

## **Faculty Senate Technology Council Year-End Report**

1. **Council:** Technology
2. **Academic Year:** 2017 Fall – 2018 Spring
3. **Council Members (in alphabetical order by first name):**  
Megan Chesin (Co-chair)  
Pei-Lin Weng (Co-chair)  
Buffy Reily  
Gamin Bartle  
John Link  
Michael Laughlin  
Raymond Schwartz  
Robert Meyer  
Tao Guo

4. **Council Charges and Summary of Council Activities:**

Technology Council Standing Charges:

- Identify the technological needs of faculty.
- Recommend technology policies and initiatives based on curricular and scholarship needs.
- Participate in the University's technological policy-making and planning.
- Liaise with technology administrators on policy, curricular, and scholarship issues.

Technology Council Yearly Charges for Academic Year 2017-2018:

- a) Liaise with The Center for Teaching with Technology (CTT) and Technology Across the Curriculum (TAC) to arrange a Qualtrics workshop
- b) Review "Best Practices Checklist for Online Programs"
- c) Review the online course section in the Academic Integrity Policy

Summary of Council Activities:

- a) A Qualtrics workshop was hosted on 12/7/17 in collaboration with TAC and CTT. The goal of this event was to show faculty and staff how to use the survey and analysis tool, Qualtrics, and to stimulate conversation regarding its use for pedagogy and research. The invited speaker was Instruction & Research Technology's and CTT's Instructional Technologist Housen Maratouk. He provided an overview of the software to faculty and students interested in using it. A productive discussion on its benefits and potential novel applications of the software for pedagogy and research followed.
- b) In collaboration with the Graduate Program Council and building off of the document authored by the Graduate Policy Council and approved by the Faculty Senate titled, "Policies and Procedure for Developing and Maintaining the

Integrity of Online Programs," we revised the "Best Practices Checklist for Online Programs" and provided our changes to both the Graduate Program Council and the Faculty Senate Executive Committee for review (See Appendix).

In this revision, we sought to streamline the document. We aimed to provide a guide to aid program developers and faculty invested in online programs that would complement existing content development and program proposal resources (e.g., the Academic Program Change Proposal, Quality Matters and Blackboard Institute Training).

- c) After careful review and consideration of suggestions made by prior Technology Councils and the Academic standards Council, we propose the following changes to the existing Academic Integrity Policy to include distance learners:
- Expand the definition of "collusion" in Section II.3 to include arranging for someone else to masquerade as the student for purposes of taking an online examination;
  - Expand the language in Section III.B. about proctoring to include language that reflects how test proctoring may be conducted during online examinations;
  - Add a sentence similar to "Distance students are held to the same standards as on-campus students" (Retrieved from OSU Academic Integrity Policy, 2/7/18).

We understand a revised Academic Integrity Policy from 2008 is being reconsidered by the Faculty Senate and believe these changes could easily be incorporated into the 2008 version of the Academic Integrity Policy or the current published version of the Academic Integrity Policy. Note, our section numbers reference the Academic Integrity Policy that is currently published on-line here: <https://www.wpunj.edu/human-resources/faculty-and-professional-staff-handbook/academic-integrity-policy-for-students.html>.

#### **5. Recommended Charges For The Next Academic Year:**

We have four suggested charges for the next year:

- a) Advocate to establish persistent URLs and best practices for posting and maintaining important University documents online. This charge may include:
- advocating for the establishment of persistent (unchanging) URLs for the most important University documents and offices;
  - advocating for the establishment of best practices for web managers regarding: (i) linking to university documents and offices; and (ii) reorganizing pages and directories to avoid breaking links from other parts of the site.

This suggested charge came about from our work on the charge to consider the Academic Integrity Policy in light of the needs of distance learners. We came across a number of links to the Academic Integrity Policy, including:

<https://www.wpunj.edu/academics/graduate-studies-and-research/academic-policies.html>

<https://www.wpunj.edu/human-resources/faculty-and-professional-staff-handbook/academic-integrity-policy-for-students.html>

<https://www.wpunj.edu/cte/wpu-policies/wpu-academic-integrity-policy/>

<https://www.wpunj.edu/cohss/departments/sociology/ma-applied-sociology/student-responsibilities-and-important-policies>

<https://www.wpunj.edu/library/copyright/copyright-policy.html> [Link to AIP generates a 404 error].

