**University of Washington**
**Faculty Council on Teaching and Learning**
May 5th, 2016
10:30am – 12:30pm
Gerberding 142

**Meeting Synopsis:**

1.  Call to order
2.  Review of the minutes from March 31st, 2016
3.  Concerns about fee-based programs (Amy Hagopian)
4.  UW EO-PCE  (Rovy Branon)
    a) "Continuum College" - branding exercise discussion continued
    b) role of FCTL in EO-PCE
    c) update faculty code sections (c. 1989) covering EO-PCE
5.  UW-IT/Academic & Collaborative Applications (Tom Lewis, Karin Roberts, Henry Lyle)
    a) GPS tool for students
    b) Catalyst Tools retirement discussion
    c) Turnitin revisited: data now available
    d) Deskmail retirement/Office365 General Availability
6.  CTL activities
8.  New chair (Wilkes)
9.  Adjourn
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**1) Call to order**

Wilkes called the meeting to order at 10:30 a.m.

**2) Review of the minutes from March 31st, 2016**

The minutes from March 31st, 2016 were approved as written.

**3) Concerns about fee-based programs (Amy Hagopian)**

Amy Hagopian (Associate Professor, Department of Global Health) was present to bring some issues to the council relating to UW's fee-based degree programs. Fee-based programs and their classes do not receive direct financial support from the State of Washington, and are funded entirely by student fees. Hagopian stated that 56% of masters degree students at the UW Seattle campus are in fee-based programs. She noted the Engineering and Business schools run their own in-house fee-based programs, with others ran by UW Professional and Continuing Education (PCE). She brought a handout with more information (Exhibit 1).

Hagopian mentioned that students in fee-based programs are not able to receive financial aid via programs funded by state tuition revenue (as opposed to students in normal degree programs), which can place a financial burden on students.

She referred the council to a section of the handout relating to Teaching Assistants (TAs) and Research Assistants (RAs). She noted that students in fee-based programs may not receive tuition waivers associated with TAships, RAships, or scholarships, sometimes creating difficulty in being awarded these opportunities. She explained state-based students are often favored during hiring for TAships or RAships over fee-based students, and in at least once instance, a student was not able to receive a scholarship she was awarded due to her fee-based status.

An opinion was expressed that students are competent adults who understand the cost of their education and are aware of what they are paying for. Some light discussion ensued. It was noted some programs have the choice of either changing to a fee-based structure, or "dying out" as a program.

Hagopian noted one solution might be to make all the UW's master programs fee-based, taking state funding out of the equation for those programs. After a question, Hagopian noted that most faculty are likely aware of these concerns.

There was a suggestion that Dave Eaton (Dean and Vice Provost, Graduate School) and Rebecca Aanerud (Associate Dean for Academic Affairs & Planning, Graduate School) be invited to discuss the issue the next time it is on the agenda.

Rovy Branon (Vice Provost, Educational Outreach) explained finding a way to normalize fees is one goal of PCE. He noted PCE is completely self-sustaining, and is not able to use funding mechanisms that are not self-sustained. He explained that PCE fees are very explicit, and noted that as fee-based become more normalized at the UW, the conversation needs to change and the topic of fee-based programs needs to be considered across the board. He noted that other universities are also facing this same problem.

Wilkes thanked Hagopian for bringing the issue to the council.

4) **UW EO-PCE (Rovy Branon)**

   *Continuum College discussion*

Branon gave an update on the proposed name change of UW Educational Outreach (UW-EO) to "UW Continuum College," which was discussed in the last meeting. He explained that by working with the marketing design firm Hornall Anderson, they were able to craft language stating how UW Continuum College fits in with the "Be Boundless" campaign/slogan of the UW.

Branon explained the "UW-CC" acronym problem expressed by members in the last meeting, as well the other pieces of feedback gleaned in the last meeting, were taken back to UW-EO and the organization took that feedback seriously. He noted the online domain name "UW-CC" was not taken due to this

input. There was some discussion of how students often identify more with their department, or major, than with their overarching colleges, which might help to ease the transition when the name change for UW-EO is implemented.

Branon explained UW Continuum College will operate under a new strategic framework. He noted the cost of education is something that must (and currently is) being considered by PCE. He noted one priority is to expand programs and enroll more students, which will help with continued costs and ultimately keep costs lower for students. Branon noted that filling the capacity of courses and programs already in existence is another major goal. He added also that mechanisms are being put in place to further aid faculty in the development and delivery of non-credit offerings.

Branon noted communicating the outward value of PCE externally is another goal, as well. He explained student interest in PCE programs is growing, and a plethora of questions are received daily concerning varying facets of the organization. He noted the complexity of UW Continuum College (UW Educational Outreach) needs to be reconsidered for this reason and others.

### *FCTL Subcommittee on Educational Outreach*

Branon noted he would like to reactivate the FCTL Subcommittee on Educational Outreach to deal with several topics. He noted the UW Scholastic Regulations Chapter 109 "Continuing Education" needs to be investigated and potentially amended, as it has become dated. He noted would also like the opportunity to run new ideas by the subcommittee to gain initial feedback, specifically to discover if a larger base of faculty input should be gathered in regards to certain initiatives.

Tom Lewis (Director, Academic & Collaborative Applications, UW-IT) explained he used to serve on three separate faculty councils relating to educational outreach, and eventually each of those were folded into the FCTL, and so the FCTL has the authority to address teaching and learning within the UW's accessible programs.

Wilkes and the council thanked Branon for the update on the rebranding of UW-EO.

## 5) UW-IT/Academic & Collaborative Applications (Tom Lewis, Karin Roberts, Henry Lyle)

### *"GPS" student online tool*

Lewis explained a new online tool is being developed in an effort to meet the needs of students and faculty. He asked the council to consider if the tool seems useful, and if access should be given to students, to university advisors, or both.

