



COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

January 26, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

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

Re: Innovative Learning Technology Initiative (ILTI) Review

CoDEI reviewed the Innovative Learning Technology Initiative (ILTI): Recommendations for Future State document at our meeting on January 21st. Unfortunately, issues relevant to diversity, equity, and inclusion (DEI) do not appear to have factored substantively in this report. The Committee considers this to be a missed opportunity in several key respects.

The Committee is concerned that the questions that Systemwide Senate Leadership have asked the Divisions and Systemwide Committees to consider do not speak directly to DEI issues. While the Committee acknowledges that DEI is implicit in the "core teaching mission of the University," such a vision is not borne out by the report itself. The Committee encourages all parties involved to pay greater attention to DEI if the report is resubmitted for subsequent review.

The Committee identified three fundamental flaws inherent to the report that are more general and all-encompassing than DEI.

- The proposal lacks clear assessment criteria for the proposed reorganization and rebranding of ILTI along with appropriately designed mechanisms to assess success; DEI should be included in these criteria.
- The proposal fails to address whether or not the ILTI program has been successful in its current incarnation. For example, the Overview section of the report mentions annual funding by the state starting in FY13 "as a means of increasing access and decreasing the time-to-graduate." The report provides data for the numbers of courses offered and the number of students enrolled (Figures 1, 3-5; Appendix II). There is no attempt to define or measure "access" and no data was reported to measure the impact on time-to-graduate for students who enrolled in ILTI courses. It is unclear to the Committee if the ILTI program is presently meeting the State's objectives.
- The proposal fails to assess student and/or instructor satisfaction with their ILTI experience. If there is measurable dissatisfaction, substantially more changes are necessary than the primarily bureaucratic reorganization that has been proposed here.

There is ample opportunity to improve the report and the proposed reorganization that addresses the three concerns outlined above in a manner that seamlessly integrates with DEI.

The Committee was generally concerned that the report lacked a clear DEI component. This Committee would like to offer several specific criticisms and suggestions.

- The proposed ILTI Vision Statement (page 017) does not speak to DEI; this is a missed opportunity.
- The ILTI Future Goals (see Table II, page 018) does not speak directly to DEI. While DEI may be implicit in phrasing such as "campus efforts and priorities" or "activities that support broader systemwide academic priorities," the future goals lack credibility without affirmative goals that are specific to DEI.
- In several places (first, in the Organization Section starting on page 014), the Report mentions that ILTI was moved to a new Department of Graduate, Undergraduate, and Equity Affairs (GUEA), and that the three leaders report to the Vice Provost for Graduate and Undergraduate Affairs / Vice Provost for Equity in Inclusion. No rationale for this reorganization is provided, and whether doing so has positively impacted the evolution of ILTI thus far. This Committee would like to understand more about the Equity component of the GUEA unit, and what the anticipated impact on Equity (as well as Diversity and Inclusion) would be.
- As discussed above, the report provides data for the numbers of courses offered and the number of students enrolled (Figures 1, 3-5; Appendix II), but does not provide any demographic data that can be used to assess the impact of the program on DEI. This directly connects to the "access" objective of the program which was explicitly stated as one of its objectives by the state.