

**University of Washington**  
**Faculty Council on Teaching and Learning**

April 8, 2021

10:30 a.m. – 12:00 p.m.

**Zoom**

**Meeting synopsis:**

1. Call to order
  2. Review of the minutes from March 11, 2021
  3. Announcements
  4. Canvas LMS access policy changes – Gayle Tucker & Karin Roberts
  5. Schedule time conflicts – Helen Garrett
  6. Kristina Pogasian – UW Student Regent
  7. Subcommittee updates
    - a. Reasonable Accommodation
    - b. Peer Evaluation
  8. Good of the order
  9. 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 March 11, 2021**

The minutes from March 11, 2021 were approved as amended.

**3. Announcements**

Nothing was stated.

**4. Canvas LMS access policy changes – Gayle Tucker & Karin Roberts**

Gayle Tucker and Karin Roberts shared a presentation (Exhibit 1) regarding a Canvas Authorization Policy Transition & Data Retention Implementation Update.

**5. Schedule time conflicts – Helen Garrett**

Helen Garrett (UW Registrar) shared a proposal of a time conflict change of practice (Exhibit 2). The council was asked to consider possible options and to provide their review in future discussions.

**6. Kristina Pogasian – UW Student Regent**

The council was asked to consider practices used currently in the UW community they would like to see continue post-COVID. Council members provided personal experiences in best practices during COVID and specific methods they plan to continue using.

**7. Subcommittee updates**  
**a. Reasonable Accommodation**  
**b. Peer Evaluation**

The Reasonable Accommodation subcommittee shared the results of the survey and developed a summary with potential next steps (Exhibit 3).

The Peer Evaluation subcommittee may be consolidated into work on the merit review process.

A member suggested FCTL review of the foreign language admissions requirement.

**8. Good of the Order**

Chair Halverson asked members to bring topics of interest for the next academic year to the next Spring 2021 meeting.

The Reasonable Accommodation subcommittee considered cooperation with the Faculty Council on Student Affairs after finalizing a Class C resolution.

**9. Adjourn**

The meeting adjourned at 12:02 p.m.

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

**Present:** **Faculty Code Section 21-61 A:** Fred Bookstein, Lynn Dietrich, Thomas Halverson (chair), Kathleen Peterson, Timea Tihanyi, Rania Hussein, Ruben Casas  
**Faculty Code Section 21-61 B:** Kat Eli, Deepa Banerjee  
**President's designee:** LeAnne Jones Wiles  
**Guests:** Tom Lee, Katie Malcolm, Sean Gehrke, Matt Winslow, Gayle Tucker, Karin Roberts

**Absent:** **Faculty Code Section 21-61 A:** Kimberlee Gillis-Bridges, Kristin Gustafson  
**Faculty Code Section 21-61 B:** Clara Coyote

**Exhibits**

Exhibit 1 – FCTL CAPDAT Update April 8, 2021.pptx

Exhibit 2 – FCTL\_ Time Conflict Change of Practice Proposal 4.8.2021

Exhibit 3 – Results Summary



# Canvas Authorization Policy Transition & Data Retention Implementation Update

FCTL Meeting April 8, 2021

Karin Roberts, Canvas Service Manager, UW-IT AXDD

Gayle Tucker, Project Manager, UW-IT

**INFORMATION TECHNOLOGY**

UNIVERSITY *of* WASHINGTON

# Canvas Authorization Policy Transition & Data Retention Implementation (CAPDAT)

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The CAPDAT project addresses long-standing risks in operation of the Canvas learning management system. The work falls into three main efforts:

- 1) Authorization policy transition - **In Progress**
  - Define which members of the UW community should have access to Canvas, and when access ends;
  - Implement Canvas authorization policy with subscription and conditional sign in
  - Retire Gmail account access and transition to sponsored netID accounts
  - Add Canvas service to Provisioning Request Tool for manual provisioning
- 2) Implement data retention policy - **Postponed until 2022**
  - Notification will appear on MyUW, in Canvas 'all courses' view, and be sent via email
  - Deletion postponed until 2022 due to pandemic remote operations
- 3) Require multi-factor authorization for those in administrative role -- **Complete**

