

# **2013 Special Programs Task Force**

Recommendations on Summer Sessions,  
International Education Office, UCDC, ROTC, and  
Online Education

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## Introduction

### Charge

The Special Programs Task Force was charged with examining the future reporting structure for Summer Sessions, the International Education Office, UCDC, ROTC, and online education. While examining these individual programs, the task force was also asked to identify, if possible, any overriding principles of management or governance that can help determine how best to organize these efforts in the future.

The charge includes consideration of how to provide oversight for these programs while also encouraging innovation, entrepreneurship, and a pioneering spirit and what quality control processes are needed to ensure academic quality, fiscal responsibility, and a strong alignment with strategic priorities of the campus and the academic units.

### Overview of programs and guiding principles

The task force is pleased to report that we found the programs we explored to be in good health. The summer sessions, international education office, UCDC, and ROTC programs are all established programs that are doing well. When we looked to other institutions to find best practices, the UCLA summer sessions and UCDC programs stand out as out-performing peers in critical areas. This success, both relative to other institutions and in an absolute sense, makes us hesitant to suggest significant organizational change.

Online education at UCLA is not a single program but rather an entire area of endeavor encompassing numerous programs and numerous offices across the campus. This diversity of programs has benefits and is, in any case, a reality of UCLA. However, the task force concludes that there is a need for a central point of contact for departments who are interested in pursuing online education initiatives. Details are discussed below, but some overriding principles have emerged.

One principle gleaned from the success of summer sessions is that such a central point of contact as is currently needed for online can add significant value as a facilitator, while still leaving faculty oversight and fiscal responsibility as much as possible to the departments involved. A second principle to consider is that careful attention should be paid to incentive structures. Much of the success of summer sessions has been the result of a win-win incentive structure whereby departments gain revenue and students gain access to courses (and degree progress) as offerings and enrollments increase during the summer.

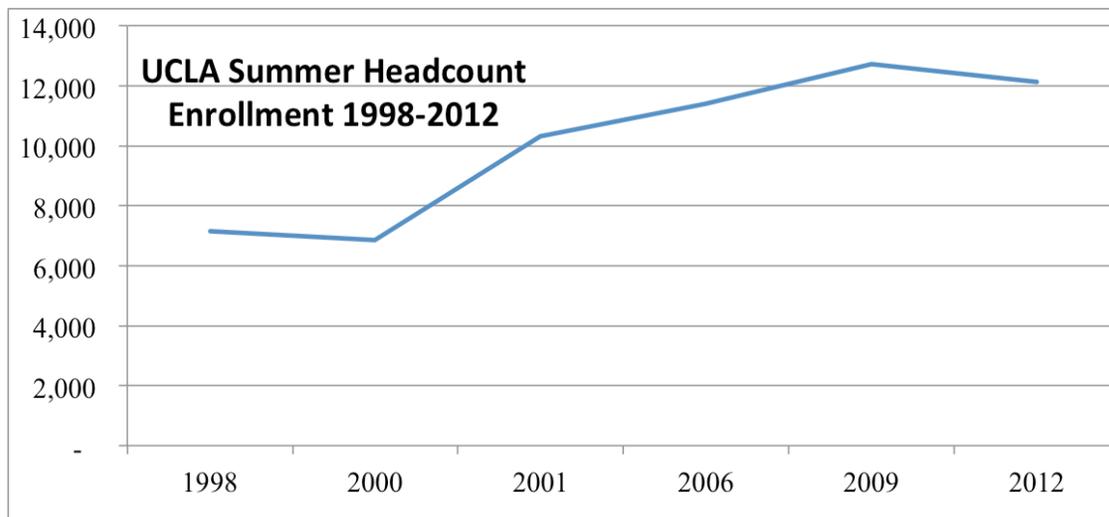
When thinking about actions at the campus level in an environment of diverse and numerous activities, the primary considerations must be 1) careful attention to clearly articulating the desired goals and 2) crafting incentive structures that induce the independent actors on campus to achieve those goals for their own benefit. This is the essential success of summer sessions and replicating this success for online education would provide a lasting benefit for the campus.

## Summer Sessions and the International Education Office

### Summer Sessions Introduction

Summer Sessions was part of UCLA Extension until 2000 when state funding and new state interest in increased summer activity led to creating a stand-alone program. In response to the state interest in summer education, UCLA created the current model in which the fee structure for courses is on a per-unit basis and departments receive the profits for the summer courses that they offer except for an overhead charge to cover the Summer Sessions costs. This is an excellent example of the campus identifying a goal (increased summer activity) and putting in place an incentive structure (departmental revenue sharing) that would lead departments to increase summer activity for their own good.

While the state funding was eventually reduced to zero, the new model for summer sessions flourished. Figure 1 below shows how the number of students accessing courses during summer has dramatically increased since the new model was put in place.



**Figure 1: UCLA Summer Headcount Enrollment per year for 1998-2012**

Summer sessions has returned to being self-supporting despite the loss of state funding. The revenue incentive both increased summer enrollments, which helped to reduce time to degree, and provided a source of revenue that was critical to numerous departments during the difficult budget years that followed.

