

**Educational and Research Technologies Committee**  
**Annual Report to the Faculty Senate**  
**May 12, 2017**

This committee is responsible for matters related to the development and implementation of educational and research technologies at the University that guide acquisition of information literacy by students and faculty. Current members include:

college	name	term
Agriculture & Life Science	Starrett, Mark	2014-2017
Arts & Science	Kostell, Steve *	2014-2017
Arts & Science	Ellis, Deb *	2015-2018
Business (Grossman School)	Do, Hung	2015-2018
Education & Social Services	Toolin, Regina (Chair)	2014-2017
Engineering & Mathematical Science	Read, Helen	2016-2019
Environment & Natural Resources (Rubenstein School)	Voight, Brian	2016-2019
Libraries	Ross, Lyman	2016-2019
Medicine	Hotaling, Elise	2016-2019
Medicine	Wassel, Christina	2016-2017
Nursing & Health Science	Tourville, Tim	2015-2018
Curricular Affairs Committee Representative	pending	
Financial & Physical Planning Committee Representative	pending	
Research, Scholarship, & The Creative Arts Representative	pending	
Student Affairs Committee Representative	pending	
Graduate Student Senate Representative	Bidner, Carly	2016-2017

\*Sabbatical Coverage

The ERTC meets monthly. The following are the issues we are pursuing and the updates reported to us in that time.

## **I. Approved UVM Computer Acquisition Policy**

The Provost crafted and the university adopted a computer acquisition policy in response to the ERTC recommendations. Policy on Faculty Computers Approved June 23, 2016 Office of the Provost and Senior Vice President Minimum requirements

- Unit has a statement of their computer policy in their website
- Full time faculty are provided one computer at hire: o Full time (0.75 FTE or greater appointments for 9, 10, or 12 months) faculty holding the title of instructor, lecturer, assistant, associate, or full professor (including extension faculty, clinical faculty outside COM, and Library faculty)

Note: eligibility differs from faculty represented by UA Full time faculty bargaining unit.

<http://www.uvm.edu/hrs/?Page=info/benefits/plans/uafulltime.html&SM=info/infome nu.html>

- Computers are purchased with unit funds and not with PDF
- Computers are replaced or upgraded every five years
- Dean's office maintains inventory and alerts faculty when their computers are eligible for replacement
- Configuration matches most basic configuration offered by UVM Techstore

[http://uvmbookstore.uvm.edu/site\\_depot.asp](http://uvmbookstore.uvm.edu/site_depot.asp)

## **II. Expanded Section Descriptions (ESD's) Version 4 - March 6, 2017**

The 2014 CBA states that “in order to allow students to make more informed choices on course selection, faculty members are expected to develop and post Expanded Section Descriptions...no less than two (2) weeks prior to the start of the advising period.” The CBA also requires faculty “to make syllabi available to students for courses no later than the first day of classes.”

To implement the requirements of the 2014 CBA, the Registrar created a field in Banner for faculty to post ESD's. This implementation was makeshift and has significant limitations. The Registrar reports that in recent semesters, only 1/4 to 1/3 of courses post an ESD in Banner.

The SGA continues to express dissatisfaction with student access to timely information on course content, format, materials, and scheduling pattern. The Higher Education Opportunities Act of 2008 requires that much of this information be posted at the time the course schedule is published “to the maximum extent practicable”. Here is a link with good information and full text of the law:

<http://als.csuprojects.org/heoa>.

The proposal below is designed to give students and advisors the information they seek and are entitled to in a clear and organized fashion, while minimizing busywork for faculty.

### **Proposal Summary**

*Note: nothing in this proposal should be construed to limit instructors' prerogative to make course changes in keeping with pedagogical goals, academic freedom, or unforeseen circumstances.*

To address students' needs for timely information, the faculty's need for a user-friendly and efficient interface, and UVM's need to comply with federal law, we propose a multi-part solution.

- 1.) an easier-to-use, more detailed ESD interface in Banner;

- 2.) creation of a centralized location to upload and archive syllabi;
- 3.) publication of information on when courses are usually offered;

Faculty would then have the option of: a) completing an ESD (as per #1 above), and/or b) posting a syllabus for the upcoming semester, and/or c) linking to a centrally-hosted syllabus for a recent past semester of the same course (as per item #1 above)

The items #1-3 above are **modular**. Depending on cost and feasibility, they can be implemented individually or in subsets. The formal proposal and detailed suggestions on the above items follow.

## **Proposal**

To address students' need for timely information, the faculty's need for a user-friendly and efficient interface, and UVM's need to comply with federal law, The Educational and Research Technologies of the Faculty Senate, after consultation with the University Associate Deans, asks the administration to determine the feasibility of the following measures, in conjunction with representatives from the Faculty Senate Educational and Research Technologies and Student Affairs Committees, and to implement them individually or together to the extent determined practical.

