

DRAFT

Last Friday an announcement requesting letters of interest (LOI) was released and the LOIs are due by December 13th. A group of faculty who will work with a design and development team and an evaluation team who will identify what UC can achieve. Participating faculty will write full proposals in March. There are preferences for certain types of courses including ones that can be offered across multiple campuses or segments.

high enrollment lower division courses, and fully online courses. There is enough money to get through this phase of the process and in May to grant full awards to develop the courses. A website has been set up: onlineeducation.universityofcalifornia.edu. Funding will be granted in May or June, and some courses may be online for next fall but the majority will start in January and run through May 2012. The funding in phase one is to release faculty for the time they participate in the design and evaluation discussions. A second set of funds will be used for development and delivery. A common learning environment will require some investment by UC. The goal is to have year long introductory sequences if possible, which will have different costs.

Discussion: Faculty can propose a hybrid model but will be asked to provide a thorough rationale for the in-person component. An online course with an in-person final exam would be considered a hybrid model. The more online the course is will be better in terms of evaluating the effectiveness of online instruction. It may be a serious risk to implement online courses at the lower division if students are not well prepared. At the lower division, there is heavy demand for online courses especially for the highly impacted courses. Students should be advised that UC considers this a research project and that the courses meet UC quality, and they should not be forced into these courses. The courses should be implemented with smaller numbers of students. The next level of online instruction is very data driven. The analysis of online instruction will be detailed but there is no baseline information.

Online courses will be reviewed by the campus committees on courses. It was suggested that faculty should be fully informed about the five levels of engagement that should be achieved although courses focused on content may not require a high degree of engagement with faculty. Faculty teaching existing online courses are being encouraged to participate in the project. If online courses are perceived as better faculty should be encouraged to examine what they are doing in the classroom. UCOP is hoping to implement twenty-five online courses. Letters of support from the departments offering the course and the departments granting the credit for the degree need to be included with the LOI.

Faculty will own the intellectual property and retain the copyright and they can use the materials if they leave UC. Others will also be able to use the materials elsewhere and make money using them. There is a concern that the faculty who develop the online course could be replaced by lecturers who then use that material. A successful online course will need to be well-defined which should address faculty time. If there is revenue it should free up faculty time and could be used to hire graduate students. Faculty will ask what participation in the project may do to their faculty and may factor in funds to support graduate students. Members commented that there may be pressure in some departments for faculty to teach online courses and UCOP should discuss this. The number of teaching assistants will not be decreased but some thought needs to go into which campus will get them. Depending on the evaluation framework, approval by an Institutional Review Board could be needed. A survey of what faculty are already doing was conducted and the findings showed that a good deal of online instruction is being done. The concern was expressed that online courses may be held to a different standard but it might be good to hold these courses to a higher standard. UCI has decided that online courses should not be any different from traditional courses and will ask faculty a series of questions to determine if they should be approved. UCOP would like to collect information about the policies at each campus. The letter announcing the request for LOIs will be sent to the Senate and distributed to the departments by the Executive Vice Chancellors.

V. University External Communications Strategies

- Lynn Tierney, Associate Vice President, Communications, University Affairs, Strategic Communications
- Jason Simon, Director of Marketing and Communication Services, External Relations, Communications

External Communications is at a critical point in its efforts to communicate about UC's work and navigate through the current climate. The unit has worked for over a year to construct a communications vision that looks at the audience, what should be said and how it should be communicated. External Communications is trying to define and build a UC systemwide brand which has not existed before. The unit conducted a series of interviews with leadership at UCOP and the campuses, as well as leaders in business and government outside of UC. There were also meetings with prospective and current students. An intersegmental political discussion group was also held with the CSUs. Goals include reflecting the uniqueness and importance of UC's efforts and do so in ways that are meaningful to UC's audience. Significant education is needed to get the public to understand the impact

and connection with their lives. Feedback from the public suggests that UC is doing so well that it is taken for granted. Objectives include to convey a vision about where UC is going, to clarify UC's promise and reduce misconceptions, and to position UC to create broad-based pride in the institution and increase the perceived value and urgency of supporting UC. Interviewees recognized that UC needs to provide a global education. UC has to pinpoint audiences that can be very influential and increase their advocacy on behalf of UC. The next phase of the unit's work will be to determine the strategies that will be used to disseminate UC's message.

