# Committee on Continuing and Community Education (CCCE)

## 2015-16 Member Manual

### Table of Contents

<table>
<thead>
<tr>
<th>Academic Senate:</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Governance Overview</td>
<td>1</td>
</tr>
<tr>
<td>Committees of the Academic Senate</td>
<td>2-3</td>
</tr>
<tr>
<td>Standing Order 105.2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee on Continuing and Community Education:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Continuing and Community Education Membership Roster</td>
<td>5</td>
</tr>
<tr>
<td>Calendar of Meetings</td>
<td>6</td>
</tr>
<tr>
<td>Summary of Issues – 2014-15</td>
<td>7</td>
</tr>
<tr>
<td>Committee on Continuing and Community Education Charge/Bylaw</td>
<td>8</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>Appendix XV: Committee Procedures</td>
<td>11-12</td>
</tr>
<tr>
<td>Contacts and Resources</td>
<td>13-14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendices:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Annual Reports</td>
<td>15-22</td>
</tr>
</tbody>
</table>
Academic Senate – Los Angeles Division
An Overview

Leobardo Estrada, Professor of Urban Planning, Chair 2015-16
Susan D. Cochran, Professor of Epidemiology, Vice Chair/Chair Elect
Joel D. Aberbach, Professor of Political Science and Public Policy, Immediate Past Chair
Linda Mohr, Chief Administrative Officer

The Academic Senate is one of the distinctive organizational elements of the University of California – a feature that distinguishes it from other major research universities. Codified by the UC Regents in 1920, the Academic Senate is the vehicle through which faculty share in the operation and management of the university. UCLA’s contemporary practice of consultative decision making and shared governance reinforces the notion that faculty are at the heart of the academic enterprise of teaching, research, and public service and critical to maintaining the quality of the university’s academic program. The Senate is delegated authority over such matters as degree and enrollment requirements and program establishment, disestablishment, and review. It also has a formal advisory role in academic personnel actions and a myriad of other matters. The Academic Senate’s efforts derive from the premise that the university’s excellence cannot be sustained without faculty, administration, staff, and students all making substantive contributions to the university in an involved, respectful, and collaborative fashion.

Reflective of the principles of shared governance, the Academic Senate structures itself to support the mission of the university by facilitating optimal communication and cooperation between the faculty and the various components of the university, enabling informed and inclusive decision making, and serving as a consultative body to other constituencies on all matters pertinent to the well-being of the university. The Academic Senate represents the faculty in all matters dealing with shared governance. It is comprised of twenty three standing committees and has a staff complement of thirteen. Its leadership consists of the Senate Chair, who serves a one-year term, the Vice Chair (Chair-Elect), and the Immediate Past Chair.
The Committees of the Academic Senate

The Academic Senate fulfills the duties delegated to it by the UC Regents through the participation of faculty in its various committees and in the Legislative Assembly. While a full listing of committees is provided later in this document, a few of the more prominent ones are highlighted here.

The faculty at UCLA is represented in the Academic Senate through its representatives in the Legislative Assembly (LgA). The Legislative Assembly is empowered to act in all matters for the Los Angeles Division. Members of the Assembly consider campus-wide issues like approving the establishment or disestablishment of departments or degrees, the creation of majors and minors, etc. Each year, members of the senior administration of UCLA attend the LgA to brief the faculty on current affairs affecting the campus, strategic initiatives, and a host of other issues and trends facing the University. The Chancellor, Executive Vice Chancellor, and Vice Chancellors commonly appear at the LgA meetings. The Legislative Assembly meets four times a year, in the months of November, February, April, and June.

The Executive Board functions as the official advisory agency for the Chair of the Senate. It coordinates and reviews actions and proposals from Senate committees and administration. It is also empowered to act on all matters, except legislation, in the name of the Los Angeles Division at times when the Legislative Assembly cannot readily be convened or when haste is required.

The Council on Academic Personnel (CAP) is a standing committee of the Academic Senate. Each year, its members thoroughly review the dossiers of hundreds of faculty. The CAP is responsible for the review of all significant personnel actions involving employees of UCLA holding academic titles. CAP’s charge is to maintain standards and equity across the campus. Although its role is, strictly speaking, advisory, the opinion of CAP, as expressed in the reports it submits, are given considerable weight. According to current practice, the Vice Chancellor of Academic Personnel will not make a decision that is inconsistent with the recommendations of CAP without informing the Council.

The Undergraduate Council (UgC) makes policy for undergraduate education at UCLA. It recommends to the Legislative Assembly undergraduate programs leading to new degrees; authorizes, supervises and regulates all undergraduate courses and programs of instruction and preparatory education; periodically reviews and evaluates all undergraduate programs of study and all programs of preparatory education in conjunction with the Graduate Council; and sets standards for honors and recommends procedures for awards of undergraduate scholarships.

The Graduate Council (GC) makes policy for graduate education at UCLA (except for the M.D., J.D., and D.D.S degrees). It recommends to the Legislative Assembly graduate programs leading to new degrees, as well as disestablishment or consolidation of existing degrees. It periodically reviews and evaluates all graduate programs of study (in conjunction with Undergraduate Council's review of the related undergraduate program, where appropriate). It also recommends to the system-wide Coordinating Committee on Graduate Affairs proposals for new graduate programs leading to existing degrees and new programs leading to graduate level certificates.

