

FCET Agenda

Wednesday December 10th, 2014

2:00pm – 3:30pm

YRL 11348

1. Quick Items
 - a. Introduction of New Members - Jeanne Ladner, Chris Johanson, Neil Garg, Juliet Williams, David Leaf, Tom Phelan
 - b. Approve May 7, 2014 Meeting Minutes
2. Overview of IT Governance and role of FCET
3. Review of “Faculty Guidance for Online/Mediated Instruction at UCLA”
4. Update on Classroom Renovations – Chris Dutton

Next Meeting: TBA

Minutes of Meeting May 7, 2014

Approved XXXX

Draft

Committee Attendees: Christou, Finn, Hardinger, Lew, Loehrer, Mamber, Mamer (chair), Pires, Rugg, Shin, Snyder

1. Quick Items

- a. Discussion about Bruincast: Should Bruincast be made public? It is useful for students to see a sample of the course before taking it, however there are copyright issues, as well as TEACH Act and impacts on potential future sales/usage of the material that need consideration before mandating videos be public. Suggestion that there be a Bruincast Focus Group for faculty who have used it. Do other faculty see a bi-model distribution in student scores when they have lecture capture? Isn't this just a case of technology making the underlying issue more obvious? Students have to make good decisions and have the ability to self-commit to doing the work required of the course.
- b. Student Interest in Online Education: Student survey on Online Education was conducted by USAC (n=180). The Committee felt that the Campus needs to improve communication of its online initiatives to students. There are so many ways to integrate online, it is not all or nothing. Online does not equal everything. It should be viewed as an enhancement, it's not a way for the institution to disengage. As an institution how should we engage our students, is online just a mechanism for pruning brick and mortar? Is it training students to be better students?
- c. ILTI Cross campus – Michael Shin's fully online Geography 7 course is currently running and has 15 cross campus students. One of the top students in the course is a UCR enrollee.

2. Current and Future Role of FCET

The landscape around education technology has changed. When this committee was first created technology in education was still novel. The Committee expects that the next round of growth in educational technology will have much greater participation from the faculty at large. While there are several technology related faculty committees on campus (CIT, ITPB, Online Steering Committee) it appears there is still a need for the FCET to formulate focused discussions around particular education/technology intersections such as:

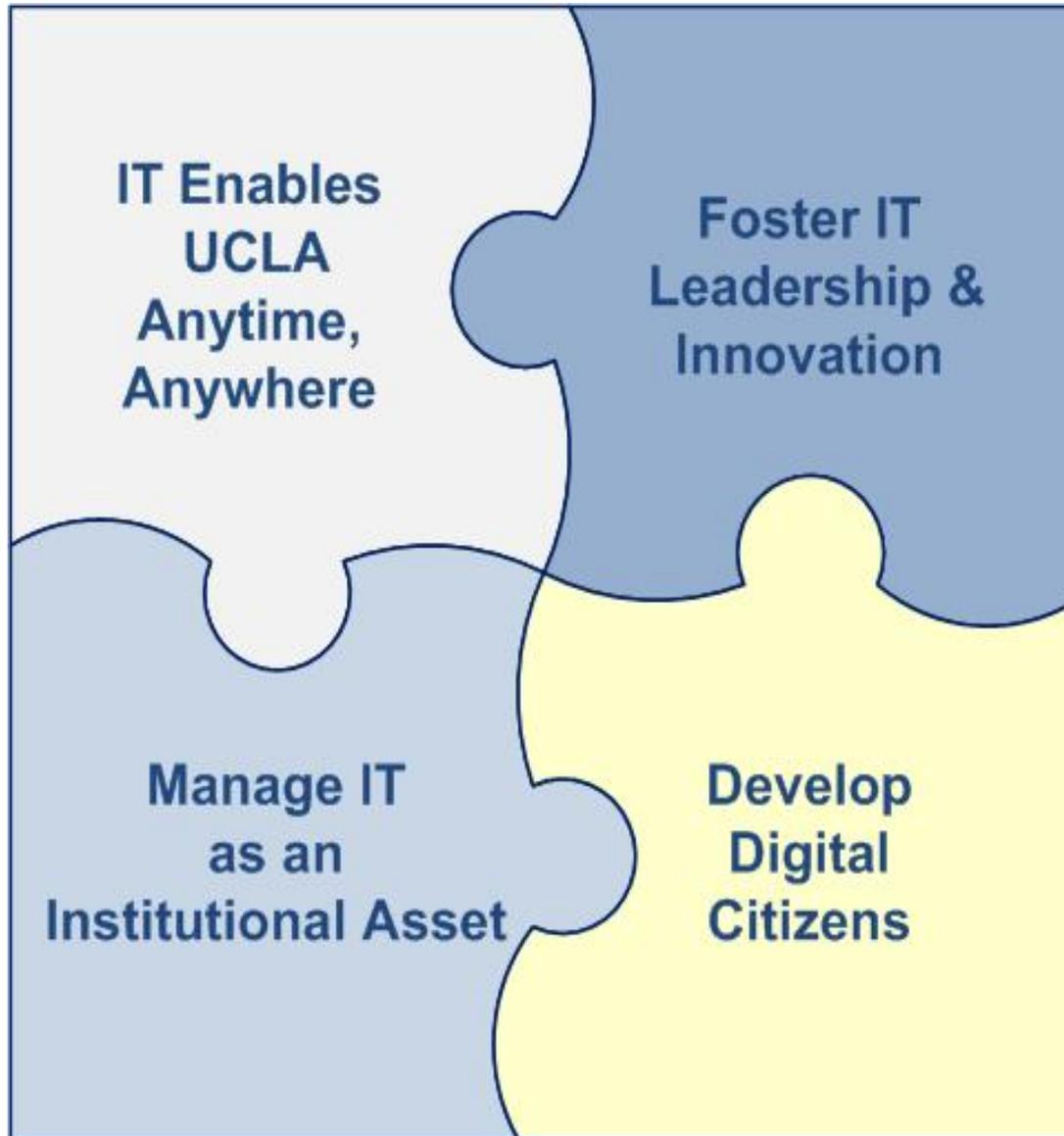
- Classroom Technology

- Exam Proctoring Services, Exam Scheduling, Online exams, evening exams
- ADA Requirements, Document accessibility, captioning
- Online Orientation Course 'Welcome to UCLA, how to be a successful student'
- MyUCLA Gradebook

Our role will be to surface and discuss changes, trends or adjustments needed, identify an approach and bring it to the attention of the administration.

