



Academic Senate

EXECUTIVE COUNCIL

June 21, 2021

To: Elizabeth Watkins
Provost & Executive Vice Chancellor

Ken Baerenklau
Associate Provost

From: Jason Stajich
Chair, Riverside Division

RE: **Instruction Options and Plans for Fall 2021 and Winter 2022**

Dear Elizabeth and Ken,

After consultation within the Senate, I write to provide a response to your May 23, 2021 request regarding instructional options for Fall 2021 and the May 26, 2021 request regarding planning for Winter 2022.

The outcome of Senate deliberations regarding Fall 2021 is to affirm that faculty remain faithful to the delivery of quality instruction to students in balance with their commitment to academic freedom. At the core of Senate discussions – since the beginning of the COVID-19 pandemic to now - was and is the importance of empathy and flexibility for students in conjunction with recognition of the workload and effort to convert and deliver remote instruction by faculty and instructors. The conversations among Senate committees maintains that it is within a faculty member’s purview to determine the content and teaching modality for a course. And this purview includes and extends to academically sound flexibility in fulfilling our responsibilities to our students.

With all of this in mind, faculty at the department and school level, as reflected in Banner, have already decided for which in-person courses a remote option is to be offered for Fall 2021. For faculty who have decided to offer remote options for their courses, they are encouraged to partner with [Undergraduate Education](#) as UE is uniquely positioned and qualified to collaborate with faculty in this regard.

For Winter 2022, based on California “opening back up” effective just this week, we expect that scheduling for fully in-person classes is most appropriate. Faculty who wish to offer online-only versions of their courses will be required to submit a course change plan through the Committee on Courses in a timely manner.

Sincerely,
/s/ Jason

Attachment: Senate Standing Committee and College and School Faculty Executive Committee memos regarding instructional options for Fall 2021.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

June 10, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair 
Committee on Educational Policy

RE: Remote Options in Fall 2021

The Committee on Educational Policy reviewed the proposed remote options for Fall 2021 at their June 4, 2021 meeting. The Committee emphasized that the choice of teaching modality should be the purview of the instructor, compatibly with the format approved for a course. The Committee's consensus is that the Campus should not extend remote options beyond the already planned percentage of remote-only classes, but one Committee member expressed concern that lack of further flexibility may cause a yet unknown number of students to withdraw from UCR. There was unanimity for the idea that provisions of any further accommodations for students to participate remotely in a course should be initiated by the instructor. Members also recommended that students be notified that they can take advantage of online classes in the UC system with the prior approval of their departments.

June 9, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: Lucille Chia, Chair *Lucille Chia*
CHASS Executive Committee

RE: Remote Options in Fall 2021

After much discussion, the CHASS Executive Committee wishes to issue the following comments, organized as responses to the three questions raised on p. 1 of the May 23 memo from Associate Provost Ken Baerenklau.

1. What should we tell students who are still feeling the impacts of the pandemic and are asking about instructional flexibility in the Fall?

Explain clearly to such students the pedagogical challenges. UCR will do its best to ensure that they complete their course work and receive their degree in a timely fashion, meaning administrative and instructional accommodations without compromising the quality of their education. To this end, we hope the students can work with their academic advisors and be imaginative and flexible as to how to plan which courses to take and when (i.e., which quarter, which AY). Some courses work better online than others, and the instructor of a course is the best judge of its pedagogical effectiveness as taught remotely. Moreover, not all instructors can offer all their courses in both an online and in-person version at the same time, because this may place an undue work burden on the main instructors as well as any TAs, and consequently the quality of such a course may suffer all around.

Also, we should keep in mind that not all students “who are feeling the impacts of the pandemic” have the same problems. For example, for those already matriculated prior to the campus closure, their needs differ from those have just been admitted to UCR.

On the suggestion of making an entirely remote section (one or more) of a course poses some difficulties: this supposed flexibility may seem like a way to accommodate student needs/demands. But it may still demand much extra work on the part of the instructor

(lecture recordings, designing online assignments and assessments that would be done differently by students attending the in-person class, etc.) and likely the TAs if the course has them. How can we be sure that the students in the in-person and remote section(s) are evaluated in the same, or equitable ways? We should explain this to the students.

On a general and important question: should the campus try to be as accommodating as possible to students who have a difficult time coming to campus for a class for a good reason (and not just international students without a visa) by adding a "remote option" to a class?

--If no, where do we draw the line?

--If yes, should it be an option even when there isn't a pandemic?

2. Who will make decisions about whether and how to provide flexibility?

Several members of the CHASS EC are concerned, as are faculty in other schools, that there was insufficient consultation with the Senate prior to the announcement of the plan. This is especially problematic in issues such as the item 4 on p. 2 of AP Baerenklau's memo: "creating an intake survey for student remote option requests that would be managed by the Provost's Office. . ." While this "survey would serve as a buffer between students and faculty" some of the faculty see this as the administration assuming the authority that belongs to the faculty "to adjudicate on potentially large numbers of individual student requests" rather than a labor-saving measure for the faculty.

And what exactly does this adjudication mean? Might the Provost's office "ask" or pressure an instructor to provide some combination of remote and in-person teaching as reflected in the student survey? We see nothing about what criteria the Provost's office will use to assess student requests for their preferred mode(s) of teaching. But should students (or a student) even be petitioning the Provost's office directly for a remote option?

There are potential problems with such an inadequately detailed policy. For example, an instructor may decline the request from the Provost's office, and students may be left with insufficient classes either in-person or remote. On the other hand, might not this policy become a way to effectively compel online teaching while also cramming down the extra work on the faculty? If there really is a large-scale problem of students unable to come to campus for pandemic-related reasons, then a less uncertain mechanism is required to serve their needs. And a pandemic-driven policy should not be used to push through a broader agenda of moving instruction online.

We also note the many unresolved and unmentioned issues of intellectual property, privacy, and effective control over who gets to see on line instructional content have never been addressed, and now seem to be shoved aside in the name of exigency.

Does the administration plan to study the experience of faculty and students during the past year and a half, and to use that information to create a policy with the benefit of that information?

Most importantly, we should note that while students may adequately express their difficulties with taking courses remotely, they do not provide the best and most complete comparisons of the pedagogical value of an in-person vs. an online course—especially those taught remotely under make-shift circumstances forced by pandemic conditions. We need to understand how to weigh student opinions of specific courses and of general remote teaching in general. Not to do so reflects the mentality of marketers, not of university teachers and scholars—something we already saw in the 2021 draft of the Strategic Plan, where students (and other groups?) are “customers” (p. 18: “designing and implementing efficient, integrated, *customer-centric* [italics added for emphasis] processes. . .”).

3. What specific steps/actions are needed to enable/implement this flexibility, and who will be responsible for taking these steps?

There is no perfect solution, or even one that will satisfy everyone in the UCR community for the complex situation we will face in the fall. What we are most concerned about are:

--that there is no clear statement of whether the measures proposed are temporary, stop-gap ones for just the Fall Quarter of 2021. This makes the UCR plan uniquely different from those for other UC campuses, which are trying to provide remote options, beyond remote courses, for international students without a visa and possibly for disabled students. In contrast, UCR is proposing that any student can ask for a remote option (on the grounds that coming back to campus is challenging), where the thought is that some students, due to work commitments or caregiving requirements, might not be able to attend the class in person.

