

IUPUI Faculty Council Committee Annual Report 2017-2018

Committee Name: Distance Education

Chair: Gina Londino-Smolar

Members:

Members with Term Expiring June 30, 2019

Ekser, Burcin (Medicine)

Embree, Jennifer (Nursing)

Hook, Sara (Informatics & Computing) (Liaison from Technology Committee)

Lowe, Sara (University Library)

Price, Jeremy (Education)

Smith, John Reed (Business)

Tezanos-Pinto, Rosa (Liberal Arts)

Block, Molly (SPEA)

Members with Term Expiring June 30, 2018

Friesth, Barb (Nursing)

Guiliano, Jennifer (Liberal Arts)

Londino Smolar, Gina (Science) (Chair)

Taylor, Nolan (Business)

Wang, Suosheng (PETM)

Wilkerson, David (Social Work)

Liaisons for 2017-2018 (or Ex Officio)

Ferguson, Margie (Administrative Liaison)

Stiffler, Deb (Executive Committee Liaison)

Gosney, John (VPIT) (Administrative Liaison)

Hundley, Stephen (Planning and Institutional Improvement) (Ex Officio)

Whipple, Beth (Medicine Library) (Liaison from Technology Committee)

Action Items:

Action Item(s)	Status
Follow-up with online proctoring	IU has adopted Examity for online exam proctoring; IU Online is paying the fees for fully online courses for students that schedule exams 24 hour out; if the students schedule within the 24 hours to take the exam, the student is responsible to pay the fees.
Support structures for students who are fully online	Currently Onboarding is being developed by the office of IU online

<p>Monitor Graduate Faculty Council for graduate-level policies</p>	<p>Discussion with Associate Vice Chancellor for Graduate Education spoke about existing MS and certificate program going through the IU Online process of approval of programs. Programs that are 80% or more online must go through IU Online process than Graduate Affairs Committee. There are great resources available to help school track this process. This is only true for IU programs as Purdue graduate program do not need to go through IU Online but are advised to. Other ways around IU Online is to have more hybrid programs.</p> <p>Discussion of current online graduate programs with distance dissertations, from School of Nursing established program; need clarification in terminology, should be referred to a distance accessible as students are required to come to campus during the summer; students have the option of distance dissertations but many give them on campus; Bridge and Zoom are popular for online course, dissertations, and meetings with faculty advisors</p>
<p>Follow-up with Unizin</p>	<p>Unizin has new leadership board and the platform is currently #1 priority; data warehouse is being completed to store data from Canvas, Turnitin, Publisher information from IU eText this can be used for research projects; larger goal for Unizin is to build a scaled research set of anonymized data across all Unizin institutions</p>
<p>IU eTexts and Pressbooks</p>	<p>Data coming soon to show positive results on retention and student engagement; issue with graduate students having access to textbooks after graduation as a resource in career (professional degrees) Noted that students can download or print text</p> <p>Next version of Engage will handle multi-media and adaptive quizzes and questions in text</p> <p>IU Pressbooks is delivered through Canvas and can be readily edited and exported, built on wordpress platform</p>
<p>Using Canvas to collect level of interactivity, legal-compliance-check</p>	<p>IU Online working on collect data on student interaction in online courses with instruction, students and material; want to be pro-active to insure compliance; can use LMS data to see if students are logging in, doing work, track interaction; IUPUI and IU East are going to pilot this project</p>

<p>Follow-up with the transition to Zoom from Adobe Connect</p>	<p>Full retirement of adobe connect in December 31, 2017, still some content but cannot long maintain due to cost</p> <p>Zoom is the replacement and the transition was successful, there are new features such as added Kaltura for recording</p> <p>Also retiring iStream, Bridge is still available and may or may not be discontinued</p> <p>Currently looking at new tools such as shared whiteboards and being able to record overhead writing that is projected onto the screens</p> <p>UITS has a database with technology in classrooms, there are many KB documents on how to use classroom technology</p>
<p>Updates from IU Online</p>	<p>University wide, enrollments are up and have tripled in the past three years; applicants are have also increased, 250% for fall 2018; marketing has changed to “brand awareness” that IU online courses are taught by IU faculty, to prepare for the launch of Purdue Global; Development of certificate programs for AP teachers</p> <p>Continue to develop online course offerings, 32% of spring 2013 were “away” credits; seeing more intersession classes with regional campuses, serving own students, mostly general education core courses, faculty paid adjunct rate</p> <p>Approval of online programs has 4 phases, developed process and is working but may be a slow process</p>
<p>Updates form Quality Matters</p>	<p>David Becker oversees/manages QM review process; currently 4 course have received QM certification; prior to submission for QM review course must go through internal IU process; emphasis on “regular and substantive” communication; no mandate from IU but faculty are encouraged to engage in process; still confusion on the benefit/purpose of faculty to participate in this process, currently lacks recognition</p>
<p>Follow up on CTL “The Forum” – not yet happened at the time of the meeting with CTL</p>	<p>Online course design and development boot camp course offered fall and spring for up to 20 faculty; continue to offer course enhancement grants; suggestion to link CTL and Online Teaching websites; offer QM one day workshop monthly; offer training with Examity, IU eText; Relaunching of ATLT symposium in fall; renovation starts sprig 2018 with space</p>

