Digital Education Council Meeting Minutes – March 2023

# Attendance

Brayden Milam (ODE), Stephen Bartlett (ODE), David Cassilo (SOCM), Garrett Smith (GEOG B.S.), Laura Howard (ENGL), LeeAnn Lands (HIST/PHIL), Lesley Gabel (ODE), Leslie Hankey (TCID), Patrick Carter (ODE), Rebecca LeFebvre (SGIA), Sara Evans (SCJ), Sharon Pearcey (PSYC), Uli Ingram (GEOG/ANTH)

# DLAC and ITAC Updates

ITAC has been cancelled the last few meetings, and nothing new has really come out of DLAC.

Julie Newell is going to be with us for the next year to help with hybrid reviews. We’ve also met with DLI, and we think everyone is on the same page about course content equivalency. DLI is running a little slow right now, so be aware your courses may take a bit longer to move through the system.

# Working on a New Course Review Timeline

Dean Kaukinen met with the Provost about our timeline, so now we’re working on a new proposal for an extended timeline. Our current system of “dump everything in our system and we’ll get to it” isn’t working—the faculty are starting out behind and the number of courses we have is overwhelming. The CFC asked us to send out some guidance for faculty to help mitigate the stress, so we’re going to be sending out a “Top 10” list of issues we’re seeing. Right now, it has five things to watch regarding accessibility and five things to watch regarding course design.

## Accessible Syllabus Templates will help cut down on review time!

Please encourage your faculty to use the syllabus templates! Having an accessible, well-designed syllabus is key to passing almost a whole section in the checklist. Using these templates will give your faculty the key properties they need to pass these requirements.

We currently have four templates: a generic one (usable in any class), a generic core curriculum one (does have some locked language specific to core curriculum, including the required language from the catalog), and two templates for FYC (ENGL 1101 and ENGL 1102). If you would like to have a template specific to your department, please reach out to Brayden so she can work with you! Also, please let her know if you come across any problems with any of these templates.

## Federal/BOR Requirements Regarding Interaction in Asynchronous Online

The USG Board of Regents requires at least two types of the following engagement:

* Providing direct instruction
* Assessing or providing feedback on a student’s coursework
* Providing information or responding to questions about the content of a course or competency
* Facilitating a group discussion regarding the content of a course or competency
* Other instructional activities approved by the institution’s or program’s accrediting agency

These are a pretty broad, so we will pull together some resources on how to (self-)evaluate. That said, these components should be clearly stated/demonstrated in the syllabus.

# New Office Space! – SO 5086

We have new office space! We will be moving over completely this summer, but as of April 1st: Patrick, Lesley, and the students will be over in SO 5086 full time. Brayden and Stephen will probably be floating around over there between one and two days per week. Tammy may occasionally sit over there, but she will be retaining the current office space (SO 5008). Brayden will also be retaining her office (SO 5007b).

# What’s up with you guys?

## Hybrid Module Names

Laura Howard said that it would be helpful for any future hybrid trainings to include explanations as to why we use the weekly module structure and why we name modules the way we do.

## Is it ever appropriate to comment on course content because of accessibility and best practices?

Please don’t see these reviews as attacks! We aren’t making judgements; we just want to assist. Make sure your messaging frames reviews as the start of a discussion, not an attack. If the faculty feels like the review is an overreach, please try to explain how you can support them.

## English Mentoring Team is going well!

English has a team of six experienced online instructors to help mentor their faculty. They created an MOU to outline what mentors could and couldn’t do. It creates a space for faculty to vent/discuss their course reviews and clear the air.

If you are interested in creating a similar system for your department, reach out to Laura so she can share documents and her process.

## Is there anything we can do to help mitigate the oncoming work for faculty who teach multiple courses across one level?

Rebecca LeFebvre voiced concerns from SGIA faculty about how the workload on course reviews was going to increase for her faculty, as most of them teach multiple courses at the 2000-level.

Stephen reiterated that the top 10 list should hopefully help with this. We’re hoping to have this list out by the end of the week.