LETTS meeting, January 19, 2018, Minutes

In attendance via Zoom: Brent Wilson (Chair, Education), Jiban Khuntia (Vice Chair, Business), Maryam Darbeheshti (Engineering), Nikki McCaslin (Secretary, Library), Jason Drysdale (CU Online, guest), Sheana Bull (Assistant Vice Chancellor for Digital Ed., guest), Dane Webster (Digital Animation Center Director, guest), Jozianne Mestas (OIT, guest), Corey Edwards (CU Online, guest)

Minutes for 11/17/2017 were approved.

CU Online (Jason): Position is out for instructional designer, they will have two designers and additional positions.

Digital Ed report (Sheana): CU Online is moving from OIT to Digital Education. The regents have been working on a resolution for impactful digital education, low cost digital degree, increased online students, and high school outreach. Chancellors have a mandate to grow their campuses and to be more of an initiator. The resolution will be voted on in February. CU online will report to Sheana and she to the Chancellors. They are currently working on what the reporting lines will look like. There will be no changes in personnel or locations. The regents' goals will drive her priorities and they are already well-aligned with Student Success and CU Online's goals. Yvonne Hall leads the marketing efforts for the programs. Corey is working on recruiting students and lining up resources with student goals. Dave put Corey into the marketing mix. Sheana will be giving a strategic report soon. Immediate goals are to flesh out a strategic plan. They will involve Think Studio and other faculty groups.

Brent: LETTS represents faculty concerns. Positioning CU Online to take on intercampus goals would be very good for us. At the last faculty meeting, the low cost degree program generated many questions about how it would be possible and how it would not undermine our higher cost programs.

Sheana: They share those concerns and don't want a two-tiered system or to undermine quality. $15,000 degree program is really audacious for a 4-year program and amounts to $125/credit hour. They have pushed back and asked for flexibility in order to be creative and get the lowest cost. We will not be penalized if they don't make the $15,000 cost goal. It might be a continuation instead of a 4-year program. The short term strategic plan will be the process to reach the final decision, not the decision itself.

Maryam: At this stage we don't know enough about the program to comment.

Dane: He likes the goal to make the program the most cost effective possible, not focus on the 15K target.

Brent: Is the intent to make online offerings more affordable and provide higher service on campus? This is against the surcharge model we currently use.

Sheana: They are reconsidering the funding model and the online surcharge in particular seems unfair and artificial. They are thinking through the tech fee and online fee to make them more equitable.

Maryam: Lab-based online education, is there anything new?

Sheana: There are a couple of lab kit options for some subjects, like biology, but nothing new right now—she just met the engineering director.   Some of the questions driving the decision- making-model are: Which have the biggest share of market for new programs? Which shall we maximize for online? What are the optimal programs to build online that are not already online? They will be working with the deans and faculty on how to get the faculty best equipped to teach online. They want a clear, transparent process for high-return programs.

Brent: Research on online teaching and learning indicates that online takes more time. Balancing that with working from home convenience. Once a course is developed there is not an incentive to keep classes updated and fresh. There are questions about workload equity. Are we prepared to pay for that type of work? Then some courses whose size has doubled from 30-60 can no longer be taught with certain pedagogies.

Jason: Course size is a concern and pedagogy must be accommodated for large classes. Look at expectations from deans and go through a collaborative process with the faculty included in the design.

Brent: We need to treat people fairly so they can do well at their jobs.

Sheana: Those are critical concerns and we will be looking at them. In the new budget model, the chair might be able to give premiums or get additional funding for instructors with high teaching loads. The model will offer some flexibility to address inequity in compensation. Sheana has worked with an incentivized pay model for 5 years.

Dane: He would like opportunity to discuss teaching loads and pay equity across the board.

Brent: Course load is usually a unit level/Dean decision.

Jozianne: There is continued shared support of the North Classroom and there might be some remaining confusion. Call Ahec first and then they will dispatch help. They are currently having whiteboard problems.

 Brent: The strategic plan coming out is a very important document. Can LETTS do anything that would be helpful to you?

Sheana: Are they missing anything? Do they have the wording correct and precise? She will send copy via email to LETTS members for feedback.