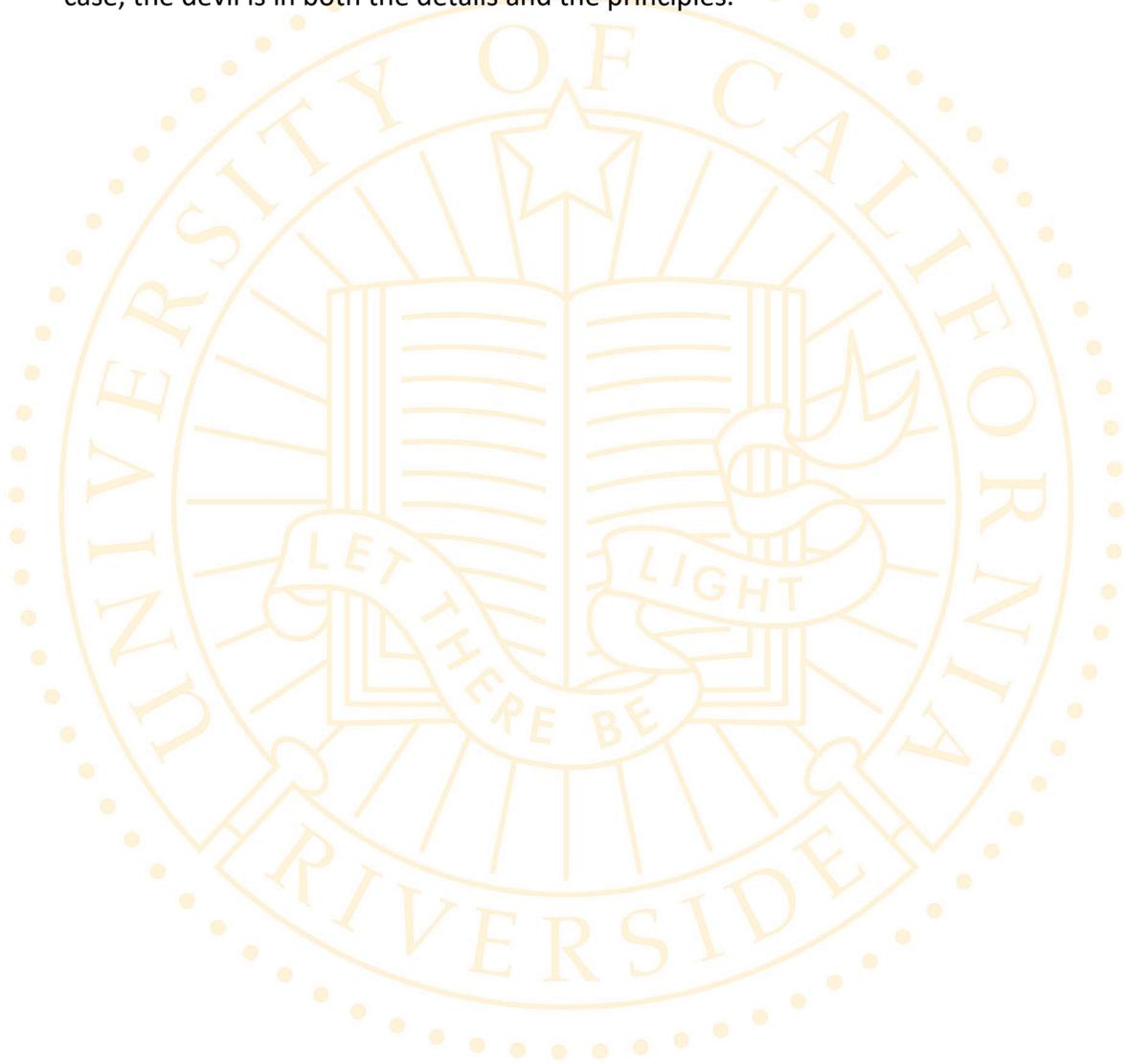
--that there is no acknowledgment of the incredible, fast, and hard labor faculty and staff did to transform everything online since spring 2020. The expectation seems to be that we can simply do it again, but this time backwards and in two different directions. Rooms and facilities are NOT ready for hybrid classes. Once again, the administration wants faculty and staff to do something without recognition of what they are asking us to do or without adequate support. And what of the faculty’s research and creative activities, which have either slowed down or halted during the campus closure?

--that faculty consultation prior to issuing this memo has been far less than needed

The CNAS faculty has already strongly expressed their many concerns about the “remote options” for Fall 2021, and they are not alone. We note the recommendation of Mary Gauvain, Chair of the UC Senate: “The administration cannot tell faculty how to

teach or what platforms they must use; it would be a violation of academic freedom for the administration to determine teaching platforms.”¹

If the UCR administration is surprised about the resistance to their plan, this speaks volumes about the issues of trust and transparency. This plan was made without Senate consultation, but asked the faculty (and staff) to rely on a plan issued by fiat. In this case, the devil is in both the details and the principles.



¹ https://senate.universityofcalifornia.edu/_files/reports/senate-recommendations-fall-reopening.pdf

June 14, 2021

TO: Jason Stajich, Chair
Academic Senate

FROM: Philip Brisk, Chair 
BCOE Executive Committee

RE: Remote Teaching Options for Fall 2021

Dear Jason,

The BCOE Executive Committee reviewed the proposed policy on remote teaching options for Fall 2021. The Committee opposes this policy, especially when contrasted with the proposals for return to in-person instruction put forward by other UCs. The Committee feels quite strongly that many BCOE faculty have endured reduced research productivity as a result of the pandemic, and that the administration should support the faculty as they ramp-up, or in some cases, fully rebuild, their research programs. The accommodations that faculty have provided to students to support remote learning—and in some cases, asynchronous remote learning—should be winding down, as they place an undue burden on faculty. The message that this proposal sends to the faculty is that these accommodations are now negotiable; to enable the university to function effectively, boundaries need to be set, both to protect faculty time to engage in research and in service, and also to properly establish students' individual and collective expectations of their instructors.

There are a number of unknowns implicit to this proposal; it is risky. Given the challenges that faculty have experienced in their professional lives over the past year, the Committee believes that it would be unwise to expose faculty to these risks:

- It is unclear how the proposed policy would impact teaching workload; it depends on a number of factors, including the number of students who request and receive accommodations, additional demands on faculty time such as extra office hours, and whether these accommodations include asynchronous rather than synchronous instruction. There are also other challenges such as administering exams in dual-mode, etc. The impact may vary based on individual faculty member's pedagogical strategies for in-person instruction; not all instructors (including myself) lecture in the traditional "sage on the stage" style, and in-person active learning strategies may or may not be easily adaptable to synchronous or asynchronous dual-mode. While it might be perfectly reasonable from an academic freedom perspective to deny accommodations on pedagogical grounds, it seems unlikely that a student on the receiving end of a denial will understand the rationale; plus, it puts the burden on the faculty member to communicate that rationale. This exemplifies the Committee's concerns about how this proposed policy could impact student expectations of instructors.

- The potential impact on student evaluations of teaching (SETs) is also unknown. SETs are known to be problematic and biased for a number of reasons; as various Senate Committees including this one recently responded to an Ad-hoc Committee report on this very topic, I will not reproduce that discussion here. While the proposal suggests that this policy aims to provide accommodations to a relatively small number of students whose lives were upended by the pandemic, and that faculty will be free to choose whether or not to provide such accommodations, the reality may be different, depending on how this policy is communicated to the student body. If the intake process does not provide a strong and aggressive filter, then the accommodation for a select group of students in need quickly becomes an entitlement that the median student expects. Faculty who do not provide the accommodation/entitlement to those who ask will be viewed by students as uncaring, and may receive negative SET scores, which become irrevocable. Students may expect the entitlement to continue following the Fall 2021 transitional quarter, after which, faculty who accede will be rewarded with positive SETs, while those who resist will be punished with negative SETs, thereby effectively institutionalizing what was meant to be a temporary adjustment, and permanently skewing students' expectations of faculty.

From the perspective of faculty who perform research, teaching, and service, this proposal is quite risky to professional wellbeing; the strong reaction from the CNAS Executive Committee and other Faculty Leaders in CNAS expressed intense aversion to this risk. Any proposal to make UCR more student-centered with respect to classroom instruction runs the risk of placing faculty wellbeing at risk. In isolation, any one such proposal might be reasonable; however, as time progresses, the impact of individual proposals and policies can compound. Given that UCR relies exclusively on SETs to assess the quality of in-class instruction, it is important for faculty well-being that the administration's messaging does not create unrealistic expectations among the student body. These factors may explain the vociferous nature of much of the criticism against this proposal.

In the long-term, something like the proposed policy could be implemented in a manner that appropriately minimizes risk to faculty if it was based on a model similar to the Student Disability Resource Center (SDRC), but with emphasis on socio-economic status. A campus entity akin to the SDRC could act as a filter, to eliminate spurious requests from students who are simply being opportunistic and trying to work the system; however, the implementation timeline between now and the beginning of the Fall 2021 quarter would be prohibitive.



June 11, 2021

To: Senate

From: School of Business Executive Committee

Re: [Campus Review] Proposed Policy: *Remote Options for Fall 2021*

The School of Business Executive Committee discussed the above document. In general, the comments received were supportive of the proposed policy and for offering remote options to students for in-person classes. Some related comments and suggestions that were offered as follows:

1. There is concern about the technology that will be available for interacting with remote students during an in-person class. Some faculty feel that one cannot just turn on a camera in a live in-person class and call that a remote option.
2. Some faculty suggest that students should be required to offer solid documentation such as a doctor's note when requesting a remote option.



