

ASSETT Board Meeting

Friday, September 29, 2017 | 11:00-12:30 | TLC-215

Board Members: Irene Blair, Carew Boulding, Janet Casagrand, Dorothy Eissenberg, Alma Hinojosa, Lakshmi Lalchandani, Jennifer Lewon, Taylor Marino, Andrew Martin, Kyle McJunkin, Laura Olson Osterman, Beth Osnes

Others Attending: Marin Stanek, Mark Werner, Ligea Ferraro

Notes:

1. Introductions, review of minutes of last meeting
 - a. A Rose & a thorn of technology in your work
2. Review Guiding Principles & mission statement
 - a. Mark shared the ASSETT guiding principles and mission statement with the Board prior to the meeting.
 - b. Being on the ASSETT board provides the opportunity to shape ASSETT programs and a chance to network
 - c. In participation on the Board, we ask that you rise above your department and provide guidance from the college level and try to provide that perspective
 - d. Please use your networks to influence your peers and let them know what ASSETT is doing
 - i. Help us shape the direction of teaching and technology on campus
 - ii. We need members to be ambassadors for the ASSETT program
 - e. Please provide feedback outside of the meetings – via email, informal meetings, etc.
 - f. To be successful on the Board, getting to know the mission and purpose is important and to feel comfortable expressing doubts and concerns.
 - g. The group did an exercise to identify how members could create actionable items they can/would do to advance the mission
 - i. Laura & Carew mentioned making sure people in our departments know more about what ASSETT is doing
 1. Use the ASSETT resources more
 2. More opportunities for faculty to share in an informal setting what they are doing in the classroom and their roses and thorns and have it be more broadly accessible
 - a. Expanding the invitation to these sessions
 - ii. Dorothy would bring it up to professors during office hours and get opinions from peers
 - iii. Learning Assistants become TAs in the student college of Education. They get paid to be in the classroom to elevate the cognitive challenges.
3. General Discussion about visioning process – Kyle
 - a. Academic Futures and A&S are currently going through strategic planning exercises

- b. This is a great opportunity; several initiatives are converging in the next two-five years.
- c. Academic Futures, FoE, A&S
 - i. All will take information to guide the accreditation and space processes on campus
 - ii. There is a lot of buzz on campus about how to participate
 - iii. The sponsors are interested in hearing good ideas from the campus
- d. Kyle asked how the ASSETT Board wants to participate in this process
 - i. Should ASSETT produce white papers on teaching and technology?
 - ii. Maybe ASSETT should go campus-wide? We're currently student fee funded for A&S but students from other schools take classes.
 - 1. Current fee is \$1.32 per credit hour
 - iii. What will happen with ASSETT when the fees transition to tuition-based?
 - 1. There's been no formal direction communicated yet
 - 2. There may be an article coming out soon
 - 3. This change may affect ASSETT
 - 4. *The Board asked to be notified of any information that comes out related to this topic
 - iv. Maybe the ASSETT Board should write a scope paper about ASSETT and how technology is fundamental to teaching. Make it clear that ASSETT should be represented
 - v. ASSETT supports the teaching element so it's innovative. We could emphasize how the synergy of what we do supports teaching.
 - vi. We can share possible topics
 - vii. Making the point for support for technology is very important. There is a sense that we're committed educators but it's haphazard and sometimes doesn't work out. Having focused, research-based support could play a bigger role
 - viii. It seems it's a good opportunity to disseminate the good things ASSETT has done with campus
 - ix. It's possible that the structure might already exist in our documentation
 - x. It should be forward thinking – 5-10 years.
 - xi. We want to put it out there so ASSETT is included in the discussions. It doesn't have to be burdensome if the Board collaborates on it.
 - 1. It would need organization but could happen quickly
 - xii. Everyone could include their names on it
 - xiii. It seems that there are conversations that we're not a T1 university, though we're an R1. We should marry this with the concept that radical innovation often involves technology. There is a powerful intersection that ASSETT recognizes in technology with teaching. If the campus is interested in innovation, you need technology balanced with effective teaching. ASSETT is doing that best.
 - 1. ASSETT can provide the guided integration of technology for innovative teaching

- xiv. Mark and Andy have been working on a white paper for the VIP service to observe class and visualize it. Andy is looking at how to use that as part of tenure case documentation.
 - e. Action Item: Andy will help the Board organize a white paper with Laura.**
 - i. There will be a meeting scheduled after a draft has been developed to work out the details for submission.
 - f. The deadline for submissions is December 15th.**
 - g. Action Item: Mark will invite David Brown and Jeff Cox to attend the next meeting to talk about where the visioning process is.**
- 4. Laura brought up a previous discussion about creating a budget subcommittee to develop options for how to use the surplus.
 - a. With the transition of the new Dean we haven't moved forward on this.
 - b. Volunteers for the budget subcommittee: Andy, Beth, Marin, Laura, Amanda McAndrew**
- 5. ASSETT Updates
 - a. Mark reviewed ASSETT program updates with the Board.
 - b. ASSETT staff will attend the winter meeting to provide detailed updates on the program
 - c. ASSETT is moving forward to hire another teaching and learning consultant
 - i. Ruth, Andy, Amanda and Mark Werner will lead the hiring committee
 - d. A calendar of events was included in the folder provided to the Board members for the meeting.
 - e. There was a discussion around the Faculty Fellows program.
- 6. D2L – Canvas
 - a. We're leveraging lessons learned from previous migrations to make this transition go well
 - b. Project milestones were provided to the Board
 - c. It was noted that the D2L interface is changing in the middle of the spring semester. CU asked for a different schedule, but D2L would not alter the schedule.
 - d. All the D2L content of the last course taught has been shipped to Canvas and is being uploaded
 - e. OIT is currently testing third party integrations
 - f. There is a committee reviewing training options
 - i. Amanda and Jacie have gone through train the trainer
 - g. We have support through Canvas 24/7
 - h. More town halls will be held
 - i. There is a project website
 - i. <http://www.colorado.edu/lms/>
 - j. The project team is trying to get out to departments to present at department meetings
 - k. Taylor asked if there's going to be information or training for students. There should be user information provided for students. We can push this through various student networks. Suggestions included:
 - i. You Tube tutorial showing how Canvas does things in comparison to D2L – very brief introduction.
 - 1. Narrate it by a student

- ii. FRCC has a required modules for students - short, concise and helpful - from their IT department
- iii. **Action Item: Mark will put Taylor in communication with Aisha**
- iv. If the tutorials are included in the system that will also provide “just in time” learning.