2019-09-13 Minutes of the Executive Committee of the Academic Senate

University of Dayton. Academic Senate. Executive Committee

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Approved Minutes
Executive Committee of the Academic Senate
September 13, 2019
9:30 am – 11:00 am, SM 113B

Present: Joanna Abdallah, Paul Benson, Anne Crecelius, Sam Dorf, Shannon Driskell, Deo Eustace, Mark Jacobs, Jake Jagels, Leslie Picca, Jason Pierce, Fran Rice, Andrea Seielstad

Excused:

Guests:
Janet Bednarek (Faculty Board representative)
Paul Vanderburgh, Associate Provost, Graduate Academic Affairs
Andrea Stiefvater, Managing Director, UDayton Global
Tom Skill, Associate Provost and Chief Information Officer
Ryan Allen, Associate Director of E-Learning

Opening:
- Opening prayer/meditation- Mark Jacobs
- Approval of minutes from 9/6/19 ECAS meeting. Minutes approved with no revisions.

Announcements:
- Update on Provost’s Council meeting
  - Included updates on the following: Vocation Implementation Team, UDayton Global, Dialogue Zone, and Name Coach.
- Update in President’s Council meeting
  - Discussion topics included creating a culture of philanthropy among students, difficulties with the amount of time needed to process H1V visas, and the impact on UD of potential changes to the National Association for College Admission Counseling’s code of ethics. John Leland (V-P for Research, UDRI) provided an update on the processing of background checks required by the American Talent Initiative. These requests include a check on sexual harassment claims which will be processed by UD’s Office of Equity and Inclusion. Leland also reported that the university is doing a very good, almost exemplary, job of combatting foreign influence on research integrity. Hunter Goodman (Executive Director of the Fitz Center for Leadership in Community) is managing the implementation of a web based product that will provide a platform for UD users as well as community users to list and search for community based projects as well as coordinate and measure their impact. A pilot is planned later this fall.

- Update on parliamentarian
  - Deo Eustace has agreed to be the parliamentarian for the 9/13/19 Academic Senate meeting. Discussions continue with the law school for a permanent appointment.

Business Items:
- Assign students to committees-no action taken
- UDayton Global update from Paul Vanderburgh
  - Paul Vanderburgh and Andrea Stiefvater reminded us of their charge, to increase enrollment of international students and to provide them value added support. UDayton global is in
their third intake with 209 enrolled students. Of those, 175 are graduate students with the rest undergrads. Of the 175 grad students, 17 departments are represented with computer science having the largest number of students at 106. There are 34 undergraduate students, representing 12 departments; enrollment is fairly equal across departments. Previously there was only two entry options, directly into either the undergraduate courses or the graduate courses. Access points have increased to include an undergraduate academic accelerator and an undergraduate extended accelerator; and an advanced master’s accelerator and a master’s accelerator. Questions:

- How to fulfil the requirement for full term of summer classes when summer classes are abbreviated? UDayton Global wants to make their experience a traditional 4 year experience, and plans to address this requirement.
- Will most of international students go through this program? Yes, most will, however some students, like the Marianists attending UD, will be an exception.
- What countries are represented through UDayton Global? Currently 111 countries are represented in regional offices throughout the world, with plans to expand offices in multiple parts of Africa and Latin America.
- What is the success rate of students? Students are meeting goals, with a success rate of 88%.
- Is UDayton global setting admission and academic standards? No, UD sets all admission and academic standards. Shorelight handles all processing.

- On-line course quality discussion led by Ryan Allen
  - The quality of classes varies across online courses. Originally was offered in the summer terms only. Strategically planning for the growth of online classes hasn’t occurred, instead the growth has been mostly faculty driven. 690 students are talking online classes, there are 142 classes, with 42 of those classes having 10 or more enrolled students. Problems include faculty not familiar with the differences between teaching face to face and teaching online. There is no training required nor guidelines on expectations of how an online class will be taught. E-Learning Fellows program had 95 faculty participate with 12 of them teaching an online class this summer. E-Learning offers a course review service. There is also a question of retention: of the 690 students enrolled in online courses, 90 moved up a grade level.