Academic Senate

COMMITTEE ON ACADEMIC FREEDOM

June 9, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Frederick Wilhelm, Chair
Committee on Academic Freedom

Re: [Campus Review] Proposed Policy: Remote Options for Fall 2021

The UCR Committee on Academic Freedom insists that the decision to offer a remote option for an in-person class be left to individual instructors. This is essential to protect faculty intellectual property rights and the quality of our instruction.



Academic Senate

COMMITTEE ON INTERNATIONAL EDUCATION

June 14, 2021

To: Jason Stajich, Chair
Riverside Division

From: Heidi Brevik-Zender, Chair *Heidi Brevik-Zender*
Committee on International Education

Re: Campus Review: Remote Options for Fall 2021

The Academic Senate Committee on International Education has reviewed and supports the Remote Options for Fall 2021. The Committee does recognize the potential for issues with remote options, such as extra workload for instructors who may need to teach in-person classes at the same time. The concerns of CNAS faculty and Department Chairs and their request for formal Senate consultation are duly noted. The CIE appreciates the current effort to address these concerns by asking for Senate input on the work accomplished so far by the Instructional Continuity Workgroup.

UCR's Office of International Students and Scholars (ISS) has heard from numerous international students voicing their strong concerns about the Fall term. There are a variety of issues ranging from health concerns about the pandemic to a rise in hostility within the US directed towards non-immigrants (particularly those from Asia), to name a few. Their testimonials, included here in Attachment A, speak powerfully to what is at stake for our students.

In addition to supporting remote options for Fall 2021, the CIE offers three possible options to supplement remote teaching:

Option 1. University Extension (UNEX)

To provide a temporary stop-gap measure to allow international students who, for whatever reason (e.g., visa issues, health and safety concerns), cannot attend UCR in-person in Fall Quarter 2021, the Committee proposes that University Extension "XR" courses be opened up to international students currently residing outside of the US who wish to remain remote temporarily. These courses could supplement UCR remote courses. XR courses are UCR catalog courses taught and administered by University Extension. (For reference, XR courses are covered in UC Systemwide Academic Senate Regulation 810(A) <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations>. The "X" designation stands for Extension, while the "R" stands for Riverside campus; XB courses would be for Berkeley, and so on). Instructors are approved by the corresponding department and the Senate's Committee on Courses. Under normal circumstances, XR courses are not available to

UCR students, however according to UC Systemwide Academic Senate Regulation 812a “Student residents at the University and students on leave of absence may enroll in the University Extension courses, with a view to gaining credit thereby, only with the consent of the dean of the appropriate colleges; or in the case of graduate students only with consent of the Dean of the Graduate Division concerned.” In the view of the Committee, current pandemic conditions constitute exceptional circumstances that warrant temporary use of XR courses for current UCR international students.

Another advantage to XR courses is their potential to mitigate faculty overload. Since XR courses are administered by UNEX, instructors are by-agreement and do not have a regular teaching load. They may be an advanced graduate student who doesn’t have funding for that particular quarter, they might be a recent PhD who is on the job market and looking for extra income, and so forth. Extension is clear upfront about the modality of the course (in this case, remote), so there are no surprises for instructors or students.

Option 2. Education Abroad

Continuing students who cannot be in Riverside in the Fall may be eligible to take classes through Education Abroad OAP (Opportunities Abroad Programs). This option is not available to incoming first-year or transfer students and there may be limitations for international students depending on their immigration status. A number of deadlines have already passed so students interested in this option should contact UCR’s Assistant Director of Education Abroad, LaSharon McLean Perez (lasharon.perez@ucr.edu), as soon as possible.

Option 3. Go Local

The “Go Local” Initiative would allow international students based in their home countries to attend local universities in their area and receive course credit. See Attachment B for a letter from International Students outlining this initiative.

These options may not be available for all students, as that will depend on whether or not they are maintaining student visa status. The Office of International Students and Scholars will be able to advise students about which options are appropriate for them based on their situation. For those students who are maintaining student visa status, they will be required to register full-time due to immigration requirements.

ATTACHMENT A
International Student Concerns regarding Fall 2021

“I would need to apply for leave of absence for Fall 2021 if I can't take online classes. I prefer to take online classes in my current situation. I am currently in China and have been enjoying my online classes so far.”

“I am was overwhelmed with the health of my family due to the COVID-19 pandemic and eventually went back to my home country to be with my family members during this time. I feel that going back to the U.S. right now is unsafe and want to inquire about continuing online courses in Fall 2021.”

“ I am still worried about having to attend classes in person.”

“I am worried about COVID-19 and anti-Asian hate and would like to remain remote.”

“Due to the coronavirus, lots of people aren't in the U.S. and since this year has been tough all over the world, most students will have different difficulties returning to campus. Keep everything online is more safe and it can decrease the risk of the virus.”

“I tried to email different departments in UCR and I still have not got any response. I am really concerned now. I have read the email regarding the Fall 2021 instruction plan from UCR. And I am really concerned about the risk of traveling as a man with a family. Is the return in-person policy mandatory for international students? Is it possible for students who do not want to travel at the moment to keep study remotely?”

A student from Japan wrote that people under age 65 are not able to get the vaccine until next year, which is worrisome for the student and the student's family. They continue: *“ And a new variable virus pandemic has emerged in Japan, too. In addition, Asian hate crimes are increasing, and my family and I are really worrying about it. We hope that I can take and continue remote style online course from Fall 2021, too. And I think many international students are also struggling with these problems. I love UCR so that I will not drop out the school. I would appreciate you help me to continue online course and solve this problem. I need your help.”*

ATTACHMENT B

Letter from International Students outlining Go Local Initiative

Dear UC Academic Senate and UC Regents,

We are the international student leaders from all nine UC campuses. In the past few months, we have been working closely with each other to advocate for international students.

First off, we would like to express our sincere gratitude for the support that the UC system has provided for the international student community during this past summer, especially over the outrageous ICE policy change on July 6th. Your continuous support reaffirms our belief that the University of California truly values diversity and inclusivity, and we hope the university can keep supporting international students in ways most needed.

While we feel deeply relieved that the ICE restrictions were rescinded, it has come to our attention that many international students that have returned to their home countries have expressed concerns about the effectiveness of remote learning, and are urging the UC system to explore alternative modes of instructions by allowing them to **enroll in in-person classes or use facilities** at universities in their home countries.

As stated in [the UCI report Requesting All-Recorded-Class](#) written by ASUCI At-Large Senator, Reema Saad, the main concerns for remote learning are its detrimental effect on students' mental health and its undermined educational quality due to limited interactions between instructors and students, especially when international students also need to deal with time differences. One of the testimonies validates the concern above- "I was required to be present for a major-required class from 3-4:30AM, with occasional unannounced quizzes at the start of class. This 'learning' experience seriously affected my mental and physical health, and I would never wish it on my worst enemy. "-the report has gained more than 1700 signatures.

More explicitly, while international students are paying over 40,000 dollars for the tuition, international students abroad are not able to access the campus, such as the campus facility, library, and the vibrant campus community. Studying at a different time zone and VPN access also add to their challenges, making their academics this semester/ quarter increasingly difficult.

Many international student leaders have voiced such concerns to our respective campus Academic senate. And we acknowledge conducting such a program would be a UC-level effort, so we hope to better understand what we can do to help the UC system further supporting the international community.

The UC system can alleviate the burdens international students are facing to their educational quality and health by **adopting the Go Local Program**.

The option is feasible to our scope because it has been adopted by other leading institutions like Cornell University, Duke University, New York University and the USC. The University of Southern California sets an illuminating example for such practice. It allows its Chinese international students to enroll in one class at Shanghai Jiao Tong University to reduce the extra workload. Students are also granted access to campus facilities while completing online courses

from USC. Unlike the UC campuses, however, we also understand that USC is a private institution and has more financial liberty in conducting such programs. [The UCSB student government also united the student body to dedicatedly pass a legislation in support of the Go Local Program.](#)

While the UC campuses have as much capacity, if not more, with its well-established networks with worldwide universities through the UCEAP Program, we urge the UC system to consider adopting similar programs.