An extremely profitable and highly-used program, summer sessions has revenue of approximately \$42 million and contributes approximately \$15 million to departments in revenue sharing. Since 2000 the number of departments offering courses during summer has grown from 83 to 95, while the course count has gone from approximately 800 to a high of 950 and an average of 864. Summer Sessions serves approximately 80% of all UCLA undergraduates with UCLA undergraduates comprising 90% of summer sessions students.

The Summer Session per-unit fee structure is limited to the cost of tuition rather than the traditional quarter-based fee structure. This allows resident students to pay only for the units they take. Non-resident students are not burdened with an additional amount of non-resident supplemental tuition. This latter benefit derives from a campus policy that defines the non-resident supplemental tuition as a 12-month fee, thus providing an incentive for nonresident students to take classes during summer for a relatively low additional cost.

By allowing students to continue to make progress during the summer, summer sessions facilitates a reduction in time to degree. The impact on time-to-degree grows as more courses are offered in summer session. The average nonresident undergraduate completes his or her studies in approximately 11 quarters, largely as a result of courses taken during summer sessions.

Summer sessions also provides an opportunity for incoming freshmen and international or transfer students to take advantage of bridge programs that will facilitate their entry to UCLA. Also, for those students who drop out or are asked to leave, summer sessions can provide a way back into the university, offering an opportunity to demonstrate ability through the academic rigor of the more intensive and compressed summer classes. Additionally, summer sessions provides the opportunity for departments to offer classes they do not have the financial or personnel resources to offer during the normal academic year.

### **Summer Sessions Organization at Peer Institutions**

The taskforce examined three top-tier, public universities to provide a broader context in which to understand UCLA's summer sessions: UC Berkeley, UNC-Chapel Hill, and UVA. Of these leading public universities, UCLA's summer sessions has the widest range in courses, both brick and mortar and online, and is the most profitable.

The universities we examined had minor differences with regard to the management of summer sessions. Berkeley has a non-faculty dean who reports to the Vice Provost of Teaching, Learning, Academic Planning and Facilities; UVA has a staff director with an adjunct faculty appointment and reports to a Vice Provost; and UNC Chapel Hill has a dean who is a tenured, senate faculty member, sits on the Deans Council, and reports to the Executive Vice Chancellor and Provost. Both UVA and UNC-CH utilize faculty/administration policy boards to oversee the program.

These minor differences (faculty vs. staff administrators) serve to underscore what each of these successful programs holds in common. UCB, UNC-CH, and UVA, like UCLA, each maintain a distinct organization for summer sessions which enables their staff and administrators to foster entrepreneurialism, online course development and to provide the requisite staff support. All of the top summer session administrators at the universities reviewed hold advanced degrees. They, as a necessary element of building a successful Summer Session program, also have regular access to the deans and department chairs. Only UCB has a revenue-sharing model with the departments, which was modeled after the revenue-sharing program at UCLA.

Perhaps most significantly, by locating summer session as stand-alone administrative units (outside of Extension, the Undergraduate Education Division, or some other specialized unit, for example) the summer sessions are better positioned to serve the diverse student body that enrolls during the summer months: undergraduate, graduate, professional, and non-matriculated students.

Finally, locating summer session as stand-alone unit has, at UVA and UCB, allowed for the pairing with other programs that have similar administrative needs and diverse student bodies (for example, international education or continuing education). This is not unlike UCLA's current pairing of summer sessions and international education into a single administrative unit.

### Summer Sessions Organization and Leadership

The taskforce discussed several possible reporting structures for Summer Sessions.

The Registrar's office was briefly considered, since Summer Sessions performs the registration function for its summer offerings. However, we concluded that the Summer Sessions enterprise as a whole would not be a good fit within the Registrar's office.

UCLA Extension was also briefly considered, but the primary focus of Summer Sessions is to serve matriculated UCLA students, which is an important strategic choice, and is not well-aligned with the primary mission of Extension to serve non-matriculated students.

The task force also considered placing Summer Sessions with the Division of Undergraduate Education, as other campus-wide services such as OID are placed there already. There was some concern that, because the Vice Provost for Undergraduate Education also is a Dean within the College, such a move might make Summer Sessions appear affiliated or primarily focused on the College. However, the sense is that the Division of Undergraduate Education is generally campus-wide in its perspective and is working to become more so. Another concern, however, is that a potential area for growth in Summer Sessions is in graduate education, which does not fit well within the Division of Undergraduate Education. Also, this would be an additional burden added to the extensive portfolio already managed by the Vice Provost for Undergraduate Education.

Summer Sessions has been successful both in an absolute sense and relative to the peer institutions that we examined, and there does not seem to be a natural organizational change that demands to be made. Given that any change brings with it disruption and cost, the task force ultimately concluded that Summer Sessions should remain located where it is, poised to facilitate summer offerings equally well with any school or division and able to handle both graduate and undergraduate offerings with equal energy.

This would leave the reporting structure much as it is now, with Summer Sessions officially reporting to the EVC. Summer Sessions could continue to consult with the Associate Vice Chancellor for Academic Planning and Budget on day-to-day issues, with major concerns and annual reporting going to the EVC.

The task force recommends that the leadership position held previously by David Unruh be filled soon and most importantly filled well. While the new leader need not necessarily be a faculty member, it does need to be someone who can continue to work closely and well with department Chairs, departments as a whole, and individual faculty. It is expected that the new leader will work directly with the Vice Provosts for graduate and undergraduate education as well as with the leadership of online education activities.