  Questions:
  - Should we work towards guidelines or expectations for online courses? Should categories of online class structures be identified?
  - Which courses make sense to offer online?
  - What is the quality of those courses?
  - Why are we offering them online instead of face-to-face?

There are plans to draft a charge to APC to help develop guidelines for online classes, and to include an element of evaluation of online courses in the charge to SAPC as they review SET.

Adjourned 11:00 am.
Respectfully submitted, Fran Rice
Developing Your Online Course

Developing an online course requires advanced time to plan and build. The following best practices will help guide you on what to consider and incorporate into your course as you begin your work.

1. **Build and Host Your UD course on UD’s LMS, Isidore**
   a. Utilizing Isidore establishes a consistent platform for students taking multiple courses and maintains FERPA compliance, allowing student grade information to be shared securely.
   b. Faculty can benefit from in-house support, training, and expertise provided by the Office of eLearning.

2. **Establish a Design and Development Timeline**
   a. Quality takes time. Faculty should set time aside and begin working to build out their courses far in advance and begin by defining learning outcomes, the content they plan to cover, and assessments they will use on paper to make sure it will all fit.
   b. Brand new online courses can take as long as 3-6 months to design and develop.

3. **Create Clear & Consistent Pacing**
   a. Chunk course content into small, consistent units of work (Modules/Weeks/Topics).
   b. Define a consistent weekly due date (Ex: Sundays at 11:55 PM).
   c. Date release content so that students only have access to what is needed at any given time.
   d. Maintain balance from week-to-week.
   e. The work required of students from one week to another should be consistent.
   f. Provide estimated completion times to help students plan out their weekly schedule.

4. **Start with Learning Outcomes**
   a. Break down course learning outcomes into measurable learning objectives that can be grouped by unit and assessed.
   b. Design assessments and activities to align directly with one of the learning objectives in a given unit of content.

5. **Develop Quality Content**
   a. Infuse your expertise into the material by explaining why you selected the instructional materials that you did. Tell stories of your own practice to communicate your experience with the topic.
   b. Use multiple forms of media such as texts, videos, visuals, and interactive elements to prevent your students from suffering reading fatigue and to accommodate multiple learning styles.
   c. Create meaningful discussions, group projects, and peer review opportunities that allow students to interact with and learn from each other.
   d. Update instructional materials regularly by replacing anything that’s over 5 years old.
      i. Seminal works are exempt from the 5 year rule.

6. **Develop Varied & Frequent Assessment Opportunities**
   a. Give students frequent opportunities to ‘test’ their knowledge throughout the course.
   b. Avoid conditions that make cheating a good option by removing high stakes tests that compose large chunks of the grade book.
   c. Provide students with options to personalize the experience whenever possible.
      i. Universal Design for Learning techniques provide options for you to accommodate multiple intelligences in learning while still assessing the same content.
Delivering Your Online Course

Once the course has been developed with a strong foundation, it’s time to open the virtual doors and let students in. The following best practices will help guide you on how to facilitate the course and provide the students a positive, educational experience.

1. **Communicate & Build Community**
   a. Faculty should be present in the course. Provide guidance and clarity where needed. Your students should never wonder if you’re paying attention.
      i. Share the course syllabus and calendar with students a **minimum** of two weeks before a class starts.
      ii. Proactively make adjustments to content wherever possible during the course.
      iii. Send a ‘Welcome letter’ via email before the class starts (expectations/textbook info/important dates)
      iv. Post weekly announcements as a way to check-in with students and reinforce what they need to be focusing on.
      v. Your syllabus should contain a communication policy that outlines expectations around your availability throughout the week and your preferred method of contact.
      vi. Consider holding weekly office hours or optional review sessions through a virtual meeting tool like Zoom.
      vii. Encourage students to reach out to each other for help and to create online study groups.

