Minutes - eLearning Council Meeting

Thursday, April 16, 2020 | 1:30 PM-3:00 PM

Via Blackboard Collaborate

Attendees: Justin Louder, Melanie Hart, Kathy Austin, Lewis Snell, Pat McConnel, Otto Ratheal, Brent Guinn, David Doerfert, Jody Roginson, Lesley Washington, Jameshia Granberry, Karissa Greathouse, Leslie DeBusk, Lisa Leach, Marcus Tanner, Laura Heinz, Jennifer Hughes, Kurt Caswell, Cary Sallee, Suzanne Tapp, John R. Thomas, Mitzi Ziegner, Haylee Lindsey, Jongpil Cheon, Clay Taylor, Chyrel Mayfield, Jeffrey Belnap, Larry Phillippe, Sandra Huston

I.   *Call to Order:* Meeting was called to order at 1:35 p.m. by Dr. Justin Louder

II.   *Approval of Minutes from Previous Meeting***:** Dr. Marcus Tanner made a motion to approve and Dr. David Doerfert seconded. Minutes from the previous eLearning Council Meeting, held on 3/12/20, were approved.

III.   *New Distance Program Approvals:*
   a.   *Accelerated Master of Agribusiness for Animal Science:* Dr. Doerfert spoke on the Accelerated Master of Agribusiness for Animal Science. Dr. Doerfert made a motion to approve and Ms. Jody Roginson seconded. The proposal will be voted on in the next Graduate Academic Subcommittee Meeting.
   b.   *Accelerated Master of Agribusiness for Food Science:* Dr. Doerfert spoke on the Accelerated Master of Agribusiness for Food Science. Dr. Doerfert made a motion to approve and Ms. Roginson seconded. The proposal will be voted on in the next Graduate Academic Subcommittee Meeting.
   c.   *Doctor of Education (Ed.D.) in Instructional Technology:* Dr. Fethi Inan spoke on the Doctor of Education (Ed.D.) in Instructional Technology*.* Dr. Larry Phillippe made a motion to approve and Ms. Suzanne Tapp seconded. The proposal will be voted on in the next Graduate Academic Subcommittee Meeting.
   d.   *Graduate Certificate in Teaching Second Languages:* Dr. Yesmin Dollar and Dr. Stefanie Borst spoke on the Graduate Certificate in Teaching Second Languages. Ms. Mitzi Ziegner made a motion to approve and Dr. Doerfert seconded. The proposal will be voted on in the next Gradate Academic Subcommittee Meeting.

IV.   *COVID-19 Response & Support:*
   a.   *Instructional Design & Blackboard Support*: Ms. Chyrel Mayfield and Ms. Leslie DeBusk spoke on Instructional Design & Blackboard Support. The Instructional Design Team has assisted approximately 115 faculty members with transitioning their in-class courses to online courses. The most common questions are technical related. These questions include but are not limited to; how to use Collaborate, how to use the different tools within Collaborate, how to conduct live lectures, how to asses students, and how to setup an online test. The overall feedback has been positive. The Blackboard Support Team has completed approximately 1,039 unique tickets in March of 2020 compared to 137 tickets in March of 2019. They have also completed 445 tickets in April of 2020 compared to 210 in April of 2019. Frequently asked questions before classes resumed

pertained to adding users as substitutes for courses, Collaborate Ultra and how it can be used for office hours and live lectures. After classes resumed, the most common questions and issues involved Proctorio, as well as assessment issues and settings. Blackboard also continues to have a lot of issues with Collaborate Ultra. They have helped Advising and Support Services get courses online for their departments as well.

b. **_Proctorio & Remote Testing_:** Dr. Melanie Hart and Dr. Louder spoke on Proctorio & Remote Testing. Several questions from faculty and students have been received about the use of Proctorio. A lot of inaccurate information has been floating around. The Office of the Provost has shared information about what Protorio can and cannot do with department chairs and associate deans. Dr. Louder troubleshooted most of the questions that were received and created a useful document. This document provides a lot of good information about how the information is encrypted, who has access to the videos, how long they are kept, etc. If the faculty member wants a test proctored, then the student is required to use Proctorio. If an instructor reports an academic misconduct violation to Student Affairs, then Student Affairs will track the student, not Proctorio. The Department of Education and SACS COC temporarily changed the requirements for online education, now known as Remote Online Instruction. The temporary requirements will soon go away, and the previous regulations will go back into effect beginning this summer. In a normal situation, if a faculty member is teaching an online class and is using Proctorio we ask that they put it in Banner so that students are made aware of it at the time of registration. Faculty are supposed to include a syllabus statement and a statement in their Blackboard shells. Because students have already registered for the Maymester and the Summer I term, faculty will need to make sure that the Proctorio language is included for both semesters in any syllabi, Blackboard shells and any emails prior to the term so students are aware and can make arrangements to get the equipment they need. If the faculty member does not want to use Proctorio but would still like to use an exam security software, the university still has a campus wide license for Respondus Lockdown Browser. The TLPDC is discussing alternatives to assist faculty and encourages them to think through additional assessment options. The student learning outcome has to remain the same regardless of the modality, but the assessment of that outcome can change.

