Attendees

Voting Members: Ron Rockland (chair), Dave Ullman, Ellen Wisner, Elizabeth Petrick, Marvin Nakayama, Victor Matveev, Joan Kettering, Andres Jerez, Ryan Mass (in place of Gale Spak)
Non-voting Members: Blake Haggerty (co-chair), Joe Bonchi, Richard Sweeney, Barry Broxton, Bruce Slutsky, Jenna Walther, Michael Koskinen, Jolanta Soltis, Nafiza Akter

Approval of December (12/2/15) minutes:
Approved unanimously

Motion to make Blake a voting member - Ron Rockland

☑️ Note from the faculty senate: the faculty senate executive committee has to be contacted to make the co-chair a voting member. Is there a motion to do this since the co-chair is not typically faculty for this committee?
☑️ Motioned by Dave Ullman, seconded by Elizabeth Petrick. Motion moved by committee.

Results of the Fall 2015 Moodle Satisfaction survey - Michael Koskinen

☑️ Survey (anonymous) was sent out in November, via email (created through Google Forms) to assess faculty satisfaction of Moodle, NJIT’s Learning Management System
☑️ Examined perception of Moodle, overall satisfaction, satisfaction with support staff, and usage feedback on specific tools/features within Moodle
☑️ 77.7% were very satisfied or satisfied with Moodle (overall)
  ☑️ Tenure track faculty had an 89% positive review
☐ Most agreed that Moodle meets instructional needs and is engaging
☐ User-friendliness is where there was some variation; most agreed when asked to rate it on a scale of 1-5, but other questions seemed to counter this
☐ Strengths (tools):
  ☑️ Navigation
  ☑️ Adding content/uploading files
  ☑️ Contacting students
  ☑️ Formatting your course
☐ Weaknesses (tools):
  ☑️ Gradebook and grading - many faculty do not use it; gradebook can be clunky
  ☑️ Quizzes - also do not have high usage; not easy to create quizzes
  ☑️ Moodle has a reporting system that goes underused
☐ Overall comments (open ended):
  ☑️ Moodle is clunky, non responsive, and unintuitive
  ☑️ What we can better address: cleaner site, better articulating gradebook and quiz functions, and investigating future improvement. However, overall, we had a high satisfaction rate
  ☑️ Dave: when faculty put together their Moodle courses, it’s usually at the beginning of the semester and it takes a bit of recalling to remember all the options
TLT Minutes 2/2/16
Campus Center 235
1:00 PM to 2:30 PM

- Maybe we can have a quickstart video conference to help with that beginning phase where faculty are recreating their content
- Marvin: is there any template we can use? Mike: some people import previous semester’s content, but you can also have a sandbox where you make an individualized template
- Ron: it would be good to showcase best practices or exemplary Moodle courses
- Ron: who owns the rights to Moodle courses/content created in them? Blake: the faculty member owns the rights
- Ron: maybe we can do something with new faculty to help them understand why Moodle should be used, both for faculty and students
- Dave: maybe we can have a series of short learning objects on the value of moodle, setting up gradebook, etc.--this provides on demand resources

Discussion on Spring satisfaction initiatives - Blake Haggerty

- We did a focus group in Spring 2015 and the Moodle survey in Fall 2015, we want to know what more we can do in the future to improve or assess satisfaction
  - Ron: Whiteboards are very dirty, and the eraser does not completely clean the board; this is problematic because the it is also the surface for projection
  - Blake: Can we do something to bring this formally to Andrew Christ’s attention?
  - Ron: Most faculty do not know what to do or where to go when they have an issue
  - Blake: This is an issue on the facilities management side where more needs to be done to do the cleaning, but also the instructors not erasing in between classes
  - Dave: should cleaning solutions be made available to departments (or in buildings) so faculty who need them can bring them in?
  - Joe will write to Charlie Nieves, who is in charge of this aspect of Physical Plant
- Blake: If there are any other areas of interest or suggestions, the committee is interesting in hearing faculty thoughts going forward

Update on teaching and learning space designs (Volunteers for the Learning Spaces sub-committee) - Joe Bonchi

