

University of Washington
Faculty Council on Teaching and Learning

May 12, 2022

10:30 a.m. – 12:00 p.m.

Zoom

Meeting synopsis:

1. Call to order
 2. Minutes from April 14, 2022
 3. Chair updates
 4. Subcommittee updates
 5. Prioritizing DRS/Accessibility work for 2022/23
 6. FCTL Subcommittee priorities for 2022/23
 7. Good of the order
 8. Adjourn
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1. Call to order

The meeting was called to order at 10:32 a.m.

2. Minutes from April 14, 2022

The minutes from April 14, 2022 were approved as written.

3. Chair updates

Chair Halverson communicated with UWB and UWT encouraging faculty to join FCTL in the next academic year.

Several members noted their recent employment promotions.

4. Subcommittee updates

Evaluation subcommittees had a joint meeting to refine their work on review on students and faculty. continue to be separate but working together.

Accessibility: drafted a survey for faculty on all campuses. They are focusing on increasing awareness of accessible practices in the classroom. The subcommittee aims to identify what resources are being used and what are common practices. A member noted their department discussed access coordinators and additional funding for that position.

5. Prioritizing DRS/Accessibility work for 2022/23

Bree Callahan, Adiam Tesfay, and Glenna Chang joined the council to discuss DRS responsibilities, challenges, and considerations for future agendas (Exhibit 1).

They noted opportunities for cooperation with FCTL including subcommittee work in identifying accessibility practices for faculty (such as 100% use of canvas); promoting information on roles of faculty in processes; defining departmental expectations and systemic changes to reduce barriers; identifying how/where can institutional support grow.

DRS noted the need for a point of contact to address issues in units, required trainings, centralized remediation, and additional support for instructors. Members suggested more assistance from UW by utilizing public relations communication.

6. FCTL subcommittee priorities for 2022/23

Tom Lewis provided a written response to the UWIT priorities for the next academic year.

They noted many faculty and instructors are deploying the technologies they use for their research activities in the classroom, often with great difficulty and little support. These are technologies many students need to learn to further their own careers. However, UW-IT has only a partial understanding of the overlap between teaching and learning and research technologies and could use guidance on what exactly to support. It was suggested to create a subcommittee reviewing UW-IT's JupyterHub service for teaching and learning – should more technologies be needed, what are they, and what funding models work?

Two non-authorized UW web applications (<https://uwgrades.com/> and <https://uw.coursefinder.fyi/>) currently show the grading patterns of individual UW faculty as well as data from course evaluations. One of these apps crowdsources information about students' experiences with individual instructors, which creates issues around confidentiality and could lead to uncensored commentary from students. These sites are also not authorized by UW and thus do not adhere to UW's Privacy principles; personal information could be collected from these free sites. Since these sites are not authorized, the validity of the data cannot be examined as is required with UW's policy on the use of academic analytics. Finally, since these data are received through an FOIA request from students who will be graduating soon, the data is stale and will not be refreshed over time. FCTL was asked to explore the idea of providing similar accurate, secure, and current data in DawgPath. Determine faculty who are interested in providing feedback on the approach.

Additional discussion was postponed until the next FCTL meeting.

7. Good of the Order

Members highlighted the advances in higher education seminar and 2022 UW Libraries student video content winners.

8. Adjourn

The meeting adjourned at 11:53 a.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, SoYoung Kang, Anne-Marie Gloster, Rania Hussein
Faculty Code Section 21-61 B: Deb Raftus
President's designee: LeAnne Jones Wiles
Guests: Sean Gehrke, Matt Winslow, Penelope Moon, Adiam Tesfay, Bree Callahan, Glenna Chang

Absent: **Faculty Code Section 21-61 A:** Kathleen Peterson
Faculty Code Section 21-61 B: Lukas Illa, Kat Eli

Exhibits

Exhibit 1 – FCTL May 12th Presentation. Partnership on Accessibility

FCTL & Accessibility Partnership Opportunities

Bree Callahan

Adiam Tesfay

ADA Coordinator

DRS Director

Goals for Today

- > Establish understanding of roles and responsibilities of access for students with disabilities
- > Review current operational challenges of ensuring effective access
- > Discuss opportunities to partner



University's Requirements of Access

- > Ensure all programs, services & activities provide access for people with disabilities
 - **Programs:** Burke Museum, English, Engineering, Libraries
 - **Services:** IT Help Desk, Course Registration System, Canvas
 - **Activities:** Commencement, Title IX Training, Whole U Event,



How Do We Ensure Access?

- > Two ways
 - The program, service and/or activity is accessible to all at the point of delivery
 - Modify with individualized accommodations
- > What is an accommodation?
 - An accommodation is an adjustment to a policy, practice or requirement to provide a person with a disability equal opportunity to participate and benefit



Roles and Responsibilities of Access?

- > Included a variety of ownership and stakeholders
 - **Student**
 - > States barrier and requests an accommodation
 - **DRS**
 - > Verifies a disability and barrier are present
 - > Design access plan to provide equal access
 - > Partners with Academic Dept to implement accommodations effectively



Roles and Responsibilities of Access?

- > Included a variety of ownership and stakeholders
 - **Academic department**
 - > Provides subject matter expert on essential elements of the curriculum as designed and delivered
 - > Implements activated accommodations in courses
 - > Consults with DRS



Current Operational Challenges

- > Meeting obligations of timely and effective implementation of accommodations
 - Impacts to student and faculty
- > Need scalable practices and understanding of roles
 - Growing # of Faculty Notification Letters sent
 - Faculty: AY 18-19: 4227, AY 21-22: 5820
 - > Avg per qtr AY 21-22: 3113
 - Classes: AY 18-19: 7820, AY 21-22: 12441
 - > AY 21-22: 27-31% of classes in qtr



Partnership Opportunities

- > Move from “you” to “we”
 - DRS is modifying curriculum that is not accessible, how can faculty work to create less barriers over time?

- > Understanding of roles and responsibilities
 - Faculty are required to implement activated accommodations, can not say ‘no’ without DRS engagement.

- > Need scalable practices
 - What are avenues to more effectively use systems in place within academics depts?



Ideas

- > Direct role(s) identified in college/department
- > FCTL sub committee work identifying accessibility practices for faculty
 - adoption of 100% use of Canvas
- > Promote information on roles of faculty in accommodation process
- > Departmental expectations and systemic changes to reduce barriers
- > Where can institutional support grow