The Council on Planning and Budget (CPB) is charged with making “recommendations based on established Senate policy to the Chancellor and Senate agencies concerning the allocation of educational resources, academic priorities, and the planning and budgetary process" as well as formulating a Senate view on "the campus budget and each major campus space-use and building project." CPB discusses with the Executive Vice Chancellor and Vice Chancellor for Finance the current strategic and budget issues.
The mission of the Committee on Diversity and Equal Opportunity (CODEO) is to provide advice to the University administration on policies/programs to advance faculty diversity, including the recruitment and retention of women and underrepresented minorities. CODEO interacts with the Associate Vice Chancellor for Diversity, the Executive Vice Chancellor, and the Chancellor’s Advisory Committee on Diversity. Improving faculty diversity is an ongoing goal of CODEO.

The Council on Research (COR) is charged with providing periodic evaluation of units that support faculty research such as the Office of Research Administration, the Office of Intellectual Property Administration and Technology Transfer, and UCLA’s Academic Technology Services. It also formulates Senate general guidelines for review of Organized Research Units (ORUs) and makes recommendations to the Vice Chancellor for Research based on ORU review reports.

COR is perhaps best known because of its administration of the Academic Senate’s Faculty Grants Program. COR establishes policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program, for the conduct of research and for travel to attend scholarly meetings. Each year, COR and the Faculty Grants Program Committee (a sub-committee of COR), distributes over $1.4M in grants to Academic Senate faculty in the form of travel grants, Research Enabling Grants ($2,000), and Faculty Research Grants (up to $10,000).

Standing Committees of the Academic Senate

**Legislative**
- Executive Board
- Council of Faculty Chairs
- Legislative Assembly

**Academic Programs and Policies**
- Graduate Council
- Council on Planning and Budget
- Undergraduate Council
- Committee on Continuing and Community Education
- Committee on Intercollegiate Athletics
- Committee on International Education
- Committee on Teaching
- Committee on Undergraduate Admissions and Relations with Schools

**Educational Resources**
- Council on Research
- Committee on Development
- Committee on Instruction and Technology
- Committee on Library and Scholarly Communication

**University Community**
- Academic Freedom
- Committee on Diversity and Equal Opportunity
- Faculty Welfare
- Faculty Research Lectureship
- University Emeriti and Pre-Retirement Relations

**Governance**
- Committee on Charges
- Committee on Committees
- Council on Academic Personnel
- Grievance Advisory Committee
- Committee on Privilege and Tenure
- Committee on Rules and Jurisdiction
Duties, Powers, and Privileges of the Academic Senate

A. The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees. It shall recommend to the President all candidates for degrees in course and shall be consulted through committees appointed in such manner as the President may determine in connection with the award of all honorary degrees.

B. The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension. No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.

C. The Academic Senate shall determine the membership of the several faculties and councils, subject to the provisions of Standing Order 105.1(c), except the faculties of Hastings College of the Law, and San Francisco Art Institute, provided that the several departments of the University, with the approval of the President, shall determine their own form of administrative organization, and all Professors, Associate Professors, Acting Professors, Acting Associate Professors, and Assistant Professors, and all Instructors of at least two years' service shall have the right to vote in department meetings.

D. The Academic Senate is authorized to select a committee or committees to advise a Chancellor concerning a campus budget and to select a committee or committees to advise the President concerning the University budget.

E. The Academic Senate shall have the right to lay before the Board, but only through the President, its views on any matter pertaining to the conduct and welfare of the University.

F. The Academic Senate is authorized to advise the President and the Chancellors concerning the administration of the libraries of the University.

G. The Academic Senate is authorized to select a committee or committees to approve the publication of manuscripts by the University of California Press.

Includes amendments through March 19, 1971

http://www.universityofcalifornia.edu/regents/bylaws/so1052.html
## 2015-16 Committee on Continuing and Community Education Members

