

University of Washington
Faculty Council on Teaching and Learning

April 14, 2022

10:30 a.m. – 12:00 p.m.

Zoom

Meeting synopsis:

1. Call to order
 2. Review of the minutes from March 10, 2022
 3. Chair updates
 4. Subcommittee updates
 - a. Student accessibility/access
 - b. Course/teaching/faculty peer evaluations
 5. Final exam scheduling update – Matt Winslow
 6. FCTL future membership
 7. Good of the order
 8. Adjourn
-

1. Call to order

The meeting was called to order at 10:31 a.m.

2. Review of the minutes from March 10, 2022

A motion was made to approve the minutes. The minutes from March 10, 2022 were approved.

3. Chair updates

Chair Halverson stated the FCTL class c resolution on reasonable adjustments for students was approved through the SEC and will be on the agenda for a Faculty Senate continuation meeting.

4. Subcommittee updates

- a. Student accessibility/access**
- b. Course/teaching/faculty peer evaluations**

Student accessibility/access: the working group reviewed the Canvas Dashboard. They are interested in ways to fill gaps that advocate data from Canvas would not fill. A draft survey for distribution will be shared with the council at a future meeting. They also shared that the Association of Professional Advisors and counselors (APAC) board had written a statement of support for the UW Disability Resources for Students (DRS) office.

DRS has not been receiving faculty data feed in a timely manner. Time-schedule coordinators have stated that faculty names were not always a pressing issue for building courses or information on who would be instructing was not shared. The subcommittee suggested inviting deans or vice-provosts to discuss.

Course/teaching/faculty peer evaluations: the subcommittee highlighted concerns regarding duplication of work. Members emphasized the need to define high standard teaching for evaluations;

5. Final exam scheduling update – Matt Winslow

Matt Winslow joined the council to share an update regarding the current state of final exam scheduling (Exhibit 2).

6. FCTL future membership

The council discussed continuing council meetings online, particularly for members outside of Seattle. Members considered reaching out to the Bothell General Faculty Organization and Tacoma Faculty Assembly to share information on FCTL.

7. Good of the Order

The OEA posted results for the latest Husky Check-in (<https://www.washington.edu/assessment/reports/husky-check-in/>) including new questions on preferences for modality of classes during non-pandemic quarters. Another member noted they received an innovative program award from the Electrical and Computer Engineering Department Heads association for founding the remote HUB lab for students to access industry grade hardware remotely. A council member mentioned the library research award for undergraduates is underway. They encouraged faculty members to ask their students to apply. The council considered ways to systematically share resources and programs outside of meetings.

8. Adjourn

The meeting adjourned at 11:55 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 Cases, SoYoung Kang, Anne-Marie Gloster, Rania Hussein
Faculty Code Section 21-61 B: Kat Eli, Deb Raftus, Lukas Illa
President's designee: LeAnne Jones Wiles
Guests: Tom Lewis, Sean Gehrke, Matt Winslow, Penelope Moon

Absent: **Faculty Code Section 21-61 A:** Kathleen Peterson, Kathleen Peterson, Lauren Graham

Exhibits

Exhibit 1 – A CALL TO ACTION_ SUPPORT THE UNIVERSITY OF WASHINGTON'S DISABILITY RESOURCES FOR STUDENTS (DRS) OFFICE

Exhibit 2 – Final Analysis

A CALL TO ACTION: SUPPORT THE UNIVERSITY OF WASHINGTON'S DISABILITY RESOURCES FOR STUDENTS (DRS) OFFICE

"No institution can truly achieve greatness unless it recognizes and welcomes the full spectrum of human diversity- the vast range of identities, perspectives, strengths, and weaknesses, including people with disabilities.

Inclusion cannot be an afterthought; it is foundational for excellence."

-UW President Ana Mari Cauce (foreword for [Creating Inclusive Learning Opportunities in Higher Education: A Universal Design Toolkit](#) by Sheryl E. Burgstahler)

The University of Washington, the flagship university of Washington state, is regarded as one of the best postsecondary institutions across the country for its academic rigor and high quality educational experience that it provides students.

However, for many years it has been well documented that the University has failed to adequately support both students with disabilities and the units on campus that provide services and resources for these students.

Currently, the main unit on the University of Washington's campus that serves matriculated students with disabilities is the Disability Resources for Students Office (DRS). There are three DRS offices, one located on each UW Campus (Seattle, Bothell, and Tacoma), that are dedicated to working with these students by providing them with academic and housing accommodations that are federally mandated by the Americans with Disabilities Act (ADA), and other institutional support to ensure their educational success. However, due to DRS historically being under-staffed and under-funded, these offices have not had the resources to serve all students with disabilities as effectively as they could.

The purpose of this document is to bring campus-wide awareness to the issues that have plagued DRS, in hope of garnering the institutional support necessary to create the lasting changes this office needs to serve our students with disabilities.

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Background and Data:

There is significant data to show that DRS has grown exponentially, and will continue to grow in the future. The following are various data points from DRS, UW Climate Surveys, and national research that suggest that DRS will need additional funding and staffing in order to keep up with student demand in the future.

1. DRS enrollment growth

DRS enrollment has grown exponentially since 2014, especially serving an increase in students with neurological/learning disabilities and emotional/psychological disabilities.

