

**Academic Technology Committee – Zoom Meeting**

MINUTES OF MEETING: 4.3.2020

Submitted Exec. Committee: \_\_\_\_\_

Submitted Academic Senate: \_\_\_\_\_

APPROVED BY COMMITTEE: \_\_\_\_\_

Approved by Exec. Committee: \_\_\_\_\_

Approved by Academic Senate: \_\_\_\_\_

*ATC Members Present:* Chris Sales (Chair); Mauro Carassai; Elise Fenn; Norm Herr; Brad Jackson; Joel Krantz; Nicole Shibata; Cheryl Van Buskirk; Carina Alvarado Alcalá; *Absent:* Kaitlin Bahr; Eric Hu; Teresa Williams-Leon; Jose Morales; Carlos Orozco; *Permanent Guest:* Allan Chen; *Executive Secretary:* Ranjit Philip; *Recording Secretary:* Yolanda Avila; *Guests:* Ryan Conlogue; Helen Heinrich; Takiya Moore; Paul Schantz.

1. **Announcements** – Philip – The campus announced the expansion of the Device Loaner Program for currently enrolled CSUN students and the implementation of a new distribution model. The program provides technology to students who are without a computer or internet service so that they may continue their education uninterrupted. The loaning of laptops, internet hotspots and webcams further supports the campus' on-going physical distancing efforts, based upon evolving evidence and guidance, by decreasing the possibility of COVID-19 transmission in campus-based computer labs. Consistent with the implementation of the Device Loaner Program, the University Student Union computer lab, and the Oviatt Library computer lab closed on 3/27 and 3/30 respectively. Students can submit a form to check out a laptop kit, internet hotspot and/or a webcam and once processed, they can pick these up Monday-Friday 10 am – 2pm at the campus bookstore. Additional information about the tech device loaner program can be found at <https://www.csun.edu/it/device-loaner-program>.
  
2. **Previous Action Items** – None
  
3. **Approval of Minutes** – The minutes from March 6, 2020 were approved.
  
4. **Chair's Report** –
  - a. Sales introduced Carina Alvarado Alcalá, the newest ATC student representative. Alcalá is a student senator from Michael D. Eisner College of Education. She started two weeks ago and offered to take any questions. Associated Students held electronic student elections and her appointment/term will be through the end of Academic Year 2020-21.
  - b. **Educational Policies Committee (EPC)** - Sales and Van Buskirk – The resolution being worked on was taken for discussion with EPC. The resolution language is still being developed. It was proposed that in addition to the current zero cost and low-cost categories that both a mid-cost (\$50-\$150) and a high cost designation (over \$150) be added. It'll be needed to ensure that faculty designations on the form do override what is set in the Campus Bookstore, and that so long as the non-bookstore offering is available to all students, then it can be used to set the icon. Even if instructors find cheaper books/materials, some students still have to purchase through the Campus Bookstore due to their financial aid appropriations, and as such they need to change the language on the form to reflect this. Prior to final approval this may also need to be discussed with the Education Resources Committee (ERC). As to why the Campus Bookstore

pricing is different, Van Buskirk noted that it mostly depends on the publishers. The Campus Bookstore is trying to do bulk purchases to lessen the cost. From a high level, we're trying to make instructional materials as less burdensome as possible for our students from a price and process perspective.

- c. **Faculty Senate Meeting** – Sales - The March Faculty Senate meeting was conducted on Zoom. Conlogue and Philip were on hand to assist, as needed, from a technology perspective. Faculty Senate continued their discussion on Ethnic Studies Legislation. There was also a discussion on service learning and the need to tweak the definition of service learning to better reflect the importance of tying the curriculum to the real world/community. The Provost thanked all faculty for their perseverance and work under the difficult circumstances and for all the diligent effort to ensure that we help our students succeed, especially in these difficult times.

## 5. **VP/CIO's Report** – Philip

- a. **Keep Teaching, Keep Learning & Keep Working Resources:** Philip introduced the Keep teaching, Keep learning, and Keep Working resources online. These are 3 resources with a focus on different cross sections of our university population. Keep Learning – focused on students can be accessed at <https://www.csun.edu/it/keep-learning>; Keep working – focused on employees as they work from home can be accessed at <https://www.csun.edu/it/keep-working>; Keep teaching – focused on faculty and instruction can be accessed at <https://www.csun.edu/it/keep-teaching>. He encouraged all to access these specific resources on IT website (<https://www.csun.edu/it/academic-continuity>) for important information relevant to academic continuity efforts, and to pass the word on to their colleagues. In addition, Faculty Development has an excellent resource on Teaching Through Disruption that can be accessed at <https://www.csun.edu/undergraduate-studies/faculty-development/teaching-through-disruption>.
- b. **Training Opportunities** – There are various training session opportunities available to all interested faculty and a regularly update training calendar that reflects these can be accessed via the Keep Teaching website. The course sessions range from introductory, intermediate to advanced classes for Canvas, Zoom, etc.
- c. **Internet Connectivity for Users** - Through the FCC's "Keep Americans Connected" pledge to ensure that Americans do not lose their broadband or telephone connectivity as a result of the ongoing exceptional circumstances, a myriad internet service companies are offering 60-90 days of free internet services for communities nationwide. Please visit the <https://www.csun.edu/it/internet-connectivity-users-who-do-not-have-it> webpage for updated information in this regard.
- d. **Zoom Bombing** – A new form of trolling in which a participant uses Zoom's screensharing feature to interrupt and disrupt meetings and classes is unfortunately gaining prevalence nationwide. The <https://www.csun.edu/it/how-keep-your-zoom-sessions-secure> webpage provides our users with best practice guidelines to mitigate Zoom bombings and enhance the security around Zoom sessions.
- e. **Canvas Insights** - Canvas Insights now offers a new email template that acknowledges the challenges COVID-19 presents to our learning community. The new template, created in collaboration with University Counseling Services, enables faculty to provide personalized outreach and valuable resources for students addressing their

physical and emotional well-being in this new learning environment. Heinrich added that this is available through Canvas and is customized for faculty who need to communicate with students especially given the new learning environment and the ongoing COVID-19 realities. Faculty expressed desire to get language in terms of empathy, and continued availability and this new template is available and customizable if needed. More information is available at <https://www.csun.edu/it/canvas-insights>

