

UNIVERSITY OF WASHINGTON  
FACULTY COUNCIL ON INSTRUCTIONAL QUALITY  
THURSDAY, March 5, 2009, 10:30 a.m.-12:00 p.m.  
26 Gerberding

Chair Mary Pat Wenderoth called the meeting to order at 10:39 a.m.

**Meeting Synopsis:**

1. Dyane Haynes from Disabled Student Services—guest presentation
2. Status of subcommittee on Academic Rigor
3. Let's Talk Teaching Tables - update
4. Schedule of teaching and learning workshops for spring
5. Other business

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Wenderoth asked for any changes to the minutes of February 12, 2009. Hearing none, the minutes were approved as submitted.

**1. Dyane Haynes from Disabled Student Services—guest presentation**

Chair Mary Pat Wenderoth welcomed guest Dyane Haynes, Director, Disability Resources for Students (DRS), and asked council members to introduce themselves.

Haynes briefly described the history of DRS. She noted that the DRS office was established in 1978 following passage of the first *Rehabilitation Act of 1973*, which provided protections from discrimination and outlined reasonable services for students with disabilities. The 1990 Americans with Disability Act (ADA) helped increase awareness of disabled individuals and their needs.

Haynes described the core services DRS offers disabled UW students, the process by which students come to the DRS office, and the necessary documentation that disabled students must present in order to receive DRS services. She noted the impact of documentation costs for disabled students, especially those students with learning disabilities. Students with learning disabilities require a battery of tests by a licensed psychologist, which costs between \$2,500-3,000, and is not often covered by insurance. Haynes stated that about 35% of the students served at DRS have learning disabilities. She noted that the K-12 system does not require the same assessment process, which makes it difficult for students to bring with them the necessary comprehensive documentation of their disabilities and needs.

In response to a question about the documentation transfer students bring with them, Haynes noted that the laws are not detailed. She explained that colleges and universities are given the authority to set their own documentation requirements to provide services. The law requires that they work with students in an “interactive process,” which involves sitting down with students to help them find reasonable services to help minimize their disabilities and create a level playing field in the classroom. Disability accommodations can vary and include getting extra time to take a test, using a different textbook, and

accessing other flexible learning materials. Haynes noted that they do a lot of problem solving and collaborating with faculty. Wenderoth asked about the number of staff in DRS. Haynes stated that they now have a total of 7 staff members (2 part-time) who serve over 700 students a year. Their caseload is about 150 prospective students a year which includes students with temporary and permanent disabilities. Wenderoth asked about students with depression, and whether students know about the different services available to them and where they would go on campus to find it. Haynes explained that the question becomes how this is impacting you as a student. DRS also acts as a referral service and sends students to other services on campus.

Haynes explained the process for working with faculty when students have a documented disability. A letter goes out to faculty outlining the student's disability and accommodations they might need. DRS will work with faculty then to discern what accommodations could be reasonable to provide the student. She noted that faculty typically go beyond what needs to be done, but there are some who are reluctant to provide assistance. Haynes addressed how the budget situation could impact the ability of faculty to offer classroom accommodations for disabled students, and spoke about the idea of faculty using a universal design concept in their classrooms. Universal design involves designing classroom materials that are equitable and can accommodate a wide range of students and learning styles. Wenderoth noted that the term is not widely known and suggested having a workshop on it. For faculty, it is a matter of identifying the resources to help them accommodate disabled students. Haynes noted that there are resources on campus that can provide training for faculty, and that there are many things faculty can do to start off that don't cost a lot of time and money.

Eugene Edgar shared a story about a highly disabled student who was able to achieve a Ph.D. in Psychology with the help of DSR. It was noted that physically disabled students are often not the most challenging to accommodate. Haynes acknowledged that the highest populations of students they serve have disabilities that are not visible. She noted that these students often struggle both with the acceptance of their illness and their ability to address their needs with their instructors. There are a small percentage of instructors who are very reluctant to help students who don't appear ill. Haynes spoke about the need to be more inclusive and less suspicious of people with disabilities. Wenderoth noted the need to sprinkle around ideas about diversity. Haynes identified teaching assistants as valuable resources for disabled students because they will often recognize a student's needs and bring it to the attention of the instructor.