The role of Summer Sessions is to facilitate beneficial activities during summer, and the new leader should be charged with increasing the activity occurring in summer and increasing the revenue returned to departments. The new leader should also work closely with the Provost and leaders across campus to use the tool of summer to help address the critical challenges faced by the campus with respect to increased undergraduate enrollment and a desire to further reduce time-to-degree. The success of the new leader should be explicitly evaluated with respect to these goals.

### **Summer Sessions and the International Education Office**

The International Education Office oversees a number of programs, including travel-study, the Education Abroad Program, and formally arranged exchange programs. It also oversees Non-UC Study Abroad opportunities for UCLA students and it has the primary responsibility for hosting international students who come to UCLA.

The summer travel study component of the International Education Office, which is its largest enterprise, falls precisely within the primary mission of Summer Sessions, which is working with departments and entrepreneurial faculty to facilitate summer experiences that are beneficial to matriculated students and to bring revenue to departments. Much of the back office support for these IEO activities is similar to that of Summer Sessions and is handled by the same staff. Although some travel study managed by the IEO does not happen in summer, the model and logistical support are essentially the same. Thus, the task force concludes that it makes sense to continue to have the IEO placed as it is within Summer Sessions.

The task force suggests renaming the overall organization as Summer and International Education Programs (SIEP) to reflect its actual scope.

### **The International Education Office and the International Institute**

The word “international” is in both the International Education Office and the International Institute, and there are naturally close linkages between the activities of the two, such as the formal organization of exchange programs. However, the International Institute focuses on a broader range of academic activities. The International Institute, as presently constituted, is not charged with the actual operations of educational programs. The IEO facilitates educational programs as a service to the IDPs and departments linked to the International Institute just as it does with any department requesting those services. Given all this, it does not seem necessary that the new leader of Summer Sessions have a formal reporting relationship with the leader of the International Institute.

### Summer Sessions/IEO Faculty Oversight

When a department initiates an offering and Summer Sessions agrees to offer it under the usual revenue-sharing model, there is no concern about oversight.

However, there has been concern about faculty oversight of Summer Sessions when activity falls outside of this normal path. The concerns have arisen in those rare cases when a proposed summer course or travel-study experience (through the IEO) is not offered, or when Summer Sessions makes an investment in an offering, such as the online courses of TFT, that lies outside of the normal revenue-sharing model.

For summer session courses, summer sessions acts primarily as a facilitator. The department offering a Summer Sessions course provides the faculty oversight and fiscal responsibility for that course. Thus, when a Summer Sessions course is not offered, this is the result of a decision by the department (perhaps because the offering would not be fiscally sound).

In such cases there does not seem to be an absence of proper faculty oversight, although the department's oversight role may not always be well understood by all parties. The instructor may feel that Summer Sessions is preventing the course from being offered when in reality the department has decided not to pursue the course because it was deemed fiscally unsound by Summer Sessions staff. Departments could pursue such offerings if they were willing to bear the expense. For transparency, it may be useful for Summer Sessions to provide a policy letter explaining that its role is to facilitate the offering of Fall/Winter/Spring courses during summer. While Summer Sessions provides fiscal advice, the ultimate decision about whether or not to offer courses and financial responsibility for the course lies with departments.

For travel study proposals, department chairs sign off on such proposals, but a separate non-Senate faculty advisory committee, currently headed by Teofilo Ruiz, is charged with evaluating travel study proposals submitted to the IEO. This committee considers a range of factors including whether there is sufficient depth of the teaching cadre, sufficient quality of teaching by oft-used non-UC faculty, sufficiency of the security arrangements, and sufficiency of the financial and academic preparation. A separate Senate committee also plays an oversight role with respect to the IEO. Because these travel study programs involve both pedagogical and logistical aspects that are outside the normal scope of departmental expertise, the task force felt that oversight by such a committee is appropriate. However, as we discuss below, the Academic Senate may wish to consider whether this oversight might be more appropriately performed by a Senate committee.

Regarding investments that fall outside the specific revenue-sharing model, these should be rare. However, the task force feels that it is important that Summer Sessions have some latitude to continue to be entrepreneurial in its efforts to increase summer activity and bring revenue to departments. Thus, the task force proposes not to suggest additional restrictions on Summer Sessions but rather to improve the transparency of its activity to the faculty.

Summer sessions is reviewed already on an 8-year cycle, but, the task force proposes that the annual reporting that is *already performed* by summer sessions be somewhat augmented and forwarded to EVC Waugh who would forward it to the Academic Senate leadership who, in turn, would forward it to appropriate committees for review each year.

This report should include an overview section describing the primary goals of Summer Sessions and the normal procedures through which courses are offered by departments and revenue is returned to departments. Similarly, the standard procedures of the IEO should be described. This section should explicitly describe the mechanisms for faculty oversight of summer session courses and international education experiences.

The annual report should also describe the details of activities that fall outside of the normal procedures such as investments by Summer Sessions in new offerings along the lines of the TFT online courses. The notion of the proposed reporting would be to continue to foster entrepreneurship but also provide transparency. This transparency would allow for faculty to understand how Summer Session activities align with its mission to help departments and allow for faculty oversight through the Senate when needed. Summer Sessions should try new approaches and take some risks but needs to report on these activities each year.