To a brighter side, adopting the said program creates mutual benefits for UC students and the entire UC system in several ways. This Go Local Program provides mutual reciprocity of benefits such as enhancing multiculturalism skills, engaging in cross-cultural affairs etc, which has always been a goal for international higher education. Furthermore, through collaboration and communication with worldwide universities, the UC system's core value of inclusivity and diversity would be made aware to more people, and would potentially attract more future leaders in the foreseeable future. Being part of the UC community, student leaders from all nine campuses would love to see the UC system thrive and become even more competitive among the American universities.

We strongly urge the UC Board of Regents and all UC academic senates to explore the option of pursuing the Go Local Academic Program. Looking forward to hearing from you and collaborating with UC to foster international advocacy.

Thank you so much for your time and consideration!

In solidarity,

UC Campus International Student Leaders

UCSA International Student Officer, Kym Chu

ASUC Senator, Rex Zhang

ASUC Senator, Samuel Peng

UCLA USAC International Student Representative, Bakur Madini

ASUCSB Chair of Global Gaucho Commission, Hanrui (Peter) Feng

ASUCSB Special Project Officer, Wenjing (Sarah) Li

ASUCSB RHA Liaison, Yiming (Robin) Pang

ASUCI President, Michelle Mallaire

ASUCI International Senator, Danni Xu

ASUCI International Advocacy Officer, Yihao Huang

ASUCSD International Senator, Dakshh R. Saraf

ASUCR International Student Committee Chair, Cristy Chen

ASUCR International Student Committee Chair, Paridhi Jain

ASUCR International Student Committee Vice-Chair, Oscar Wong

ASUCD External Vice President, Maria Martinez



8 June 2021

To: Jason Stajich, Chair
Riverside Division

From: Theodore Garland, Jr., Chair, Executive Committee
College of Natural and Agricultural Science

Re: Review of Proposed Policy Remote Options for Fall 2021

As suggested, I have also added this material to the shared Google Doc:
https://docs.google.com/document/d/1V9GxLObCHvHaRti8858jLAe-C0ul67iQ2L975uPF_Xq/edit?usp=sharing

The CNAS Executive Committee does not support this proposed policy. Some of the specific concerns are as follows:

From CNAS Executive Committee -

We objected to the language "In addition, we know that some faculty in CNAS and in other colleges/schools are supportive of remote options," which implies that those who raised objections to the approach are opposed to remote options. We are not generally opposed to remote options. We objected to the way that the policy was implemented without adequate consultation or consideration of the implications for our classes and our students.

From CNAS Executive Committee -

We have concerns about putting pressure on faculty to offer remote options for in-person classes. If decisions are not based on policies, then faculty who reject students' requests might be viewed negatively by students and administrators. Some of us fear that faculty who reject students' requests will face possible repercussions during **merit and promotion** reviews because they are being viewed, unfairly, as uncooperative faculty. Assistant Professors, especially, may face more pressure than tenured faculty to provide remote options because of this. Some suggested that the department chair can ask for volunteers and coordinate the offering of remote options across courses and sections.

A question is raised on whether this is a one-time accommodation for Fall quarter, or if there will be a need or pressure from students to continue providing remote options beyond Fall. It is quite possible that whatever situation certain students are in that prevents them from being on campus in Fall might persist into future quarters. If so, doing this for one quarter is only a temporary solution. On the other hand, if they can be on campus after Fall, then perhaps they should just wait for one quarter to take those courses which have no remote option.

Some faculty are concerned that **it is impossible to provide a remote option without the availability of more resources or a substantial increase in workload**. For example, it may not be possible to engage both in-class students and remote students at the same time, so a TA will possibly be needed to be present during lectures, or else the instructor will have to engage the remote students in other ways at other times.

From CNAS Executive Committee -

- This past year, we have done emergency teaching. The quality of instruction and student experience in many cases may not have been up to normal UC standards. This policy is basically asking faculty to continue emergency instruction by creating hybrid or dual mode instruction. Thus, none of these courses will undergo Senate review. This emergency instruction will also very likely set up inequities among students in the class, in both directions. The quality may also suffer for all students.
- Opening the remote option request process to all students for all classes will create an expectation on the part of the students that faculty will be able to create remote options to deliver for their in-person classes. Would there be any process to verify the explanations / needs the students convey in their requests? How would requests after the second pass of enrollment be handled?
- This proposed process will create a lot of extra work for staff who are already over-taxed. Faculty who don't want to be flooded with requests will ask the enrollment managers to go in to each in person discussion and class section to add a note saying no petitions will be accepted for remote options. Students will ignore this, and put in a petition anyway, and be disgruntled when it is denied.
- How will this impact TA and faculty workload, and will there be expectations that their heavier workload will be compensated?
- How many quarters or years does campus expect faculty to provide remote options for their in person courses? The campus has invested heavily in installation of technology to enable faculty to remote stream lectures, suggesting that this policy may be a stepping stone from the Provost's office to convert our courses to "dual mode" instruction not just in the fall, but in the foreseeable future.
<https://news.ucr.edu/articles/2021/03/24/fall-wont-be-just-either-or-it-may-also-be-both>
- Why can't campus be more strategic in our approach? If a key student population is our international students who are abroad, then why not work with these students to find solutions on a more individual level? If a program has a large enough number of students, then maybe there is justification to switch some in person sections for key courses to remote only instead of asking faculty to teach dual/hybrid modes. (Or the Provost could provide money to open new sections for students via Extension or associate instructors.)

- Comparison of approaches for other UC campuses: None of the other UC campuses appear to be offering processes for students to make requests for remote instruction options for courses that have already been determined to require some aspect of in person participation.

UCB - international students are encouraged to look for classes that do not have in person instruction for any part of the course, including final exams.

UCSD - they appear to be strategizing to have certain sections be taught in remote mode for international students. No new petition process for accommodation is being set up. It appears that the focus of UCSD is on international students (with respect to concern about needing remote courses.)

UCD - scheduling all classes for in person instruction. Academic departments have an option to modify their offerings by July if they would like. There is some concern for International students, but also a note that they expect these students to be back on campus winter quarter.

UCLA - expect 80% of classes to have some in person component. Students who want/need remote-only will need to look for courses that were set up as remote only.

UCSB - expect campus to be in person this fall, with some large lectures for classes offered remotely.

UCI - "Instruction will primarily be delivered through in-person instruction in campus classrooms, although some instructors will offer hybrid, remote, and online options as appropriate and approved. Students should not expect faculty to provide instruction in a manner other than the one listed in the Schedule of Classes."

UCM - fall will be predominantly in person.

Concern about negative impacts on merits/promotions and lack of any LPSOE/LSOE or pre-tenure faculty members

From CNAS Executive Committee - About the remote options document, first of all, I don't know how members of these working groups are selected but I find it concerning that, the working group seems to have **no LPSOE/LSOE members or any pre-tenure faculty members**, who are doing most of the teaching and/or will see the effects of these policies in their promotions/merits. Second, according to the responses, the form to request the remote option has already been made available online, so it is not clear to me what the effect of feedback from us will do at this point, advisors already made some students aware of the form. Even if the number that requested the remote option is low at this point, eventually, it will not matter whether the leadership sends an email to the students or not, **they will find out about the form from their advisors or their friends**. I think we all understand some students will have financial difficulties or visa issues in coming back and we should definitely make every effort to accommodate these students, and the efforts of the faculty during the pandemic should demonstrate that we do everything we can to accommodate students and be there for them, but my worry is that, which I am not sure we can do anything about it at this point and as we have tried to communicate before to the working group, **most faculty members will not be able to accommodate both remote and in-person and this will reflect in their evaluations and affect their merits/promotions**.

The only thing I could hope is that in the future before taking any action when the faculty is concerned, the administration can solicit opinions rather than the other way around.

How does the EC want to address the posted questions and present a plan for Fall 2021 offering?

To balance academic freedom (instructors may choose to offer remote options and that cannot be prohibited, disability accommodations will likely require it) while having empathy for instructor workload and burden and also for students' situations that may prevent their return to the classroom in Fall and some who will still have COVID related health and financial impacts.

Discussion points

1. What should we tell students who are still feeling the impacts of the pandemic and are asking about instructional flexibility in the Fall?

The university should do more to support these students with obtaining visas, financial hardships, etc., so that they can return. This is a residential university, not online. There is a problem, but in person teaching with a remote option is not the solution.

