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ASUM Student Government

Fall 10-28-2020

SB41-20/21: Resolution Urging University of Montana Instructors to Avoid Online Proctoring

Patrick James Flanagan

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45 Whereas, Evidence supports that open-book testing leads to achievement of course goals, higher
46 exam scores and lower test-anxiety in college students when compared to closed-book testing²;
47
48 Whereas, Evidence supports that an essay test format is more effective at measuring student
49 achievement³;
50
51 Whereas, The Fall 2020 Instructional Planning Group specifically advised for increased
52 flexibility among students, faculty and staff in the semester;
53
54 Therefore, Let It Be Resolved, That ASUM urges instructors at UM to avoid intrusive online
55 proctoring in the upcoming 2020 Fall Semester finals session;
56
57 Therefore, Let It Be Further Resolved, That ASUM encourages instructors to instead implement
58 creative assessment strategies such as open-book testing, randomized and timed testing, essay
59 testing, and final projects;
60
61 Therefore, Let It Be Further Resolved, That ASUM asks instructors that refuse to avoid intrusive
62 online proctoring to practice flexibility and accommodate students that reach out to ask for an
63 alternative method of testing;
64
65 Therefore, Let It Be Further Resolved, That ASUM urges the UM administration to completely
66 avoid using intrusive online proctoring in future finals sessions;
67
68 Therefore, Let It Be Further Resolved, That this resolution be sent to Chris Palmer, Chair of
69 Faculty Senate; Megan Stark, President of the University Faculty Association; Daisy Rooks,
70 UFA Student Complaint Officer; Seth Bodnar, President of the University of Montana; Reed
71 Humphrey, Interim Provost and Executive Vice President; Nathan Lindsay, Vice Provost for
72 Academic Affairs; and Sarah Swager, Vice Provost for Student Success.
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74
75 Passed by ASUM Senate: October 28, 2020
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77
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79 _____
80 Patrick James Flanagan,
Chair of the Senate

² Gharib, Afshin, et al. "Cheat Sheet or Open-Book? A Comparison of the Effects of Exam Types on Performance, Retention, and Anxiety." *Psychology Research*, vol. 2, no. 8, 2012, pp. 469–478., files.eric.ed.gov/fulltext/ED537423.pdf.

³ Criswell, John R., and Susan J. Criswell. "Asking essay questions: answering contemporary needs." *Education*, vol. 124, no. 3, 2004, p. 510+. *Gale Academic OneFile*, . Accessed 27 Oct. 2020.