The task force noted that there is currently no Senate committee directly reviewing Summer Sessions as a whole outside of the 8 year Program Review cycle. In contrast, as discussed above, there are two committees, a Senate committee and a non-Senate faculty advisory committee with oversight of the International Education Office. These committees appear to have overlapping mandates. The task force recommends that these committees evaluate their roles vis-à-vis and in consultation with one another, and that they consider merging. This newly constituted committee could also become the regular oversight committee for Summer Sessions, or a more explicit relationship between Summer Sessions and the Graduate and Undergraduate Councils could be developed.

Naturally, these are questions for the Academic Senate to consider. We note that any committee charged with oversight of summer sessions would not be charged with oversight of the individual on-campus summer-session courses (since that oversight is by the offering departments and new course approvals are regulated by the Graduate and Undergraduate Councils), but rather with policies and procedures. The effort of evaluating travel study programs is modest, since the number of proposals is relatively small. Thus the commitment would not be that extensive, and a single committee looking at both Summer Sessions and the IEO seems reasonable to the task force.

## UCDC

UCDC is an instructional and research center that provides students and faculty from the University of California with an opportunity to study, research, work and live within Washington's rich cultural, political, and international heritage. The program is housed in an 11-story building in a lively neighborhood a short walk from the White House with room for more than 270 students.

Nine UC campuses send students to the Center under an agreement that gives each campus a bed quota and also allocates tuition from the students to operate the Washington Center. Recruitment and preparation of the students is left to the campuses. The UCLA Center for American Politics and Public Policy (CAPPP) is responsible for the UCLA program.

### UCDC Background

CAPPP was the originator of UC academic programming in Washington and continues to have responsibility for the UCLA component, the CAPPP Quarter in Washington Program. Students in Washington are placed in internships and take a rigorous research seminar and other courses so that they get full academic credit for the time spent in DC. CAPPP also sponsors faculty research in American politics and public policy through its competitive faculty fellowship program, sponsors occasional talks on campus, and provides other benefits described on its web site (<http://www.cappp.ucla.edu/>).

### UCLA's program in Washington is unique

The CAPPP research seminar is an 8-credit class that is cross-listed with Political Science, Sociology and History, and is accepted as a capstone seminar by Public Policy, Communications and others. It carries UCLA honors credit. It is the key to UCLA's success in recruitment efforts, and to the great accomplishments of students who have gone through the program— a Rhodes Scholar, a Marshall Scholar, and students who have been admitted to excellent law schools and graduate programs.

Other campuses are having recruitment problems for UCDC, and there have been empty beds in the UCDC building as a result. However, UCLA has met its quotas every quarter. Recent data, in fact, indicate that the CAPPP program is the most successful of all the campus efforts to recruit students and that several of the campuses have fewer applicants than they need to meet their obligations to UCDC. Under the inter-campus agreement relevant to UCDC, campuses must pay for empty beds, so success in recruitment is essential.

As noted, the UCLA Washington program is housed in CAPPP (Center for American Politics and Public Policy) which was founded to provide a program for undergraduates as well as to promote faculty and graduate student research. CAPPP is part of the Social Sciences Division, in part because the Social Sciences Dean supported its founding and in part because the Chancellor at the time, Charles Young, agreed that it belonged there

because of its focus on politics and public policy. Students and faculty from throughout the campus, however, are eligible and encouraged to participate in its programs.

In addition to its faculty fellowship program, CAPPP supports a doctoral student each year who serves as TA for the Washington research seminar – needed because the 8-credit research seminar is demanding and students do trial drafts and public presentations. (The Center also supports a set of Hoffenberg Research Fellows funded through an endowment – the Marvin Hoffenberg Fund – earmarked to CAPPP student support.)

CAPPP conducts an extensive recruitment effort to ensure a highly qualified student body for the DC Quarter in Washington. CAPPP provides tutorials on writing and resume construction for applicants and further assistance for those who are accepted into the program. It has an administrator who spends a good deal of time on this. Also, CAPPP has created and maintains an active alumni network, and past CAPPP students also help those accepted into the program. The CAPPP administrator also helps with internship placements in Washington due to limited staff resources there.

### **Major points on CAPPP and UCDC**

The CAPPP program succeeds in meeting its UCDC quotas in part through the advantages of the academic credit it is uniquely able to offer and its reputation as a high quality, highly personalized experience for undergraduate students.

The quality of students participating in UCLA's program is extraordinarily high, with much value added by the special attention they receive through the efforts of CAPPP personnel. Placement in a Center such as CAPPP with a broader academic mission adds to its academic luster and makes UCLA faculty more willing to cooperate in its recruitment efforts.

### **Funding, Supervision and Reporting**

CAPPP funding comes from a regular grant from the Chancellor given to the Social Sciences Division for this purpose, plus income from the Hoffenberg endowment and some support funding from the Division to cover part of salary of the UCLA instructor in Washington.

CAPPP's immediate supervision is by a Faculty Advisory Committee (appointed by the Dean of the Social Sciences Division) that meets annually to review the Washington program and to select winners of the faculty fellowship competition. The CAPPP director also briefs and seeks advice from the chair of the Advisory Committee several times during the year.

CAPPP was originally part of the Social Science Division's Institute of Social Research (and its predecessor Institute of Social Science Research) and remained in the Social Science Division when ISR as an entity was disbanded after a detailed program-by-program review conducted in 2010.