Update on Distance Education Tools	<p>New Pilots for the academic year included learning analytics, quick check, drop thought, inscribe; New Adoptions included e=Examiity; Technology Tool Finder being built to help faculty find resources and tools; IU Expand is still a great resource for online teaching faculty; Student onboarding is on the agenda for IU online; Teaching online series available for online support</p> <p>EDGE Modules available for faculty and staff to pull into their courses via Canvas to help teach “soft skills” for students. Funding available to those who participate.</p>
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Action Items to be carried over to 2018-2019:

Action Item(s)	Status
Support structure for students who are fully online	OOE currently working on this; follow-up
Follow-up with Quality Matters	Recognition of QM certified courses and reviewers
Follow up on CTL “The Forum”	The space had not been finalized at the time of our meeting; schedule for Spring semester
Continue to have follow-up conversations with IU Online	Student counseling improvements New programs and courses
Update with eDS	Development and creation of teaching resources

Suggested new action items for 2018-2019:

Action Item(s)	Status
Online Instructor Resources	Repository for online instructors
Faculty Fellows through CTL; teaching online series, Canvas showcases, technology tool finders, faculty media production space, Quality Matters	Faculty Forum Fellowship through CLT working on new CTL space and resources for instructors
Using Canvas to detect levels of interactivity and collect data for pro-active compliance	IUPUI and IU East Pilot
Recognition of Online Teaching Faculty	

Minutes

IFC Distance Education Committee

September 21, 2017

9:00 am – 10:30 am

UL 2115E OR <https://IU.zoom.us/j/968741414>

Chair: Gina Londino

Members	Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee) , Lowe, Sara (University Library), Price, Jeremy (Education) , Smith, John Reed (Business) , Tezanos-Pinto, Rosa (Liberal Arts), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts) , Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business) , Vernon, Robert (Social Work) , Wang, Suosheng (PETM)
Liaisons	Ferguson, Margie (Administrative Liaison) , Stiffler, Deb (Executive Committee Liaison), Gosney, John (VPIT) (Ex Officio) , Hundley, Stephen (Planning and Institutional Improvement) (Ex Officio), Whipple, Elizabeth (Chair of IFC Technology Committee)
Attendees	Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee) , Lowe, Sara (University Library), Carter, Jeremy (Education) , Smith, John Reed (Business) , Tezanos-Pinto, Rosa (Liberal Arts), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts) , Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business) , Vernon, Robert (Social Work) , Stiffler, Deb (Executive Committee Liaison), Elizabeth (Chair of IFC Technology Committee)

- 9:00 am – 9:15 am**
- Call to order
 - Introductions
 - Approval of agenda
 - Scribe for the meeting
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9:15 am – 10:00 am **Update on Distance Educational Tools**

- Joanna Ray and Maggie Ricci
1. New Pilots
 - Available at NEXT – uits.iu.edu/next
 - Go to “contact” to sign up for pilots and you can also contact UITS to suggest things regarding pilots or to request tools be piloted
 - Learning Analytics – Unizen data warehouse – contains information on your courses. If you have permissions, you could see program level data
 - Snapshot is gone, Unizen no longer does it. They are looking at Barnes & Noble Loud Site but are still working on it. Look for a dashboard-type product in spring 2018.
 - Quick Check – embedded assessment. Kind-of like clickers for on-line courses. You can’t share question sets between people.
 - Drop Thought – student feedback – in the moment feedback – can also use for muddiest point, minute papers, etc. It is anonymous. Available in every course so you don’t really need to sign up via Next. You can add it as a module element in Canvas > external tool. The title of the tool is the prompt. To see results, you’ll get an email from Drop Thought with a login/password for a separate URL.
 - Inscribe – early days on this tool. It is a crowd-sourced Q&A knowledge bank – that could be turned into a KB article. This can also live on a website as a widget. Can span more than one semester, multiple people can be admin in a community.
 2. New Adoptions
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- Examiity – proctoring tool. IU decided to go with it instead of ProctorU. Price was a big factor but also more people used Examiity. Fully online courses will get it for free. Rescheduling fees are not covered. Students will need to pay for that.
3. Tool Finder
 - Toolfinder.eds.iu.edu – technology tool finder. This is still being built. It talks to the KB so information will be consistent.
 - Teaching.iu.edu – all the teaching resources available at IU. This is still in beta.
 4. IU Expand
 - Expand.iu.edu – ellearn@iu.edu – email them if interested
 - Canvas catalog of non-course Canvas sites.
 - Can provide certificate of completion for people who take a course.
 - Payment is possible. But not necessary. You can charge what you want. If you do charge for a course, OOE takes 10%.
 - Can enroll if you are outside of IU.
 - Meant for online education.
 - Google Analytics are good.
 - There is the possibility for badging in the future.
 - Teaching Online and Canvas Showcase courses are here.
 5. Student Onboarding
 - Mainly for online learners, there is interest in making it available more broadly.
 - Working with OOE to get it into Canvas Commons
 - Students only see home campus
 - Success coach for each campus customizes modules for a campus.
 - There is a version in Expand for each campus
 6. Teaching Online Series
 - Teachingonline.iu.edu
 - Success coaching is under program support. Services for online learners.
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10:00 – 10:30am

Questions and Answer Session

- suggestion to make a one-page handout of resources. They'll work on it. There is a faculty technology guide available at all campus CTLs.

