

UCDALI Executive Committee Meeting  
12/06/2024  
11:00am - 1:00pm

*Minutes*

In Attendance: Beth Pugliano, Jeff Golub, Laurel Hyslop, Maren Scull, Vivian Shyu, Dennis, DeBay, Colin Jenney, Salah McKloskey, Paula Schimdlein, Pam Laird, Thomas Dunn, Jenny Steffel Johnson, Leigh Ann Rutherford, Jennifer Camacho Taylor, Marayam Darbeheshti, Eric Baker, Thorsten Spehn

**SCHOOL/COLLEGE/LIBRARY UPDATES (BRIDGE NETWORK LIAISONS)**

- **(CAM):** Officially has new bridge liaison starting in Spring 2025 Dina Bodaubay
- **(LIB):** Director Cinthya Ippoliti will be leaving June 1, transition period Dec 18
- **(SEHD):** Held school-wide luncheon for faculty who were promoted; seven were teaching professor track (TPT) or CTT, and first ever Full TPT promotion; we have great criteria and good process for getting people through.
- **(CLAS):** Two groups in CLAS have created and approved their criteria for instructor/senior/principle line (Ethnic Studies and Math); outline of process is drafted, section for criteria either being developed or up to departments to create; Psychology is adapting similar work, but focusing on revising whether a terminal degree is required; question as to whether FCQ data (vs some alternate standardized student feedback) should be included in criteria;
- Additionally, CLAS is not currently implementing five-year contracts after initial three-year appointment.
  - o AVC feedback: Will follow up on terminal degree requirement and five-year contract availability in CLAS
- **(BUSI):** No updates to report
- **(CAP):** No updates to report
- **(CEDC):** No updates to report
- **(SPA):** No updates to report
- **(ICB):** No updates to report

**FACULTY AFFAIRS UPDATES AND DISCUSSION (AVC KAYAUGLU)**

- Gratitude for comments on FA Fellow for Lecturer Affairs. Will meet with colleagues and hopefully have someone on the project in Spring with goal to complete in Fall 2025. Research assistant support has also been included for this position.
- IRC Research Report on the agenda for 12/11 meeting with Deans and Provost. Want to share with deans and answer their questions, elevate concerns, recommendations
- CCC report may come out soon, please prioritize in discussions, highlighting IRC compensation concerns and elevate further; as for IRC compensation rates, when we established these rates, we heard that people appreciate standardization, but rates were not adequate. Now that we have standardization, we should put it on our agenda to make not just Consumer Price Index (CPI) adjustments, but substantial adjustments to rates down the road.
- IRC professional development call for applications, round two, Friday 12/13. Spread the word!
- Second year of IRC taskforce recommendations updates have been made available on the Provost website (following plan of yearly updates, as required by taskforce)
- This year we started Women's Leadership Program, led by Dr. Bryn Harris (SEHD) . The energy and excitement are wonderful! Call for second cohort going out soon, please consider joining.
- Some discussions underway on the use of Learning Commons 3<sup>rd</sup> floor, proposal is to relocate Honors program here, shifting office spaces (including UCDALI); AVC can share concerns (e.g. dedicated faculty spaces potentially shared with students; access concerns, ADA compliance, issues of sanitation in 9<sup>th</sup> Street Park).
  - o *General Discussion Follows*

## GENERAL UPDATES

- *Email Issues:* UCDALI emails are sporadically going to quarantine, possibly because of Mailchimp; possible solution using Microsoft publisher because it is a university approved tool. Reiterated the necessity that an elected faculty shared gov body must be able to directly reach the faculty.
- *Comprehensive Compensation Collaborative (CCC) Report* -Report is not ready; invited AVC engelke for February (also inviting EVC Sherman, possibly Provost if available). APC meeting coming up, aim to stress equity components in compensation; SEHD is collecting data on compensation concerns and equity.
- *Spring Events* - Continue IRC Coffee sessions in Spring 25 (once a month Feb, March, April), finalize schedule in January. Once the IRC survey gets going, that can be a parallel component to bring more colleagues in; planning for lunch with deans early in Spring (as we did last year).

- *IRC Faculty Survey Spring 2025* - Began with foundations from previous iterations; aim for balancing survey length with overburdening faculty with survey fatigue; came up with core areas to query: (1) Workload (2) Job Security (3) Compensation (4) Professional Development and Advancement and (5) Communication and Community. Will reconcile the old data with new data points; the core five areas, mixed method survey method (Quantitatively e.g. Likert scale) and qualitative method (open ended questions); branch logic specifies the survey based on early answers. Refine questions as faculty answer; utilize legacy data; understanding longevity is also an important element since these are not temporary faculty; differentiating between lecturers who teach 1-2 classes but have other careers and do not wish for a full-time position vs lectures who cannot get a full time position and want one.
- Aim to get the survey out by early to mid February

### **ACCESSIBILITY STEERING COMMITTEE (ASC)**

*Joining Meeting: Antonio Farias, Chris Puckett, Rachel Brown, Chris Derry*

- Overview: Project has been running since September. Discussions have occurred with cabinet, dean's council, AVC council, and nearly all deans; in Spring 20205 we will hold a larger campus wide conversation and showcasing of work done (also from Digital Accessibility Committee, DAC); "evergreen" committee, it will continually renew work, technology is always changing, so no single response is ever perfect and it will keep adapting and improving; heavily democratic with multiple nodes, individual faculty and students involved; information will be available to the network, nothing will come up in policy changes without already being vetted by the entire community; also developing a self-grading system, modelled on Boulder and other Universities. We can plan out first three years from here, and then reassess and repeat.
- Mission: making policy recommendations around recent law of Digital Accessibility, the core of what we're doing is the digital space: "charged with digital accessibility compliance and coordination of institutional, system and state-level reporting, including funding". There must be some overlap (funding, recording, cohesive rationale for way forward) with the previous accessibility work.
- Requirement for accessibility has been around technically since ADA in 90s. Even before then CU were supposed to be making everything accessible. What has changed is the digital component. State of Colorado put in place a law that more explicitly directs institutions to be more explicit and clear about putting accessible materials online. The law focuses on (1) When someone raises an issue about accessibility, we are required to be responsive (2) Having a plan to move to a higher level of accessibility. Law sets a minimum for us as an institution. The question for CU Denver is, "do we want to be known as a leader of this space? Go above and beyond the minimum?"
- Resources: CFDA will be organizing in conjunction with Accessibility teams documents on accessibility, offering a number of programs on this, more advanced document remediation and simpler models. Also looking at executive functioning awareness and

its influence on syllabus and grading. We want inclusion, recognizing student's various abilities. Resources available for learning about ablism and ableist language; CFDA newsletter, and Thorsten in particular, can be a point of contact

- **Question:** Recognize that IRC faculty have huge loads, massive class sizes, tons of teaching, and while faculty are deeply invested in students and understanding accessibility, it can be overwhelming. Lots of work still to be done and discussed, but what can share with colleagues on concrete actions and tools that we can look to in order to get started?
- **Response:** Consult the draft document. Start where it is most important for faculty, e.g. the classroom, the syllabus. Employ positive language, prevent shame, making sure students don't have to ask for permission but is already built in; attend workshops; enhance understanding of definitions of equity and ableism. No one needs to feel they will be punished; just endeavor for due diligence, aim to change just one habit, or begin using one tool; pilot tools are still being drafted (e.g. perhaps an office to which faculty can send pdfs to be rendered accessible by a team), but we also have self-service resources through CFDA, CETL, TIPS;
- If anyone wants help ASC and join the team, reach out!

**ADJOURN**