University of Washington
Faculty Council on Teaching and Learning
January 11, 2024
10:30 a.m. – 12:00 p.m.
Zoom

Meeting synopsis:

1. Call to order
2. Consent agenda
    a. Minutes from Dec 2023
3. Chair updates
    a. Future of Teaching provost working group
    b. Final Report: Future of Teaching & Learning: Access Working Group – Office of the Provost (washington.edu)
4. UCCA/UCGE update - Jason Johnson, Ann Huppert
5. Subcommittee updates
6. Faculty feedback on DRS – Adiam Tesfay
7. Good of the order
8. Adjourn

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1. Call to order

The meeting was called to order at 10:30 a.m.

2. Consent agenda

a. Minutes from Dec 2023

Chair Self asked for any discussion of the consent agenda. There was no discussion. The consent agenda was approved.

3. Chair updates

a. Future of teaching provost working group

b. Final Report: Future of Teaching & Learning: Access Working Group – Office of the Provost (washington.edu)

Chair Self reminded subcommittee members to submit a summary of their work for a quarterly report to the SEC.
The chair also mentioned the accessibility provost working group has been working toward a broad tri-campus scope with an ideal start in 2024. They identified problems with how rooms are designed and how courses become structured, particularly on accessibility (https://www.washington.edu/provost/future-of-teaching-learning/future-of-teaching-learning-working-group-on-course-program-access/final-report/). This could be a collaborative effort with the Faculty Council on Campus Planning and Stewardship (FCCPS).

4. UCCA/UCGE update – Jason Johnson, Ann Huppert

The University Committee on Curriculum Administration (UCCA) and University Committee on General Education (UCGE) leadership joined the meeting to provide an overview of their initial purpose,

membership, and upcoming work (Exhibit 1). They identified the timeline which would include gathering feedback from FCTL, and other relevant faculty councils, at a later date.

5. Subcommittee updates

FCTL members divided into breakout rooms based on their subcommittee.

6. Faculty feedback on DRS – Adiam Tesfay

Adiam Tesfay (Director, DRS) shared accommodation data from 2018-2023 (Exhibit 2) noting the general increase in requests per year, outreach for international or non-traditional students, and support for accessible courses and testing. Over 400 courses have no faculty listed meaning disability requests may not have reached the appropriate instructor. Tesfay highlighted future plans and asked members how DRS information can be improved and what kind of support faculty would need to achieve accommodation requests.
Tesfay also noted the increasing number of faculty who were sent a DRS letter of accommodation, reaching over 5000 on the Seattle campus in AY 22-23 and almost 30% of courses have received accommodation requests.
Members emphasized interest in the integration between MyUW and DRS, although concerns about student privacy were raised. Regarding privacy, it was noted that graduate students as instructors have been on a need-to-know basis if they are the instructor implementing accommodation requests to minimize sharing of confidential information.

7. Good of the Order

The Center for Teaching and Learning announced two upcoming events:

1. Conversation on UW "Policy" on Attendance - February 21
   https://teaching.washington.edu/learn/workshops/participation-and-attendance/
2. Submissions for Teaching and Learning Symposium due January 26
   https://teaching.washington.edu/learn/teaching-and-learning-symposium/symposium-cfp/