- b) Continue to support Instruction & Research Technology (IRT) in requesting research into an Online Learning Center.
- c) Support nascent Digital Literacy initiative by IRT.
- d) Extend support for University-wide software purchases and implementation designed to support faculty activities.

## Appendix

## Best Practices Checklist for Programs Delivered Online or with Online Components

This checklist is designed to provide guidance to program directors and department faculty if programs are to be delivered online or some component of the program is or will be delivered online.

This document does not replace the Academic Program Change Proposal, Quality Matters or Blackboard Institute Training, or consulting with the Accessibility Resource Center. Rather, this guide is an addendum to these program, course content, and process development resources.

This checklist is based on the *Policies and Procedure for Developing and Maintaining the Integrity of Online Programs* that was prepared by the Faculty Senate Graduate Policy Council and approved by the Faculty Senate.

### Instructions

Use the columns to the right of each statement to assess whether or not the program as designed or implemented contains that particular element. Place ✓ next to the item if the statement has been met. Mark the “Not Applicable (N/A)” column when the element does not apply to a particular program. Add comments as needed.

### Section 1: Teaching/Learning

The online program:	✓ if met	N/A	Comments
Details the teaching strategies that will be used to promote active interaction and engagement with students online			
Describes how technologies will be used to encourage student engagement online			
Describes how students will evaluate courses and provide feedback online			
Identifies how standards of academic conduct under the WPU academic integrity policy will be monitored in the online environment			

### Section 2: Cost and Institutional Commitment

The online program:	✓ if met	N/A	Comments
Discusses specific technology requirements or other assistance the department will need to support online students			

### Section 3: Student Accessibility and Support

The online program:	✓ if met	N/A	Comments
Contains extensive information about the student resources and support services that will be available for online			

learners as well as plans for how online learners will be advised of the availability of such resources and services			
Describes how the program meets the accessibility needs of diverse learners, e.g., students with disabilities, in the online platform.			

#### Section 4: Faculty Support

The online program:	✓ if met	N/A	Comments
Describes the faculty training and support for online content delivery.			
Describes any incentives that will be provided to faculty to transfer the program online (if appropriate), or for new programs, describes support specific for building the program online.			
Contains information about the faculty resources and support services, including for online content delivery.			

#### Section 5: Program Readiness

The online program:	✓ if met	N/A	Comments
Discusses that courses in the program are ready to be offered online			
Describes the <i>online</i> teaching experience, education or training of the faculty members who will be teaching in the online program			
Provides clear expectations of students in the online learning environment			

#### References Consulted

- William Paterson University - Policies and Procedure for Developing and Maintaining the Integrity of Online Programs. (Prepared by Faculty Senate Graduate Policy Council)
- Quality Matters (QM) – Standards from the QM Higher Education Rubric, Fifth Edition.  
<https://www.qualitymatters.org/node/2305/download/QM%2520Standards%2520with%2520Point%2520Values%2520Fifth%2520Edition.pdf>
- Palomar College – Online Course Best Practices Checklist.  
<http://www2.palomar.edu/poet/BestPracticesChecklistSP12.pdf>
- Minnesota State University – Checklist for Online Readiness for Academic Programs 2004-2005.  
<https://www.mnsu.edu/ext/faculty/checklistprograms.doc>.

Revision Record			
<i>Status</i>	<i>Description</i>	<i>Organism</i>	<i>Review Date</i>
☒	Original draft	Graduate Program Council	Spring 2015

<input checked="" type="checkbox"/>	<i>Sent for review</i>	<i>Technology Council</i>	<i>April 2017</i>
<input checked="" type="checkbox"/>	<i>Revised draft</i>	<i>Graduate Program Council</i>	<i>April 2018</i>
<input type="checkbox"/>	<i>Approval, Revision 1</i>	<i>WPUNJ Senate</i>	<i>mm-dd-yyyy</i>
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