

University of Washington
Faculty Council on Teaching and Learning

February 10, 2022

10:30 a.m. – 12:00 p.m.

Zoom

Meeting synopsis:

1. Call to order
 2. Review of the minutes from Jan 13
 3. Chair updates
 4. Subcommittee updates
 - a. Course/Teaching Evaluations
 - b. Faculty Peer Review
 - c. Student Accessibility/access
 - d. Undergraduate Student Learning
 5. Discussion: final exam schedules – Dr. Mary Pat Wenderoth
 6. Course mode definitions - Penelope Moon (Director, Center for Teaching and Learning) and Darcy Janzen (Director, Digital Learning, UW Tacoma), UW Digital Learning Alliance
 7. Review and vote on revised Class C resolution (attached)
 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 Jan 13

The minutes from January 13, 2022 were approved as written.

3. Chair updates

Chair Halverson noted senate leadership has requested faculty councils to consider immediate topics to address such as the time schedule course designations and the undergraduate Diversity requirement. The current policy window for more complex issues would make them difficult to accomplish. Topics such as merit, peer evaluations, or remote access would be reviewed by a presidential task force in Autumn 2022. Members highlighted a need for inclusivity of the tri-campus structure, particularly as UW Bothell does not have a center for teaching & learning.

4. Subcommittee updates

- a. Course/Teaching Evaluations
- b. Faculty Peer Review
- c. Student Accessibility/access
- d. Undergraduate Student Learning

FCTL subcommittees provided verbal updates on their work between council meetings.

Course/Teaching Evaluations: members highlighted the need for a formal goal on learning objectives. They suggested combining with the Faculty Peer Review group and work to develop criteria for excellent teaching.

Faculty Peer Review: the working group identified a lack of standard processes across departments.

Undergraduate Student Learning: members met with the FCAS subcommittee reviewing similar work to FCTL. They decided to disband group and reassign themselves to other subcommittees.

Student Accessibility/access: the subcommittee identified accessibility work on the UW campus from various organizations. They noted a lack of coordination amongst groups, specifically not enough faculty/instructors within the organizations to distribute information.

5. Discussion: final exam schedules – Dr. Mary Pat Wenderoth

Mary Pat Wenderoth (Teaching Professor, Biology) joined the council to discuss the scheduling of final exams. The exam schedule has not changed since prior to the 1990's. They mentioned that the time slots of courses impacts the scheduled exam day and highlighted the inequity. It was noted that the structure of this schedule was designed to eliminate final exam conflicts, except for 1-day per week courses. The council suggested rotating the exam schedules throughout the final weekdays.

6. Course mode definitions - Penelope Moon (Director, Center for Teaching and Learning) and Darcy Janzen (Director, Digital Learning, UW Tacoma), UW Digital Learning Alliance

Pen Moon and Darcy Janzen shared proposed definitions to the time schedule (Exhibit 1). They stated that these definitions provide clearly set expectations for students, meaning less room for negotiating about how they will attend class or engage.

7. Review and vote on revised Class C resolution (attached)

The council reviewed the updated Class C resolution on operationalizing sensible, fair, and equitable adjustments to students' academic responsibilities (Exhibit 2). The draft was revised to remove terms associated with "accommodation" and other DRS focused terminology. Councilmembers considered including language on remote access options.

It was noted that a final draft with additional revisions will be circulated to members for a final vote before the next council meeting.

8. Good of the order

Nothing was stated.

9. Adjourn

The meeting was adjourned at 12:01 p.m.

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, Rania Hussein
Faculty Code Section 21-61 B: Kat Eli, Deb Raftus
President's designee: LeAnne Jones Wiles

Guests: Tom Lewis, Sean Gehrke, Matt Winslow, Penelope Moon, Darcy Janzen

Absent: **Faculty Code Section 21-61 A:** Kathleen Peterson, Anne-Marie Gloster, SoYoung Kang
Faculty Code Section 21-61 B: Lukas Illa,