8. Adjourn

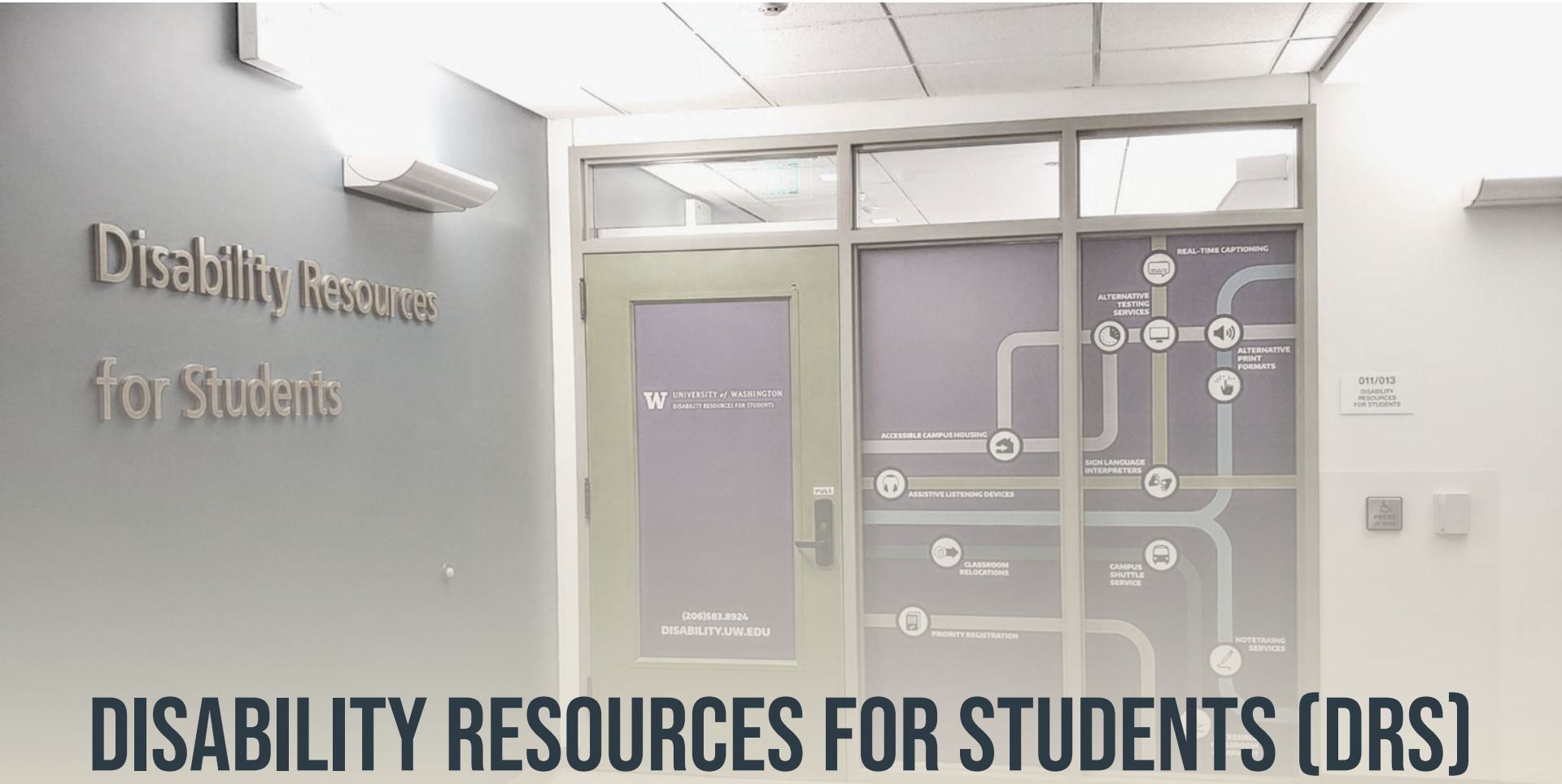
The meeting was adjourned at 11:58 p.m.

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

Present:	**Faculty Code Section 21-61 A:** Fred Bookstein, Rania Hussein, Casey Self (chair), Anne-Marie Gloster, Sunita Iyer, Ranjini Grove, Leighann Chaffee, Stuart Reges, Laura McGarrity, Alison Crowe, Kimberly Ambrose **Faculty Code Section 21-61 B:** Brancy Lawrence (PSO), Lauren Ray (ALUW) **Faculty Code Section 21-61 C:** LeAnne Jones Wiles **Guests:** Sean Gehrke, Bree Callahan, Karin Roberts, Tina Miller, Jason Johnson, Ann Huppert, Adiam Tesfay
Absent:	**Faculty Code Section 21-61 A:** Duong Than, Nicole McNichols **Faculty Code Section 21-61 B:** Joey Rotondo (GPSS)

Exhibits

Exhibit 1 – UCCA and UCGE for FCTL
Exhibit 2 – FCTL & DRS Jan 2024



DISABILITY RESOURCES FOR STUDENTS (DRS)

DRS Function

Overview

DRS is the university's designated office to assess student documentation, provide reasonable academic and housing accommodations to UW matriculated students, and ensure accommodation compliance and is a campus resource for disability, accessibility, and inclusive design. DRS advances the University's mission for academic success for all students through DEIA.

Each campus has its own DRS office. Seattle office manages software, licenses, technology and accessible course file remediation for all 3 campuses.