<table>
<thead>
<tr>
<th>Yr</th>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Shaily Mahendra</td>
<td>310-794-9850</td>
<td><a href="mailto:mahendra@seas.ucla.edu">mahendra@seas.ucla.edu</a></td>
<td>Civil and Environmental Engineering</td>
</tr>
<tr>
<td></td>
<td><em>Chair</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arlene Brown</td>
<td>310-794-6047</td>
<td><a href="mailto:abrown@mednet.ucla.edu">abrown@mednet.ucla.edu</a></td>
<td>Medicine-GIM &amp; HSR</td>
</tr>
<tr>
<td></td>
<td>John Caldwell</td>
<td>310-825-3383</td>
<td><a href="mailto:john@tft.ucla.edu">john@tft.ucla.edu</a></td>
<td>Film, Television, and Digital Media</td>
</tr>
<tr>
<td></td>
<td>Robert Chi</td>
<td>310-267-5414</td>
<td><a href="mailto:chi@humnet.ucla.edu">chi@humnet.ucla.edu</a></td>
<td>Asian Languages and Cultures</td>
</tr>
<tr>
<td></td>
<td>Jose Escarce</td>
<td>310-794-3842</td>
<td><a href="mailto:jescarce@mednet.ucla.edu">jescarce@mednet.ucla.edu</a></td>
<td>Medicine-GIM &amp; HSR</td>
</tr>
<tr>
<td></td>
<td>Kimberley Gomez</td>
<td>310-825-0991</td>
<td><a href="mailto:kimgomez@ucla.edu">kimgomez@ucla.edu</a></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Paul Ong</td>
<td>310-614-2458</td>
<td><a href="mailto:pmong@ucla.edu">pmong@ucla.edu</a></td>
<td>Urban Planning</td>
</tr>
<tr>
<td></td>
<td>Edith Mukudi Omwami</td>
<td>310-825-1791</td>
<td><a href="mailto:omwami@gseis.ucla.edu">omwami@gseis.ucla.edu</a></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Michael Prelip</td>
<td>310-825-4506</td>
<td><a href="mailto:mprelip@ucla.edu">mprelip@ucla.edu</a></td>
<td>Public Health-Community Health Sciences</td>
</tr>
<tr>
<td></td>
<td>Ali Racy</td>
<td>310-825-6604</td>
<td><a href="mailto:racy@ucla.edu">racy@ucla.edu</a></td>
<td>Ethnomusicology</td>
</tr>
<tr>
<td></td>
<td>Lilia Meltzer</td>
<td></td>
<td><a href="mailto:lmeltzer@ucla.edu">lmeltzer@ucla.edu</a></td>
<td>GSA Representative</td>
</tr>
<tr>
<td></td>
<td>Kristin Siu</td>
<td></td>
<td><a href="mailto:kristin_siu@yahoo.com">kristin_siu@yahoo.com</a></td>
<td>USAC Representative</td>
</tr>
<tr>
<td></td>
<td>Wayne Smutz</td>
<td>310-825-5551</td>
<td><a href="mailto:wsmutz@unex.ucla.edu">wsmutz@unex.ucla.edu</a></td>
<td>UCLA Extension</td>
</tr>
<tr>
<td></td>
<td><em>Ex Officio</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kevin Vaughn</td>
<td>310-825-8296</td>
<td><a href="mailto:kvaughn@unex.ucla.edu">kvaughn@unex.ucla.edu</a></td>
<td>UCLA Extension</td>
</tr>
<tr>
<td></td>
<td><em>Ex Officio</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eric Wells</td>
<td>310-206-2070</td>
<td><a href="mailto:ewells@senate.ucla.edu">ewells@senate.ucla.edu</a></td>
<td>Academic Senate</td>
</tr>
</tbody>
</table>
Committee of Continuing and Community Education Calendar of Meetings

The Committee on Continuing and Community Education meetings should meet at least twice per quarter. Meetings will be in 1215 Murphy Hall, unless stated otherwise.

2015-16 Meetings have been scheduled for the following dates:

Fall Quarter

Quarter begins September 21, 2015 and ends December 11, 2015

October 29, 2015 (1215 Murphy)

Winter Quarter

Quarter begins January 4, 2016 and ends March 18, 2016

January 10, 2016 (1215 Murphy)
TBA

Spring Quarter

Quarter begins March 23, 2016 and ends June 19, 2016

TBA
Outstanding Issues

1. Continue to monitor the new structure of Summer Sessions XL courses.
2. Request an update on Extension programs. Specifically:
   
   A. Extension is working with the UCLA Department of Geography to offer and online GIS (Geographic and Information Systems) certificate program. This program is scheduled to launch in fall 2015.
   
   B. Extension is working to renew a Health Policy and Management certificate program with the School of Public Health.
   
   C. Extension formed a new alumni partnership where all UCLA graduates are to be offered a free course through Extension.

3. Continue to explore the ways in which the university can use online technology for outreach purposes.

4. Provide consultation and advise on other non-degree, self-supporting programs, as needed.
67.5 Continuing and Community Education

(A) Mission of the Committee.
The mission of the CCCE is to advance programs in continuing and community education that meet the public’s needs, maintain UCLA’s reputation for academic excellence, promote innovative methods of instruction, and support the mission of the University. The CCCE focuses on educational issues and academic programs for non-matriculated students who are not registered or enrolled in undergraduate or graduate degree programs. It considers the educational, organizational, technological, legal, and economic dimensions of continuing and community education at UCLA, seeking to advance the University’s contribution to society and its position as a leading research institution. [Am 24 Apr 08]

(B) Membership.
The committee shall be structured to promote an ongoing discussion about community education among a range of interested parties. It includes several kinds of members.

(1) Representatives of the Faculty. The committee includes nine to twelve members of the faculty, including one representative each from the Undergraduate Council and the Graduate Council.