Henry Lyle (Business Analyst, UW Information Technology) explained his role is to discover technology solutions to meet student and faculty needs. Lyle explained an online application called "GPS" is being developed to help undergraduate students make informed decisions when applying to UW programs, by allowing the viewing of data on GPAs and distribution by major of students who were recently accepted into varying programs. He noted many similar private online applications are already in existence, with

the data garnered through public records requests. He noted these applications tend to allow a few free "looks" or searches, before a paywall appears.

Lyle showcased the application to the council. Once inside the application, the user is able to sort the data by campus and college. From there, a search is narrowed, and the user can view median GPA and distribution by major for students accepted into varying academic programs. He explained that in addition, the application allows the user to see the most commonly taken courses, as well as what students (sorted by varying GPAs) received as a grade in those courses. Functionality is also built-in to the application to view comparisons of data between colleges, courses, and so on, with accompanying visual representations. He explained an additional feature is that the user is able to filter data by academic year, with the ability to view data from several years past.

Lyle explained more resources will be built in to the application eventually, such as contact details for academic advisors. Lewis asked for feedback from council members.

Taylor (president's designee) noted university advisors should vet the tool before it is launched; several members agreed this to be a good idea.

Another member noted the tool must be "put into context" when/if released to students. Turner noted that a student may not know that holistic admissions at the UW allow for students of varying backgrounds and GPAs to be admitted to otherwise unattainable programs, and a student may choose not to apply to certain programs if this tool is used with no context.

There was some discussion of the online tool effectively granting students the ability to "game the system" by selecting easy courses wherein high grades are distributed widely across a breadth of student GPAs. It was noted, for example, that an undergraduate student might be able to map their way through a major, taking only the "easiest" courses.

Wilkes emphasized that the tool must be paired with a conversation/consultation with an academic advisor, so students understand what they are seeing. He noted the tool is clearly very useful.

Alcantara remarked he sees the tool as useful in granting admission-to-major information for prospective students. He noted he worries about potential misuse of course data.

Branon suggested that perhaps, similar to a paywall, a "see an advisor" wall might pop up for students after a certain number of uses, to encourage advisor consultation.

It was noted the tool would also be useful to parents of UW students in planning (financially) for the cost of their child's education, as that cost tends to compound if a student is not accepted into their first-choice major. Olavarria expressed concern that the tool encourages careful, calculated academic planning in lieu of academic exploration. He noted by launching this tool in this state, the university is effectively making a statement that will need to be "owned."

After a question, Lewis explained the main problem the tool addresses was stated precisely by students, and it came down to not having important knowledge about courses and programs when making enrollment decisions.

Lewis noted the concerns are well-received. He explained he would give another update on the new online tool in a future meeting.

*Catalyst Tools retirement discussion*

Karin Roberts (Manager, Assessment, Academic & Collaborative Applications) listed off some of the current Catalyst tools for members. She explained retirement of some Catalyst tools is being considered following a directive from UW-IT leadership and other UW governance groups. She used a PowerPoint during her presentation (Exhibit 2).

Roberts explained the process her office has been using to conduct the process to determine tools to retire, which includes the broadcasting of surveys, interviewing users, meeting with committees, and testing for usage. She noted currently, her team is attempting to identify alternatives to those Catalyst tools that are not as widely used. She listed a few Catalyst tools that will definitely not be retired due to high usage and/or niche uses:

- Web Q
- Gradebook

Roberts noted data shows that usage of Catalyst tools overall has been steadily falling over the past six years at the UW. She noted Catalyst tools have seen a 50% decline since the launch of *Canvas*. She explained some of the alternative and common uses of tools that might otherwise have waning usage (Slide 11, Exhibit 2).

Roberts noted 50% of survey participants responded that 3-6 months is an adequate amount of time for migration to occur. She explained surveys also show that many who use Catalyst do so because there isn't a necessity to change. She asked for feedback from members.

Discussion ensued. Wilkes asked if Canvas tools can be used for administrative purposes. The answer given was no. Bookstein noted that during migration to new tools, it would be beneficial to have a short list of reasons (that are non-negotiable) explaining why those Catalyst tools are being retired, to give faculty some background; he explained he would also like a single page of instructions on how to migrate to whatever tool will act as a replacement. Other members generally agreed these to be good ideas.

Roberts thanked members for their feedback.

*Turnitin revisited: data now available*

Lewis explained UW licensing of the online tool Turnitin (an Internet-based plagiarism-prevention service) is under a yearly contract. He noted an assessment of Turnitin and its usage at the UW has been

underway due in part to increased costs of licensing the service in the future, but also due to other factors. He noted he would like to ask the council if it seems reasonable to proceed with an alternative plan. He explained this assessment included examining usage data, and talking to instructors from a variety of departments and campuses. The guests used a handout during the presentation (Exhibit 3).

Roberts noted there were two significant findings in the assessment: many instructors were using Turnitin simply to discourage plagiarism and encourage academic integrity, and many other instructors reported using Turnitin as teaching tool relating to providing citations in scholarly works.

Taking these use cases into consideration, UW-IT reviewed other anti-plagiarism products, and landed on "Vericite" as the best alternative. Products were evaluated for cost, usability, Canvas integration, flexibility in reporting, and ability to select reference databases for comparison. It was noted Turnitin costs were expected to increase by approximately 10% in the next licensing period.

Lewis asked for feedback from members.

Gillis-Bridges asked if UW student works would be made part of the Vericite document database when checked for plagiarism. Turnitin allows for an opt out of this process, she explained. The answer was not immediately known, though the guests explained they would find out.