Discussion: The public has a narrow view of how they benefit from UC. More than any other state, California's economy is very dependent on UC and this is something the public is unaware of. External Communications has identified terms commonly used when talking about UC which are ambiguous. The breadth and depth of the scale of UC's research is unique to the University. It was noted that many people in the general public do not like academics and do not put higher education among their highest priorities. Outreach to high schools is being conducted to encourage students to apply to UC. External Communications would like to come back to UCEP to discuss how to get faculty involved in the communication strategies.

VI. Community College Transfers

- Shawn Brick, Associate Director, Transfer Admissions Policy

Associate Director Brick prepared a briefing that discusses the rationale for the attention on transfer. He has requested additional analysis from Institutional Research unit and the data will be available later in the year. The transfer students UC admits persist as well as students who start as freshman and graduate within two years of transferring. Issues include that not enough community college students successfully transfer, that there are gaps in transfer success by underrepresented students, and that the transfer process is not efficient. Students come to UC with more than the minimum units required for transfer because it is so difficult to determine what courses are needed they take too many and these students graduate with more than the minimum required to graduate. The excess units issue makes it important for UC to examine ways to streamline the transfer process. Possibilities include UC recognizing CSU Breadth requirements, aligning lower division courses, and responding to the legislature about how UC would treat an Associate Degree for Transfer. There is enormous political pressure for UC to do something.

Discussion: Data that would be valuable include the admission of transfer students into graduate and professional schools and the degree to which the California Community Colleges (CCCs) are racially segregated. In 2008 53% of enrolling transfer came from just 17 of the 110 CCCs. The transfer admission guarantee program was designed to increase the numbers of students transferring from the other 85% of the CCCs. With respect to excess units taken in the CCCs it may be because students simply take courses which they find interesting or changed their major. There was an effort to examine this issue but due to staffing issues, the work was not completed. The C-ID work can make things easier for faculty who will not have to review materials course by course to determine if a student has met the requirements. The finalized course descriptions include learning outcomes. ASSIST will remain the repository for information and C-ID will facilitate the course articulation process. Students will know that they have to take courses with specific C-ID numbers. Requests for faculty to participate in C-ID discussions should go to departments through the divisional Senate. Instead of individual faculty members, departments could prepare descriptors and these could be compared across the campuses to see what matches. Lower division sequencing varies significantly across the campuses.

The main question could be that if students take a certain set of courses and received a particular degree will they be successful. Advising is critical for students. Not every discipline will be able to deliver the set of courses. There should be existing data that shows students' time to degree if they took certain courses at a CCC and if there is any CCC course that correlates to success at UC in upper division. These clusters of courses could be replicated at other CCCs. It is possible that some majors allow for more flexibility in the lower division courses that were taken. The quickest path to meeting the requirements to a degree based on the lower division courses taken could be analyzed. This will provide students with a clear understanding of the courses that are needed and that will help them be successful. An interim report is due in June and the final report is due in December 2011. The focus could begin on the programs that have the biggest impact in terms of the number of degrees in that major. Faculty may not be aware of the unit requirements which suggests that CCCs and transfer students probably are not aware of the different requirements. Members feel that data analysis is needed in order to identify and fix the problems. Advising for transfer students should be the same as what incoming freshmen

receive which may be a more prescriptive approach. Priority admission to UC for transfer students who receive an associate degree at the CCCs is not currently being required.

VII. Report of the Task Force on Senate Membership

A task force looked at who should and should not be a member of the Academic Senate. There is a particular group of faculty who are Senate members but the practice is for them to not participate on certain committees. There are four recommendations including a recommendation to not expand the list of titles who are able to be on the Senate. Another recommendation is to revise the policy automatically granting Senate membership to certain administrative titles.

Discussion: The issue came about because a campus had a large number of emeriti and lecturers. For individuals, campus Committees on Academic Personnel will review their files. The committee discussed potential problems related to administrators who are Senate members, particularly the voting rights of these administrators. It was suggested that before there is a problem, a decision about who should be a Senate member and vote should be decided. Having uniformity across the system may be a good idea. There are Senate members who are ex officio members of committees. The decision about voting rights is made at the committee level. The Assembly will need to implement the recommendations if they are approved. UCM has so few Senate members that the Senate faculty are spread thin with respect to service and most the lecturers fit the definition of a Senate member. It may be important to reconsider whether lecturers should be Senate members. It is possible that there would be issues with faculty represented by unions. UCEP should note that the committee is concerned about faculty who are not given the Lecture with Security of Employment (LSOE) title. The cost of LSOEs to the departments could be a problem. Departments should be encouraged to examine how the categories of lecturers are being used. Faculty who are unit 18 lecturers but are doing the work of LSOEs should be clearly identified as LSOE. Some funding agencies require that faculty are Senate members in order to be eligible for funding. The committee agreed to endorse the recommendations with the comment that the use of LSOE be considered.