(2) Ex Officio Members. The committee includes the Dean of University Extension as a standing ex officio member. [Am 24 Apr 08]

(3) Guests. May be invited by the committee to provide expertise on technology, community relations, financial affairs, legal matters, and other areas germane to the committee’s deliberations. [En 24 Apr 08]

(4) Guests have no voting rights within the committee. [En 24 Apr 08]

(5) Student Representatives. In accordance with bylaw 45, the committee also includes one each from the Undergraduate and Graduate programs and, when possible, two from University Extension Programs. [Am 24 Apr 08]

(C) Responsibilities of the CCCE

(1) Reviews and recommends policies for continuing and community education, in consultation with relevant Senate committees, campus programs, and University leadership, with respect to educational standards and practices in courses and programs not culminating in University degrees.

   a. Consults and advises the Chancellor and Senate on issues arising from legal, financial, and intellectual property rights, copyright, and commercial arrangements in courses and programs not culminating in University degrees.

   b. Advises the Graduate and Undergraduate Councils on related issues that arise in programs offered by “distance learning.”

(2) Systematically gathers information about the scope and character of community education programs, and advises the Senate, departments, colleges, schools and the Chancellor about
their contribution to the community and the University.

(3) Acts to share information and develop fruitful relationships among UCLA providers of community education with the objective of promoting cooperation and coordinating efforts to advance common goals.

(4) Develops recommendations to advance the contribution of University Extension in the community, to promote a constructive relationship between Extension and the faculty, and to ensure the beneficial use of Extension’s resources in continuing and community education programs throughout the University.

Detailed oversight of the Extension courses and programs will not be the focus of CCCE. Monitoring the Extension’s management, programs, and instructors is best accomplished by the Senate Program Review and the delegation of course approvals to the relevant departments and programs on campus as provided in Senate bylaws. Extension courses and programs that convey degree credit at UCLA, such as the XL series, fall under the jurisdiction of the Graduate or Undergraduate Councils and are subject to their approval and oversight.

(5) At their request, advises the Graduate and Undergraduate Councils during the transition of continuing and community education programs into regular degree programs. The CCCE cooperates with other Senate committees to assure a smooth transition by promoting continuity of standards in community and degree programs, by sharing its specialized information and expertise, and by serving as a gateway to the Academic Senate for community programs that desire to grant degrees.

(6) Develops recommendations to promote community outreach and faculty participation in the community.

Approved by the Legislative Assembly on June 7, 2005.
Committee Roles and Responsibilities

Committee on Continuing and Community Education Chair (*Professor Mahendra*)

1. Attend all committee meetings.
2. Communicate current issues that need the attention of the committee.
3. Conduct meetings in accordance with Academic Senate bylaws and guidelines.
4. Communicate agenda topics with Staff Analyst.
5. Review minutes and agenda before they are distributed to members.

Committee on Continuing and Community Education Members

1. Attend committee meetings.
2. Communicate current issues that need the attention of the committee to the Chair or the Staff Analyst so that it can be added to the agenda.
3. Serve as a voting member.
4. Communicate to Staff Analyst and/or Chair when unable to attend meetings.

Committee on Continuing and Community Education Analyst (*Eric Wells*)

1. The Administrative Analyst directs and manages all administrative aspects of the Committee providing analysis and recommendations to the approving body (i.e., Committee, Senate Chair, Executive Board and Legislative Assembly), which leads to major changes in organizational policy and procedures.
2. Determine structural timelines for processes including advising on the process and bylaws with departments, administrative units and other University agencies.
3. Research new areas of interest to the committee providing written documentation and oral recommendations as requested.
4. Develop guidelines and operating procedures for implementing committee actions. Evaluate current processes to integrate new initiatives and adapt process to comply with new initiatives.
5. Develop and provide training to committee members on policy and procedures.
6. Attend meeting of the Committee. Draft and edit minutes for Committee approval, as well as policy statements and legislation. Draft reports on issues raised by the committee and make either oral or written presentation at meetings. Provide expertise on Senate policies and procedures as requested by the committee.
7. Serve as liaison from the Committee to academic and administrative units, and other University agencies advising on policy and procedures as requested by the committee.
8. Responsible for assembling and maintaining materials posted on the Web regarding Committee concerns and areas of focus for campus review.
9. Assist the Chair in drafting the Committee’s Annual Report. Provide appropriate data on issues reviewed by the Committee during the year.
Appendix XV: Committee Procedures

These procedures and guidelines seek to improve the institutional memory, efficiency, and effectiveness of Senate committees. They apply to all standing committees, councils, and the Executive Board of the Los Angeles Division, unless the Executive Board determines that they should be modified in certain cases.

1. Committee Operations File

The chair of each committee, or a member or Senate staff person whom the chair designates, shall maintain a Committee Operations File. The original of this file is to remain in the Senate Office and contain at least the following:

a. A copy of the Senate bylaw governing the committee, this appendix, and divisional and statewide materials pertinent to the committee’s operation;

b. An outline of "Committee Operating Procedures" not explicit in the committee's bylaw, including standard agenda items, especially for the first and last meetings of each year and, if relevant, a list of subcommittees;

c. A packet of "Summaries of Major Committee Issues" (see 2., below);

d. A copy of the annual reports of the committee for the past five or more years.