UCLA's IT Governance Process & Funding Structures Framework

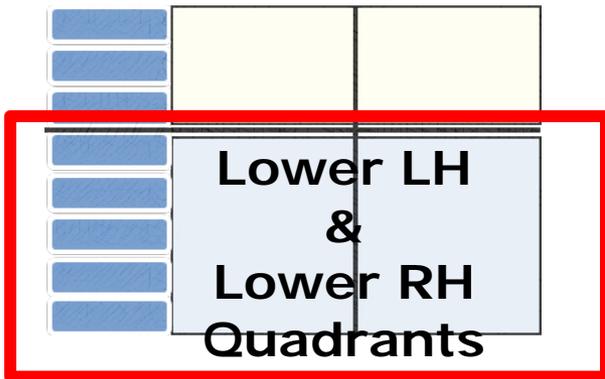
Office of Information Technology



UCLA IT Strategic Plan – 4 Quadrant Model

	Institutional	Regional	Local
End user & Support	Institutional Processes Integrated or Shared Applications & Data	Local Processes Local Applications, Shared Application Extensions & Data	
Process & Information			
Application & Data			
Middle Applications	Institutionally Provisioned Shared Infrastructure (Central or Blended)	Locally Provisioned Unique Infrastructure (Decentralized or Blended)	
OS & Platforms			
Server & Device			
Data Centers			
Networking & Comm			

UCLA Funding Structures Framework



Guiding Principles

Expectation for campus usage (opt-out)

Transitions are with inflections in investment

Market-driven, fee-for-service structure

Use should not be mandated

Procedure for flagging investment inflections needs to be determined

Full array of services in place upfront

CITI will be designated to resolve recommendation requests

POSSSE will set pricing

UCLA Funding Structures Framework

Discretionary & Mandatory Common Good Software/Services

Guiding Principles

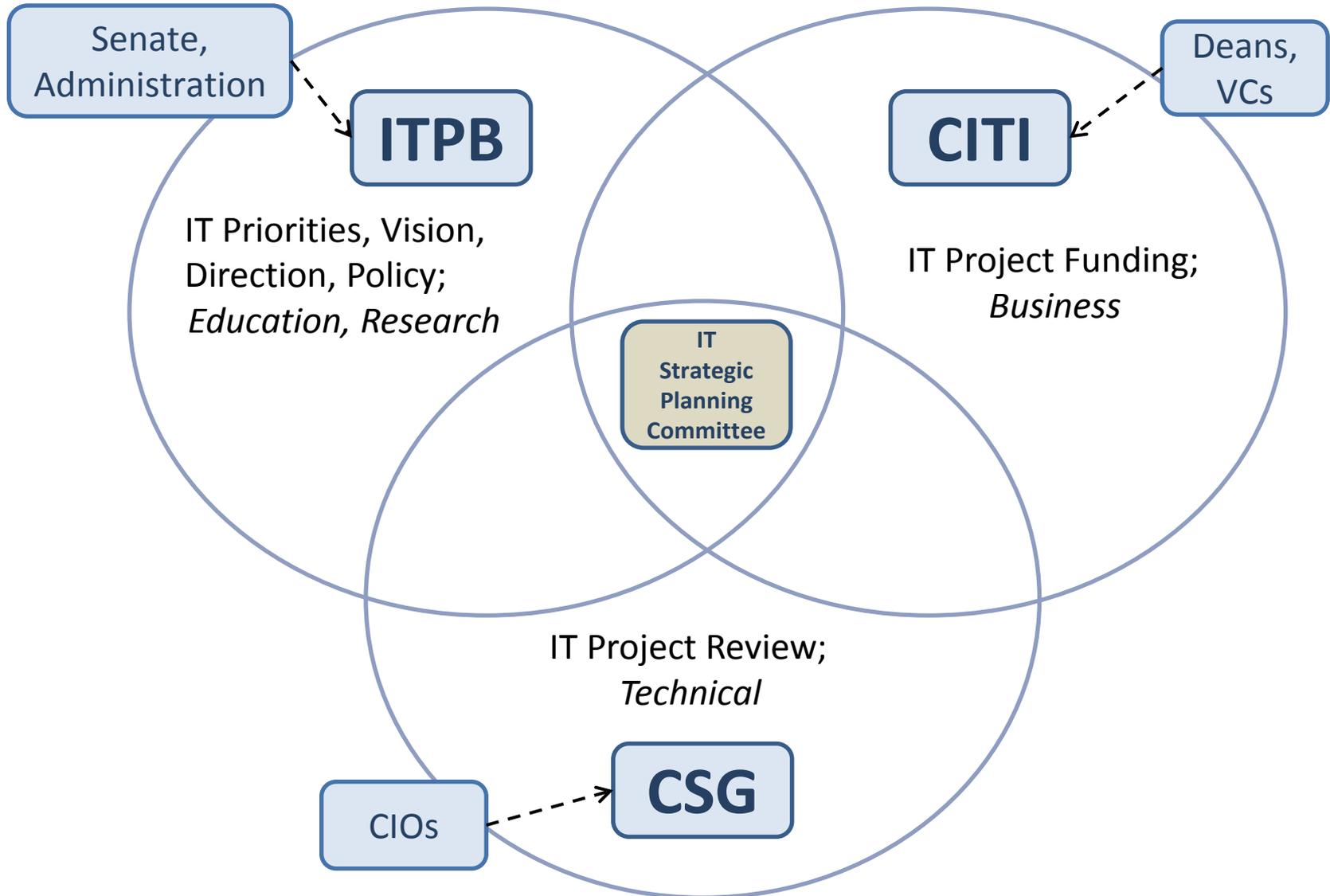
Default: user software & licensed services are decided and funded locally