Wilkes asked how many FCTL members would be concerned about the use of Vericite at this time; no objections to use of Vericite were raised. He noted in his own view, as long as the product works, instructors likely will have no problem with it. Discussion subsided. Lewis thanked the council for feedback.

*Deskmail retirement/Office365 General Availability*

Lewis explained at some point in the future, the UW Deskmail service poses a security risk, as the software was developed in-house years ago and is now dated. He noted currently, all faculty can use UW Gmail in lieu of Deskmail. Lewis explained that due to the concerns over UW Deskmail, Microsoft Outlook Online will be made available to all UW faculty, staff, and students. He explained the new service would be announced to the university. After a question, Lewis explained there is no timeline for retiring UW Deskmail, as UW Medicine uses it in high frequency.

**6) CTL activities**

Kalikoff (Director, Center for Teaching and Learning) noted the draft guide to evaluating teaching in tenure and promotion cases will be changed in accordance with feedback given by several reviewing bodies. She noted when the document is finalized, she hopes the FCTL will vote on its approval in the June meeting of the council.

**7) New chair (Wilkes)**

Wilkes noted member Dan Turner will serve as chair in the next academic year (2016-2017).

**8) Adjourn**

Wilkes adjourned the meeting at 12:30 p.m.
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*Minutes by Joey Burgess, jmbg@uw.edu, council support analyst*

| | |
|---|---|
| **Present:** | **Faculty:** Jennifer Taggart, Dan Turner, Jeff Wilkes, Kimberlee Gillis-Bridges, Timea Tihanyi, Kathleen Peterson, Ellen McGough, Jaime Olavarria, Fred Bookstein |
| | **President's designee:** Ed Taylor |
| | **Ex-officio reps:** Terry Ann Jankowski, Eldridge Alcantara |
| | **Guests:** Rovy Branon, Tom Lewis, Nana Lowell, Christine Sugatan, Beth Kalikoff, Henry Lyle, Karin Roberts |
| | |
| **Absent:** | **Faculty:** David Masuda, Jan Spyridakis, Brenda Zierler |
| | **Ex-officio reps:** Lucas Gordon |

## Exhibits

Exhibit 1 – theproblemwithfeebasededprograms_hagopian_fctl_spring2016

Exhibit 2 – FCTL- Catalyst -May16

Exhibit 3 – turnitinassessment_fctl_spring2016

Exhibit 1 _Exhibit 1

5 May 2016
Amy Hagopian <Hagopian@uw.edu>
Director, Community Oriented Public Health Practice MPH degree program (through PCE)

# What's the problem with
# UW fee-based graduate education programs?

In response to the 2008 economic crisis, and the subsequent virtual abandonment of higher education by the Washington State legislature, the University of Washington moved many of its graduate and professional degree programs into its "privatized" arm, the Professional and Continuing Education division (PCE's offices are in the UW Tower).[1] According to a recent email communication from the Graduate School,[2] 56% of masters degree students on the UW campus are now in fee-based programs either through either PCE or independently operated by a school, such as the Foster School of Business.

## *What is a fee-based program?*

"Fee-based" degree programs at the UW receive no state funding. Their budgets for faculty, administration, staffing, classroom space, operating expenses and UW overhead for libraries and utilities (etc) are generated entirely through fees charged to students (in lieu of "tuition"). In addition, these students pay "fees" for UPass, technology and other programs just like other students.

## *How does this work?*

Our fee-based systems are equivalent to running a private school on the UW campus. Each program operating a fee-based degree sets its own budget, sufficient to cover all its own costs in addition to overhead rates imposed by its home department, school, the university as a whole, and PCE. Many fee-based programs were originally tuition-based but were converted to fee-based, others were founded as fee-based from the beginning.

## *What's the problem?*

**TAships and RAships are restricted.** One "rule" of fee-based programs is they may not benefit from any state funding. This has been interpreted to mean students in fee-based programs may not receive state-funded financial aid or tuition waivers associated with TAships, RAships or scholarships. Therefore, many departments advertising TAships, for example, will state on the announcement: "No fee-based students are eligible for this opportunity." For opportunities that are technically open to fee-based students, candidates often report discrimination in the application process because their fee-based tuition costs are too high for the hiring department's budget.

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[1] UW, The Graduate School, 2014 Fee-based programs report, *https://grad.uw.edu/wordpress/wp-content/uploads/Fee-Based-2014.pdf*

2 Eleanor Lee <jeeoh@uw.edu> email to February 18, 2016 to Amy Hagopian

1

Exhibit 1

**Tuition is higher, with consequences.** Half of fee-based students were graduating with more than $20K in debt at the time of the last report (2014), significantly higher than the number of students in tuition programs with that much debt. The higher cost of tuition has also led to a reduction in the diversity of students in fee-based programs. Programs have no way to offer scholarships without charging other students in the program because no state support is provided. For example, the UW's Graduate Opportunities and Minority Achievement Program (GO-MAP) cannot support fee-based students—another explanation for why fee-based programs lack diversity.

**Faculty are often part-time, un-tenured, and in precarious employment situations.** Because fee-based programs rely entirely on the single year's income stream, they cannot make long-term commitments to faculty.

**Registration is awkward and access to classes is restricted.** Fee-based students may take electives outside their home programs only on a space-available basis. Because registration for fee-based students is all in a retro (and error-prone) paper-based system, students can't compete for popular electives, either. Because fee-based students don't generate "Activity Based Budgeting" revenues for tuition-based programs, tuition-based programs will realize no income for allowing fee-based students to take their courses. Students in dual degree programs (eg, MPH/MSW) will pay both fees and tuition (double the normal costs of enrolment) during the year in which their courses are in both programs.