10:30 am

Adjourn meeting if no further discussion

Additional Information:

Future meeting dates for Fall semester

October 19th Quality Matters

November 16th CTL

MINUTES

IFC Distance Education Committee

October 19, 2017

9:00 am – 10:30 am

UL 2115E OR <https://IU.zoom.us/j/968741414>

Chair: Gina Londino-Smolar

Members	Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee) , Lowe, Sara (University Library), Price, Jeremy (Education) , Smith, John Reed (Business) , Tezanos-Pinto, Rosa (Liberal Arts), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts) , Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business) , Vernon, Robert (Social Work) , Wang, Suosheng (PETM), Carter, Jeremy (SPEA)
Liaisons	Ferguson, Margie (Administrative Liaison) , Stiffler, Deb (Executive Committee Liaison), Gosney, John (VPIT) (Ex Officio) , Hundley, Stephen (Planning and Institutional Improvement) (Ex Officio), Whipple, Elizabeth (Chair of IFC Technology Committee)
Attendees	Hook, Sara (Informatics & Computing) (Liaison from Technology Committee) , Lowe, Sara (University Library), Price, Jeremy (Education), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts) , Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business), Carter, Jeremy (SPEA), Ferguson, Margie (Administrative Liaison), Rob Elliott (EDGE Modules), David Becker (Quality Matters)

9:00 am – 9:10 am

- Call to order
 - Gina Londino called the meeting to order at 9:01am
- Introductions
- Approval of agenda
 - Agenda was unanimously approved.
- Scribe for the meeting
 - Jeremy Carter took notes for 10/19 meeting.

9:10 am – 9:25 am

Update on EDGE Modules

- Rob Elliott
 - Presented EDGE (Exploration Development Graduation Employment) modules to the IFC. More information can be access at: <https://edge.iupui.edu/>
 - EDGE enables faculty/instructors to integrate “soft skill” learning opportunities for students that range across degree planning, professional development, networking, and placement.
 - There are currently 9 available modules, with additional modules currently under development. Faculty/instructors are encouraged to provide feedback on existing modules and ideas for new modules.
 - EDGE modules are likely to enhance other student-focused efforts beyond course delivery, such as Bridge and mentorship.
 - Faculty/instructors can import EDGE modules into existing Canvas courses via Canvas Commons.
 - EDGE modules mobilize the delivery of development services to fully online students that are less likely to take advantage of these services on-campus.
 - The \$500 faculty/instructor stipend period has been extended to Spring 2018 courses.
 - Faculty/instructors should contact Rob Elliott, elliott@iupui.edu
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9:25 am – 10:15 am

Update on Quality Matters at IU

- David Becker
 - David oversees/manages quality matters (QM) review process (along with other IU members such as Sam Early) for online courses.
 - Currently 4 courses have received QM certification.
 - Prior to submission for QM review, courses must undergo an internal IU review that focuses on the primary/essential components of the QM review process. Courses must be delivered online twice prior to QM review.
 - During the internal review, there is an emphasis on “regular and substantive” communication from the faculty/instructor. As defined by IU, regular communication consists of a minimum weekly correspondence while substantive refers to communications specific to course content. This focus is driven by federal/DOE compliance.
 - There is no current mandate from IU that online courses be QM certified, though faculty are strongly encouraged to engage in the review process.
 - Benefits of QM certification include: recognition from accrediting bodies; faculty/instructors receive detailed feedback on courses; the review process facilitates cross-collaboration among faculty/instructors; and certification likely assists in marketing online courses/programs.
 - IU is in the process of developing a course banner theme that recognizes QM certified courses. There is a desire among the committee members for IU to develop some form of faculty/instructor recognition for persons who have been certified as QM reviewers.
 - It appears there exists strain between the recognition that QM offers benefits, and many peoples’ desire to have QM certification in place, and the onerous process to become a certified reviewer. Aside from personal motivation to improve the delivery of a course and personal instruction, there is little incentive for someone to go through the review certification process. This, in turn, influences the capacity of IU to review courses for QM certification.

10:15 – 10:30 am

Policy Document – ISPP-24

- The IFC committee expressed no concerns with the revised ISPP-24 policy.
- Rob Elliott, who was a member of the technology committee that revised the policy, explained that the revisions were focused on terminology and bringing this policy more in-line with current university practice/capabilities.
- National student groups (such as Greek life) and student government bodies are not required to be compliant with this policy.
- Student groups that are endorsed/supported by the university – such as clubs – must comply with the policy.

10:30 am

Adjourn meeting if no further discussion

- Gina Londino adjourned the meeting at 10:29am
 - Future meeting date, November 16th (CTL) at 9am
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Meeting Minutes

IFC Distance Education Committee

November 16, 2017

9:00 am – 10:30 am

UL 2115E OR <https://IU.zoom.us/j/968741414>

Chair: Gina Londino-Smolar

Attendees Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee), Price, Jeremy (Education), Smith, John Reed (Business), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts), Londino Smolar, Gina (Science) (Chair), Taylor, Vernon, Robert (Social Work), Block, Molly (SPEA)

Stiffler, Deb (Executive Committee Liaison), Gosney, John (VPIT) (Ex Officio), Whipple, Elizabeth (Chair of IFC Technology Committee)

9:00 am – 9:15 am

- Call to order
At 9:01.
- Introductions
- At 9:02.
- Approval of agenda
- Scribe for the meeting--Beth

9:15 am – 9:30 am

Online and technology supported learning for the revision of the IUPUI strategic plan

John Gosney

History: Stacy Morrone has been working w/Margie Ferguson on the IUPUI Strategic plan, and working on larger revisions/rethinking for the campus. The original 10 statements around transforming Online Education are somewhat outdated, so this is the impetus for revisions. The current version John is sharing is reflective of all input up to this point from Stacy, Margie, and the IFC Technology Committee. They are now asking for feedback from the IFC Distance Education Committee to also incorporate.