Remaining in the Social Sciences Division was important to CAPPP, and especially to the Washington Program, because the space the program occupies in Rolfe Hall – on the first floor of this widely used building – is important in its recruiting efforts for UCDC. The presence of the Social Sciences Grants Support unit in Rolfe Hall is important for CAPPP because of the numerous financial transactions that the program requires that are processed by SSGS and benefit from the advice of SSGS staff.

During the ISR period the CAPPP director was also part of the ISR directorate and, in addition to reporting to the Director of ISR, reported to the Dean of Social Sciences and consulted with the Executive Vice Chancellor from time to time about funding issues. Under current arrangements, the CAPPP Director meets with the Dean of Social Sciences as needed and with the EVC as needed if issues arise connected to the EVC's role as chair of the UCDC Governing Council.

The results of major reviews of CAPPP, performed according to the regular Social Sciences review schedules, are currently reported to the Dean of Social Sciences and the EVC. The task force suggests that the results of future major reviews of CAPPP also be sent to the Senate's Undergraduate Council because of the import of the Program in Washington to undergraduate educational opportunities at UCLA. It would also be advisable that a summary of the results of the CAPPP Faculty Advisory Committee's annual review be sent to the Dean of Social Sciences each year.

### **UCDC Recommendation**

The CAPPP Program in Washington is a well-regarded success and it plays an important role in the maintenance of UCDC. As such, it deserves continued support from UCLA. The task force considered whether the Director of CAPPP should report to the Dean/Vice Provost of Undergraduate Education because of the undergraduate component of the CAPPP program, but the importance of the space CAPPP now occupies and the support services it uses, all belonging to the Social Sciences Division, make it more advisable that CAPPP remain as part of the Social Sciences Division.

The task force felt that the current arrangement is producing excellent results so that there is no need of change for the sake of change. However, slightly augmenting reporting to include up-flow of annual advisory board reports to the Dean of Social Sciences and reporting of the regular decanal reviews to the undergraduate council will provide the oversight necessary to detect when, at some time in the future, CAPPP or UCDC might require a more careful review and possible corrective changes.

## **ROTC**

UCLA hosts three distinct ROTC Units: Aerospace Studies (Air Force); Army ROTC, and: Navy (includes Marines). The ROTC units have MOU's with the university, which are periodically updated and reviewed. Each of the units has partnerships with other campuses including USC and Cal State Northridge.

ROTC is currently housed within the Division of Social Sciences in the College of Letters and Science. The commanders of each ROTC unit participate in the departmental chairs meetings and other divisional activities. Each expressed appreciation of this inclusion and that they feel a valued component of the divisional leadership team.

ROTC currently receives funding from Social Sciences to support an MSO position for each unit and modest programming support. Each ROTC unit relies on the stability of the MSO to maintain continuity in support and services given the turnover of ROTC staff. In addition, each unit receives IEI funding which supports their computer labs.

The three units have adjacent space in the Student Activities Center. The space is viewed by the ROTC units as 'prime' campus space and ideal for their activities and ease of student traffic. They share the strong view that the space works and there is no interest in relocation.

The ROTC units went through a program review in 2010-11. At the time of the program review, one unit had a minor (Aerospace). The review recommended and it has been since implemented that the minor has been discontinued. The program review recommended that ROTC be moved from Social Sciences to the Division of Undergraduate Education. This move has not been completed.

### **ROTC Recommendations**

Based on conversations with the individual ROTC units and the Division of Social Sciences, it is recommended that ROTC remain in Social Sciences. The ROTC units believe it is in their best interest to remain affiliated with the Division and continue their involvement as 'chairs' within the Dean's chairs meetings

ROTC should continue to receive funding from Social Sciences for the MSO positions and commit to ongoing assessment of the level of staffing. The committee noted that the MSO's serve a critical role as the institutional memory of each unit as the military officers serve relatively short rotations before moving on to another position.

ROTC should remain in their current space on campus in the Student Activities Center.

ROTC should continue its strong partnership with Enrollment Management in the recruitment, yield and scholarships awarded to incoming students

The ROTC units should appoint a standing faculty advisory committee charged with periodic review of curriculum (inclusive of extension); rigor of curriculum, and developing potential for ladder faculty to teach in program. This committee would be a way to formalize involvement of those faculty members who have an interest in supporting ROTC, and could help new commanding officers quickly integrate into the campus.

The ROTC units should work with dean and faculty advisory committee to note ROTC participation on diploma.

## Online Education

Online education at UCLA involves a wide range of methodologies and delivery formats. Examples that span this wide range include courses that are fully online, courses that provide a small amount of additional tutorial material online, courses that are flipped so that passive learning experiences are moved online to free up class time for interactive learning, and massively open online courses (MOOCs).

Online education is becoming a more integral part of higher education and receiving increased attention from the Governor's Office, the Regents, the UC Office of the President, our faculty, our students, the UCLA Senate, and our administration. As a result, the need to place online education within UCLA's organizational structure and academic environment has become a priority. The Governor's interest in online education as a way to constrain the costs of higher education adds urgency to the need for UCLA to determine the costs and benefits of the wide range of applications of online education so as to react appropriately to these external pressures.