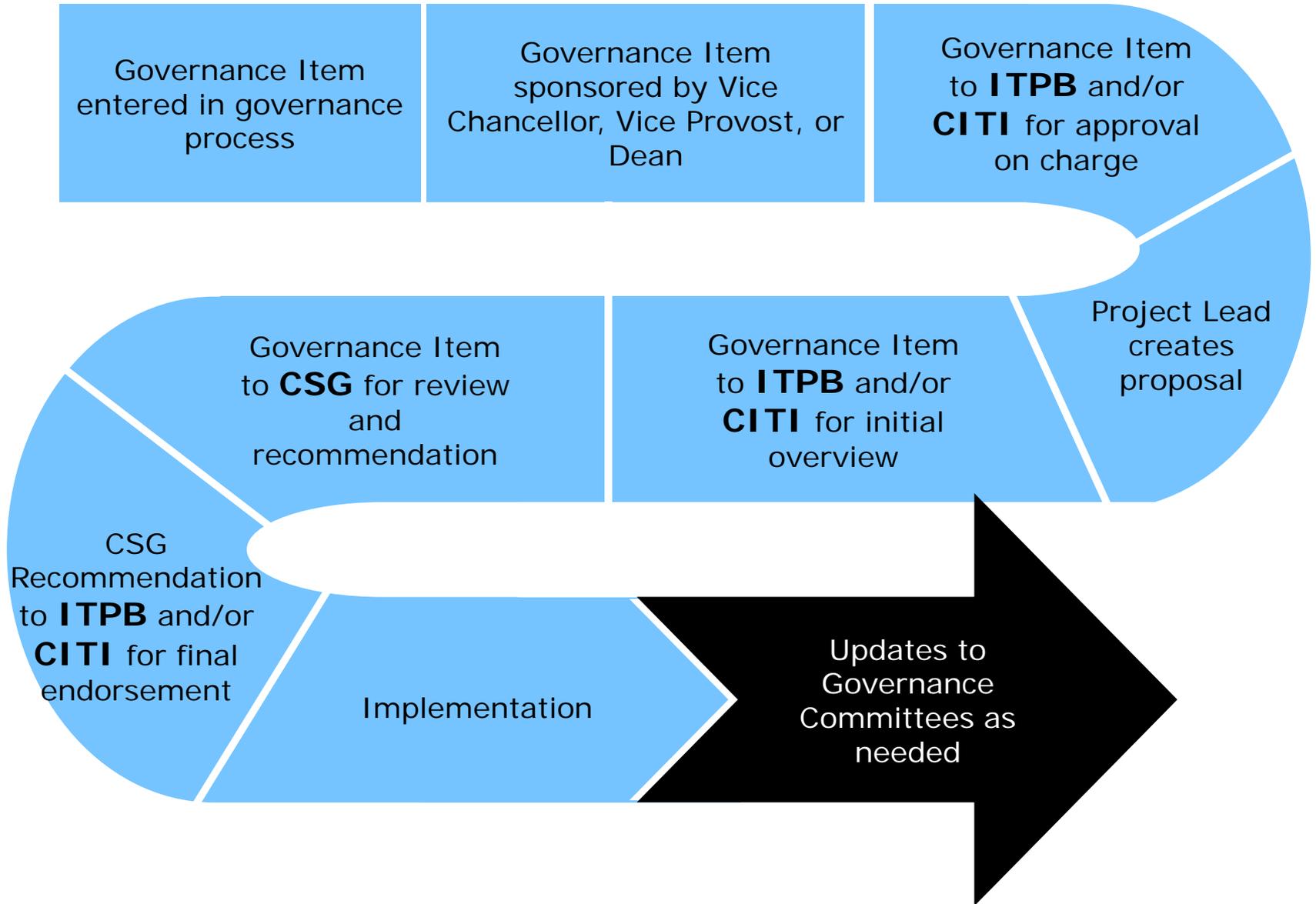
The market should decide on discretionary software and services

Institutional funding can be considered for the following reasons:

- Efficiencies of scale
- Leveraging network effects
- Regulatory and policy mandates
- Avoid negative externalities
- Critical to business or operational need

CITI/ITPB endorsement required for institutional funding





Recommendation form completed by CSG for each project seeking endorsement from ITPB or CITI

<u>IT Governance</u> <u>Committee Review and Recommendation</u>	
<p>Proposal: IT Services is requesting CSG review of Enterprise Service Bus project proposal</p>	
<p>Recommendation: The CSG endorses the concept of the Enterprise Service Bus and appreciates ITS' vision to build a scalable system that can be used to meet application to application needs campus-wide. While this project is being driven primarily by UCPath, other new projects will also benefit by this technology. The CSG would like ITPB and CITI to keep in mind that this proposal does not address the likely significant additional costs of converting the many existing large and small legacy applications to work with the ESB platform. Also, other tools in addition to ESB are likely needed to meet data access and distribution requirements, especially related to student data. An effort to analyze these requirements and identify appropriate solutions is currently underway.</p>	
Driving Forces <small>(Those which currently exist & support or drive the desired change)</small>	Restraining Forces <small>(Those that may inhibit the implementation of the desired change)</small>
<ul style="list-style-type: none"> - UCPath, OPUS, Financial Systems replacement. - Increasing demand by units on campus for access to data, ESB being built as a tool for campus. - The need to be able to adjust quickly to new requirements. - Technology to be used will be open source. - Expansion of the system will be based on volume growth, and will only require additional hardware. Software is flat pricing and will not increase in cost as usage increases. - Platform-as-a-Service (PaaS) provides a way for applications on the ESB platform to operate in isolation; technical issues are localized to the application. - Retirement of older technology for which expertise is limited. - Integration support built-in for smaller units (modeled after the campus single sign-on, Shibboleth). - Ability to centrally secure and limit data exposure. - This approach evolves data processing to a network model, which is ideally suited to UCLA's decentralized IT landscape. 	<ul style="list-style-type: none"> - Cost savings are difficult to measure, but benefits are expected to be seen in process improvements which will help generate long term savings in business processes, less data duplication, better data accessibility, etc. Only new projects will experience these benefits from the start. - Eventuality of potential cost savings by repurposing FTE when legacy systems, such as PPS can be retired. - Detailed timeline for deployment and transition plan needs to be coordinated with campus units. - Concern with the implementation timeline and that end units may be required to first remediate for UCPath and later re-integrate UCPath interfaces to take advantage of the ESB. - No way to measure the additional costs to convert legacy applications, but they will be significant; probable need to support different and multiple infrastructures until legacy systems can be migrated. - Proactive training sessions for application developers across campus extremely important. - The need for the ESB project to be a long term approach.
<p>Actions To Be Taken: 22 yes votes, 1 no vote, 0 abstain votes, and 5 no response. The "no" vote supported partial funding to start UC Path project but not a "blanket" to fund any other project/initiative with regards to the ESB.</p>	

