

Executive Committee of the AFSE
Meeting Minutes
April 3, 2020

Present (by Zoom): David Brafman, Samantha Brunhaver, Christopher Buneo, Michael Goryll, Marcus Herrmann, Anthony Lamanna, Doug Montgomery, Rod Roscoe, Sefaattin Tongay, Yalin Wang, Dianne Hansford (Secretary)
Absent: George Pan, Rosa Krajmalnik-Brown
Guest (by Zoom): Kyle Squires

1. **Approval of March 2020 EC Minutes.** Minutes of the March 6, 2020 meeting were approved unanimously.

2. **Spring 2020 online teaching and exams.** The EC was asked how things are going.

Sef: Materials school is struggling with lab sessions because they are not designed for on-line education.

Kyle: What can be the focus that can be done more successfully in this mode?

Rod: Can use video to demonstrate common mistakes and fundamentals.

What are some common mistakes that people make and maybe recording demos – determine bad steps. Some data is not accurate. If students are really following lab steps, if data you're providing is flawed is that a learning opportunity? We haven't really focused on what the common mistakes are that the students do. How do we increase student engagement using online options?

Michael: Online modality with students purchasing equipment is one possibility. Most of the tools we use are expensive.

Sef: could alumni share resources?

We would have to make sure that resources in good shape. Covid19 concerns/decontamination.

We are currently repeating, recording experiments, explaining outcomes of experiments. It's the best we can do considering the time limitations we have. Students feel this is helpful but they're still not getting hands on experience, which is the main point. Any new ideas tried and successful or not?

Marcus: Does ASU have a virtual lab infrastructure? Is there an initiative in Engineering? Kyle commented that there is an ECEE program that is fully online, but those labs are not virtual.

Biochemistry, for their online version of their degree, includes a lab component during the summer.

One thing we are using is a virtual environment for students to access computer labs. Making it possible for all students to access labs remotely, so no need for any student to be sitting in a lab.

ETS set up remote accessed labs, since ECEE computer labs have been shut down; this is still being designed. They rely on software on campus to do their labs. There is still a need for hardware interaction.

Coming back to online versions of labs, we're now talking about what to do for summer sessions. The hybrid classes are supposed to use physical labs on campus but that's not happening.

Michael: Reporting from faculty, the move to online instruction is going well. More students engaged than they were face to face. Online assessment is what instructors are struggling with. We now know how we work it on the online program but that doesn't mean the online program is working well. Academic integrity is still a concern. When it comes to exams some faculty have said you have 24 hours, open note, open book. It works but the 24 hours is an inconvenient window of time because some students can only do it over the weekend because of jobs.

CANVAS quizzes are restrictive – you can only do multiple choice because essays are too difficult to grade. Chris implemented exams this way, giving students 75 minutes during regular class time.

Michael likes google forms better than canvas. Are there FERP issues with this solution?

Sef: One can tell students ahead of time that their solutions will possibly be examined with a Zoom call. It doesn't prevent them from cheating, but it is a deterrent.

We need to think about new ways of assessing our students.

Marcus: move from high stakes midterm, final to weekly small stakes quizzes. Michael has done this and likes it; sometimes adds a multiple choice final. Other innovative ideas: group work with peer review take home exams.

What's the plan for exams in spring? Anything from the online instructional side?

The current plan is for Respondus to be used as the lockdown browser. Respondus with common class time and Zoom review. This solution is being adopted by many.

RPNOW is used in the online space exclusively because Provost wants hybrid separate from online.

RPNOW uses video recording of students. Students can get flagged for room noise, then instructor can review. A class with less than 30 students is easy to manage. Michael commented that he needs hours to set up an RPNOW exam.

Kyle: some faculty have done it the old fashion way with an exam during class time. All students are on Zoom and the instructor is watching the Zoom feed.

Do all engineering students have a webcam? Not all students have access to a camera or printer. Most of these needs can be met. For example, we can try to loan students a camera.

What about internet connections? Hotspot announcements should be made.

In the online space with RPNOW, we currently have an arrangement with a human in the loop watching students take the exam. That's not scalable. What's the right sampling? The best 100% error free is that they watch every moment of the exam. RPNOW can't hire enough people to proctor our exams.

Kyle: We have a model built for how we teach/assess with students in their seats. When that model changes there will be challenges, particularly with high stakes exams a couple of times a semester.

Do I have to assign homework? No, you don't. The faculty should decide how they assess their students. Courses need to satisfy accreditation requirements, but otherwise there is a lot of flexibility.

Hybrid classes. For fall, it could be the case that some students will be on campus for classes and other students will attend online. Is there a mechanism to go hybrid in the sense that we have face-to-face

instruction but there is a section of the class that does it online? Yes, it would be like a flipped class. We would conduct f2f classes but have cameras set up for online students; students could transition throughout the semester, if they're able to come to class. If you have a formally designated hybrid course with a camera in class, that is ok, but you should then take the next step and record smaller modules still offered in hybrid format. This could be a Hybrid Prime. Relax requirement for in-class meeting. International requirements are also being paid attention to.

Stress levels are high. Faculty stress is high here and elsewhere particularly for people who are contract (adjuncts and staff). There's lots of messaging about being successful and there's stress about failing to do so. Managing that stress and doing your job is hard. But we need to make sure no one falls through the cracks in terms of their overall well-being. We need more messaging about well-being and the okay-ness of struggling sometimes and picking up the pieces. Especially for adjuncts and staff and the rumor that they may not have a job in the fall. Kyle: there will be messaging that comes out. I worry that if you follow forecasts the worst is probably a few weeks away. We're going to know people who get sick and there will be impacts.

When somebody becomes infected there are patient privacy considerations. It's unlawful if we were to expose someone's name. What we rely on is through the State/CDC. There are protocols in place. Suppose someone who was infected is home, but what about cleaning their office, etc. We don't broadcast that information.

There are a lot of kids whose parents have just lost their jobs. What happens when they can't pay tuition? The University has been aggressive about planning. That is daunting challenge. I don't know what the latest on this is, but it does get attention.

We need a list of key things we need to make sure they get followed up on including a way to arrange fall classes.

ACTION ITEM:

Create a summary for how to handle exams. Please let Kyle know what that would look like. We need best practices that we will push now. Proctor exam, Respondus, take home finals, and what ifs.

3. **Impact of Covid-19 on Fall 2020 and beyond.** Will on-campus teaching be available by fall semester or not? Kyle said that no information for fall is available at this time. Face-to-face teaching traditional labs is currently the plan. Everyone needs to be ready to for either scenario. For summer sessions, teaching starts on May 18. There are sessions A, B, and C for ten weeks and the plan is to deliver the courses using current methods.

4. **Discuss changes to dean's dissertation award process.** (See March minutes.) Deferred to May meeting.

5. **Discuss Dean Squires comments on non-T/TT faculty serving as PI's.** (See March minutes.) Deferred to May meeting

6. **Other items from EC Members.** Nothing additional contributed.

Next EC meeting will Friday, May 1st
12:00 – 1:00pm, via Zoom <https://asu.zoom.us/j/858568715>