Next LETTS meeting is February 16, 2018 at 3:00-4:00 (via Zoom).

Respectfully submitted,   Nikki McCaslin, LETTS Secretary

LETTS meeting, February 16, 2018, Minutes

In attendance via Zoom: Brent Wilson (Chair, Education), Jiban Khuntia (Vice Chair, Business), Maryam Darbeheshti (Engineering), Laurel Hartley (Biology), Charles Musiba (CLAS), Nikki McCaslin (Secretary, Library), Sheana Bull (Assistant Vice Chancellor for Digital Ed., guest), Corey Edwards (CU Online, guest)

Minutes for 1/19/2018 were approved. (Laurel abstained)

Corey (Pilot Programs and Initiatives):

First initiative: Step 1 is online student identification and trying to track how many students are doing their degrees fully online. This doesn't show up on their transcripts. Corey has reached out to schools and asked them to submit this information to the registrar. Step 2 is an email campaign to current students. In the next phase, they will put that question on the application so they can get info earlier on. It doesn't mean that they can't take F2F classes—they can do both.

Second initiative: They are moving new student orientation modules to Canvas. Can now offer an online only orientation, as well as F2F orientations. One of the goals with online is they can time release information and send information at appropriate times. Advising can be done in Zoom.

Third initiative: Early Alerts (Student Success Collaboratative) is initiated by the faculty, and predictive analytics are based on 10-year statistical patterns. They are doing a pilot on Canvas of an early alert project, AspirEdu's Dropout Detective, which gives risk scores for last time log in, missing assignments, grades, etc. They aggregate the information and give a risk score of red, green and yellow. They want to see if there is any value in it and they are advising LETTS and asking for our feedback.

Brent likes using real time data but is concerned with simplistic evaluation models. The faculty needs to be able to give input or handle problems. There could be mismatches between students and risk models. This is meant to complement the Student Success project, as the canvas program has more up-to-date data.

CU Connection story (Brent): He has put on our notes page the Regents charge on digital education with slides on the new mandate.

Sheana: Boulder is taking the lead with the graduate programs. We are taking the lead with 15,000 undergrads and the transitioning high school students.

Brent: Michael Leitner is revisiting the contractual deal CU has with its professors. They review our constitution every 10 years or so. One part, Policy 5A1c, says that the deans will decide about course scheduling and modality (whether a course is taught online or not). Faculty have concerns about the administration having complete responsibility for this and would like to have that sentence removed. They want shared

responsibility. This is a sensitive spot in the offering of online programs. It could be the dean's decision or it could be a collaborative decision. Faculty assembly favors collaboration and wants it changed before it becomes codified in the document. They are afraid faculty will lose control of curriculum.

Sheana: Thanks to Brent for feedback on strategic plan. They are getting close to having a solid first year of deliverables and are focusing on 3 priorities: 1. Student success, 2. online program development and support, and 3. faculty. She would like feedback from the faculty. She is sending this request to the deans of every college/school and has already met with many people representing different perspectives and domains (governance, innovation, training and support, etc.). She will ask deans to contact their reps on LETTS with any feedback. They now plan to align deliverables with the strategic plan and budget by April and want to make sure there are resources to support those activities.

Brent: Suggests that she pull an advisory group from LETTS members at Anschtz and Denver. Use existing committees. Margaret Wood has an advisory group that includes the LETTS chair. She could have that chair, a student advisor, etc. to meet once a semester to review and offer feedback.

Sheana: She will look into such a group. Her office is preparing a 1-, 3-, and 5-year plan around the mandates. Theme, enthusiasm and timing is good. There is interest in services being retained in-house, increased access for students, and faculty want a meaningful seat at the table. Strong partnerships will be protected.

Brent: Why now, why digital, and how does that relate to our current values and identity as an institution?

Charles: What are they doing first and what are the success stories so far? Have we done enough research on target audiences? We want to increase student enrollment in online courses.

Sheana: Student success, business, and nursing platforms are in progress for first year deliverables. The bulk of first year is foundational and processes and systems are being developed to do this well. No, we haven't done enough to target different courses. Departments need to first identify their priorities. They are currently putting together a planning process and they don't want to tax existing faculty.