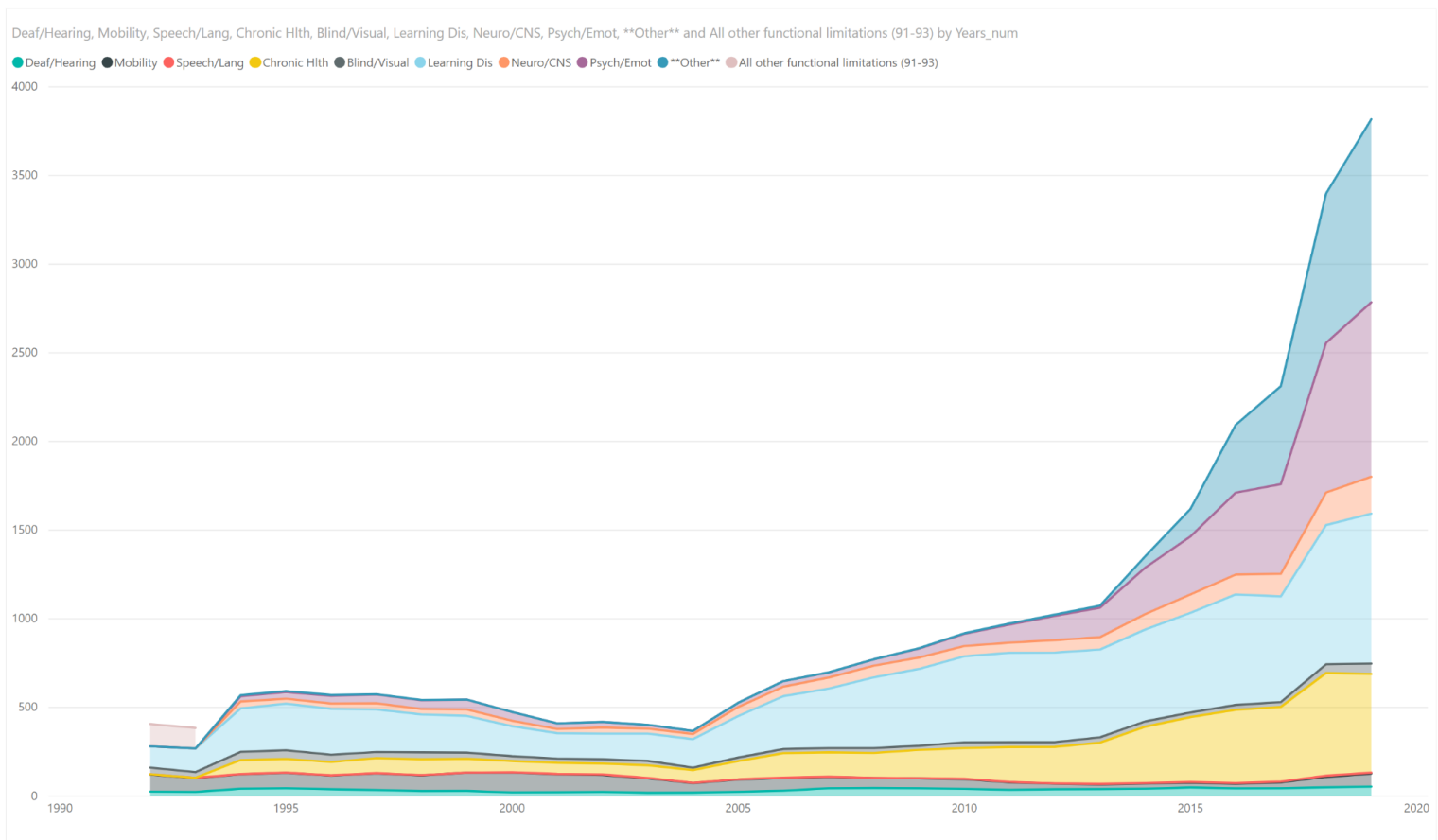


Image description: Image of a trends graph, that shows multiple color sections representing different disability types (Deaf/Hearing, Mobility, Speech/Language, Chronic Health, Blind/visual, Learning Disabilities, Neurological/CNS, Psychological/Emotional, Other). The years on the x axis range from 1990 to 2020, and the # of students on the y axis ranges from 0-4000. The

trends slowly rose from 500 to 1000 around 2014, and then a sharp increase to just under 4000 in 2019 (majority “other” or “psych/emotional” categories).

Year	Overall total # of students enrolled in DRS (Seattle)
2003-2004	367
2004-2005	526
2005-2006	660
2006-2007	718
2007-2008	781
2008-2009	864
2009-2010	1009
2010-2011	1056
2011-2012	1110
2012-2013	1180
2013-2014	1352
2014-2015	1619
2015-2016	2093
2016-2017	2312
2017-2018	3398
2018-2019	3818
2019-2020	4586

As of Autumn 2021:

- 6% of the total student body at UW Seattle were registered with DRS.
- 22% have psychological/emotional related disabilities
- 21% have learning disabilities
- 17% have chronic health related disabilities
- 30% of DRS registered students report multiple disabilities

2. Staff-to-student ratios

DRS staff-to-student ratios on all 3 campuses are far behind the national average for comparable institutions. The bolded data below measures the number of full-time employees (FTEs) divided by the total number of matriculated students enrolled in disability services, for UW compared to nationwide averages.

DRS Seattle:

As of Winter 2022, the full-time-employees (FTEs) to DRS students ratio at DRS Seattle was:	The nation-wide average ratio of FTEs to DRS students at comparable institutions (with enrollment of over 30,000 students) is ¹ :
1 : 436	1 : 159

Context on Caseloads:

Not all DRS Seattle staff take on student caseloads. Of the 10 full-time employees (FTEs) currently employed at DRS Seattle (as of Spring 2022), only 6 'Access Coordinators' take on student caseloads. Other full-time employees currently include a Director, Program Operations Specialist, Direct Access Specialist, and an Alternate Text and Technology (ATT) Program Manager. These positions handle other aspects of the office that are not directly handling student caseloads.

During the Fall 2021 Quarter, the Seattle DRS Office only had 3 FTE Access Coordinators (1 other FTE Coordinator was employed but on sick leave), making their caseload approximately **1400 students per coordinator**. Two FTE Access Coordinators were added in the Winter 2022 Quarter for a total of 6 FTEs, making their caseloads approximately **900+ students per coordinator**.

¹ *Ahead's National Survey of Disability Resource Office structures and programs*. The NCCSD Clearinghouse and Resource Library. (n.d.). Retrieved March 10, 2022, from <https://www.nccsdclearinghouse.org/research-highlights/aheads-national-survey-of-disability-resource-office-structures-and-programs>

DRS Bothell:

As of Winter 2022, the full-time-employees (FTEs) to DRS students ratio at DRS Bothell was:	The nation-wide average ratio of FTEs to DRS students at comparable institutions (with 2-3 FTEs) is ² :
1 : 270	1 : 141

The Director of DRS Bothell is .5 FTE for DRS, and .5 FTE for Veteran services. This individual takes on all student caseloads, which is **405 active DRS students and 200 veteran students and dependents.**

DRS Tacoma:

As of Winter 2022, the full-time-employees (FTEs) to DRS students ratio at DRS Tacoma was:	The nation-wide average ratio of FTEs to DRS students at comparable institutions (with 2-3 FTEs) is ³ :
1 : 308	1 : 141

The Director of DRS Tacoma is the only individual on the Tacoma campus who takes on student caseloads, which is **616 active DRS students** (Winter 2022).

Detailed information about caseloads and staff ratios is on page 23, under DRS need for “New, Permanently Funded DRS Staff positions”.

² Brown, K., Wilke, A., & Pena, M. (n.d.). (rep.). *Student-to-Staff Ratios: Caseload Benchmarking and Budget Advocacy for Disability Services*. Association on Higher Education and Disability.

³ Brown, K., Wilke, A., & Pena, M. (n.d.). (rep.). *Student-to-Staff Ratios: Caseload Benchmarking and Budget Advocacy for Disability Services*. Association on Higher Education and Disability.

3. Estimate of unmet need

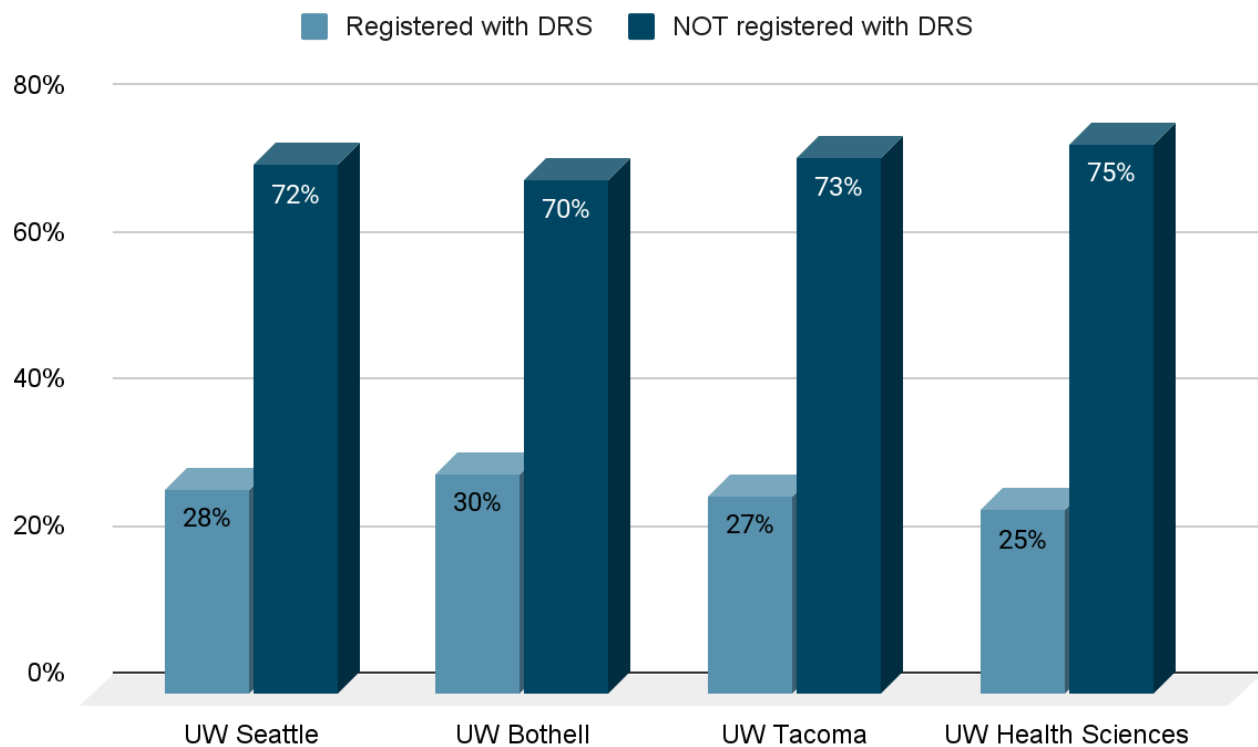
Both nation-wide and UW-specific data suggest that there is a significant estimate of unmet need for students with disabilities on all 3 campuses.