2. Summaries of Major Committee Issues

At the conclusion of each year the committee chair provides for the Committee Operations File a brief summary of major issues engaged, resolved, or unresolved by the committee. This may be an abstract of portions of the committee’s annual report, and may include personal notations or commentary. If the chair fails to provide this summary, it should be compiled by the vice chair or a Senate staff person prior to the next school year.

3. Information for Committee Members

At the start of each year, copies of 1. a., b., the last five summaries of c., and the last three annual reports of d. in the Committee Operations File shall be provided to committee members who have not received these materials.

4. Committee Orientation

The agenda for the committee's first meeting of the year should include a review of the Committee Operations File. Former committee chairs or former members may well be invited for the review and for subsequent consultation if their participation would be helpful.

5. Division of Workload

If the committee's workload is substantial and specific issues or areas require special attention, the committee is advised to consider appointing a vice chair and/or subcommittees.

6. Ex Officio Members

Committees with ex officio members should observe that these persons may have primary responsibilities elsewhere. In this light, ex officio members may elect to serve either as full participants in the committee's activities or, less actively, as consultants.
7. **Committee Consultants and Guests**

Administrators and others may be valuable as consultants and guests, and committees are encouraged to invite their participation as necessary. Unless such persons are specified as *ex officio* members in a committee's bylaws, however, they should not be included as permanent guests at committee meetings, and when they attend it should be understood that the committee may convene in executive session without them. [Am 7 Nov 89]

8. **Inactive Members**

If a member is inactive, the committee chair should consult with the member and, if action is necessary, contact the Committee on Committees for a replacement (at least for the following year).

9. **Recognition of Strong Service**

Committee chairs are urged to recognize strong committee participation by writing letters of commendation for members who have served faithfully and well. Letters may be addressed to the member with a copy sent to the member’s department chair, or to the department chair with a copy to the member. In either case, the chair should be asked to place a copy in the member’s personnel file. The letters should include a brief summary of the matters engaged by the committee, and a citation of special contributions of the particular member. [Am 7 Nov 89]

10. **Recognition of Committee Chairs’ Service**

To provide data for the recognition of their work, chairs of Senate committees, subcommittees, special committees, and task forces are encouraged to submit copies of their annual reports, and/or other non-confidential tangible results of the chair’s efforts to their department chairs for inclusion in their personnel files. Such data should be prefaced with a statement that these materials are submitted in compliance with Appendix XV of the UCLA Academic Senate Manual. [En 14 Mar 89, Am 7 Nov 89]
Contacts & Resources:

<table>
<thead>
<tr>
<th>Primary Contacts</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaily Mahendra</td>
<td>Chair</td>
<td>310-794-9850</td>
<td><a href="mailto:mahendra@seas.ucla.edu">mahendra@seas.ucla.edu</a></td>
</tr>
<tr>
<td>&lt;name&gt;</td>
<td>Vice Chair</td>
<td>&lt;phone no.&gt;</td>
<td>&lt;email address&gt;</td>
</tr>
<tr>
<td>Eric Wells</td>
<td>Analyst</td>
<td>310-206-2027</td>
<td><a href="mailto:ewells@senate.ucla.edu">ewells@senate.ucla.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Websites: Academic Senate</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Senate Home Page</td>
<td></td>
<td><a href="http://www.senate.ucla.edu/">www.senate.ucla.edu/</a></td>
</tr>
<tr>
<td>Committee on Continuing and Community Education</td>
<td></td>
<td><a href="http://www.senate.ucla.edu/committees/ccce/">http://www.senate.ucla.edu/committees/ccce/</a></td>
</tr>
</tbody>
</table>
COMMITTEE ON CONTINUING AND COMMUNITY EDUCATION  
ANNUAL REPORT 2014 – 2015

To the Legislative Assembly of the Academic Senate, Los Angeles Division:

The Committee on Continuing and Community Education represents the Academic Senate and focuses on educational issues and academic programs for distance learning, as well as non-matriculated students who are not registered or enrolled in undergraduate or graduate degree programs. Its mission is to advance programs in continuing and community education that engage the community, maintain UCLA’s reputation for academic excellence, promote innovative methods of instruction, and support the mission of the University. It considers the educational and organizational dimensions of continuing and community education at UCLA, seeking to advance the University’s contribution to society and its position as a leading research institution.

Summary

The Committee on Continuing and Community Education discussed several key issues during the academic year. Among the most prominent:

1. University Extension (UNEX)
2. Facilitation of UCLA Outreach Activities Through Online Technologies
3. Engineering Online MS Program (MSOL)

Major Issues Fall 2014 – Summer 2015

- Since the arrival of the new Dean of Extension in Fall 2013, the Committee has enjoyed a more cooperative relationship with Extension and received regular updates from the dean throughout the year. In January 2015, Kevin Vaughn began serving as Associate Dean for Academic Affairs for Extension, one of his primary charges being to work with departments on campus.

Extension is currently finalizing a proposal with the UCLA Department of Geography to offer a GIS certificate program online, which is expected to launch in the fall. They are also close to renewing an agreement with the School of Public Health for a Health Policy and Management certificate. Both programs will be revenue sharing with the campus department. Extension also formed a new alumni partnership where all UCLA graduates are to be offered a free course through Extension. Starting this year, Extension graduates will also become members of the UCLA Alumni Association.

