January 18, 2022

ELIZABETH H. SIMMONS
Executive Vice Chancellor

SUBJECT: Summer 2022 Instruction

Dear EVC Simmons,

At its January 10, 2022 meeting, Senate Council endorsed the Educational Policy Committee's (EPC's) January 3, 2022 memo approving a limited-term exception to the Policy on Distance Education Courses to allow any undergraduate or graduate course to be offered remotely in Summer 2022 without formal approval of the R designation for the reasons articulated by EPC (attached). Additionally, the Council offers the following comments:

- Senate Council is not in favor of future blanket exceptions for Summer quarters to accommodate remote instruction, unless warranted based on public health circumstances such as those we are experiencing this quarter. The current mechanism for formal establishment of a remote course is the R designation. If the University anticipates interest in increasing the number of remote courses offered during Summer Session, Council recommends working with instructors, departments, and programs to submit proposals for Senate review.
- As we look ahead to future Summer quarters, the benefits and challenges of remote instruction will require an in-depth assessment, particularly in terms of pedagogy and learning outcomes, as noted in EPC's letter. There are benefits to increased accessibility during summer for students not in residence in San Diego, and there is a desire among Council members to better understand how increased remote instruction in Summer Session impacts enrollment, time to degree, student learning, and instructional workload.
- Council had questions and concerns about the impacts of increased remote instruction in Summer 2022 on graduate students, both in terms of workload and funding. It was noted that the funds from increased Summer 2022 enrollments should not be considered in relation to graduate student funding support since offering remote courses is still an exception during this time.

Thank you for consulting with the Academic Senate as plans for Summer 2022 unfold.

Sincerely,

Tara Javidi
Chair
San Diego Divisional Academic Senate

Attachment

cc: James Antony, Dean, Graduate Division
        Stacey Brydges, Chair, Undergraduate Council

Arshad Desai, Chair, Graduate Council
Jeff Gattas, Associate Chancellor/Chief of Staff
Ashley Hill, Senate Associate Director
Lori Hullings, Senate Executive Director
Carlos Jensen, Associate Vice Chancellor, Educational Innovation
John Moore, Dean, Division of Undergraduate Education
Pradeep Khosla, Chancellor
Nancy Postero, Senate Vice Chair
Padmini Rangamani, Chair, Educational Policy Committee
Alison Sanders, Assistant Vice Chancellor, Academic Affairs

January 3, 2022

PROFESSOR TARA JAVIDI, Chair
Academic Senate, San Diego Division

SUBJECT: Summer 2022 Instruction

At its meeting on December 13, 2021, the Educational Policy Committee (EPC) reviewed a proposal from the Senate-Administration Workgroup on Distance Education for Academic Excellence and Resilience requesting a blanket exception to the Policy on Distance Education Courses for Summer 2022 instruction. The Committee approved a limited-term exception to the Policy on Distance Education Courses to allow any undergraduate or graduate course to be offered remotely in Summer 2022 without formal approval of the R designation. The Committee approved the limited-term exception for Summer 2022 only. EPC reached this decision after extensive discussion; additional details about the Committee's discussion and decision are below.

- In recognition that both students and instructors are still either experiencing or recovering from the impacts of the COVID-19 pandemic, EPC is supportive of providing flexibility in Summer 2022.
- EPC's decision for Summer 2022 should not be considered a precedent for future Summer terms. The approval for Summer 2022 is being granted under the auspices of the emergency limited-term exceptions granted due to the pandemic and not as a pilot for a remote Summer term. Understanding the benefits and challenges of remote instruction will require an in-depth assessment, particularly in terms of pedagogy and learning outcomes. Since the large majority of the Summer 2022 remote courses do not have an R-designation, it cannot be assumed that these courses are an example of intentional course design for distance education, particularly since there is no requirement for instructors to make use of the training resources available through Teaching + Learning Commons for remote instruction.
- EPC members raised concerns about a dichotomy that is developing between the messaging for instruction during the academic year and instruction during summer term. During the 2021-2022 academic year, the Academic Senate worked in partnership with Academic Affairs to support predominantly in-person instruction, and implemented a rigorous exception process for remote teaching accommodations, to emphasize the importance of the classroom experience and afford our students more opportunities for engaged learning and hands-on experimentation. For summer, the messaging in the workgroup proposal to allow remote instruction in Summer 2022 emphasizes flexibility and accessibility as well as the fact that there are no discernible differences in quality when remote courses are well-designed. Moving forward, EPC urges the campus to continue discussions on its goals for student learning and faculty welfare and to create a more consistent instructional strategy focused on learning objectives and inclusive practices.