- Partner with students with disabilities, and their instructors, to establish services for their access and inclusion on campus
- Manage, coordinate, implement, and evaluate accommodation/service programs
- Serve as a resource to students/faculty/staff to ensure effective provision of services
- Provide educational and resource support to the campus community to increase awareness regarding how to create and sustain access and inclusion for students with disabilities in all aspects of the university
- Provide resource and referral information to the campus community and prospective students and their families

DATA TRENDS

Dept. of Ed data showing growing # of college students reporting a disability

- In 2015-2016, **19% for undergrads and 12% for graduate students.**
- These rates have increased after COVID.

UW 2019 Climate survey

- **14% of respondents identified as having 1 or more disabilities** (UW Seattle)

DRS (UW Seattle) Data Overview

- **currently serves about 10% of the undergraduate student population and 9% of graduate/professional students**
- 4,954 total students as of Summer 2023
  - 3322 undergraduate students
  - 1403 graduate/professional students

DRS DATA 2018-2023 (Seattle)

	18-19- Total	19-20- Total	20-21- Total	21-22- Total	22-23- Total
Total DRS Students all year *	8,843	10,349	11,167	13,104	14,578
Highest quarter count Total DRS students (mostly spr)	2,669	2,963	3,287	3,873	4,348
Total requests **	10,563	13,215	17,694	23,174	28,731
Requests 7 days after quarter start	No data	No data	862	713	1,282
Number of Classes	6,062	7,019	8,564	10,208	11,285

*total of all 4 quarters of students active with DRS
** FA 23 total requests more than all of '18-'19 (10,721)

DRS DEMOGRAPHIC DATA 2018-2023 (Seattle)

	18-19- Total	19-20- Total	20-21- Total	21-22- Total	22-23- Total
Total DRS Students *	8,843	10,349	11,167	13,104	14,578
Undergraduate	6,025	6,992	7,634	8,966	10,106
Graduate/ Professional	2,445	2,942	3,249	3,887	4,280
Athlete	294	185	159	128	121
EOP	976	620	562	913	1,147
International	188	124	111	87	55
Veteran	454	317	247	290	231

*total of all 4 quarters of students active with DRS

Certain special program data may not be accurate due to data migration issues

DRS TOP 4 DISABILITY TYPE DATA 2018-2023 (Seattle)

	18-19- Total	19-20- Total	20-21- Total	21-22- Total	22-23- Total
Psychological/ Emotional (Anxiety, Depression, OCD, ASD)	2,827	3,446	3,972	4,777	5,444
Learning Disability (ADHD, LD, Dyslexia)	2,503	2,891	3,280	3,988	4,682
Chronic/ Acute Health (Cancer, Arthritis, Cardiac, Autoimmune, Diabetes, Asthma)	1,612	1,720	1,617	1,922	2,089
Neurological/ Nervous System (CP, MS, TBI, Dev Dis)	586	646*	782*	850	957

*Neurological was 5 in 19-20 and Other was number 4

The increase of students Psychological conditions and Learning disabilities has increased the need for complex accommodations, additional case management and resource support

DRS BOTTOM 5 DISABILITY TYPE DATA 2018-2023 (Seattle)

	18-19- Total	19-20- Total	20-21- Total	21-22- Total	22-23- Total
Other	781	934	907	914	732
Mobility	177	221	200	241*	225
Blind/ Visual	171	184	174	173	208
Deaf/ Hearing	158	182	203	219*	207
Speech/ Language (Stutter, Aphasia, Laryngectomy)	28	26	32	20	34

*Deaf/Hearing was above Mobility in 21-22

DRS ACCOMMODATION DATA 2018-2023

	18-19- Total	19-20- Total	20-21- Total	21-22- Total	22-23- Total
Total DRS Students *	5,241	6,660	7,802	9,503	10,711
# of Students with Alternative Testing	2,501	2,947	3,699	4,725	5,558
Requests for any Testing Accommodations	5,241	6,660	7,802	9,503	10,711
# of students with Accessible Instructional Material Accommodation **	99	532	619	854	977
Requests for any Accessible Instructional Material Accommodation **	860	1,914	2,277	3,196	3,710
Number of Classes with Accessible Instructional Material requests **	292	1,665	2,012	2,669	3,058

*total of all 4 quarters DRS students

**tri campus number

INCREASED ACCESS AT DRS

Done in alignment with other institutions of higher education and the UW's ADA coordinator

Emergent student process expedites services and provides temporary accommodations