2. Who will make decisions about whether and how to provide flexibility?

The current proposal suggests that a survey (which has already been made available) allows students to indicate a need for a remote option that is not a disability accommodation. These survey results could go to the Department to assess the demand and make decisions about course offerings (for example, if high demand, make an entirely remote section of a course).

Faculty should make the decisions!

3. What specific steps/actions are needed to enable/implement this flexibility, and who will be responsible for taking these steps?

If there is a remote option it could be listed in Banner (it should be the exception -- no remote option should be the default). If instructors want to try in-person teaching with a remote option, they could be allowed and supported to do so with appropriate technology, but there is no indication that UCR is out ahead of this at a scale needed to support widespread use. I know many/all universities are grappling with this issue, but what works for corporate board meetings may not work so well for teaching.

Cheers,





COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

June 11, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Xuan Liu, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] Proposed Policy: Remote Options for Fall 2021

Co-DEI is supportive of having the flexibility for both instructors and students but has concerns about potential cheating in remote teaching/exam. For students who are in the US, if a class has some students who carry out remote exams, it can bring fairness issues. The proposal does mention about creating other remote approaches and listed on Page 6 of the Instructional Continuity Plan for other examples. In person exams (one of the hybrid approaches) need be considered even for remote or record lectures.

In addition, the proposal states that the department chairs had flexibility to assign remote instruction based on their assessment. There is a concern about the voice from non-senate members such as lecturers who may need to teach significantly more hours in close contacts with students. The proposal states "(2) emphasizing to faculty that it is their decision whether to offer a remote option"; however, it does not mean that the chair will approve. As a result, the implementation may not be effective.



Academic Senate

June 17, 2021

To: Jason Stajich, Chair
Riverside Division

From: Hai Che, Chair
Committee on Research

Re: 20-21. CR. Fall21RemoteOptions

The committee reviewed the proposed Fall 21 Remote options proposal and had no comments.



Academic Senate

COMMITTEE ON COURSES

June 11, 2021

To: Jason Stajich, Chair
Riverside Division

From: Ming Lee Tang, Chair 
Committee on Courses

Re: Remote Options for Fall 2021

The Committee on Courses reviewed the proposed Remote Options for Fall 2021 at their June 2, 2021 meeting on behalf of their charge of courses and instruction. The Committee noted concern that the proposal does not give faculty an option for how to offer the courses they instruct. The Committee recommends that faculty be allowed to decide how to offer the courses they instruct. The Committee notes that placing the onus on faculty to accommodate student requests for remote options when the class is solely in-person places an undue burden on faculty, especially with regards to the fair administration of quizzes and exams, and the delivery of class content.



COMMITTEE ON FACULTY WELFARE

June 15, 2021

To: Jason Stajich
Riverside Division Academic Senate

From: Patricia Morton, Chair
Committee on Faculty Welfare

Re: **[Campus Review] Proposed Policy: *Remote Options for Fall 2021***

The CFW has concluded that the proposed policy on remote teaching options for Fall 2021 is well-intentioned but not feasible from a faculty welfare perspective. The unseen burdens placed on lecture preps, exam preparation and delivery, and proprietary and freedom concerns, are considerable during a time when active faculty are already taxed with COVID impacts. Issues of teaching load, intellectual property protections, and faculty control over their teaching are concerning issues for CFW. While the administration would like to present this proposal as a matter of offering course access to economically impacted and international students, the invisible labor and consequences for faculty are too great.

We note the following issues:

- Teaching some students in-person and others remote is a greater burden than simply teaching all of them remote. Offering a remote option to any student in any course would essentially mean teaching two courses and would create double work for faculty and TAs. We have already given huge amounts of uncompensated labor to teach remotely, and we should not be expected to continue to do so without teaching release or other compensation. For many faculty, research has already suffered because of the additional work we put into teaching remotely.
- Assessment is done differently for remote and in-person classes, necessitating double work for the instructor of a dual mode course. If some students are taking tests online and others on campus, there will be endless complaints from both groups.
- We do not have the technology in all our classrooms to give simultaneous in-person and remote lectures or record our lectures (only about 120 classrooms will have this technology).
- This proposal transgresses the fundamental right of faculty to determine how and what they teach.
- The proposal creates additional opportunities for cheating (which has been rampant during the pandemic) and for stealing faculty's intellectual property via CourseHero, Chegg and other companies.
- The proposal raises issues about residency and the quality of a UC degree if it consists of remote classes only, losing the importance of our campus as a brick-and-mortar school for higher learning.

- The proposal might result in subtle coercion that would force faculty to accommodate students' request for remote teaching, which is especially concerning in the case of junior faculty. Refusing to provide a remote option would make the instructor appear as heartless and unsympathetic to students' plight. "Creating an intake survey for student remote option requests that would be managed by the Provost's Office," as the proposal suggests, would be another form of subtle pressure on faculty to offer a remote option even if it is not their plan.

Little clarity on flexibility in the merit and promotion process as a consequence of the pandemic only heightens our concerns regarding the proposal.

We do recognize that these are difficult times and that students representative of our student body may be more adversely affected by the pressures of a greater shift back to in-person classroom instruction. However, on-line courses have already been identified for the fall. It is the proposed changing dynamic based on student/administrative feedback, without incentives, to alter fall offerings over the summer that will have adverse effects on both students and faculty.



GRADUATE COUNCIL

June 11, 2021

To: Jason Stajich, Chair
Riverside Division

From: Amanda Lucia, Chair
Graduate Council

Re: [Campus Review] Proposed Policy: Remote Options for Fall 2021

Graduate Council reviewed the proposed remote options for fall 2021 at their June 10, 2021 meeting and was supportive of the proposal, especially the flexibility offered to faculty to teach hybrid courses or not as it is just not possible for many faculty to teach certain courses remotely or in a recorded format.

The Council is concerned about TAs and the requirements they will have for their discussion sections. Does the policy of choice (remote option) apply to TAs as well? Will TAs need to create hybrid options? The Council wants to point out that there may be mass petitions from students who cannot come to campus requesting that TAs hold discussions sections remotely. This could cause labor issues for TAs who have a fixed set of hours, and create inequities between TAs, etc. It seems if a course is large enough to be taught remotely, the smaller discussion section should be taught remotely as well. Graduate Council also noted that in-person discussion sections will be impacted under hybrid instruction as well, because only half the class is not a full discussion.

The policy needs to clarify why classes are being taught remotely, i.e. social distancing due to current Covid-19 restrictions v. ongoing economic aftermath and effects of Covid-19. For example, it needs to be clarified that the reason for a remote quarter in Fall 2021 is due to the need for social distancing in large classes, not because UCR is now offering online courses as an alternative to in-person courses.

From: [Joseph Kahne](#)
To: [Cherysa P Cortez](#)
Subject: Re: FW: [Campus Review] Proposed Policy: Remote Options for Fall 2021
Date: Saturday, June 12, 2021 5:25:38 PM
Attachments: [FullTopLogoSmaller.png](#)

Hi Cherysa,

The GSOE FEC discussed this. We had several concerns:

- a) it would put individual faculty in the position of saying "no" and that they would be penalized by students in evaluations, if they did that. We would rather this decision be made at the system level.
- b) it is very hard to teach courses effectively in the dual mode and faculty and TA's might have only 10 days to prepare.
- c) That there were no guidelines of an "acceptable" reason for wanting to take an in-person class "online".

I hope this is helpful.

j

On Tue, Jun 1, 2021 at 12:33 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Please see the below and attached for the attention of the GSOE FEC.

Thank you,

Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at [\(951\) 827-6154](tel:951-827-6154) or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

From: Academic Senate <senate@ucr.edu>

Sent: Tuesday, June 1, 2021 12:32 PM

To: Cherysa P Cortez <cherysa.cortez@ucr.edu>; Genie Mulari <genie.mulari@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Leondra Michelle Jacobs <leondra.jacobs@ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Ana Kafie <ana.kafie@ucr.edu>; Katelyn Robinson <krobinson@engr.ucr.edu>; Michelle Butler <michelle.butler@ucr.edu>; Gabrielle Brewer <gabrielle.brewer@ucr.edu>; Kristen West <Kristen.west@medsch.ucr.edu>; Andrea Morales <Andrea.Morales@medsch.ucr.edu>; Jennifer Kelsheimer <jennifer.kelsheimer@ucr.edu>

Subject: [Campus Review] Proposed Policy: Remote Options for Fall 2021



Academic Senate

[Campus Review] Proposed Policy: *Remote Options for Fall 2021*

Distributed for Review: 06/01/21

Committee Due Date: 06/11/21

- Expedited Review -

On behalf of Senate Division Chair Jason Stajich, I route for Senate consultation a proposal from campus administration regarding remote options for Fall Quarter 2021. On May 24, 2021, Executive Council discussed the initial request and responded with a series of questions so that as much information as possible could be provided to tasked committees for their respective deliberation and response comments. Included here are the May 23rd initial

request for consultation and the May 28th response document addressing Executive Council's questions.

