

Dear Disabled Student Union (DSU),

Thank you for your communication dated March 9, 2022.

We are including a timeline of Academic Senate plans to engage the issues raised by DSU as well as several others we are tackling as the campus and the university consider lessons learned during the pandemic. The Academic Senate is a deliberative legislative body comprised of committees and councils with expertise on many matters. We cannot predict where our committees and councils will steer the Academic Senate as principles and plans for the future of instruction will be derived. We are not an executive body, and we do not control campus resources and offices relevant to instruction. Therefore, some matters, such as BruinCast or classroom technology assessments, are not ones that the Academic Senate can address, except insofar as we can raise them with administrators.

We consider the timeline to be our guide. In addition, we have highlighted below some points in your March 9 demands for which a response is indicated. Other points were heard and considered but did not call for a direct response.

As UCLA Academic Senate leaders, we wish to emphasize that we take the issues of equity and accessibility raised by DSU very seriously.

We also are fulfilling our commitment to keeping you informed about relevant systemwide communications. A recent letter from the Academic Council, signed by systemwide Senate Chair Robert Horwitz, is linked [here](#).

You asked for the contact information for Academic Council members; the roster can be found at: https://senate.universityofcalifornia.edu/rosters/committees.php?admin_task=committee_details&com_m_name=council. Please note that UCLA Academic Senate Chair Jessica Cattelino assumed the duties of the chair on March 1; therefore, she has not yet attended an Academic Council meeting as a member.

Direct responses:

1.2 The response is being drafted, with administration leading the drafting. It endorses ongoing flexibility this quarter in the pandemic context re: livestreams/recordings, and it establishes that a process has commenced for considering questions of instruction that are not limited to the pandemic emergency context.

1.3 These are issues for the Administration, not the Academic Senate, which has no purview over these offices and projects. That said, we are raising these issues in meetings with the Administration.

1.4 Absolutely.

1.5 The Academic Senate will share the processes. Academic Senate leadership cannot commit in advance to policies that might be implemented. The Academic Senate is a legislative body with authority over many matters vested in our councils, not an executive body like the Administration. Therefore, the Academic Senate leadership cannot commit to what our committees and councils will do. The

Undergraduate Council and Graduate Council have direct authority over many matters of instruction, such as curriculum and instructional policy.

1.6 Thank you for this. We agree that funding is required not only for equipment but also for instructional labor, though our primary concern for faculty is less about compensation than time and size of the faculty body. Thus, key funding would be for hiring more tenure-track faculty, to spread out any increased instructional workload and ensure that faculty maintain research capacity, capacity for service to the university, and capacity for training graduate students, along with other faculty duties.

3.1 We are delighted that both USAC and GSA are now issuing the invitation and facilitating the upcoming meeting. We agree wholeheartedly that graduate students must be involved, and indeed we had been having the same conversation in parallel. We will reach out to GSA and USAC about scheduling the second meeting.

3.2 We look forward to ongoing discussions about attendance at in-person classes. While we understand that there can be many challenges, there are opportunities for the university to do more. For example, review of financial aid packages might mitigate the need for some students to work fulltime. Enhanced CAE-related services could better support students and faculty. A housing guarantee at affordable rates and improved transportation might contribute to student wellbeing in ways that make attending class more feasible for more students. We emphasize that we are not saying this would be the case for all, and we recognize that your focus is on attendance policies. We appreciate raising awareness about how some types of attendance policies may have negative consequences.