Senate Committee on Educational Policy  
Monday, April 20, 2015

MINUTES

Present: Gay Miller, Chair; Pradeep Dhillon, Bettina Francis, Phillip Geil, Gary Kling, Randy McCarthy, Jerome McDonough, Eric Meyer, Steven Michael, John Prussing, Jeremy Tyson, Michelle Wander  
ex officio: Michel Bellini, Karen Carney, Brenda Clevenger, John Hart, Kristi Kuntz

Absent: Amanda Beacham, Matt Hill, Shari Hopkins, Dean Meyer, Sofia Sianis  
ex officio: Keith Marshall

Guests: Jon Davis, Department of Accountancy; Amy Edwards, Assistant Provost & Director; Rod Hoewing, Associate Registrar; Pradeep Khanna, Associate Chancellor; Kathy Martensen, Provost Office; Deanna Raineri, Provost Office; Charles Tucker, Vice Provost for Undergraduate Education & Innovation

A regular meeting of the Senate Committee on Educational Policy (EPC) was called to order at 1:10 pm on Monday, April 20, 2015 in room 232 English Building with Chair Gay Miller presiding.

1. Introductions

2. Briefing – Campus Background on Online Education (C. Tucker)

   Tucker briefed the committee on the background of campus online education (handout attached) noting the campus has twenty years of success with it. Tucker reported that there is an urge from many areas on campus to expand online learning. He advised that online education has been historically treated as a side business and was not the heart of our campus education. Tucker advised that our campus is transitioning from that, with online education becoming a core part of our portfolio.

   Tucker noted that principal missions and goals should originate with academic units and the role from campus administration is to provide needed support. The right kind of support for audio, building courses, instructional designers, student support, etc., would be the types of requirements and these would be provided by campus.

   Tucker noted that course production, based on demand for online courses and revisions of existing online courses, face a long queue (about a year) to get courses developed; and the Provost is committed to addressing this. The Provost has approved for new hires in CITL to provide the level of service our campus needs. He noted that online techniques and standards are evolving rapidly and it will be important that everyone on the campus collaborates with CITL to ensure consistent quality across campus. Additionally, it is recognized that some colleges have their own staff. A goal for the campus is to have a single portal (i.e. website) for all online campus activities.

   Tucker also noted that revenue from online programs will flow primarily to the units. However, if campus provides support for development or marketing, then this funding model changes. He added that almost all online education should cover development cost plus create revenue, otherwise there is no reason to participate in online education, although there could be allowance for exceptions. Tucker commented on the challenge of not having a crisp data set for online activity or online revenue as is needed. He advised that there is a college online learning advisory committee in place that will be responsible for reviewing and tracking revenue from online education.

   Discussion was held on whether faculty has a right of refusal of online teaching assignments, along with whether online teaching will be handled as an off load, on load, or overload. It was also discussed how often instructors adjust the online courses. Tucker noted that there is currently no campus policies on these topics. Tucker noted that online courses must be maintained and that online courses, like face-to-face courses, need to be adjusted and frequently refreshed. So the level of sustainability is large for online courses. Typically, an online course is modestly updated on a
semester basis with a complete fresh restart done every three years, which is basically how face-to-face courses are adjusted.

Discussion continued on how budget cuts will affect what is proposed with online education. Tucker answered that the campus has a big queue for online education that is a priority, but as of now there are no answers in terms of what is proposed with the budget. CITL is to receive extra funding for two years. Tucker noted that it is believed that online education will create new revenues that the campus would not necessarily have otherwise.

Tucker concluded that there is a clear demand for online education with a college capacity to provide it and a strong campus level of customer service. Attached is the briefing document provided by Tucker.

3. Approval of Minutes
The minutes from March 30, 2015 were approved as distributed and the April, 13, 2015 were approved as amended.

4. Chair’s Remarks (G. Miller)
Chair Miller shared an article from the Chronicle of Higher Education dated April 17, 2015, on: An Admissions Scandal Shows How Administrators’ Ethics ‘Fade’.

5. Office of the Provost Updates (K. Kuntz)
No updates.

6. Administrative Approvals (K. Kuntz)
No updates.

7. Graduate College Updates (J. Hart)
Hart announced the Annual Meeting of the Graduate Faculty will be held on April 23, 2-3:30 p.m., in Room 407 of the Illini Union. This is the only time the Graduate College convenes a meeting of all graduate faculty members. Updates on Graduate College initiatives, policy changes, the Assessment of the Illinois Doctoral Experience (AIDE), and fellowship competitions will be provided.

