A. Faculty Resources- http://www.canton.edu/ol/faculty.html
   a. See below for index of posted documents and resources

B. Closing the loop
   a. Summer re-reviews: **30 courses, 3 teams** (teams included a Librarian). Addition of the librarian provided a different and positive perspective

C. Open SUNY: The following programs were selected for potential partnership in Open SUNY Wave 2+

   o Bachelor of Science in Nursing
   o Bachelor of Technology in Dental Hygiene
   o Bachelor of Business Administration in Management
   o Bachelor of Technology in Emergency and Disaster Management
   o Bachelor of Technology in Legal Studies
   o Bachelor of Technology in Health Care Management
   o Bachelor of Business Administration in Finance
   o Bachelor of Technology in Veterinary Services Management
   o Bachelor of Technology in Criminal Justice: Law Enforcement Leadership
   o Bachelor of Technology in Homeland Security

Participating campuses need to commit to:
   ▪ Quality Assurance
   ▪ Refresh courses
   ▪ Course development team
   ▪ Accessibility compliance
   ▪ Share data
   ▪ Offering experiential learning opportunities
   ▪ Offering programs that lead to jobs
   ▪ Scaling resources (a financial model)

Reviewed Wave 2+ signature elements; each participating campus chooses options from a menu of signature elements (options that are a best fit for the campus):

**General Comments:**
Consolidated fall 2014 minutes

- Open SUNY wants campuses to help carry the momentum of Open SUNY
- Open SUNY wants campuses to promote and contribute to the conversation, best practices, and professional development via varying ways
- Each option requires a different level of investment (time & resources)

Role of the campus:
- Capture interested faculty
- Facilitate engagement (OL dept. serves as a liaison to Open SUNY)
- Invest time, money, and resources depending on the options chosen

**Faculty Element: Participating in Open SUNY’s Center for Online Teaching Excellence by:**
  - Option A: Promoting the Center for Online Teaching Excellence (via practitioner listserv, Twitter)
  - Option B: Participating in the Speaker Chat Series; sharing practices and opinions
  - Option C: Contributing to resources

**Faculty Element: Participating in Open SUNY professional development by:**
  - Option A: Promoting professional development opportunities
  - Option B: Completing certificate program
  - Option C: Sharing/leading a program

**Faculty Element: Improving quality of online courses by:**
  - Option A: Using own campus process
  - Option B: Using own campus process and pulling in parts of Open SUNY’s process
  - Option C: Using Open SUNY’s process

**Student Element: Listing online courses by:**
  - Submitting listings and updates to Course Navigator (routinely done now)

**Student Element: Providing online tutoring by:**
  - Option A: Using own campus tutoring
  - Option B: Using own campus process and pulling in tools/services of Open SUNY’s tutoring
  - Option C: Using Open SUNY’S tutoring

**Student Element: Providing Early Alert and Monitoring (Starfish) by:**
  - Option A: Using own campus solution

D. Discussed topics for this year:
   a. Providing support, input, and feedback on Bb transition
      i. Ex officio Instructional Technologist-agreement to invite Christina Smith
      ii. Phase 1 training; Canton receives BB instance Sept. 30th, 2014
   b. Updating the course review rubric
i. Comments from summer reviews: ambiguous areas; rubric was developed and approved by governance in 2005-6; needs updating to meet current best practices such as Accessibility as an essential standard vs. just a contributing point. Rhonda to send a copy of a rubric she used in a course; Molly to request Open SUNY rubric. Working group established to review rubric and suggest improvements. **Working group consists of: Michelle, Rhonda, and Christina.**

   c. Making recommendations to the Teaching and Learning Technology Committee (TLC)
      i. Laptops need to be ordered with cameras; students need to use Bb functions such as Collaborate

   d. Outstanding topic:
      i. Intellectual property rights- Revisit this year?