There were a number of departments in the College that were not approving Extension’s summer term XL courses due in part to the perceived competition with their Summer Sessions courses, in which Summer Sessions shares revenue with the departments. A new structure was agreed to in which Extension would match the Summer Session course fees, and then share revenue with the departments for matriculated UCLA students. The price increase has driven down enrollment in some of the humanities, but revenues have increased. Extension will continue to monitor the effects of the changes.

Extension recently opened a new classroom facility in Westwood, having taken over the entire lower floor of the Gayley Building (located between Lindbrook and Kinross). Extension has been meeting with architects to discuss plans for the renovating the interior space of the main Extension building as well. The retrofit will take about 2-3 years, which will require UNEX to temporarily move its offices to a new space, possibly to the upper floors of the Gayley classroom building.

Extension employed a research firm to conduct a study of the Los Angeles area to determine what locations might be most beneficial in addition to Westwood, El Camino College, and Downtown Los Angeles. The market research has since been completed, and Woodland Hills and Pasadena have been identified as primary targets for satellite facilities, with Playa Vista also under consideration. Extension has also signed an MOU with the Koreatown Daily Newspaper to offer courses in Koreatown starting in Fall 2015. Extension is also having
conversations with the UCLA Medical Center about sharing space with medical locations around Los Angeles and possibly co-branding those sites.

UNEX has been upgrading its technology, moving from Blackboard to the Canvas LMS (Learning Management System), and is replacing its technology infrastructure (registration, student/faculty records, course management) with Destiny, which is a company that specializes in continuing education/extension systems.

• The Steering Committee for Online Teaching and Learning convened a committee workgroup focusing on outreach that is being led by Dean of Extension Wayne Smutz. The committee discussed ways in which the university could use online technologies for outreach purposes. Suggestions included using Extension’s off-site facilities as physical contact points for students enrolled in online courses, as well as making self-supporting degree programs available online. Among some of the potential challenges were issues of access being limited to those who have the necessary equipment/software, as well as the time of day that classes are held for live delivery-based programs. Planners should also ensure that such outreach programs are designed to provide meaningful outreach to the community, rather than simply being a mechanism to expand enrollment and increase revenue.

• The Committee met with Jenn-Ming Yang, Associate Dean for International Initiatives and Online Programs at the School of Engineering to discuss the school’s online engineering MS (MSOL) program. The program, which targets fully employed students, currently enrolls about 230 students, although it hopes to double the size of the program in the next three years. MSOL has continued to look for ways to add interdisciplinary programs, such as the new online MS in Engineering Management, which is designed to develop the management and workplace skills of the engineering students. MSOL has expanded its domestic footprint beyond the local community, as Los Angeles area students currently encompass less than half of the program’s enrollment. The majority of international students reside in Canada, but the program is continuing to explore ways to reach more students in Asia.

Respectfully Submitted,

Arleen Brown, Medicine
John Caldwell, Film, Television, and Digital Media Jose Escarce, Medicine
Kimberley Gomez, Education
Christopher S. Lynch, Mechanical and Aerospace Engineering Michael Prelip, Community Health Sciences
Janet Mentes, Nursing
AJ Racy, Ethnomusicology Robert Chi, Graduate Council
Edith Mukudi Omwami, Undergraduate Council
Shaily Mahendra, Civil and Environmental Engineering, CHAIR
COMMITTEE ON CONTINUING AND COMMUNITY EDUCATION
ANNUAL REPORT 2013 – 2014

To the Legislative Assembly of the Academic Senate, Los Angeles Division:
The Committee on Continuing and Community Education represents the Academic Senate and focuses on educational issues and academic programs for distance learning, as well as non-matriculated students who are not registered or enrolled in undergraduate or graduate degree programs. Its mission is to advance programs in continuing and community education that engage the community, maintain UCLA's reputation for academic excellence, promote innovative methods of instruction, and support the mission of the University. It considers the educational and organizational dimensions of continuing and community education at UCLA, seeking to advance the University's contribution to society and its position as a leading research institution.

Summary
The Committee on Continuing and Community Education discussed several key issues during the academic year. Among the most prominent:

4. New Dean of University Extension (UNEX)

5. UNEX Visioning and Strategic Planning

6. UCLA Center for Community Learning

Major Issues Fall 2013 – Summer 2014

• Effective Oct. 15, 2013, Wayne Smutz began his appointment as the new Dean of Extension at UCLA after spending 33 years within outreach, continuing education, and distance education at Pennsylvania State University. During his time at Penn State, Smutz worked in program development, continuing education, online education, marketing, and strategic development. For the past six years, he served as executive director of Penn State’s online-only World Campus and as associate vice president for Academic Outreach, in which he oversaw face-to-face continuing education at the university. In these roles, he served over 20,000 students per year with a budget of nearly $100 million. Neither the World Campus nor Continuing Education offered their own degrees, and thus had no academic authority; they delivered the degrees of the academic colleges and departments. Ninety degrees were offered in total, split evenly between graduate and undergraduate programs, and a revenue sharing model between distance/continuing education and the campus departments was utilized.