Prospective meetings/consult available before applying

Increased staffing allowing shorter wait times (2 weeks) for new applicants

Improvements to collecting course information from instructors for remediation

Expanded documentation to include self-report during COVID and beyond

Part time Case Management support through LiveWell partnership

New study skills website for psychological/learning disabilities

Public Health Liaison role created to support department faculty

Streamlined Housing Accommodation process for new

DRS PLANS AND NEEDS

Future Plans

- DRS is launching a new website at the end of this year, if you have feedback or want to give it, we would love that
- DRS is working with SDB to improve our data migration, hoping to finish this by the end of this year
- DRS is working with departments to create liaison roles
- DRS is celebrating its 45 anniversary this year and it's the 50th anniversary of Section 504, check out all the events
- In partnership with the Provost Office, DRS continues to seek system-wide approaches to accessibility and academic success of students with disabilities
    - 2 working groups are being created and others continuing (Testing Administration & Accessibility Advisory/Consultation)
    - Working on support for space

Needs

- DRS is not able to provide robust support for departments with **Testing Accommodations,** due to the rapid growth
    - DRS is working with admin to resolve our shortage of space/staff, particularly for finals week
    - DRS hiring enough additional 1 week exam administrators has not been successful, asking departments for help
    - Without space, staffing, and student late requests students may be sent back to departments to administer exams
    - DRS has a temporary 2nd staff member and working to secure permanent funds for this role
    - Update Testing Agreements, be available during exams, send exams on time, be patient, pickup exams
- DRS is working to resolve our shortage of space and manage growth of **Accessible Instructional Materials**
    - DRS has run out of space for our student/temp staff who remediate course materials
    - DRS has 1 professional staff and 70 student/temp staff that support remediation
    - We are not getting course information in time and instructors are not filling out the query quarterly, or many questions/confusion about the form and general course accessibility

WAYS TO SUPPORT ACCOMMODATIONS

Accessible Courses

- Ensure all classes have the correct instructor name and email both quarterly, and 6 weeks before quarter starts
- Ensure faculty have all course learning management tool (Canvas preferred), book and course info shared with Bookstore/Time Schedule
- Be sure to fill out DRS instructor query about course material remediation form quarterly
- Design courses, programs and services with universal design in mind, get help from UWIT Accessible Technology and the new Teaching @UW page
- Hire staff to focus on accessibility in your unit, if you have a DEIB staff member this should be part of their role
- Consult with your assigned Access Coordinator; your school/college contact may differ from your student's
- Refer students to our new study skills website

Testing

- Create various types of exams and in accessible formats
- Administer exams in the class/department to provide similar experiences for students with disabilities and access to the instructor during exam for questions
- Be sure to update Testing Agreement throughout the quarter
- Be sure to be available during DRS administered exams to answer questions for your students
- Be flexible with day/time of DRS administered exams
- Donate classroom space to DRS to administer exams
- Volunteer, ask colleagues or TAs, to administer exams with DRS for finals week

DISCUSSION

- How can DRS information/communication be improved when you have a student in your class with accommodations (FNL, website, query, Testing Agreement, etc)?

For me to take to the new working groups

- How can we partner around faculty's exam administration (until the working group has specific recommendations for campus)?
- What support is needed for faculty/departments to remediate or design courses in an accessible way? (this will help the working group)

CONTACT US

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FACULTY/STAFF RESOURCES

- Center for Teaching and Learning
  - Inclusive teaching strategies
- Disability Resources for Students
  - Supporting student with disabilities
  - Faculty & Staff | Disability Resources for Students
  - Academic Skills Webpage
- UW IT
  - Accessible Technology
  - Accessibility Services
- UW Libraries
  - Accessibility at the Libraries
  - Library E-Resource Accessibility Testing
- Center for Teaching & Learning
  - Designing for inclusive learning - Center for Teaching and Learning
- Learning Technologies Workshops (IT Connect)
  - Learning Technologies Workshops and Office Hours
- Rooted in Rights
  - #AccessThat

DRS PROCESS

1. Apply on DRS website
   - Upload documentation of disability
2. DRS evaluates application
   - If approved, Access Planning Meeting (APM) is scheduled
3. Access Planning Meeting (APM) with an Access Coordinator
4. Activate accommodations on a quarterly basis

COMMON TYPES OF ACCOMMODATIONS

Priority Registration	Reduced Course Load	Housing accommodations (food allergies, single room, etc.)
Furniture and classroom modifications	Assistive technology	Accessible Instructional Materials
ASL interpreters	Captioning	Extra time or reduced distraction environment on tests