c. **_Collaborative Teaching Tools:_** Dr. Kathy Austin and Dr. Louder spoke on the Collaborative Teaching Tools. The IT Division is evaluating tools that they hope to bring to the group for further evaluation and piloting. The division is looking at tools that add collaboration capability to our already existing tools. A large number of tools are available for engaging and enhancing curriculum and discussion. If our institution receives a suggestion of a new tool that duplicates an existing resource, then we cannot proceed with that tool. Some tools under evaluation include Yellowdig and PowerNotes.

Many questions have risen about how to access and upload videos to Mediasite. IT, eLearning and the TLPDC will release a collaborative schedule of available how-to resources. Recordings on tools, features and trainings will be available beginning next

week. Dr. Austin is also working with Mediasite on materials that can be shared outside of the training class. This will be an additional short training designed for faculty. IT and eLearning asked that faculty use the tool provided before requesting assistance from Blackboard. Mr. John R. Thomas is managing Zoom licenses. eLearning can help faculty utilize Collaborate and Microsoft teams.

d. **Blackboard Courses & Access**

   i. **Non-Academic Courses (Advising & ITA):** The Blackboard Steering Committee decided not to have a big education campaign at this time. Advocacy with colleagues who do not understand Collaborate, Blackboard, Skype, Microsoft Teams or Zoom would be much appreciated. Requests for a new course skeleton has been called a shell. That vernacular has been confusing for some, a decision was made to put a few non-credit courses on our production Blackboard server because of urgent situations. Subsequently, Blackboard began to get more requests and people were under the impression that you had to have a Blackboard shell in order to use Collaborate; this is not the case. If you have Blackboard Ultra, you do not have to request a Blackboard shell. Some non-credit courses do reside on Blackboard. An example of this are the International Teaching Assistant Workshops. These can be used for conducting training and coaching sessions with content in Blackboard and use Collaborate to engage students. It was discovered that faculty were asking for a shell, but all they needed was a conferencing platform. If Blackboard Collaborate, Skype or Microsoft Teams is not an option for faculty use, Zoom is also available through a university purchased license. Faculty and students are licensed to use the new group of non-academic courses for academic support.

   ii. **TA Access:** Dr. Austin spoke on TA access. Faculty are requesting that a person that is not a TA by SACS or TTU Human Resources definition be assigned a TA role in a Blackboard course. We are not able to do that in most cases.

   iii. **New SI Role:** Dr. Louder spoke on the new SI role. eLearning and IT have worked diligently and have found a new role; Supplemental Instructor (SI). As the university rapidly began transitioning to remote teaching, one concern that came up was the number of undergraduate students that were in SI roles. There were several requests to add SI students in their class so they could continue to serve as SI's and provide tutoring. The TA role would not work because they would have access to private and student data that we need to protect under FERPA. Other roles considered were the Guest and Course Builder Roles, however these did not work because they did not give the student access to enough information for the class. Because of the ILP Banner integration that loads students into the classes that they are enrolled in, they were unable to make SI individuals another student. This feature in Banner would see that they were not a student in the class and kick them out. Mr. Thomas, eLearning Blackboard support (lead by Ms. Leslie DeBusk) and Dr. Austin worked together and developed a new SI role. This role mirrors access that students have without

kicking them out for not being an actual student enrolled in the specific class. This role allows SI's to have access to content that they would have face-to-face, discussion board postings and assignments. This role does not allow SI's to see any student submissions or grades, therefore protecting FERPA data but giving SI leader access to the information that they need. The new role was tested and has been implemented for different SI classes around campus.