Goal is to help ITPB and CITI make informed decisions by providing technical expertise, areas of concerns, and recommendations

UCLA Examples of Governance Items

- AIME Copyright Challenge
- BruinCard Replacement Project
- Cloud Email and Collaboration Tools (Box.com, Google Apps for Education, Office 365)
- Email Outsourcing for Students
- Funding Structures Principles
- Graduate Education Digital Services
- IT Strategic Plan
- MyUCLA (Integrated Web Experience)
- Online Training
- Wireless in the General Assignment Classrooms

**Academic Senate, Los Angeles Division
Committee on Instruction and Technology**

Faculty Guidance for Online/Mediated Instruction at UCLA

DRAFT

Key Points

New digital platforms and tools are quickly becoming a routine part of the landscape of teaching and learning in higher education, including UCLA. Recently, the University of California has launched a number of initiatives to promote the adoption of online technologies and media in instruction across the UC System. Given the breadth of experience with digital technologies and mediated instruction that already exists at UCLA and the campus's strong shared governance model, UCLA faculty and administration have moved together to formulate strategies for offering online/mediated instruction at UCLA that move beyond the provision of infrastructure and services, to emphasize the best practices for using those resources.

In this context, in 2013-14 the Committee on Instruction and Technology, which is charged by the Senate of the Los Angeles Division to represent the faculty's interests in ensuring the quality of online/mediated instruction at UCLA, formulated the present guidance document. It is intended to assist faculty, programs and departments as they design courses and academic programs that make extensive use of online and media-based teaching, and to align closely with the high standards for courses and programs already established by the Senate's Undergraduate Council, Graduate Council, and Committee on Teaching.

The main recommendations are organized into eight sections and are summarized on the next two pages. Broadly speaking, the first three sections deal with faculty effort, collegiality, and collaboration with other instructional and administrative staff. Sections 4, 5 and 6 are more pragmatic, addressing expectations for instructional evaluation, economic costs and incentives, and UCLA's public outreach and engagement. Sections 7 and 8 deal with ethical aspects of online/mediated instruction, including data stewardship and academic integrity. A fuller discussion of all eight topics follows the summary.

1. Workload and Reward Structures

- Any increased workload associated with designing, producing and teaching mediated instruction should be a factor in planning curricula, courses and updates, faculty course loads and staffing, and in the provision of appropriate technical facilities and support.
- Ladder faculty and chairs should anticipate potential workload equity issues, particularly for untenured or temporary/adjunct academic colleagues with significant responsibilities for mediated instruction.
- The development and teaching of media-intensive or online courses should be a consideration in assessments of faculty effort, career progress, and eligibility for tenure and promotion at every level.

2. Creativity, Discovery, Authorship, and Credit

- Per existing UC policy, instructors retain authorship and copyrights in syllabi, selection and organization of content, assignments, exams, and any other original materials they create for online/mediated courses, as they do for other courses.
- In certain cases, instructors may enter into special legal agreements with the University to design, produce or teach online/media-based courses. In those cases, instructors still retain authorship/copyright for original course materials, but may be required to grant a license to the Regents allowing the University to use those materials.
- In either case, instructors and academic programs should recognize and credit the contributions of all those who help design, produce, deliver and administer online/media-based instruction as a team.

3. Collaboration, Collegial Relations, and Mentorship

- Given its resource- and effort-intensiveness, online/media-based instruction should be approached as an opportunity to cultivate teamwork, collaboration and mentorship among instructors and programs.
- Organizational arrangements and reward structures should foster collaboration and mentorship in online/mediated teaching, and recognize the respective contributions of all participants in collaborative teaching projects.
- Collaborative teaching and mentoring should be acknowledged and rewarded in program reviews and personnel cases, particularly tenure and promotion cases for ladder faculty.

4. Instructional Evaluation

- Programs and instructors should explicitly state the demonstrable and observable student learning outcomes of online/mediated courses, and use the technological tools or pedagogical techniques appropriate to those desired outcomes.
- Instructors should employ valid and reliable methods for evaluating student learning that are also consistent with the stated outcomes.
- Course/instructor evaluations should be adapted as needed to reflect the particular conditions and constraints of online/mediated instruction.
- Peer review of mediated/online courses should be strongly encouraged, particularly for new courses or those being migrated from traditional to online/media-based formats.
- The quality of course content and organization, instruction and learning outcomes should meet or exceed existing Senate standards for course actions and academic program reviews.