DRS MENTAL HEALTH RESOURCES

Emergent Student Process

- Students with new/ emergent concerns (broken/fractured limb, TBI, concussion, mental health break, assault) can call or email us to set up a meeting with an Access Coordinator more quickly.
- They share information on a questionnaire or they can apply for DRS services.
- Someone will schedule them for a meeting within 2 weeks
- We will set accommodations temporarily or permanently and inform instructors
- We will discuss other accommodations and services we can provide

High Acuity Students

- A current DRS student experiences a high needs situation or crisis gets referred to our high acuity team
- They will reach out to the student and help resolve any concerns. This could include
    - Faculty/dept communications, withdrawal from university, referral to resources on or off campus, support for in patient treatment,
- We will assess if they need more accommodations and provide them

DRS MENTAL HEALTH RESOURCES

Student/Campus Care Team representation

- DRS staff are members of the Care Teams and consult regularly on students
- We also work with specific students of concern brought up at Care Team

Conduct Hearing

- DRS staff can sit in on conduct hearing with CSSC and Housing if the student requests
- We are also invited to ADA reviews if there is concern of the disability impacting the conduct situation

NEW DRS Academic Skills site

- Our psychologist consultant created a site for students with psychological or learning disorders to find ways to improve their academic skills
- We worked with DSR students to create, asses and improve the resources
- We have been traveling campus sharing the site and ways staff should use it with students
- We would love to meet with your teams, email Beth Blum blumbh@uw.edu

DRS MENTAL HEALTH RESOURCES

Consultation

- You are always welcome to reach out to a student's Coordinator or the Director for consultation on a situation
- We will never share the disability but we can share ways you can support the student
- You can join a meeting with the student, if they allow

New Support Staff!

- Amanda Myhre, LiveWell, joined us in DRS half time to provide additional support for students
- She will continue to help students navigate campus processes and systems
- She will provide off campus mental health resources

DOCUMENTATION REQUIREMENTS

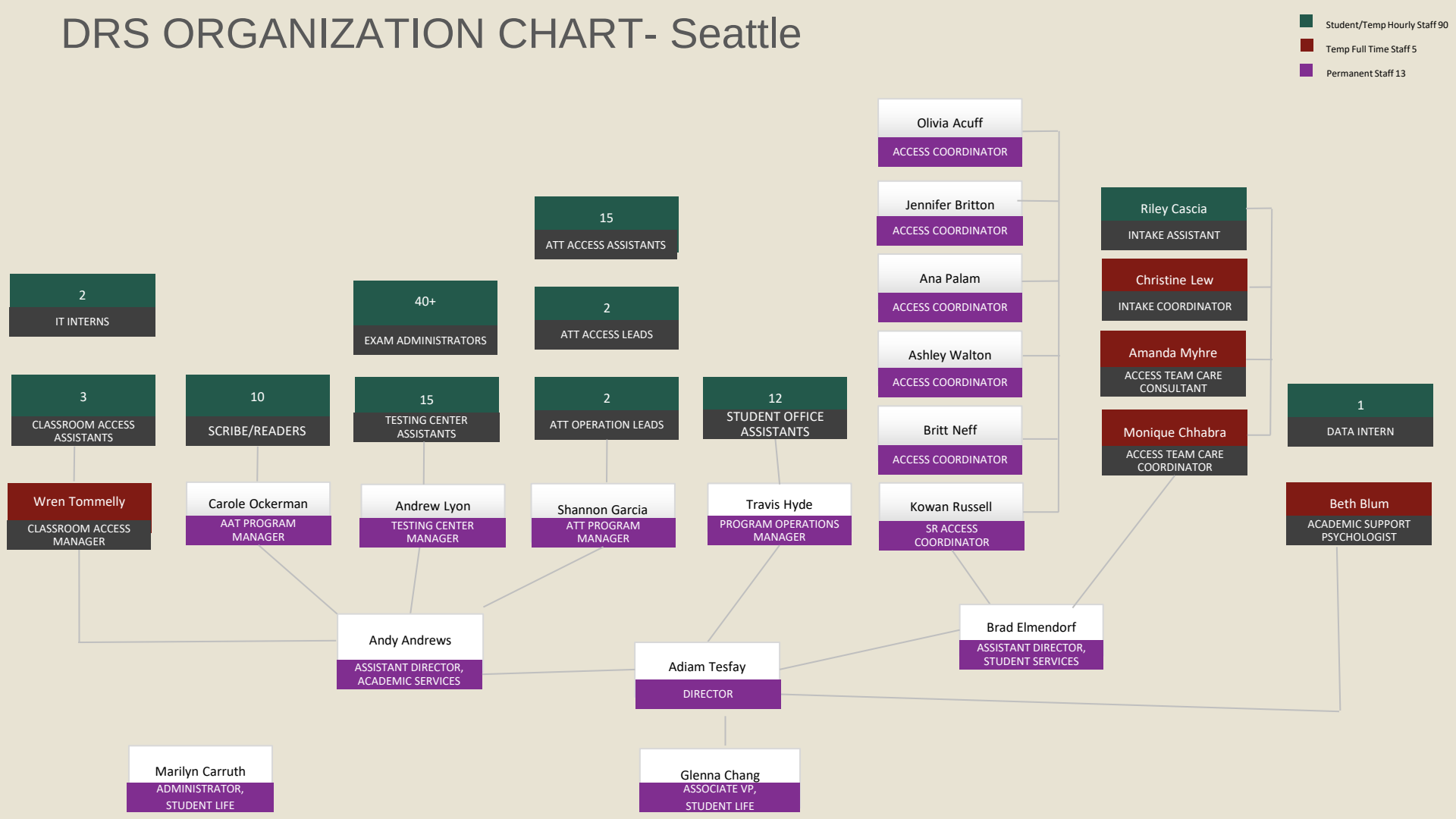
Documentation serves three purposes;

