

Title: Resolution Renewing the Call for Remote Class Accessibility

Sponsored by: Gabrielle Rivera (GPSS Senator), Alexander Novokhodko (GPSS Senator), and Ashlee Abrantes (GPSS Executive Senator)

Authored by: Hanna Lee Kane, Clara Coyote, Gabrielle Rivera, and Ashlee Abrantes

Resolution Number: 12.20-21

WHEREAS President Ana Mari Cauce stated, “We can’t afford to leave talent out there on the sidelines because of issues of accessibility” [1] in 2020 and recently shared, in an all-campus message the plan to return “for a largely in-person academic and extracurricular experience,” [2] followed by a vaccination mandate on May 3, 2021; and

WHEREAS course offerings for Autumn 2021 do not state whether courses can be taken online and or asynchronously; and

WHEREAS availability of asynchronous classes has been shown to benefit, “any students who needed greater flexibility (students with disabilities, commuter students, student parents, students with chronic illnesses, etc.)” (PACS memo) [3]; and

WHEREAS students over varying abilities and disabilities stand to benefit substantially from asynchronous and online learning [4,5]; and

WHEREAS, GPSS recognizes there is a complex intersection between the lived need for accessibility and a violent history of racial surveillance; and,

WHEREAS students have been fighting for expanded implementation and use of lecture capture technology and remote learning since before 2014 when the technology was first introduced on campus, in 2018 with “A Resolution to Improve Remote Accessibility on Campus for Students with Disabilities and ESL Students” [6], and most recently being passed by ASUW Board of Directors ([Board Bill 5.12](#)) on April 8, 2021; and

WHEREAS graduate student instructors and teaching assistants are often not consulted on the technical capabilities of the classrooms they are teaching in and may not be trained to help provide remote resources to their students; and

WHEREAS 96% percent of students surveyed agreed that Panopto contributed to their learning and 91% of faculty surveyed would recommend Panopto to a colleague.[7] Building on the 98% of students, including ESL students and students with disabilities, agreed that Panopto contributed to their classroom learning from 2016. [8]; and

WHEREAS in a recent survey conducted by GPSS with over 24% (n=3089) of graduate and professional students responding, 69% believe courses should be offered entirely asynchronously and 98% believed the time schedule should clearly indicate the type and level of synchronous participation required [9].

THEREFORE BE IT RESOLVED BY THE GRADUATE AND PROFESSIONAL STUDENT SENATE OF THE UNIVERSITY OF WASHINGTON:

THAT the following demands for all future learning be implemented by Fall 2021:

- The Autumn 2021 time schedule be transparent regarding whether courses can be taken online and asynchronously, hybrid, or any combination thereof, following the excellent precedent set by the Spring 2021 time schedule.
- In order to acknowledge and facilitate the dramatic change in learning format, all lectures, classes, or seminars that do not share personal discussions or sensitive material, online or in person, are encouraged to be recorded and posted to Canvas or an equivalent class portal in a timely manner on par with the overall class schedule, ideally within 24 hours.
- All relevant lecture content produced such as powerpoints, notes written on whiteboards, and slide decks must be documented and posted independently and or in conjunction with recorded lectures, ensuring a student participating remotely has access to the same information as a student participating in-person.
- Faculty, Instructors, and TA's will continue to be supported with tech literacy training [10] and have access to portable technology, e.g. microphones and recording equipment.
- All course evaluations shall be constructed with graduate and undergraduate student input, to include (a) question(s) regarding the quality of course accessibility, provision of accessibility aids, and lecture recording.
- Students shall be informed that courses or instructors out of compliance with accessible documentation protocols, as indicated in course evaluations, may be reported for non-compliance to Deans and Chancellors who will be responsible for initial recourse. Academic units will be responsible for tracking and storing data on course and instructor-specific compliance.

THAT the following demands be implemented in the long term:

- Protocols regarding lecture capture/note-taking requirements of Faculty, Instructors, and TAs are further refined and regularly reviewed, acknowledging the harmful impacts that recording may have on our BIPOC and/or other marginalized communities.
 - Alternative and supplemental means of accessibility such as, but not limited to, anonymized transcripts and lecture and discussion notes be provided by instructors for courses in which recordings are not suitable.