The general hope is to make “online learning” as holistic as possible, taking into account also hybrid classes (as well as in person). Phrase “digital learning ecosystem” pops up several times and all of our learning environments may have portions that align with this.

General comments: Like that these statements are not necessarily online-specific, but address all types of learning environments.

Please delete “digital natives” in #5.

#2 mentions the creation of certificates and new degree programs. Feel like IU Online already takes a strong role in that. But the way this statement is currently written doesn't reflect that.

#6: classroom needs analysis isn't mentioned (just to increase number and variety of active learning classrooms, but not if this is necessarily needed). Maybe add classroom needs analysis into #6.

Discussion: Are student interests reflected enough in these statements? These are aspirational statements, but are they strategic enough (or too vague)? How to measure?

This document appears to be driven by technologies, not by the learning. These technologies support the learning-provide a little more background/focused on the learning (& then the student perspective may be more evident).

#9: has nothing to do with original statement. #9 is more completely new. Maybe this more about empowering students to peer teach with one another through teaching/learning technologies available. Maybe encouraging students to use learning technology as a learning environment.

Original intent was very much about development of online courses/delivering those online courses. Still the larger mission/focus of this suggested revision, but try to include as many related technologies/support structures as we can.

People can email John Gosney (jgosney@iu.edu) if they have further comments. This group will see these statements again in the future.

9:30 – 10:30am

Update on CTL support for Online Teaching

- Terry Tarr and Randy Newbrough

Online Course Design and Development bootcamp.

Finishing up fall session for this year. Moderated version of Teaching Online series. 6-week intense course. Limit it to 20 faculty, walks through all stages of developing an online course. Open to all faculty—need a refresher, get new ideas, or totally new to developing an online course.

General overview of what's covered in the course: Developing learning activities, Quality Matters, homework and activities to turn in, all looked over and feedback is provided. Final project--develop a module in Canvas. Technology tools are also covered, several live sessions with participants. Helps attendees to get a good idea and model many activities that they may use in their own courses.

Will offer again in the spring--Gina will send out this announcement to the committee.

This course is really designed for faculty who are serious about developing an online course. It is very intensive (receive a digital badge), have folks who start and may not finish. Will also be offered during the summer.

Fall semester tends to be a heavier load—so more withdrawals. CTL may adjust when they offer the class.

For Course Enhancement Grants, could faculty member be used in tandem with participating in this course. Yes, although not specifically stipulated. Are there particular modules that could be done without assignments? These are all part of the Teaching Online series, available to anybody, to use for refresher. <https://ctl.iupui.edu/OnlineTeaching> This is where you can find the individual modules that anyone can use.

Suggestion for there to be a linkage between CTL site Online Teaching and the <https://teachingonline.iu.edu/> site.

This moderated version is making updates to modules as they happen. Does the bootcamp cover copyright/fair use/reuse/TEACH act. Some form of intellectual property covered in Week 3. Will be bringing in Jennifer Adams, General Counsel, on Copyright, Fair Use, and the TEACH Act.

Course Enhancement Grants (CEG)

<https://teachingonline.iu.edu/about/eds/index.html>

Are CEG only used for new courses or also for existing courses? Generally used to overhaul existing courses, but can be used in either situation.

CEG—has to submit a proposal, reviewed by CTL staff. Acceptance rates around 75%. Can apply for up to \$5K for one faculty & has to be matched from dept. CTL provides \$5K, dept has to match 5K (not \$2500 and \$2500). Issue is that some departments won't match. Faculty can apply for less than \$5K so that departments can match. Recipients also have to present a poster at CEG symposium in the fall.

If it's a new course, having it approved before course is developed can be helpful. Money can also provide support, travel for presenting, special training, graphic design, video production, grad student support. The funds can be used to pay for someone to teach the class (that you may be getting course release for). These types of costs should go into the estimated budget; eDS can help faculty in estimating/determining some of these costs.

Quality Matters

<https://teachingonline.iu.edu/support/quality.html>

Starter Workshop. Can be helpful in designing courses.

IU has created a modified version of the original course, offered once a month through CTL. Readily/consistently available.

Applying the Quality Matters Rubric to Online Courses. Coordinating formative reviews. Peer reviewer course to become a formative reviewer for other courses. Two week intensive. About 14 faculty members who have gone through it, and the availability of that service.

Recommendation that there be recognition of faculty who have completed this—it's pretty intensive and other faculty may want to know who they could talk to about the process or if they have any questions.

Continuing to provide these workshops year-round.

Is there any discussion about requiring faculty developing online courses to take a 1-day focused course. At this point, strongly encouraged, but not required. Maybe all courses will be reviewed (under auspices of IU Online).

Examity

Examity is an online proctoring tool recently adopted at IU. CTL will work with folks to offer training. For online, hybrid, and in person courses. Students show their ID, confirmed, but to fully proctored exam. Available beginning Spring 2018. IU Online paying for this for students.

Some coding from registrar—if HD, OA (fully online), OI, falls within what IU Online will pay for. If not coded correctly, need to work with registrar to get it codes correctly. Students could pay a fee to take online (if course is not coded with one of the covered codes). KB doc has info about if student needs to re-schedule exam and costs.

<https://kb.iu.edu/d/bftk>

<https://kb.iu.edu/d/aphw>

eTexts

<https://uits.iu.edu/etexts>

Mark Goodner travels across the state and he is willing and very capable to meet with anyone to talk about them.

