University of Washington
Faculty Council on Teaching and Learning
December 9, 2021
10:30 a.m. – 12:00 p.m.
Zoom

Meeting synopsis:

1. Call to order
2. Review of the minutes from Nov 18, 2021
3. Chair Updates
4. DRS – Adiam Tesfay
5. Subcommittee check-in
    a. Course/teaching Evaluations
    b. Faculty Peer Review
    c. Student Accessibility/access
    d. Student Learning
6. Good of the order
7. Adjourn

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1.   Call to order

The meeting was called to order at 10:34 a.m.

2.   Review of the minutes from November 18, 2021

The minutes from November 18, 2021 were approved as written.

3.   Chair Updates

Chair Halverson mentioned the UW presidential message regarding the COVID-19 Omicron variant and the new campus safety project.

The council reviewed an updated draft Class C resolution on reasonable accommodation (Exhibit 1). There were concerns noted on the definition of "accommodation" particularly from DRS and confusion across departments.

4.   DRS – Adiam Tesfay

Adiam Tesfay (Director, Disability Resources for Students) and Bree Callahan (ADA/Section 504 Coordinator) joined the council to discuss accessible instructional materials (Exhibit 2).
Accessible instructional materials (AIM) are considered print and technology-based readings or core materials which are converted to make them usable for a user based on needs.
Members discussed accommodations for students during the Priority periods and difficulties gathering information from faculty during quarter/academic breaks.

5.   Subcommittee check-in

      a. **Course/teaching Evaluations**
      b. **Faculty Peer Review**
      c. **Student Accessibility/access**
      d. **Student Learning**

The council will begin the next meeting with subcommittee updates.

6.   **Good of the Order**

Nothing was stated.

7.   **Adjourn**

The meeting adjourned at 11:59 a.m.

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

Present: **Faculty Code Section 21-61 A:** Fred Bookstein, Lynn Dietrich,
                     Casey Self, Kristin Gustafson, Thomas Halverson (chair), Ruben
                     Casas, Lauren Graham, Anne-Marie Gloster, Rania Hussein
                 Faculty Code Section 21-61 B: Kat Eli, Deb Raftus, Lukas Illa
                 President's designee: LeAnne Jones Wiles
                 Guests: Sean Gehrke, Penelope Moon, Chris Laws, Adiam Tesfay, Bree Callahan

Absent: **Faculty Code Section 21-61 A:** SoYoung Kang, Kathleen
                 Peterson

Exhibits
Exhibit 1 – Class C Resolution_accommodation revise
Exhibit 2 – Accessible Instructional Materials FCTL- Dec 2021

Exhibit 1

Class C Legislation Operationalizing Reasonable Accommodation

Background:

Faculty are being asked to make "reasonable accommodations," outside of the scope of disability request, for students around a number of things related to teaching and learning (e.g., absence from class for health/religious observance), but there is very little guidance for faculty as to what a "reasonable" accommodation is, and who should have the authority to define what is "reasonable."

The Faculty Council on Teaching and Learning (FCTL) has been asked to define and operationalize what a "reasonable accommodation" is that meets UW code, and is useful and fair to both faculty and students. Accordingly, during winter quarter 2021 FCTL 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. The survey was sent through the Senate to all voting faculty in the 3 campuses. 364 faculty completed the survey, and the results of the survey are available online.

The FCTL used the results of this survey to guide the making of this Class C resolution.

Resolution:

1 WHEREAS, the challenge of defining and operationalizing what constitutes a "reasonable" accommodation (be it for
2 religious observance, health concerns, or other circumstances) has been a recurring problem on all three UW
3 campuses. This challenge was exacerbated during the 20-21 academic year due to the global pandemic and social
4 unrest in our country, and the incredible stress and strain it put on our students, their families, and multiple UW
5 systems/structures.

6 WHEREAS, faculty seek general guidance on what is considered "reasonable" accommodation and what is not, as the
7 university is transitioning back to in-person instruction. Currently there is limited guidance for faculty and instructors as
8 to what constitutes a "reasonable" accommodation, and who should have the authority to define what is "reasonable".