5. Economics: Affordability, Equity, and Incentives

- Online/mediated instruction should be approached as an opportunity to extend and enhance the fundamental quality of teaching and learning, not as a mechanism for increasing student “throughput” or reducing teaching costs.
- Students, parents and funders are unlikely to view online/media-based courses and programs as equivalent in quality, and therefore comparable in price, to the residential experience.
- Issues of equitable access and quality of experience that already exist with respect to differential fee programs may be exacerbated if programs increase differential fees to underwrite online/mediated courses.
- Uneven financial or technical resources across departments or units could create disparities in opportunities for instructors or programs to design or teach online or media-based courses, and thus possibly a two-tier learning environment in which some programs make extensive use of new instructional tools while others are limited to traditional forms of instruction.

6. Public Engagement, Outreach, Visibility, and Reputation

- Online technologies and digital media have vastly increased the University’s potential for public visibility and outreach, and online/mediated instruction will accelerate this trend.
- UCLA is leading the way in the creation of open-source, publicly-available, interactive information resources that link classrooms, libraries, archives, laboratories, databases, and collections on campus with other cultural institutions and collections across the UC, nationally, and globally
- Online/media-based instruction and instructional resources must meet or exceed UCLA’s established standards for consistent public communications.

7. Data Protection and Stewardship

- New modes of online/mediated instruction can help create creative, flexible spaces for teaching and learning; they also capture and retain unprecedented amounts of data on student and faculty activities, which may be used in unanticipated ways.
- Online/mediated instruction thus requires that instructors, administrators, and staff maintain the highest standards of data stewardship, which balance the privacy rights and intellectual freedom of individuals, academic freedom as an integral part of the University's mission, the security of technical systems and the information they contain, and the legal, policy and administrative obligations of the UC as a public institution.

8. Fostering Academic Integrity

- Standards and expectations for academic integrity and ethical scholarship remain consistent as instructional tools or platforms change.
- Nonetheless, those tools and platforms may create new opportunities or affordances for academic dishonesty that require instructors and programs to reassess how to prevent dishonesty and reinforce ethical behavior.
- Although new technical tools such as plagiarism-detection software, identity and document authentication, and webcams may help mitigate dishonesty, they cannot replace strong, consistent, and clearly-articulated expectations of honest and ethical scholarship, cultivating a shared sense of community and responsibility within a class, and instructors focusing on individual students' performance and learning.

**Academic Senate, Los Angeles Division
Committee on Instruction and Technology**

**Faculty Guidance for Online/Mediated Instruction at UCLA
May 2014**

Introduction

The Committee on Instruction and Technology was constituted in 2012-13 with the charge of “representing all Senate and Faculty interest in online education...and instructional technology” and to “ensure that [online courses and instructional technology] serve to enhance the quality of UCLA’s programs and do not cause the academic quality of the university’s instructional programs to suffer.”

Given this brief, the Committee has developed the advice and recommendations in this document. They are founded on a set of general philosophical/ethical principles about teaching and learning at UCLA. Broadly speaking, the emphasis here is more on the *why* of online and mediated instruction than the *how*, for colleagues and academic programs that are considering the use of technologies in teaching, as well as those who may have quite a bit of experience already. UCLA provides a wide range of administrative and technical assistance to help Faculty design and offer outstanding learning experiences. The focus is thus not so much on the details of technical implementation, but on the University’s mission, values and principles that help insure that instruction is engaging, challenging, and effective no matter what tools are used.

Those values and principles would include, at a minimum:

- Academic freedom, which encourages and protects the inquiry, creativity and expression of both Faculty and students, and balances the intrinsic rights of individuals to teach, learn, inquire and create with the appropriate protection and access to information and data that supports those intellectual and educational pursuits;
- Shared governance and Faculty determination, oversight, and evaluation of courses, curricula, and academic programs more broadly;
- Peer review of Faculty teaching within the total context of academic effort and responsibilities (including research, scholarship, creative work and service), applying consistently rigorous and high standards of performance;
- Accessibility, equity and openness of information and educational opportunities and experiences consistent with the mission of the nation’s top public university, including modes of teaching and learning accessible to students and instructors with disabilities; and
- The University of California’s long tradition of intellectual, instructional, and public service excellence.

Based on these principles, the Committee has identified several main areas of interest and practice related to online/mediated instruction, which often overlap or implicate one another:

- Faculty (and by extension, teaching assistant) workload, reward structures, accountability, tenure and privileges; welfare of non-Senate faculty and instructors as colleagues in academic programs
- Creativity, discovery, authorship and ownership of work, intellectual contribution and credit
- Collaboration, collegial relations, and mentorship among Faculty
- Standards for quality in instruction and evaluation, teaching and learning

- Economics: affordability, accessibility, equity, incentives
- Public engagement, outreach, access, visibility, image, and reputation
- Data protection and stewardship: appropriate access to and use of course materials, records, documents, and interactions among students and instructors, both during the course and subsequently
- Fostering academic integrity

Section 1. Workload and Reward Structures

By definition, online/mediated instruction involves a variety of technical and media platforms: the production, organization and use of originally-produced and existing audiovisual materials as well as more conventional texts and documents, and mixed synchronous (“live”) and asynchronous modes of instruction that link geographically-dispersed participants. These features can have dramatic advantages and effects on course content and its presentation, the character and quality of interpersonal and group interaction among instructors and students, the submission and assessment of student work and learning, and the public visibility and impact of the course itself.

They have just as great an effect on workload for everyone involved in the design, production, teaching, and administration of a course – faculty, TAs, and support staff alike. Effective online instruction can require considerably more time to plan and produce than conventional “live” lectures, seminars, studios or discussion sessions. In comparison to live instruction, which may entail 30 or 40 hours of instructional development time per contact hour of instruction, development time for mediated instruction may range anywhere from about 90 to 300 hours or more per contact hour, depending on the complexity of the topic, the technology platforms and media used, and the forms of illustration and demonstration that are required (Chapman, 2010; Kapp & Defelice, 2009).