- The Teaching and learning sub committee has been inactive because of scheduling difficulties
- We would like to start from scratch so that we could meet monthly
- The new construction centers will have learning spaces that need to have faculty input
- Educause also has a scoresheet for learning spaces that we can use to evaluate some of our existing spaces for both regular classrooms and lecture halls
- Perhaps this subcommittee can meet on the 3rd week of the month

Proctoring Strategy update - Michael Koskinen

- Mike, Jenna and Nafiza are evaluating all options for proctoring
- There doesn’t seem to be a all-in-one solution that is ideal
- Hope to propose a solution that will work better for our institution; this may be a couple of options instead of just the one option
We want to do as much as we can to deter the breaches we have in academic integrity, but cannot completely eliminate this as students will find ways to cheat

Changes to ITMS and TSC post Reynolds retirement - Blake Haggerty

- Bill Reynolds has retired, which raises questions about what is going to happen to offer the same services as before
- Originally, the TSC and ITMS would support the Academic departments/faculty and Institute for Teaching Excellence
  - Challenges: confusion around where to go for help (HelpDesk, GITC, PC Mall), and understanding the differences between ITMS and TSC
    - In the process of implementing one Office of Digital Learning and Technology Support combining ITMS and TSC and streamline support with Blake serving as the Executive Director
    - Three groups under this office:
      - The Office of Digital Learning (for course and program design--new instructional technology designer)
      - Digital Media Services & Technology Support Services will report to Joe (establishing multimedia repository, support video conferencing eliminate redundancies--new media engineer)
      - Service Desk (rebranded from HelpDesk, new portal for online reporting of incidents--they will be the first point of contact)
- Ron: who is investigating new tools? Blake: all three groups will actively researching new tools
- Ron: will students have access to WebEx to start sessions independently for group or peer collaboration? Blake: we are looking into getting that soon

Review of new faculty (ITE and IST) training opportunities - Ron Rockland

- Blake: we had some confusion because we had the TLT committee and the TLT group
- The former TLT Institutes are now the Institute for Teaching Excellence Workshops
  - This past January, during the three day workshops, the following number of Spring 2016 course sections were reached
    - Day 1 - 81 course sections
    - Day 2 - 51 course sections
    - Day 3 - 20 course sections (this was a smaller group in a hands-on workshop)
- Ron: ITE will be hosting another series of workshops out of the Provost’s office
  - Yesterday: hosted the first workshop for Teaching Assistants, which was unique because it involved discussion how the TA’s can work with their faculty liasions
  - Also hosting Lunch with the ITE, where there are a series of topics discussed in the ITE space in Cullimore 105, starting next week

Continuing report on the converged course pilot - Nafiza Akter

- Defined two models of converged learning
One where asynchronous and synchronous versions are built and the other where only the synchronous version is built (giving students only the option to choose to attend class via video conferencing from a remote location)

Faculty senate concern: how will we get to the 20% that is in the 2020 Vision
  Rich Sweeney: there were some skepticism around how the 20% was decided
  Ron: we have not defined the resources we need to achieve this

njit.edu/njitconvergedlearning has the language for students to describe converged learning; so students can understand what they are signing up for

Data was given to IR for the 4 courses that were a part of the study last semester
  All courses noted remote student attendance
  CS114: Midterm and Final with sample student exams
  HSS404: Final paper
  IS677: 4 Quizzes with samples of student quizzes
  PHIL337: Final exam, average of 9 quizzes

Student perception survey:
  Students took advantage of being able to remotely join class
  In the future, we would like to hold a focus group or interview these students to have a better understanding of their motives behind choosing this option

New Business - Ron Rockland

Marvin: Course evaluations are always an issue
  If a student is caught cheating and it is reported to the dean of students, that students’ course evaluation should not be counted
  Ron: will contact Faculty senate to verify whether there is a policy around students not being able to complete the evaluation

Marvin: Course evaluations output scores or averages
  Should we only be looking at the middle, excluding the very top and bottom

Next meeting
  ● March 1, 2016
  ● Meetings to follow: April 5 and May 3