8. Report from Subcommittee to Study LOG Document (Kuntz, Francis, Geil, Hart, Michael)
Kuntz distributed a draft of the report noting the items highlighted need further discussion. Kuntz added there will be more details to be shared at the next EPC meeting. Kuntz clarified that this is not a policy document, but rather a document meant to give a sense of what current practice is, it does not set policy and stated this would be explicitly noted on the website where the document is placed.

9. Old Business
A. Subcommittee A: Eric Meyer, Chair; Brenda Clevenger, Bettina Francis, Keith Marshall, Dean Meyer, John Prussing, Jeremy Tyson

1. EP.15.63 Proposal to Establish a New Master of Science in Strategic Brand Communication (M.S. in S.B.C.), to be jointly offered by the Department of Advertising in the College of Media, and the Department of Business Administration in the College of Business.
Meyer gave a brief overview of EP.15.63, noting that the Department of Advertising and the Department of Business Administration is proposing to jointly offer an online strategic brand communication M.S. degree.
Discussion followed on a summary of issues that will be forwarded to the proposal sponsor. Further discussion on EP.15.63 will be deferred until the next EPC meeting.

2. **EP.15.74 Proposal from the College of Fine and Applied Arts to Revise the BFA in Industrial Design**

Meyer gave a brief overview of EP.15.74, which would modify course options, primarily by consolidating options into a common core. He advised that a revision (EP.15.74 Rev1) has been submitted that addressed the concerns, mostly editorial.

Meyer moved for approval of EP.15.74. No further discussion was held and the motion to approve EP.15.74 passed unanimously by voice. EP.15.74 will appear on the May 4, 2015 Senate agenda.

B. **Subcommittee B: Jerome McDonough, Chair; Pradeep Dhillon, Phil Geil, Matt Hill, Gary Kling, Kristi Kuntz, Sofia Sianis**

1. **EP.15.42 Proposal from the College of Business and the Graduate College to Offer the MBA Online**

No discussion was held.

2. **EP.15.51 Proposal from the College of Fine and Applied Arts (FAA) and the Graduate College to Revise the Master of Landscape Architecture (MLA)**

McDonough gave a brief overview of EP.15.51 noting the department would like to offer MLA students two options, one with the thesis option, the other with a specialization option which includes adding a new course, establishing two tracks. McDonough noted the proposal is in sufficient order now, as a revised proposal (EP.15.51 Rev1) has been submitted.

McDonough moved for approval of EP.15.51. No further discussion was held and the motion to approve EP.15.51 passed unanimously by voice. EP.15.51 will appear on the May 4, 2015 Senate agenda.

3. **EP.15.75 Proposal from the Graduate School in Library and Information Science and the Graduate College to Establish a New Master of Science in Information Management in the Graduate School of Library and Information Science (GSLIS)**

McDonough gave a brief overview of EP.15.75, to create a new M.S. that will be offered on campus and online. McDonough advised the revised EP.15.75 Rev1 consisted mostly of editorial revisions and that he has not received any concerns or comments in regards to this proposal.

McDonough moved for approval of EP.15.75. Discussion followed with a committee member showing concern on the POS statement. McDonough also confirmed there is no issue on accreditation with the class ratios.

The motion to approve EP.15.75 was approved by voice with one abstention. EP.15.75 will appear on the May 4, 2015 Senate agenda.

4. **EP.15.77 Proposal from the College of Fine and Applied Arts to Rename and Revise the B.A. in Urban Planning**

McDonough gave a brief overview of EP.15.77 to rename the undergraduate degree and change the curriculum to include new prerequisites, a smaller core, new concentration requirements, and a senior capstone. The four new concentration areas are Sustainability, Policy & Planning, Social Justice, and Global Cities. A revised, EP.15.77 Rev1 has been submitted.
Discussion was held with committee members sharing recommendations for revisions, which McDonough will provide to the proposal sponsors. Further discussion of EP.15.77 will be deferred till the next EPC meeting.

C. **Subcommittee C:** Steve Michael, Chair; Amanda Beacham, Michel Bellini, Juan Bernal, John Hart, Randy McCarthy, David Miller, Michelle Wander

1. **EP.15.35 Proposal from the College of Liberal Arts and Sciences (LAS) to Establish an Undergraduate Minor in Global Business Institutions and Society**
   
   Michael stated he hadn’t heard from the sponsors. Carney stated the proposal may be withdrawn. Miller encouraged the proposal should be withdrawn rather than held over until next academic year.

2. **EP.15.44 Proposal from the College of Media to Revise the Bachelor of Science in Advertising**

   No discussion was held.