**There are no governance oversight handles on PCE.** PCE has created its own "Fee-Based Degree Policy Notebook" (dated 1/30/2014)[3]. These policies were adopted by PCE staff. Academic programs at the UW should have faculty oversight and governance, and have ways to include student input. PCE has no such mechanisms.

## *What might be some solutions?*

**UW should adopt the principle that all graduate students should be treated similarly.** While we agree that students enrolled in programs with more earning potential for its graduates might pay more tuition, all students should have access to a) equitable financial aid based on both need and merit; b) courses they need and want; c) access to TA and RA opportunities; d) access to scholarships to ensure a diverse student body and e) efficient, on-line course registration systems. This principle may lead to a conversion of all students into a hybrid system, but one that is fair and equitable to all.

**PCE needs a governance system** that makes it accountable to faculty and students. It needs mechanisms for ensuring faculty oversight of its policies and procedures, and ways to include student input.

**The UW's state legislative agenda should include access to graduate education.** The legislature believes when it has limited tuition increases for undergraduates that it has "lowered tuition." That's because the UW Office of State Relations has not raised the priority of access to graduate education or explained any of these fee-based solutions to the legislature.

**Maybe all students should be fee-based.** That would at least level the playing field.

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[3] http://notebook.pce.uw.edu/login.aspx?ReturnUrl=%2f

Exhibit 2

# Catalyst Tools: Retirement Discussion

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**W**

# catalyst

**Catalyst Web Tools**

| **Your Tools** | ⭐ **Starred** | 👥 **Your Groups** |

🖥 Upcoming Dates

**Filters**
Clear

| **Tool** | | | **Availability** | **Role** | **Label** |
|---|---|---|---|---|---|
| ⬇ Collect It | ▤ CommonView | 💬 GoPost | Open | Owner | Starred |
| % GradeBook | ◔ QuickPoll | ✉ UMail | Closed | Collaborator | Unstarred |
| ✓ WebQ | | | | Participant | |

☐ Group tools by workspace

Take action on all tools in current filter: Star, Unstar, Remove from Account Page

View removed

| | **Tool** | **Name** ▾ | | **Availability** | **Role** | **Owner** |
|---|---|---|---|---|---|---|
| ☆ | ✓ | 2006 Freshman Declines Survey | Actions ▾ | Open | Owner | |
| ☆ | ✓ | aaa no security | Actions ▾ | Open | Owner | |
| ☆ | ✓ | ACA STE Applicant - Elgibility, Skills and Inte... | Actions ▾ | Closed | Collaborator | tbohn |

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Exhibit 2

# Motivations

> UW-IT asked by governance groups to retire underutilized services.

> Provost-initiated movement towards unified student experience for teaching and learning with Canvas and Panopto.

> Questions for Catalyst Tools is which tools and when?

> In last year, we have retired File Manager and ShareSpaces, both aging, underused, and redundant services

**W**

Exhibit 2

# Planning process overview

> Analyze usage data

> Understand key use cases
  – Pattern of use in usage data
  – Speaking with select top users
  – Surveying all top users
  – Example: CollectIt is used for homework collection and for application submission

> Identify alternatives
  – Document alternatives for key use cases
  – Identify gaps
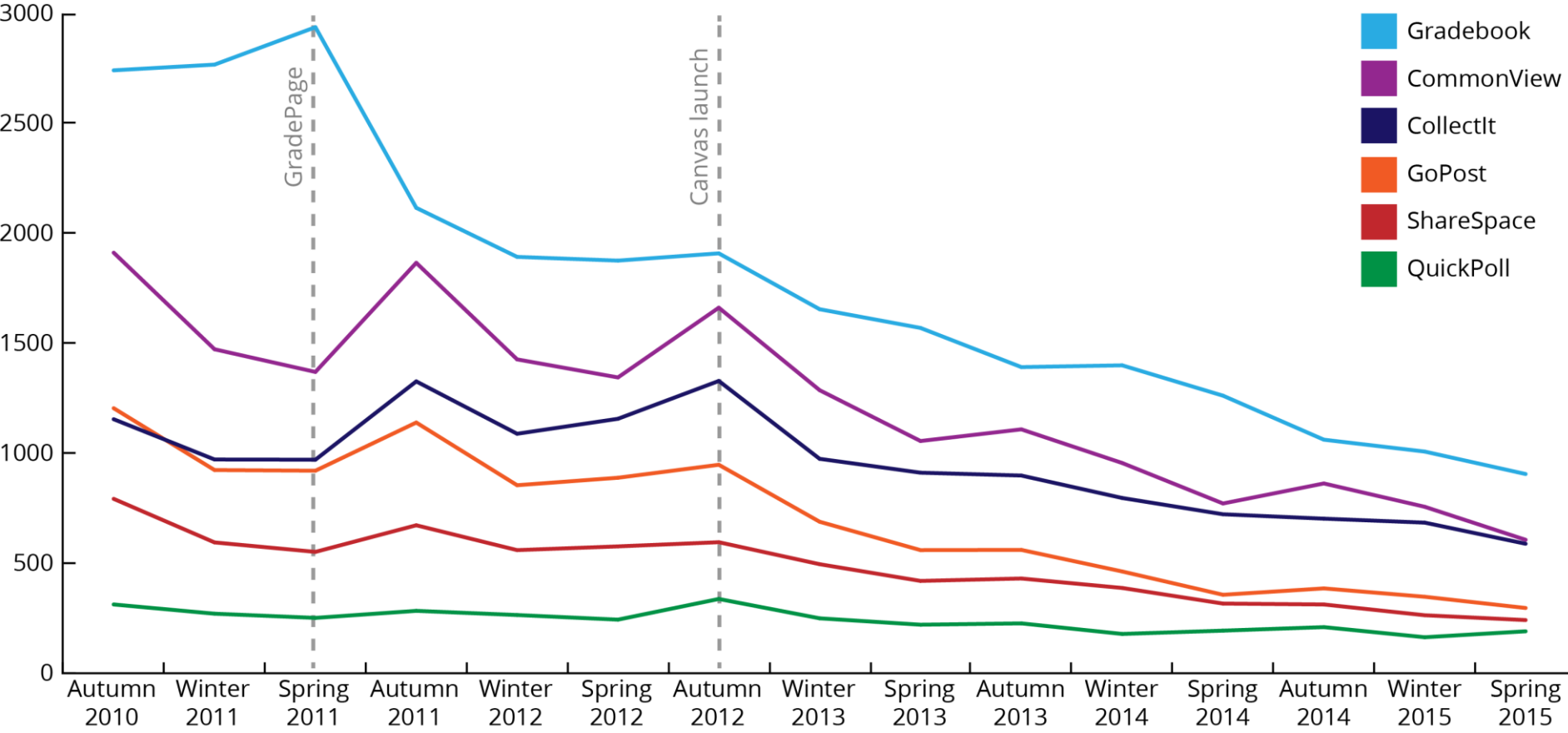
> Develop timeline