Exhibits

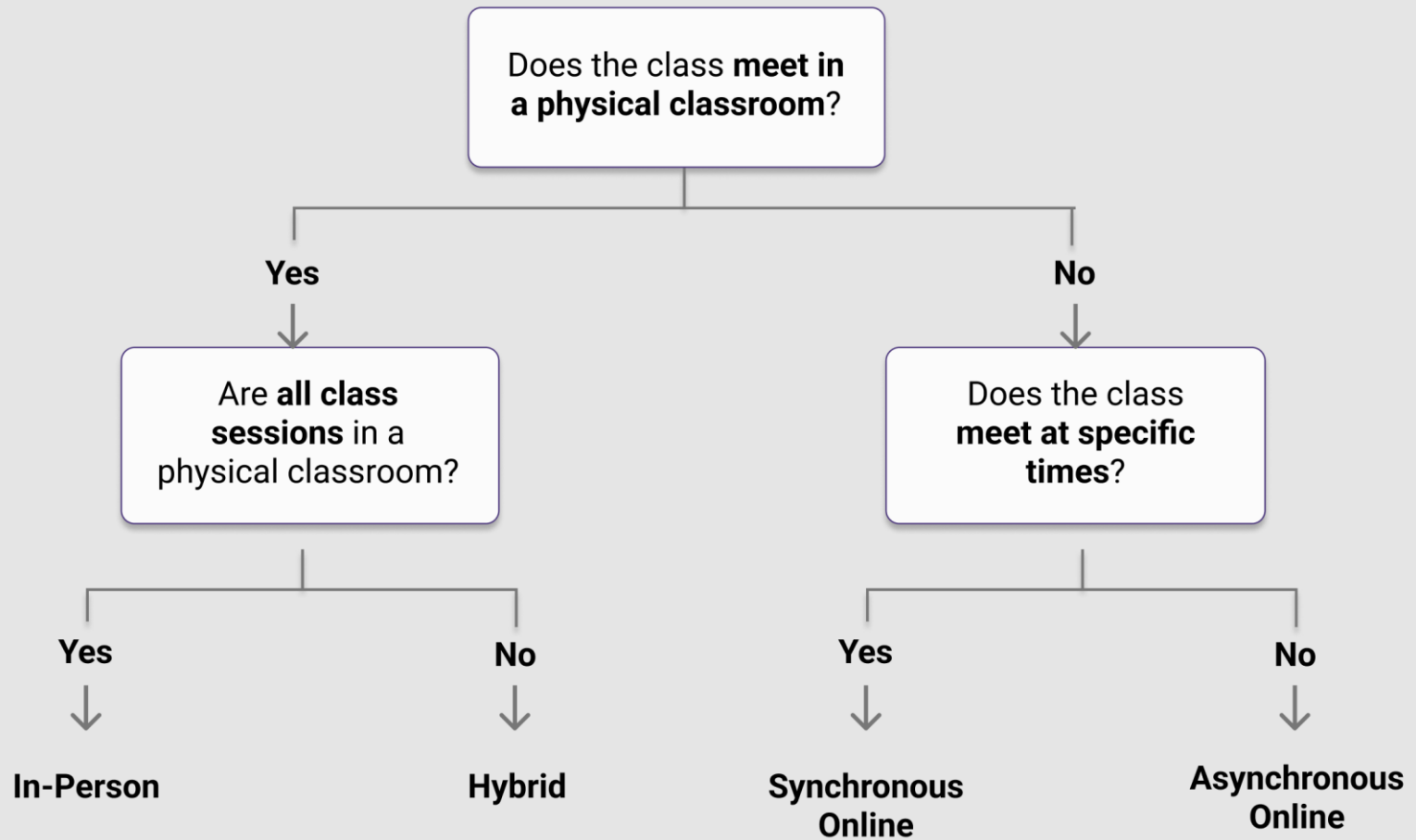
Exhibit 1 – Course mode definitions_1.28.2022

Exhibit 2 – DRAFT FCTL Class C Adjustments and Adaptations 11122 TH

Time schedule definitions of course mode

- > Responds to student requests for better info on time, location (and helps faculty set student expectations):
 - Do I have to come to campus for the course?
 - When am I required to be in the classroom (physical or virtual)?
- > UW Digital Learning Alliance asked to draft course mode definitions
- > Definitions build on work last year to define “synchronous” and “asynchronous” and are not pandemic-specific
- > Input, so far, from Faculty Senate chair, Registrars, Associate Deans, instructional support staff, faculty and student focus groups
- > Target: Pilot in Autumn 2022 time schedule
 - opt-in and iterate based on feedback





DRAFT course mode definitions

In-person

All required class meetings occur in a physical classroom. The course may also have online content and activities that students engage outside of class time as homework or study materials.