2019 UW Climate Survey data⁴:

All 4 UW campuses (including Health Sciences) reported a significant disparity in the number of students who identified as having one or more disabilities, and the number of students enrolled in DRS services.

- UW Seattle: 14% of respondents identified as having one or more disabilities.
- UW Bothell: 15% of respondents identified as having one or more disabilities.
- UW Tacoma: 17% of respondents identified as having one or more disabilities.
- UW Health Sciences: 13% of respondents identified as having one or more disabilities.

Out of the respondents who identified as having one or more disabilities:



⁴ Rankin & Associates. (2019). (rep.). *Assessment of Climate for Learning, Living, and Working*. Seattle, WA.

Image description: Image of a bar graph with 4 different bar chart sections. The first, “UW Seattle”, shows 28% registered with DRS and 72% not registered. The second, “UW Bothell”, shows 30% registered with DRS and 70% not registered. The third, “UW Tacoma”, shows 27% registered with DRS and 73% not registered. The fourth, “UW Health Sciences”, shows 25% registered with DRS and 75% not registered.

National Center for Educational Statistics data⁵:

- The [National Center for Education Statistics](#) indicates that 19% of all undergraduate students and 12% of graduate students in the United States identify as having one or more disabilities.
- Because of factors such as, but certainly not limited to, the worldwide rise in psychological and emotional disabilities, the destigmatizing of mental health and disability services, and the newly classifying of long-term COVID as a disability, the number of students identifying as disabled is expected to continue to grow. This supports the need for long-term resources invested into the DRS.

⁵ The Postsecondary National Policy Institute. (2021, September 26). *Factsheets: Students with Disabilities in Higher Education*. PNPI. Retrieved March 23, 2022, from <https://pnpi.org/students-with-disabilities-in-higher-education/>

Previous Advocacy Efforts

This is not the first time DRS has advocated for support.

The following is a list of advocacy/awareness efforts from DRS staff, disabled student organizations, University media organizations, and external consultants hired to evaluate disability services at the UW.

Context on Documentation Standards:

Prior to 2019, UW's DRS offices required documentation of a disability from a qualified healthcare provider in order for students to receive accommodations. However, documentation is NOT required by the Americans with Disabilities Act, or any federal, state, or UW policy. According to [the AHEAD \(Association on Higher Education and Disability\) Documentation Guidelines](#) student's self-report and a disability services professional's assessment (in most cases) is enough to grant accommodations.

Student advocacy efforts led to attempts to reform documentation requirements within DRS offices, but it revealed the underlying issue: staffing. Without documentation requirements, there would be too many new DRS students for DRS staff to reasonably handle. DRS was managing this caseload issue by only seeing students who had the 'qualifying paperwork' to 'prove' their disability, therefore minimizing the amount of resources that DRS needed.

FEBRUARY 2008: [“Invisible disabilities: Student Disabilities Commission claims students not receiving accommodations”](#) article written by Andrew Doughman for The Daily

- Andrew writes about how students with invisible disabilities often have a harder time accessing disability accommodations through the DRS office, due to administrative policies that require medical documentation (which is not required by law). This indicates that DRS policies were inadvertently lowering caseloads by documentation barriers, limiting growth of the office:
 - *“Access to accommodations for students with invisible disabilities is a major issue of contention, because students with invisible disabilities must get authorized documentation in order to receive accommodations at the UW. This means they must undergo expensive testing for the University to accept that a student has a disability and grant official aid.”*

APRIL 2010: [“Opening the conversation”](#) article written by So Hyoung An for The Daily

- In this article, student Jennifer Lorene Johnson, a student at UW with a disability, is interviewed about DRS and disability accommodations, and shares frustrations regarding the documentation barriers (which are not required by law) to get accommodations for qualified individuals with disabilities:
 - *“The one thing that frustrates me about the disability accommodations is that some accommodations are unavailable because of paperwork,” Johnson said. “It’s not fair for people who have a disability that isn’t discovered yet.”*

OCTOBER 2010: [“External Review of Disability Studies, Services, and Programs at the University of Washington”](#), from reviewer Dr. Sue Kroeger (University of Arizona)

- This review was requested after the 2009 report of the Ad Hoc Committee to Review Disability Resources for Students, as well as the charge to the external consultant by Vice Presidents/Vice Provosts Eric Godfrey, Student Life, and Sheila Edwards Lange, Minority Affairs and Diversity. One of the major goals of the external review was to *“to promote the creation of an institution-wide culture of access and inclusion guided by social model thinking and the principles of universal design (UD)”*
- A summary of findings:
 - *“The philosophy of DRS and DSO was frequently described as reactive and technical in nature, and lacking sufficient pro-active efforts to strategically and systemically improve access.”*
 - *“Several students (graduate and undergraduate) stated that they felt they ‘had to minor in self-advocacy to obtain degrees,’ and another added that service practices made them feel like an ‘inconvenience.’”*
 - *“Current practices and funding models for accommodating students, employees, and guests may serve as disincentives for disability inclusion.”*
 - *The distribution of funding and staffing patterns of the service offices may need to be assessed. The examination and subsequent recommendations should balance systemic change work (education, design, and consultation) with direct services to disabled students, employees, and guests.”*

OCTOBER 2011: [“A movement on campus”](#) article written by Charlotte Anthony for The Daily

- This article covered a range of disability activism groups on campus, striving for a more social justice focused approach to disability at UW. Then Committee on Disability Issues Co-Chair Erica Sekins, shares about how DRS is a compliance based organization and is missing out on opportunities to serve students meaningfully:
 - *“Right now, there's DRS, but it is not there to serve a social function,” she said. “It's there to serve an accommodation function and to secure access for students. It's not there to grow the student experience or to grow a disability identity that is positive.”*

MAY 2018: **“Separate but ADA-Compliant” article written by Leslie Fisher for The Daily**

- Leslie sheds light on the ways in which UW gets away with meeting minimum Americans with Disabilities Act (ADA) requirements without meaningfully including students with disabilities. In the article, Leslie mentions the capacity-constrained nature of disability services offices in addressing issues of inaccessibility:
 - *“DRS does not have the resources to fix every accessibility issue on campus, and neither does the Disability Services Office (DSO), which works with staff and faculty.”*

JANUARY 2019: **“The UW has come a long way on accessibility, but there's still a ways to go” article written by Leslie Fisher for The Daily**

- Leslie interviews ASUW Student Disability Commission Director Ashley Cowan D'Ambrosio and DRS Director Bree Callahan about the fact that only 1 in 3 U.S. students with disabilities graduate from a four year college within eight years, and Ashley comments on the fact that University leadership at UW need to demonstrate a commitment to supporting these students:
 - *“The first thing that the university needs to do is set a precedent that they care about this issue,” D'Ambrosio said. “It needs to be a priority from the highest levels of the institution, and people will need to have a conversation about it.”*

MAY 2019: **“Campus Accessibility” memo submitted to Provost Mark Richards, accompanied by a 15 minute long presentation, at the Provost Advisory Committee for Students (PACS) meeting**

- Focused on the barriers that students with disabilities face at the UW, and provided recommendations to help funnel resources and energy towards alleviating these barriers, including extra funding for UW's DRS office.
- Included a variety of statistics and testimonials about UW's DRS office:

- *“This is a common office found in many academic institutions, though our DRS at the University of Washington is behind national averages amongst other large, competitive schools. This is in part due to the lack of employees needed to match the large number of students that we have on this campus.”*
- *“Currently there is minimal support for faculty, causing difficulties for faculty, students with disabilities, and added caseload challenges for DRS.”*
- *“The national average ratio of coordinators to students is 250:1; the University of Washington’s average is 750:1, with an increase every quarter. In light of this disparity, it takes about 4-7 weeks from the time a student submits an application for an accommodation to when they receive it in their class. Therefore, depending on the disability, these substantial setbacks can be very detrimental to the student’s academic success. Additionally, the DRS office has found significant increases each quarter in the number of students using their services (rising to 3000 for the 2018-2019 as of a month ago).”*

SEPTEMBER 2019: [“Design Eats the World: Are the UW’s courses accessible to all?”](#) article written by Arunabh Satpathy for The Daily

- Arunabh writes about how there are many gaps at the UW when it comes to universally designed courses, and talks about the reactive nature of disability services at the UW:
 - *“So with the nature of requests received, combined with the ignorance among the general populace about accessibility, the university defaults to being reactive to disability design rather than proactive.”*

OCTOBER 2019: [“Student senate examines 2020 ASUW Legislative Agenda”](#) article written by Abigail Taylor for The Daily

- Abigail provides an overview of the 2020 ASUW Legislative Agenda, a set of priorities that ASUW employees will focus on when lobbying to legislators and UW Administrators, which included “Increase Accessibility in Higher Education”, explicitly asking for increased funding for DRS:
 - *“Along with the development of the potential Office of Inclusive Design, the student senate is still lobbying for more accessibility in higher education. This includes adequate funding for the UW Disability Resources for Students (DRS), funding to make campus ADA compliant and accessible, and funding for technology that is compatible for students of all abilities..”*

DECEMBER 2019: [“UW is still recovering from the Great Recession more than a decade later. Is it ready for another?”](#) article written by Grace Harmon, Elizabeth Turnbull, Devon McBride for The Daily

- This article provides an overview of departments and offices that were hit hard by budget cuts across the Great Recession, and includes information about DRS’s budget not aligning with rising usage of the office:
 - *“Programs like the Disability Resources for Students (DRS) struggled. From 2012 to 2018, their budget stagnated despite the fact that the number of students seeking services over that time went up by 115% according to former DRS director Bree Callahan.”*

FEBRUARY 2021: [“Cauce talks remote learning accessibility at student senate meeting”](#) article written by Annie Denton for The Daily

- Annie details a Student Senate hearing where Ana Mari Cauce engaged in debate with student senators regarding accessibility, remote learning, and disability accommodations. Quote included from previous ASUW President, Camille Hattwig:
 - *“It is a horrifying amount of self-advocacy that students with disabilities have to go through to get accommodations.”*

APRIL 2021: [“A Resolution Renewing the Call for Remote Class Accessibility”](#)
ASUW Student Senate Board Bill 5.12

- Outlined the issues around DRS being unable to provide accommodations to all qualified students with disabilities due to documentation requirements (which are not legally mandated), as it is relevant to the argument that UW should provide remote accessibility to students after COVID-19.
- Included information about DRS:
 - *“WHEREAS Disability Resources for Students (DRS) is the UW administrative branch responsible for organizing case-by-case accommodations for disabled students; and*
 - *WHEREAS over 2,800 students are registered with the UW Seattle Disability Resources for Students; and,*
 - *WHEREAS DRS services are only available to students with physical and mental disabilities diagnosed by a doctor, and diagnoses can require years of medical attention. Thus, access to DRS resources is unavailable to students who lack access to*

- healthcare, health insurance, and the spare time required to navigate the healthcare system; and
- WHEREAS undocumented students, poor students, and first generation students are just some of the disabled students who are disproportionately likely to be left out of eligibility for DRS resources; and
 - WHEREAS it is estimated by the student-run ASUW Commission, the Student Disability Commission (SDC), that up to one third of disabled students at UW are ineligible for accomodation by DRS because of a lack of diagnoses among other barriers; and
 - WHEREAS even when a student is able to access DRS accommodations, it is not uncommon for students to fail to receive accommodations such as PDF formatted readings for use with a screen-reader. The DRS website lists 10 reasons why such accommodation could be delayed, including the failure of an instructor to follow DRS guidelines...”

MAY 2021:

[“Disability Services and Universal Design at the University of Washington”](#) memo submitted to Provost Mark Richards, accompanied by a 15 minute long presentation, at the Provost Advisory Committee for Students (PACS) meeting

- Highlighted the barriers that students face in accessing disability accommodations, many of which are linked to the chronic understaffing in UW’s disability services offices.
- Included statistics on staff:student ratios in DRS:
 - “By not providing timely, easily accessible disability services to students with disabilities, the University of Washington is open to lawsuits. Prior to 2020, the DRS coordinator to student ratio was 1:1200. In 2021, the ratio is 1:850, which is certainly better but still horrifically above the recommended ratio of advisors to students which is around 1:250.”
 - “Additionally, there is an expectation from DRS that there will be a sharp increase of students requesting accommodations in the next coming years. There has been a steady increase over the past 5 years, and with the COVID-19 pandemic, there will surely be more with COVID-related disabilities and mental health-related disabilities caused by the pandemic. Now is the time to fix the issues with UW’s disability services, before this increase of students with disabilities overwhelms UW’s current DRS and DSO offices.”
- Also included a set of recommendations for Provost Mark Richards, which stated:

- *“Continue to add DRS positions until the coordinator-to-student ratio fits within the 250:1 recommendation. This will allow coordinators to improve students’ experiences, build supportive relationships, and give them the ability to become universal design advocates all across campus rather than sustaining a broken accommodation model.”*
- *“At minimum, all teaching staff (faculty and TAs) should receive mandatory education about their responsibilities under the ADA in implementing disability accommodations. Currently, DRS staff often have to engage in this type of educating work, which only further burdens the DRS office.”*

OCTOBER 2021: **[“First ASUW BOD in-person meeting since pandemic began seeks to demystify UW coronavirus policies”](#) article written by Matthew Hipolito for The Daily**

- Matthew provides an overview of the ASUW Board of Directors meeting, where Director of University Affairs, Lukas Illa shared about DRS’s low capacity due to understaffing, rendering them unable to assist students in the transition between remote and in-person instruction during COVID-19:
 - *“Illa said DRS lacks the capacity to carry out anything beyond their prime directive of providing long-term accommodations for students with documented medical disabilities.”*

NOVEMBER 2021: **[“UW isn’t ‘boundless’ for students with disabilities”](#) article written by Rochelle Bowyer for The Daily**

- Rochelle writes about the COVID-19 pandemic demonstrating the University’s capability for accommodating remote learning needs, when that request had been denied repeatedly in the past. Includes relevant student opinions about the University’s approach to supporting disabled students in general:
 - *“Students with disabilities pay the same amount for tuition, but don’t receive an equal education or university experience.”*

NOVEMBER 2021: **[“Cooperation between DRS and faculty vital for smooth student accommodation process”](#) article written by Luke Amrine for The Daily**

- Luke interviews DRS Director Adiam Tesfay and Taylor Soja, a doctoral candidate in the history department, about disability accommodations and faculty implementation. The first sentence of the article brings awareness to the fact that DRS has struggled to keep up with student needs:

- *“Similar to other UW departments, the return to in-person learning has not been particularly easy for Disability Resources for Students (DRS). The office has faced staff shortages and operational issues caused by the COVID-19 pandemic, and exacerbated by an unprecedented volume of student request for services, according to the office’s website.”*

NOVEMBER 2021: [“Has the last year taught us anything? UW and DRS’s failures to properly accommodate students”](#) article written by Deborah Kwon for The Daily

