**Learning With Technology Committee Report Academic Year 2017-2018**

The Learning with Technology Committee (LWTC) charges include: (1) Review and make recommendations to the University administration concerning the use of technology in face-to-face and online teaching and learning, including but not limited to planning and policies; (2) Serve as a liaison between the Faculty and Information Technology Services regarding learning technology issues; and (3) Serve in an advisory capacity to the Director of the Teaching and Learning Resources about issues regarding technology and learning. During the 2017-2018 academic year, the Learning with Technology Committee investigated, reviewed and advised the campus community on the key issues listed below.

**Reference Management Tools.** The University has adopted RefWorks as its new reference management platform for ENGL103 classes and beyond. The system has been funded by Dean Bea Hardy and has been implemented into the relevant courses. No major complaints have been noted.

**Fabric poster printer.** IT has decided to purchase of a pigment printer for printing posters on fabric (as opposed to paper products), which would be more durable and easier to handle. Cost is about $6,000. Cost per print is about 4 times as much as regular posters, so usage rules will be different. Usage policies have not yet been set by IT.

**TurningPoint.** The previously used clicker system, TurningPoint Cloud, was slated for end-of-life by the end of the last academic year. The University upgraded (for free) to TurningPoint 8. Along with superficial interface changes, certain behind-the-scenes features were polished from the previous version. Notably, signing in every time to use the system is no longer required, and participant lists are automatically generated and updated online. A few issues were found with uploading grades during the beta trial, and those were reported to TurningPoint for fixing.

**College of Health and Human Services.** For the allocation of seats to the new unit within our committee, the LWTC recommended to the senate that one of the at-large seats be made into a dedicated CHHS seat.

**Qualtrics.** This is software created to help with the design, implementation and analysis of surveys and other research tools, both in and out of the field. Various departments currently use the free but more limited alternative SurveyMonkey.

The University has purchased a subscription to Qualtrics, and faculty and staff have had access to the software from the beginning. However, the issue of access to students was raised by various faculty members. Melissa Thomas from ID&D and Steven Blankenship from IT was tasked with developing a Qualtrics Policy and Procedures statement, which the LWTC discussed and acknowledged by online vote. The committee found the policy sensible and appropriate, and had no qualms. The main points of this policy are:

* Doctoral students will have automatic access to the software.
* Undergraduate and Master’s students will have to request access.
* The PI overseeing the project is ultimately responsible for the usage.
* The process involves filling out a form, and uploading the IRB approval letter (this approval is required before permission to use Qualtrics can be requested).
* The expiration date for access is important, so that access can be cut off at the end of the project/semester/agreed-to date.
* If certain programs would like automatic access for their students, that can be discussed on a program-by-program basis.

IT will provide administrative support for the software and give access to students, but it does not have the resources to support/train students to use it. Users will be directed to the tutorials already posted online by Qualtrics.

Ways to help departments transition from SurveyMonkey into Qualtrics were discussed, but no solutions seemed straightforward. Melissa Thomas volunteered to work with a faculty member with existing data to explore a possible solution. To date, no faculty member has been identified.

More details at: <http://www.salisbury.edu/instructionaldesign/software/Qualtrics.html>.

**Quality Matters and Online Course Policy.** The Faculty Senate tasked the LWTC with revising the online course policies and reviewing the implementation of Quality Matters, along with a request to present recommendations to them by Tuesday, November 7.

Quality Matters is a peer-review process for certifying the quality of online courses and components, and consists of the QM rubric, the course review process, and professional development opportunities for faculty; in essence, a guideline for developing online and hybrid courses. In our last Middle States report, the University stated that we would adopt Quality Matters for quality assurance. The Middle States Self-Study Final Report, available at <http://www.salisbury.edu/uara/Accreditation/selfstudy.html>, states: “One of the goals as the University increases its distance education offerings is to ensure that all courses are reviewed using the Quality Matters rubric” (p. 24). Quality Matters is referenced on pages 24, 55, 56 and 128 of the final report. At this point, the implementation is voluntary, and faculty can choose to participate.

The LWTC voted unanimously to recommend endorsement by the faculty senate of the QM implementation plan originally drafted by Melissa Thomas (ID&D) (Motion by Brent Zaprowski, seconded by Tim Werner). The Faculty Senate approved the motion on November 7, 2017. The final QM Implementation plan is available at <http://www.salisbury.edu/instructionaldesign/onlinelearning/qmcoursereview.html>.