> Communication

**W**

Exhibit 2

# Some initial conclusions

> WebQ Usage continues high and steady
- No plans to retire WebQ at this time
- Technical debt and risk is growing
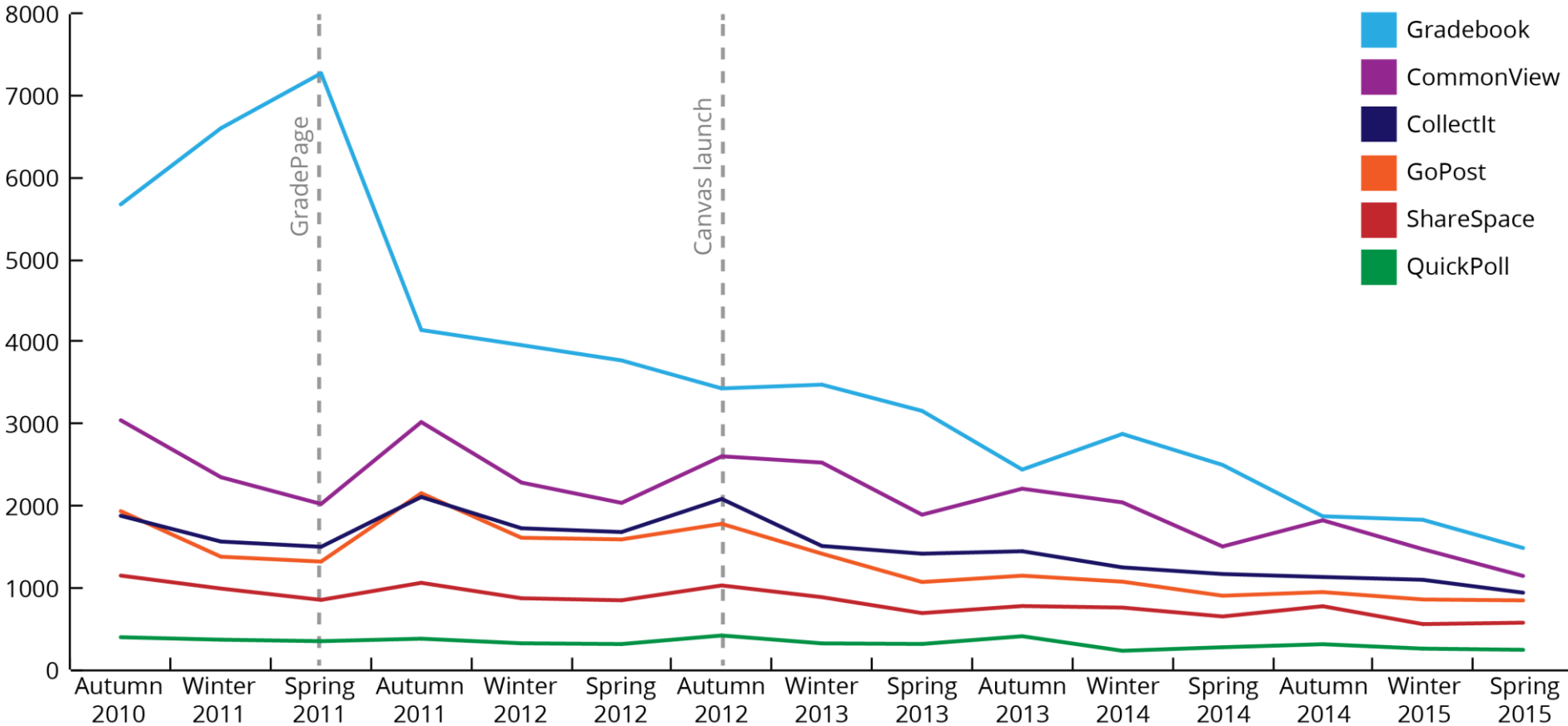- WebQ use is so high, it makes the graphs hard to read