9 WHEREAS, academic units have different policies and practices pertaining to their curriculum needs and expected
10 outcomes, and should be afforded some degree of flexibility in their determination of what constitutes a "reasonable"
11 accommodation within the context of their teaching/learning environment; therefore

12 BE IT RESOLVED, the Faculty Senate recommends that academic units consider the following:
13 1. To maximize consistency and fairness, academic units should formally engage in a process to define (operationalize)
14   for faculty and students what will constitute a "reasonable" accommodation within their context. This definition should
15   set the boundaries as to what the academic units recognize are the limits for granting accommodations for students.
16   Faculty can then work within these parameters and stay reasonably consistent and fair/equitable in their granting of
17   accommodations to all students.
18 2. Academic units should share their definition of a "reasonable" accommodation with all faculty and students.
19 3. Academic units should review their definition of a "reasonable" accommodation on a regular and consistent basis
20   (yearly, at a minimum), and make corrections or updates when appropriate.
21 4. If cases arise where "reasonable" is not clearly or sufficiently defined by an academic unit, they are encouraged to
22   support their faculty in making decisions determined to be in the best interest of their students and courses.
23 5. Nothing in this resolution is intended to constrain any present or future processes for handling appeals or other special
24   situations.

Submitted by:
Faculty Council on Teaching and Learning

Exhibit 2

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Accessible Instructional Materials

DRS/Faculty Council on Teaching & Learning
Dec 10, 2021

Adiam Tesfay, M.Ed., she/her
Director
Disability Resources for Students
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Bree Callahan, M.Ed.
ADA/Section 504 Coordinator
Compliance Services
breec@uw.edu

Exhibit 2

UW Legal Duty– Overview

Federal

- Section 504 of Rehabilitation Act -1973
- Americans with Disabilities Act (ADA) -1990
- ADA Title II

State

- WA State Anti-Discrimination Law
- WA State Policy #188
- WAC's re: service animals, parking, students, etc.

Various UW policies

*Individuals with disabilities must have **access to all** University programs, services, and activities and not be subjected to discrimination- we are all responsible for this*

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Exhibit 2

DRS Data

AY 2020-2021: 4965 affiliated with DRS (tri campus)

- Undergraduates: 3,554
  - Transfer Students: 37%
- Graduate/Professional: 1,330
- Largest disability types
  - Mental Health: 28% Under, 24% Grad
  - Learning Disability: 22% Under, 19% Grad
  - Chronic Health: 11% Under, 14% Grad
- Multiple Disabilities*: 50%
  - *Autumn 21

Dept of Ed says 19% of undergraduates and 11% of graduate students on college campuses have a disability
  - *CDC says 1 in 4 people in America have a disability*

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Exhibit 2

About DRS

- Responsibility
  - ensuring access and inclusion for all students with disabilities on the Seattle campus enrolled in our undergraduate, graduate, professional, Evening Degree and Access programs. Bothell and Tacoma have an office
- Services
  - Interactive accommodation process for students, with assigned coordinator by college/school
  - Direct Access support- emergent/short-term disabilities, drop-in/prospective student
  - Testing Center- administer exam accommodations as a service to instructors/departments
  - **Accessible Text & Technology**
  - Classroom Furniture and Relocation
  - Note-taking services
  - Consultation and support for instructors/staff

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DRS Accessible Instructional Materials (AIM)

Exhibit 2

- AIM is an accommodation for required or supplemental academic curriculum to be provided in an accessible format to a student.
- Accessible Instructional Materials are print- and technology-based readings and core materials that are designed or converted in a way that makes them usable across the widest range of user needs.
- This accommodation is centrally managed and operationalized by the DRS Seattle office as a service provided to all DRS schools and colleges across all 3 campuses.
- We are all legally required to comply with providing accessible materials for courses.