Instructional design experts suggest that online course development should begin months or even a year in advance for a new course (Northern Arizona University, 2012; Texas State University, n.d.). Updates or revisions to audiovisual/online materials involve more than the simple updating of lecture notes, slides, or changing a few readings or exam questions. Media materials and online activities must be designed to be readily accessible to students and instructors with visual, hearing, motor, or other disabilities. Intellectual property rights holders (publishers, media companies, and so on) may expect instructors or their home institutions to obtain legal permissions or “clearances” and pay royalties to use copyrighted materials online -- a situation that few instructors have to manage in traditional live instruction, where established legal standards of fair use ordinarily prevail. In the online context, student questions, tutoring, exam proctoring, and TA office hours can quickly expand into a 24/7 proposition. The levels of time and effort, and the range of expertise and skills involved, mean that online course planning and production are often better handled by teams rather than individual instructors (Hixson, 2008; Oblinger & Hawkins, 2006).

For all of these reasons, workload considerations should be taken into account in course and curriculum planning and renewal cycles, faculty course loads and staffing decisions, and the provision of appropriate technology, facilities and staff support for teaching. Teaching is a highly valued aspect of faculty effort, and instructors are expected to meet or exceed the University of California’s high standards for excellence. Nonetheless, teaching is often given less weight in faculty personnel reviews than research, scholarship and/or creative work. Ladder faculty should be alert to the potential imbalances and workload equity problems that can arise, particularly for untenured and temporary/adjunct faculty colleagues who are charged with developing, producing and teaching courses online. Deans, department chairs, review committees (including Senate program reviews), and CAP should consider these workload issues and pitfalls in their assessments of faculty effort, career progress, and eligibility for tenure and promotion at every level.

Section 2. Creativity, Discovery, Authorship, and Credit

As pointed out in Section 1, the design and teaching of online/mediated instruction is resource-intensive and often entails a good deal of creative teamwork and coordination beyond the typical collaborations among instructors and TAs. The University of California Office of the President's *Policy on Copyright Ownership* and *Policy on Ownership of Course Materials*¹ stipulate that instructors retain authorship and copyrights in the content, syllabi, assignments, exams, and other original materials they create for their courses, and this applies to online as well as conventional modes of teaching. In some cases, particularly where instructors must devote more than the usual amount of time and effort to developing mediated course materials, they may enter into special legal agreements with the University that specify these additional tasks, deadlines for delivery, and additional faculty compensation or stipends as appropriate (more information is available from the UCLA Office of Campus Counsel, <http://www.campuscounsel.ucla.edu>). In these cases, instructors still retain authorship and copyright, but may be required to grant a license to the Regents for the University to continue using the materials, with appropriate acknowledgement.

However, values of collegiality and fairness also suggest that instructors and academic programs should recognize and reward the various contributions of all those who help design, produce, deliver and administer online instruction as a team. Course design can constitute a form of scholarship or creative work in itself (e.g., the development of information visualizations, or studies measuring student performance or attitudes). Syllabi and course materials should therefore give credit to the substantive contributions of TAs and University staff. Instructors should make every effort to identify and acknowledge the contributions of their instructional collaborators.

Section 3. Collaboration, Collegial Relations and Mentorship

The design and administration of online/mediated instruction can pose major technical and coordination challenges. At the same time, however, they also create important opportunities for creative teamwork, collaboration, learning and mentorship among faculty and their colleagues, and within and across academic programs and units. These might include, for example, the opportunity to model professional interactions and collaboration in team-taught courses, or mentoring relationships in which faculty and TAs mutually share expertise or skills. Innovative course formats and topics may encourage interdisciplinary conversations, debates, and new directions for scholarship. TAs may help experienced professors master new technological skills or provide links to new kinds of information resources online. All of these activities mark significant departures from the archetypal figure of the singular "professor at the blackboard." For faculty in the humanities and other disciplines that are less accustomed to multiple-author projects, for example, online/mediated instruction can create new complexities of authorship, attribution, and creative control.

Simply put, online/mediated instruction brings with it the need for greater focus on collaboration, collegiality, and mentorship in teaching. As a general principle, online instruction should be approached as an opportunity for creative interaction, reflection, mentoring, and growth for all members of the teaching team as well as students. Ladder faculty in particular must set the tone for collaborative instruction, establishing and maintaining a collegial, inclusive, and respectful team environment.

To insure the success of collaborative mediated/online instruction, it is essential that programs, faculty and administrators develop appropriate organizational structures that encourage and facilitate collaborative teaching efforts, as well as consistent ways to recognize and reward teaching collaborations and mentorship where it matters – in personnel and program reviews.

As noted in Section 2, some courses may be developed, produced, and taught as more or less stand-alone projects, on a work-for-hire basis, and compensated above and beyond regular faculty salary. Ideally, however, faculty should seek opportunities to collaborate with colleagues within and across academic programs and

¹ See <http://copyright.universityofcalifornia.edu/resources/copyright-ownership.html> and <http://copyright.universityofcalifornia.edu/resources/ownership-course-materials.html> .

units to create course offerings that expand and elaborate the strengths of their curricula and degree programs. In these cases, issues of attribution may take on greater importance.

In any case, the aim is to create respectful collaborative environments that distribute credit fairly, do not overly burden some collaborators, and that create “legacy” renewal plans that recognize the efforts involved in continuing updates and enhancements to already-developed course materials. Faculty must take the lead in establishing criteria for producing and evaluating effective collaborative teaching projects and how those efforts should be rewarded, particularly in the tenure and advancement of ladder faculty.

Section 4. Instructional Evaluation

One of the most complex and potentially transformational aspects of online education is that it compels instructors to rethink assumptions about effective pedagogy and methods for assessing effective teaching and student learning – assumptions and methods that are often taken for granted in the context of conventional lectures, discussion, labs, workshops, studios, and seminars. The notions that instructors “know learning when they see it,” that simple multiple-choice exams or term papers adequately assess student learning, or that effective teaching can be evaluated by having students complete a few satisfaction measures all become more difficult to support when instruction relies on pre-recorded media content and remote interaction with faculty and TAs. Novel instructional media formats (email, chat, discussion forums, teleconferencing) may reduce or eliminate the usual visual, voice, and gestural cues of interpersonal and group interaction, and even require that the identity of students and their work be technologically authenticated.