In conclusion, the nature of the COVID-19 pandemic has required quick responses from the Academic Senate and Academic Affairs to ensure educational continuity and to support students in their degree progress, which is why EPC reluctantly approved the limited-term exception for Summer 2022. We hope that going forward, given the above comments and concerns, we can start moving away from using remote instruction as a band-aid to deal with our current situation and think carefully about how the faculty want to incorporate remote coursework into our curricula before any permanent decisions are made.

Sincerely,

Padmini Rangamani, Chair
Educational Policy Committee

cc: S. Brydges
        A. Desai
        D. Dubin
        L. Hullings
        J. Lucius
        N. Postero

Attachment

Proposal for Remote Instruction in Summer Session 2022
Workgroup on Distance Education for Academic Excellence and Resilience

Background
Over the last two years of turmoil, the expansion of Summer Session has been a marked bright spot for our students. Summer Session 2020 and 2021 both saw a 50% increase in enrollments (# of units taken) over an already record-breaking 2019, and a 31% increase in the number of students taking summer classes.
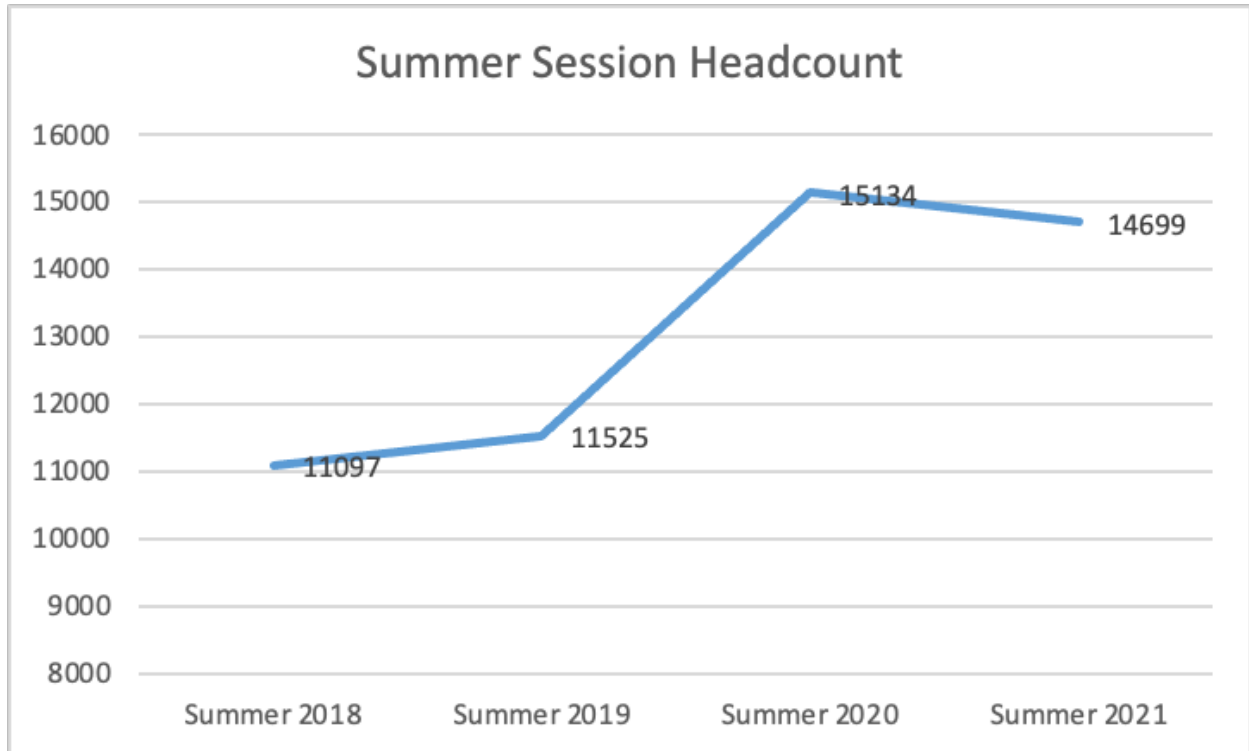

