



November 15, 2017

To: Tim Paine, Chair  
Committee on Educational Policy

Wee Liang Gan  
Committee on Courses

From: Dylan Rodriguez, Chair  
Riverside Division 

**Re: Remote Learning Guidelines**

Dear Tim and Wee Liang,

I am writing to communicate the contents of the Senate review of the Proposed Changes to Remote Learning Guidelines. Executive Council engaged in a discussion of the proposed revisions at its November 13, 2017 meeting. Based on this discussion and comments in the response memos, the guidelines will be routed back to the Committees on Courses and Educational Policy so that they can be revised and resubmitted.

I have attached a single PDF compiling the Senate committee responses for your convenience.

Thanks as always for your work and leadership!

Peace  
dylan

TO: Dylan Rodriguez, Chair  
Riverside Division

FR: Kurt Schwabe, Chair  
Executive Committee, School of Public Policy

RE: Re: [Campus Review] Change to Campus Guidelines: Proposed Changes to  
Guidelines for Remote Learning Courses

Date: October 30, 2017

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The Executive Committee of the School of Public Policy has reviewed the suggested changes to campus guidelines for remote learning courses. We support the suggested changes and commend the two committees – Committee on Courses and the Committee on Educational Policy – on their superb efforts to move this forward. We do have some minor suggestions/edits for consideration that we feel may improve clarity and/or remove some ambiguities.

- Page 3. Suggest consideration to change “A course...if 35 to 65% of the lectures for the course are offered online,” to perhaps “A course...if more than 1/3<sup>rd</sup> and less than 2/3<sup>rd</sup>s of the lectures for the course are offered online.” Given we often discuss units for courses in factors of 3 (e.g., 3 hours of lectures, one unit for 3 hours per work per week per term), it may be easier to consider 1/3<sup>rd</sup> and 2/3<sup>rd</sup> rather than 35 and 65%.
- Page 3; last sentence. Must ensure that all syllabi are easily accessible.
- Page 4, sentence that read, “...is to provide access to more qualified students;...”. Seems a bit ambiguous. Perhaps rewrite as, “...to more students who are UC qualified.”
- Page 4; discussion of any substantial modification of delivery or evaluation methods. It’s unclear whether software type is included in this and whether it should be included.
- Page 4; discussion of responsibility of department/program to ensure external agency will accept the RL courses. Is this to be accomplished prior to submitting the proposal to the Committee on Courses? It isn’t clear here, but it should be made explicitly clear.
- Page 6; discussion of teaching assistants. We question whether the requirement that a “TA must alternate serving in an RL course with serving in two regular offerings except in cases where the TA requests to be assigned to RL courses more frequently” is necessary as it seems to constrain departmental operations in TA assignments unnecessarily.



**Graduate Council**

October 27, 2017

To: Dylan Rodriguez, Chair  
Riverside Division

From: Christiane Weirauch, Chair   
Graduate Council

Re: Proposed Changes to Guidelines for Remote Learning Courses

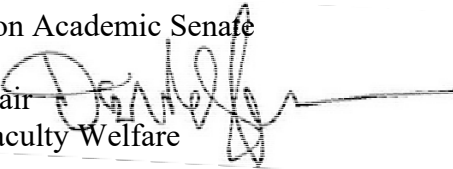
The Graduate Council reviewed the proposed changes to the Guidelines for Remote Learning Courses. The committee approved the proposal but one member raised the following questions:

- 1) There are a few percentages that do not fall into any category; less than 1/3 (33.3%) in person is online, but then a hybrid course goes from 35% to 65%. Why not just specify things in thirds or use consistent numbers? It is understood that no one is going to claim a class is exactly 34% online, but it just seems odd to specify exact numbers that do not line up.
- 2) There is not an explicit description that the rest of the document, which makes suggestions for Remote Learning courses, would apply to hybrid courses as well?
- 3) What is the reasoning behind the first sentence of the last paragraph on page 4 that states, "No RL course is to be associated with a specific instructor"? Is the same true for in person classes? Perhaps this sentence represents a difference between Remote Learning and in person courses, if so, what is the reasoning for that?

**UC RIVERSIDE** UNIVERSITY OF CALIFORNIA | **Academic Senate**  
**COMMITTEE ON FACULTY WELFARE**

November 1, 2017

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Daniel Jeske, Chair   
Committee on Faculty Welfare

Re: Proposed Changes to Guidelines for Remote Learning Courses

The UCR committee on Faculty Welfare reviewed the document, “Proposed Changes to the Guidelines for Remote Learning Courses,” and submits the following comments:

1. We suggest changing the wording on p.3 as shown below, in order to make the statement more consistent with the paragraph that precedes it.

Currently: A course shall be labeled hybrid if 35 to 65 percent of the lectures for the course are offered online.

Proposed: A course shall be labeled hybrid if 1/3 to 2/3 of the lecture material for the course are offered online.

2. On p.4 the section title *Evaluation* is ambiguous, as it could refer to class exams, etc. or it could refer to student evaluations of the instructor. It is not entirely clear from the two paragraphs included in this section which one is meant. A section title change could remove this ambiguity.
3. The following paragraph on p.6 is puzzling:

“Courses with a laboratory component require special attention. If the laboratory requires physical components, the simplest solution is to decouple the laboratory into a separate course that is taught on- site. Budget constraints, however, might force a choice between an on-line laboratory and no laboratory at all; such situations must be treated on a case- by-case basis weighing the advantages and problems of the proposal.”

Particularly, it seems to suggest ‘no laboratory’ is an option for ‘courses with laboratory component.’ The diluted learning experience that would result from skipping the laboratory components from science courses makes us uncomfortable. We feel the elimination of laboratory components should not be an option for solving this logistical challenge.

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EXECUTIVE COMMITTEE:  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

October 27, 2017

TO: Dylan Rodriguez, Chair  
Academic Senate

FROM: Kate Sweeny, Chair  
CHASS Executive Committee

RE: Proposed Changes to Guidelines for Remote Learning Course

The CHASS Executive Committee discussed the Proposed Changes to Guidelines for Remote Learning Course at the regular meeting on October 18, 2017. The committee was supportive of the proposed changes, with one exception. The proposal now states that “students may be less likely to cheat on low-stakes exams than on high-stakes exams” and provides prescriptive guidance to instructors regarding the structure of their examinations. The committee wondered whether evidence supports the claim about the relative likelihood of cheating on low- versus high-stakes exams and was concerned that the prescriptive guidelines restrict the academic freedom of instructors to design the course as they see fit.

Kate Sweeny, Chair

CHASS Executive Committee