The Online Course Policies that were currently in use at the University had been approved by the Faculty Senate on February 4, 2006, and were in need of revision, along with other related policies. Due to the size, complexity, and far reach of this policy, the LWTC (at the suggestion of Melissa Thomas) proposed to the Faculty Senate to allow the formation of a Distance Learning Advisory Committee. The Faculty Senate approved this request. The composition of this committee is as follows:

* Learning with Technology Committee – Becky Anthony
* Henson School
  + GIS Program – Stuart Hamilton
  + Nursing – Jeffrey Willey
  + Biological Sciences – Jennifer Nyland
* Fulton School
  + Music and Theatre – Louise Anderson
  + Psychology – Rhyannon Bemis/Jason McCartney
  + English – Loren Marquez
* Perdue School – No representative
* Seidel School
  + Social Work - Rebecca Anthony
  + Education Doctorate Program - Judith Franzak
  + Community Health - Brandye Nobiling
* Library – Mou Chakraborty
* Registrar -  Jackie Maisel
* ID&D - Melissa Thomas
* Provost Office – Richard Wilkens
* Graduate Programs – Clifton Griffin
* Student Affairs – Helena Hill
* IT – Ken Kundell

The committee has met several times and is ready to present a draft of its Online Policies document to the committee. The draft of the new document clarifies the definitions of online, hybrid and traditional course, and details the commitment and responsibilities of the University, Department, Faculty and Students. Recommendations for additions to the Faculty Handbook have also been made. Questions about Intellectual Property rights, and misconduct policy still remain, and will be discussed with the appropriate person/committee. Of note, Melissa Thomas presented to the committee a second draft of a document regarding the verification of student identity in distance education, which all the LWTC members present endorsed.

Also, it was found that the checklist for course approval is outdated, and in need of formalization. A recommendation by the DLAC regarding modifiying the course approval process was presented to the Undergraduate Curriculum Committee and the Graduate Council.

In addition, discussions were held on centralizing all the resources that online students will need, and the impact of the new University website on the current student portal. Overall, the overarching goal for this process has been to ensure that online courses have the same rigor and experience similar oversight as their face-to-face counterparts. However, the Committee recognizes that each individual department or school has different practices and requirements; therefore, members of the committee recommend that specific Online Course Policies should be developed and maintained by the individual programs.

The final draft Online Learning policy, draft Student Verification Policy and recommendations for changes in the Faculty Handbook and curriculum approval process will be presented in the Fall semester for additional discussion and approval.

**Impact of updated IT policies.** The University was handed down a new set of requirements for our IT (Information Technology) infrastructure by the State, mostly revolving around security issues. Of note, these will be required for future audits. Our CIO, Ken Kundell, provided the committee with a review of every mandatory change and how that translates into SU’s systems, and answered the committee’s questions. A few notable issues discussed were:

* Account Management will now require 14-character passwords to be changed every 90 days.
* Users will no longer have the possibility of automatically forwarding their emails to a non-SU account. They can still do so manually, or request and be granted a waiver.
* The Cloud Service Security Policy was not an issue for the committee. However, several members requested faculty access to other cloud-based services like Microsoft Office 365.

The committee provided suggestions for improving the layout of the Updated IT Policies for presentation to the Faculty Senate. Ken made the changes and the document was presented to the body. The LWTC recommended that the policies be approved as submitted, and the Senate did so at the April 24, 2018 meeting.

**Web Accessibility Policies.** While not officially charged by the Senate with reviewing the proposed changes, Ken Kundell unofficially brought them to the Committee before presenting them to the Senate.

Prompted by a complaint from a Disability Access advocate, the Office for Civil Rights (OCR) found the University’s web presence lacking with respect to accessibility and usability of web-based information for users with special needs. The University negotiated a settlement through which a good faith effort would be put forth by us to bring the website up to standards, and ensure compliance with applicable local, state, and federal laws and regulations. This also included revisions to training, policies/procedures, and a timeline. Yearly status updates demonstrating compliance are required by the settlement for 3 years after the establishment of the policy.

All University web pages newly created, modified or updated by the University or any of its units on or after the establishment of this policy must be in compliance. However, individual web pages published by students, faculty, staff or non-university organizations that are hosted by the University and do not conduct University-related business, though encouraged to adopt this policy and standards, fall outside the jurisdiction of this policy**.** Of note, our new website is being prepared for full implementation, and represents a substantial improvement with regards to accessibility over the current platform.

The proposed policies and procedures document was presented to the Senate, and approved at the April 24, 2018 meeting.

**Wireless Streaming to Podiums.** Several faculty have expressed interest in running their classes from their tablets/laptops/other devices instead of the podium computer. Currently, the system available from the University to do so is Crestron AirMedia, which was selected after an analysis a few years ago. However, AirMedia is only installed in a very limited number of classrooms, even though other venues, like rooms in the new Commons and some conference rooms do have the hardware. The main reason for the slow rollout is the cost of the units, around $1,000 each. Ken Kundell (CIO) has recommended that a needs analysis be developed to gauge the interest of other faculty in Henson or other units, so that a determination can be made whether such an investment would be worthwhile for the University.

Respectfully submitted by Jose Juncosa, Chairperson, Learning with Technology Committee.