The task force evaluated current UCLA activities in online education and how UCLA is currently organized to address them. The SPTF has also looked at organizational solutions at other campuses, which we briefly describe in the appendix.

In order to be successful in online education both now and moving forward, UCLA has to act from a strategic and problem-solving point of view. UCLA should be involved in online education not only because it is new and exciting, but primarily because it fulfills some role in our mission of academic excellence.

The SPTF makes the following specific recommendations regarding online education:

### **Activity and organization in online education should be driven by clear mandates.**

The SPTF felt strongly that efforts at UCLA in online education should be driven by clearly articulated mandates regarding what specific problems are going to be solved or needs addressed. These might include opportunities for improved student learning and for achieving specific institutional, divisional, or departmental objectives. As mentioned in the appendix, considerable money can be wasted by setting up a large effort in online education without a clear mandate. In contrast, when the mandate is clearly articulated, well-articulated goals sometimes can be achieved with less costly methods and technologies or at least in a manner that does not need to be upgraded every year.

The task force acknowledges that UCLA has already adopted this perspective in several key examples. We note that the EVC & Provost's recently formed Steering Committee for Online Teaching and Learning\* has already identified specific "use cases" in which

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\* The EVC's & Provost's Steering Committee for Online Teaching and Learning brings together the leadership from key units and committees: Senate Committee on Instruction Technology, UG Council, G Council, Senate Chair and

online education is expected to provide a real benefit for UCLA students such as offering selected online courses during summer (to help with time-to-degree), increasing access to space-bound large lectures via online access (again, to help with time to degree), making low-enrollment classes viable using online to offer classes across multiple UCs, offering online resources as a path for self-preparation, and improving student learning through the development of flipped or partially flipped classes. We also note this perspective was apparent in the decision to step back from pursuing MOOCs at this time in favor of higher-priority activities that have clear value for UCLA students.

We support continued attention to mandates and well-articulated priorities. Organizational decisions should be made from the perspective of mandate and objective rather than technology. The key question is “What is this organization doing to help UCLA students and faculty in the mission of teaching and learning?” Organizations should be equipped with a clear statement of their role in this mission and how their success in that role will be measured.

While significant work has been done to identify the best directions and approaches, i.e. applications of online technology that have high potential, there is still further work to identify those areas where significant long term investments (and hence an administrative organization) are warranted. However, the SPTF understands that a letter may be forthcoming to the campus that clearly lays out the mandates for online education.

If the mandates are not yet clearly identified, this should be a top priority. The EVC & Provost’s Steering Committee, the Senates Committee for Instructional Technology and the Information Technology Planning Board (ITPB) as well as other committees could contribute to determining these mandates. Of course, once a mandate has been clearly identified, then work should proceed towards accomplishing that goal.

There are numerous committees examining various aspects of online education. There is a need to focus our institutional efforts. Some care should be taken avoid overlapping committees. Also, the task of identifying mandates is distinct from the task of implementing a mandate. The work to identify mandates can become muddled in the details of technological implementation. Similarly, an organization considering a specific implementation might be sidetracked by a discussion of other unrelated activities in online education. It may be that committees would benefit by clarifying at the outset whether their purpose is the identification of one or more mandates or the experimentation with and implementation of a specific mandate.

**OID should expand its scope to serve entire campus *strategically* as well as *tactically*.**

The Office of Instructional Development has demonstrated success in helping the professors that seek its assistance to improve their classroom effectiveness and to incorporate technology into their teaching. OID has also developed an online production capability and has developed online courses for the Office of the President’s online

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Vice Chair, VP – Undergraduate Education, VP & Dean of the Graduation Division, VP – Information Technology, AVC Budget and Finance, Libraries, Summer Sessions, OID and OIT,

initiatives. As such, OID is poised to play important roles in practice, delivery and assessment of online education. Indeed, many of the likely mandates may fall squarely in its purview.

However, to achieve the goals of these mandates, OID needs to be more clearly an office that supports the teaching enterprise across the entire campus and that acts strategically as well as tactically. When it was moved from the UCLA Libraries to the Undergraduate Division in 2000 it was always the intention that OID would serve all the schools and graduate as well as undergraduate education. Certainly, today's OID will help any instructor who seeks its assistance, regardless of the course. However, this campus-wide role could be more clearly articulated across the campus.

Even more important, however, is the need for OID to become a strategic as well as tactical organization. There are two important ways in which OID could become more strategic:

1. **Taking action based on campus strategic needs:** OID currently takes on tasks primarily based on individual professors seeking out its assistance. There does not seem to be a history or a mandate for OID to act in a more strategic way by reaching out to target groups of faculty to promote a specific solution to a campus need. This situation could be improved by establishing a regular communication channel for institutional needs for strategic action to be communicated to OID. However, one might also look for OID to identify strategic actions it could take to improve the teaching and learning on campus. An example of such a strategic initiative specific to online education would be spearheading development of online education solutions for a group of bottleneck courses.
2. **Providing input to determining campus strategy:** There does not seem to be a mechanism for OID to bring its pedagogical expertise to the discussions surrounding a strategy for online education or, more broadly, a strategy for improving teaching and learning across the campus.

OID is very effective tactically, by helping the individual instructors who come for assistance. The SPTF recommends that OID be given the mandate and thus also the challenge of thinking and acting *strategically* for the good of the campus.