3. **EP.15.64 Proposal to Establish a Graduate Concentration in “Biomechanics” jointly in the Department of Bioengineering and Mechanical Science and Engineering, College of Engineering**

   Michael gave a brief overview of EP.15.64, a Biomechanics Graduate Concentration to be offered jointly through the Department of Bioengineering and the Department of Mechanical Science and Engineering.

   Michael noted he had received committee questions and clarified that this will be controlled by two departments and managed by both of the coordinators in those departments. He added the physics course has a corrected title now and that the courses have been amended to four hours. He also noted a number of courses in the curriculum have prerequisites and the students are responsible for meeting the prerequisite knowledge. Michael stated the proposal sponsor wishes for this be a concentration, not a minor.

   Michael moved for approval of EP.15.44. Discussion followed with a committee member showing concern for the amount of hours a master student is required to take and the number of courses/hours that would be inside the unit vs outside of the unit.

   The motion to approve EP.15.44 was approved by voice with one abstention. EP.15.44 will appear on the May 4, 2015 Senate agenda.

4. **EP.15.69 Proposal to Change the Name of Department from Department of Human and Community Development to Department of Human Development and Family Studies**

   Michael gave a brief overview of EP.15.69 to change the name of the department. Michael advised the committee he is expecting a revised proposal from the sponsor soon. Further discussion on EP.15.69 will be deferred until the next EPC meeting.

5. **EP.15.71 Proposal to Transfer the Illinois Program for Research in the Humanities from the College of Liberal Arts and Sciences to the Office of the Vice Chancellor for Research**

   Michael gave a brief overview of EP.15.71 noting the proposal has been sent back to the sponsor for revisions. The public hearing was held today from 12-1p.m. in 210 of the Illini Union and went well. Some members of EPC were able to attend and there were no major issues that came up. There were no comments submitted beforehand and the minutes of the public hearing will be included in the revised proposal.
Further discussion on EP.15.71 will be held at the next EPC meeting.

6. **EP.15.76 Proposal to Change the Name of the Graduate Major from Human and Community Development to human Development and Family Studies**
   Michael gave a brief overview of EP.15.76 to change the name of the graduate major to reflect the department name change (EP.15.69). Michael advised the committee that he is expecting a revised proposal from the sponsor soon. Further discussion on EP.15.76 will be deferred until the next EPC meeting.

10. **New Business**

   D. **Subcommittee A:** Eric Meyer, Chair; Brenda Clevenger, Bettina Francis, Keith Marshall, Dean Meyer, John Prussing, Jeremy Tyson

      1. **EP.15.78 Proposal to Establish a Winter Session in the Academic Calendar**
         Meyer gave a brief overview of EP.15.78 to establish a permanent winter session.
         Discussion followed with committee members suggesting additional pilot years to allow more outcome assessment, beyond simple grade distribution, before seeking to make winter session permanent. Further discussion will be deferred until the next EPC meeting.

      2. **EP.15.81 Proposal for Deloitte Center for Business Analytics in Accountancy (Center)**
         Meyer gave a brief overview of EP.15.81, for creation of a Phase 2 (Permanent) status Center.
         Discussion followed with committee members sharing concerns. The main concern raised related to who would own and deliver the model curriculum. Sponsors will revise the proposal to make it clear that the Center will work to identify needs to augment existing curricula and methods for training faculty worldwide.
         Further discussion of EP.15.81 will be deferred until the next EPC meeting.

   E. **Subcommittee B:** Jerome McDonough, Chair; Pradeep Dhillon, Phil Geil, Matt Hill, Gary Kling, Kristi Kuntz, Sofia Sianis

      1. **EP.15.80 Proposal to Establish a Graduate Concentration in Structures within the Existing Master of Science in Architectural Studies (MS in AS) Degree Program**
         McDonough gave a brief overview of EP.15.80 is to establish a graduate concentration in Structures within the existing M.S. and AS degree Program.
         Further discussion of EP.15.80 will be deferred until the next EPC meeting.

11. **Certificates**
   No discussion was held.

12. **Enrollment Management Annual Report Review** (Miller)
   No discussion was held.

13. **Other New Business**
   Kuntz announced there will be a quick tour presentation on what Course Leaf is about on Monday, May 4, 2015 in the Senate conference room 232 English Building beginning at 1:10.

14. **Adjournment**
   The meeting adjourned at 2:50 pm.
Campus Background on Online Education

Notes prepared for the Senate Educational Policy Committee Charles Tucker, Vice Provost for Undergraduate Education and Innovation

April 8, 2015

Vision for Online Teaching and Learning

The Urbana campus launched its first online courses and degree programs during the mid-1990's. Early pioneers included the Graduate School of Library and Information Science’s LEEP program and LAS’s NetMath program. These were quickly followed by the College of Education’s master's degree programs in Curriculum, Technology, & Education Reform along with one on Human Resource Education, and the College of Engineering's early online master's programs in Computer Science and Mechanical Engineering.