# **Authorization policy details**

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## **Who can sign in to Canvas?**

### **Current employees and affiliates**

Anyone with an academic appointment in Workday

Current employees and affiliates, including UW Medicine affiliates, contingent employees

### **Current and recent former students (for 5 years past separation)**

Undergraduate, Graduate, EO, Medical Resident

### **Individuals provisioned Canvas access through the Provisioning Request Tool (PRT)**

# Error message for unauthorized users

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**You are not authorized to sign in to the UW Canvas LMS.**

Only current and former students, current employees, and select authorized affiliates can sign in to the UW Canvas LMS.

If you think you have received this message in error you can:

- Visit the [Canvas access policy and FAQ page](#) to learn more
- Contact us at [help@uw.edu](mailto:help@uw.edu)

# Separating employee who is also a student

- > UW NetID account can still sign in to Canvas
- > Student course access remains available for length of data retention period
- > Teacher, TA, Course Designer, Guest Teacher, and Librarian course roles will be deleted after separation + 90-day grace period

Quarter	Appointment starts	First day of Qtr	Appointment ends	Last day of Qtr	Notice sent	Lose sign-in (empl.)	End of 90-day grace
Autumn	9/16		12/15		12/30	1/13	4/13
Winter	12/16		3/15		3/30	4/13	7/12
Spring	3/16		6/15		6/30	7/13	10/11
Summer	6/16		9/15		9/30	10/14	1/12

# Policy, FAQs, Timeline

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Qs: When can I access Canvas? When do I lose access to Canvas?

- > [Canvas Access Policy](#) on IT Connect
- > [Detailed Timeline](#) for Canvas Access
- > How to [provision access to Canvas](#) with the PRT



# Milestones for authorization policy transition

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**March 16, 2021**

- > **Communications begin**
- > **Canvas available in the PRT to provision**

**June 17, 2021**

- > **Conditional authorization enforced, 90-day grace starts for separated/ing emps.**

**Remember:**

**No course content or student submissions are deleted**

**No impact for most users**

# Communications

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## Target audiences

- > Academic HR Personnel
- > Deans and Chairs
- > Canvas administrators
- > Computing directors and tech support email lists
- > Continuum College
- > Retirees

IT Connect pages published/updated, ISC Admin's Corner and pages for separating faculty, UW Insider story, Academic HR eDigest newsletter blurb, and direct email

# Questions

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**Questions,  
feedback,  
concerns?**

## Time Conflict Change of Practice Proposal 1.30.2021

### Current State:

<https://registrar.washington.edu/registration/policies-procedures/>

Note: A review of the Scholastic Regulations did not result in any references to Time Conflict or policies related to this.

### Time Conflicts:

Students may not register online for two courses that meet at the same time or for courses with overlapping meeting times. Students who would like to replace a course already on their schedule must use the Registration option under the Personal Services section of MyUW and submit both the drop and add in a single transaction.

### Conflicting Course Registration

The student must register for at least one of the courses with the time conflict first. To have the second conflicting course added to their schedule, students must complete the *Time Conflict* section of the [Registration Transaction Form](#) and email the completed form to the Office of the University Registrar at [regoff@uw.edu](mailto:regoff@uw.edu)

- **Conflicts Less than an Hour/Week:** Students must obtain verbal approval from both instructors to add a course that conflicts one hour a week or less.
- **Conflicts More than an Hour/Week:** Students must obtain both instructor signatures on a Registration Transactions form for courses that conflict more than one hour a week.

## Challenges:

A team of stakeholders from all three campus registration teams convened recently to audit the current [Registration Transaction Form](#) (University of Washington Seattle's version) to look for ways to move away from a PDF form and to automate the various enrollment processes listed on the current form.

The first item that came up for the team was the Time Conflict process requiring students to complete the RTF and to have it processed by campus registration teams before they can complete their desired registration each quarter.