Please provide your committee's response via IMS or senate@ucr.edu (you may cc cherysac@ucr.edu) no later than 5:00 pm on June 11, 2021 so that Executive Council can discuss this proposal during their June 14, 2021 meeting and provide a response to campus administration thereafter. Thank you.

Tasked Committees:

- Academic Freedom
- Courses
- Diversity, Equity, and Inclusion
- Educational Policy
- Executive Committee - College of Engineering
- Executive Committee - College of Humanities, Arts and Social Sciences
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - Graduate School of Education
- Executive Committee - School of Business
- Executive Committee - School of Medicine
- Executive Committee - School of Public Policy
- Executive Council
- Faculty Welfare
- Graduate Council
- International Education
- Library and Information Technology
- Physical Resources Planning
- Planning and Budget
- Research

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Joseph Kahne
Dutton Presidential Chair for Education Policy and Politics
Co-Director, Civic Engagement Research Group
University of California, Riverside
www.civicsurvey.org
[@jkahne](mailto:jkahne@ucr.edu)
Pronouns: he, him, his



Academic Senate

June 14, 2021

To: Jason Stajich, Chair
Riverside Division

From: Alejandra Dubcovsky, Chair
Committee on Library and Information Technology

RE: Campus Review: Remote Options for Fall 2021

The committee did not get to discuss in detail but below are some preliminary comments from the Chair and Vice Chair:

The LIT Committee did not get the opportunity to discuss this issue in detail, but I still wanted to offer some comments about the proposal. We all want to support and do right by our students. But quickly implemented-pandemic driven policy should not be used to push through a broader agenda of moving instruction on-line.

The proposal needs clearer criteria, especially since UCR's policy seemed to differ from those implemented by our sister campuses. Some questions are: is this policy intended to guide us even when there is not a pandemic? If requests for accommodation are mediated by the faculty, where and how is the line drawn?

First, I've already been emailed by a student asking about a remote option for my fall class. I am pretty skeptical that this plan of channeling remote requests through a single office is going to succeed. I expect to get more direct emails from students asking these sorts of questions, though I don't know what the culture is in other departments.

Second, I feel like it's really hard for me to give any kind of definitive answer on whether I will offer a remote option in the fall at this point. I will be teaching in a general assignment classroom, and assuming all the technology is in place, I would plan on making lecture recordings available (though most likely exams would be in-person with no remote option). But, as the PDF notes, there is no guarantee the classroom upgrades will be in place by the fall. If the tech wasn't there, I don't really know how easy it would be to record lectures on my own while also engaging with students in person, and I'm not sure if I'm willing to do it. So, I think it is tough for faculty to give "definitive" answers on whether a remote option will be available in the fall, given all the uncertainty.



PLANNING & BUDGET

June 14, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] Proposed Policy: Remote Options for Fall 2021

Planning & Budget (P&B) discussed the remote options for fall and fully endorse the principle that students should have options for remote instruction available in Fall. As P&B understands the answers to the questions posed by the Executive Council, the investment in technology is a useful step toward this goal.

However, the committee also finds that the instructional workgroup proposal demonstrates a failure of effective planning and a deeply dysfunctional approach to Senate consultation on an issue of instruction, which is directly within our sphere of responsibility.

We recognize the difficulty of responding to the rapidly changing landscape of the pandemic in planning for Fall instruction. However, sending the Senate a document of general principle for review is not an effective form of communication, let alone consultation. We ask the administration to take note of the kinds of questions the Executive Council posed about the plan as setting a base line for the clarity needed for future communication.

We call on the administration to have ongoing, meaningful consultation with relevant Senate committees as remote options for students are planned and implemented.

We also note that that there has been uneven communication from chairs to faculty on the remote option. How are individual faculty members expected to opt in? The workgroup cannot just announce a voluntary program and expect it to work. There needs to be much stronger transparency and accountability when implementing this program.



Academic Senate

June 17, 2021

To: Jason Stajich, Chair
Riverside Division

From: Ben Bishin, Chair
Committee on Physical Resources Planning

Re: Campus Review: Remote Options for Fall 2021

The Committee on Physical Resources Planning has reviewed the Remote Options for Fall 2021 and while the Fall Remote Options issue is clearly related to the committee's charge, and the development of additional classrooms with the technical capabilities is relevant to issues of physical resource planning, the committee doesn't have specific comments or concerns relevant to our charge at this time.



School of Medicine
Division of Biomedical Sciences
Riverside, CA, 92521

June 11, 2021

To: Jason Stajich, Chair of the Riverside Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, and UCR School of

Subject: Medicine SOM FEC Response to Fall 21 Remote Options

During a special e-meeting, SOM Executive Committee reviewed the Fall 21 Remote Options. The revised document makes a much clearer effort to seek input and guidance from the Academic Senate on how to identify the issues facing UCR with respect to teaching in Fall 2021, and how best to accommodate the needs and concerns of students, faculty and staff. We commend the Instructional Continuity Workgroup for this revised approach and the greater clarity as to how individual instructors can proceed with deciding to offer or not to offer a remote instructional option. This includes the documented guidance on the use of the Scheduling Notes feature in Banner to convey this critical information to students. We also support the plan for the Provost's Office to buffer faculty from individual student requests that will be impossible for individual instructors to comply with a likely diverse set of requests regarding in-person, hyflex, and remote instruction options.

Yours sincerely,

A handwritten signature in cursive script that reads "Declan McCole".

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine

TO: Jason Stajich, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] Proposed Policy: Remote Options for Fall 2021

Date: June 14, 2021

The Executive Committee of the School of Public Policy reviewed the document “Proposed Policy: Remote Options for Fall 2021.” In general, SPP Executive Committee members were in support of the proposal, but I provide one recommendation that arose in our discussion in the hope of it benefitting discussion and consideration of the policy’s implementation. I paraphrase it below:

A key issue for Senate is they should insist that faculty *not* be obligated to offer a remote option. If the class is scheduled in person, there should be zero obligation for faculty to offer a remote option as a combination/hybrid version to the in-person version. While it may or may not be admirable for individual faculty to offer to allow students to attend remotely, faculty should not be obligated to do so. Faculty should be obligated to communicate clearly what the options are by the first day of class. But, after that, it is unrealistic for faculty to be having to teach hybrid.

The rationale for this is that there is concern that UCR will not have sufficient resources available to faculty to do hybrid classes. Also, it would be substantial extra work to do it well. Thus, if a faculty member says their class is only available in person, that should be protected.

Sincerely,



Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy and Sociology

May 23, 2021

To: Jason Stajich, Chair of the Riverside Division
From: Ken Baerenklau, Associate Provost
Co-Lead of the Instructional Continuity Workgroup
Re: Remote Options in Fall 2021

Dear Professor Stajich and Members of the Executive Council:

The Instructional Continuity Workgroup (ICW) (members listed below) has deliberated over how to extend flexibility to both instructors and students who may find themselves in challenging situations in the Fall that would make it difficult for them to return to in-person teaching and learning. While both instructors and students have access to disability-related accommodation processes, we also have been concerned about individuals who would not be eligible for such accommodations but who would benefit from a more flexible transition period in the Fall. Our hope was that cases involving instructors who would find it difficult to return to in-person teaching could be addressed during the course scheduling process when departments were given “targets” for in-person instruction and department chairs had flexibility to assign remote instruction based on their assessment of departmental and instructor needs.

The workgroup also is concerned about students who would find it difficult to return to in-person learning in the Fall. Our deliberations about student access to instruction were informed both by our February student survey, in which around 20% of the approximately 4000 respondents said that returning to campus in the Fall would be difficult for them, and by questions and concerns expressed directly to workgroup members. Members brought these issues to the workgroup and framed them as questions such as:

- What should we tell students who are still feeling the impacts of the pandemic and are asking about instructional flexibility in the Fall?
- Who will make decisions about whether and how to provide flexibility?
- What specific steps/actions are needed to enable/implement this flexibility, and who will be responsible for taking these steps?