Brent: It is sobering to realize that we are operating with a lean budget. A new budget model could increase enrollments and individual units. Instructional designers are great to have available. The work will be done in individual units and they will respond to incentives. It is a good time for this initiative.

Maryam: Her new Engineering dean is very supportive of digital education.

Meeting adjourned at 4:00 p.m. Next LETTS meeting is March 16, 2018 at 3:00-4:00 (via Zoom).

Respectfully submitted,   Nikki McCaslin, LETTS Secretary

LETTS meeting, March 16, 2018, Minutes

In attendance via Zoom: Brent Wilson (Chair, Education), Jiban Khuntia (Vice Chair, Business), Maryam Darbeheshti (Engineering), Charles Musiba (CLAS), Nikki McCaslin (Secretary, Library), Jason Drysdale (CU Online, guest)

Minutes for 2/16/2018 were approved.

Brent on upcoming events: we represent faculty interests and concerns and the more participation at tech related events the better. There are three forthcoming events

- ACUE course in effective teaching practices (Center for Faculty Development). This is a fully online course dedicated to teaching practices. It has good press and is aligned with the standards. Maryam attended last year and recommends it to her faculty. Good class for clinical and NTT as well as tenure-track. A great experience.

- CU Online spring symposium - 16 May Denver South Campus, 8-4:00. The registration link is coming soon. Forestry related theme this year and student focused. Keynote speaker is a specialist in educating blind students and accessible design.

- COLTT conference - 1-2 August 2018. Coltt is at the Boulder campus. Presenters can submit proposals in mid-April.

Sheena sent Brent their top three strategic plan goals (these are not the final versions, so please do not share): We are moving forward on three fronts— (1) to build technology infrastructure for student support, (2) to grow a business model to support online program growth, with the intent to pilot test first with the Business MSIS program, then, pending approval of a new Dean in Nursing, one in the College of Nursing, and then adding three programs each year for the subsequent three years, and (3) to integrate the Faculty and ODE more fully with Faculty involvement and engagement in an Advisory Board, a Peer Training and Online Teaching technical assistance effort and an Innovation effort.

Jiban: School of Business is working with Pearson to move all of their courses to become hybrid and they are getting equal enrollment.

Brent is a fan of shorter online courses. With too much screen time—5 classes are undoable. If you want online to be equal to f2f, then the online should be shorter and more intense.

Jason on Academic Tech Team: They are moving their digital education planning program from a 16-week to an 8-week accelerated model. It is more aligned with what Scott and Sheana want. Working with faculty is a positive experience. They have a new instructional designer—Lanie. There are two roles on the tech team: *Instructional Designer*-- one-to-one with faculty on their online course design. Practical pedagogy. The other role is *Academic Technologist*—training for Canvas and other tools and also and also looking at new technologies and pilots. Tool oriented.

Maryam—do you advertise all of these services? Jason—We are currently working with liaisons, announcements through newsletters, trainings and workshops. Some are relatively new and not as visible. Would welcome ideas for outreach.

Brent—You have a smaller unit than most with a whole lot of work to do with CU Denver and Anschutz. What are your plans to maximize your use of time?

Jason: We are trying to determine what our capacity is. And make sure the team doesn't get overwhelmed. They are co-creating high quality classes for students, around 65-70 course designs per academic year. They use a collaborative mapping model which focuses higher time investment at the beginning and less of a need later—they take a consultative roll later. Sustainability is on his mind. Currently their team includes 2 full time Instructional Designers (ID), 2 full time Academic Technologists (AT), 1 part-time AT, 1 opening for an ID, and Jason is the Manager.

Brent—wants him to broaden his footprint. Sounds encouraging to him. Jack Kroll is new on the Board of Regents, a CU Denver business alumnus and 31 years old. He is under the tutelage of Steve Ludwig, who is the author of incentives to create low cost delivery of online programs. These could undercut our existing programs. We don't want to disrupt and hurt existing programs. At Faculty Assembly, Jack said not to give too much thought to the $15,000 amount but concentrate on program delivery and how to create some quality online programs. Steve is going off the board and Jack seems a very reasonable person and a very good listener and responder.