### OLAC Notes October 9th, 2014

**A. Shared summer session data and demographics:**

   a. Enrollment information attached to this email
   b. 143 different known colleges; 48 unknown colleges
      - 510 students were SUNY Canton students (481 had been here in the spring, the rest had been here at some point in time since 2010)
      - Syracuse University-142
      - Binghamton University -132
      - University at Albany -49
      - University of Maryland -48
      - SUNY Potsdam-34
      - Clarkson University -29
      - Stony Brook University-26

   c. PR markets to niche populations. Marketing efforts include:
      - Web ads in addition to print ads in the Daily Orange
      - Web ads in addition to print ads in the Pipe Dream (Binghamton Student paper) and Albany Student Press
      - Web ads on North Country This Week.com
      - Ads on Pandora
      - Napkin dispensers/pizza boxes

   - Rhonda requested additional data- suggested that we drill down to see what are the most popular courses are that students at Syracuse, etc. take; also, we should ask students how they found out about us. **Molly will talk to IR and PR**

   - Jan suggested a strategy for overall advertising of our online programs---reach non-traditional students by inquiring with BOCES, HR departments, ACCO, and United Helpers (ask these areas for their feedback; how do you see us serving their population?) **Molly will pass on to PR**

   - Question came up on wait-listing students Molly will refer to **Dean’s Cabinet for discussion**
B. Bb transition
   a. Updates:
      o 2 day training for OL staff provided by SUNY; excellent
      o Faculty training scheduled for October 27th and 31st
      o Feedback and participation in the review of building blocks i.e., Bb tools: Molly requested OLAC members help evaluate Bb tools (she will be reaching out to Phase 1 faculty and heavy users, as well). Pilot group suggested (Jan Robinson, Sue Buckley, Melissa Lee, Nadine Jennings, Koya, Rhonda, Nich Kocher). Draft of ‘comparison grid” below.

<table>
<thead>
<tr>
<th>Uses</th>
<th>Integration with Bb</th>
<th>Cost</th>
<th>Database</th>
<th>Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe-Assign</td>
<td>Detect plagiarism, teaching tool</td>
<td>Yes</td>
<td>Free</td>
<td>Smaller</td>
</tr>
<tr>
<td>Turn It In</td>
<td>Detect plagiarism, teaching tool</td>
<td>No</td>
<td>Approx.$10,000/year</td>
<td>Larger</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses</th>
<th>Integration with Bb</th>
<th>Ability to use after student graduates</th>
<th>Cost</th>
<th>Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Portfolio</td>
<td>Yes</td>
<td>No (html link provided)</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Task-stream component</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, need pricing</td>
<td></td>
</tr>
</tbody>
</table>

C. Course Review Rubric
   a. Sub-group will be meeting shortly
b. Canton’s rubric and Open SUNY’s rubric for course reviews are attached to this email.

c. The goal of reviewing the rubric is to update it to meet standards of best practices for teaching online and to address new technologies (such as the use of social media---which was not as prominent when the rubric was first developed).

d. Discussion:
   - It was suggested that Standard 1.5 Students are requested to introduce themselves to the class be updated. Perhaps a standard on ‘student engagement’ or ‘building a community’ would be more appropriate than defining the action.
   - Molly noted that the standard VIII There is evidence of some effort to recognize the importance of ADA requirements needs to be a required standard in order to meet ADA requirements (not ADA suggestions).
   - First step in updating the rubric- ask those folks (such as Jan Robinson) who have review experience to highlight those areas in our current rubric that should be updated, clarified, changed, etc.
   - Second step would be compare to other rubrics such as Open SUNY’s rubric
   - Recommend piloting the suggested updated rubric (should include new and experienced reviewers on team) prior to sending through governance process.

OLAC Notes November 13, 2014

1. Course review rubric revisions-rescheduled for spring 2015
2. Discussed BB transition:
   - Feedback on SUNY-provided faculty training, suggestions included:
     - Give Phase 2 faculty access to a sample course and ask them to "play around" before the training session; have faculty formulate questions; submit questions prior to the training session (this gives the trainer an opportunity to tailor the session).
     - Concentrate on basic functions
   - Committee suggested OL develop a flowchart of communication and training for Phase 2 (what to expect). Action item: Molly to share at next meeting
   - Discussed evaluating Bb tools:
     - Anti-plagiarism software:
       - Jan’s experience with Safe-Assign vs. TurnItIn: Positive response to Safe-Assign
       - Suggested pilot group (Jan Robinson, Sue Buckley, Melissa Lee, Nadine Jennings, Koya, Rhonda, and Nich Kocher).
       - E-portfolio-still need to explore
Consolidated fall 2014 minutes

- Noted: cameras needed on future laptop/computer purchases in order to use Bb Collaborate

3. Open SUNY Update:
   - Reviewed signature elements
   - Shared Open SUNY+ Wave II On-Boarding Kick-Off webinar last week
     - Campus team member worksheet (identifies individuals and contact information for those involved in Open SUNY+ such as the Online Learning Team and program directors of Wave 2 degrees)
   - Need to discuss at next meeting the possibility of a campus visit as an optional on-boarding activity for our campus. Members of the Open SUNY team would be on hand to discuss:
     - Overall Open SUNY perspective
     - Student Supports
     - Faculty Supports/COTE
     - Technology Supports
     - Campus and System Supports
     - Academic Initiatives
     - Marketing/Recruitment
     - Communications