> Gradebook will not be retired yet
- Use is declining, BUT
- Canvas evaluations continue to find gradebook lacking
- Catalyst Gradebook and Excel are the top 2 additional tools used by Canvas instructors
- 2/3 of active Gradebooks are not used with other Catalyst Tools
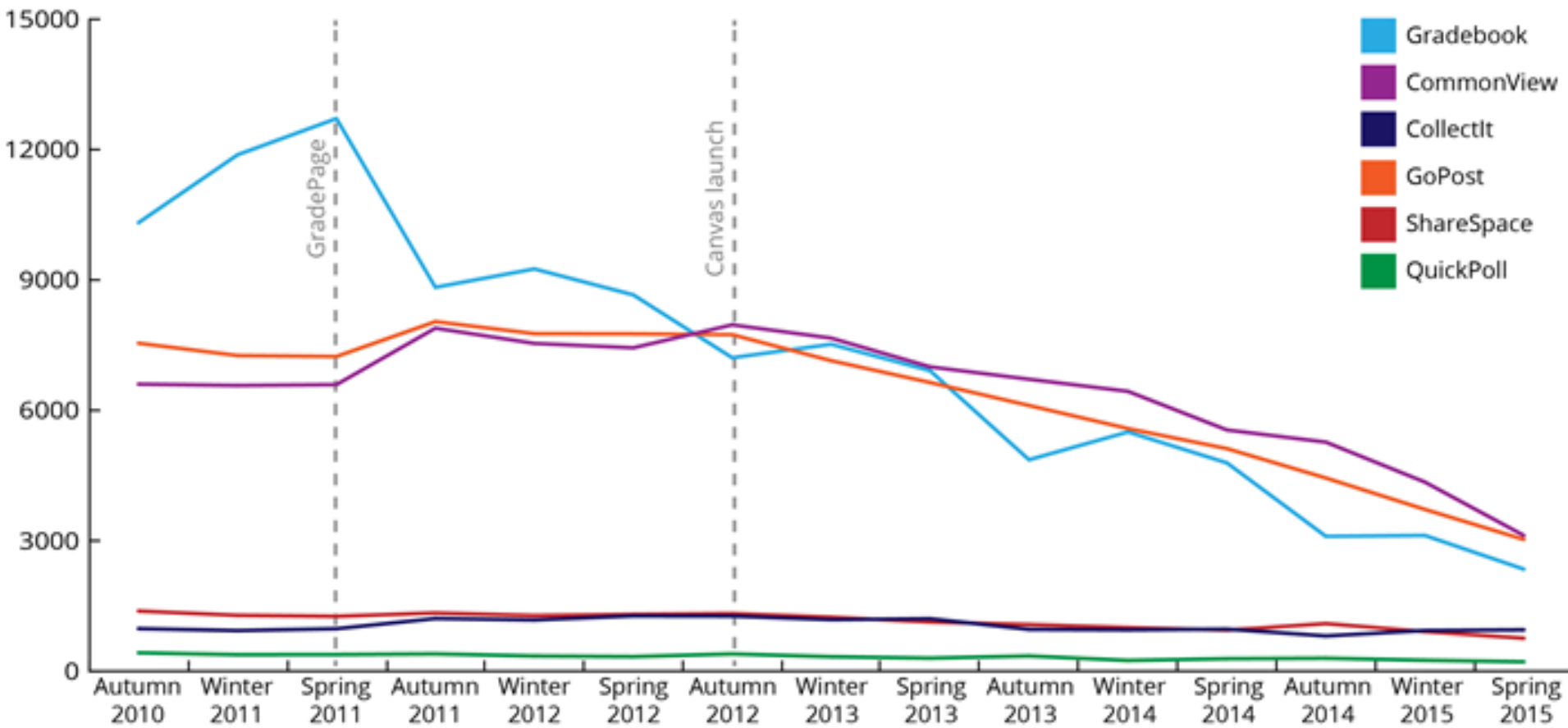- No plans to retire Gradebook at this time