Progress on FCQ's—there has been a year-long, system-wide committee looking at this issue. No campus has approved, but we are about to. There will be a new set of questions for teaching and no omnibus questions. Omnibus can be reinserted per request from individual units.

Jiban: Mean and Meridian were formally reported. Now only the mean is reported and faculty are concerned. Send problems or concerns to either Brent or Joanne Addison.

Charles—he was a pioneer who tried those new questions and he liked them. Is it going to generate a hybrid?

Brent—yes, it is a political compromise—the only way to get it moving forward. Details are up to individual units. The new questions will be voted on by faculty assembly in April and implemented in the fall. There are various concerns, Brent is concerned about the length of the form. Students will start to resist. We have to keep a close eye of how it is used and the details of implementation. Is each question forced? He predicts students will quit if they have to answer every question.

Meeting adjourned at 4:00 p.m. Next LETTS meeting is April 20, 2018 at 3:00-4:00 (via Zoom).

Respectfully submitted,   Nikki McCaslin, LETTS Secretary

LETTS meeting, September 21, 2018, Minutes

In attendance via Zoom: Brent Wilson (Chair, Education), Jiban Khuntia (Vice Chair, Business), Laurel Hartley (Biology), Alyssa Martoccio (Modern Languages), Nikki McCaslin (Secretary, Library), Troy Butler (Math), Maryam Darbeheshti (Engineering), Corey Edwards (CU Online, guest), Jason Drysdale (Office of Digital Education)

Minutes for 4/20/2018 were approved with End of Year report link added.

Our first meeting is usually an agenda setting meeting. The LETTS committee advises and consults with Faculty Assembly on teaching and learning with technology issues. Shall we continue to invite administrators to our meeting? Let's continue inviting them for this year, but anytime you want to change this, let Brent know.
Brent will put end of year report link on our LETTS website and add to 4/20 minutes.
Sheana and Chad will not be here today, but will join us next month and make a report.
Meeting time (are Zoom and meeting time okay?)
Last year's committee report
This year's $15K degree initiative and ODE work (Office of Digital Education)
Every year each campus has a program. We have taken on the Regents' mandate of providing an affordable online undergraduate degree. $15K is not reasonable, and we need to come up with a program in which we don't cannibalize ourselves. Four task forces have been set up to examine this initiative. It relates to our committee and we will come back to it.

In Spring, OIT began conducting strategic planning. One element is outreach. We began giving input and David Lowry is taking over this work. There was a rollout of Microsoft Team and we don't know the value of this or if it is worth adoption. Here is one example where faculty input beforehand could have been useful. Troy and Jiban said that this has some benefits over OneNote and they are using it. This is better than some of the discussion groups in Canvas and they felt it showed a lot of promise.

OIT strategic planning - David Lowry - progress report
OIT - rollout of Microsoft Team (part of O365) - encouraging consultation with unit-level IT folks

Curriculum development - new programs, certificates? Brent: There is a new curriculum review committee and that is a good thing. If any concerns or improvements, our committee would be an appropriate venue.

Troy has a CFD grant to develop a JupyterHub on a server, needs a better mechanism to verify student credentials with the technologies. OIT needs to make server logins better so that it can be used easily in the classroom. Everything was working in the summer and then OIT changed the verification process and it is now unacceptable.

Corey gave an update on student success initiatives. Erica was brought in to manage student success and she reports to Linda Bowman. Both Erica and Dr. Bowman would be good to invite to LETTS. The Provost's office is looking for a tenure-track position to manage the student

success programs and will report to Dr. Nairn. Scott Chadwick is the Executive Director of Digital Education. He is also responsible for the CU South continuing professional education programs.

Using demographic and performance data has become very important to the University's success. As an essential part of our formula, technology will be central and is under the purview of this committee.

Jason: They just started their 8-week online course design classes, called Online Skills Mastery. Sarah North teaches it. It takes existing designs of courses and over 8-weeks it is put into Canvas. Make it intentional and student-focused.   12 faculty are working on course grants for blended or online courses and they have a host of other training opportunities. They currently have a good, full staff. Their biggest challenge is exposure. Updates with Sheana and Summer involve solidifying organization changes and mission.