- Deborah writes about the barriers that students face when needing accommodations from DRS, and the institutional issue of disability services entities at UW being underfunded and under supported, through interviews with sophomore Thomas Sefair-Lopez (an undergraduate with cerebral palsy), Toby Gallant, Director of the Student Disability Commission, and Peyton Goodwin (a junior who sought accommodations during her freshman year):
 - *“Especially considering autumn quarter’s sudden shift to extensive in-person programming, many students are needing accommodations from DRS, with physical space on campus a consideration now — rather than just accommodations for online courses. Across the three UW campuses, around 5,000 students are receiving accommodations from DRS.”*
 - *“This long and arduous process of actually getting what he needed is terrible, but, sadly, not uncommon. In general, there is a problem with the DRS process being strenuous, complicated, and time-consuming. Disabled students have to very actively advocate for themselves, rather than get automatic support from DRS.”*
 - *“Because of this stigma and lack of understanding of accommodations/disability, many students who may need accommodations are too scared to reach out to DRS. So even though we technically only have [5,000]’ students in DRS, the actual population of students who need accommodations is much higher.”*
 - *““DRS is extremely understaffed right now, as well as underfunded, so a lot of that comes from the top of UW, so I really don’t wanna put all this blame on DRS because it really is an institutional thing,” Gallant said.”*
 - *“These institutional problems, especially the understaffing, are very much tied to our capitalist culture where we promote scarcity and a very defeatist “it is what it is” nature. This absolutely applies to the accommodations process, both in regard to students getting the help they need and in letting these students feel confident and*

supported in asking for help. Help and support have been rebranded into something that is also apparently a “scarcity.”

- *“This is ridiculous and unacceptable and is an excellent example of UW’s failure to prioritize disabled students — one of our many vulnerable communities not being properly supported.”*

DECEMBER 2021: [“Health care, equity, and funding main concerns at 14th Annual Legislative Reception”](#) article written by Hope Morris for The Daily

- Hope summarizes UW’s 14th Annual Legislative Reception, hosted by ASUW’s Office of Government Relations, where students get to meet with state legislators and UW Regents and chat about the ASUW and GPSS’s legislative priorities. Support for disability services entities and disability awareness training for faculty/staff at UW is explicitly listed as a priority in the 2021-2022 legislative agenda:
 - *“Demands for equity and access include... funding for disability services, and disability, equity, and inclusion training for faculty and staff.”*

APRIL 2022: [“A Resolution calling for the Inclusive Design of Live Streamed Events at UW”](#) ASUW Board Bill 5.15

- Emphasized the need for universally designed events at UW, particularly because the UW DRS office is unable to keep up with student demand.
- Includes data on DRS:
 - *“WHEREAS, there are currently more than 2,800 students who receive accommodations by the DRS; and*
 - *WHEREAS, the 2019 University of Washington Climate Survey found that 9% of respondents on the Seattle campus identified as having a disability, yet only 28% of those said that they were receiving accommodations from the DRS ; and*
 - *WHEREAS, the DRS is currently behind because of the high volume of requests due to COVID-19, where they estimate that students will receive accommodations 5-6 weeks after a student requests them, which prevents students, who need accommodations for events, from accessing them in a timely manner; and*
 - *WHEREAS, the DRS requires having an official diagnosis, which can be difficult to access, meaning that a large portion of our student body has accessibility needs that go beyond what is currently accepted by the University of Washington, but cannot receive support from DRS...”*

UW Administration's Previous Responses

While it is important to mention that University Administration has supported the DRS Office over the years, this support is rarely proactive, and has instead often stemmed from reaction to student activism and negative press directed toward the University related to disability issues. Furthermore, the resources that are provided have often been minimal, and untimely; consequently, failing to adequately support the DRS staff and the students they serve.

The University Administration has taken some steps in the right direction. After student advocates presented multiple memos to the Provost Advisory Committee for Students (PACS), budget increases were given to DRS to dedicate to new staff positions. However, the budget increases were temporary, and permanent budgetary lines were never settled, leaving DRS shuffling around positions to fill gaps as they appear in student needs. Even with budget increases and new staff positions, the quick turnover of DRS staff is leaving the DRS office with consistently open positions (3 open positions as of Spring 2022, including 2 Assistant Director positions).

Currently, the Seattle Access Coordinators are still managing caseloads of over 900+ students each, thus making the overall FTE to student caseload ratio remain far behind the national average for comparable universities. Additionally, continued turnover and understaffing throughout the entirety of the office has resulted in repeated operational overload and failure resulting from the fact that the office simply cannot keep up with student demand.

Therefore, in order for the University to even meet compliance standards, let alone ensure students with disabilities thrive and succeed during their time at UW, the University must invest resources that are proportionate, or greater, to the significant demand in which the DRS office is dealing with.

Campus-Wide Impacts

The University's failure to adequately support the DRS Office has much broader implications than being out of legal compliance; it directly ensures the failure of many of the students with disabilities that this office both currently and has yet to serve.

Furthermore, these actions misalign with the University's commitment, explicitly outlined in Goal #2 of the [2022- 2026 UW Diversity Blueprint](#) to "Attract, Retain, and Graduate a Diverse and Excellent Student Body", which includes students with disabilities— as Disability is Diversity. (It is worth noting that this goal has been in previous UW Diversity Blueprints as well).

While much attention has been focused on UW Administration's failure to adequately support DRS and the effect this has on students, it is also worth mentioning that many DRS staff members believe that a disproportionate amount of the labor to ensure the academic success of students with disabilities is not being shared across the University.

For years, DRS staff have addressed concerns of being both taken for granted and burdened with the task of effectively overseeing, administering, advocating for all things related to disability—despite the office being both under-resourced and lacking any real University influence or expert power to create necessary changes.

Moreover, DRS staff are doing this while navigating numerous other institutional challenges such as, but certainly not limited to: attitudinal barriers (existing within academic departments) about DRS and the students receiving academic accommodations related to their disability; along with a UW employee deficit in both the knowledge and training of the Americans with Disabilities Act (ADA) and their respective role's responsibility to uphold these laws, regulations, and policies.

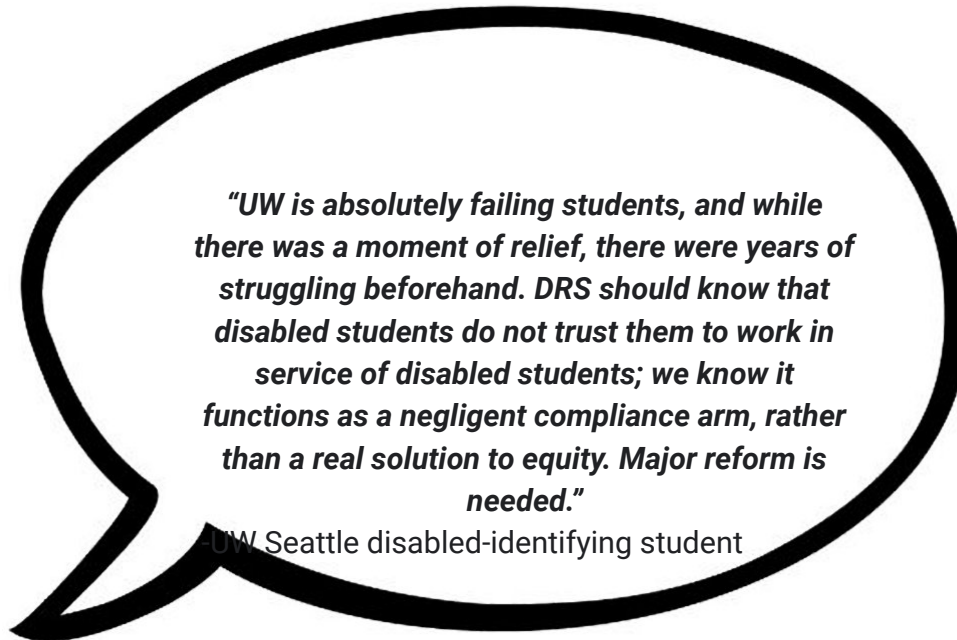
It is evident that in order to attract, retain, and graduate our students with disabilities, this is a responsibility that is much too large for one unit to sustain on its own. Therefore, it is time for the entire University, each unit and department, each faculty and staff member, to invest in initiatives to help DRS support the overall success and well-being of students with disabilities.

