January 27, 2021

To: Shane White, Chair
   Academic Senate


As requested, the Academic Senate Committee on Teaching discussed the ILTI review during our January 12, 2021, meeting. There was a brief but robust discussion. Here are the main points for consideration and concern that emerged in the committee’s discussion:

1. Understanding the timing of reviews like this, there was notably little mention of the pandemic or things that had emerged during the forced movement into widespread online teaching that might help inform how best to move forward. What role did these courses play in delivery during the pandemic?
2. The committee agreed that earmarked funding for the initiative is important and ensuring that it is the campuses who have the resources to implement and improve online teaching through this initiative. However, campus buy-in is important. How big is the appetite for this project more generally?
3. Faculty expressed concern over the low completion rates. At UCLA the registration process requires a number of steps that delay start dates and can put students behind before they even begin the coursework, perhaps contributing to the completion problem. Streamlining this and making it more accessible across campus would facilitate the program and its utility.
4. Faculty endorsed the name change, but were confused about the specific rebranding of UCOnline.
5. Efforts to implement more of this program (or other online teaching) must be accompanied by universities determining what they will count toward their degree programs. When we move to more hybrid programs post-pandemic, what will it mean for students and for faculty as far as expectations go in teaching in-person and online.
6. What role do faculty play in this review and in working together to implement changes that come from it?

We appreciate the opportunity to comment on this review. If you have any questions, please do not hesitate to contact me at collett@soc.ucla.edu or the Committee’s analyst Renee Rouzan-Kay at rrouzankay@senate.ucla.edu.

Sincerely,

Jessica L. Collett, Chair
Committee on Teaching

cc: Shane White, Academic Senate, Chair