

May 1, 2024

Darnell Hunt
Executive Vice Chancellor and Provost

Re: Accessibility and Instruction Working Group Report

Dear Executive Vice Chancellor and Provost Hunt,

At the April 25, 2024, meeting of the Executive Board, members reviewed the report of the Accessibility and Instruction working group and the feedback of divisional Academic Senate committees and councils.

Members voted unanimously in favor of a motion to share the following feedback: they expressed appreciation for how the report opened a campus discussion, pointed to how the report findings built upon a series of Senate initiatives, noted that the discussion of the report needs to be placed in a wider context, and recommended constituting a new taskforce to consider the tradeoffs and wider implications of the report.

Members agreed that the issue of accessibility and instruction requires consideration in relation to issues such as faculty rebuilding and renewal and graduate education funding. They noted that the working group resulted from the student sit-in and the fact that the Teaching and Learning Center (TLC, which was then the Center for the Advancement of Teaching) and the Center for Accessible Education (CAE) were not working well individually or together. The working group was an opportunity for the relevant units to think through these issues. Members observed that the working group membership was not a very faculty or student-oriented group.

Now that TLC is in place, members suggested that the creation of a new task force that includes more students and faculty and considers the issues in the context of the [Future of Instruction Report](#), the [Faculty Rebuilding and Renewal Joint Task Force Report](#), and the [Final Report on the Future of Graduate Programs and Graduate Student Support](#). Members observed that this report reframes instruction and flips it to universal design rather than an individual instructor response, which requires more conversations and context because the report appears written in isolation from related issues.

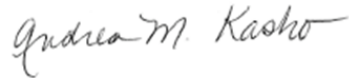
Some members found the report recommendations confusing because they were very focused on access while a lot of the evidence was based on the number of accommodations. In other instances, there was no evidence to support the claims in the report. For example, students may perceive that online learning is good, yet research shows that it is worse for student learning. Members reiterated the goal should be how well the students are learning.

Some members suggested the need for acknowledgement that while it is a goal to accommodate, not everyone or every situation can be reasonably accommodated. They also noted there are related issues such as privacy in the context of classroom recordings due to concerns about intellectual property as well as sensitive discussion topics.

Lastly, members agreed that CAE is under-resourced, which has caused significant problems. CAE needs more resources. Similarly, they questioned whether there would be more resources to support faculty's extra labor in terms of instruction and accessibility.

The Academic Senate appreciates the opportunity to advise on this important report. The Executive Board requests a response that outlines Administration's next steps with regard to the report and the Senate's feedback.

Sincerely,



Andrea Kasko
Chair
UCLA Academic Senate

Encl.

Cc: Kathleen Bawn, Vice Chair/Chair Elect, UCLA Academic Senate
Jessica Cattelino, Immediate Past Chair, UCLA Academic Senate
April de Stefano, Executive Director, UCLA Academic Senate
Adriana Rosalez, Administrative Analyst, UCLA Academic Senate
Emily Rose, Assistant Provost & Chief of Staff to the Executive Vice Chancellor and Provost
Erin Sanders O'Leary, Vice Provost for Teaching and Learning