Goals for the year? If you have items for the committee, put them on the agenda page, attach name, and notify Brent via email. You can bring any concerns and ideas from your units. Corey will send any item between committee meetings to Brent.

Meeting adjourned at 4:00 p.m. Respectfully submitted,   Nikki McCaslin, LETTS Secretary

LETTS meeting, October 19, 2018, Minutes

In attendance via Zoom: Brent Wilson (Chair, Education), Jiban Khuntia (Vice Chair, Business), Alyssa Martocca (Modern Languages), Nikki McCaslin (Secretary, Library), Troy Butler (Math), Storm Gloor (Music), Corey Edwards (CU Online, guest) Sharon Grant (Organizational Change Program Manager, guest)

Minutes for 9/21/2018 were approved with amendments.

Corey reported on the Regents' mandate for growing online initiatives and programs, 30 hours of which can be completed in high schools. Around 90 days ago the Regents received our funding proposals and last week they gave us a finalized budget. The proposal funding does not include the $15K programs. There are 5 new subcommittees and they are set to meet next week. They are continuing to progress and have their new Chairs in place. The committees are: Student Success; Technology Innovations; Instructional Design and Faculty Capacity; Pathways to Financial Success; and Identification of Program Degree. Sheana said to let us know that the programs have been fully funded. Her immediate next steps are to allocate budgets, train faculty, and put efforts in place to support a sustainable infrastructure. Which subcommittee reports would LETTS like to review?

CU Online (Corey): They are concentrating on how they are supporting students this term and how to support them more broadly. Scaling for services went from 1500 to 1800 students and includes weekly emails and an orientation model for all fully online students. What is it like to be an online student at CU Denver or do things like library research? There are 7 groups helping with the tutorial as advisors. Faculty will be informed of this. They are also building a Knowledge Base where students can get answers to common questions. The growth in services is related to students moving from F2F to online. There was a spirited debate at the Undergraduate Symposium today. A faculty member said something like F2F is a Mercedes and online programs were Volkswagons.

Brent: LETTS would like to be involved in any planning or ways in which we can help. We would especially like to review the Instructional Design committee reports, and we would like to be included with any site selection decisions that come up. We give monthly reports to Faculty Assembly and Brent meets with the F.A.Executive Group. Scott Chadwick noted that out of the thousands of students who are enrolled in online programs, our share is very small--out of 90,000 we have 894.

Storm gives his students the option of joining his classes via Zoom. More and more are using that capability. About 15% of his students are taking his class from home and he sees an increasing trend. He thinks his scores on his FPC's are higher because he gives students that option.

Troy uses that option when his students are sick. Jacobson, his former chair, is experimenting with Swivl. It has an HD camera (about $1200) and tracks the instructor at the board and also student interactions. He is thinking about turning his course into an online one. It also works

well for students who just want to review classes. Instructors who have tried this seem to be happy with it.

Sharon: She works in OIT under Russ Poole. She is not the sole person who is working on the strategic plan. Her focus is on both the Denver and Anschutz campuses. She is on the Planning Strategy and Analysis team and they are working right now with outside consultants. There is an Engagement committee, which functions like a steering committee, and they want faculty representation from both campuses. They are not yet formed. Other teams include the Business Analysis Group; Project Manager Office; and Accessibility and Inclusion Team.   There will be a November restart for the Strategic Planning Committee. Advisory group will ask for one rep from each campus. Provost Nairn is making the recommendations.

Brent: How can interested faculty also participate in the planning and advising? Brent could also help collect faculty nominations. How long do you think the planning will take?

Sharon: The target is Feb. 2019. They are currently working on the CU Secure Project, in which emails, logins, and website addresses will be changed at the Anschutz campus in January 2019. CU Denver's addresses will not change at this time. Qualtrex or Zoom addresses will change at Anschutz.   On Jan. 30, VPN is going to change. In the interest of stronger security, they'll need to register into a new client named DUO if working from home. VDI, virtual desktops, will also change. Everybody will be effected. There will be a lot of opportunity to give feedback on the project. It might be cumbersome at first, but they are working to make it usable.

Brent: There is a balance between security and usability.