The process by which students have to obtain signatures from both instructors for conflicts more than one hour a week to add a second course that overlaps with the first or to obtain verbal consent from both instructors for courses overlapping less than an hour a week presents a variety of challenges:

- Obtaining verbal or written permission does not remedy when a student is expected to be in two places at once when that circumstance presents itself during the quarter. Having a signature prior to the start of the quarter will not fix the time continuum physics challenge of the student not being able to be in two classrooms at the same time.
- Whether they have permission ahead of time or not, the student will still need to navigate with their two instructors when a conflict arises that they are needed in two spaces at the same time during the quarter.
- Many students are unable to obtain a second signature when a course does not yet have an instructor assigned at the time registration opens. This prevents the student from being able to register until the instructor is known.
- Thousands of transactions must be managed by students and campus registration team each quarter for a process that again does not have an impact on the time when the conflict becomes a challenge for the student.

## Proposed State

Alter the registration processes to allow for registration when time conflicts exist. Create a message that will warn the students of the time conflict before they have registered or after if the pre-warning is not technologically possible in the SDB/SPS.

Message: Warning: You are registering/registered for courses occurring at the same time. It is your responsibility to manage this conflict with instructors.

We can also look at messaging in the MyPlan Scheduling tools warning students of the overlap and presenting the same message.

We might be able to use the Time Mask function to override the current block process.

**Four Possible Options:**

1. Use the Time Mask and allow time conflicts, but with a warning (50% of AAU schools)
2. No longer allow double-booking of classes at all (50% of AAU schools)
3. Keep it as it and find a way to workflow the request process
4. Don't allow time conflicts for more than 60 minutes per week. Allow with warning conflicts with warning less than sixty minutes a week.

## Operationalizing "Reasonable Accommodations"

Faculty Council on Teaching and Learning - [Google Sheet Raw Data](#)

### Background

During winter quarter 2021 the Faculty Council on Teaching and Learning launched a survey to explore accommodations requested by students, outside of the scope of disability requests, for students around a number of factors related to teaching and learning. Currently there is limited guidance for faculty and instructors as to what a “reasonable” accommodation is, and who should have the authority to define what is “reasonable”.

There are policies and accommodations covered by the law; this survey is not focused on those specific accommodations, but the practice and definition of reasonable accommodation/ adjustments/modifications faculty have provided in the classroom before and during COVID.

### Overall Summary

Overall, 364 faculty completed the survey. In general, faculty are willing to make accommodations for student situations. In general, findings showed:

- A majority of instructors were willing to provide accommodations without asking additional questions.
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- When asked about resources, over one-third of respondents asked for additional guidance about what is reasonable.
- Over 90% of respondents provided an accommodation focused on Illness/Sickness, Documented Disability, and Religious Observance.
- Two-thirds of respondents provided examples of deadlines, and nearly 50% provided an alternative exam or assignment.
- The most common accommodation is flexibility with **assignments** (92%). When asked to provide examples of reasonable accommodation, the top two examples include:
  - Flexible Deadlines (i.e. alternative due dates, late submissions, etc) (69%)
  - Alternative Exams/Assignments (i.e. make up exams, dropping an assignment, making up missed work, longer window to complete exam, assignment, etc.) (55%)

### Next steps: [Class C Resolution](#)

The Faculty Council on Teaching will be presenting a Class C resolution encouraging departments to provide recommendations about faculty support in creating accommodations.

- We encourage departments to continue to be flexible, define what is reasonable when resuming course instruction in person.
- While we continue to provide reasonable accommodations, what will the boundaries be when we return to in-person instruction?
- Faculty seek examples and guidance about what “works” and what doesn’t—a sense of norming and ensuring that they are aligned. Departments should come up with a way to provide accommodations in the current and future environment.