- To establish that the student can be considered a person with a disability, and therefore eligible for protection against discrimination on the basis of disability.
- To supplement information from the student regarding the impact of the disability.
- To inform the development of reasonable accommodation (auxiliary aids and services) designed to facilitate equal access to UW environments on a case-by-case basis.

Documentation should include:

- A diagnosis of the disability/health condition
- A description of the current impact/limitations of the disability/health condition with specific focus on barriers to the educational and/or housing environment
- A discussion of whether the disability/health condition is permanent or temporary
- If temporary, please provide information on the expected duration of the disability/health condition and timeline for re-evaluation.
- Identification from a qualified healthcare provider, containing:
- Contact information
- License number
- Signature or electronic signature

DRS ORGANIZATION CHART- Seattle



DRS PRIORITY REGISTRATION DATA FALL 2023 (Seattle)

Priority Registration Total	3,051
Professional Students	32
Graduate Students	324
Undergraduate Students	2,604
Seniors Students	1,193
Veteran Students	252
EOP Students	69
Student Athletes	72

DRS PRIORITY REGISTRATION BY DISABILITY FALL 2023

(Seattle)

Learning Disability (ADHD, LD, Dyslexia)	1,304
Psychological/ Emotional (Anxiety, Depression, OCD, ASD)	1,111
Chronic/ Acute Health (Cancer, Arthritis, Cardiac, Autoimmune, Diabetes, Asthma)	321
Neurological/ Nervous System (CP, MS, TBI, Dev Dis)	183
Blind/ Visual	39
Deaf/ Hearing	32
Mobility	29
Other	26

University-level curriculum governance refresh: Updates for AY23-24

Faculty Council on Teaching & Learning
January 11, 2024

UNIVERSITY of WASHINGTON

OVERVIEW

- University Curriculum Committee (UWCC) has been replaced by two new faculty bodies: University Committee on Curriculum Administration (UCCA) and University Committee on General Education (UCGE)

- Goals:
  (1) To center and amplify faculty voice and perspective in University-level review of proposals for new courses and course changes;
  (2) To make University-level course proposal review more fluid and expeditious; and
  (3) To create a faculty governance structure and system which can accommodate robust and ongoing dialogue on the topic of General Education

ANTECEDENTS

CURRICULUM GOVERNANCE CONTEXT PRE-AY23-24

- **FCAS "policy census" (2019-on) project identified two key challenges related to University-level curriculum governance:**
  - **University Curriculum Committee (UWCC) was an enigma; UWCC didn't exist in policy, felt like a moving target to many, and didn't have capacity for reform**
  - **General Education (GE) requirements lacked clear definitions, criteria, learning outcomes statements, etc., to inform curriculum development and assessment**
- **Emerging interest in reviewing and reforming Diversity and Writing GE course requirements**

ANTECEDENTS (cont'd)