"We must work together because it is not – and could never be – the sole responsibility of one person, one office, or one initiative to solve these systemic and complex issues. It will take ongoing and sustained effort from all of us."

-UW President Ana Mari Cauce

(Excerpt taken from the [2017-2021 UW Blueprint](#) in which President Cauce called for shared accountability from all academic and administrative units to achieve the goals outlined).

Student testimonials on DRS challenges



In 2020, the ASUW Student Disability Commission collected qualitative and quantitative data from students who 1.) registered with DRS, 2.) did NOT register with DRS, and 3.) attempted to register but did not receive accommodations. These students have been at the University for a variety of years, ranging from 2014 to 2022. Their responses are summarized below, along with analyses of how these student experiences connect to the chronic under-resourcing issue in DRS.

Untimely responses and unreasonable wait-times:

The following student testimonials touch on a common student experience of having to wait weeks, sometimes months, to get a meeting with DRS. Many students describe their frustrations in trying to get timely responses from DRS staff, or not having any follow-up from their assigned Access Coordinators. These experiences often stem from the fact that DRS Access Coordinators have caseloads of 900+. Coordinators are over-extended and do not have the needed time to manage the detailed nuances associated with Higher Education disability/accommodation work (including routine and continual touchpoints and timely responses to inquiries from students, faculty

and staff). DRS has been known to have wait times of 5-6 weeks for new students to get approved for accommodations. Students may also experience an additional 6 week wait until their accommodations are implemented - after approval. If DRS staff had caseloads of 250-300 students (the national recommendation), Access Coordinators would be able to ensure a more supportive educational experience for students with disabilities at the University of Washington. This would allow students with disabilities to participate fully in the university's mission: to bolster discovery through the preservation, advancement and dissemination of knowledge.

"I spoke with a temporary employee at first and then heard nothing for months despite my attempts to follow up. I had to get upset to get a response."

"Difficulty in finding time that could work, plus no responses for a period of time, through both email and phone number (left a voicemail too.)"

"The employees are very busy and I do not feel prioritized. I had to do so much follow-up work to get a response."

"When I initially submitted my application I received no response and simply thought I was not eligible... I then went two years thinking I couldn't receive accommodations which was also detrimental to my academics, I just wish the DRS was more willing to reach out and help them their students because I have been ignored twice- and as a student with a disability I feel like it should be known that this is a demographic that may need help getting support or reaching out."

"The ability to navigate a hostile bureaucracy should not decide who receives accommodations for a disability well-known for making navigation through a hostile bureaucracy much more difficult than it already is. This current gatekeeping directly excludes those who would benefit the most from DRS were they able to access its services in the first place and, by effectively excluding low-income and first-generation students, furthers generational poverty by withholding resources that without which they cannot graduate or must spend even more on tuition for classes from which they become forced to withdraw."

Negative reputation and distrust from students:

Some students who qualify for DRS accommodations refuse to apply in the first place, due to the fact that DRS's reputation among the disability community at the UW is quite negative. Due to understaffing, DRS staff do not have time to be able to conduct effective marketing and build meaningful connections with the disability community and earn trust, leading to many students not even attempting to reach out.

"I did not apply because based on everything I had heard about DRS, I did not feel like I would be served well or understood."

DRS Resources Needed

In order to effectively serve students with disabilities at the University of Washington, DRS needs:

New, Permanently Funded DRS Staff positions
Increase in DRS budgets to allocate to DRS staff salary raises
Mandated Americans with Disabilities Act (ADA) and Disability Awareness training for all faculty and staff
Meaningful and Effective Disability Representation on all Relevant Campus-Wide Committees that are making decisions that impact Faculty, Staff, and Students with Disabilities
An Investigation into Departmental Organization Structure to Improve the Effectiveness of DRS work and Increase the Proximity to Faculty (Seattle campus)

(See corresponding sections for details)

New, Permanently Funded DRS Staff positions

- In Autumn 2021, DRS Seattle had 8 Full-Time Employees (FTEs) serving 4,179 active students, making the ratio of full-time professional staff to DRS students approximately 1 to 522. In Winter 2022, 3 new FTEs were hired (for a total of 11 FTEs), moving the ratio to approximately 1 to 436.
- [According to the Association of Higher Education and Disability \(AHEAD\)](#), the nation-wide average ratio of full-time professional staff to DRS students at comparable institutions (with enrollment of over 30,000 students) was 1 to 159⁶ in 2018.
 - ◆ [AHEAD](#) (Association on Higher Education And Disability) is the leading professional membership association for individuals committed to equity for persons with disabilities in higher education. The organization provides the most relevant resources, education rooted in best practice, and guidelines for disability resource professionals, student affairs personnel, ADA coordinators, diversity officers, AT/IT staff, faculty and other instructional personnel, and colleagues who are invested in creating welcoming higher education experiences for disabled individuals.
- It is important to know that not all DRS FTEs take on student caseloads. Of the 10 FTEs currently employed in DRS Seattle (as of the Spring 2022 Quarter), only 'Access Coordinators' take on student caseloads. During the Fall 2021 Quarter, the Seattle DRS Office only had 3 FTE Access Coordinators (1 other FTE Coordinator was employed but on sick leave), making their caseload 1400 students per coordinator. Two FTE Access Coordinators were added in the Winter 2022 Quarter for a total of 6 FTEs, making their caseloads over 900 students per coordinator.

⁶ *Ahead's National Survey of Disability Resource Office structures and programs*. The NCCSD Clearinghouse and Resource Library. (n.d.). Retrieved March 10, 2022, from <https://www.nccsdclearinghouse.org/research-highlights/aheads-national-survey-of-disability-resource-office-structures-and-programs>

- In Winter 2022, DRS Bothell had 1.5 Full-Time Employees serving 405 active students, making the ratio of full-time professional staff to DRS students approximately 1 to 270.
 - The Director of DRS Bothell is .5 FTE for DRS, and .5 FTE for Veteran services. This individual takes on all student caseloads, which is 405 active DRS students and 200 veteran students and dependents (Winter 2022).
 - In Winter 2022, DRS Tacoma had 2 Full-Time employees serving 616 active students, making the ratio of full-time professional staff to DRS students approximately 1 to 308.
 - The Director of DRS Tacoma is the only individual on the Tacoma campus who takes on student caseloads, which is 616 active DRS students (Winter 2022).
 - [Note that the nation-wide average ratio](#) of full-time professional staff to DRS students in offices that had 2-3 full-time practitioners is 140.7 students.
 - Bothell and Tacoma offices do not have other support staff in the way that DRS Seattle does, so Bothell and Tacoma DRS staff find themselves taking on a multitude of time-consuming responsibilities (alternative testing, student caseloads, program operations, etc) that heavily impact the overall service they provide to students.
 - With Bothell and Tacoma having only 1.5 to 2 FTEs in their DRS offices, there is a high risk of loss of institutional knowledge and the ability to serve students with continuity. Even one employee choosing to leave their role poses significant risk.
-
- Although there is not an overall recommended caseload number for disability services, it is worth noting that [disability services practitioners often have extensive workload responsibilities](#) beyond what a typical higher education advisor may have. Caseload numbers do not take into consideration the time it takes to implement complex accommodations, support students with complex disability-related needs, advise

faculty on implementation of accommodations and universally designed curriculums, professional development in the field of disability services, and more⁷

→ As the number of DRS students increase exponentially, the resources that the office needs to handle the demand has not. This burden has resulted in incredibly high staff turnover. This includes the Director position in which the DRS office has had several directors in less than a decade. This cycle is unfortunately set to continue unless DRS is properly staffed and resourced to ensure employee success.