There is a substantial body of research demonstrating that for straightforward didactic material (“know what”), student learning outcomes are roughly the same whether teaching is live or mediated/online (see studies compiled at www.nosignificantdifference.org). This finding has encouraged many institutions and programs to adopt media-based instruction on the assumption that it can deliver the same results to vastly greater numbers of students at lower teaching costs. (Although, as the discussion in Section 1 above suggests, the costs of development, production, and ongoing updates may greatly outweigh any such economies of scale.) Moreover, it is important to note that mediated/online instruction is generally less effective for helping students develop judgment, values, ethics, and attitudes (“know why or whether”), or mechanical/motor skills (“know how”), and may be particularly unsuitable for students who require a highly structured learning experience, remedial assistance, tutoring, and so on.

Some basic rules of thumb should guide the evaluation of mediated/online pedagogy and instruction, on one hand, and the evaluation of student learning, on the other. As they design, prepare, and present courses instructors should consider what types of *demonstrable* and *observable* knowledge or learning, for what types of course content, can reasonably be achieved with media-based instruction. They must also consider how that knowledge or learning will be consistently observed, demonstrated and assessed across students, class sections, and media modalities, at a level of validity and reliability that is at least comparable to, and optimally better than, the well-established evaluation methods of live instruction. Departments and programs should insure that course and instructor evaluations fairly assess all relevant facets of mediated instruction. They should revise standard course evaluation forms as needed, and encourage innovative approaches to peer teaching reviews.

Instructors should ask: What kind of learning is supported or enabled by a given mode of instruction, type of content, platform or activity, or testing/evaluation technique? Are the methods and platforms used appropriate to the desired learning outcomes? Does the quality of the course meet established UCLA standards, such as those applied in course actions or Academic Senate program reviews? Do student learning outcomes meet or exceed UCLA’s high expectations for student performance?

Or, as this Committee put it in its June 2013 vision document, *Priorities for Online Education at UCLA*:

“Our primary goal is that whatever we do with the technology of online education it must improve the student experience and further the pedagogical goals of the faculty – beyond our current practice. Simply repackaging our current classes into sets of online videos,

unsupported by either in-person or online services is not cost effective, nor is it effective education.”

Section 5. Economics: Affordability, Equity, and Incentives

It is clear that online and media-based instruction have the potential to change the economics of university teaching, in terms of workload, time, facilities, organizational structure, collaboration, and much more. Although online courses are often presented simply as a tool to scale existing course offerings to reach vast (and paying) populations of otherwise-unreachable students at marginal increased costs for the institution, its economic implications are far more complex and subtle.

For example, it is unlikely that students, families, or fellowship sources will be willing to pay the same tuition and fees for courses and degree programs offered principally online as they do for residential classes and programs; price and funding differentials could risk the creation of a two-tier teaching system. In 2013 and 2014, surveys of UCLA students by the Division of Undergraduate Education indicated that a fair proportion have some experience with online courses. Some are willing to take online versions of basic required or general education courses outside their majors (courses they may think they want to “get out of the way,” such as English courses for STEM majors, or basic science courses for humanities majors). However, survey responses strongly suggest that students who have worked hard to enter and attend an elite institution such as UCLA are here first and foremost for the residential experience. They do not see online programs as comparable substitutes for their most highly-valued or –rated courses, either in terms of the learning experience or value for money. Many in fact view online courses as no more than a University effort to reduce teaching costs.

On the production side, inequities may also arise. UCLA already has a system of differential fees for certain courses, programs, or centers, which has raised equity concerns in some quarters. The costs of mediated instruction, and the temptation to fund those costs with an even more extensive fee structure, could exacerbate these differences.

Certainly, some unevenness of resources across units is inevitable in a complex and diversified institution like UCLA. However, well-funded programs may be more able to afford expensive technological facilities, production assistance, rights clearances, staffing (administrative, temporary faculty, TAs), and additional faculty compensation or stipends for media-based course development. Administrators, understandably concerned to enroll more students in perennially-oversubscribed or waitlisted required courses or basic prerequisites and shorten time to degree, may be inclined to invest budget and staff in the redesign and expansion of those lecture-type courses instead of smaller, specialized major courses or seminars. As a result, some faculty who would like to adopt online pedagogies may never have the opportunity to adapt their courses for online or hybrid teaching. Units with more modest budgets might be discouraged from devoting scarce resources to new teaching modes or platforms. This might inadvertently create an uneven disciplinary or administrative landscape in which some programs and units are heavily invested in online instruction, while others must work in a smaller-scale, “brick and mortar” environment. New types of inequities could be introduced or existing ones reinforced across campus, if the support infrastructure becomes markedly uneven.

Section 6. Public Engagement, Outreach, Visibility, and Reputation

A major benefit of online/mediated instruction for UCLA is its potential to make the work of the University even more visible and accessible in an era of broadband dissemination of all forms of knowledge. As a 21st-century public university, the academic “birthplace” of networked computing and telecommunications – today’s Internet – and an early adopter of all types of instructional technologies, UCLA is keenly aware that these technologies of communication, immersion, search and retrieval, and knowledge creation have helped to transform the very notion of “the public,” the public interest, public institutions, and public engagement.