CURRICULUM GOVERNANCE CONTEXT PRE-AY23-24

- FCAS facilitated updates to Chapter 114 of the Scholastic Regulations to establish baseline language clarifying each GE requirement
- Senate formed a Diversity Credit Taskforce which resulted in a Class C Resolution followed by Class B legislation, which increased the number of DIV credits from 3 to 5
- FCAS engaged in multiple exploratory discussions on the Writing requirement, informed in part by the College of A&S (Seattle) Task Force on Writing

ANTECEDENTS (cont'd)

CURRICULUM GOVERNANCE CONTEXT PRE-AY23-24

- **Senate formed the Committee on Undergraduate General Education, which engaged in two lines of work:**
  - **Curriculum governance reform; sunsetting of the UWCC and creation of two new bodies, the University Committee on Curriculum Administration (UCCA) and the University Committee on General Education (UCGE)**
  - **Initial development of language to articulate GE requirements and review guidance**

UNIVERSITY COMMITTEE ON CURRICULUM ADMINISTRATION (UCCA)

PURPOSE

Student Governance and Policies, Chapter 115, Section 2 charges and authorizes the University Committee on Curriculum Administration (UCCA) to provide substantive guidance to the Office of the University Registrar (OUR) on matters concerning the formal review, approval, and institutional documentation of courses. The committee is called upon by the OUR to review proposals for new courses and course changes that present questions or issues that fall outside the scope of the OUR's procedural review. Additionally, the committee may engage the OUR on matters pertaining to any course proposal or the course proposal review process.

By design, the UCCA works closely with the University Committee on General Education.

- **Chair: Lynn Dietrich, Teaching Professor, College of Education (Seattle): lynn76@uw.edu**
- **Associate Chair: Tina Miller, Senior Associate Registrar, Office of the University Registrar: millert@uw.edu**

