



Feb. 1, 2021

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

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

RE: Review of the report, *Innovative Learning Technology Initiatives: Recommendations for Future State* with updated information

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As several members of the CHASS Executive Committee emphasized, online teaching will become a definite part of UC's future teaching and research programs, and "Transitioning from current ILTI to new UC Online seems a right direction." This memo first addresses questions that the Senate leadership asked:

*Given that ILTI courses often have been developed in coordination with individual faculty rather than with campus departments, how can ILTI develop a more appropriate and effective partnership with campuses such that it positively impacts the core teaching mission of the University?*

Definitely ILTI needs to develop a systematic approach to collaborating with participating campuses. As the Covid-19 pandemic caused UC campuses to resort to "remote teaching" (after the Spring Quarter 2020 at UCR), some of the problems of online instruction have become more apparent. These include the confusion in the administrative criteria, pedagogical regulations, and legalities for sharing and publishing course contents, all of which should be clarified and standardized system-wide as much as possible. Among the programs that need clear system-wide supervision that are equitable among all campuses is the Cross-Campus Enrollment System (CCES).

*What is the potential role and impact of ILTI on the core teaching mission of the University?*

The CHASS EC recognizes the inevitability of online teaching becoming a core component of UC's teaching mission. Thus it is crucial that all stakeholders in the UC teaching mission learn as much as possible from the problems we have encountered in the past ten months of remote teaching. Rather than insistently displaying only progress from

2013 to 2020 of the progress made in the ILTI, it would be far more useful and honest to discuss the problems we have encountered. One wonders how much of the “progress” listed in Appendix A in last column (“Now: 2020”) is due to the remote teaching necessitated by the pandemic. Success has far less to teach us than failures and problems that need solving.

*What can the systemwide ILTI program best provide for the campuses: instructional design guidance, best online teaching practices, multicampus instructional innovations, cross-campus enrollment through the CCES platform? Other?*

The System-wide ILTI needs to provide all the programs listed. In addition, see the comments for the next question.

*What kinds of systemwide courses should be created and how should their utility in achieving the UC teaching mission be assessed?*

--In looking at the catalog of courses in the CCES platform, there are occasionally the same or very similar course offered by more than one campus. Will this lead to any competition or conflict among the campuses? Can information for instructors interested in offering CCES-qualified course be made more clearly available? And as the new UC ONLINE is expanded, we need more details about CCES: for example, are there limits of this program?

--A broader issue: As CCES courses increase, we should ask if the role and function of each and any UC campus must be defined to clarify the teaching and research tasks as online teaching becomes such an important part of the teaching mission of UC.

*What should the ILTI governing structure be?*

The ILTI governing structure **MUST** consist of representation from each campus from the following: instructors (primary and teaching assistants), academic advisors, staff from the academic computer/information technology and the Registrar, and students—undergraduate and graduate. In other words, all those who have a stake in the teaching mission of the University. Their voices, however different from each other and however contentious, must be carefully listened to by the administration on all levels of UC.

Some further, more specific comments on the report are:

1. One point that seem sound and clear: **Eliminate Non-Matriculated Student Enrollment, also known as UC Online**, because efforts to enroll non-matriculated students offered little value to the UC system.
2. **Recommendation 2**

a. Specialty Courses, the largest portion of courses in the catalog, which were offered in ILTI are not included in the new UC Online. Is there a specific reason? As the new UC ONLINE will be expanding, More details about the CCES are needed—e.g., any limits of this program?

b. **Create a New UC Online Program:** The language surrounding this recommendation is vague. Created mostly pre-COVID, it recommends Online instruction on (1) Innovative Courses, (2) High Demand Courses, and (3) Specialty Courses. These proposals and recommendations were explored and criticized in earlier reports. In other words, these recommendations seemed overly simplistic, and without pedagogical engagement or thought of online teaching issues both in terms of equity and access... which is surprising since in 2020 ILTI was moved to the new department of Graduate, Undergraduate and Equity Affairs (GUEA).

Additional concerns within the recommendation (2):

1. The proposal calls to "direct as much funding as possible to the development of online courses..." what does this mean as budget cuts loom? How are faculty and TA's going to be supported?

2. The proposal calls: "**Expanding** the use of the cross-campus enrollment system." Again, what does this mean? It makes sense for specialized courses, but can a student take Calculus 1 at Irvine, even though she can take it at UCR. What are the limits of these cross-campus courses?

For example, consider the difficulties of courses requiring prerequisites. What if a student has failed math twice and is not allowed to take math on that campus due to failing the course twice (so, now the student has to select another major), will the student be able to take math on another campus? This could be deleterious for the student. Our systems are different on each campus, the student information systems are not linked in any way that I know of. This could cause problems for students who want to follow a path (e.g., BIOL) that they may not be well suited, thereby delaying progress toward graduation because the student does poorly in the coursework. Students can be single-minded at times and won't give up on a major. In sum, it appears there is much to assess with a move toward online course/program offerings.

3. Specialty Courses, the largest portion of courses in the catalog, which were offered in ILTI are not included in the new UC Online. Is there a specific reason?

Finally, Recommendation 3: **Restructure Administration and Governance.** The report recommends that a faculty member take-up leadership of the program. But other than that, the streamlining suggested is not clear. It was telling that recommendation 3, about governance and structure was as long as recommendation 2 about actual online classes and structure, which (in theory) is the bulk of the proposal.