→ According to the UW 2019 Climate Survey⁸, all 3 UW campuses reported a significant disparity in the number of students who identified as having one or more disabilities, and the number of students enrolled in DRS services.

◆ [UW Seattle:](#)

- 14% of respondents identified as having a disability.
- Only 28% of those who identified as having a disability noted that they were registered with DRS (meaning 72% were not).

◆ [UW Bothell:](#)

- 15% of respondents identified as having a disability.
- Only 30% of those who identified as having a disability noted that they were registered with DRS (meaning 70% were not).

◆ [UW Tacoma:](#)

- 17% of respondents identified as having a disability.
- Only 27% of those who identified as having a disability noted that they were registered with DRS (meaning 73% were not).

◆ [UW Health Sciences:](#)

- 13% of respondents identified as having a disability.
- Only 25% of those who identified as having a disability noted that they were registered with DRS (meaning 75% were not).

⁷ Brown, K. R., Wilke, A. K., & Pena, M. (2020). Persuasive Metrics: Caseload Benchmarking and Data-Driven Tools for Budgetary Advocacy . *Journal of Postsecondary Education and Disability*, 33(3), 291–300.

⁸ Rankin & Associates. (2019). (rep.). *Assessment of Climate for Learning, Living, and Working*. Seattle, WA.

→ If all the students who identified as having a disability at all 3 UW campuses decided to pursue DRS services (which they are legally entitled to), DRS could not keep up with student demand at the current level of staffing.

◆ Note- these numbers don't include temporary disabilities, which DRS also provides services for.

→ The [National Center for Education Statistics](#) indicates that 19% of all undergraduate students and 12% of graduate students in the United States identify as having one or more disabilities⁹.

◆ Because of factors such as, but certainly not limited to, the destigmatizing of mental health and disability services, and the newly classifying of long-term COVID as a disability, the number of students identifying as disabled is expected to continue to grow. This supports the need for both short and long-term resources invested into the DRS.

→ The [Program Domains, Standards, and Performance Indicators](#) set by the Association on Higher Education and Disability (AHEAD) assert that one of the measurements of ensuring that “the institution has committed appropriate resources for coordinating services for disabled individuals” is to “establish staffing at the level necessary to address individual and systemic barriers in a timely manner”. Over the past 10 years, the number of students that DRS serves has increased exponentially, and it is predicted to grow even more in coming years. With the current staffing in DRS, they are unable to meet baseline-compliance deadlines for student accommodations, indicating that the University of Washington is NOT meeting the standard of staffing their disability resources office.

→ As the DRS team grows, hybrid work options for employees need to be a permanent fixture for the office, even beyond the COVID-era. This allows DRS to hire more disabled-identifying staff members, who often rely on remote access. Additionally, this allows the DRS team to grow without needing extra office space. A vast majority of DRS students prefer to meet remotely, which means there is no impact to the DRS staff members' essential functions of their job if they are to work from home.

⁹ The Postsecondary National Policy Institute. (2021, September 26). *Factsheets: Students with Disabilities in Higher Education*. PNPI. Retrieved March 23, 2022, from <https://pnpi.org/students-with-disabilities-in-higher-education/>

Specific asks

→ DRS Seattle: [*Potential org chart showing new department structure linked here.](#)

◆ **5 additional Access Coordinator FTEs, which would allow the DRS Seattle team to:**

- Decrease individual Access Coordinator caseload to approximately 450 DRS students each
- Decrease overall DRS Seattle FTE to student ratio to approximately 1 to 277 (counting the 3 unfilled FTE positions in DRS currently)
- Hire a DRS Seattle Access Coordinator with medical field expertise to handle all of the School of Medicine cases, which are much more complex and time-consuming than other DRS cases.
- Spend time working with academic departments to pursue Universal Design models in teaching, which is a long-term solution to promote inclusivity for the ever-growing number of students with disabilities at UW

◆ **New 'Accessible Text and Technology' program within DRS, with an Assistant Director, which would allow the DRS Seattle team to:**

- Keep up with student demand for accessible instructional materials and technology (with current staffing, many DRS students are experiencing significant delays in receiving their classroom materials and technology)
- Expand the reach of Accessible Text and Technology to support faculty in the implementation of universally designed classroom materials and modes of teaching

◆ **New 'Student Care and Development' program within DRS Seattle, with an Assistant Director, which would allow the DRS Seattle team to:**

- Serve the exponentially increasing number of students with psychological/emotional/mental-health related disabilities in a holistic manner (often high-needs students who show signs of suicidal ideation, behavioral challenges, and more)

- Meet the needs of students with complex learning and neurological disabilities through an expansion of the high-demand Disability Academic Success Support team, with staff specifically trained to serve students with disabilities

◆ **Secure permanent funding for all current ‘temporary’ DRS Seattle positions including:**

- Direct Access Coordinator (part time)
- Adaptive Technology Coordinator (part time)
- Academic Success Coaches (part time)

→ **DRS Bothell:**

◆ **A re-evaluation of staffing needs, which will allow DRS Bothell to:**

- Determine exactly what/how many additional staff are needed in order to ensure compliance
- Proposed structure: Director, Assistant Director, Program Coordinator, Academic Success Support (with disability expertise), Testing support staff

→ **DRS Tacoma:**

◆ **A re-evaluation of staffing needs, which will allow DRS Tacoma to:**

- Determine exactly what/how many additional staff are needed in order to ensure compliance
- Proposed structure: Director, Assistant Director, Program Coordinator, Academic Success Support (with disability expertise), Testing support staff

Increase in DRS budgets to allocate to DRS staff salary raises

- Despite DRS staff being in the correct classification and salary grade, DRS staff salaries are, on average, significantly lower than comparable positions across campus and comparable positions at other Universities.
 - ◆ Additionally, there are pay disparities between the staff employed at the Bothell and Tacoma campuses and those who work at Seattle despite all parties doing comparable work.
- DRS staff are receiving less frequent raises than other University roles, despite a clear increase in workload, due to an extremely limited budget. The lack of competitive wage salaries raises are a contributing factor to the significant turnover within the office.
- DRS staff job descriptions also need to be reevaluated to reflect their true responsibilities. The tasks and percentages, related to the roles within the DRS office, do not reflect all the duties performed and maintained by the individual(s).
- The [2022-2026 UW Diversity Blueprint](#) states:
 - ◆ “Goal 4: Attract and Retain Diverse Staff– “The University must increase efforts to retain diverse staff at all ranks and to support the success of diverse staff across the full arcs of their careers.”
 - *It is worth noting that this goal has been in previous UW Diversity Blueprints as well*
- DRS teams nation-wide have a high percentage of disabled-identifying individuals. [2020 AHEAD](#) data indicates that 43.4% of disability service providers in higher education identified as having one or more disabilities¹⁰.
- The fact that DRS staff (many of whom identify as having disabilities themselves) have been underpaid for decades, while over-utilized in multiple respects across the University, brings to question the University's commitment to supporting people with disabilities, and the University's commitment to retention of a diverse staff.

¹⁰ Association on Higher Education and Disability. (2021). (rep.). *The 2020 Biennial AHEAD Survey: Reporting on Disability Resource Professionals in Higher Education*.

Mandated Americans with Disabilities Act (ADA) and Disability Awareness training for all faculty and staff

→ A significant portion of DRS staff members' role is to educate and guide staff/faculty through implementing the accommodations that students with disabilities in their classes need. This can be time consuming and frustrating for DRS staff, as many faculty/staff members view ADA accommodations as an 'insult to academic rigor' and 'unfair for the rest of the students in the class'.

