



FACULTY SENATE

Educational & Research Technologies Committee  
Minutes  
427a Waterman  
March 8, 2017

Present: Hung Do, Cathy Paris, Helen Read, Lyman Ross and Regina Toolin

Absent: Mark Starrett, Tim Tourville, Brian Voight and Christina Wassel

Guests: Andrew Horvat

Chair Regina Toolin called the meeting to order at 8:41 am in Waterman 427a.

- 1. Minutes.** The minutes of the February 8, 2017, approved with two minor changes.
- 2. Expanded Section Descriptions proposal.** The committee discussed the newest draft of the proposal.

**Faculty Senate ERTC DRAFT Proposal**

**Expanded Section Descriptions (ESD's)**

**Version 4**

**March 6, 2017**

**Background**

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.

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### **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)

	<b>Percent of overall course grade (optional)</b>	<b>Comments</b>
<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.

The committee will remove all references of Banner from the proposal. Chair Toolin will also add a paragraph that would include updated information from the meeting with the Registrar.

**3. Meeting with the Registrar's Office.** Chair Toolin and President Paris met with Interim Registrar Veronika Carter and VP for Enrollment Management, Stacey Kostell. The group discussed the interface used for ESD's. Veronika will be traveling to a national Registrar's meeting where she would like to research how other universities provide ESD's for faculty and students. This process will take time; it is not feasible that changes will be in place by the end of the academic year. The ERTC will work with the Registrar's office to continue to move forward in this process. Some ideas the committee suggested before implantation are:

- Availability on "How to," documents for the faculty. Veronika had some of these documents available already.
- Add a link to the schedule of courses near the CRN that is visible and is clearly marked ESD.
- Use the ESD link to track trends on who is using the link.
- Make sure the faculty are receiving timely reminders that ESD's are due.

The committee also if questioned if ESD's are used for undergraduate and graduate courses.

**4. Document Cameras, Andrew Horvat.** 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 would like to conduct a survey that would ask faculty what their classroom needs are. This would help determine the need for document cameras on campus. Once the survey is complete, they will send it to Andrew for review and comments.

**5. UVM Libraries Web Advisory Group.** The UVM Libraries Web Advisory Group reached out to the ERTC asking that the committee members explore, search and provide feedback on the libraries new website that is now available for testing. The goal is that the website would go live the summer on 2017. Feedback in the process is critical to the success of the final project. The deadline for feedback is Friday, March 31, 2017. The ERTC will ask all members of the committee to submit their feedback individually. The Faculty Senate Office will send an e-mail to the committee with all the details.

**\*\*Sabbatical**

The meeting adjourned at 9:36am.