2. **Provide Timely Feedback**
   a. Define a turn-around-time window so that students know when to expect feedback.
   b. Strive for personalized and meaningful feedback.
   c. Share grades early and often.

3. **Make Yourself Available**
   a. Make students feel as if your ‘virtual’ door is always open.
   b. Invite student questions and consider giving students a chance to tell you how the course is going through an early-term anonymous survey.

4. **Be Proficient in your use of Educational Technology**
   a. Instructors don’t need to be experts in their use of Isidore or other educational technologies they will use in their classes, but they should be aware of how things work and be able to assist at a base level when problems occur. This saves times and frustration for the instructor and the students.
   b. Instructors are always encouraged to reach out to the Office of eLearning for any assistance ([elearning@udayton.edu](mailto:elearning@udayton.edu) or 229-5039).

5. **Evaluate Student Learning and Plan for Changes**
   a. Utilizing data gathered from the course and SETS, evaluate student outcomes and notate the adjustments that need to be made to content, assignments, or tests in order to improve those outcomes during the next offering of the course.
Defining Quality Standards in Online Courses at UD

Overview
UD has not clearly articulated a sustainable or strategic commitment to online learning at the undergraduate level. It has also not defined general quality guidelines to help shape the type of online experiences it hopes to deliver to students. While a handful of online courses are offered during the fall and spring academic terms, UD traditionally delivers the largest number of online classes to undergraduates during the summer academic terms (on average 125-175 courses), at the discretion of individual units and faculty. Undergraduate online courses at UD have generally been offered with limited expectations and guidelines on how they should be developed and delivered. This has led to issues with enrollment, student satisfaction, course quality, and faculty readiness. It is important that these issues be addressed in order for UD to achieve success and growth in this space moving forward. Success can be defined on three fronts:

1. Help students make progress towards degree completion
2. Improve quality in the design and delivery of online courses
3. Grow enrollment in online courses

Background
As the higher education market continues to become more competitive, it is increasingly important that UD look to grow its presence in the online space in order to meet student needs as well as protect & increase revenue. Online courses can also help problems for the institution, including alleviating classroom space constraints and freeing up traditional classroom time for faculty to increase research, scholarship, and service.

Online courses used to be ‘nice to have’ but not essential. They are now a standard student expectation. Many first year students arrive at UD, and have already taken online classes. Many students could also greatly benefit from online classes throughout the year as they look to accommodate their busy schedules.

While the need for online classes exists, the solution shouldn’t be to simply offer more or to increase enrollment. Factors, such as course quality and support resources, must also be considered. Developing a quality online course and delivering it effectively requires a slightly different skillset than teaching a face-to-face course. While many faculty can transition between the two formats without issue, there are specific skills and tools that all faculty teaching online should know about and utilize in order to create an optimal learning environment. This makes training and faculty preparation critical to the success of online classes and student satisfaction. Many faculty find that skills acquired for their online classes become very beneficial for teaching face-to-face courses as well.

Preparing faculty to teach online does not mean that all online courses need to fit a specific mold or template. Online courses should take on different looks to match the faculty member’s style and personality. There is not a specific ‘box’ that everyone must fit into. Course content can be delivered in many ways – some incorporating synchronous online sessions through tools like Zoom that require
students to be present *virtually* at specific times, while others are built with an asynchronous format to accommodate busy student schedules.

While UD has taken some steps over the years to increase the number of course offerings, improve the quality of online courses, and promote faculty development and preparation, there is still more to be done.

**What can we do to improve in the short-term?**

1. Clearly define quality standards around developing and teaching online classes

2. Define expectations for training and preparation before teaching online

**What can we do to improve in the long-term?**

1. Create 'model' versions of high-value courses and run them during all terms instead of relying individual faculty members to deliver specific courses that they've built and have access to.

2. Launch new and appealing course/program offerings to attract new and existing students
# Pathways - Graduate

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<th>Semester 2</th>
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<td>MAP 2nd semester</td>
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Pathways - Undergraduate