Workgroup members also were aware, from our February faculty survey, that many instructors were strongly opposed to extending the requirement in the [2020-21 Instructional Continuity Plan](#) that all in-person instruction must have a remote option.¹ Additionally, members felt that it would not be appropriate to have such a requirement if we were returning to more “normal” campus operations due to concerns about academic freedom. However, we also knew that some faculty want to offer remote options for students, so a voluntary approach seemed best. This was communicated to department chairs and program directors in the Fall quarter scheduling guidance distributed on March 5.

¹ For clarity, a remote option does not necessarily mean synchronous dual-mode instruction where some students attend in-person and others attend remotely. Remote options also include recording and posting lectures and other approaches that instructors might create. Page 6 of the [Instructional Continuity Plan](#) has other examples.

Workgroup members then raised the question of what should we tell students and how will students know if an instructor is willing to provide a remote option. Members were sensitive to both student and faculty points of view on this question, and wanted to find a balance between keeping students informed without creating an undue burden for faculty. The approach we started to implement involved: (1) emphasizing to students that remote options are not guaranteed and also a last resort for students facing exceptionally challenging circumstances such as economic hardship, family caregiver responsibilities, or visa processing delays; (2) emphasizing to faculty that it is their decision whether to offer a remote option; (3) utilizing the “Scheduling Notes” in Banner to document faculty decisions about offering remote options and to help preclude student requests in cases where it is already known that a remote option will not be made available; and (4) creating an intake survey for student remote option requests that would be managed by the Provost’s Office – the survey would serve as a buffer between students and faculty, and the requests would be aggregated and organized by course, and shared with chairs and instructors periodically during the summer to help inform decisions. One important goal of this approach was to avoid the situation of students directly emailing instructors, which could put instructors in the position of having to adjudicate on potentially large numbers of individual student requests.

The ICW learned last week that members of CNAS Faculty Executive Committee and at least some department chairs in CNAS are strongly opposed to this approach, and feel that the plan warranted formal Senate consultation which did not happen before implementation began. So far, we have not heard similar views expressed from other colleges/schools. In addition, we know that some faculty in CNAS and in other colleges/schools are supportive of remote options.

Given the strong and divergent views of the faculty and the explicit request for this plan to be evaluated through a formal shared governance process, the ICW is turning to the Executive Council for direction on the issue of remote option policy and process for the Fall quarter. If the Senate rejects the proposed approach, we hope that an alternative approach can be provided that specifically addresses the three bulleted questions above.

Thank you very much for your partnership in navigating this unprecedented return to campus.

Instructional Continuity Workgroup Members

- Elizabeth Watkins, Provost/EVC and Professor of History (Lead, as of May 2021)
- Tom Smith, Interim Provost/EVC and Professor of Education (Lead, through April 2021)
- Ken Baerenklau, Associate Provost and Professor of Public Policy (Co-Lead)
- Shaun Bowler, Dean of the Graduate Division and Professor of Political Science
- Josh Bright, Interim Associate Vice Chancellor and Chief Information Officer
- Jennifer Brown, Vice Provost and Dean of Undergraduate Education and Professor of Public Policy
- Michelle Butler, Interim Director, CNAS Undergraduate Academic Advising Center
- Bracken Dailey, Registrar
- Richard Edwards, Director of the Exploration Center for Innovative Teaching & Engagement (XCITE)
- Emily Engelschall, Interim Associate Vice Chancellor for Enrollment Services
- Israel Fletes, Director of Academic Technology

- Janice Henry, CHASS Enrollment Management Support Supervisor
- Luis Huerta, President of the Associated Students of UCR
- Robin Meribeth Hungerford, Director, Residential Dining & Hospitality Services
- Rebecca Hutchins, Associate Chief Information Officer
- Samantha Jobelius-Morrison, Student Affairs Manager, Graduate School of Education
- Tiffany Kwok, Research Safety Programs Manager, Environmental Health & Safety
- Jamie Loryn Lopez, Counsel, Office of Campus Counsel
- Amanda Lucia, Chair of the Graduate Council and Associate Professor of Religious Studies
- Christopher Lynch, Dean of the Bourns College of Engineering and Professor of Mechanical Engineering
- Christine Mata, Associate Vice Chancellor and Dean of Students
- Julia McLean, Communications and Special Projects Analyst
- Elizabeth Morrison-Banks, Associate Dean for Medical Education and Clinical Professor of Neuroscience
- Dan Ozer, Professor and Chair of the Department of Psychology
- Jason Stajich, Chair of the Academic Senate and Professor of Microbiology and Plant Pathology
- Stefano Vidussi, Chair of the Committee on Educational Policy and Professor of Mathematics
- William Wang, Undergraduate Student
- John Warren, Director of News & Information
- Christiane Weirauch, Vice Chair of the Academic Senate and Professor of Entomology (member through April 2021)
- Brigham Willis, Senior Associate Dean for Medical Education and Professor of Pediatrics
- Nichi Yes, President of the Graduate Student Association and PhD Student in History

General Issues brought up by Executive Council and requests for more information before consultation can efficiently proceed. Some of the answers to these questions are known to the Instructional Continuity Working Group but are not part of the current request document which consultation will be based on. It seems clear from EC discussions that information routed to committees will need additional context.

Logistics and Principles

1. What are we trying to achieve with this remote option? Can you provide context on what we are trying to mitigate in terms of losing students.
 - a. **Response:** We are trying to extend access to students who will face substantial barriers to returning to campus in the Fall for in-person instruction. Our February student survey surfaced these concerns, and members of our committee have expressed a desire to address them. Examples include international students facing visa processing delays, pandemic-induced economic hardship (e.g. a student with a location-dependent job that now helps to support family members who remain unemployed), and new caregiver responsibilities that have arisen due to the pandemic. Because Fall quarter is a transitional period for campus, we are looking for ways to offer additional flexibility to these students so they can still access instruction and continue to make progress toward their degrees.
2. Is there a target goal for number remote class options and distribution across programs?
 - a. **Response:** No, there are no targets for remote options. Instead of having a distribution across programs (as we did for fully remote classes), faculty would address remote option requests on a case-by-case basis. We hope and expect that we can keep the requests relatively small in number through appropriate messaging to students.
3. What is the deadline for this consultative response?
 - a. **Response:** Ideally, as soon as possible. Fall registration is open and students are choosing courses now. The instructional delivery modes available for their courses have implications for their living arrangements and employment opportunities. Given the concerns noted above, we would like students to be informed of their course options to the greatest extent possible when they register. We may miss opportunities to help students if they register before we have a remote option plan and process in place.
4. When would dept chairs and faculty be made aware of the demand in their courses?
 - a. **Response:** We can provide ongoing updates throughout summer on a regular basis. Biweekly might be appropriate.

Communication

1. What have students already been told - What do students understand about remote options at this point?
 - **Response:** We have not communicated anything directly to students. However, advisors were made aware of the intake form for student requests when we sent our original message to chairs on May 10. So far, the form is still online because

we don't have an alternative plan yet, so removing the form would leave advisors with no answer for students who might ask. Some advisors have made students aware of the form, but to a very limited extent. After 12 days of registration, we have received 7 requests from 4 students.

2. What is the route students gain information about whether they can get a remote option for course(s). Student Advisors? Emails?
 - **Response:** We propose that if faculty have already made their choice, then the appropriate scheduling staff can add a brief note to the "Scheduling Notes" in Banner stating that a remote option will or will not be available. Other faculty can do this later in the summer as they make decisions. As noted above, the earlier that faculty can make this decision, the more helpful it will be to students. Alternatively, if a faculty member wants to help a small number of students who have made compelling cases but does not want to make a remote option available to everyone, then the faculty member could contact students individually using the email addresses they would receive with the student requests.
3. What are their expectations for students to these requests. Are they given the expectation that ANY class can be requested? Are they given the expectation that their remote request will certainly be fulfilled?
 - **Response:** Unless the "Scheduling Notes" are used to indicate that no remote option is available, then students likely would assume they can request it. Students are told NOT to expect that their request will be fulfilled. They are told that a request is NOT a guarantee and that departments will consider multiple factors when making these decisions. The final decision rests with the faculty member. There are differing views about this messaging – there are some concerns about creating expectations that won't/can't be fulfilled, and other concerns about sending an overly negative message to students when we know that some faculty (and in some cases entire programs) want to be flexible.