Figure 1: Summer Session Enrollment (2018-2021)

Over 98% of the students who took summer classes were matriculated UCSD students, and over half of these students were Seniors. This means that Summer Session is an important tool for our students to meet time-to-degree and completion goals. A total of 1,200 unique sessions were offered each summer.

We believe that the remote options allow UC San Diego students to engage with Summer Session while returning home. They also make for greater flexibility: students may be able to juggle work and other commitments with summer classes. Finally, students who in previous summers may have attended another UC or a community college near their homes, have been able to take UC San Diego courses, eliminating the need to worry about articulations and credit transfer.

Our historically underserved student populations are more likely to have significant commitments in respect to summer work (to support themselves, their educations, and

potentially their families), care for family members (younger siblings not in school, etc.), and a variety of other community-concerned projects, which would preclude them from being on location at UC San Diego.

In these cases, the students do have access to summer classes, and have for many years, particularly from institutions other than UC San Diego. However, often these students are taking courses from community colleges that allow them to be closer to home and/or online, and must go through a cumbersome and time-intensive process (for them and for us) of transferring those summer credits back to us. Because of financial or familial constraints or obligations, the students attend classes that are outside of our quality control, and not because the students choose to do so, but because they have no other choice, especially as they strive towards timely degree completion and transition to the next steps. For many, this next step is the step towards social mobility.

Summer Bridge serves as a case in point. Summer Bridge is specifically designed to serve historically under-represented, first generation, and students from low socio-economic backgrounds. During the pandemic, we discovered that by way of remote instruction we could better ensure a strong start to more of our historically underserved students. In 2019, prior to the pandemic, we served a historically high number of Summer Bridge students, with a count of 289. In 2020, having to deliver fully online due to the pandemic, we were able to serve even more, 426 students. In 2021, allowing both online and in person options, we increased that number to 720 (150 in person, 570 remote, by their own choosing). With excellent professors and staff practitioners, we served more students than ever before, and the results have been more than encouraging. Students are now thriving in both modalities. This year, we hope to serve 900 students. In the future, we would like to be able to offer the experience to all students from these populations. But we will only be able to do so, and ensure their strong start and persistence at UC San Diego, if we are offering these opportunities in a way that these students can take advantage of. In short, we can offer these students quality-controlled UC San Diego courses and allow them to engage and find belonging with the university, but only if we offer them in both in person and remote formats.

The last two years of remote summer offerings have also allowed our instructors to more easily combine teaching with research and other commitments, such as remote fieldwork. This has made it possible for departments to significantly reduce the waitlist for summer courses, which accounts for up to an additional 26% over current enrollments.

Finally, while we as a university are in the middle of a transition back to in-person instruction, Summer Session is currently under planning, with significant uncertainty as to how the viral situation will evolve. While the regular terms are also faced with this uncertainty, Summer Session is unique in that separate instructor contracts and commitments have to be prepared, which require a financial commitment unlike that of Fall, Winter, and Spring.

For all of the above reasons, we request that Summer 2022 be granted a continuation of the blanket dispensation from the distance education policy, and that we use this time to investigate

and debate the future parameters for summer remote instruction. This will allow the Senate/Administration workgroup on Distance Education for Academic Excellence and Resilience to finalize and present its report and recommendations.

Support and Assessment from the Teaching + Learning Commons

While the campus has learned a great deal from the pandemic's emergency remote instruction, we should bear in mind that remote learning, as it played out during the pandemic, is not a valid example of intentional distance education [1]. Many instructors were unprepared to quickly adapt to remote teaching and carried on by valiantly using technology while persisting with face-to-face pedagogy. There is a large body of studies over several decades (for example [2], [3], and [4]) repeatedly demonstrating no significant difference between **intentionally** designed online learning (synchronous and asynchronous) and in-person education. The key to the success of any teaching modality is designing an effective learning environment aligned with the desired learning outcomes. To this end, the Teaching + Learning Commons provides valuable support to instructors. This will be the case for any remote instruction during Summer Session 2022.