Sidenote: Sara Hook—he and Michele (Kelmer) did such a good job explaining this at the Technology Committee earlier this week, she contacted him and is set up now to use an eText for one of her spring courses.

Advancing Teaching and Learning with Technology Symposium

Re-launched Advancing Teaching and Learning with Technology Symposium. Focused on introducing technologies and how they are using them, what the purpose of the technologies are. Fall symposium, possibly a submission to present. Note: make sure it's different from the IU Online focus.

Other CTL news

The Center is getting ready to undergo a renovation mid-spring 2018. Creating a space for AVL (Advanced Visualization Lab)—offer VR (virtual reality) types of tools. They want to get out more (hard to get to them behind the locked doors at ICTC) and connect with faculty. Have an innovation zone within the CTL and see what faculty want to try.

Learning Environments Grants—looking at restarting this again.

Continue to partner with eDS: <https://teachingonline.iu.edu/about/eds/index.html>
teaching center rep becomes their local contact & are familiar with what has been going on for their work.

Faculty Teaching Showcase—in fall 2017 focused on interactivity. Available to do individual consultations for faculty.

Accessibility for online—how do you comply with all the standards? Will add to list of spring workshops—partnering with ATAC <https://atac.iu.edu/> for this.

10:30 am

Adjourn meeting if no further discussion

Look at Grad school and how they are doing dissertations. Spoke with Janice Blum, sounds like it's mostly under control by the various schools. Maybe Barb Friesth, Jen

Embree, Janice Fulton can speak. Barb will reach out to Janice. Gina will also reach out to someone from Fairbanks Global Health.

Michael Morrone for elearning

Michele Kelmer & Mark Goodner to talk about eTexts.

Video Conferencing Technologies—using Zoom right now, want an update? In Nursing, still using Bridge (James McGookey)

Maybe invite Chris Foley (IU Online)

Possibly move March meeting so it's not during Spring Break

Quality Matters--David Becker, Jr. maybe in Fall 2018?

Additional Information:

Future meeting dates for Spring semester

January 19th

February 15th

March 15th

April 19th

Meeting Minutes

IFC Distance Education Committee

January 18, 2018

9:00 am – 10:30 am

UL 2115E OR <https://IU.zoom.us/j/968741414>

Attendees Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee), Lowe, Sara (University Library), Price, Jeremy (Education), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts), Londino Smolar, Gina (Science) (Chair), Wang, Suosheng (PETM), Block, Molly (SPEA), Wilkerson, David (Social Work)

Stiffler, Deb (Executive Committee Liaison), Gosney, John (VPIT) (Ex Officio)

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- 9:00 am – 9:15 am**
- Call to order
 - Introductions
 - Approval of agenda
 - Scribe for the meeting. Barb Friesth
-

9:15 am – 9:30 am **Discussion on Online Graduate Programs**

Janice Blum; *Associate Vice Chancellor for Graduate Education, IUPUI and Associate Dean of the University Graduate School, Indiana University*

A handout on the process for reviewing new programs for online/distance delivery was passed out. One of the changes is the process for conversion of existing MS or certificates to an online format is the addition of IU Online. First programs go through IU online, then to Graduate Affairs Committee (GAC) for fees and approval. Programs must declare if they are more than 80% online – in which case they go through the IU Online process in addition to the GAC. If not greater than 80%, then just the GAC. The process within IU Online can be a bit slow. IF they are really held up in IU Online, MIGHT be able to go through the GAC simultaneously to expedite matters. GAC also tries to share best practices from groups that are doing things well. They have had discussions with Chris Foley about what IU Online might be able to do for graduate and professional degree programs. There is some help with marketing with IU Online. Individual schools still need to do much of the internal document review and tracking of individual students. Schools still need to track progress of their own students, and do their own documentation. Extra services through IU Online will be important going forward. GAC has developed some resources for orienting new graduate students. They have set these up online, and are tracking which of these are most useful.

How do Purdue and Science degrees fall into GAC and IU Online? They come through Graduate Affairs, but they won't necessarily go through IU Online. There is a small pre-approval committee, then GAC for the campus level review, then it goes to Purdue for approval from the graduate office (not affiliated with Kaplan). There may be benefits to going through IU Online in

terms of supports. This process would not interact with the Kaplan Purdue online entity. Purdue now treats their professional online engineering courses as professional courses – which have tripled the costs of the courses that some of our students take (an executive engineering course). School of Science is not affected as much as there are fewer students taking Purdue courses. This does increase the complexity in navigating both IU and Purdue online systems.

IU Online appears to be the blocker in terms of the time it takes to get approvals. A way around may be to design a program that is more hybrid, not meeting the 80% threshold. In collaborative degrees, students are assigned their home campus based on where they are enrolled initially with their program.

Another initiative GAC has been involved in is looking to move some of these programs to offering them internationally. One example is with Informatics. They did an analysis of who was historically successful internationally, and found those who took an English proficiency course did better. Recently they ran a pilot with an online English proficiency course with good results. They will run this course once a semester and will allow students to take this course to demonstrate their English proficiency, and then can be admitted. The course could be taken as a grad non-degree or with contingent admission.

Discussed inviting representatives from the School of Nursing to come to GAC to talk about best practices in delivery of online/distance programs.