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Exhibit 2

DRS Accessible Instructional Materials (AIM) examples

- Digital materials printed
- Large print of materials
- Image files that can be enlarged
- Main text in documents, may contain STEM content (Science, Technology, Engineering, Math), that can be read aloud by a computer using text-to-speech technology
- Documents containing text, images, tables, STEM content that can be read aloud, and navigated, by a computer using screen reader technology
- Contracted or uncontracted Braille
- Nemeth Braille (math braille)
- Tactile graphics

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Exhibit 2

AIM Requests in DRS

- More students are needing materials for classes in alternate format
- AU 21 had the largest requests evere
  - 1,000 classes we needed to remediate files for
  - 4 requests per student average
  - 48% are late requests from the student or instructor
  - 15% cancellation rate (switching classes or no longer needing materials)
  - 34% of all active reqs. had no bookstore/time schedule info available as of Nov 15

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Exhibit 2

DRS AIM Process

- Student activates accommodation 6 weeks prior to start of the quarter (Nov 22) for registered classes (DRS pulls info from Time Schedule)
- Instructional personnel posts information to UW Bookstore, by campus, about reading materials
  - or DRS retrieved content via course canvas sites to obtain hosted material
- DRS may need to partner with student and instructional personnel to obtain needed information.
  - Custom versions of textbooks may require additional communication. A meeting may be needed, specifically for STEM or Braille conversion. DRS will coordinate this meeting.

Exhibit 2

DRS AIM Process cont

- DRS attempts to locate a pre-existing accessible version
    - Checking repositories
    - Asking publisher for electronic version
- DRS converts the materials in-house if no pre-existing accessible version is found:
    - Purchase copy of the textbook
    - Debind book (remove the spine and covers)
    - Scan the entire text into an image file
    - Use Optical Character Recognition Software (OCR) to produce desired product
    - Edit files manually
- DRS reviews and proofreads materials for quality

Exhibit 2

DRS AIM Process cont

- For Braille and tactile graphics requests, DRS sends an electronic version to the UWIT Access Technology Center to emboss (print or make) physical copies of the material
- DRS notifies student of converted materials. DRS may distribute the book in its entirety or in sections, depending on the timeliness of receiving book information
- Student downloads and reviews materials

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Exhibit 2

Challenges for compliance

- No book information provided to the Bookstore through Time Schedule
- No faculty name or email in Time Schedule for us to communicate with (or lack of communication)
- No information on Learning Platform (Canvas, Panapto, etc) or other required readings
- Canvas content concerns
  - No Canvas page
  - Unorganized page- unsure what files to remediate
  - Files added/changed throughout quarter/not communicated to DRS
- Textbooks/coursepacks not available in accessible formats-DRS has to find or purchase them
- Other materials (coursepacks, files, videos, handouts) not in accessible formats (photocopies of books, low resolution images, no captioning)

Exhibit 2

Challenges for compliance cont

- The labor on students to find materials and share them with DRS when we cannot find info
- Instructors reusing inaccessible files
- Tracking of the exchange of materials
- Storing/sharing of all remediated files
- Quick turnaround of the quarter system
- Students change their schedule/late requests
- Proof of purchase required of students
- Staffing challenges/costs
  - 1 full time professional staff, 20-25 student and part time employees
  - we have to outsource some remediation-costs money and time to complete and track

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Exhibit 2

Ways you can ensure compliance

- Ensure instructor name and email is in Time Schedule (or responsible party)
- Select accessible and open source versions of textbooks
- Add textbook and other readings in Time Schedule
- Add only files you plan to use to Canvas
- Select/upload accessible files to Canvas or DRS, and as early as possible
- Spread the word, invite us to your teams
- Pilot with us for winter/spring

*(re)Design accessible courses

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Exhibit 2

How can DRS help make sure students have your materials in an accessible format so they can learn from you?

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Exhibit 2

Resources

- **UW IT Accessibility**
  - https://www.washington.edu/accessibility/
- **Access Technology Center**
  - https://itconnect.uw.edu/learn/accessible/atc/accessibility-services/
- **UW Libraries**
  - https://www.lib.washington.edu/services/accessibility
- **Center for Teaching & Learning**
  - https://teaching.washington.edu/topics/inclusive-teaching/teaching-students-with-disabilities/
- **Learning Technologies Workshops** (IT Connect)
  - https://itconnect.uw.edu/learn/workshops/

Exhibit 2

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Discussion/Questions?

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DRS website
disability.uw.edu

DRS COVID resources
http://depts.washington.edu/uwdrs/covid19-resources/

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