**W**

# # of Owners of Tools

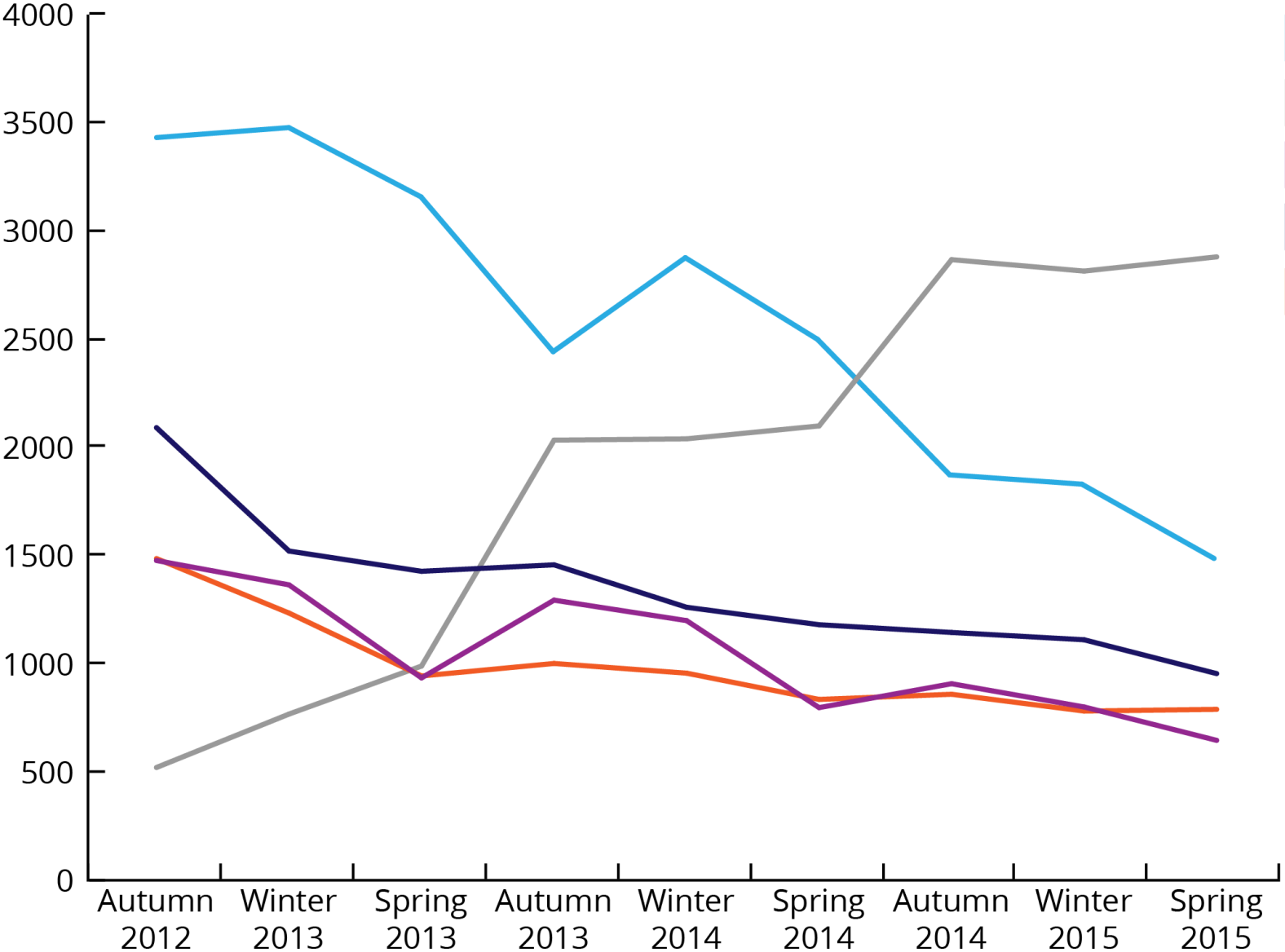Exhibit 2

# # of Tools Created

Exhibit 2

Exhibit 2

# # of Active Tools



Chart legend:
- Gradebook (light blue)
- CommonView (purple)
- CollectIt (dark blue)
- GoPost (orange)
- ShareSpace (red)
- QuickPoll (green)

Y-axis: 0, 3000, 6000, 9000, 12000, 15000

X-axis: Autumn 2010, Winter 2011, Spring 2011, Autumn 2011, Winter 2012, Spring 2012, Autumn 2012, Winter 2013, Spring 2013, Autumn 2013, Winter 2014, Spring 2014, Autumn 2014, Winter 2015, Spring 2015

Annotations: "GradePage" (at Spring 2011), "Canvas launch" (at Autumn 2012)

# # of Tools with Class List Attached

Exhibit 2

Exhibit 2

# Conclusions from usage data

- Steady downward trend in both # of owners and of tools

- Tools used for courses have seen a 50% decline since Canvas launched

- LMS Survey:  Many who continue to use Catalyst do so because there isn't a necessity to change

**W**

# Findings from interviews/survey

Exhibit 2

> Collect It:  Receive applications, or supporting documentation as part of a process

> CommonView: distribute sensitive information to a small, closed group; distribute information to a larger group (some content secured, some not)

> GoPost: Topic-based conversation; share or review documents

> 50% agreed 3-6 months adequate for migration

> Concerns included lack of suitable alternatives (including doubts about Canvas), concern for effort/support during migration, or that alternatives would come with a cost

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Exhibit 3

Exhibit 3
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# Turnitin Assessment

## Summary

In Spring 2016, UW-IT conducted an assessment of how Turnitin, a plagiarism detection technology, is currently being used at UW. The assessment was motivated by increasing costs of the license for Turnitin, as well as the retirement of the current integration with Canvas. Since users would experience change, it was a good time to assess usage at UW, and explore alternatives in the market. The assessment included examining usage data, as well as talking to instructors from a variety of departments and campuses, in order to understand how UW instructors are using Turnitin. Between March and April 2016, the assessment team performed one-on-one phone interviews with instructors (N=6). They were asked to reflect on how long they have been using Turnitin, what they did to detect plagiarism prior to adopting an anti-plagiarism software, what their primary goals were for use, and how they handled instances when a student was found to be plagiarizing.

These discussion revealed two unique motivations. Some instructors indicated they need an anti-plagiarism software in order to **discourage plagiarism and encourage academic integrity**. Others reported using Turnitin as **a teaching tool**, to provide additional support and guidance as students familiarize themselves with new citation styles. Instructors remarked that Turnitin helped to speed up the process of assessing student work and allowed them to more thoroughly review writing assignments. Most instructors also requested improvements in reports and the ability to select specific databases to use when assessing student work, including selected articles or a bank of prior student work.

In taking these use cases into consideration, UW-IT reviewed a number of other anti-plagiarism products, including Unplag, PlagScan, and Vericite. Products were evaluated for cost, usability, Canvas integration, flexibility in reporting, and ability to select reference databases for comparison. UW-IT recommends Vericite as a lower cost, alternative to Turnitin that meets the identified needs and use cases.

## Findings: Goals and Motivation

<u>Instructors use Turnitin to discourage plagiarism and encourage academic integrity</u>

- In the UW Foster School of Business, instructors report a high prevalence of plagiarism among students. In this context, student academic performance is assessed through take home, case-based written exams and essay assignments. Instructors indicate that historically, students have benefited from collections of prior student work. Students recycle these ideas as their own, and submit for credit. Unless an instructor recalls a paper they graded years ago, it is unlikely that they would detect plagiarism without the use of anti-plagiarism software.
- In other cases, students might purchase a pre-written case study/writing assignment, that fulfills the requirements of an assignment.
- One instructor noted that anti-plagiarism software is needed to promote ethical business practices.
- Instructors attribute some of the plagiarism they observe to different cultural expectations surrounding originality of work.

- **When plagiarism occurs:** Plagiarism is discouraged throughout the program, but it continues to occur. When plagiarism is detected through anti-plagiarism software, most instructors indicated that the student receives a zero for that respective assignment. Students are often provided with another case study to respond to in place of this assignment, and are asked to re-submit original work.