Smutz, as an ex-officio member, attended all meetings and provided regular updates from Extension to the Committee throughout the year. Among his initial observations was that Extension has to be a part of the university and not be perceived as operating separately, given the existent tension between Extension and the campus departments. Another was the need for UCLA to extend into the broader Los Angeles community and that it is too Westwood-centric. Finally, a third observation was that the campus needs to have a better understanding of the mission of UNEX and that there is a perception that distance/continuing education is primarily a revenue generator. While UNEX does have to be self-supporting, its primary aim is to educate and be a resource for the community.

• Upon his appointment, Smutz began the process of setting up a strategic visioning plan for University Extension moving forward. A variety of issues were included in this planning and are summarized here:

1. In February, UNEX initiated a visioning and strategic planning exercise, in which it collected a diverse range of perspectives and ideas about what Extension should be doing in the short and long-term. The data were then shared at workshops held later in the month, which included Extension students, staff, faculty, campus faculty, administrators, and CCCE members. These sessions allowed UNEX to gather the perspectives of these stakeholder groups and helped to frame the strategic plan. The entire exercise was completed in May and four major areas of focus were
identified: collaboration, serving students, improving learning, and educational technology/online platforms.

2. A marketing advisor was brought in to provide marketing strategy recommendations, and UNEX will be implementing significant changes to its marketing strategy, including more of a focus on e-marketing. It hopes to improve the operation’s sophistication in terms of targeting individuals within specific demographics.

3. The dean intends for Extension to serve non-traditional students/demographics (more vulnerable communities and high unemployment hubs) that have not often been reached in the way of certificate and continuing education programs. UNEX is also committed to community outreach through the exploration of site-based/residential opportunities outside of its Westwood facilities.

4. Architects have provided a plan for the UNEX administration building on Le Conte Ave that would include a seismic re-fit as well as some external image changes. Extension is also looking into the possibility of operating satellite campuses throughout the Los Angeles area, potentially by using shared space at other UCLA facilities.

5. UNEX is looking to expand certificate programs (probably during the summer) aimed at undergraduate students that reflect the practical skills that potential employers are seeking.

6. The academic approval letters for Extension courses/programs have been revised to emphasize the partnership between UNEX and the campus departments, and the important role that departments play in Extension. Several approvals sent to campus departments for summer courses were being declined, in part because departments use Summer Sessions to generate revenue, and are thus attempting to reduce competition with Extension. UNEX conducted a study of summer term enrollment and found that about 10-12% of summer Extension students are UCLA undergraduates. Extension hopes to change the paradigm from reducing competition to increasing the pool of students, during the summer or otherwise. A part of Extension’s purpose is to serve audiences at times that matriculated students are not normally served (weekends and evenings), and departments’ disapproving of UNEX summer approvals is interfering with that purpose. Smutz noted that he will meet with the deans to see if a solution can be had, which could include compensation going back to departments for Extension students that are UCLA undergraduates.

- The UCLA Center for Community Learning is the campus hub for academic courses and programs that connect students and faculty to community organizations. All of its programs are credit bearing, and its community engagement work is not co-curricular or extra-curricular, such as that in the volunteer center and student clubs and organizations, but is rather embedded in the undergraduate curriculum. Dr. Beth Goodhue, Assistant Director of CCL, met with the committee to provide an update on the center’s current initiatives.

The two main curricular initiatives for undergraduates are service learning courses and internship courses. Service learning courses are faculty-designed and are found throughout the curriculum in a variety of disciplines. To have the SL designation, students have to complete at least 20 hours in the community during the quarter (about 3 hours/week). In order to attain an SL designation, the class must include assignments that are connected to the community-based work in some way. Examples are research papers that incorporate community-based work as evidence, or research papers which are designed as digital projects that would be given to the community organization.

Internship courses are independent study courses run out of the center, and enroll about 200 students per quarter through the courses. Most are open to enrollment from students across the university. The center has coordinators who provide support for the various sites chosen by students.

CCL is currently working on a digital map that provides details about organizations where UCLA students are working, including a list of service learning projects at the various sites and a list of affiliated courses which would then feed into CCLE.
The Administration convened a Community Engagement Committee this year in connection with the university’s application to renew its Carnegie Community Engagement classification, which UCLA first received in 2006. The application aims to document the range of activities throughout the campus, focusing on academic engagement, research courses, and faculty research projects. Part of the charge of the committee is to make recommendations for community engagement work, and CCL will be involved in providing data for the application.

Respectfully Submitted,

AJ Racy, Ethnomusicology
Jose Escarce, Medicine
Anand Bodapati, Management
Gail Wyatt, Psychiatry and Biobehavioral Sciences
Kimberley Shoaf, Community Health Sciences
Janet Mentes, Nursing
Joseph Nagy, Graduate Council
Edith Mukudi Omwami, Undergraduate Council
Shaily Mahendra, Civil and Environmental Engineering, CO-CHAIR
Barbara Drucker, Art, CO-CHAIR
March 30, 2015
To the Legislative Assembly of the Academic Senate, Los Angeles Division:

The Committee on Continuing and Community Education represents the Academic Senate and focuses on educational issues and academic programs for distance learning, as well as non-matriculated students who are not registered or enrolled in undergraduate or graduate degree programs. Its mission is to advance programs in continuing and community education that engage the community, maintain UCLA’s reputation for academic excellence, promote innovative methods of instruction, and support the mission of the University. It considers the educational and organizational dimensions of continuing and community education at UCLA, seeking to advance the University’s contribution to society and its position as a leading research institution.