UCCA Members

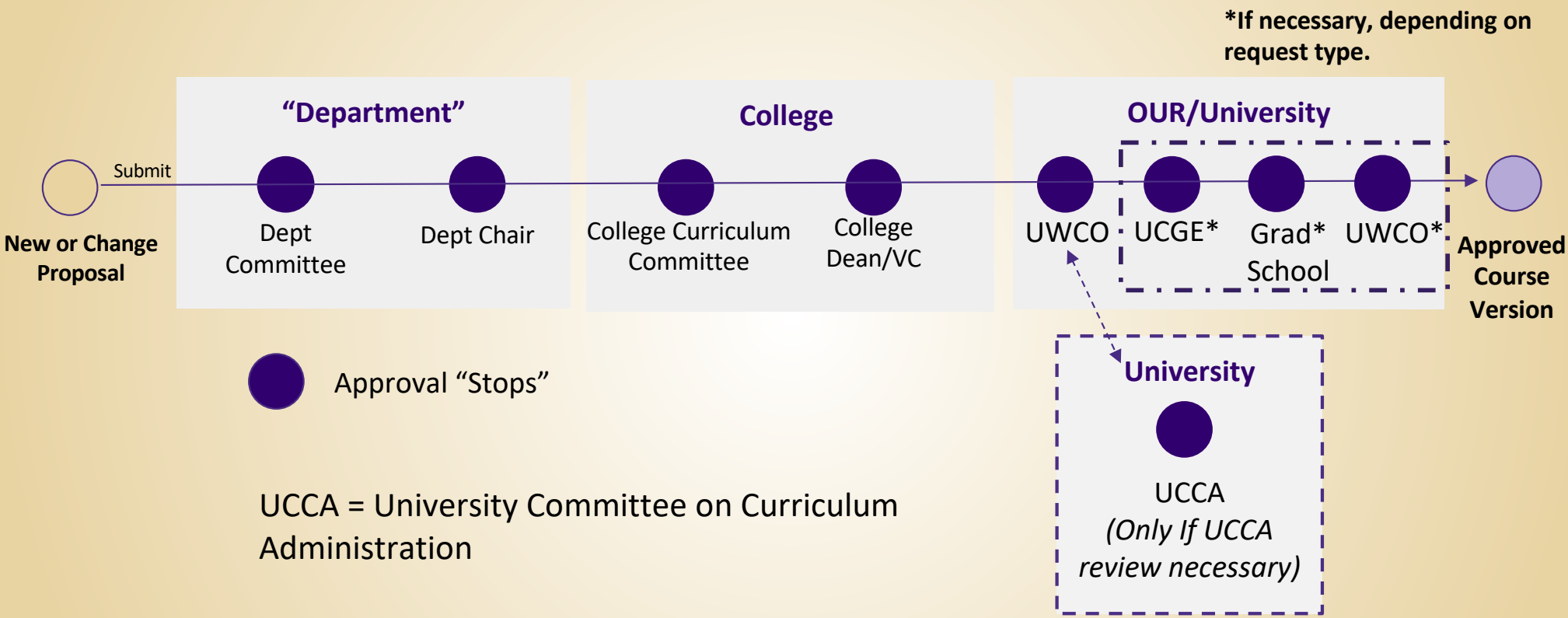
VOTING

- UW Bothell Faculty Representatives: Grace Lasker (Nursing & Health Studies), & TBA
- UW Seattle Faculty Representatives: Joseph Janes (Information School), Luke Tornabene (College of the Environment), & TBA
- UW Tacoma Faculty Representatives: Julie Masura (Interdisciplinary Arts & Sciences), & TBA
- UW Graduate School Representative: David Canfield-Budde/Katie Hollenbach (Academic Affairs)

NON-VOTING

- UCGE Associate Chair: Jason Johnson (Undergraduate Academic Affairs)
- Representatives from the four institutionally-designated professional programs (DDS, JD, MD, PharmD - all TBA)
- Designee of the UW Bothell Vice Chancellor for Academic Affairs: Jose Rodriguez (Student Academic Success)
- Designee of the UW Tacoma Executive Vice Chancellor for Academic Affairs: Tammy Jez (Academic Affairs)
- Representative from the Seattle campus Advising Deans & Directors group: Charlotte Goddard (Engineering)

COURSE APPLICATION WORKFLOW



UCCA = University Committee on Curriculum Administration

UCGE = University Committee on General Education

UNIVERSITY COMMITTEE ON GENERAL EDUCATION (UCGE)

PURPOSE

Student Governance and Policies, Chapter 115, *Student Governance and Policies,* Chapter 114, Section 3 charges and authorizes the University Committee on General Education (UCGE) to review and approve proposals for new courses and course revisions involving General Education (GE) designations, guide evaluations and assessments of the University GE program, maintain working documents inclusive of expanded definitions and criteria associated with each requirement, and make recommendations to the Senate Executive Committee for potential revisions to GE policies and procedures.

The UCGE works closely with the University Committee on Curriculum Administration.

- **Chair: Ann Huppert, Associate Professor, Architecture (Seattle): ahuppert@uw.edu**
- **Associate Chair: Jason Johnson, Vice Dean, Undergraduate Academic Affairs: jej@uw.edu**

UNIVERSITY COMMITTEE ON GENERAL EDUCATION (UCGE): AUTUMN '23

COMMITTEE BUILDING AND ACTIVATION

- **6 faculty "Boards" (1 per requirement) constitute the UCGE, with each composed of 7 voting faculty (2 Bothell / 3 Seattle / 2 Tacoma) and 3 non-voting academic services professionals (1 per campus)**

- **Diversity (DIV) and Writing (W) Boards fully formed and active, each with 2 meetings in latter half of Autumn quarter**

- **Recruitment of members for remaining 4 is ongoing: Arts & Humanities (A&H), Natural Sciences (NSc), Social Sciences (SSc), and Reasoning (RSN)**

UNIVERSITY COMMITTEE ON GENERAL EDUCATION (UCGE): Winter-Spring '24

COMMITTEE BUILDING AND ACTIVATION (CONT'D)

- **Solicitation of feedback on provisional definitions for the A&H, NSc, SSc, and RSN requirements**

- **Complete composition of A&H, NSc, SSc, and RSN Boards and prepare to begin review of course proposals by late Winter or early Spring**

- **W and DIV Boards continue policy development work**

  Note: Because final approval of W and DIV courses largely happens below the University-level, the W and DIV Boards focus on advancing policy development work already underway; Composition (C) courses are an exception to this general rule – if a C-related proposal emerges (which is rare), it will be reviewed by the W Board for final approval

HOW TO CONNECT/STAY CONNECTED

FIVE WAYS

1. **Request a UCCA and/or UCGE presentation/discussion**
2. **Serve on one of the GE Boards**
3. **Participate in the review of guidance for GE course development, assessment, etc.**
4. **Participate in Spring '24 survey**
5. **Track developments on the UCCA and UCGE web pages:**

UCCA
https://tinyurl.com/uccauw

UCGE
https://tinyurl.com/ucgeuw

UNIVERSITY of WASHINGTON

Questions?

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Lynn Dietrich, UCCA Chair; Teaching Professor, College of Education (Seattle): lynn76@uw.edu

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