Meeting Synopsis:

1. Call to order
2. Announcements
3. Review of minutes from December 01, 2020
4. LeAnn Wiles – First Year Programs
5. Adiam Tesfay – Disability Resources for Students
6. Proposed Agenda Item from UWT
7. Good of the order
8. Adjourn

1. Call to order

The meeting was called to order at 1:31 p.m.

2. Announcements

Chair Culligan started the council meeting with introductions of members and guests.

They also noted that the Senate Executive Committees referred the Medical Excuse Notes Class B Legislation back to the council for additional changes. The SEC asked FCSA to craft a foundation on which to build new community norms and support for faculty as they adjust to the new legislation.

3. Review of the minutes from December 1, 2020

The minutes from December 1, 2020 were approved as written.

4. LeAnne Jones Wiles – First Year Programs

LeAnne Jones Wiles and Kent Vo and Stephanie Mardahl (UW Students) joined the council to discuss how FYP supports first-years students during the pandemic (Exhibit 1).

A member noted frustration with the inability to connect with students who are struggling. They suggested FYP develop an information campaign for faculty in programs with large numbers of first-year students. FYP will be piloting winter network programs and they will consider sending
information to faculty with more first-years. Transfer students also receive a focused interest group during Winter quarter. There is a first-year advisory group open to transfer students.

5. Adiam Tesfay – Disability Resources for Students

Adiam Tesfay shared a presentation with the council (Exhibit 2) regarding DRS during COVID-19.

A member asked if non-DRS students can receive assistance from DRS. Temporary accommodations are available for students on a per-quarter basis. It was noted that students typically need to have documentation before they are eligible for permanent DRS services. DRS uses 3 levels of documentation: student self-reporting, healthcare professional documentation, and DRS review. DRS determines what is reasonable accommodation for each student across departments and programs.

Another member noted they have an alternative contact for the Time Schedule, which has been useful. They also mentioned publishers can push back on creating material for accommodation and some faculty fear their content will be published in spaces they have no access to. The volume of work in closing courses and creating new ones often limits faculty abilities to publish content for accommodation prior to quarter start.

Tesfay encouraged members to consider solutions based on their faculty perspectives and to send feedback to DRS.

6. Proposed Agenda Item from UWT

Kivanc Dincer shared a request from UWT (Exhibit 3) regarding a student’s experience utilizing the numerical grade change to S/NS and their loss of Dean’s List status. UWT requested FCSA amend the scholastic regulations to allow students with 10 credits, rather than the typical 12 credits, to obtain Dean’s List status during extraordinary circumstance quarters.

A member noted that S/NS courses can differ in the number of credits thus 10 credits could not apply to every student. There may be students who changed all their credit to S/NS but could still qualify for the Dean’s List. It was noted that students with reduced credit loads through DRS can still make Dean’s List.

The chair will speak with faculty senate leadership about this topic.

7. Good of the order

Nothing was stated.

8. Adjourn
The meeting was adjourned at 2:58 p.m.

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

Present: Faculty Code Section 21-61 A: Andrea Carroll, Ann Culligan (chair), Kivanc Dincer, Dean Heerwagen, Gail Joseph, Clark Musselman, Selma Powell  
Faculty Code Section 21-61 B: Clara Coyote, Christine Shoemaker, Kat Eli, Jonathan Franklin  
President’s designee: Lincoln Johnson  
Guests: Kent Vo, Stephanie Mardahl, Adiam Tesfay, LeAnn Jones Wiles

Absent: Faculty Code Section 21-61 A: Christopher Campbell, Caley Cook

Exhibits

Exhibit 1 – FC SA. Jan 5 2020
Exhibit 2 – DRS & COVID FCSA- Jan 2021
Exhibit 3 – FCSA-ProposedAgendaItem-2020_1201
First Year Programs Update: Supporting First-year Students During the Pandemic

LeAnne Jones Wiles - FYP Director, ljwiles@uw.edu
Kent Vo - FYP Student Coordinator, kntvo4@uw.edu
Stephanie Mardahl - FYP Graduate Intern, stephm12@uw.edu
Overview

- Overview of First Year Programs
- First-year Experience Themes & Programs
- Transition During the Pandemic
  - Welcome + Academic Supports
  - Prioritize Interest
  - Connect to a Small Community & Meet Other First-Years
First Year Programs fosters a successful undergraduate student experience through strategic programming that focuses on positive academic transitions and the development of learning communities. Through partnerships with faculty, staff, alumni, and student leaders our programs create the space for students to define how they will engage, learn, and thrive at the University of Washington.

