1. Training and certification of faculty

2. Student requirements

3. Strategies for student retention

4. Revised student orientation

5. Opening classes early

6. Transition of leadership

7. Upcoming activities
Self-Introductions of Attendees:

1. **Training & Certification of Faculty (Dean Berg)**
   - Memo sent to all Chairs
   - More training options/alternatives
   - # of Courses change from 2 Fully Online per semester to 5 Fully Online overall
   - Need to review the 3 day physical presence on campus- L. Rose
   - Teaching online and having to being present on campus is more work for the faculty because communication through emails happens daily- K. Conway
   - 3 day rule created when there were very few online courses and for new faculty to get to know the college community.
   - Important that new faculty become acquainted but requiring faculty to come onsite doesn’t guarantee that the goal for coming to campus is met. Some may come in just to come in and if they are not teaching, on a committee or counseling with students then their presence on campus is not an added benefit. Need to consider alternatives to increase presence or collegiality like committee assignments or other special projects or work- K. Conway
   - Another example of how being present on campus does not translate to meeting the goal is when faculty won’t talk to students while on campus because it’s not their office hours.- K. Conway
   - Need to further explore if there are other ways to meet the goal of having faculty available to students on or off campus- J. Berg
   - Question: Is the 3 day onsite requirement a CUNY or BMCC rule? R. Reed
   - Answer: BMCC
   - A rule that should be further investigated and want to continue the conversations. It’s good to have an Elearning subcommittee to help address the issues and receive adequate feedback.- K. Wilkes
   - The goal is to have more discussions and funnel ideas through the Chairs working together with the committee and faculty. Additionally the policy has to fit everyone and not just those who teach online. - J. Berg
   - Suggestion to make the requirement 2 instead of 3 days and consider advising students virtually (skype) or via phone.- L. Rose
   - The 3 day rule is challenging for faculty who teach online and F2F in the same semester. Teaching online requires constant interaction and faculty has to manage the online environment and being present on campus.- E. Henao
   - Recommend no requirement role and give the Chairs the lead way to manage their department. – K. Conway
- Example: In an effort to accommodate the teaching and research. Students don’t come in because they are online but we communicate 24/7. 3 hours wasted time- P. Deleon.
- Question: How is counseling/advisement for students done online at BMCC?- Y. Chen
- Answer: Skype or Blackboard Collaborate or other virtual tools. – E. Henao
- Can be challenging to do virtual office hours if office space is inadequate or students on campus are waiting to be counseled. Works best off-campus- J. Flanagan
- Challenge- Technology issue for faculty (no long distance, headphones, camera, etc.)
- Suggestion: Consider making long distance call more available around campus- K. Conway
- Technology challenges: Adding software requires maintenance, installation and access - C. Stein
- Suggestion: Consider distributing headphone sets, cameras or even laptops to those who teach online – C. Stein & K. Conway
- Should be a budget for virtual support tools in the Elearning Center- J. Berg
- Any faculty can come to Elearning Office to borrow headphone and microphones if needed. J. Flanagan
- Suggestion: We have a technology requirement list on the website but don’t have a suggested equipment list. J. Flanagan.
- Some things you can do from home on your computer that you can’t do when you come to campus due to technology restrictions. - L. Rose

2. Training
- Quality assurance will be with the departments and should be a continuous process.
- Will work with departments on how to do a quality assurance process and create a model
- Memo sent out regarding new application with 3 new training options:- J. Flanagan
  - BMCC Workshop in Elearning- focus on development (10 weeks)
  - CUNY training- focus on pedagogy (2 weeks)
  - Prior Experience – Need more refinement in this area (How much prior experience is sufficient)
- Faculties who go through the CUNY training are challenge to develop a course with content because the focus is more on pedagogy. – E. Henao
- Previous process was taking both the CUNY and BMCC training.
- The current process is taking either or and work with an Instructional Designer for review
- Future process is to provide training in 3 modules which combines both pedagogy and course design.- J.Berg
- If training is not required, proper pedagogical training and course development training will have a negative impact on the department and the student experience. – E. Henao
- Course approval and assessment should align with F2F approval and assessment process, “WHACK” training and development program could be a good model to use - L. Rose
- F2F course can be modified on the go but it’s much harder to do than an online course so proper training and course development in an online environment is important
- Previous approval process with Elearning Staff and Dean felt awkward and should lie more with the chair and department.- J. Berg
- Continuous support is offered regularly for those who come back to the Elearning office but it is voluntarily so some come in and some don’t. Encourage faculty to utilize more peer observation that faculty are being in the online classes as much as the F2F. – J. Flanagan
- Voluntarily Peer Evaluation Team can be another piece of the quality assurance model. The process could be interdisciplinary so that it’s about pedagogy and not content to build a peer review culture. – J. Berg
- Suggestion: If peer review and assessment is the responsibility of the departments, the Chairs and faculty would need to know how the process works to institute an effective peer review process. - M. McGee
- Suggestion: Offer different training modules that fit the needs of the instructors. Some teaching for the first time, some need pedagogical training, some need development training or both. “Whack” is a good example: - G. Bonanno
- Suggestion: Whatever we do online we should also do F2F. Evaluations happen once a year and tenured faculty are not evaluated. The current observation process can be viewed as a joke and we should be using the same corollary as the F2F classes. Some instructors may feel that they will be held to a different standard then F2F – K. Conway
- Working on an equivalent review process with CETL. – J. Berg
- Need to consider paying people for continuous improvement faculty development and peer mentors as an incentive. L. Rose
- Incentive faculty with programs similar to what was offered in the past through the scholarship for teaching and learning model. - R. Foster
- Defining what is **required** is yet to be determined which is an issue. – J. Berg