- Data from course evaluations regarding attentiveness to course accessibility be considered as a factor for faculty and instructor hiring and promotion.
 - Course evaluations be considered in this data because of their student-facing nature and units consider the literature on bias in course evaluations in evaluating this data.
- Data on compliance with accessibility measures will be stored by academic units and reported to the OPB (Office of Planning and Budgeting). OPB shall work to integrate compliance or lack thereof in Activity Based Budgeting (ABB) to incentivize lecture recording and other accessibility measures.
- Equip all general use classrooms on every UW campus with lecture capture technology, particularly automated technology which is most favored by instructors.
- The UW Office of State Relations prioritize capital improvements necessary to fully install lecture capture technology in the upcoming legislative agenda.
- The UW administration form a task force in partnership with the Office of Educational Assessment and UW-IT's Academic Experience Design and Delivery Unit to:
 - Conduct a study on the use of lecture capture technologies to determine their efficacy in improving learning outcomes and accessibility.
 - Develop a plan for the installation and maintenance of lecture capture technologies in all general use classrooms (as appropriate) within the next 30 years.

THAT this bill be forwarded to President Ana Mari Cauce, Provost Mark Richards, Vice Provost of Academic and Student Life Phillip Reid, Vice Provost of Planning and Budgeting Sarah Norris Hall, Director of the Office of State Relations Joe Daca, Chair of the Faculty Senate Robin Angotti, Vice Chair of the Faculty Senate Chris Laws, Chair of the Faculty Senate on Teaching and Learning Thomas Halverson, Representative of the Center for Teaching and Learning Katie Malcom, Director of the Office of Educational Assessment Sean Gehrke, Chair of the Faculty Council on Student Affairs Ann Culligan, Chair of the Faculty Council on Academic Standards Ann Huppert, Devon Sheehan and Christine Lew of the ASUW Student Disability Commission, Chair of the Provost's Advisory Committee for Students Sam Akeyo, ASUW Seattle President Camille Hattwig, ASUW Seattle Director of University Affairs Clara Coyote, ASUW Tacoma President Vincent Da, ASUW Bothell President Djelli Berisha

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1. Ana Mari Cauce, 2020 Microsoft Ability Summit, Minute 52:00
<https://www.youtube.com/watch?v=Zm0OtgUOEWo>
 2. <https://www.washington.edu/coronavirus/2021/04/15/autumn-quarter-course-schedule-and-vaccine-eligibility-updates-message-to-seattle-students/>
 3. <https://drive.google.com/file/d/1TtyQKFkS7rSZzpsCT0raMiZwWXv38RTH/view?usp=mail>

4. Badge, J. L., Dawson, E., Cann, A. J., & Scott, J. (2008). Assessing the accessibility of online learning. *Innovations in Education and Teaching International*, 45(2), 103-113. &
5. Madaus, J. W., McKeown, K., Gelbar, N., & Banerjee, M. (2012). The online and blended learning experience: Differences for students with and without learning disabilities and attention deficit/hyperactivity disorder. *International Journal for Research in Learning Disabilities*, 1(1), 21-36.
6. ASUW R-25-6: A Resolution to Improve Remote Accessibility on Campus for Students with Disabilities and ESL Students
https://docs.google.com/document/d/1JQs7XS-_H2Ug6d7VW3CVa3As_x2mHrH8LvN49Mq-Q_g/edit
7. The 2019 Survey of Instructors and Students.
<https://itconnect.uw.edu/learn/research/2019-panopto-survey/>
8. The 2016 Survey of Instructors and Students
<https://itconnect.uw.edu/wp-content/uploads/2013/10/2016Panoptosurveyreport.pdf>
9. Abrantes, Ashlee A. (Spring 2021) Return to In-Person: Graduate & Professional Student Survey Results. University of Washington Graduate & Professional Student Senate.
10. Center for Teaching and Learning: Teaching Remotely.
<https://teachingremotely.washington.edu/>

ASUW Senate Legislation:

http://records.asuw.org/Documents/Board%20of%20Directors/2021%20Board%20of%20Directors%20Bills/20210409-BOARD%20BILL%205.12_%20A%20Resolution%20Renewing%20the%20Call%20for%20Remote%20Class%20Accessibility.pdf