Undergraduate populations served:

- **Freshman Students**
  - Autumn: 5972
  - Winter: 20

- **International Students**
  - Autumn: 1030
  - Winter: 0

- **Transfer Students**
  - Autumn: 1518
  - Winter: 418

- **Parents & Families**
  - Autumn: 5,990
  - Winter: 92
Undergraduate Academic Affairs
Student Academic Services

1. Academic Support Programs
2. Center for Community Engagement and Leadership Education
3. Center for Experiential Learning & Diversity
4. Community College Research Initiatives
5. Dream Project
6. First Year Programs
7. Honors Program
8. Husky Leadership Initiative
9. Jumpstart
10. Mary Gates Endowment for Students
11. Office for Youth Programs, Development and Support
12. Office of Educational Assessment
13. Office of Merit Scholarships, Fellowships & Awards
14. Othello-UW Commons
15. Riverways Education Partnerships
16. Resilience Lab
17. Student Academic Services Administration
18. Student-Athlete Academic Services
19. Undergraduate Advising
20. Undergraduate Research Program

Review SAS Annual Report: Link
FYP STAFF

Programming Team:

Carlos
Associate Director

Matt
Assistant Director

LeAnne
Director

Julie
Program Manager

Courtney
Program Manager

Carlos
Associate Director

Matt
Assistant Director

Julie
Program Manager

Courtney
Program Manager

LeAnne
Director

Julie
Program Manager

Meghan
Program Manager

Mary Gates Hall, Suite 120
fyp.washington.edu
fyp@uw.edu

Office: 206.543.4905
Text: 802.490.5012
FYP Student Leaders

- 7 First-Year Network Leaders
- 12 Dawg Daze Leadership Council
- 15 First-Year Experience Advisory Council
- 20 Student Assistants & Coordinators
- 28 Orientation Leaders
- 144 Dawg Daze Leaders
- 150 First-year Interest Group Leaders

Thank You!
Thank You Campus Partners (150+)

Example: Transfer Orientation Department Participation

**Individual Advising**
- Aeronautics & Astronautics
- American Ethnic Studies
- Anthropology
- Aquatic and Fishery Sciences
- Architectural studies
- Astronomy
- Atmospheric Sciences
- Bioresource Science and Engineering
- Chemical Engineering
- Chemistry/BIOCHM
- Communication
- Community Environment and Planning
- Drama
- Earth and Space Sciences
- Early Childhood and Family Studies
- Educations, Communities and Organizations
- Environmental Studies

**Individual Advising**
- ESRM
- Geography
- HCDE
- History
- Humanities
- Industrial Engineering
- International Studies
- Landscape Architecture
- Law; Societies; and Justice
- Marine Biology
- Material Science & Engineering
- Math/ACMS
- Music
- Neuroscience
- Oceanography
- Philosophy
- Physics
- Political Science

**Individual Advising**
- Social Welfare
- Sociology
- Speech & Hearing Sciences
- Statistics

**Group Advising**
- Art/Art History/Design
- Biology
- Business
- Civil and Environmental Engineering
- Computer Science & Engineering
- Economics
- Electrical Engineering
- Informatics
- Mechanical Engineering
- Microbiology
- Psychology
- Public Health
First Year Experience (FYE) Themes & Programming
FYE THEMES

Transfer Student Challenges:
1.
2.
3.
4.
5.

Freshman Student Challenges:
1.
2.
3.
FYE THEMES

Transfer Student Challenges:
1. Navigating a large university (compounded for First Generation)
2. Competitive/capacity-constrained majors
3. Finances
4. Academic adjustment
5. Mental health & resilience

Freshman Student Challenges:
1. Disappointment in grades
2. Learning how to study
3. Prioritizing self-care or managing mental health

