

Technology and Distance Education Committee Minutes
11.20.2020
Chair Maya Israel

Agenda

- Meeting times for the committee
 - 11 am on the third Friday of the Month.
 - Should we cancel Dec. 18 as it is during the break?—yes
 - Next meeting: Jan. 22nd at 11 am
- Discussion: Should we transition to Teams? –Keep with Dropbox status quo for 2020-2021 and resume discussion when things are a little more stable. Plan for transition.
- Review anti-racist goals
 - Walk through data examples
 - Example: Admitted data for C&I EdD; Special Ed Teach Well. Demographics in the UF data warehouse over multiple years. New students coming into the program
 - Example: Cohort completion for Ed Leadership master’s online program
 - The longer a person is in a program, they are more likely to take loans. Less likely they will also finish.
 - Do we want to look to see time to completion by race (loan-based aid vs scholarship aid) student financial data is a bit more difficult to obtain, but it may be critical for us to look. How do particularly students of color are doing in our programs (taking on a financial burden)—there may be patterns.
 - How far back would we want to look?
 - Discussion about the 8 week vs 16 week courses in certificate programs. It may be interested in looking at completion in programs that have 8 week vs 16 week courses.
 - Specialist and masters are typically all 36 hours. It’s a way to capture some of the students who already have a master’s. We can look at demographics. How many EdS students profiles vs masters’
 - Tom will share the data examples in an email. Maya will forward it to the rest of the committee. These are draft so in the email, keep within the committee for our work rather than for distribution
 - Invite program coordinators to get access to the data. Have discussions with the data with instructors in the program. Share data with instructors. Discuss trends, what can be done.
 - Diversity trends data reports have been collected. Tom will send this as well. Including exit survey data—inductive and quantitative data analysis.
 - 5 years back in terms of data reports
 - Discuss outcome measures

- Once we have a sufficient data set, have a discussion with program leaders and instructors to drill down a level further.
- Gather this information and share with program coordinators. Recommend program coordinators to have conversations with instructors (including adjuncts and grad TAs). They have just as important a role as they see the students every day.
- Create guiding questions for meeting with instructors to frame the conversation
- What are we looking for in the data? Last 5 years of data, allows us to look at trends over time. A program may ask additional questions. Specific information.
 - Next meet: Come up with some guiding questions for program coordinators.
 - Invite Nathan and Elayne Colone to our meeting in January.

Summary of antiracist goals from last meeting:

1. Look at existing data for our online programs (Applied, admitted, enrolled, graduation, and time to degree) from the perspective of diversity. It would be helpful to look at both the state-run, self-funded, cohort programs.

Next steps:

- Work with Nathan Hanson
 - Invite him to our meetings
 - Work with him to pull data related to Applied, admitted, enrolled (demographics given at enrollment)
 - Examine data specifically related to fully online degree programs
 - [Online programs](#)
 - We will begin with a couple programs and then move onto other programs based on initial data work (e.g., focus on enrollment vs. completion data in terms of demographic spread)
 - Examine scholarships to students in online learning from an anti-racism perspective
2. Suggest professional development that faculty and staff can participate in related to anti-racist distance education instructional practices. There will likely be overlap with the curriculum committee on this goal.

Next steps:

- Begin finding resources helpful to faculty about best-practices in anti-racist online instruction including
 - Reach out to Maria Leite to help us curate resources particularly relevant to distance education
 - Reach out to faculty with expertise in online learning about higher ed online programs resources related to anti-racism (e.g., Swapna Kumar/Albert Ritzhaupt)

- Find out which OLC resources ([Online learning consortium](#)) workshops
- Center for the Study of Race and Race Relationship (Law School)