### Data Summary

Q1. On which campus do you teach? Choose all that apply. (N=363)	Count	Percentage
Bothell	35	10%
Seattle	247	68%
Seattle & Seattle: Health Sciences	7	2%
Seattle: Health Sciences	44	12%

Tacoma	30	8%
Total	363	100%

<b>Q2. Are you responding to these questions from a perspective of teaching... (N=364)</b>	<b>Count</b>	<b>Percentage</b>
Both: Undergraduate and Graduate Students	149	41%
Graduate Students	82	22.5%
Undergraduate Students	133	36.5%
Total	364	100%

<b>Q3. What are common reasons that you are willing to provide reasonable accommodations for students. Please choose all that apply. (N=364)</b>		<b>Count</b>	<b>Percentage</b>
1	Illness/Sickness	356	98%
2	Documented Disability	345	95%
3	Religious Observance	333	91%
4	Childcare	275	76%
5	Family Obligations	263	72%
6	University Sponsored Activities	256	70%
7	Professional Travel	245	67%
8	Employment	193	53%
9	Personal Travel	74	20%
10	Other - <a href="#">See responses on tab Q3</a>	62	17%

<b>Q4. What area(s) have you given a student reasonable accommodations? If you choose "Other," please specify. Please choose all that apply. (N=364)</b>		<b>Count</b>	<b>Percentage</b>
1	Assignments	335	92%
2	Class Attendance	266	73%
3	Exams	259	71%
4	Participation	242	66%
5	Other - <a href="#">See responses on tab Q4</a>	25	7%

**Q5. Please provide examples of reasonable accommodations you have done for students that are outside of Disability Resources for Students? (e.g., absence from class, skip assignment, turn in late work, etc.) (N=332) - [See responses on tab Q5](#)**

<b>Q5: Coded Responses of Examples</b>		<b>Count</b>	<b>Percentage</b>
1	FD: Flexible Deadlines (i.e. alternative due dates, late submissions, etc)	230	69%
2	AE: Alternative Exams/Assignments (i.e. make up exams, dropping an assignment, making up missed work, longer window to complete exam, assignment, etc.)	183	55%
3	CA: Class Attendance (i.e. excused absence, coming late, etc)	79	24%

**Q6. Are there additional resources or guidance you feel would be helpful in making accommodations? (N=224) - [See responses on tab Q6](#)**



Q6: Coded Responses of Additional Resources Needed		Count	Percentage
1	Clear guidance	82	37%
2	None needed	74	33%
3	Examples from others	22	10%
4	Policy	12	5%
5	Undecided	7	3%
6	Support for students	6	3%
7	Training	6	3%
8	Encouragement/acknowledgement of faculty efforts	3	1%
9	Yes, unsure what	3	1%
10	Permission to accommodate	2	1%
11	Standardized submission process	2	1%
12	Anti-cheating support	1	0%
13	How to be equitable	1	0%
14	Mechanism to determine authenticity	1	0%
15	More DRS help	1	0%
16	Technological support (i.e., Canvas tracking)	1	0%
	Total	224	100%

Q6: Sub-code (subject)	Count	Percentage
Accessibility	2	2%
Asynchronous engagement	1	1%
Athletes	1	1%
Childcare	1	1%
Clear guidance	1	1%
Credit requirements	1	1%
Department level	6	7%
Employment	4	5%
Examples from others	1	1%
Exams	4	5%
Family	1	1%
Flexible grading/assignments	3	3%
For students to follow	3	3%
Grading	1	1%
Instructor's discretion	32	37%
Large classes	3	3%
Medical, Religious	1	1%
Mental health	1	1%
Military	1	1%
New staff	1	1%
No moving exams	1	1%
Personal travel	1	1%
Policy	1	1%
Religious	1	1%
Student's control/out of their control	1	1%
Technology	3	3%
Timing	2	2%
Timing, Employment	1	1%
Undergrad/grad	1	1%
Universal design	2	2%

<i>Valid reasons</i>	1	1%
<i>Welcoming classroom environment</i>	1	1%
<i>What's not reasonable</i>	1	1%
<i>Total</i>	86	100%

**Q7. Which college/school/division do you primarily teach? (optional) (N=309) - [See responses on tab Q7](#)**