For more information: fyp.washington.edu/assessment
# Focus Areas for 2020

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>FYE Mapping Data</th>
<th>Interventions</th>
</tr>
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</table>
| Exploration comes with challenges | Discovering academic & professional interests is associated with challenges in finding community, prioritizing self-care & homesickness. | Provide resources to support student exploration in the first year.  
  ● Guided reflections at A&O  
  ● Articulating major-admission processes.  
  ● Student Journeys framework |
| Exploration requires support |                                                                                  |                                                                                                                                             |
| A college mindset matters   | Students admitted with college-level credits often have a false sense of confidence in their preparedness for college life and are less likely to enroll in first-year seminars. | Explore strategies to broaden the outcomes of first-year seminars to all first-year students.  
  ● Transfer Mentor Program  
  ● First-year student communications |
FIRST-YEAR EXPERIENCE

% = Average first-year student participation

1. Advising & Orientation (100%)
2. Dawg Daze (75%)
3. First-year Seminars (60%)
4. First-year Networks (15%)
5. Collegium Seminars (2%)
6. Commuter & Transfer Commons (18%)
Transition During a Pandemic
Remote Transition

Welcome + Academic Supports
(Advising & Orientation + Live Events)

Prioritize Interest
(Dawg Daze)

Meet Other First-years
(First-year Networks)

Connect to a Small Community
(First-year Interest Groups + Seminars)

Focus on Academic and Peer
Connection Groups,
Personalized Communications (Texting,
Emails, Phone Calls)

Over 168 sections of General Studies 199:
University Community (Includes
Engineering) via Zoom,
Focus on academic success and peer
coaching.

158 students who
did not express
interest in network or
join a seminar.

Are you Thriving?
(Email Communication)

Connect students to campus
resources, Explore UW Virtually,
Get involved in a student
organization or on campus job.

Social and Interest based
engagement.
Welcome + Academic Supports

Advising & Orientation

Live Webinar Events
- Seven Live Webinar Events focused on Major (UAA Advising)
- Ten Faculty Office Hours
- Ten General Webinars, most attended:
  - Building Connections in Early Fall Start (397) + Housing 101 (335)
Freshman Students

- Students enjoyed connecting with other incoming freshmen but desired more time to do so.
- Desired more time with virtual lunch topics relating to campus culture.
- Enjoyed the limited time they had with advisers but desired more guidance and time with registration.

“at lunch time there were times where we choose what topic we want to learn more about but...I only got to one of the topics.”

"I think it would be nice to have more time devoted to registering for classes and speaking one-on-one with an adviser, but other than that, orientation was really beneficial and enjoyable." Freshman Student

"I understand that especially on zoom this orientation is harder for everyone and I was generally pleased with the experience. Past technical difficulties with the UW made me pessimistic coming in, but everything worked very well during orientation." Freshman Student
A&O Assessment

Transfer Students

- Enjoyed the limited time spent with an adviser but desired more time with registration.
- Content did not apply to all age groups. Older transfer students desired more personalized content.
- Desired more engaging activities either with other students or with the information from self-guided.

"Very many students for the advisors to work with in the registration lab. Half an hour of time with registration didn't seem enough." Transfer Student

"Having a set of videos that are targeted at an older demographic would be helpful." Transfer Student

Winter A&O: On average, 18% of transfer Students said “I need additional help” after Transfer A&O and received an follow up appointment with an academic adviser.
Connect to a Small Community & Other First-Years

First-year Interest Groups

● **What**: Seminar class connects first year students to other students taking similar courses.
  ○ Engineering and General FIGs
● **Led by**: 182 Upper Division Peer Educators (FIG Leaders).
● **How**: Through structured curriculum.

First-year Networks

● **What**: Interest based groups that connect first year students to other students and the university to create their own community or network.
● **Led by**: 7 Peer Upper Division Network Leaders.
● **How**: Through structured events and communications platform.
FY Networks: Autumn 2020

Building Community
- Communication Platforms (Instagram, Teams, Yammer)
- Online Events
- 1:1 Student Meetings

Sharing Resources
- Posting on Communication Platforms
- Collaborations with campus resources
- Themed curriculum (focusing on finals, professional development, mental health)

Meeting People
- Pods
- Study Groups
- Interactive Events
# FY Networks: Autumn 2020

## Engagement

<table>
<thead>
<tr>
<th></th>
<th>Expressed Interest</th>
<th>December 2020 Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Great Outdoors</td>
<td>961</td>
<td>266</td>
</tr>
<tr>
<td>More than STEM</td>
<td>1187</td>
<td>299</td>
</tr>
<tr>
<td>Spirit and Tradition</td>
<td>1267</td>
<td>212</td>
</tr>
<tr>
<td>Explore Seattle</td>
<td>832</td>
<td>137</td>
</tr>
<tr>
<td>Arts and Entertainment</td>
<td>1336</td>
<td>130</td>
</tr>
<tr>
<td>How to UW:Transfer Students</td>
<td>742</td>
<td>131</td>
</tr>
<tr>
<td>Get Up and Dance</td>
<td>1153</td>
<td>151</td>
</tr>
</tbody>
</table>

**Pre-Survey**

45% of students said they sought community/friendship in the network program.

**Post Survey**

75% of students said they found community and friends in the network program.
## FIG Survey: Autumn 2020

### Sense of Belonging  Combined % (somewhat - strongly agree)

<table>
<thead>
<tr>
<th></th>
<th>8 years</th>
<th>4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012 (n=2259)</td>
<td>2017 (n=2760)</td>
</tr>
<tr>
<td>I feel prepared to succeed academically at the UW</td>
<td>89.07%</td>
<td>85.14%</td>
</tr>
<tr>
<td>I feel like a member of the UW community.</td>
<td>85.01%</td>
<td>80.83%</td>
</tr>
<tr>
<td>I feel like a member of a smaller academic community at the UW.</td>
<td>74.01%</td>
<td>74.2%</td>
</tr>
<tr>
<td>I feel like a member of the UW community because of my FIG experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Diversity Combined %

<table>
<thead>
<tr>
<th></th>
<th>How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin? (Pretty Diverse - Very Diverse)</th>
<th>How much do you expect the diversity of students and faculty at the UW to contribute to your education here? (Quite a bit - A Lot)</th>
<th>How much do you value the contribution the diversity of students and faculty might make to your learning? (Quite a bit - A Lot)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 years</strong></td>
<td><strong>2012</strong> (n=2259)</td>
<td><strong>2017</strong> (n=2760)</td>
<td><strong>2018</strong> (n=2324)</td>
</tr>
<tr>
<td></td>
<td>84.12%</td>
<td>81.77%</td>
<td>81.37%</td>
</tr>
<tr>
<td></td>
<td><strong>4 years</strong></td>
<td><strong>2019</strong> (n=2447)</td>
<td><strong>2020</strong> (n=2053)</td>
</tr>
<tr>
<td></td>
<td>78.9%</td>
<td>80.76%</td>
<td>80.76%</td>
</tr>
<tr>
<td></td>
<td><strong>2012</strong> (n=2259)</td>
<td><strong>2017</strong> (n=2760)</td>
<td><strong>2018</strong> (n=2324)</td>
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<tr>
<td></td>
<td>56.58%</td>
<td>64.17%</td>
<td>64.28%</td>
</tr>
<tr>
<td></td>
<td><strong>4 years</strong></td>
<td><strong>2019</strong> (n=2447)</td>
<td><strong>2020</strong> (n=2053)</td>
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<tr>
<td></td>
<td>68.2%</td>
<td>63.81%</td>
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<td></td>
<td><strong>2012</strong> (n=2259)</td>
<td><strong>2017</strong> (n=2760)</td>
<td><strong>2018</strong> (n=2324)</td>
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<tr>
<td></td>
<td>64.45%</td>
<td>73.11%</td>
<td>73.2%</td>
</tr>
<tr>
<td></td>
<td><strong>4 years</strong></td>
<td><strong>2019</strong> (n=2447)</td>
<td><strong>2020</strong> (n=2053)</td>
</tr>
<tr>
<td></td>
<td>76.9 %%</td>
<td>77.74%</td>
<td>77.74%</td>
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Having the opportunity to connect with the FIG leader and check in with them, it made me feel like I had someone looking out for me and connected me to the school, because online school feels very isolating.

Freshman Student
Final Thoughts

Key Takeaways

> Increased access with the virtual environment, especially for parents and family members
> Students missed human connections, but there is a fine balance to with too much information and not enough information.
> Need clarity on expectations and traditions
> Will host Advising & Orientation remotely in 2021

Questions

> What are your observations in the classroom? What are students missing?
> How would you define a college mindset?
> What is one expectation for a first year student?
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<td></td>
<td>- First-year student communications</td>
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Deepening Excellence for all First-Year Students

- Orientation Leader Structure
- Husky Guide
- Navigation Tools
- A&O Housing
- Programming Updates
DRS & COVID
FCSA
Jan 5, 2021

Adiam Tesfay
DRS Director
Student Life
adiamt@uw.edu
Acknowledging Place

What land do you reside on? What is the history? Who was it stolen from? How have we acknowledged the genocide and tried to make amends? What systems are in place that hold Native/Indigenous people down?

Because acknowledging the stolen land we occupy is just the first step.

1. Visit: www.native-land.ca/
2. Enter your address the the search bar (pick uw address if you reside outside of US)
3. Click on the territory name below the search to learn more, and explore website.

The University of Washington acknowledges the Coast Salish peoples of this land. The land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.
We want to say a sincere thank you (and all instructors) for all you do for students. We also know this has been a challenging year of re-imagine your courses, changing the format and assessing students. We cannot imagine how hard that has been. We thank you for your continued efforts to support our DRS students and working with us to improve their access.

~from the tri campus DRS teams
**UW Legal Duty**

**Section 504:** Higher education institutions are to provide qualified students with appropriate **academic adjustments** and **auxiliary aids** and **services** that are necessary to afford an individual with a disability an equal opportunity to participate in the school's programs

Dept. of Education Office for Civil Rights

**ADA Title II:** Individuals with disabilities must have access to all University programs, services, and activities and not be subjected to discrimination

Dept. of Justice
Disability & Access Related Regulations

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

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

UW
- Align to federal and state regulations and outline how the UW ensures non discrimination
  - Executive Order 31
  - Service Animals
  - Employee Accommodations
  - Students Accommodations
  - IT Procurement Policy
  - Statements of Reasonable Accommodations
Observations during hybrid learning

- Request of recordings/notes/presented materials
  - students have this accommodation but instructors were not willing to comply because being remote felt accessible

- Increase of Accessible Technology accommodations
  - Deaf and Hard of Hearing (DHH) needs were tricky, particularly with interpreters and captioners
  - increase of Smartpens or online note-taking software
  - textbooks/Canvas pages not set-up, accessible, open access for aids
  - lots of consultation with faculty
  - most students have the tech they need, may just need to align with dept tech

- Increased mental health concerns/breakdowns
  - needed to consult with DRS for resources or tips

- Requesting online courses over in person
Observations during hybrid learning, cont.

- More support for Current/Former Quarter Drop (formerly Hardship Withdrawal) applications
  - some COVID related but most about remote learning
- Increase use/request of Reduced Credit Load
- Consultation of Reduced Distraction or Private Testing accommodation in remote
  - faculty needing help transitioning
  - students complaining about faculty not complying
- Students without DRS accommodations asking for support
  - asking for accommodations directly from faculty
  - applying to DRS but cannot get documentation
- Increased applications related to COVID
  - COVID is not a disability, denied but nowhere to send
Common Accommodation requests in remote/hybrid

- Technology or internet
  - generally for class
  - for accommodations
  - conversion/remediation of files/documents, videos and textbooks
- Reduced Distraction/ Private Room Testing
  - no camera for exams or no privacy at home
- Time off from school
- Substitution/delay of a class
- Remote class option for in person class
- Face coverings
- Housing
General pain points for DRS

- No instructor listed in Time Schedule
  - no-one gets the Faculty Notification Letter-major compliance issue for UW/department
- Textbooks/readings not listed with Bookstore
  - this delays any conversions we need to make
  - also delays working with Publisher to get accessible copy
- Instructors worried about sharing powerpoints or videos/recordings
  - due to intellectual property or WA state recording law
- No Canvas page for Accessible Instructional Materials needs
  - or not all files/videos are stored there
  - this is difficult for remediation
- Tons of inaccessible files, videos, images, text
  - takes a lot of time to remediate, especially hard in quarter system
Idea/Possible Solutions

- No instructor listed in Time Schedule
  - all instructor name and email on all classes
  - or list alternative person if instructor is not available (course coordinator, adviser, chair/dean)

- Textbooks/readings not listed with Bookstore
  - all book information posted by a certain deadline
  - or else it needs to be shared to DRS in time
  - request accessible/electronic copy from Publisher when new books are written

- Instructors worried about sharing powerpoints or videos/recordings
  - reminder to instructors that all materials they create are UW property and shareable
  - reminder to instructors that WA 2 party recording consent does not apply to classrooms
Ideas/Possible Solutions

- No Canvas page for Accessible Instructional Materials needs
  - if there is a Canvas page, post it in advance of quarter, at least for DRS
  - if no Canvas page send all files to DRS in advance
  - How does this work when course design is delayed or TA is teaching?

- Tons of inaccessible files, videos, images, text
  - always upload accessible files/documents-UWIT Accessibility can help
  - maybe central conversion center for everyone to use

- Could testing accommodations be handled by departments/instructors?
What are your ideas or thoughts?

Any questions?

Adiam Tesfay
adiamt@uw.edu
disability.uw.edu
http://depts.washington.edu/uwdrs/covid19-resources/
How DRS is working with students

- All Coordinator meetings are online (Zoom) or on the phone, some email
- Accessible Text and Technology and Classroom Services working on the phone, Zoom or email to process requests and meet with students/faculty/staff
- Testing Center is closed but consulting with faculty and students
- Created guidance for remote learning and accommodations
  - [http://depts.washington.edu/uwdrs/covid19-resources/](http://depts.washington.edu/uwdrs/covid19-resources/)
How DRS is working with students, cont.

- Accepting minimal documentation due to access
  - temporarily putting in accommodations until more documentation
- Referring students to their faculty/departments for COVID related needs
  - remote learning, class substitution/delay, exam accommodations, etc
  - same for housing, internships, clerkships, clinicals, etc
  - if they have a disability and would need this accommodation before/after COVID then DRS handles
  - we will always consult/meet with anyone
- Emailing students and faculty with guidance and tips, posted to our site quarterly
Other resources

> Disability Services Office
  – provide leadership to the University community in achieving employment and educational access for individuals with disabilities
  – https://hr.uw.edu/dso/

> D Center
  – UW's Disability and d/Deaf Cultural center, where students can study, organize, rest, or hang out with fellow students and other community members
  – https://depts.washington.edu/dcenter/

> ASUW Disability Student Commission
  – established in 1974 by a student group called the UW Disability Student Association. The commission advocated for disability issues on campus until it disbanded itself in 1994 due to feelings of alienation from the greater campus community
  – http://sdc.asuw.org/
**Other resources**

> **CREATE**
> - CREATE is the Center for Research and Education on Accessible Technology and Experiences. Their mission is to make technology accessible and to make the world accessible through technology.
> - [https://create.uw.edu/](https://create.uw.edu/)

> **UW IT Accessible Technology**
> - ensures that people with disabilities have access to the same services and content that are available to people without disabilities, including services and content made available through the use of information technology (IT).
> - IT procured, developed, maintained, and used by the UW should provide substantially similar functionality, experience, and information access to individuals with disabilities as it provides to others.
> - Examples of IT covered by this policy include web sites, software systems, electronic documents, videos, and electronic equipment such as information kiosks, telephones, and digital signs.
> - [https://www.washington.edu/accessibility/](https://www.washington.edu/accessibility/)
Dear Professor Dincer,

I am writing to you in my capacity as the Chair of the UWT Faculty Assembly hoping that in your capacity as the UWT representative to the Faculty Council on Student Affairs you might be able to bring an agenda item before the committee.

I recently received communication from a student in the Milgard School of Business who has experienced a very specific problem when utilizing the Covid-related policy that emerged from your committee that involves changing numerical grades to “S” grades. It seems that, since the committee did not also change the minimum number of credits to remain on the Dean’s list, a student might actually qualify for the Dean’s list, before using the policy, but after using it, might actually disqualify herself for the list. This seems counter-intuitive to the purpose of the policy.

The student is suggesting amending the policy so that it would allow students to obtain a Dean’s list status during Covid with only 10 credits, instead of 12. (The full text of her email explanation is attached).

Is this a matter you would be able to raise with your committee at an upcoming meeting on her behalf? Please let me know either way, so that I might help her pursue other avenues if this is a dead end.

Many thanks,
Sarah

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Sarah Cote Hampson, Ph.D. (she/her)
Chair, UWT Faculty Assembly 2020-2021
Associate Professor
Politics, Philosophy and Public Affairs
Interdisciplinary Arts and Sciences
University of Washington Tacoma