### **UNEX needs to further develop its ability to collaborate with departments.**

UNEX has important assets in the online education space. It has considerable experience with and facilities for offering online courses and it has a large distribution network for online academic content. Departments could make use of the experience and facilities of UNEX to develop online offerings that they need to serve their students. Departments could also use the distribution network of UNEX to monetize those courses through offerings to the general public during the academic year.

As things stand today, UNEX is isolated from the academic departments for a number of reasons and such collaboration is unlikely. The hiring of a new dean at UNEX provides

an opportunity for UNEX to change the relationship and foster a mutually beneficial collaboration. We encourage UNEX to consider developing new financial models that make it attractive for departments to collaborate with it. The high-margin models UNEX has utilized for online up to this point would seem to provide little actual revenue when departments simply go elsewhere for the services. In contrast, if departments see UNEX as “a good deal” there could be significant growth in online production by UNEX for departments and distribution of departmental content by UNEX, both of which would be beneficial for the campus as a whole.

For distribution, it may make sense for UNEX to consider adopting a revenue-sharing model for academic-year departmental online offerings similar to that of summer sessions for summer departmental (online and traditional) offerings, with a metric of UNEX success being the amount of revenue sharing from academic-year online offerings of departmental content that can be generated for departments. The new dean of UNEX will probably want both to develop closer ties with departments and to grow activity in the online space. This style of interaction would be an ideal vehicle from which both UNEX and the departments could benefit greatly.

Both OID and UNEX have significant work ahead to successfully expand their online activities, but both organizations could simultaneously succeed and play major roles in the success of online education at UCLA. The potential role of OID in leading campus strategy in using online education (and other technologies as they become available) to provide the best possible learning experience for UCLA students is complementary to the potential role of UNEX as a major production facility and content distribution network for departments.

### **Organizational Recommendations**

For online education at UCLA there are two distinct organizational questions. One question concerns the organization of course production and delivery capacity across the campus. The second question concerns the organization of the leadership of online education, which includes identifying the campus-level mandates and seeing that those mandates are implemented.

### **Managing production diversity for the benefit of the campus.**

The campus currently boasts a wide diversity in online education production capacity. Some units that immediately come to mind are Theater, Film, and Television, Engineering, OID, Social Science Computing, and UNEX. This diversity of resources is typical of UCLA, and the task force sees no reason to try to force a single central production capability. Rather, these units each provide distinctive capabilities and also allow some competition that should help contain production costs for other units on campus utilizing their services.

However, there is a need for some coordination of the production capabilities of the campus. The VP-IT is already providing a clearinghouse function, directing units in need of production to the best match in service and cost. This should continue. However, this clearinghouse service could be formalized by preparing a rate sheet (in coordination with the Office of Academic Planning and Budget) describing the services and costs for each

production unit on campus so that units seeking production can always see the full range of possible services. Creating a uniform picture of capabilities would provide an opportunity to make sure that each unit with a production capability formally considers offering that capability to the rest of the campus when it is available. This would also provide an opportunity to revisit existing cost structures to see if they should be revised.

### **An organizational structure for leadership of online education**

As discussed in the beginning of this document, the task force sees excellence in online education as tied to a thoughtful process of identifying the specific needs and opportunities that can be met by online education, establishing mandates to address those needs and opportunities, and launching initiatives each of which has specific guidance to address a well-articulated mandate. This is the process to have in mind while considering the organization of online education.

This is a process that is now happening to some extent and with some success through a variety of committees and through the activities of the VP-IT/OIT office. Future organizational steps should seek to streamline this process while also making it as transparent as possible to the large number of interested parties on campus. It should be noted that setting mandates is clearly a task for the central leadership while mandate implementation may be accomplished centrally (perhaps by a strategic OID) or may fall to a variety of units on campus depending on the specific mandate.

The VP-IT has provided operational mechanisms for identifying mandates and may well continue in this role. Were OID to develop the capability to contribute significantly to determining campus strategy, it could become an important player in identifying mandates or even assume this role. Regardless, it is important for OID and VP-IT continue to work closely together. At some point these two organizations may be working so closely together that some organizational adjustment might be appropriate.

Given OID's responsibility to serve both graduate and undergraduate students and to serve the college as well as all of the professional schools, the Undergraduate Division is not an exact fit organizationally. However, whether OID stays in the Undergraduate Division or not may be less important than making sure that OID's perceived and actual effort distribution reflects the teaching and learning enterprise of the entire campus. Were OID to succeed in developing a strong strategic capability and becoming a center for campus online education, it *may* make sense to move OID out of the Undergraduate Division to recognize its campus-wide scope. On the other hand the more strategic OID may continue to fit well in the Undergraduate Division. In any case, the proposed evolution of OID will take some time. That time allows the new Dean and Vice Provost for Undergraduate Education some time to consider new organizational relationships before determining OID's final reporting structure. Perhaps going forward a committee could consider formally the future role of OID, how OID can best be configured for that role, and the interface of OID and VP-IT.

Thus we see the function of identifying mandates for online education as a central campus activity that would involve OID and VP-IT, but feel that the specific arrangement

of how these two organizations will work together to carry out this important function is an open question that will depend on factors including how well OID succeeds at developing a strategic capability, how well such an evolving OID fits in the Undergraduate Division, and how the working relationship between OID and VP-IT evolves. Based on the previous positive interactions all around, the SPTF is optimistic that a suitable arrangement will be found, the critical mandates will be identified, UCLA will implement them, and UCLA faculty and students will benefit from a suite of world-class online education initiatives.