4. Shared updates to November 13th, 2014 notes
   a. Course review rubric revisions-rescheduled for spring 2015
   b. Bb transition: Feedback on SUNY-provided faculty training, suggestions included:
      i. Give Phase 2 faculty access to a sample course and ask them to "play around" before the training session; have faculty formulate questions; submit questions prior to the training session (this gives the trainer an opportunity to tailor the session); Concentrate on basic functions

OLAC Notes: December 11, 2014
ii. To be shared “What to Expect” table for each phase (Phase 2 include courses taught during summer 2015; Phase 3 includes courses taught fall 2015). This table will be emailed to faculty.

<table>
<thead>
<tr>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 2</strong></td>
<td><strong>Phase 2</strong></td>
<td><strong>Phase 2</strong></td>
<td><strong>Phase 2</strong></td>
<td><strong>Phase 2</strong></td>
<td><strong>Phase 2</strong></td>
</tr>
<tr>
<td>Receive “What to Expect” prep email on Dec 12 (before faculty leave for break)</td>
<td>Receive “Phase 2 Transition Training Schedule” email on Jan. 23 (when they come back from break)</td>
<td>Courses converted prior to training</td>
<td>Campus-based follow-up training sessions held throughout the month</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kick-off sessions held during the 1st part of the month</td>
<td>SUNY training sessions held during the 2nd half of the month</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3</strong></td>
<td><strong>Phase 3</strong></td>
<td><strong>Phase 3</strong></td>
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<td><strong>Phase 3</strong></td>
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</tr>
<tr>
<td>Receive “What to Expect” prep email</td>
<td>Receive “Phase 3 Transition Training Schedule” email</td>
<td>Courses converted prior to training</td>
<td>Campus-based follow-up training sessions held throughout the month</td>
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<td></td>
</tr>
</tbody>
</table>

c. Discussed evaluating Bb tools:

i. Anti-plagiarism software:
   - Jan’s experience with Safe-Assign vs. TurnitIn: Positive response to Safe-Assign. *Recent information: Safe-assign will not catch students who submit materials that past students have submitted. SA apparently will only check published documents, not the student generated ones.*
   - Pilot group (Jan Robinson, Sue Buckley, Melissa Lee, Nadine Jennings, Koya, Rhonda, and Nich Kocher).
   - E-portfolio-still need to explore

d. Discussed “Mandatory” training for Bb transition
OL staff cannot manage ‘optional” training, too many requests come in at one time
Faculty who are not trained adequately affect quality of instruction
Adjuncts often out of the loop, OL staff have problems with adjuncts (especially new hires) making time to get trained
Suggestions and recommendations from the committee:
- Encourage Phase 1 faculty to serve as ambassadors on Bb to their area
- Require attendance at initial training sessions on basic functions and use- much like the college required folks to attend training on Degree Audit
- Consider developing a self-paced ‘course’ on using Bb that contains assessments and is facilitated by individual experienced teaching online and using Bb
  i. We do have a self-paced Bb Orientation Module that could easily be tweaked to include assessments (competencies) and discussion board for questions and guidance. This can be done over winter-break- key would be having faculty participate in it. This would be great for adjuncts and new hires.
- Molly will bring the committee’s suggestions and recommendations to Dean’s Cabinet

e. Open SUNY Update:
- Reviewed signature elements
- Shared Open SUNY+ Wave II On-Boarding Kick-Off webinar last week
  o Campus team member worksheet (identifies individuals and contact information for those involved in Open SUNY+ such as the Online Learning Team and program directors of Wave 2 degrees)
- Need to discuss at next meeting the possibility of a campus visit as an optional on-boarding activity for our campus. Members of the Open SUNY team would be on hand to discuss:
  o Overall Open SUNY perspective
  o Student Supports
  o Faculty Supports/COTE
  o Technology Supports
  o Campus and System Supports
  o Academic Initiatives
  o Marketing/Recruitment
    - Update: From the recent SUNY Chief Enrollment Officers meeting:
      o Open SUNY – 100,000 new students (backing off on number)
      o No marketing money has been designated for Open SUNY
      o Using social media and web-generated marketing
  o Communications
Consolidated fall 2014 minutes