iv. *Substitute Teacher Access:* Dr. Louder and Dr. Austin spoke on substitute teacher access. Many deans, department chairs and others requested that faculty members come up with an appropriate substitute for their class if they become ill and cannot teach for an extended period. Typically, once someone requests that eLearning add a substitute in their class, provided they are a faculty member and have the appropriate credentialing, we can add them within 24 hours. So far this has been an easy process. The biggest issue has been making sure that the person is an approved faculty member and not a staff member in the department with no background in instruction. Nevertheless, all of this has been worked through so far. We must make the accommodation at the authoritative source in Banner. We are working with the Office of the Registrar and the Office of the Provost so that if these designations are made it must be done in the system with the appropriate approvals. The challenge will be in the identification bedding. However, this is an academic matter for deans and chairs, they will be working those set standards for that. In the system we will make sure that the TA, student or faculty member is in the authoritative source and put there by the appropriate authority.

V. *Blackboard Updates***:** Mr. Thomas and Dr. Austin spoke on Blackboard updates. Blackboard has been an excellent strategic partner, adds valuable resources and works with IT on a daily basis. The previous two-hour outage that occurred was a local process that broke and has since been corrected. Blackboard itself was not down, the access to it was down due to an expired certificate. As soon as the university began transitioning Spring courses online, Blackboard scheduled an assessment over a 3-day period to access our environment. The report showed that based on the increased load, there was no degradation and we are adequately resourced for the additional courses. In addition to news of the Summer I session being all online, we will be putting live shells into the Blackboard environment. All courses for the Maymester and Summer I will have live course shells within our Blackboard environment. This allows instructors to get into Blackboard sooner and begin adding their content. The next scheduled Blackboard upgrade will be held on Friday, May 29, 2020. This date was deconflicted with the end of the Spring semester, The Maymester, the beginning of the Summer 1 semester, the Law school calendar and our code by working professionals' program. There should be no courses occurring during that time.

VI. *Student Engagement Tools:* A group of faculty and students released an RFP and are looking at classroom and student engagement technologies. IT has started an evaluation and has narrowed it down to 5. These engagement tools do everything from Responseware type functionality to attendance to notes and engagement in lecture responses or actual polling

where results are tallied, automated and displayed. The next step is to provide an extended online demonstration and report the results back to the eLearning Council.

VII. ***US News & World Report Committee Update:*** Ms. Haylee Lindsey and Dr. Austin spoke on the US News & World Report committee update. When the executive summary was previously presented to the group it was decided that a subcommittee was needed for observation in greater detail and to provide some recommendations for TTU moving forward. The subcommittee has been working on an addendum to the eLearning executive summary and hopes to have it ready for the upcoming May eLearning Council Meeting so everyone can review it and provide some feedback on our recommendations and the addendum material that we have to attach to the eLearning executive summary report. The addendum was created to clarify the data and to make solid recommendations at a central level given the parameters that we are operating under.

VIII. ***Open Discussion:*** Dr. Lewis Snell discussed how many classes offered online for the Fall semester are already full. As students come in, they will not have a chance to register. Dr. Snell asked if he should work one on one with department chairs in order to request additional classes for the Fall, or is that something at a higher level that he needs to be concerned about or is there already an expectation that additional classes will be offered online for the Fall? Dr. Hart suggested that he should try to work with the departments to see what we can do to offer an online section from the regional sites so that students will have an opportunity to register. Dr. Louder discussed the OLC Science Mastery. Moving science labs online has begun to increase. Instructors who have understanding and experience with teaching online classes are encouraged to consider this opportunity. Because TTU is a member of the OLC, if we enroll at least 5 people then we will get a discount based on the amount of people we will enroll. eLearning is currently doing research on how other schools have transitioned lab-based courses online so that we will also be able to support our faculty with this. The OLC Science Mastery class is available and if there are any instructors or colleagues that may be interested, let Dr. Louder know. Dr. Hart thanked everyone who has helped with this transition into a new modality of delivery and appreciates all the help and all the willingness to support everyone else.

IX. ***Adjourn:*** Meeting adjourned at 2:56 p.m.

To: eLearning Council Members

From: Dr. Justin Louder, Associate Vice Provost, eLearning

Date: April 29, 2020

Following the last eLearning Council Meeting, held 04/16/20, four proposals were submitted for eLearning council review. The MA in Strategic Communication, MS in Natural Resource Management, Ph.D. in Special Education and the Essentials of Business Graduate Certificate. Each of these proposals were voted on electronically and have been approved by the eLearning Council. These proposals will route to the next Graduate Council and Graduate Council Academic Subcommittee meetings respectively.