Online tools for teaching and learning offer many opportunities to our university. They draw our focus from the teacher toward the learner, enabling and supporting different types of pedagogy. They expand the times and places that students may interact with course materials, instructors, and other students. They provide new ways to assess student learning. And they can greatly expand the reach and influence of Illinois faculty. CITL and other units on campus are supporting faculty and departments in exploring and exploiting these affordances. There is also an active conversation about seeding a Learning Sciences Design/Lab, to provide a campus focus for faculty who perform research on learning and/or develop new teaching and learning technologies.

Perhaps more germane to the work of EPC, academic units on our campus are currently developing, or considering, a variety of new online educational programs. This is not surprising, given that online programs are one of the few places where units can expand their educational activities.

The campus expects that online education will shift from a side business to become a core element in our portfolio of educational programs. Some online programs will be structured very much like our existing offerings, while other programs will take on innovative forms to better attract today’s students.

The posture of campus administration is that educational programs – whether online or face-to-face – should be initiated and owned by academic units. The role of the campus is to support those programs, and provide a level of consistency that benefits all programs. In addition to the infrastructure that the campus provides for all educational programs (registration services, tuition assessment, maintenance of academic records and transcripts, etc.), for online programs the campus also provides course and program development services, including instructional design, digital media capture and editing, and course assessments. These program development services leverage research on pedagogical and instructional design practices (such as structured pre-course online orientation, highly detailed syllabi and course calendars, high-touch support, rapid assignment feedback, and student-to-student problem-solving forums) to achieve successful learning outcomes in high-quality online courses. The campus also provides support for copyright management, market research, marketing, and front line student-service functions. At the campus level we want to foster high pedagogical and production quality and give potential students a consistent picture of Illinois online offerings. This allows departments to concentrate on the subject matter and curricula they offer their students.

Program Quality

Since academic units develop and operate educational programs, primary responsibility for the quality of the program rests with the academic unit and its faculty. This applies for both online and face-to-face programs.

Aspects of program quality such as admissions standards, course content, student experiences and learning goals are legitimate areas to probe in a program approval process. One should expect some differences in the nature of course delivery and student/instructor interaction between online and face-to-face courses. At the same time, we should always expect student learning to be consistent with an Illinois degree in any program, regardless of delivery method. This is aligned with the many studies that show equal or better learning outcomes in online courses compared to the same material taught face to face1
Staffing, resources and support

Providing and compensating faculty, instructional staff and TAs to deliver the courses in a program is the responsibility of the academic unit that offers the program. An informal survey by the campus MOOC Strategy Advisory Committee in 2014 suggested that some units assign online courses to faculty as regular teaching assignments (“on-load”) while faculty in other departments teach online courses as an overload and receive corresponding additional compensation. There is no plan for campus to alter these practices.

CITL supports online courses and programs by providing instructional design, digital media, and copyright services, as well as marketing, program coordination, and front line student services. Some colleges have their own staff to support online courses and programs.

At the present time the campus demand for developing new online courses and refreshing existing courses exceeds campus-wide capacity, and the development queue is quite long. A recent Council of Deans committee called for the campus to move immediately to fill critical gaps in staffing for online course development, assessment, and market research, and the campus is working to respond to this call. In the long term we want to match staffing to demand, whether that staffing is central or distributed, and we believe that the associated costs can be supported by the corresponding set of online offerings.

Revenue and its distribution

Campus budget policy around online courses is a topic of current discussion.

Existing policy is that tuition for graduate, professional, self-supporting, and continuing education programs (whether online or campus-based) flows primarily to the unit of the student’s enrollment, and that undergraduate summer tuition flow primarily to the unit offering the course. The campus holds back between 5% and 10% of tuition, depending on the type of program, to support overhead costs. This hold-back amount might not be enough to cover the full campus investment in online course development and marketing, and we are working on quantifying that.

Also, available data for online teaching activity and revenue is not as crisp as we need it to be. Currently, at the request of the Council of Deans, the campus is working to establish agreed-upon measures of online teaching activity that are meaningful to colleges and departments, and to develop accounting practices for online tuition that makes these revenues readily visible to academic units.

The campus expects that the vast majority of online programs will generate at least enough revenue to cover their delivery costs, and ideally provide additional revenues for the unit and the campus. Exceptions to this should be rare, and justified by contributing to the campus mission and reputation.

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2 One exception is that faculty who develop MOOCs through a campus RFP process are compensated by the campus.