Hybrid

Some, but not all, required class meetings occur in a physical classroom. When not meeting in the physical classroom, students and instructors will attend class online, either through required synchronous sessions or required asynchronous activities. The time schedule contains information about the course's required weekly physical classroom and synchronous meeting time.



DRAFT course mode definitions

Synchronous Online

Students and instructors interact online synchronously through regularly-scheduled, required meetings using applications such as Zoom. Students should also expect to interact with others and engage course materials asynchronously. The time schedule contains information about the course's regular, required synchronous meeting time.

Asynchronous Online

Students and instructors always interact with others and engage course materials asynchronously. While there are no regularly-scheduled, required synchronous class meetings, students are expected to meet all assignment deadlines and may be asked to schedule occasional, brief synchronous one-on-one check-in meetings with the instructors.



(DRAFT) Class C Legislation: Operationalizing sensible, fair, and equitable adjustments to students' academic responsibilities

Increasingly, requests are being made to faculty to adjust and/or adapt students' academic responsibilities within their courses for reasons that are non-disability related. For example, students are requesting to come late/leave early from class on a regular basis, or to have changes made to their assignments/projects for the course, or to have their exam schedule altered or adjusted in some way. Reasons given for these requests may include but not limited to health issues, military service, participation in Husky Athletics, or religious observance. Currently, there is very little guidance for faculty in terms of what defines and determines the parameters of a "sensible, fair, and equitable" (non-disability related) adjustment or adaptation as it relates to students' academic work and responsibilities in their courses.

The Faculty Council on Teaching and Learning (FCTL) has been asked to define and operationalize what "sensible, fair, and equitable" (non-disability related) adjustments or adaptations for students would be within this context, that meet UW Faculty Code and is useful and fair to both faculty and students. Accordingly, during winter quarter 2021 FCTL launched a survey to explore adjustments and adaptations 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 on all 3 UW campuses. 364 faculty completed the survey, and the results of the survey are available upon request.

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

Resolution:

WHEREAS, the challenge of defining and operationalizing what constitutes a "sensible, fair, and equitable" (non-disability related) adjustment or adaptation of student academic work and responsibilities has been a persistent and growing problem on all three UW campuses. This challenge was exacerbated during the 20-21 academic year due to the global pandemic and social unrest in our country, and the incredible stress and strain it put on our students and faculty, as well as multiple UW systems/structures.

WHEREAS, FCTL recognizes that ultimately the decision to grant a non-disability related adjustment or adaptation to a student lies with the faculty (in accordance with UW Faculty Code), currently there is limited and inconsistent information/direction for faculty and instructors seeking general guidance on what are considered to be "sensible, fair, and equitable" (non-disability related) adjustments or adaptations they can make for students in regards to student academic work and responsibilities.

WHEREAS, academic units have different policies and practices pertaining to their curriculum needs and expected outcomes, and should be afforded some degree of flexibility in their determination of what constitutes a "sensible, fair, and equitable" (non-disability related) adjustment or adaptation of student academic work and responsibilities within the context of their teaching/learning environment; therefore

BE IT RESOLVED, the Faculty Senate recommends that academic units consider the following:

1. To maximize engagement and consistency, academic units should design and lead a formal process to define (operationalize) for faculty and students what will constitute a "sensible, fair, and equitable" (non-disability related) adjustment or adaptation of student academic work and responsibilities within their academic unit. This process should include a recognition and acknowledgement of UW DRS/ADA requirements, as well as clearly outline within academic units what are recognized to be the limits for granting adjustments and adaptations for students. Faculty/academic units can then work within these parameters and stay reasonably consistent and fair/equitable in their granting of adjustments and adaptations to all students.

2. Academic units should share their definition of a “sensible, fair, and equitable” (non-disability related) adjustment or adaptation of student academic work and responsibilities with all faculty and students.
3. Academic units should review their definition of a “sensible, fair, and equitable” (non-disability related) adjustment or adaptation on a regular and consistent basis (yearly, at a minimum), and make corrections or updates when appropriate.
- 4.) If cases arise where “sensible, fair, and equitable” (non-disability related) adjustments are not clearly or sufficiently defined by an academic unit, these units are encouraged to support their faculty in making decisions determined to be in the best interest of the faculty, students, and courses.
5. Nothing in this resolution is intended to change, alter, or supersede Washington State Senate Bill 5166 (2019) pertaining to religious accommodation, and/or constrain any present or future processes for handling appeals or other special situations.

Submitted by:
Faculty Council on Teaching and Learning

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