TAGG Meeting Minutes
February 2, 2016
12:00 PM (EST)

Participants: Kathleen Provinzano, Paul Thomas Clements, Diane DePew, Lisa Aiello, Kay Swartzwelder, Michele Masterfano, Karyn Holt, Leon Vinci, Holly Carpenter, Patrick Gurian, Brenda Douglass, Tim Siftar, 2 phone participants

Housekeeping:
Paul announced that an email will be sent every month as a TAGG meeting reminder—it will be coming from Hyacen Putmon and will be sent to faculty university-wide. The Zoom information for the meetings will remain the same.

Meeting Minutes:
Paul started the meeting by reviewing the responses we received from the January Action Item (a list of what is working and what is not):

Some responses were framed from a student point of view—the student perspective is important but it was reiterated that at present moment, the focus for TAGG is on the issues experienced by faculty who are geographically distant.

Some of the issues that were shared did support the negative stereotype associated with faculty who work from a distance—we will have to address these issues in the work that we do—we have to break down these stereotypes. In some survey responses, it became apparent that people are still struggling with stereotypes.

Given the responses to the survey it became clear that our work as a committee will have to be focused on addressing issues of access regarding teaching, service, and research. Paul began the conversation with teaching since that is the primary responsibility for everyone. Some of the issues that were discussed included:

Teaching:
Who makes the software decisions regarding the platforms in which we use? Should faculty have more input rather than having the decisions made for them?

When technology changes, faculty should have appropriate notice and training to deal with such changes. For example, Turnitin Direct—this was not a Drexel decision but a Turnitin decision—there was not adequate trainings however on how to use it.

Prior to implementing new software university-wide, can there be an option to pilot it?

Online faculty does not mean online tech support—faculty should not be expected to have to teach students how to use university-supported programs or software. There should be a link to tutorials for students to access.
Tech support should be available 24/7 if the class is being offered 24/7—if we are teaching in a virtual world we should have a virtual IT department.

Isolation—there should be opportunities for all faculty to engage in education related to new technologies because it may bolster more interaction across online and face-to-face sections.

The teaching conversation morphed into conversations about access and service. The following thoughts were shared:

Service:

There needs to be a shift in thinking across the university with respect to including all faculty, including those who are geographically distant, in all meetings and events.

Faculty who are geographically distant should have the opportunity to serve on the same committees as their colleagues in Philadelphia.

Since Drexel is noted for its premier online learning, technology infrastructure across the university has to be updated to support the access of faculty who are geographically distant (i.e. for committees, meetings, events etc.)

A meeting protocol should be developed so everyone knows how to include faculty who are participating from a distance—perhaps video vignettes can be developed to demonstrate why this is important.

As a result of these discussions, two subgroups were formed:

Development of Video Vignettes—Paul Clements Thomas and Kay Swartzwelder will lead this work

Development of a position paper to submit to the OLC regarding the importance of including all faculty in all meetings (committees, meetings, events etc.)—Kathleen Provanzano and Diane DePew will lead this work.

Action Items:

1. Based on the responses to the January action item, we felt it is important to highlight the collective years of experience with online learning held by this group. Prior to the next meeting, please email Kathleen (ktp37@drexel.edu) or Paul (ptc33@drexel.edu) the following information:
   - Years of experience teaching online
   - Awards for teaching online
   - Information related to national or international presentations given in an online forum
   - Any other relevant information related to your online teaching, research, or service
2. If you would like to work on one of the newly formed subgroups listed above, please email Kathleen or Paul—we welcome anyone who is interested in this work.

**Deliverables for the next meeting (March 1, 2016):**
Scripts for the four one minute Video Vignettes
Draft of the one page position paper

**Next Meeting:** Tuesday, February 2, 2016 (12:00 PM – 1:00 PM EST).

Submitted by Kathleen Provinzano, January 5, 2016.