### **Managing Central Investment in the Selection and Production of Online Courses**

Unlike traditional “bricks and mortar” course that can be developed by individual faculty or faculty teams, online courses require considerable resource investments that may exceed the available departmental resources. Thus, an investment model needs to be established that balances the desire of individual departments/faculty to develop online courses for pedagogical reasons with that of the divisional/school/central administration to improve student progress to degree. There needs to be a mechanism for determining when the investment is justified.

### **Appendix: Outward-facing online education at other Institutions**

As an appendix, we provide a brief look at two successful outward-facing online education efforts. We give one example at a public institution and one example at a private institution.

**Arizona State University** has a mature online education system, ASU Online [www.asuonline.asu.edu](http://www.asuonline.asu.edu), that offers complete undergraduate and graduate degree programs complete with advising and support services using Google Apps for Education. In fact, ASU Online reaches out directly to California residents with a web page that determines your California location and welcomes you to ASU’s “guaranteed admission” program for transfers from California two-year institutions.

ASU Online education is administered out of the Office of the Executive Vice President and Provost of the University. [Philip Regier](#) serves as the Executive Vice Provost and Dean of ASU Online and Extended Campus (<https://provost.asu.edu/staff>). For a complete list of ASU Online staff, visit: <http://asuonline.asu.edu/about-us/staff>.

**Stanford Online** offers a variety of courses in Engineering & Computer Science, Natural and Social Sciences, Business & Management, and other areas (<http://online.stanford.edu/courses>). Through the Stanford Center for Professional Development, Stanford Online offers “online engineering and related courses leading to a graduate certificate or masters of science degree” (<http://scpd.stanford.edu/coursesSeminars/seminarsAndWebinars.jsp>).

Stanford Online also offers a fully accredited, diploma granting, online independent high school situated at Stanford University, serving grades 7-12 (<http://scpd.stanford.edu/publicViewHome.do?method=load>). Many of their courses and videos are available

not only to Stanford University students, but to the public as well via YouTube, iTunes, and podcasts (<http://online.stanford.edu/programs>).

They appear to be as much interested in delivering content online as they are in the pedagogy of teaching online (<http://online.stanford.edu/about>). *Education's Digital Future* was designed “as a hub for discussion of critical questions about education’s digital future” (<http://edf.stanford.edu>).

Stanford now uses the “[OpenEdX](#) platform for delivering online instructional content to students at Stanford and all over the world... OpenEdX gives users the freedom to maintain their own environments or partner with other providers, and control how their content is used and re-used... Users will be free to release content with licenses that allow re-use in original form, or enable content to be revised, remixed, or redistributed without special permissions” (<http://online.stanford.edu/openedx>).

Stanford Online is administered by John Mitchell, Professor of Computer Science and Electrical Engineering and Vice Provost for Online Learning. For a complete list of Stanford Online staff, visit: (<http://online.stanford.edu/about/meet-the-team>).

The programs at ASU and Stanford appear to be thriving, but the SPTF also learned of less successful online ventures including an institution that received a \$30 M gift for online education and spent the money without producing any long-term results.

## Conclusion

As directed, the task force considered the future reporting structure for Summer Sessions, the International Education Office, UCDC, ROTC, and online education. We found that Summer Sessions (including the International Education Office), UCDC, and ROTC are all functioning quite well as they are. Given the cost and disruption of making organizational changes, the task force felt that these organizations should be essentially left intact with some minor adjustments.

The various activities and units that comprise online education at UCLA are still evolving. The task force felt that it was too early to formally propose a new organization to manage online education. Whether an additional organization will be needed is not completely clear.

Rather, the task force recommends that the mandates (i.e. the specific educational goals) for online education at UCLA must first be identified and clearly articulated. With clear mandates identified, the organizational requirements may become apparent.

Looking at the activity across the campus, the task force felt that OID should use its pedagogical expertise to take on a strategic role in online education and more generally. This would complement its tactical successes and significantly increase its impact on the teaching and learning at UCLA. The task force also felt that UNEX should look for ways to work more closely with the departments to fully utilize its impressive production and distribution capabilities so that they serve the campus to the fullest extent possible.

The VP-IT office currently plays a clearinghouse role as well as a role in identifying the mandates. The task force sees the VP-IT clearinghouse role continuing and recommends formalizing “rate sheets” describing the production capabilities available across campus to enhance that clearinghouse role. The task force feels that future work identifying mandates and providing leadership in online education will likely be accomplished by some combination of a more-strategic OID and the VP-IT, but the exact relationship is not clear at this time. Online education can be expensive, and thought needs to be given to managing the central investment in the production of online courses. There needs to be a mechanism for determining when the investment is justified.

While examining these individual programs, the task force was also asked to identify, if possible, any overriding principles of management or governance that can help determine how best to organize these efforts in the future. Two key ideas became apparent as overriding principles. The first principle is that identifying and clearly articulating the goals of an initiative or an organization are crucial to ultimate success. Such goals provide a star to steer by and a way to measure progress. The second principle is that in a university setting with many diverse and independent units, goals are often best achieved through incentives that align the interests of the independent units with the desired goal.