9:30 am – 10:30 am

Current Online Graduate Programs: Distance Dissertations

Sue Rawl, Coordinator of the PhD Program in Nursing

Suzanne Babich, Director of the PhD Program in Global Health

Terminology clarification – prefer to refer to our program as distance accessible. Only one course in program that is delivered truly asynchronously, however all can be taken from a distance. Most are delivered via distance video technologies, and in a distance hybrid format. One key has been really good technology that is reliable and easy to use. The program is 90 credit hours post BSN, or 60 credit hours post MSN. Fairly even split between those who apply. The program starts out with a one week intensive on campus. This intensive is one of the key success factors. Many people come to share about resources that will help them to be successful during their program. They also meet with their mentors. Some of the sessions are also focused on career development. In addition to the intensives, they also do some of these synchronous sessions throughout the year. These sessions are called PhD chats – meet once a month meeting to talk about career development things or updates on dissertation requirements. Has also been an opportunity for students to share and be a part of a community. Students farther along in their program will share their research and provide tips and advice. Have talked about a peer mentoring program in the future.

They admit once per year, numbers vary by year. Six and eight in recent years, but most recent was 18. Trying to be more flexible in admissions pieces. Priority admissions were due in November. Then final admissions are due in February. Interviewed for admissions by two faculty.

Students come to campus their first and second summer for an intensive. Third summer is optional (as many are beginning dissertation phase). Dissertation seminar is offered during third

summer. Committees and mentors work over videoconferencing technology (Zoom or Bridge). Share documents electronically. Initial question was how do you mentor and socialize them - but we actively and intentionally involve our students in research teams. Example of multi site research teams. They can still be engaged from a distance and be socialized.

They use Bridge or Zoom for dissertation and proposal defenses. Students may opt to defend at a distance, though many opt to come in person for the day. Others can join from a distance as well. When it comes time for the committee to deliberate, all are asked to leave the conference – can verify that with the technology. Deliberations are done, and then the student is invited to re-join the conference via a text message or email. Has worked very well.

They use a cohort model. Students create bonds together during the intensives. This format obviously may not work well for basic science types of students, who need to be physically present in a lab. But the format works well for behavioral or educational focused science.

Reiterated that language is so very important regarding the program being distance accessible – and not “online” in the sense of a program that might be delivered in an asynchronous format.

10:30 am

Adjourn meeting if no further discussion

Additional Information:

Future meeting dates for Spring semester

February 15th. Topic is Videoconferencing tools

~~March 22nd~~ This is March 8th and the topic is IU Online

~~April 19th~~ This is April 12th and the topic is Unizen

MINUTES

IFC Distance Education Committee

February 15, 2018

9:00 am – 10:30 am

UL 2115E OR <https://IU.zoom.us/j/968741414>

Chair: Gina Londino-Smolar

Members	Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee), Lowe, Sara (University Library), Price, Jeremy (Education), Smith, John Reed (Business), Tezanos-Pinto, Rosa (Liberal Arts), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts), Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business), Wilkerson, David (Social Work), Wang, Suosheng (PETM), Block, Molly (SPEA)
Liaisons	Ferguson, Margie (Administrative Liaison), Stiffler, Deb (Executive Committee Liaison), Gosney, John (VPIT) (Ex Officio), Hundley, Stephen (Planning and Institutional Improvement) (Ex Officio), Whipple, Elizabeth (Chair of IFC Technology Committee)
Attendees	Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee), Lowe, Sara (University Library), Price, Jeremy (Education), Guiliano, Jennifer (Liberal Arts), Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business), Wilkerson, David (Social Work), Block, Molly (SPEA), Stiffler, Deb (Executive Committee Liaison)

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| 9:00 am – 9:15 am | <ul style="list-style-type: none">• Call to order• Introductions• Approval of agenda• Scribe for the meeting |
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| 9:15 am – 9:45 am | <p>Current Video Conferencing Tools</p> <p>James McGookey, Manager of Collaboration Technologies</p> <ul style="list-style-type: none">• Retirement of Adobe Connect<ul style="list-style-type: none">○ Brought down completely December 31, 2017○ Some faculty members that had content on server (recordings, presentations, etc.): maintained small instance to recover files and recovered files○ Cannot maintain Connect moving forward because of cost○ Content should be off within next two weeks, known faculty have already been informed• Zoom has been chosen as replacement, transition has been successful<ul style="list-style-type: none">○ Worked with faculty to ease transition○ Some new features added: integration with Kaltura for recording, deposited into Kaltura account (implemented in September 2017)○ All regularly scheduled distance classes transitioned to Zoom○ Enterprise license with Kaltura allows sufficient space to do the things you need to do<ul style="list-style-type: none">▪ Growth of Kaltura faster than expected because of Zoom and Lecture Capture▪ Figuring out a way to “age” “stale” content○ Retiring iStream service because it is no longer needed and is old and hasn’t kept up |
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- Instead use Zoom conference, has options for webinar functionality, everyone gets 100, up to 300 or even 1000 or 3000 (can be turned on by UITS: zoom@iu.edu can often be done within 24 hours)
 - Up to 25,000 unique users this semester, out of pilot mode (1000 users) for about a year
 - 23 Bridge is still there and available, but Zoom should be able to handle all teaching and learning needs
 - Whether or not 23 Bridge will be discontinued can be neither confirmed nor denied at this point
 - Next big feature will be recording chat along with the video, such as if a TA is answering questions, slated for release by the end of this month
 - If there any other features (such as polling recorded) please request via email to add to the list
 - Getting PHI data for Zoom is high priority, e.g., locking down and encrypting meeting
- Tools being looked at
 - Shared whiteboarding tools
 - Writing out problems/math is important, e.g., peer-led classes
 - Problems with making it work in our environment because tools do not interface with IU login
 - Ability can be found in Zoom, although not fully explored
 - Overhead/white boards not recorded when projected on screens
 - Difficult to capture, but listening and thinking about how to do it
 - All new rooms have document camera, in a transition so that some rooms have older document cameras, new rooms have hovercams, used with app will be recorded in Kaltura
 - Small lectern displays are touch, but no good way to write
 - Other possibility is Doceri on iPad, not marketed well
 - Students want recordings
 - Mix between people who want to use their own devices, by hand, and supplied equipment
 - Zoom screen sharing is a good feature for distance courses
 - Technology training for classrooms?
 - KB documents on Kaltura classroom capture
 - May not be any on document camera
 - UITS has classroom database with photos, number of seats, what the technology is, etc.: <http://learningspaces.iu.edu>
 - Turning off blue button: there is a Zoom LTI tool in Canvas so that it shows up in the Canvas calendar, but having a hard time syncing across campuses: working to use only iu.edu accounts
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10:30 am