3. Strategies for Student Retention
- Concern: Opening courses 1 week prior to the start of classes. Suggest the opening of courses go through Chair before opening.- E. Henao
- Online courses require prepopulated material unlike a F2F- K. Conway
- Schedule Challenge Concern: Hybrid courses require pre advance dates and rooms and need flexibility of the last week to adjust faculty teaching assignments. – M. McGee
- Open courses too far in advance create expectations that the course is going to be ready which is not realistic with faculty schedules and workloads which creates more pressure on faculty.- R. Foster
- Concern from a Chair perspective: Concerned about the day-to-day issues of providing course training & development oversight can be additional responsibility for the chair. Suggests identifying willing faculty and provide the necessary tools and resources to best manage the process. – C. Stein
- Suggestion: May need to hire an Deputy Chair to help manage the online curriculum and courses.- L. Rose
- Question: What does it mean to be ready?- J. Berg
  - Department Chairs, Students log-in, there is something there, and faculty ready (course & teaching).
- Challenge: How do we get students ready that they are in the first week? – J. Berg
- Is there a technological way to have the whole class uploaded but only the syllabus is available without the instructors clicking to hide every item? K. Conway
- Opening the classes to early risks the student’s seeing things that the course may not be ready to reveal (student expectation of a completed course or updated content). - L. Rose
- Concern: Opening classes too early can cause contractual issue as instructors are not to require to teach until the first day of the semester. - E. Henao
- Promote the Elearning Orientation when sending welcome email a week in advance to allow the students the ability to log into the orientation which will confirm they can log into Blackboard. – J. Flanagan
- Challenge: Students don’t use BMCC email to receive welcome messages. Faculty have to go to CUNYfirst and build a list to see if there’s an alternate email to also send to their personal emails – E. Henao
- Currently Elearning technician send out confirmation emails when students enroll which provides general course information. Message can be tailored and message is sent to student’s BMCC and personal student email.- J. Flanagan
- Suggestion- Online Intensive Courses: Offer 6-8 weeks courses throughout the term instead of only in the summer. - K. Conway
- Question: What is a reasonable time frame to open courses and what is the analogy for an online course to have access like F2F? - J. Berg
- All content doesn’t have to be available in a F2F class the first day of class but at least the syllabus. This should also be the case of the online courses. – L. Rose
- Agree that we should open the courses but not too far in advance. Faculty will be responding to students who ask questions before the semester begins. – J. Flanagan
- Provide sample general syllabi and post in the course for students to view the day of the courses so that they have something to refer to. Also suggest have Elearning department open the courses to ensure they are open for students to access – K. Conway
- Require students to use BMCC emails and not their preferred accounts- K. Conway
- Require the use of emails must happen at the admission process- J. Lathan
- Concern: GPA Requirement. Yes or No? –J. Berg
- Research shows that requiring a GPA to take an online course has no correlation with pass/failure rates. Rather it was revealed it was the student’s personal life and challenges which affect the student’s ability to succeed but also students with busy personal lives have a higher need for online course. – K. Conway
- Time management and motivation appears to be the more of the reason why a student fail or succeed in either online or F2F, not the GPA. We shouldn’t drop the GPA to enforce some type of expectation or standard – L. Rose
- Research shows that students, who haven’t done well in a previous online class, don’t do well in subsequent online courses. Consider providing a requirement for student’s that have not previously done well that require an orientation or something else to enroll in another online course. K. Conway
- Suggestion: For students who did not do well in an online course. Require an extra step or block on the registration process in CUNYfirst which suggest taking the Elearning Orientation or something similar to register.- J. Flanagan
- Suggestion: Share success & failure data with students in a separate module in Blackboard on how to succeed. – E. Henao/ K. Conway
- Removing the GPA at this time would be awkward to do at this time and may consider doing so in the spring 2017 term. – J. Berg
- Suggest everyone go back and review the Elearning website for updated information. – J. Berg

4. **Transition of Leadership**
   - Ruru Rusmin has been appointed the Interim Director for Elearning and CETL for Janey Flanagan whose last day is 5/31.
   - Search will continue for the appointed CETL’s director.

5. **Upcoming Activities**
   - What steps are we taking to ensure we can offer a full online degree (i.e. SPS- Gen Ed degree) being only 2 courses away? K. Conway
   - Understand the challenges for science but other school have successfully overcome the science/lab barriers so what can we do? – K. Conway
   - Low interest for faculty to offer science online due to lab challenges and online teaching/learning stigmatism- P. Deleon
   - Take home lab kits not recommended. Need to consider simulated
   - Making more strides in the science area with faculty to offer fully online degree (ie. Astronomy 110, PSY 100- Scientific World). – J. Flanagan