Resources

1. Is there info on the timeline for confirmation of room completion?
 - a. **Response:** ITS expects that all 110 general assignment classrooms will be upgraded by Fall, but it is difficult to guarantee this because any construction project, no matter how small, can run into unexpected delays. Currently the project is on schedule. It is worth emphasizing that not all remote options require the enhanced technology. As mentioned in the May 23 memo, the Instructional Continuity Plan (page 6) elaborates on other approaches. From Fall 2020 through Summer 2021, we will have offered around 140 in-person classes. In each case, the instructor developed a remote option for students who didn't attend in-person and few (if any) of their approaches utilized the type of technology that is now being installed. Also, note that the technology will make some types of remote options much easier for faculty who choose to offer them, but it is not being installed solely because of a desire to provide remote options in the Fall. Although there are significant benefits from completing these overdue

upgrades before this particular Fall quarter, there also are long-term benefits for faculty who choose to utilize this technology in their teaching. More information about the technology is available [here](#).

2. Please clarify the role of the Technology TAs supporting the technology.
 - a. **Response:** See below, adapted from the position description for the TAs:

Instructional Continuity Consultant - Position Overview and Description:

While UCR will have most of its courses returning to in-person classrooms, the continuity of instruction mission will require continuing support for certain remote courses, as well as other courses that will serve students both in person and remotely in the same course.

To meet the unique teaching challenges of the Fall 2021 Quarter, XCITE (Exploration Center for Innovative Teaching and Engagement) will be recruiting, hiring, and training a newly created 50% TAship called Instructional Continuity Consultants.

Instructional Continuity Consultant - Job Responsibilities:

As an Instructional Continuity Consultant, you will be assigned to a department and work with different instructors in a variety of instructional continuity support roles.

Anticipated roles include but are not limited to:

Assisting faculty members and other TAs with their Fall 2021 instruction needs, including in-person and on-campus remote instruction

Ensuring the quality of instruction for remote-only students

Providing guidance and assistance on best practices for remote teaching and various technology-enhanced approaches to departments, faculty, and other TAs

Attending meetings and discussion related to instructional continuity support

XCITE will provide training, support, and supervision for Instructional Continuity Consultants.

While the position will involve using certain technologies such as Canvas, Zoom, YuJa, or the monitoring and utilization of video/audio equipment in live classrooms, Information Technology Solutions (ITS) will be responsible for the proper functioning and operation of classroom technologies.

You will be expected to support more than one course as part of this position.

I was able to gather information from the websites of other campuses - but a question coming up is how does UCR's approach compare to other campuses?

Response: This is good information below. One ICW member said that they are aware of similar efforts to be flexible on other UC campuses but we had not reviewed any detailed information. The ICW would be interested to hear any/all recommendations from the Senate -- whether novel or borrowed from other campuses.

UCB

<https://sa.berkeley.edu/covid19/fall-2021-faqs>

I'm an international student. Can I still take my classes remotely?

We know that some international students may not be able to attend in-person classes in the fall because of their inability to obtain a visa and/or enter the United States. While we are advocating for the removal of government restrictions that apply to international students, you may, in the interim, still enroll in fall courses from abroad. The majority of classes will be

offered in-person, but classes of 200 or more will be remote. Some courses will also be provided asynchronously, but in-person classes that are offered asynchronously may still require in-person attendance at the final exam. International students are encouraged to consult with their department and college as well as the Berkeley International Office to evaluate their options if they are unable to come to the United States due to travel restrictions. International students should view the latest COVID-19 updates from the Berkeley International Office (BIO) and contact BIO for additional information.

UCSD <https://aps.ucsd.edu/faculty-resources/covid-19/faq.html#Fall-2021-Instruction>

How will a course's modality be determined for Fall 2021?

In Fall 2021, most courses will be held only in the in-person modality. In some cases, an academic program may determine that specific remote sections will be offered to support international students whose arrival is delayed by visa or travel restrictions, or accommodate specific faculty needs. However, not every course will be offered remotely or in hybrid form. The UC San Diego advising community has collaboratively identified a list of courses that would have the most impact on the population of affected students and will share this information with academic units as a planning resource.

Will a faculty member teaching in-person in Fall 2021 be expected to also provide complete remote instruction as well?

No. While a subset of courses will have remote or hybrid offerings in order to accommodate international students whose arrival is delayed by visa or travel restrictions, most classes will be in-person only. Decisions about how to best serve affected students are up to the individual academic program. In some cases, the class may be taught as a hybrid, in others it may be split into two separate sections, each using a different modality. Students with exceptional circumstances may seek assistance through the usual processes for accommodation; faculty are familiar with providing specific arrangements for individuals in their classes

UCD - <https://campusready.ucdavis.edu/students-and-families>

(expecting all in person)

<https://campusready.ucdavis.edu/students-and-families>

- As announced in the [Chancellor and Provost update](#), we are planning for instruction to be in-person with normal classroom occupancy. Students, faculty, and TAs should expect to participate largely or solely in in-person instruction.
- Students with disabilities who wish to request an academic adjustment related to COVID-19 are encouraged to contact the [Student Disability Center](#) early to discuss accommodations.
- For international students, please see the International Student section below.

and <https://www.ucdavis.edu/coronavirus/news/fall-2021-campus-planning-update-chancellor-and-provost>
Instruction

Based on public health guidance and the UC Office of the President, we are planning for instruction to be in-person with normal classroom occupancy. Students, faculty, and TAs should expect to participate largely or solely in in-person instruction.

Registration for continuing students begins in May. To make sure that we have adequate space for all offerings, we will place all classes (e.g., lectures, discussion, studio, performance) in a classroom. Laboratory instruction will occur in teaching laboratories at full capacity.

We recognize that some courses may need to modify their instruction modes to support students impacted by travel and visa restrictions and to accommodate specific faculty needs. We are working with the Academic Senate to establish a process for reviewing and approving such modifications, with the goal of providing more detailed process information in May. Our goal is to allow academic departments to submit such adjustments starting on July 1, 2021 — an inflection point that is late enough to ensure we have data-supported insights into public health conditions, yet early enough to afford flexibility for adjusting academic plans.

UCLA <https://covid-19.ucla.edu/information-for-faculty/>

Fall 2021: At this time, UCLA expects to offer close to 80% of courses in-person this fall. Large lecture classes will most likely be held remotely, with corresponding discussion sections held primarily in person.

<https://covid-19.ucla.edu/ucla-return-to-campus/>

With public health restrictions being rolled back and COVID-19 vaccinations continuing to progress, UCLA expects to offer a substantial in-person learning experience in the fall. At this point, campus officials hope to implement the following plan:

Close to 80% of courses would be offered in person, as well as most labs.

Large lectures would primarily be conducted remotely, with corresponding discussion sections held primarily in person.

Our expectation is that every student will receive at least some in-person instruction. For those unable return to campus at this time, there will still be a number of remote courses available to support continued progress toward their degree.

Based on public health guidance, adjustments could be made to classroom density or enrollment limits for in-person instruction. While we do not believe it will be needed, the campus will develop a contingency plan to reduce in-person learning and other activities should that become necessary.

From: Elizabeth Watkins <elizabeth.watkins@ucr.edu>

Date: Wed, May 26, 2021 at 5:16 PM

Subject: Request for Senate guidance

To: Jason Stajich <jason.stajich@ucr.edu>

CC: AssociateProvost <associateprovost@ucr.edu>

Hi Jason,

The Registrar needs to begin planning for winter quarter 2022 in two weeks' time (working with departments to schedule courses). While it is impossible to make a formal declaration at this point about campus status in winter (as we are still waiting for the state's guidance for fall), we do need to decide whether to plan for a normal winter quarter or for a modified schedule (as was done for the fall, i.e., classes larger than 285 on line). As the faculty Senate is charged with charting the university's educational course, we request guidance so that the staff responsible for the implementation of course scheduling can proceed in a timely manner.

Thank you very much!

Sincerely,

Liz

Elizabeth Watkins, PhD (she/her/hers)

Provost and Executive Vice Chancellor

UC Riverside