The Commons supports instructors and Instructional Assistants (IAs) in course design and effective teaching in all modalities (in person, hybrid and online). Instructional support is available through individual consultations, workshops and web resources. Each summer, the Commons offers a variety of workshops for summer instructors and facilitates a Summer Teaching Community which includes live and asynchronous support from peers and Commons staff. Due to the pandemic, many resources and trainings were developed to support remote synchronous and asynchronous teaching during the previous remote summer sessions. These included the remote teaching strategies found at keepteaching.ucsd.edu, Welcome Packet for IAs and Remote Teaching Checklist.

One resource that proved incredibly valuable in supporting remote teaching was a Canvas template course designed by the Digital Learning Hub and tailored for UC San Diego instructors. The template provides a sample course structure, module layout, resources available to students, and the integrated tools that are available within every standard Canvas course. In conjunction with the Canvas template course, instructors are encouraged to use the Learner-Centered Syllabus template to help guide students through the course, set an inclusive, collaborative tone inviting them to participate, and provide key information they need to succeed in the course.

All of these resources will be available to support Summer 2022 remote and online instruction. The Commons will hold additional live webinars and workshops prior to each summer session which highlight these resources and provide examples of well-designed digital pedagogies. Summer instructors and IAs will be strongly encouraged to attend these sessions and join a Summer Teaching Community of Practice to share strategies.

Furthermore, the Education Research and Assessment Hub (ERAH) has developed an End of Course (EOC) Survey for online courses which is embedded at the end of all R-courses (with the instructor's approval). The survey gathers student feedback on the course design and learning

experience, the frequency and usefulness of the course components and tools, and the extent that various course elements supported learning. ERAH analyzes the survey results with student enrollment and performance data and provides a report which is used to improve the online learning experience and subsequent iterations of the course. If embedded in the summer remote offering, this EOC survey could provide valuable feedback on the student experience.

Throughout the pandemic, instructors have expressed concern about ensuring academic integrity, particularly in remote assessments. Again, the Commons provides valuable support in designing assessments that promote integrity. One recent proposal suggests that a course might employ remote instruction, with in-person assessments. Students who enroll from outside the area would complete their assessments in local testing centers. This allows students to attend remotely, while addressing concerns around academic integrity.

The Teaching + Learning Commons is prepared to work with EPC and the Senate to evaluate all aspects of Summer Session 2022 in order to facilitate a longer-term discussion about the future of remote instruction over summer terms.

Conclusion

Given the advantages in terms of accessibility and equity, we propose that EPC consider allowing remote instruction during Summer 2022 through a dispensation from the Policy on Distance Education. Of course, this will not preclude in-person and hybrid courses; rather, it will present students with a variety of modality options. Rather than requiring training for instructors who choose remote options, we will ask departments to strongly encourage engagement with the Teaching + Learning Commons. Indeed, the services they offer should reduce the burden on instructors and facilitate well-designed delivery. Finally, we propose that all courses that have 50% or more remote content participate in the End of Course Survey; this will allow assessment of expanded remote summer instruction and can be used to inform future decisions.

References

[1] Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust, and Aaron Bond, "The Difference Between Emergency Remote Teaching and Online Learning, EDUCAUSE Review, March 27, 2020, https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

[2] Paul, Jasmine and Jefferson, Felicia, A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Courses from 2009 to 2016, Frontiers in Computer Science, Vol 1, 2019

[3] Hannah T. Nennig et al., Comparison of student attitudes and performance in an online and a face-to-face inorganic chemistry course, Chem. Educ. Res. Pract., 21, 168, 2020

[4] Adam Driscoll, Karl Jicha, Andrea N. Hunt, Lisa Tichavsky, and Gretchen Thompson, Can Online Courses Deliver In-class Results? A Comparison of Student Performance and Satisfaction in an Online versus a Face-to-face Introductory Sociology Course, Teaching Sociology, 40(4) 312-331, 2012