<u>Instructors use Turnitin to facilitate learning opportunities</u>
- Instructors in the Biology department and other STEM programs at UW indicate that students struggle with proper citations while learning how to write in the scientific context. Without being able to use direct quotes in their work, many students fail to properly cite and incorporate the work of others, leading to a high degree of unintentional plagiarism.
- Prior to adopting an anti-plagiarism tool, instructors relied on detecting improper citations by noting inconsistent writing style, selecting the portion of writing that didn't match, and performing at internet search for it. Instructors report that this process took too much time, and likely didn't catch all instances of plagiarism, missing out on key opportunities to teach proper citation style. One instructor noted that this method of assessment ""was horrifying."
- Instructors now rely on anti-plagiarism software to identify learning moments for students, as they orient themselves in the field of scientific writing.
- **When plagiarism occurs:** Many instructors encourage students to submit their work to Turnitin prior to a deadline, and evaluate their own originality report, revising as they see fit. Following submission, when plagiarism is detected through anti-plagiarism software, an instructor reviews the report, may request that the student review and re-submit independently, or may supply a more guided approach through revisions. In either case, students are encouraged to revise and re-submit. If student is consistently making this error, instructor provides more direct support.

# Use Cases

**1. Discourage plagiarism and encourage academic integrity.** Instructors in specific programs need a tool that will help them to discourage plagiarism, and encourage academic integrity, among their students.
- **Primary need**: An anti-plagiarism software that allows instructors to compare current student submissions against a bank of prior student work.
  - Secondary need: An anti-plagiarism software that compares student submissions to internet sources, e.g. sites that allow students to purchase pre-written work.
- **Specify database for comparison**: E.g. Foster School of Business only needs to run student assignments against past student work, not other peer reviewed sources of literature.
- **Access to Reports**: Anti-plagiarism reports do not need to be accessible by students; only instructors
- **Submissions**: In the context of Foster School of Business, there are no concerns about accommodating multiple submissions of the same paper. If a student is caught plagiarizing, they must respond to a new prompt in order to get credit for that assignment, and thus wouldn't be revising and re-submitting the same work for credit.
- **Clear originality reports**: Greater detail to assist with decoding the originality report. For example, what do percentages mean, identifying the location of "unoriginal" content easily. I.E., did the alleged plagiarism occur all in one place? Just the reference section? Was it spread out over the document?

Exhibit 3

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2. **Facilitate learning opportunities and help students master new citation practices.** Writing courses need a tool that will help instructors to identify students who are struggling with proper citations, facilitating an opportunity to provide extra guidance and support.
- **Primary need**: An anti-plagiarism software that allows them to compare the submissions of current students, with an online database or a specific selection of articles (no need for student-student comparison).
- **Specify database for comparison**: E.g. Biology and courses that use Turnitin for scientific writing assignments only need to run student assignments against.
- **Access to Reports**: Anti-plagiarism reports needs to be accessible by the students and instructors, giving students an opportunity to self-assess and edit in the event of a poor originality report.
- **Submissions:** In the context of STEM courses at UW, students may be asked to complete multiple submissions of the same paper. Instructors would like the option to enable multiple submissions without comparing prior versions to more recent submissions of the same paper.
- **Clear originality reports**: Greater detail to assist with decoding the originality report. For example, what do percentages mean, identifying the location of "unoriginal" content easily. I.E., did the alleged plagiarism occur all in one place? Just the reference section? Was it spread out over the document? Instructors are also seeking a way to locate and review an original source uncovered by an originality report.

# Challenges

Instructors noted some areas where improvement in the tool or workflow was desired. We compared the functionality of Turnitin and Vericite relevant to these challenges. Additional usability testing with instructors would be helpful to solidify these comparisons.

- **Ignore previous submissions**: In the first use case, instructors noted that students will often re-submit their original assignment. Vericite provides instructors with the option to ignore specific references when running an originality report, ensuring that the original submission of an assignment does not skew the report. A student "preview" is also on their product roadmap, slated for release in Fall of 2016.
- **Originality report**: Instructors indicated that the percentage they receive from Turnitin's originality reports leaves room for improvement. What that percentage means changes if similarities are spread out over the document or all in one paragraph. While Vericite also reports originality with a percentage, once the file is open instructors are presented with a heat map indicating a degree of similarity, facilitating a speedy review process.
- **Viewing original sources**: Another issue raised by instructors, was that it is sometimes difficult to locate and review the original source through Turnitin. Vericite provides a brief list of original sources, highlights similarities between the original source and student work, with links to navigate directly to the source.

# Comparison of Cost per Usage

Turnitin costs UW $113,000 a year. The price is projected to increase by around 10% to ~$124,300.

Exhibit 3

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- Between February 2015 and February 2016, 45,104 Originality Reports were submitted. Assuming usage remains the same, the cost per report would be $2.76.
- Of the 45,104 reports submitted, only 3,678 had a match rate ≥ 50%. For every report with this high match rate, UW spent $33.80.

A VeriCite license would cost $57,679. With the same usage as Turnitin, the cost per report would be $1.28.

# Conclusion

Based on the instructor needs assessment and review of alternative anti-plagiarism software, Vericite matches Turnitin in regards to Canvas integration and functionality. Similar to Turnitin, Vericite enables users to check papers against internet sources, including a database of licensed academic content, as well as an institution-specific repository, including prior student work. Vericite appears to offer a better user experience with regard to challenges instructors identified. However, it is the price point that pushes Vercite into the lead. While additional assessment of Vericite could be performed, this anti-plagiarism software is a promising alternative to Turnitin.

Exhibit 3

# Discussion

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