Summary

The Committee on Continuing and Community Education discussed several key issues during the academic year. Among the most prominent:

7. University of California Online Pilot Project

8. Master of Science in Engineering (MSE) Online Program
   • Draft Policy for Online Instruction
   • New Dean of Extension (UNEX) Search

Major Issues Fall 2012 – Summer 2013

- The University of California Online Pilot Project grew out of recommendations from the UC Commission on the Future as a way to continue to provide quality education in an era of reduced resources. Its stated goal is to “test how online instruction can use technology’s tools to give undergraduates student-centered educational opportunities comparable to the superb classroom instruction that has helped build UC’s stellar reputation worldwide.” UCLA Media Arts Professor Victoria Vesna spoke to the Committee about her experiences teaching online courses, one of which was part of the pilot project.

Among the challenges she outlined in teaching online courses were organizing online office hours (some students participated from international locations), differences in international academic cultures, multilingual translations, curriculum design, live video streams, and maintaining an accessible video archive.

Several advantages of conducting large lecture classes online are the lack of a need for physical space, communication/interaction with students, stronger/more concise presentations, revenue increases, and increased access to learning.
Pertaining to its interest in community and distance learning programs, the Committee invited Professor Christopher Lynch to speak about the Master of Science in Engineering (MSE) Online Program at UCLA, for which he serves as Program Director. Prof. Lynch indicated that the 9-course graduate degree online program receives applicants from across the country, with a high concentration of individuals who are already working professionals.

The online program is facilitated by in-class recordings, using HD cameras—providing for wide angles to adequately capture instructors behind podiums and movement to and from whiteboards, close-ups, etc.—along with PowerPoint inputs. The technology offers students convenient viewing options for streaming or downloading class-associated footage and/or recordings, as students can view footage and recordings on computers, tablets or smartphones.

Committee members raised several questions regarding the MSE Online Program, including how instructors and teaching assistants are paid, the number of students in a cohort, additional fees required for enrolled students, the transferability of the courses to other programs on campus, and intellectual property.

Lynch noted that the program is mindful of the importance of student-faculty interaction, where the student populace of a program or student enrollment in any given online course could reach well beyond critical mass and the quality of instruction could be severely compromised as a result. An inordinate amount of students could unfortunately equate to less student and faculty interaction. The MSE Online Program would like to foster more, not less, student and faculty interaction (i.e. as much interaction as possible, the optimal balance). The program is grounded in the strong belief that technology can certainly enhance education enormously and open up a plentiful amount of rewarding academic opportunities.

In December 2012, the Online Education taskforce convened by EVC Scott Waugh completed a draft Policy for Online Instruction. The Academic Senate subsequently distributed the draft policy to several bodies for review and comment, including CCCE. In a letter to Senate Chair Linda Sarna dated March 4, 2013 (Appendix A), the Committee outlined several concerns, among which was the proposed new administrative infrastructure, the goals of online instruction, production standards for online education, impact on faculty/teaching assistant workload, non-matriculated students, and intellectual property. Chair Sarna drafted a final response to taskforce chair Vice Provost Kathryn Atchison.

The search for the new dean of University Extension (UNEX) was a principal agenda item for the Committee in 2013. As a member of the search committee, CCCE Chair Barbara Drucker provided regular updates to the Committee throughout the process. Kathryn Atchison, Vice Provost for New Collaborative Initiatives, chaired the search committee for the new dean and visited CCCE in February to review the major issues the committee had identified prior to the first round of interviews. She provided an outline of the strengths, weaknesses, and opportunities for Extension moving forward.

The Committee agreed that the perceived competition between campus departments and Extension was an issue that needs to be resolved, and that there needs to be better communication and coordination between the two. The Committee was invited to participate in the second round of interviews, and provide written feedback to the Chancellor and EVC. In May, the Committee met to review the UNEX website and identify questions and observations related to Extension prior to the interviews from May 31-June 6. Several CCCE members attended the interviews, and provided their perspectives on the candidates with whom they were able to meet.
Respectfully Submitted,

AJ Racy, Ethnomusicology
Shaily Mahendra, Civil and Environmental Engineering Anand Bodapati, Management
Martin Quan, Family Medicine
Gail Wyatt, Psychiatry and Biobehavioral Sciences
Kimberley Shoaf, Community Health Sciences Janet Mentes, Nursing
Lillian Gelberg, Family Medicine
Guillaume Chanfreau, Graduate Council Representative Mariko Tamanoi, Undergraduate Council Representative Lesley McBain, GSA Representative
Harvey Peralta, USAC Representative Barbara Drucker, Art, CHAIR

April 11, 2014