- f. Proctoring – Work and discussions continue on the implementation of an online proctoring solution, Respondus Monitor. This solution flags “potential” behavior that implies cheating and is not equivalent to true proctoring. A webcam will be required for those who choose to participate. Webcams are available for loan for those who do not have one, as part of the overall device loaner program. Herr asked whether the solution flags suspicious activities or whether the video needs to be reviewed to gauge this? Chen responded that it flags “suspicious” behavior, for example it will notice if there too much movement or the student leaves their seat. Keep in mind this is new and not a preventative tool, but a help/aid tool. Other CSU’s are using this solution.
- g. Fenn thanked IT for all they’ve done and was wondering if there is discussion about putting together a guide or FAQ of ways we can be mindful of equitable teaching through technology, for example some students are in difficult living situations which are not suitable for on-line learning. Moore informed the committee that Canvas has resources coming up with innovative ways to address the equity guidelines and resources. Philip agreed that though we are all affected, we are not affected equally and it will be important to duly consider this when implementing any technology solution or employing pedagogical approaches.

## 6. Discussion Topics

### a. Virtual Learning – Lessons learned, challenges, etc.

- Sales asked the committee to share their experiences and issues since pivoting to virtual teaching and learning.
  - i. Van Buskirk – Zoom live is great for smaller courses. For her larger classes she’s been using “Loom” which allows for pre-recording a class. It is easier to edit and gives one fun-ways to keep students engaged. She does short 10-minute videos and includes 2-3 multiple choice questions and has found this format to produce good student engagement. Overall, has seen an increase in participation with virtual teaching. Van Buskirk inquired as to why sometimes there's garbled audio when using Zoom? Chen suggested that this is usually due to issues with internet connection at the user's location. Philip suggested that when experiencing such bandwidth related issues with Zoom it helps turning off video and relying on audio. Heinrich suggested that using virtual backgrounds in Zoom is also a drain on network bandwidth. Philip reminded all that one can find Zoom best practice guidance on the IT website (<https://www.csun.edu/it/zoom>).
  - ii. Alcala - For some students it’s hard to join in to synchronous sessions such as a live Zoom class for many reasons. She shared that it would be great for faculty to record

- classes using Zoom and make the recordings available so that students can reference and view them at a time that works best in their individual environments.
- iii. Herr – It's been going well given already teaching virtually with hybrid courses. It's a little harder when the class has a lab component. Have been asking students to record their lab work and submit. With regards to the 'GoReact software, Herr shared that it is an excellent program to review performance of students and highly recommended it for classes that require submissions of oral presentations/reports. You can annotate feedback on the students' presentation/report and they can review these, if any, as they work on improvements. Philip shared that other colleges and/or departments interested in "GoReact" should feel free to reach out to IT.
  - iv. Jackson – Live Zoom sessions are working really well, and feels very similar to in-person. Attendance is about the same, students are asking questions and are very involved. The biggest challenge has been classes that have a lab component. For labs, he is using the Zoom Breakout Rooms feature dividing the class roster into groups of 2 lab partners per breakout room. This allows him, as the instructor, to jump in from room to room and help the students when they have questions. He has a lab assistant who also has access and helps. Overall, this experience has made him more confident in online teaching possibilities in the future.
  - v. Heinrich – It will be important to consider the student's perspective in this transition to virtual learning. It works well for knowledge transfer and learning, but lacks in developing public speaking skills. The full array of feedback pointers obtained when standing in front of a live audience is missing. Chen shared that the Zoom "gallery view" button allows one to see all participants who have their video turned on, though for a large class, it may not work as well.
  - vi. Fenn – There have been some interactive challenges with Zoom. She decided to put all lectures pre-recorded online with one or two questions in between each, and suggested GoFormative.com or Socrative.com as tools to help with teaching and student engagement. These two tools have temporary free licensing available during the crisis.
  - vii. Moore – Zoom does have a polling feature one can include with presentations and allows for interactive communication and student engagement.
  - viii. Schantz - shared that consideration should be given to those with poor internet connectivity services and the different delivery mechanisms used for instructional content, both synchronous and asynchronous.
  - ix. Carassai - Felt prepared and ready to go because he's taught on-line before, but had to reconfigure some of his courses. On polling his students on their comfort level with synchronous or asynchronous classes they were more comfortable with asynchronous because they may not have the best internet connection, appropriate space at home to learn via Zoom sessions, etc. He has changed some assignments to release some stress on students including less use of technology, under the current circumstances, which can turn out to be more.
  - x. Sales – agreed and said that as we become more virtual we need to become more creative and this can also depend on the discipline. Some disciplines are more challenging to teach virtually. For example, some materials in particular courses

are heavier on reading and writing. It will be interesting at the end of all this to see which tools were effective and share this feedback with IT at the end of semester.

**a. Course Affordability Revisit** – Additional conversations are planned after which the document has to be worked on and finalized. The Library has arranged for a meeting which Van Buskirk and Sales will be attending and reporting back on.

**7. Roundtable** – None

**8. Policy** - None

**9. New Business** – None

Meeting adjourned at 2:35 PM.