→ The ASUW Student Disability Commission has held multiple open Town Halls for students with disabilities to talk about their experiences facing ableism from faculty and staff. This quote is pulled from a [May 2021 memo to the Provost Advisory Committee for Students](#):

◆ *"During a recent Town Hall held by the SDC for Neurodivergent and Autistic students, multiple students shared their experiences with teaching staff treating accommodation requests as an attempt to gain an advantage in the course or deceive the faculty. These attitudinal barriers lead many students to feel unsupported and scared to advocate for themselves, resulting in even fewer students receiving their required accommodations and having the tools to succeed in class. Even if DRS accommodations are acquired, there is no guarantee that they will be honored by teaching staff."*

Specific asks

- ADA and Disability Awareness training could be included in the already-under-development Diversity, Equity, and Inclusion training, as mandated by recent Washington State legislation, [SB 5227](#).
- This training should be added to the HR checklist for all new UW employees to ensure that they are fully aware of their responsibilities to accommodate students/employees with disabilities; thus creating a shared understanding of disability as a part of diversity.
- Disabled and Deaf-identifying people (both students and staff) must lead the creation of said training.

Meaningful and Effective Disability Representation on all Relevant Campus-Wide Committees that are making decisions that impact Faculty, Staff, and Students with Disabilities

- Currently, there are many decisions being made by upper-level UW administration that do not properly consider the needs of people with disabilities.
 - ◆ Example: The University's return to school policies during COVID-19 and the subsequent messaging informing students that they should go to DRS for COVID-related accommodations. These claims were made without consultation with DRS, meaning that the office was overwhelmed with students asking for accommodations that DRS could not approve.
 - Special Note: As COVID-19 is classified as an illness, not a disability, the DRS Office cannot legally support accommodating students simply due to COVID infection alone. The DRS can support students with Long-Term COVID-19, which is classified as a disability, and students with disabilities in which the COVID illness would pose a significant health risk.

Specific asks

- Disability representation that is meaningful and effective, including but not limited to professional staff that directly serve individuals with disabilities, to serve on committees such as, but not limited to:
 - ◆ Faculty Senate
 - ◆ Faculty Council on Teaching and Learning
 - ◆ Faculty Council on Student Affairs
 - ◆ Faculty Council on Campus Planning and Stewardship
 - ◆ Task force for Universal Design (if this is created by UW administration)
 - ◆ Any diversity-related councils on campus
 - ◆ Any others that may be deemed relevant

An Investigation into Departmental Organization Structure to Improve the Effectiveness of DRS work and Increase the Proximity to Faculty (Seattle campus)

- Due to the incredibly complex nature of the Seattle DRS office and the many responsibilities that fall within DRS as a unit, the DRS Office needs to be positioned within a department that will allow for them to operate quickly and effectively.
 - Currently DRS sits under Student Life, but DRS staff believe that the office may actually function better under Academic and Student Affairs (ASA).
-
- In comparing the mission statements of the two Departments, Student Life is about solely “creating” an inclusive, engaging, and supportive experience. Whereas, the ASA is about “enhancing” that student experience through collaborations with various departments/units, and piloting innovative strategic initiatives to create a “leading edge experience”. This is the direction that the DRS needs to move toward.
-
- The DRS office is currently seen as just an accommodation/compliance office; this has over the years kept the office operating in a very short-term and reactive capacity. Instead, DRS needs the resources to become an office of Universal Design Ambassadors and Developmentally Focused Educators. This will enhance the University's efforts around Universal Design, creating a better academic institution for all students, both with and without disabilities.
-
- Moving DRS to be a new unit under Phil Reid in ASA would allow DRS to work alongside the “Strategic Initiatives” unit, which could be helpful in promoting Universal Design across the tri-campus.

Specific asks

- A task force or investigative group to better understand the organizational structure for the DRS Seattle office, to increase the effectiveness of DRS work.

Conclusion

The University of Washington, the flagship university of Washington state, is regarded as one of the best postsecondary institutions across the country for its research and innovation. As we move out of the pandemic, a time that challenged the world to confront issues related to accessibility, the UW has a unique opportunity to “transform” and “create a new normal” that the University Leadership promised. Here, before us all lies an opportunity to become the leading institution for disability support services and accessible education, which will in turn support and guarantee the success of all the students that enroll at this great University.

“We can’t afford to leave talent out there on the sidelines because of issues of accessibility.”

-UW President Ana Mari Cauce, [Microsoft Ability Summit 2020 \(Keynote Day 2\)](#)

Current State

First class meeting time	Class meets: Daily; 4x/wk; MWF; MTW; MWTH; MT; MW; MF; WF; MTH; MTHF; TWF	Class meets: TTH; T; TH; TTHF; MTTH; TW; TF; THF; TWTH	Class meets: Once a week: M; W; F; S
7:30 a.m.	8:30-10:20 a.m., Fri (0/5)	10:30-12:20 p.m., Fri (0/1)	12:30-2:20 p.m., Fri (41/5)
Morning class-times			
8:30 a.m.	8:30-10:20 a.m., Tue (5268/172)	10:30-12:20 p.m., Tue (3609/126)	12:30-2:20 p.m., Tue (1187/34)
9:30 a.m.	8:30-10:20 a.m., Wed (5548/203)	10:30-12:20 p.m., Wed (1192/84)	12:30-2:20 p.m., Wed (759/39)
10:30 a.m.	8:30-10:20 a.m., Mon (9362/279)	10:30-12:20 p.m., Mon (5034/201)	12:30-2:20 p.m., Mon (1790/58)
11:30 a.m.	2:30-4:20 p.m., Wed (6113/182)	4:30-6:20 p.m., Wed (2792/104)	6:30-8:20 p.m., Wed (1017/33)
Afternoon class-times			
12:30 p.m.	8:30-10:20 a.m., Thur (5368/159)	10:30-12:20 p.m., Thur (2026/98)	12:30-2:20 p.m., Thur (814/43)
1:30 p.m.	2:30-4:20 p.m., Mon (6169/213)	2:30-4:20 p.m., Fri (4967/234)	6:30-8:20 p.m., Mon (1214/78)
2:30 p.m.	2:30-4:20 p.m., Tue (3572/137)	4:30-6:20 p.m., Tue (2917/152)	6:30-8:20 p.m., Tue (848/63)
3:30 p.m.	2:30-4:20 p.m., Thur (3614/130)	4:30-6:20 p.m., Thur (3022/139)	6:30-8:20 p.m., Thur (3033/154)
Evening class-times			
4:30 p.m.	4:30-6:20 p.m., Mon (1538/49)	4:30-6:20 p.m., Fri (1165/82)	6:30-8:20 p.m., Fri (903/60)
5:30 p.m.	6:30-8:20 p.m., Mon (139/15)	6:30-8:20 p.m., Tue (1156/64)	8:30-10:20 p.m., Tue (575/34)
6:30 p.m.	6:30-8:20 p.m., Wed (382/29)	6:30-8:20 p.m., Thur (3033/154)	8:30-10:20 p.m., Wed (962/74)
7:30 p.m.	8:30-10:20 p.m., Mon (242/10)	8:30-10:20 p.m., Thur (265/12)	8:30-10:20 p.m., Fri (119/7)

*Numbers after the day are student count/section count from Autumn 2021

Day	Student Count	Section Count
Saturday	6947	64
Monday	25583	905
Tuesday	19355	788
Wednesday	18849	750
Thursday	18161	736
Friday	7195	394

Proposed State

First class meeting time	Class meets: Daily; 4x/wk; MWF; MTW; MWTH; MT; MW; MF; WF; MTH; MTHF; TWF	Class meets: TTH; T; TH; TTHF; MTTH; TW; TF; THF; TWTH	Class meets: Once a week: M; W; F; S
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Afternoon class-times			
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7:30 p.m.	8:30-10:20 p.m., Mon (242/10)	8:30-10:20 p.m., Thur (265/12)	8:30-10:20 p.m., Fri (119/7)

*Numbers after the day are student count/section count from Autumn 2021

Day	Student Count	Section Count
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Wednesday	18849	750
Thursday	18161	736
Friday	3766	209