However, technological platforms and applications cannot solve every educational, image or fiscal problem: they must be subject to close oversight and consistent standards to ensure that high visibility or popularity do not come at the expense of UCLA's deserved reputation as global leader in public education and scholarship. For example, a great deal of popular commentary and media coverage has been devoted recently to the prospects for "massive open online courses" (MOOCs), especially those developed and offered by elite universities in partnership with private, often for-profit, firms (e.g., Stanford University and Coursera; MIT, Harvard, and edX). The UC System itself has launched major initiatives to help underwrite the design and offering of MOOC-type courses across the System through its UC Online program (<http://www.uconline.edu>). While enthusiasts have hailed MOOCs as a solution for the rising costs of higher education, and for their accessibility to potentially enormous populations of un-served students, none of these early ventures have offered regular course or degree credit to non-matriculated students. MOOCs may enroll hundreds or even thousands of geographically-dispersed students, but they also undergo a great deal of "churn" as students casually enroll, drop or abandon courses once they begin. The workload associated with individualized online interaction, feedback and grading of so many students has been delegated to ranks of TAs, or even to schemes in which students assess each other's work, to reduce labor costs. Several studies have shown that MOOCs have unexpectedly low completion rates; and they may be particularly inappropriate for many traditionally underserved students who may require more personalized guidance, remedial work, or more structured learning experiences – points made recently by UC President Janet Napolitano.²

In short, as institutions have gained more experience with these projects they have often found them to be more valuable as platforms for public visibility and image-building than as effective foundations for rigorous academic programs and degrees, or the delivery of elite educational experiences to massive audiences of otherwise unreachable or neglected students. This is precisely why Senate guidance on online/mediated instruction in whatever mode is necessary to ensure academic quality Assessment criteria should be established and overseen by Senate Faculty,. In addition, because it affects the global image of UCLA as, potentially, the very first encounter by wider global publics, mediated/online instruction should also conform to UCLA's standards for effective, high-quality public communications.

As a practical matter, in the next few years most mediated/online instruction at UCLA is likely to be developed for our own matriculated students, plus students from other UC campuses and programs as appropriate. For UCLA, perhaps the most powerful feature of online networks is their ability to link our classrooms, libraries, labs, archives, studios and stages across campus and indeed the whole UC System, and to connect the UC's resources and collections with those of major cultural institutions world-wide. UCLA, and the UC, are in fact leading the way in the creation of open-source, open-publishing, interactive resources for communities and publics across the city, statewide, throughout the nation, and internationally. Wherever possible, these linked resources should be integrated into and featured in online/mediated courses and programs offered by UCLA.

Section 7. Data Protection and Stewardship

New pedagogical techniques and platforms make teaching and learning more widely accessible than ever before; they also affect the University's ability to ensure the privacy and intellectual freedom of individuals and the entire community. The expanding use of instructional technologies can help universities provide welcoming, flexible learning spaces that encourage the exploration and exchange of new, untested, or unpopular ideas. Online classrooms provide myriad new avenues for enhanced and individualized teaching and learning. However, as these experiences are increasingly mediated and recorded, there are also more opportunities for those records to be circulated beyond the privileged context of the classroom, academic program, or even the University itself.

The privacy of the data gathered by and about students, staff, and faculty must be safeguarded, but such protections are balanced by UCLA's obligation as a public institution to remain transparent and accountable. Information about individuals, and its collection, whether in course website archives, transcripts and grades, course evaluations, or email correspondence, must be done with extreme sensitivity to the rights and

² See <http://www.reuters.com/article/2014/03/25/us-usa-california-napolitano-idUSBREA2002R20140325>.

preferences of those involved. Ideally, such data gathering will be designed with a careful consideration of the data's use, re-use, and potential misuse both inside and outside of the classroom and UCLA.

Academic and intellectual freedom depend on the ability of any member of the university community to conduct research, inquire, teach and learn without undue or inappropriate constraints on thought and expression – including concerns that those expressions will “live on” in a publicly-accessible data repository long after the program, course, or advising relationship is over. Mediated instruction must therefore conform to the highest standards of *data stewardship*. Good data stewardship balances interests ranging from the public good, to facilitating scholarly collaboration, to transparency and accountability, to the legalities of intellectual property and contracts.

Of course, teaching and learning generate knowledge and information by definition. Thus good data stewardship is necessary no matter what form instruction takes. In online contexts the ease of circulating, duplicating and sharing information beyond the classroom makes it even more important that instructors, administrators and indeed students themselves be mindful of the ways that records of their activities and interactions may be collected and used.

Section 8. Fostering Academic Integrity

The nature of academic integrity does not change when the mode or techniques of instruction change. Nonetheless, the commitment to the ideals of academic integrity among all members of the UCLA community does face new challenges as instruction and evaluation move online. The opportunities for and varieties of academic dishonesty in online settings require careful reassessment. For example, that most basic of assumptions, the matter of identity – that the student taking the exam is who she says she is – becomes complicated in un-proctored online settings. Although the potential for misrepresentation is one obvious concern, online learning can also facilitate other, less novel types of academic dishonesty, including plagiarism or inappropriate use of supplementary materials.

The best approaches to fostering online academic integrity are precisely those steps UCLA already takes: building a community that takes collective pride in, and responsibility for, upholding the standards that make a UCLA education valuable. While some mitigating strategies may be technology-specific (webcams, screen-sharing, or plagiarism-detection software), such approaches are necessarily partial, and will change along with online/mediated pedagogical tools and platforms. They cannot take the place of strong, consistent expectations of honest and ethical scholarship (McNabb & Olmstead, 2009). Equally important are the wide variety of practices UCLA instructors already employ regularly, from developing a sense of community within a class, to the demonstrable development of the learning of individual students over a quarter, to stated policies and open discussions about collaboration, honesty, and dishonesty.

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Additional Resources

UCLA Office of Instructional Development | <http://www.oid.ucla.edu>

UCLA Board on Privacy and Data Protection | <http://privacyboard.ucla.edu>

UCLA Office of the Dean of Students: Academic Integrity | <http://www.studentgroups.ucla.edu/dos/students/integrity/>

UCLA Online Course Information | <http://online.ucla.edu>

UCLA Office of Campus Counsel | <http://www.campuscounsel.ucla.edu>

UCLA Academic Senate, Undergraduate Council: *Undergraduate Fully Online Course Approval Policy* (2014; to come)

UCLA Academic Senate, Committee on Instruction and Technology: *Priorities for Online Education at UCLA* (2013; to come)

University of California Copyright Policies | <http://copyright.universityofcalifornia.edu>