career & Internship Center

- > **Main/central career center**
- > **Primarily serve undergrads who aren't in business, engineering, or computer science**
- > **Student coaching team**
- > **Employer engagement team**
- > **careers.uw.edu**



Our Team



Vision

All UW undergraduates will be able to:

- 1) identify the skills necessary for their first step beyond UW**
- 2) access experiences to build their skills**
- 3) articulate their skills and experiences to others**
- 4) take a good fit next step after graduation**



Message to Incoming Students

1. Find Your Purpose
2. Develop Skills
3. Get Experience
4. Build Relationships
5. Tell Your Story



Level Up: Build Skills Employers Want

EMPLOYERS WHO HIRE UW GRADUATES have identified a few core skills that are critical to students' success in the job search and in the workplace. Students are encouraged to seek opportunities to develop the following skills.

MANAGE SELF

Initiative	Prepare, plan, and prioritize. Proactively look for opportunities to contribute. Be present and productive.
Adaptability	Learn emerging tools and methodologies. Be willing to change in response to new information. Create contingency plans. View setbacks as opportunities.
Accountability	Fulfill obligations, meet deadlines, and follow-through to completion. Admit and correct mistakes. Act with honesty, integrity, and humility.

ENGAGE OTHERS

Communication	Listen attentively. Ask thoughtful questions. Use inclusive language. Tailor content and delivery to audience.
Collaboration	Relate with empathy and curiosity. Acknowledge biases. Avoid assumptions. Respectfully negotiate differences. Confidently lead. Gladly follow.
Honor Diverse Perspectives	Intentionally build inclusive teams and environments. Embrace different ideas and styles. Encourage and value others' contributions.

PRODUCE RESULTS

Critical Thinking	Gather information from diverse sources. Determine accuracy, relevance, and significance. Consider opposing viewpoints. Make data-informed decisions.
Creative Problem-Solving	Analyze the big picture. Narrowly define the problem. Generate and critique numerous solutions. Anticipate possible challenges.
Continuous Improvement	Assess efficiency and effectiveness. Reflect and self-evaluate. Seek feedback and opportunities to learn. Implement change intentionally and incrementally.

WAYS TO DEVELOP SKILLS

Academics

- > Majors and minors
- > Elective courses
- > Class projects
- > Service learning
- > Study abroad

Activities

- > Student leadership roles
- > Athletics and e-sports
- > Theater and music
- > Student publications
- > CIRCLE, [UniteUW](#), FIUTS

Experience

- > Volunteer roles
- > On- and off-campus jobs
- > Internships
- > Case competitions
- > Research

NOTE – This list is not exhaustive!
There are endless ways to develop skills!

NEXT STEPS

- > Be intentional in developing skills and getting experience
- > When you identify a [path](#) you might want to pursue, scan related job postings and develop a plan for building job-specific skills, in addition to the nine skills referenced here.
- > Seek resources to help you articulate your experiences and skills to potential employers through LinkedIn, resumes, cover letters, and interviews

Dreamy Goal...

**All faculty and staff on campus infuse
career competency language into their
work with students**



Potential Impacts

- > **Recruitment**
- > **Retention**
- > **Post-graduation outcomes**
- > **Alumni giving**



A Look at Other Schools

> **University of Connecticut**

- Center for Career Development has embarked on an initiative to establish a campus and community-wide culture of “Career Everywhere”.

> **University of South Carolina**

- Career Champion is a campus wide program designed to visibly identify faculty and staff who are especially equipped to assist students with career decision making.

> **Santa Clara University**

- Students develop many circles of trust as they engage on campus, and we see an opportunity to coordinate and support a strategic network of these important career influencers.



Concept is Gaining Steam

- > **4th Annual (national) Competency Symposium was scheduled for May**
 - **Co-hosted by Clemson & University of Tampa**

- > **Webinar called Integrating Career Development in Core Course & Curriculum happening in 30 mins!**
 - **Sponsored by Humboldt State University**



First Step

Talking with faculty to understand:

- > **If/how career topics surface in conversations with students**
- > **If/how career competencies are already integrated into the curriculum**
- > **In what ways faculty could see themselves engaging with career readiness initiatives**
- > **How the C&IC can partner with faculty to move this work forward**

Ask

- > **If you would be interested in having a 1:1 conversation or being part of a group discussion, please email brianakr@uw.edu**
- > **If you know of other faculty who might be interested, please provide me with their names**
- > **If you know of other groups of faculty who might be interested, please let me know**



Input on Gathering

- > **If I were to gather a group of interested faculty, when could work?**
 - **June?**
 - **July/August?**
 - **September?**
 - **Fall quarter?**



Partnering to Promote Career Competencies
