

May 6, 2022

HEBERT LEE
Vice Provost for Academic Affairs

BYRON WALKER
Interim Vice Chancellor for Information Technology

RE: Technology-Enhanced Teaching and Learning Working Group

Dear Herbie and Byron,

The Academic Senate has reviewed your request for consultation on the formation of the Technology-Enhanced Teaching and Learning Advisory Committee working group, which is intended to bring more structure and transparency for decision-making for instructional technology. The Committees on Educational Policy (CEP), Information Technology (CIT), Teaching (COT), Planning and Budget (CPB), and Graduate Council (GC) have responded. While we are concerned about the proliferation of additional committees, we weigh this against the potential benefit that a standing committee, with members that serve multi-year terms, would bring to the campus. Evaluation of existing and future instructional technologies would benefit from the expertise, institutional memory, and familiarity that comes with a diverse group of committee members as outlined in the proposed membership in this proposal.

Some overall themes emerged during the review, with all of our committees expressing concerns that there is not enough faculty representation and recommending that the Advisory Committee include representation from COT and CIT in the working group, along with additional ad hoc faculty representation.

In the past, Senate committees have provided members to serve on subcommittees to consult on IT and instructional technology-related topics (audience response systems, Canvas). Will this new committee take up the consulting function previously done by such sub-committees? We also want to ensure that broader senate consultation on larger decisions related to instructional technology still receives adequate consultation (for example, the adoption of a new SET platform) with appropriate Senate committees. We think existing Senate committees, with their broader membership, can play an important role in providing input from instructors with diverse instructional experiences and needs. Similarly, we recommend that the work of the advisory committee be structured to gather information from a wide cross-section of the campus, and provide opportunities for department level input. A few faculty from a few departments are not likely to be fully representative of the diversity of technological needs and perspectives.

We note that there are more student representatives proposed than faculty. We welcome the student voice here but want to ensure that instructors that will be potentially adopting these technologies are well represented on the committee. Explicit graduate student representation is recommended. We also would recommend a named CITL (or CTL) member on the committee. Similarly, there does not appear to be a Disability Resource Center (DRC) representative on this group, and we recommend that addition.

Incoming VCIT Aisha Jackson, who will be onboarding this summer, is likely to wish to enact further changes, given her own expertise in higher education. CIT cannot help but question whether now is the appropriate time to establish a new IT advisory committee. Members raised concerns about the real possibility that much like the multiple governance councils designed and consulted on by former VCIT Williams, the Technology-Enhanced Teaching and Learning Advisory Committee, and any other IT governance/advisory committee that is put in place before the new VCIT's arrival, may be disbanded in the

near future. CIT members would like to see incoming VCIT Jackson's input and signature on the charge of a committee that she will be working closely with and executively sponsoring.

Further, CIT is concerned that proposing new campus IT committees with individual purviews before the charter of a new Information & Technology Executive Steering Council is established would essentially be akin to drawing the cart before the horse. The original Steering Committee, which Chancellor Larive has requested be reorganized and reconstituted, was designed to provide recommendations to the Chancellor, CP/EVC, and VCIT on IT strategy, investment prioritization, policies, and principles, and was designed to act as an executive funnel by which the recommendations and concerns from other IT campus committees would be directed. As such, the proposed relationship of all campus IT committees to the IT Executive Steering Council should be referenced in all IT committee charters.

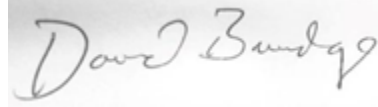
CIT notes that the charge of the proposed Technology-Enhanced Teaching and Learning Advisory Committee (TETLAC) is quite similar to the charge of the UCSC Student Success Technology Council that former VCIT Van Williams drafted (enclosed), but is less robust in terms of a detailed membership roster, annual deliverables, and clarification with regards to authorizations and decision-making power. The proposed membership of the TETLWC is almost exclusively composed of staff and administration. CIT contends that the membership roster for any IT governance/advisory committee should be explicit and include broad Senate representation. In recognition that instruction and curriculum are within the purview of the Senate, representation from CIT as well as representatives from other Senate committees with teaching and learning purviews, such as the Committee on Teaching (COT), should be included as mentioned above. Faculty at large should additionally be included, and appointed by the Committee on Committees (COC). Finally, in order to include full stakeholder representation, it may also be appropriate to include a lecturer and teaching assistant (TA) on the committee roster.

The annual deliverables of the committee should be clearly laid out, and the scope of the committee's plenary decision-making power should be noted in detail in the committee charge. The Roles and Responsibilities on the charge note that the committee will be responsible for articulating and approving roles and responsibilities "not herein defined" by a majority vote. CIT contends that these roles and responsibilities should be detailed in the committee charge. During CIT's review, a suggestion was made that the ability to call for executive session should be included in the charge, as it may not be appropriate for students and/or staff to opine and vote on certain topics such as those directly related to pedagogy.

Given the increasing and constantly evolving demands for instructional IT, CIT recognizes that there is an urgent need for an advisory committee focused on the topic. As mentioned, it is essential that the charge of such a committee be detailed and robust, and include broad Senate/faculty representation. However, CIT is not convinced that the establishment of such a committee cannot wait four months until the arrival of the new VCIT in order to ensure that the committee and its charge are in line with forward direction of our campus, or that the charter of this committee or additional IT campus committees should be drafted before the redesign of the IT Executive Steering Council. If there are pressing concerns that cannot wait, CIT recommends that a temporary ad hoc committee be convened to assess and provide appropriate recommendations until the new VCIT may propose more permanent IT advisory and/or governance committees.

The Senate appreciates the opportunity to comment on the proposed TETL working group.

Sincerely,

A handwritten signature in black ink that reads "David Brundage". The signature is written in a cursive style and is positioned above the printed name.

David Brundage, Chair
Academic Senate

cc: Jody Greene, Associate Vice Provost for Teaching and Learning
Kimberly Lau, Chair, Committee on Committees
Tracy Larrabee, Chair, Committee on Educational Policy
Peter Alvaro, Chair, Committee on Information Technology
Catherine Jones, Chair, Committee on Teaching
Melissa Caldwell, Chair, Graduate Council
Dard Neuman, Chair, Committee on Planning and Budget
Matthew Mednick, Executive Director, Academic Senate