Action: The analyst will draft the letter with the committee's comments.

VIII. Resolution and Statement on Near Term Choices

UCEP will finalize the memo about near term choices for UC. The University will have to deal with a 20% budget cut for many years due to the situation with post-employment benefits. The Senate was asked to provide input into how UC should deal with downsizing. The Chair indicated that campuses will need to determine what happens but UCEP should provide recommendations about what should be considered.

Discussion: Due to failure to recruit and age, faculty in UCSC's psychology department has been reduced from 34 to 22. There are no guiding principles that should be used in general when considering downsizing and UCOP should ask campuses to take certain principles into consideration. Campuses should pay attention to accommodating student interests, retention and time to degree. UC campuses need to have the variety of different majors now offered and this is one thing that makes UC special. If quality is downsized it needs to be done in a way that can be reversed in the future. Impacted majors, double majors and admitting transfer students are some of the problems UC has to deal with. The cuts are already causing problems and cutting more in order to raise faculty salaries will only cause more problems.

Quality is going to be hurt and at a certain point downsizing may cost more. Members agreed that the resolution and statement do not acknowledge that campuses have already been impacted and do not provide UC with any direction for the future. Very high cost programs pay off for UC. UC could hire more LSOEs who are Senate members and are full time, however there could be resistance by the departments. One idea is to offer three year degrees that include summer session and this may work at some campuses better than others. It may be necessary for UC to cap enrollment of unfunded state students although this is a major source of revenue. No campuses reported obviously increased teaching loads although more students are in the classes and there are fewer teaching assistants. It is not clear how cost savings resulting from eliminating programs would be calculated. Downsizing has to be done in a way that preserves the critical mass of departments. It was suggested that increased workload impacting educational and research quality should be emphasized.

Action: Chair Kay will incorporate the additional comments from the committee members.

IX. Assessing the Effectiveness of Online Courses

- Keith Williams, Faculty Advisor, Academic Planning Council

Faculty Advisor Williams has been charged with overseeing how UC will assess the pilot projects ability to meet UC quality and the cost of online course. This will be rolled into an assessment framework. How to assess courses to determine if they are achieving what UC wants them to achieve is a central question. Faculty Advisor Williams wants to get input from faculty in developing the process for evaluation of online instruction. Carnegie Mellon has done significant work on creating online courses and has extensive tracking mechanisms built into the development of a course. One approach is to compare online to traditional courses though this may be too simplistic. Things that are part of the evaluation and not necessarily part of the grading could be used. UCOP needs to provide convincing evidence of effectiveness. The results of UC's efforts will be made public.

Discussion: UCI's representative to UCEP is willing to work on this effort. Research found that the strict lecture format in physics is the least effective delivery of the material. Senior faculty are looking at what is being done now that new delivery methods are being used. Online versus in class may be a false dichotomy and the best way to frame it to minimize knee jerk reactions is to state that faculty have a new set of tools. It should be acknowledged that online instruction may not be the best tool for some disciplines. Chat rooms may be used to allow students to be engaged with one another. The same criteria currently used should be applied to online courses. The quality of a UC quality course is not defined in any detail.

Pilots by faculty that demonstrate effectiveness will hold more weight with other faculty than the results of outside studies. Faculty need to show they are teaching core curriculum and that its learning objectives may apply elsewhere. A member of the advisory board could follow an entire course to get a sense of how they are going. The students taking the online courses will be a self-selected group which needs to be taken into consideration. Random assignments into the online course and the traditional class could be made from a group of students who agree to take either type. There will be flaws so enough evidence pointing to one direction or another is needed. Student feedback on the courses will be collected and the assessments used may be different for the courses. Value gained from different types of engagement and interactions should be evaluated. Everyone involved needs to know that students will have the same level of interaction and engagement with faculty and other students. The best way to advertise online courses is to show that their colleagues are teaching them.

I. New Business

Regent Kieffer is interested in UC's strategies for undergraduate education and the Regent may be invited to a UCEP meeting to discuss this.

Meeting Adjourned At: 3:55

Minutes Prepared By: Brenda Abrams

Attest: David Kay