Troy was on the Metacognition panel at the Undergraduate Symposium. He would like Corey to talk about his breakout session a little more next meeting.

Corey: he might be able to get a comprehensive report about the symposium or access to the notes.

Next meeting will be Nov. 15, 2018, 3:00-4:00 via Zoom.

Meeting adjourned at 4:00 p.m. Respectfully submitted,   Nikki McCaslin, LETTS Secretary

LETTS meeting, November 16, 2018, Minutes

In attendance via Zoom: Brent Wilson (Chair, Education), Maryam Darbeheshti (Engineering), Alyssa Martocca (Modern Languages), Nikki McCaslin (Secretary, Library), Corey Edwards (CU Online, guest), Jason Drysdale (CU Online, guest)

Minutes for 10/19/2018 were approved with amendments.

[Proposal reviewer for OIT tech grants](#)
OIT and Office of Digital Education are trying to incentivize faculty engagement in online Technology grants, from $5000 to $20,000 for developing courses. The Faculty Assembly chair, Peter Anthamatten, approached Brent and thought our committee should either submit or review these proposals. Reviewers will meet in November and March, then homework. Winners are to be announced in April. Maryam will be our volunteer reviewer. Brent will reply to Peter and cc Maryam and Jason.
Jason will be the point person for CU Online. He will send an email to Scott and Sheana. There is money coming to our campus from the Board of Regents and this might be a part of that. They will figure out details at their meeting in November and by the end of term we should hear something.

For sharing: UE symposium breakout session notes - [digital education](#) (thank you Corey Edwards)
Universities sometime have some hidden requirements. Gatherings and boot camps might be able to accommodate students who can't do face to face classes. Classes on Zoom can have problems if you mix online and f2f classes. How may we better serve the full range of students? Ideally, in mixed classes, there would be a second instructor or student assistant to take care of the online people. Simple google docs or spaces for notes can also be helpful. Asynchronous might be the easiest way to go, or make three synchronous times available and have students submit a summary instead of trying to have an online discussion.

Alyssa said Modern Languages is considering going online with some Masters programs.

Corey: There is a big debate going on about modality neutral classes and parity.

Maryam: The University of Memphis and Purdue have remote connection of students with CU, about 20 students from each institution online. They are doing a big research and assessment project. They are developing a learning community through CN and will be doing statistical analysis of outcomes. They are launching this in Fall 2019. Jason said CU Online is not aware of this but to keep them apprised.

Brent: Our campus is urban and diverse, with lot of folks commuting, and those realities can be reflected in our class design. High Impact practices and online can also benefit from those pedagogical practices. We can do a list of core values to guide our online course designs and then put those out.

Corey: Online students are not in the conversation at High Impact conferences. Online portfolios and writing can be done for online. Others are harder, like service learning and research.

Faculty participation in online programs - [Insider Higher Ed](#) (see also [AAUP Education not Privatization](#)) There was a good article in Inside Higher Ed and a link to AAUP. Faculty Union group has created a site on how to fight back when you feel bullied by administration about online education. There could be a role for outside vendors. We want to make sure that faculty here have a voice. UCDALI, Faculty Assembly, and LETTS are places where faculty have a voice and can work on ways to be more included.

Jason and Corey: They met regarding accessibility for students in online courses. They would like LETTS like to participate or be involved in vetting tools. Kate is in charge of this project and we will invite her to our January meeting.
    There will be a Winter Web Camp in January. Dates, videos and emails will be coming out soon. They are participating with the library. You have an entire day of time devoted to working on your course with people who can show you how to do things. It's a valuable use of time.
    The 15K subcommittees are all starting to meet. It's not too late to get on a committee. We can keep open shared meeting notes or Nikki can put links in the minutes.
    They are revising grant structure with innovation initiatives.

Corey: Orientation for online students started last night. He was appointed to the President's search committee. Let him know what questions are important to us before the interviews.

Brent: He wants to see someone good at fundraising and have good listening skills.

Coming soon: Linda Bowman and/or Erica Larsen for intros and brief reports.

Next meeting will be January 18, 2019, 3:00-4:00 via Zoom.

Meeting adjourned at 4:00 p.m. Respectfully submitted,   Nikki McCaslin, LETTS Secretary