*Note: nothing in this proposal should be construed to limit instructors' prerogative to make course changes in keeping with pedagogical goals, academic freedom, or unforeseen circumstances.*

## **Specific Items in Detail**

### **1. Improved ESD interface and functionality**

Banner-based Expanded Section Descriptions should be improved to include as many of the following features as is practical:

- a. **A checklist** with text fields that cover key areas of course information, including schedule pattern (i.e. when/how often is the course usually offered), required materials, methods of assessment, timing and nature of major projects, papers, and exams. (See possible checklist below.)
- b. **Text formatting capability**, including HTML hyperlinks so ESD's can link to a course website, textbook site, etc.
- c. **Ability to host PDF** files (such as a PDF syllabus).
- d. **Capability of multiple sections being populated** by a single course coordinator.
- e. **Ability for instructor to automatically re-populate all fields from an existing ESD** from a previous semester.
- f. **ESD checklist. In lieu of completing this checklist**, faculty may upload a current syllabus or link to a previous syllabus, as described in item 1 above.
  - 1) Required materials (indicate editions and ISBN numbers). If final information is not available at the time of registration, please indicate when it will be available, and remember to update the information here when it is.

2.) Course assessment will be based on (check all that apply)

	Percent of overall course grade (optional)	Comments
<input type="checkbox"/> Regular written assignments/problem sets		
<input type="checkbox"/> Quizzes/regular in-class assignments		
<input type="checkbox"/> Projects/labs/papers (indicate number and approximate schedule)		
<input type="checkbox"/> Final exam		
<input type="checkbox"/> On-line homework		
<input type="checkbox"/> Other (describe)		

3.) Principal modes of instruction (check all that apply)

	Comments
<input type="checkbox"/> Lecture	
<input type="checkbox"/> Seminar	
<input type="checkbox"/> Lab	
<input type="checkbox"/> Online	
<input type="checkbox"/> Flipped	
<input type="checkbox"/> Other (describe)	

4.) Exam format (if applicable; check all that apply)

	Comments
<input type="checkbox"/> Essay answer	
<input type="checkbox"/> Multiple choice	
<input type="checkbox"/> Problem set	
<input type="checkbox"/> Oral practical	
<input type="checkbox"/> Other (describe)	

**2. Central, standardized location for current and historical syllabi**

**Faculty will be expected to upload their syllabi by the first day of class to a central location, which will also serve as an archive.** Syllabi will include information on required materials, methods of assessment, timing and nature of major projects, papers, and exams. Faculty who feel that their full syllabi include protected intellectual property may choose instead to upload an abbreviated syllabus equivalent, provided it includes all the foregoing information.

Thereafter, when the Schedule of Courses (SOC) is published, faculty will have the option of linking their upcoming course to a recent past syllabus of the same course. We propose that the target page include an editable pre-populated statement of the following nature: “Here is a recent past syllabus. The course will be essentially as described in this past syllabus, with exam

dates, due dates, and other details subject to change. Required texts may be different this term.” Faculty should make every effort to determine final required texts and other materials as early as possible and update this information here and/or in the ESD (see #3 below) accordingly.

### **3. Centralized publication of information on typical course scheduling pattern**

**Information on course scheduling patterns (when a course is typically offered) should be published in the catalog or another appropriate location.** This information is essential to informed advising and course selection, and to helping students complete programs on time. Students and advisors should be able to find out easily whether a course is offered every semester, spring semesters only, odd-numbered years, occasionally as needed, etc. Departments, programs, and colleges may choose to indicate that the schedule pattern is not certain, or subject to change, as appropriate. Information on course schedule pattern is currently not included in the catalog and must be gleaned (often anecdotally) from departmental advisors, checklists, instructors, or inferred from examination past SOC's.

### **III. Document Cameras**

Andrew Horvat from Learning and Information Technology presented to the committee on the topic of document cameras. Currently all UVM general education classes are equipped with a document camera. However, it is getting increasingly harder to service these older model cameras, as they are no longer being manufactured. There is currently one manufacturer still providing document cameras. These cameras are quite expensive. It is not economic to replace all the document cameras in general education classrooms when there are alternatives. The use of an iPad as a camera with a stand or a Think Pad could be much more cost effective to the university. Some of the concerns the committee expressed included.

- Resolution of camera on alternative methods
- Ease of using other devices in labs
- Projection size for large lecture halls

Andrew suggested that members of the ERTC stop by his office and borrow equipment so they can try out some of the alternative ways of projecting in the classroom.

The committee discussed the need for information around document camera use. A survey will be developed in the Fall 2017 to gather this information.

### **IV. Instructional Lab (software)**

The committee discussed issues involving department labs versus general purpose labs. Specific questions posed include:

1. How can these be equal across the campus?
2. How can the labs be accessed?
3. Who is responsible for updating software?

The Education Stewardship Committee is talking about the use of space with IBB. With the construction on campus there is very limited classroom space. This summer they are using buildings not typically utilized to help with the space issue. Classrooms with 20-30 student seating is an area that is really seeing an impact. These questions will be followed up in the Fall 2017 ERTC meetings.

### **Submitted by:**

Regina Toolin  
Department of Education  
Chair, Educational and Research Technologies Committee