Adjourn meeting if no further discussion

Additional Information:

Future meeting dates for Spring semester

March 8th

April 19th

IFC Distance Education Committee

March 8, 2018

9:00 am – 10:30 am

Attendees: Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee), Friesth, Barb (Nursing), Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business), Wilkerson, David (Social Work), Wang, Suosheng (PETM), Block, Molly (SPEA), Foley, Chris (OIUO)

Meeting Minutes

Chris Foley from IU Online

- Spring 2018 Enrollment Data
 - Tableau links are available for more data <https://ds.iu.edu/>
 - University Wide - Undergraduate applications for Spring 2018 are up.
 - 997 compared to 430 in 2017. This has tripled in three years.
 - UG applications for Fall 2018 at 1,081 so far, this is 250% increase from this time last year.
 - 2000-2500 application goal, this will translate into about 50% increase in enrollments.
 - No good university wide tracking system for graduate applications but they are expecting growth there as well.
 - Marketing has historically been digitally based and very targeted. The marketing strategy has changed to brand awareness marketing (billboards, radio stations, and social media) to reach a larger audience. This was to prepare for the launch of Purdue Global which was given the final approval by the Higher Learning Commission. Message being sent is that IU online classes are developed and taught at IU faculty.
 - University Wide – DE enrollment numbers Spring 2018
 - 32.4% (28, 804) of students took at least 1 DE class
 - 9.1% (8,111) have fully online schedules
 - 4,912 are in fully online plans
 - Regional - DE enrollment numbers Spring 2018
 - More students at regional campuses take DE classes, this is driven by East
 - Have more students enroll in at least 1 DE classes than no DE classes
 - IUPUI – DE enrollment numbers Spring 2018
 - 42.7% (11,837) took at least 1 DE class
 - Students that take no DE classes at all are decreasing
 - Spring 2018 Credit Hours
 - University Wide – DE classes are 13%
 - Regionals – DE classes are 28%
 - IUPUI – DE classes are 17%
 - Why not as many conversions at applications?
 - Application fee was waived so there is more of a casual commitment when applying
 - Need to work with admissions to better serve online students in this process, they have different expectations.
 - Why was Bloomington not included?
 - Bloomington is not as interested in online outside of Kelley School of Business
 - What efforts have been made to work with units regarding the marketing of their programs?
 - IU Online works closely with new programs to make sure the units get the marketing they want
 - They do not have the ability to do this for the older programs in general but they would be open to a conversation

- Do the leads from IU Online, particularly for certificate programs, turn into enrollments?
 - There are not many enrollments for certificate programs, students will usually choose to do the certificate while completing some other type of degree.
 - The exception is the students that need a certificate for licensure
 - Marketing dollars are concentrated on degrees
- Do the teachers that teach AP courses need a degree or can they get a certificate?
 - IU Online is working on a portfolio of courses, degrees, and certificates for teaching dual enrollment. There are about 20 new credentials. These will be bundled and advertised together.
 - New mandate by HLC that dual enrollment teachers must have a Master's and 18 credits in their subject area.
- IUOCC Updates
 - This is a mechanism to share coursework across the system
 - Spring 2018 has 281 courses (out of 2000 total courses offered online) with 32% "Away" credit hours. The courses have 80-80% fill rate.
 - IUPUI has mostly chosen to serve its own students and has only strategically implemented IUOCC
 - IUOCC can be used to expand class offerings without the startup costs
 - Seeing more intersession classes on IUOCC
 - East, Southeast, and Kokomo did an "experiment" with intersession courses with mostly positive results
 - Still mostly serving their own students
 - Works better with Gen Ed courses and others that can be consumed over a short period of time
 - DFW rate still high but not out of line
 - Relatively low enrollment numbers for some courses – 98 students total
 - Positive course evaluations
 - Faculty are paid at an adjunct rate.
- Online Program Approval Pipeline
 - 4 – Implementation Phase
 - Many more non-collaborative programs than collaborative
 - 3 – Approval Phase
 - OOE Approval
 - Campus/Board of Trustees Approval
 - This can be slowed down by the slowest moving campus. Modify the process by getting the most necessary campuses approval first.
 - ICHE Approval
 - HLC Approval
 - Last step and no ability to market until this step is reached
 - Goal is to go from concept to delivery in 12 months
 - 2 – Planning Phase
 - Initial Request Form Received
 - MOA 1 Complete
 - MOA 2 Complete
 - 1 – To Be Prioritized
 - MOA1
 - Most of these degrees and certificates are education related. The Deans on the Education Counsel work to coordinate these degrees and certificates.
- Questions
 - What if I'm teaching a course and want to take it online, do I have to go through IU Online?