A discussion began about how to educate faculty about disabilities. Delonna Zarelli spoke about the loss of Individual Education Plans and the lack of services for graduate students at UW-Seattle. Haynes noted that DRS provides services to graduate students. Wayne Jacobson addressed the impact of budget reductions on those students who are already making compensations for their disabilities. Janssen asked whether DRS does any proactive work through departments to help them prepare for incoming disabled students. Haynes expressed her support for the idea of reaching out to departments but noted that she does not have the staff to do it. She noted that they have over 300 students with learning disabilities who take classes all over the campus, and those are only the documented ones. Haynes felt that the energy should be on teachers providing a range of learning tools. Wenderoth underscored the importance of Universal Design and incorporating it into teaching and learning workshops. Phuong Nguyen asked Haynes if there is anything ASUW could do to help. Haynes suggested that they keep the issue of students with

disabilities on the radar screen and to consider what ASUW is doing to accommodate disabled students. Wenderoth thanked Haynes for visiting the council.

## **2. Status of subcommittee on Academic Rigor**

Wenderoth tabled the update on the Academic Rigor Subcommittee until next quarter. They are not ready to report anything.

## **3. Let's Talk Teaching Tables – update**

Wenderoth reported that three faculty members stopped by yesterday's Let's Talk Teaching table. She noted that the event is slowly growing, and she is coming up with other ways to advertise to get more faculty to talk about teaching.

## **4. Schedule of teaching and learning workshops for spring**

Wenderoth also reported on three teaching and learning workshops for spring quarter. The first one will be on the use of Bloom's taxonomy to write higher order cognitive exams. The second topic will address diversity, an issue that needs to be integrated into all of the other workshops they offer. The third workshop will be on the use of rubrics to help decrease grading time, with the idea to help faculty do more with less.

## **5. Other business**

Wenderoth raised the issue of how to maintain instructional quality in the face of large budget cuts. She felt that the Faculty Council on Instructional Quality should act as a watchdog by documenting the loss of instructional quality and then bringing attention to it. Wenderoth asked the council to consider how they could have a bigger voice. Jacobson suggested setting up a quarterly survey to capture the changes noted by faculty and teaching assistants, like a series of monitoring points. Wenderoth wondered if they will see a higher fail rate with fewer teaching assistants and office hours. Jacobson noted that survey data would be valuable and would put them in a better place to monitor losses after a year's worth of data. It was noted that data collection would need to start early enough to get a baseline. Jacobson also wondered what the cost will be when there are fewer resources available to faculty with cuts to services like CIDR and Library services. Nana Lowell noted that as part of their regular survey the Office of Educational Assessment will ask about changes at the department level. She thought they could send something out to faculty alerting them to the quarterly survey to document those changes. Jacobson talked about setting up parts of the CIDR website to document changes.

Jacobson noted the need to be proactive because he's hearing faculty say that with large classes they will only be able to offer multiple-choice tests. Faculty need to learn how to build more diverse, interactive materials for their large classes. The council would like to document the ongoing changes and provide as much help to faculty as possible. Wenderoth noted that there is a small silver lining in the turmoil in getting faculty to seek help with their teaching and see the resources available to them. A discussion began about writing credit in UW classes and the potential loss of those courses due to the budget

restrictions. Deb Raftus offered an idea based on her experience leading workshops on practical pedagogy with a focus on assignment design. During those workshops she saw instructors looking for opportunities to work together on instructional development. She said she would like to see it here as a way for faculty to work semi-regularly on learning communities. Jacobson noted that this might become a seed for faculty to get ready for changes. Janssen noted the value of the idea but said he had no time for a workshop; rather, he would like to be able to go to a website and watch a short video when he has free time. Jacobsen explained that he does not have the staff now to make educational videos. Wenderoth summarized that the council's focus for spring quarter will be to form these quarterly monitoring groups, creating the kinds of questions that they should be asking, and marshalling the resources available to handle the changes going on. Lewis arrived and announced that he will speak at the next meeting about the UW netID log-in expiration time.

Wenderoth reported that she has not yet heard from Roberta Hopkins about classroom evacuation route information.

The meeting was adjourned at 11:55 a.m.

*Minutes by Melissa Kane, Faculty Senate, mmkane@u.washington.edu*

**Present:**   **Faculty:**   Edgar, Janssen, Wenderoth (Chair)  
                  **Ex Officio Reps:** Raftus, Nguyen, Zarelli  
                  **Regularly Invited Guests:** Lewis, Lowell, Jacobson, Sugatan

**Absent:**   **Faculty:**   Allen, Baldasty, Salehi-Esfahani, Underwood  
                  **President's Designee:** Taylor  
                  **Ex Officio Reps:** Nkeze