- IU Online does not regulate individual courses but it must be ADA compliant and meet interaction standards. Best way to do this is to talk to CTL
- It is a departmental issue on how you run the class
- If 50% of courses offered to complete the degree are online then it is a hybrid program and you need to have a talk with IU Online
- If more than 79% of courses offered to complete the degree are online then it is an online program and subject to federal rules and regulations. Then it must go through the IU Online process.
- What are the requirements for people to teach at the Master's level online?
 - HLC regulates this but treats four year institutions different from community colleges and dual enrollment.
 - Academic Affairs or your School will have more information for program specific requirements
- Has there been a discussion about providing counseling services to totally online students?
 - Yes, there has been a discussion but no clear solutions.
 - Usually they would ask that counseling services within the system handle the students but there are licensure problems for the students who do not live in Indiana
 - Considering creating some sort of network of counselors.

MINUTES

IFC Distance Education Committee

April 12, 2018

9:00 am – 10:30 am

UL 2115E OR <https://IU.zoom.us/j/968741414>

Chair: Gina Londino-Smolar

Members Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing) (Liaison from Technology Committee), Lowe, Sara (University Library), Price, Jeremy (Education), Smith, John Reed (Business), Tezanos-Pinto, Rosa (Liberal Arts), Friesth, Barb (Nursing), Guiliano, Jennifer (Liberal Arts), Londino Smolar, Gina (Science) (Chair), Taylor, Nolan (Business), Vernon, Robert (Social Work), Wang, Suosheng (PETM), Block, Molly (SPEA)

Liaisons Ferguson, Margie (Administrative Liaison), Stiffler, Deb (Executive Committee Liaison), Gosney, John (VPIT) (Ex Officio), Hundley, Stephen (Planning and Institutional Improvement) (Ex Officio), Whipple, Elizabeth (Chair of IFC Technology Committee)

Attendees

Embree, Jennifer; Hook, Sara; Lowe, Sara; Friesth, Barb; Guiliano, Jennifer; Londino-Smolar, Gina; Taylor, Nolan; Block, Molly; Wilkerson, David; Ferguson, Margie; Stiffler, Deb; Gosney, John; Whipple, Beth

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- 9:00 am – 9:10 am**
- Call to order
 - Introductions
 - Approval of agenda
 - Scribe for the meeting
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- 9:10 am – 9:35 am** **Unizin Update**
- Matthew Gunkel – Director of eDS
- Unizin has a new leadership board
 - Unizin's data platform is currently their #1 priority
 - A full architecture for their data warehouse is being completed to store data from Canvas, Turnitin, Publisher information for e-Text, etc.
 - IU is working with U of Michigan to validate data
 - CEDS data model and standard called Caliper to align data efforts
 - Data to be operationalized for research projects
 - Larger goal for Unizin is to build a scaled research set of anonymized data across all Unizin institutions
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- 9:35 am – 10:00 am** **IU eTexts and Pressbooks**
- Michelle Kelmer and Mark Goodner
- e-text and Engage described
 - outcomes data will be available soon re: student engagement – positive results on retention.
 - Barb noted the problems for graduated students from professional schools like Nursing to access e-texts after they graduate for licensing exam study materials – model doesn't fit for professional degrees. Mark noted these students need advance notice to download books or buy a cheap copy.
 - Next version of Engage will handle multi-media
-

- Adaptive quizzing may become available if they are made a part of the textbook by the publisher
- Sarah discussed Bloomington and IUPUI informatics undergrad survey findings – STEM discipline students preferred textbook
- Mark noted student behaviors show preference for e-Text
- TopHat books to be available
- Instructors can author their own texts
- IU Pressbooks is delivered through Canvas
- Texts can include images, videos, multimedia
- IU Pressbooks can be readily edited and exported as a PDF, ePUB, etc.
- Built on WordPress platform
- Pressbook editing interface discussed
 - H5P.org – low-risk assessments can be embedded in text: <https://h5p.org/>
 - Hypothesis – lets you annotate publically or in a group as a part of Pressbooks this summer: <https://web.hypothes.is/>
- Kelley School of Business using IU Pressbooks to publish and distribute texts at a cost
- Intermediate Italian being made available for free

10:00 am – 10:15 am

Using Canvas to collect legal-compliance-check to detect courses which do not have required levels of interactivity

Chris Foley – Director of IU Online

- Student interaction discussed – St. Mary's of the Woods Dept. of Ed audit discussed – \$60 million now \$30 million
- Western Governors audit– \$700 million fine
- Audit effects schools' credit rating
- Audits are not technically savvy
 - They look at a sample of as few as 20 to 5 classes and they extrapolate across all courses
 - Tolerance for risk is very low – they can judge the entire campus by a few syllabi
 - IU wants to be more pro-active to insure compliance
 - Amount and type of student services being provided is of interest
 - LMS data may be used to collect data
 - Are students logging in to coursework?
 - Logging into one but not another of their courses?
 - Doing as well as peers?
 - Online attendance of student and faculty
 - Compliance issues:
 - Track whether student and faculty are interacting
 - Help instructors understand their obligations for enacting student-faculty interaction
 - IUPUI and IU East are going to pilot this project
 - For compliance:
 - Evidence of faculty initiated student interaction – this is key
 - We can satisfy with minimal evidence
 - Unizin data warehouse development can aid compliance

10:15 am

Members for 2018-19 term

10:30 am

Adjourn meeting if no further discussion

Additional Information: