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New York University  
Faculty Committee on the Future of Technology-Enhanced Education

COMMITTEE MEMBERSHIP:
Jan Plass (Steinhardt; Administration, Leadership, and Technology), *co-chair*
Matthew Santirocco (Senior Vice Provost for Academic Affairs / FAS; Classics), *co-chair*
Mahmoud Abagherbieh (SSC / Tandon student)
Mark Alter (T-FSC / Steinhardt; Teaching and Learning)
Tom Augst (Provostial appointee / FAS; English)
Andrew Battista (Libraries)
Josh Blank (Law)
John Burt (NYU Abu Dhabi; Biology)
Richard Cole (FAS/Courant; Computer Science) [Michael Overton (FAS/Courant; Computer Science) in fall 2015]
Vasant Dhar (Provostial appointee / Stern; Information Systems)
Sebastian Heath (Institute for the Study of the Ancient World)
Mitch Joachim (Gallatin)
Selin Kalaycioglu (Courant / FAS; Mathematics)
Iraj Kalkhoran (Tandon)
Mary Killilea (C-FSC / FAS; Biology)
Russ Neuman (Provostial appointee / Steinhardt; Administration, Leadership, and Technology)
Lori Nicholas (Liberal Studies)
Joyce O’Connor (Dentistry / College of Global Public Health)
Dan O’Sullivan (TSOA; ITP)
Clay Shirky (NYU Shanghai; Interactive Media Arts / Tisch; ITP / FAS; Journalism)
Judith Siegel (Silver)
Andrew Sinclair (Wagner)
Larry Slater (Nursing)
Kristen Sosulski (Stern; Information Systems)
Thelma Thomas (Institute of Fine Arts)
Marc Triola (Medicine)
Robyn Vaccara (School of Professional Studies; American Language Institute)

*Ex officio:*
Tom Delaney (NYU IT)
Larry Jackson (Provost’s Office)
Ben Maddox (NYU IT)
Ryan Poynter (Provost’s Office)
I. INTRODUCTION

The Faculty Committee on the Future of Technology-Enhanced Education (FTEE) is a standing University committee that began meeting in October 2015. It was established on the recommendation of an ad hoc faculty committee (whose name it retained) that was formed by then-President John Sexton and Provost David McLaughlin in December 2012. What follows is the standing committee’s first Annual Report.¹

(A) Ad Hoc Predecessor Committee: The ad hoc FTEE Committee met 26 times over the course of the spring 2013, fall 2013, and spring 2014 semesters. It issued an Interim Report in July 2013 and a Final Report in June 2014. These two reports identified principles and priorities for technology-enhanced education (TEE) at the University, viz., (a) that the University focus on the entire continuum of instruction (i.e., from in-person courses with digital enhancements, to “flipped classes,” to fully online courses); (b) that faculty support and education be enhanced (e.g., through University-level services, school-based instructional technologists, and workshops and conferences); (c) that the locus of decision-making and innovation is in the schools and their faculty governance structures (i.e., the subsidiarity principle); (d) that technology be used to address multiple goals (e.g., improving teaching and learning, increasing access to higher education, mitigating risks, enhancing revenue, and promoting circulation within NYU’s global network); (e) that experimentation with technology should be promoted; and (f) that these experiments should be rigorously evaluated and the results communicated across the NYU community.

Having affirmed these principles, the Final Report of the ad hoc FTEE Committee included a number of specific recommendations, all of which were accepted by President Sexton and Provost McLaughlin. Among them was that a standing faculty committee be established, which should be advisory to the President and the Provost. The ad hoc group continued meeting throughout the 2014-15 academic year, to advise the Provost on the makeup, selection process, and role of the new standing committee, and to provide guidance on the staging and implementation of the other recommendations in the Final Report. In April 2015, it issued a Follow-up to the Final Report, which contained recommendations regarding the composition and charge of the new standing committee, as well as for the implementation of the group’s earlier recommendations. The chart provided in Appendix 1 indicates the current status of these recommendations, several of which have been remanded to the relevant University units or governance committees. There has already been significant progress on most fronts. To cite just

¹ The committee would like to thank Ryan Poynter (Associate Vice Provost for Undergraduate Academic Affairs) and Larry Jackson (Director for Global Academic Planning, Provost’s Office) for their contributions to the committee’s work and their assistance in drafting this report.
two examples: with regard to faculty support, there is now at least one instructional technologist based in every school at NYU; and all of the schools are now actively engaged in developing TEE initiatives that meet their specific goals (see section I.D below).

(B) Composition of the New Standing Committee: In September 2015, the standing FTEE Committee was formed in accordance with the recommendations of its ad hoc predecessor. Co-chaired by Jan L. Plass (Steinhardt; Administration, Leadership, and Technology) and Matthew S. Santirocco (Senior Vice Provost for Academic Affairs; FAS, Classics), the committee includes one faculty representative from each NYU school, chosen in consultation with the school faculty (i.e., either elected, through new or existing processes, or selected from a previously elected body); one representative each from the Tenured/Tenure-Track Faculty Senators Council, the Full-Time Continuing Contract Faculty Senators Council, and the Student Senators Council; and three faculty members appointed by the Provost. (A list of the committee members is provided on page 2.)

(C) Committee Charge: The standing committee’s charge is to facilitate the process of developing a vision for the future of teaching and learning at the University, especially as it relates to the use of technology. To that end, the committee (a) promotes TEE-related experimentation in the schools, consulting broadly with faculty, students, and staff; (b) identifies existing projects and future opportunities to explore and assess the benefits of using technology to support teaching and learning objectives; (c) identifies and promulgates best practices for course design and instruction using technology, and for institutional support of these activities; (d) develops means for assessing technology-enhanced courses and promotes the sharing of these assessments across the schools; and (e) educates faculty on how decisions are made in this area at NYU.

(D) Actions: In this, its first year (2015-16), the standing committee met eight times. Although several members also served on the earlier ad hoc committee, the majority of the members of this standing committee were new to this conversation. As a result, one of the committee’s primary activities this year was to familiarize itself with what is happening across the University in the area of TEE. To that end, a number of colleagues (both from within and from outside the committee) were invited to give “Reports from the Field”—i.e., to present on TEE initiatives that they are currently leading. (A list of these presentations is provided in Appendix 2.) The committee also reviewed a broader overview of all the schools’ TEE projects, many of which were supported by funding from the Office of the Provost (see Appendix 3). In addition to working in plenary session, the members divided into six subcommittees to explore particular topics in greater detail. To benefit from the expertise of relevant NYU colleagues, four of these subcommittees also included individuals from outside the FTEE Committee. (A list of these subcommittees and their members is provided in Appendix 4.) The recommendations in section III below were developed by these six subcommittees and were approved by the full committee.
II. MILESTONES

The committee would like to acknowledge a number of recent TEE-related developments, many of which were prompted by the ad hoc group’s Final Report in July 2014: (a) the recruitment of school-based instructional technologists, with bridge funding from the Provost’s Office; (b) multi-year bridge funding from the Provost’s Office for TEE-related initiatives underway in ten schools; (c) major improvements to NYU Classes, in response to faculty surveys, including the integration of third-party into the software; (d) the creation of a taxonomy of courses by instructional mode (online, blended, and in-person), so that units can more easily track the types of courses they offer, and students more easily find the kinds of courses that they need; (e) the ongoing University-wide implementation of an online course evaluation platform, based in Albert/SIS and including a common set of survey questions; (f) the ongoing University-wide implementation of the Academic Planner, a tool based in Albert/SIS that students can use, with their advisers, to plan their four-year schedules; (g) the establishment of a cross-unit team (including representatives from Finance and Budget, NYUIT, Enrollment Management, General Counsel, and the Provost’s Office) to do due diligence and to provide advice to schools on partnering with vendors for the development of online programs; (h) the establishment of an Administrative Steering Committee for Online Program Support and Services, to ensure that new online programs are aligned with current University systems, policies, and practices; (i) the creation of NYU TechSavvy, an online training and certification program for staff and faculty across the University who are interested in using technology to enhance courses, curricula, or programs; and (j) robust University-wide and school programming on TEE—e.g., “Beyond the Year of the MOOC” (October 2014), American Academy of Arts and Sciences Stated Meeting at NYU on “The Evolving Role of Technology in Higher Education” (September 2015), “Active Teaching and Learning with Technology” (October 2015), and “Tech-Enhanced Education Expo” (May 2016).

III. OBSERVATIONS AND RECOMMENDATIONS

The observations and recommendations below are divided into six categories, corresponding to the subcommittees that met over the course of the 2015-16 academic year. Each of the recommendations can be most appropriately addressed by a specific unit (or units) at NYU. These relevant units are included in Appendix 5 (“Complete list of 2016 recommendations, with indications of the units to which they are addressed”). One of the committee’s tasks for the beginning of next year will be to prioritize these recommendations and to identify which ones should be enacted in the short term.

(A) The Future of Teaching and Learning: While taking stock of the wealth of TEE-related initiatives that are currently happening across the University (see Appendix 2: “Reports from the Field”), the standing FTEE Committee also focused, per its title, on how to envision what the future of teaching and learning in higher education will look like, both in general and at NYU in particular. Foremost among the themes that emerged over the course of this discussion was that our ability to envisage and to prepare for the future of teaching and learning will depend
on experimentation in combination with appropriate evaluation. This is a priority that the ad hoc
group had identified (see page 1 above), and it continues to inform the discussions of the
standing committee (see also section III.B below, “The Evaluation and Assessment of
Technology”). Next, there was consensus that as the University prepares for the future, we
should be guided by our core beliefs about the role and functions of institutions of higher
education during a time of dramatic change. What, for example, constitutes the fundamental
“business” of universities, which should not be outsourced but, rather, treated as our most
important asset(s)? Finally, it was agreed that a realistic assessment of the practical constraints
that are currently in place, in addition to concerted efforts to address these constraints, will be
necessary for the future of teaching and learning in higher education to take shape.

With these considerations in mind, the FTEE Committee makes the following
recommendations:

1. Conduct a “landscape audit” of the many TEE-related initiatives that are underway at
other colleges and universities,\(^2\) taking into consideration the following questions:
   a. what kinds of experiments with new models of higher education are taking place
      at other institutions, and what are their successes and failures;
   b. what are the implications for teaching and learning of broader societal movements
      (e.g., the defunding of higher education and the resulting changes in the structure
      of and access to education; micro-credentialing and its impact on higher
      education; and the interest that for-profit providers, technology companies, and
      venture capital firms have expressed in exploring higher-education markets);
   c. what are the most important emerging technologies, and what might their
      implications be for teaching and learning in higher education; and
   d. what are the ramifications of these new technologies and modes of online learning
      for faculty and staff workloads, and for instructional space demands?

2. Engage faculty across the University in discussions about core beliefs regarding higher
   education, and ground NYU’s technology strategy in these beliefs.

3. Commit to an evidence-based approach to decision-making regarding TEE. This
   approach will not only make success more likely, but focusing our strength in research
   and scholarship on TEE will also set NYU apart from other institutions.

4. Ensure that the practical constraints on innovations in TEE are realistically assessed and
   addressed and appropriately addressed. These include intellectual property issues, faculty
   workload and training, and federal and state certification requirements (e.g., definitions
   of credit and contact hours, and financial aid).

\(^2\) Since a similar recommendation has been made by other groups at NYU (e.g., the Board of Trustees Committee on
Online Education and Technology, the school Deans, and the Teaching Technology Committee), plans are already
underway to conduct such a “landscape audit” later this year. The committee looks forward to reviewing the results
of this study.
(B) Supporting and Enabling Local Initiatives: In keeping with the principle that the locus of decision-making and innovation is within the schools and their faculty governance structures (see section I.A above), the standing committee explored the question of how best to support and enable TEE initiatives at the local level. The absence of meaningful incentives and professional rewards related to teaching effectiveness generally remains an impediment to faculty engagement with the substantial resources and expertise now available at NYU to support innovation in teaching and learning. To what extent should operational decisions about tenure and promotion within departments and programs reflect a University-wide mission to promote a campus culture of experimentation and innovation with technology? Especially given the generational divide in familiarity with technology that typically separates senior scholars from younger scholars, as well as from the “net native” populations they teach, traditional measures of scholarly achievement and productivity must adapt to changes in formats, processes, and outcomes of digital scholarship that are transforming disciplines and professions across higher education.

With these considerations in mind, the FTEE Committee makes the following recommendations:

5. Continue to improve communication about TEE-related resources and expertise, while modeling and scaling services appropriate to different levels of faculty engagement. This might involve defining a few profiles ranging from “little/no” to “serious” interest in TEE and tailoring communication and service strategies accordingly. One important caveat: while the judicious use of technology provides opportunities to improve the quality, efficiency, and reach of instruction, it should never be portrayed as an end unto itself.

6. Integrate training regarding tech-based resources and services for teaching and research into the orientation of faculty, graduate students, and academic leadership new to NYU.

7. To address school-level barriers to tech-enhanced teaching and research, establish a competitive small-grants fund to support innovation by individual faculty.

8. Initiate a comprehensive review of promotion and tenure policies related to TEE, and implement changes of policy and processes that (a) reward effective teaching and establish incentives within merit evaluation to encourage innovation and (b) redefine faculty workload with respect to tech-enhanced courses, and faculty intellectual property issues.3

(C) The Evaluation and Assessment of Technology: To ensure that NYU continues to provide the highest quality education to its students, it is vital that assessment of pedagogy be an integral part of course development. Since the adoption of technology-enhanced modes of teaching is neither risk- nor cost-free, comparing the effectiveness of different tools and

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3 These were the top priorities identified in the “Best Practices for Institutional Support of Technology-Enhanced Education” that the ad hoc FTEE Committee developed in December 2013.
approaches should be a high priority for the University. One opportunity arises from the data produced by the online systems with which students increasingly interact. These data can provide copious information to instructors regarding student progress, both individually and as a group, and can be valuable in adapting instruction to student progress, as well as in determining which instructional units are effective and which are not. Finally, learning new instructional and assessment tools creates yet another demand on faculty time, which enthusiasts will take on, but which others will find more daunting. To facilitate participation, these tasks should be made as “painless” as possible.

With these considerations in mind, the FTEE Committee makes the following recommendations:

9. Provide (or increase awareness of) a flexible and responsive assessment/learning service for schools and faculty—including, e.g., help with developing and incorporating assessment strategies as an integral part of course and program design, and the provision of flexible survey templates and questions (perhaps accessible via NYU Classes) to support faculty in assessing student motivation, interest, and satisfaction with respect to learning.

10. Provide (or increase awareness of) workshops, training materials, and online resources to enable faculty to assess, share, and compare outcomes. Training should include case studies and real-world (e.g., NYU) exemplars.

11. Collaborate within NYU and with NYU’s outside partners (e.g., 2U, HotChalk, Coursera) in deciding what data to collect on student learning, and develop concrete strategies for collecting these data (e.g., by NYU IT) and for sharing them internally. The security and privacy of such data needs to be ensured.

12. Expand NYU’s capability to use the data it collects, with an eye towards generating reports on the effectiveness of course changes as shown by student outcomes and other measurements such as motivation, interest, and satisfaction.

13. Foster a community of practice around technology-assisted courses, including the use of data for feedback and assessment.

(D) The Role of TEE in global study: In its Final Report, the FTEE Committee’s ad hoc predecessor asked, “How might the use of technology enable our students to take full advantage of opportunities for study and collaboration within the network? Moreover, to what extent is NYU’s unique value proposition dependent precisely on the interface between global education and technology?” In pursuing these questions further, the standing committee reviewed a

Faculty Committee on the Future of Technology-Enhanced Education at NYU, Final Report (June 2014), p. 6. Noting the growing interest in teaching “linked” courses across NYU locations using web and videoconferencing technology, that group recommended in its Report that additional videoconference-equipped classrooms be developed and that support and guidance be provided to faculty in using tools for multilocal teaching (p. 30). In response to this recommendation, NYUIT developed a number of online resources to support faculty teaching across NYU locations; these can be found on the page Instructional Video and Web Conferencing.
number of relevant initiatives at the various global sites and portal campuses—not only linked courses, but also online courses taken during study away and various co-curricular programs at the global sites that are facilitated by technology, e.g., the remote writing support offered by the Writing Center, and Speaking Freely Online, an integrated online platform for informal language instruction. The committee also identified a number of specific challenges posed by the global network that technology could help to resolve, including: the affordability of global study; the pursuit of coursework (or language instruction) not offered at a particular site; the imbalance of enrollments in certain locations (including New York) between the fall and spring semesters; and the unequal distribution of study-away students across the global sites. Finally, the committee explored possible impediments to technology-supported multilocalational teaching, such as “global clock” issues (i.e., different time zones, holidays, and weekends); the limited availability of classrooms with videoconferencing technology; laws in certain countries that either limit or prohibit online study; and challenges related to infrastructure, such as limited internet access in certain locations, and electrical instability.

With these considerations in mind, the FTEE Committee makes the following recommendations:

14. Develop a taxonomy of the different kinds of linked courses, to facilitate scheduling, reporting, and communication with faculty and students.

15. Consider offering in an online or blended format required courses that are difficult to mount in person at the global sites (e.g., NYU Shanghai’s Interactive Media Arts courses “Being There” and “Interconnected,” and the American Language Institute’s Academic English Program, which offers online instruction to first-year Liberal Studies students in Florence, London, and Paris).

16. Consider offering linked or online courses that are connected to particular global sites, and that students can take prior to studying away. This will generate interest in these sites and familiarize students with them prior to their departure.

17. Consider creating regional courses that connect sections at multiple sites (e.g., Prague and Berlin) via an online platform, but that also have a travel component, thus giving students exposure to more than one location in the global network.

5 The two co-chairs of the FTEE Committee also serve on the Faculty Committee on NYU’s Global Network, which is charged with assessing the academic state of the global network and making recommendations to the President and Provost for improvements, including recommendations for how best to integrate the global centers with schools and programs in New York and one another. Jan L. Plass serves on it as the FTEE Committee’s representative, while Matthew Santirocco serves as liaison with the University administration.

6 The Office of Global Programs has developed a set of online Guidelines for Planning Remote-Taught and Networked Courses at a Global Academic Center, which outlines many of these restrictions and directs faculty to appropriate resources for support.
18. Expand online co-curricular initiatives (e.g., Speaking Freely) and academic support (e.g., remote writing support from the Writing Center in New York).

(E) Open Educational Resources: Open educational resources (OER) can be defined as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. [They] include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” When high-quality OER are aligned with course content and objectives, they can be a cost-effective alternative to expensive textbooks, providing a considerable benefit to students. The FTEE Committee took on the question of OER to explore ways of supporting NYU faculty in identifying, creating, and using course materials that deliver the best quality educational experience for students while also giving students the added benefit of affordability. This involved a review of programs at other institutions and successful practices across NYU, as well as of new approaches under investigation. Communication and coordination with the University’s Affordability Steering Committee (which began meeting in March 2016) both benefited and expanded the scope of this discussion.

With these considerations in mind, the FTEE Committee makes the following recommendations:

19. Convene a continuing committee to implement, sustain, and promulgate services and programs that will assist faculty in identifying, creating, and using affordable course materials as described in the following recommendations. This committee, which should be chaired by the Dean of the Libraries and include librarians, educational technologists, and NYU Bookstore management, should work collaboratively to develop a range of coordinated services—e.g.:
   a. general and subject-specific guides to sources of openly available course materials;

   b. licensing and platform improvements for course adoption materials;

   c. faculty- and student-oriented analytical tools and reports that indicate, e.g., the averages and ranges of textbook costs in different courses and fields, options for acquiring lower cost textbooks, and comparisons to OER;

   d. links between requests to the Bookstore for course materials and the availability of such materials in the Library;

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7 Definition provided by the William and Flora Hewlett Foundation: hewlett.org/programs/education/open-educational-resources

8 Verba software, http://www.verbasoftware.com/, which provides many of the desired features, is being tested now at NYU and will be fully implemented by fall 2017.
e. enhanced support for producing, adapting, and sharing OER, including facilitating faculty access to tools and platforms for creating course materials; and

f. recommending—and, if necessary, creating—means for faculty to share ideas regarding affordable course materials (such as an academic networking platform or a wiki), and for sharing materials that they find or develop (e.g., via the Faculty Digital Archive).

20. Produce—and keep up-to-date—an easily useable *Guide to Good Practices* for faculty in using affordable course materials, including, e.g.:
   a. pointers to sources of OER, and guidance on assessing their quality;
   b. descriptions of services provided by educational technologists, Libraries, and the Bookstore;
   c. use-case examples of good practice in NYU courses, including low-tech/high-impact practices (such as the print materials produced by Stern Economics);
   d. pointers to services for creating OER at NYU;
   e. good practices in creating online educational resources (e.g., using open formats, using Creative Commons licenses for sharing, efficient and low-cost methods for video modules, working in teams with faculty colleagues and educational technologists); and
   f. good practice in curriculum review (e.g., checklists for course approval that include referrals to librarians and educational technologists to explore OER, requirements to use Bookstore cost comparison and analysis tools, and learning from course evaluations about student impressions of whether textbooks are well used)

21. Promulgate continued awareness and implementation of the *Guide*, especially among faculty teaching large lecture courses—e.g., by collaborating with Deans, Chairs, and Directors of Undergraduate Studies (or departmental or program coordinators), as well as with standing all-University committees such as the Undergraduate Academic Affairs Committee (which includes student representation). One possible strategy might be to organize workshops on the Guide for faculty in the schools.

**(F) Open Education:** Open education (OE) describes the concept of sharing educational resources freely with anyone who has an Internet connection. Over the past few years, several institutions have mounted OE courses in a variety of formats. Most often, classroom-based course capture technology has been used to produce video recordings of in-person courses. NYU launched a small open education (OE) pilot along these lines in 2010. It consisted of nine courses, which were made available to the general public on a dedicated NYU webpage. On the recommendation of the University’s Teaching Technology Committee, the pilot was
discontinued in 2012. As the ad hoc FTEE Committee noted in its Final Report, the pilot program of 2010 resembled what other universities were doing at the time, was not specific to NYU, and did not make full use of recent technological possibilities.10

In taking up once again the question of what an NYU-specific initiative might look like, the FTEE Committee reviewed OE practices at other institutions and identified a number of possible goals for NYU, such as (a) expanding access to knowledge to those who cannot study at NYU for financial or geographic reasons; (b) contributing to public discourse by sharing the expertise of University faculty with the general public; (c) promoting NYU’s brand; (d) driving traffic to the University’s revenue-producing programs; (e) enabling schools to conduct market research regarding potential degree and certificate programs; and (f) giving prospective students a sample of the NYU educational experience. The committee discovered that some of these goals are already being met by the recorded lectures, performances, and events that NYU schools and departments currently make available to the general public. A review of these revealed that while many—though not all—units across the University are posting video content online, they are doing so on different platforms, the production quality is uneven, and much of the material is dated.

With these considerations in mind, the FTEE Committee makes the following recommendations:

22. Focus on individual lectures, performances, and events, rather than whole courses.

23. Rather than develop new materials specifically for OE, repurpose videos that schools and other University units produce and share on their websites.

24. Provide a single platform for schools and departments to post these videos. They could be archived through a curated YouTube channel, which organizes content by school, department, and subject, perhaps in conjunction with a new page on the NYU website that introduces this content and explains the University’s theory of OE.

25. Encourage schools and departments to identify content for possible inclusion on the proposed University-wide OE platform, which would be curated by the Provost’s Office and the Office of Public Affairs. Available technology should be used to ensure that this content has an automatic expiration, so that old materials are no longer showcased.

26. Give schools and departments guidance and support for producing content if they are not already doing so and are interested in this project.

27. Leverage the TechSavvy program to provide technical training to schools and departments that wish to produce content and upload it to the proposed OE platform.

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9 Since, as a result of this decision, no courses were subsequently added to NYU’s dedicated OE webpage, and since the material had never been updated, this page was deactivated in March 2016, and the videos were moved to the NYU YouTube channel.

10 Faculty Committee on the Future of Technology-Enhanced Education at NYU, Final Report (June 2014), p. 16.
## Appendix 1: Implementation chart of the recommendations from the ad hoc FTEE Committee’s Final Report of July 2014

<table>
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<tr>
<th>Recommendation</th>
<th>Action</th>
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<tbody>
<tr>
<td><strong>#1: Encourage individual faculty members, departments, and schools to experiment with technology-enhanced approaches to teaching, learning, and research.</strong></td>
<td>[See 1/2a-f below.]</td>
</tr>
<tr>
<td><strong>#2: Conduct research on and evaluate which technologies enhance student learning outcomes, for which subject areas, and under which conditions.</strong></td>
<td>[See 1/2a-f below.]</td>
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<tr>
<td><strong>(1/2a) Establish a competitive grant, along the lines of the existing Curriculum Development Challenge Fund, to support faculty who want to explore creative uses of technology in their courses; develop a set of criteria for evaluating submissions.</strong></td>
<td>This should be remanded to the Curriculum Development Challenge Fund.</td>
</tr>
<tr>
<td><strong>(1/2b) Refrain from making high-level university-wide decisions at the present time about partnerships with MOOC consortia and full-service online providers, but continue to allow individual schools to pursue such relationships in consultation with the Provost. (Commitments with MOOC consortia should occur at the course level, and then only through the appropriate faculty governance mechanisms.)</strong></td>
<td>DONE—No further action needed.</td>
</tr>
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1/2e) Develop NYU-specific versions of Open Education that make use of social media and video lectures; encourage development of peer-to-peer Open Education projects.

| ONGOING—A number of projects have been developed—e.g., "NYYOU: The Knowledge Commons" (University Enterprise Initiatives), a virtual community (currently in beta) for peer-to-peer knowledge exchange among NYU alumni, faculty, and students; "One with NYU," an online platform for tutoring services (University Enterprise Initiatives); and "TeachTalks," a series of online videos for use by faculty throughout NYU's global network, featuring presentations by NYU faculty on effective pedagogical practices (NYU IT, in collaboration with Global Programs). In addition, the standing FTEE Committee included several recommendations about Open Education in its Annual Report of 2016 |

1/2d) Establish a Digital Education Research Center, with start-up funding over a three- to five-year period, to facilitate faculty research into technology-enhanced education, to disseminate research conducted here and elsewhere, and to serve as a resource for interested faculty.

| ONGOING—At the Provost’s request Dean Dominic Brewer (Steinhardt) is exploring the resources for research on digital education that are currently available in his school and throughout the University, with the goal of establishing a Digital Education Research Center. |

1/2e) Ensure that any technology-enhanced course supported by the University is assessed in terms of its impact on student learning, motivation, and related outcomes.

<p>| ONGOING—All schools and programs that have received provostial funds to design technology-enhanced courses are required, as one of the conditions of the grants, to assess these projects. |</p>
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<tr>
<th>(1/2f) Review individual schools’ initiatives in technology-enhanced education to determine if a University-level strategy emerges, and prepare the University to respond to both challenges and opportunities that arise in this area.</th>
<th>ONGOING--The new standing committee has compiled information (and will do so each year) on schools’ TEE strategies.</th>
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<tr>
<td>#3: Ensure broad-based input into decision-making about technology-enhanced education.</td>
<td>[See 3a-b below.]</td>
</tr>
<tr>
<td>(3a) Create a new standing committee to advise the University’s decision-making in this area. The committee should include one faculty member from each NYU school, as well as representation from the Tenured and Tenure-Track Faculty Senators Council, the Non-Tenure-Track Contract Faculty Senators Council, and the Student Senators Council. In addition, instructional technology experts from ITS/GTS and the schools should be invited to join the meetings on an ex officio basis.</td>
<td>DONE—The new standing committee began meeting in October 2015.</td>
</tr>
<tr>
<td>#3b</td>
<td>Consult broadly with faculty, students, and staff on all matters regarding technology and education, using a variety of strategies, such as crowdsourcing, town halls, etc.</td>
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<td>#4</td>
<td>Encourage schools, working through their faculty governance mechanisms, to review any restrictions they may have concerning students’ ability to use technology-enhanced courses to fulfill program and degree requirements.</td>
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<td>#5</td>
<td>(a) Circulate widely the relevant intellectual property and conflict policies (Conflict of Commitment and Conflict of Interest); (b) review them continuously to ensure that they reflect the emerging best practices for online works; and (c) ensure that faculty members understand their rights with regard to the resulting work.</td>
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<tr>
<td>#6</td>
<td>Resolve key questions about data stewardship, to ensure that there is clarity about policies governing the use and management of the data generated by instructional technologies.</td>
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<td>#7</td>
<td>Facilitate learning about available resources and the applications of instructional technology.</td>
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<tr>
<td>(7a)</td>
<td>Continue to assess and improve the Enhanced Service Model for Instructional Technology Support (ESMITS), which provides assistance at an institutional level for all instructors.</td>
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<td>(7b)</td>
<td>Ensure that there is at least one instructional technologist based in every school, and convene these individuals regularly with University-level IT staff, in order to coordinate initiatives. This group should take responsibility for: (a) continuing to address emerging support needs through the evaluation and assessment of instructional technology services; (b) reconfiguring the Committee’s website into an online clearinghouse of information and resources for the NYU community about technology-enhanced education; (c) ensuring that online resources (e.g., the FAQs, the inventory of online and hybrid/blended courses, and the bibliography of articles about technology-enhanced education) are regularly updated; and (d) developing and disseminating, in collaboration with the proposed Digital Education Research Center, best practices for instructional uses of technology, especially standards for online courses.</td>
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<td>(7c)</td>
<td>Create physical and virtual spaces where faculty, instructional designers, and technologists can collaborate and experiment with new technologies for teaching and research, particularly across units.</td>
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<td>#8: Ensure that the development and renovation of classrooms and learning spaces takes into consideration both current and potential uses of technology in teaching and research.</td>
<td>[See 8a-e below.]</td>
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<td><strong>(8a)</strong> Take into account, when developing new general purpose classrooms, the ways in which the increasing use of instructional technology will shape the University’s needs for teaching space (i.e., small or mid-sized spaces with state-of-the-art equipment, rather than large lecture halls).</td>
<td>This has been remanded to the Teaching Technology Committee.</td>
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<tr>
<td><strong>(8b)</strong> Support experimentation with the design of new teaching and learning spaces and evaluate their impact on student learning and on instructor and student satisfaction.</td>
<td>This has been remanded to the Teaching Technology Committee.</td>
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<tr>
<td><strong>(8c)</strong> Require departments and schools (including portal campuses and global sites), as they create new proprietary spaces or renovate existing ones, to do so in consultation with Classroom Media Services in the Division of Libraries and in accordance with standards developed for technology in general purpose classrooms.</td>
<td>ONGOING—Campus Media is already consulting on a regular basis with schools and global sites as the need arises in each to create or refresh school-scheduled spaces. The Provost and the Deans should work together to determine next steps—e.g., developing a cost-share method of upgrading these spaces, contingent upon the schools' giving the Registrar the ability to schedule these rooms whenever they are not being used by their owners.</td>
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<td><strong>(8d)</strong> Expedite completion of the Space Management System project.</td>
<td>The Committee made this recommendation without full knowledge of either the scope or status of the Space Management System (SMS). Having subsequently consulted with the Executive Vice President for Operations, the Committee has revised this recommendation, as follows: Once an inventory of technology in proprietary classrooms is available, the Executive Vice President for Operations, the Chief Informational Officer and Chief Global Informational Officer, the University Registrar, and the Associate Dean for Information Technology and University Media Services (Division of Libraries) should be asked to ensure that information about all classrooms and the technology in them is visible to departments as they request general purpose classrooms or assign proprietary spaces.</td>
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<td><strong>(8e)</strong> Continue to update and improve the technological infrastructure (e.g., bandwidth, stable wireless networks) on which many academic activities at NYU depend.</td>
<td>This has been remanded to NYU IT. It would be desirable for IT to publish an annual report of upgrades to the University's technological infrastructure.</td>
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<tr>
<td><strong>#9: Explore and support multi-locational teaching by faculty across NYU’s global network</strong></td>
<td><em>[See 9a-b below.]</em></td>
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</table>
(9a) Develop additional videoconference-equipped classrooms (both general purpose classrooms and proprietary spaces) throughout the global network, and provide instruction and staff support for the allocation and use of these spaces.  

This has been remanded to the Teaching Technology Committee.

(9b) Provide pedagogical guidance and technical support for the use of web conferencing as a tool for teaching across NYU locations.  

This has been remanded to the Teaching Technology Committee.
Appendix 2: “Reports from the Field”—in-person presentations to the committee on current TEE initiatives

- **Craig Kapp** and **Deena Engel** on flipping “Introduction to Computer Science” sections in Courant (December 16, 2015)

- **Selin Kalaycioglu** on flipping “Calculus I” sections in Courant (March 2, 2016)

- **Marina Thomatos** on online courses and programs at the College of Global Public Health (March 2, 2016)

- **Erin Mee** on a “signature course” that she is teaching in a blended format in Tisch, developed by Richard Schechner: “Introduction to Performance Studies” (April 12, 2016),

- **Russ Neuman** on his Steinhardt course “Designing Online Learning in Higher Education” (April 12, 2016)

- **Elizabeth McAlpin** on learning analytics initiatives across NYU (May 10, 2016)
Appendix 3: Overview of schools’ (and a few other) TEE projects

<table>
<thead>
<tr>
<th>School/Portal</th>
<th>Projects</th>
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<tr>
<td><strong>Center for Urban Science and Progress</strong></td>
<td>Fully online “Urban Computing Skills Lab,” a “pre-fresher” course that builds a common skill set and familiarity with techniques, concepts, and models for urban informatics computing</td>
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<tr>
<td><em>(CUSP)</em></td>
<td>Fully online “Urban Science Intensive I” course, which prepares students for summer capstone projects through team-based work on a real-world urban problem</td>
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<td>Ongoing development of the Urban Observatory, which quantifies the dynamics of New York City by capturing one panoramic, long-distance image of Lower and Midtown Manhattan every 10 seconds.</td>
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<tr>
<td><strong>College of Arts and Science (CAS)</strong></td>
<td>Redesign of courses in Economics, Physics, and Chemistry, using partially flipped classrooms and active learning principles</td>
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<td><em>(continued on next page)</em></td>
<td>Development of common digital materials for use in “Principles of Biology” (CAS) and “Foundations of Science” (NYUAD and NYUSH)</td>
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<td>Tech enhancements in the College Core—e.g., a new course in “Quantitative Reasoning,” 3D printing in “Molecules of Life”</td>
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<td>Linked courses, e.g., “Queer Cultures and Democracy” (NY and Buenos Aires) and “The Atlantic Slave Trade”—<em>under development</em></td>
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<td>Creation of a CAS Data Portal to house curated data sets in the three disciplinary divisions</td>
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</table>
| College of Arts and Science (CAS)  
[continued from previous page] | FAS Office of Educational Technology—activities include course enhancements, project consultations, Educational Technology Innovation Grants, and Faculty Professional Development Program (to support faculty in integrating data into their classroom)  
Technology Teaching Award for faculty who use technology to enhance student learning  
Data Fellowships pairing graduate students with faculty and students to integrate computational literacy into instruction |
| --- |
One-year Cross-Continental M.P.H. (New York, Accra, Abu Dhabi)—launched in May 2016  
Several online and blended courses, for use in these and other CGPH programs |
| Courant | Online materials for “Calculus I” course (used in fall 2015 in NY in a “flipped” setting)  
Online materials for “Introduction to Computer Programming,” for use in a “flipped” setting |
| Dentistry  
[continued on next page] | Fully online basic sciences course for first-year Dental students (“Building Blocks of Life”)  
Several fully online courses for Dental Hygiene (e.g., “Intro to Health Policy,” “International Perspectives on Dental Hygiene”)  
Several blended courses (e.g., “Introduction to Pediatric Dentistry”) using faculty lecture videos and automated assessments |
| Dentistry  
[continued from previous page] | Creation of instructional videos, digital animation, and interactive modules for use in several courses—e.g., “Removable and Implant Prostheses,” “History of Medicine and Dentistry,” and “Principles of Dental Hygiene” |
| Gallatin | Linked course – “Art and Politics in the City: New York & Buenos Aires” |
| | “Gallatin Eportfolio,” showcasing student work, in preparation for Senior Colloquium |
| | Teaching with Technology Grants for faculty |
| | School-based “Educational Technology Initiative,” resulting in the development of tech enhancements for several courses |
| | “Digital Gallatin” website with digital resources for faculty and students |
| Graduate School of Arts and Science (GSAS) | Four M.S. programs using blended, online, and in-person coursework: Digital Humanities and Social Science (submitted for NY State approval); Political Economy, including programming and data science skills (under development); Technology and Economic Development (under discussion); and Computing for Social Good (under discussion) |
| | Advanced Certificate in Digital Humanities |
| Institute of Fine Arts (IFA)  
[continued on next page] | TEACHING: New graduate specialization in time-based media art conservation; development of digital portfolios for conservation students; development of digital materials for required “Foundations I” course for M.A. students; flipped classrooms; and linked courses using new VC-enabled seminar room. |
**Institute of Fine Arts (IFA)**  
*continued from previous page*

- **SOCIAL MEDIA:** Continued development and maintenance of the IFA website (70,000+ hits over 12 months); live-streaming and video recording of 200+ lectures on Vimeo; linking communities (e.g., hosting NYU Curatorial Collaborative website, joint activities with NYC Digital Art History group and LaGuardia Studio); information portals to ongoing research (e.g., “Chinese Pictorial Art,” “ArchaeoCore”); and ongoing development of digital image repository through Artstor.

- **ARCHAEOLOGY:** Use of a wide range of technologies (now including inexpensive drones) for data capture and analysis, mapping, and visualization by archaeological projects.

**Law**

- Ongoing enhancements to longstanding successful online masters programs in Taxation

  - “Financial Concepts for Lawyers” online program for first-year students, employing interactive learning and offering immediate feedback

  - Online M.S. in Cybersecurity Risk and Strategy (in collaboration with Tandon)—*under development*

  - Executive education proposals—*under discussion*

**Liberal Studies**  
*continued on next page*

- Online “Life Science” class for students at study-away sites—to be piloted in AY16-17

- Linked courses that use videoconferencing and online platforms to connect sections across GNU—e.g. “Cultural Foundations” and “Social Foundations” in Paris and London

- Creation by faculty experts of online content for use in “Cultural Foundations” core
| Liberal Studies  
| [continued from previous page] | Use of a common online platform for students in “Experiential Learning” course to share assignments across 8 global sites |
| Medicine | “NYU Health Care by the Numbers Curriculum”—flexible three-year, individualized, tech-enabled blended curriculum to train medical students in using big clinical data to improve care coordination and care quality |
| | “NYU3T: Teaching, Technology, Teamwork”—educates medical and nursing students in the competencies of team-based care |
| | Learner iPad program, facilitating easy access to mobile resources for all medical students and residents |
| | Education Data Warehouse linking learning and clinical data to enhance education and assessment |
| | Clinical simulations—e.g., 3-D virtual reality human anatomy simulator, NYU Virtual Microscope |
| Nursing  
<p>| [continued on next page] | R.N.-B.S. nurse completion education program (in collaboration with SPS and the Visiting Nurse Service of New York) |
| | Faculty workshops on, e.g., active learning, the “flipped” classroom, and learning analytics |
| | Individual meetings of all clinical faculty with an instructional technologist, resulting in the development of tech enhancements for several courses |
| | Establishment of an online “knowledge base” (using NYU Classes), listing different technologies, their pedagogical potential, and where to find tutorials and support |</p>
<table>
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<tr>
<th>Nursing [continued from previous page]</th>
<th>Clinical simulation labs</th>
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<tr>
<td><strong>NYU Abu Dhabi (NYUAD)</strong></td>
<td>Interactive Media courses, including “Mashups: Creating with Web APIs”</td>
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<td>Linked courses—e.g., “Where the City Meets the Sea: Studies in Coastal Urbanization” (in collaboration with CAS and NYUSH), “Alexander and the East” (in collaboration with ISAW), and “Global Ethics” (in collaboration with CAS)</td>
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<td>Learning portfolios (using WordPress) for capturing and sharing capstone projects</td>
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<td><strong>NYU Shanghai (NYUSH)</strong></td>
<td>Fully online courses—“Collective Methods” (for Interactive Media Arts major) and “Complexity” (Social Science major)—for NYUSH students at study-away sites</td>
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<td></td>
<td>Blended courses—“Chinese Art in Global Collections” (Humanities major) and “Global Asia” (Global China Studies major)—for students at NYUSH and elsewhere</td>
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<td>Online Advanced Diploma in Hospitality Management and Operations—<em>under development</em></td>
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<td>Possible experimentation with Open edX platform for UG courses and revenue-generating professional programs and certificates</td>
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<tr>
<td><strong>Signature courses (multi-school undergraduate initiative) [continued on next page]</strong></td>
<td>“Intro to Performance Studies” (Richard Schechner, TSOA)—<em>used as blended course in NY</em></td>
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<td>“Introduction to Bioethics” (Arthur Caplan, Medicine/GCPH)—<em>completed, for use in summer 2016</em></td>
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<tr>
<td>Signature courses (multi-school undergraduate initiative) [continued from previous page]</td>
<td>“Global Business” (Pankaj Ghemawat, Stern)—<em>in production</em> (for NY and SH use)</td>
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<td>“Global Ethics” (Anthony Appiah, FAS/Law)—<em>in production</em> (for NY and AD use)</td>
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<td>“Open Cities” (Richard Sennett, FAS)—<em>in production</em></td>
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<td>“Food, Culture, and Politics” (Marion Nestle, Steinhardt)—<em>in production</em></td>
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<tr>
<td>Silver</td>
<td>Several online and blended courses, e.g., “Human Behavior in the Social Environment III” (used in both NY and BA), “Social Welfare Programs and Policies I,” and “Social Work Practice with Groups”</td>
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<td>Fully online and blended continuing education programs</td>
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<td>Fully online M.S.W.—<em>under consideration</em></td>
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<tr>
<td>School of Professional Studies (SPS) [continued on next page]</td>
<td>30 new noncredit diplomas (both blended and wholly online)—<em>15 launched in fall 2015, 15 launched in spring 2016</em></td>
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<td>New online M.S. degrees (e.g., Project Management)—<em>launched in fall 2015</em></td>
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<td>Online version of the Academic English Program (American Language Institute)—<em>launched in fall 2015</em></td>
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<td>Piloting of WebEx as platform for synchronous webconferencing in online and blended courses (in collaboration with NYU IT)</td>
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<td>Enhanced faculty development through the creation of the Office of Educational Technology within the Center for Academic Excellence and Support</td>
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| Steinhardt | Online/blended graduate programs—M.S. in Speech Pathology, O.T.D. in Occupational Therapy, M.A. in School Guidance and Counseling, M.A. in Mental Health and Wellness (all in partnership with 2U), and M.A.T. in Secondary Education (in partnership with HotChalk)  
Additional faculty hires to support TEE initiatives  
Competitive Course Innovation Grants for faculty to work over the summer to adapt, enhance, or restructure an existing UG or graduate course using technology  
Student training and work opportunities to develop new academic content and delivery mechanisms under the supervision of the Steinhardt Academic Technology team |
|---|---|
| Stern | Ongoing development of online content for Trium Global Executive M.B.A. program, for regular executive M.B.A., and for M.S. programs in Global Finance, Risk Management, and Business Analytics  
Two wholly online professional certificates (3 courses apiece) on Valuation and on Business Analytics—under development  
Several flipped and blended courses  
“Ideas Never Sleep”: short online video presentations by faculty and industry leaders on timely issues  
Stern digital studio  
Integration of Berkeley Innovation Lab and Center for Innovation in Teaching & Learning. |
| **Stern**  
*continued from previous page* | Competitive grant program through the Education Group at the W.R. Berkley Innovation Lab to fund educational technology projects for faculty.  
Regular workshops through the Berkley Innovation Lab and a weekly newsletter covering TEE-related topics.  
Standing committee on online education to develop policies, priorities, and proposals |
|---|---|
| **Tandon** | Ongoing enhancements to longstanding successful NYU Tandon Online (formerly ePoly) graduate programs  
Online M.S. programs in Translational Surface Engineering, Civil Engineering, Integrated Digital Media, Energy Engineering and Policy, and Cyber Risk and Policy (the last in collaboration with Law)—*under development*  
Online undergraduate honors B.S. in Computer Science—*under development*  
Three online undergraduate courses in cybersecurity — *completed and piloted in summer 2015; now being assessed*  
Online computer science bridge program to prepare non-STEM students for the M.S. in Computer Science—*under development*  
Pilot with Coursera on cybersecurity—*under development* |
| **Tisch**  
*continued on next page* | Experimentation at frontier of technology and the arts—i.e., using technology to create art in new ways (e.g., virtual reality, 3-D animation)  
Providing leadership (through ITP) in the creation of the IMA program at NYUSH |
| **Tisch**  
*continued from previous page* | **Wagner** |
|---|---|
| New low-residency M.A. in ITP in NY, Shanghai, and Berlin—*under development*  
  Flipped courses, e.g., “Programming A-Z” and “Introduction to Computational Media”—offered in NY, Abu Dhabi, Shanghai, London, and Berlin, and in thematized versions (e.g., “ICM for Photographers,” “ICM for Dancers”) in Open Arts  
  Easy-to-build capture studio system for creating and distributing online flipped video modules by configuring off-the-shelf tools like YouTube and WordPress  
  Proposal for a Coding Center (analogous to Writing Center and Learning Center) | “Reflective Practice” (Ellen Schall)—online course for use in a “flipped” learning environment (prerequisite course for M.P.A.)  
  Online “pre-fresher” course in mathematics, using ALEKS (an online McGraw-Hill product)  
  Online statistics modules, covering the basics taught in “Statistical Methods,” and enabling qualified students to enroll directly in higher-level statistics courses  
  Various course enhancements—e.g., a multimedia case study for “Operations and Policy,” and synchronous online review sessions for “Budgeting for Health Professionals”  
  Introduction of ePortfolios to the M.U.P. and (eventually) other degree programs  
  Creation of an Educational Technology team (on the model of Gallatin’s Educational Technology Initiative) |
<table>
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<tr>
<th>Unit</th>
<th>Project</th>
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<tr>
<td>Provost / Global / NYU IT / CAT</td>
<td><strong>Teach Talks</strong>—a curated library of short videos for use by instructors, featuring faculty from across the global network discussing topics related to pedagogy—e.g., active learning, teaching in an international classroom, teaching with social media, student research</td>
</tr>
<tr>
<td>Provost / NYU IT / HR</td>
<td><strong>NYU Tech Savvy</strong>—noncredit online certificate to prepare administrators in schools and departments to provide basic support to faculty in the use of instructional technologies—e.g., NYU Classes, NYU Stream, web publishing, and classroom technology</td>
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</table>
Appendix 4: List of FTEE subcommittees and their members (2015-16)

The Evaluation and Assessment of Technology
- Mark Alter (T-FSC; Steinhardt)
- Richard Cole (FAS/Courant)
- Selin Kalaycioglu (Courant/FAS)
- *Elizabeth McAlpin (NYU IT)—convener
- Lori Nicholas (Liberal Studies)
- Judith Siegel (Social Work)
- Andrew Sinclair (Wagner)
- Larry Slater (Nursing)

The Future of Teaching and Learning
- Andrew Battista (Libraries)
- Josh Blank (Law)
- Sebastian Heath (ISAW)
- Iraj Kalkhoran (Tandon)
- Russ Neuman (Provostial appointee; Steinhardt)
- Jan Plass (FTEE co-chair; Steinhardt)—convener
- Kristen Sosulski (Stern)

Open Education
- Josh Blank (Law)
- *Eric Bross (Web Communications)
- Matthew Santirocco (FTEE co-chair; Provost/FAS)—convener
- Kristen Sosulski (Stern)

Open Educational Resources
- *Dave Backus (Stern)
- *Neil Beck (FAS)
- *Katie Boss (Libraries)
- *Phil Christopher (NYU Bookstores and Computer Store)
- *Lisa Gitelman (Steinhardt)
- *April Hathcock (Libraries)
- Sebastian Heath (ISAW)
- *Kelly Johnson (Libraries)
- *Sabrina Lee (Medicine)
- *Armanda Lewis (FAS)
- *Carol Mandel (Libraries)—convener
- Joyce O’Connor (Dentistry/Global Public Health)
- Dan O’Sullivan (TSOA)
• *Vince Renzi (FAS; C-FSC)
• *Jonathan Soffer (Tandon)
• *Bob Squillace (Liberal Studies)

The Role of TEE in Global Study
• John Burt (NYU Abu Dhabi)
• Larry Jackson (Provost’s Office)
• Mary Killilea (C-FSC; FAS)
• *Tyra Liebmann (Global Programs)—convener
• Ben Maddox (NYU IT)
• Kristen Sosulski (Stern)
• Robyn Vaccara (SPS)

Supporting and Enabling Local Initiatives
• Tom Augst (Provostial appointee; FAS)—convener
• Vasant Dhar (Provostial appointee; Stern)
• Joyce O’Connor (Dentistry/Global Public Health)
• Thelma Thomas (IFA)
• Marc Triola (Medicine)

* = not a member of the FTEE Committee
Appendix 5: Complete list of 2016 recommendations, with indications of the units to which they are addressed

The Future of Teaching and Learning

1. [To Provost’s Office and NYU IT:] Conduct a “landscape audit” of the many TEE-related initiatives that are underway at other colleges and universities, taking into consideration the following questions:
   a. what kinds of experiments with new models of higher education are taking place at other institutions, and what are their successes and failures;
   b. what are the implications for teaching and learning of broader societal movements (e.g., the defunding of higher education and the resulting changes in the structure of and access to education; micro-credentialing and its impact on higher education; and the interest that for-profit providers, technology companies, and venture capital firms have expressed in exploring higher-education markets);
   c. what are the most important emerging technologies, and what might their implications be for teaching and learning in higher education; and
   d. what are the ramifications of these new technologies and modes of online learning for faculty and staff workloads, and for instructional space demands?

2. [To the Senior Leadership Team:] Engage faculty across the University in discussions about core beliefs regarding higher education, and ground NYU’s technology strategy in these beliefs.

3. [To the Senior Leadership Team:] Commit to an evidence-based approach to decision-making regarding TEE. This approach will not only make success more likely, but focusing our strength in research and scholarship on TEE will also set NYU apart from other institutions.

4. [To the Senior Leadership Team:] Ensure that the practical constraints on innovations in TEE are realistically assessed and addressed and appropriately addressed. These include intellectual property issues, faculty workload and training, and federal and state certification requirements (e.g., definitions of credit and contact hours, and financial aid).

Supporting and enabling local initiatives

5. [To NYU IT and school-based instructional technologists:] Continue to improve communication about TEE-related resources and expertise, while modeling and scaling services appropriate to different levels of faculty engagement. This might involve defining a few profiles ranging from “little/no” to “serious” interest in TEE and tailoring communication and service strategies accordingly. One important caveat: while the judicious use of technology provides opportunities to improve the quality, efficiency, and reach of instruction, it should never be portrayed as an end unto itself.
6. [To NYU IT and school-based instructional technologists:] Integrate training regarding tech-based resources and services for teaching and research into the orientation of faculty, graduate students, and academic leadership new to NYU.

7. [To the Senior Leadership Team:] To address school-level barriers to tech-enhanced teaching and research, establish a competitive small-grants fund to support innovation by individual faculty.

8. [To the Senior Leadership Team:] Initiate a comprehensive review of promotion and tenure policies related to TEE, and implement changes of policy and processes that (a) reward effective teaching and establish incentives within merit evaluation to encourage innovation and (b) redefine faculty workload with respect to tech-enhanced courses, and faculty intellectual property issues.

**Evaluation and assessment of technology**

9. [To NYU IT and school-based instructional technologists:] Provide (or increase awareness of) a flexible and responsive assessment/learning service for schools and faculty—including, e.g., help with developing and incorporating assessment strategies as an integral part of course and program design, and the provision of flexible survey templates and questions (perhaps accessible via NYU Classes) to support faculty in assessing student motivation, interest, and satisfaction with respect to learning.

10. [To NYU IT and school-based instructional technologists:] Provide (or increase awareness of) workshops, training materials, and online resources to enable faculty to assess, share, and compare outcomes. Training should include case studies and real-world (e.g., NYU) exemplars.

11. [To NYU IT and school-based instructional technologists:] Collaborate within NYU and with NYU’s outside partners (e.g., 2U, HotChalk, Coursera) in deciding what data to collect on student learning, and develop concrete strategies for collecting these data (e.g., by NYU IT) and for sharing them internally. The security and privacy of such data needs to be ensured.

12. [To NYU IT and school-based instructional technologists:] Expand NYU’s capability to use the data it collects, with an eye towards generating reports on the effectiveness of course changes as shown by student outcomes and other measurements such as motivation, interest, and satisfaction.

13. [To NYU IT and school-based instructional technologists:] Foster a community of practice around technology-assisted courses, including the use of data for feedback and assessment.
The role of TEE in global study

14. [To the Teaching Technology Committee:] Develop a taxonomy of the different kinds of linked courses, to facilitate scheduling, reporting, and communication with faculty and students.

15. [To schools and departments:] Consider offering in an online or blended format required courses that are difficult to mount in person at the global sites (e.g., NYU Shanghai’s Interactive Media Arts courses “Being There” and “Interconnected,” and the American Language Institute’s Academic English Program, which offers online instruction to first-year Liberal Studies students in Florence, London, and Paris).

16. [To schools and departments:] Consider offering linked or online courses that are connected to particular global sites, and that students can take prior to studying away. This will generate interest in these sites and familiarize students with them prior to their departure.

17. [To schools and departments:] Consider creating regional courses that connect sections at multiple sites (e.g., Prague and Berlin) via an online platform, but that also have a travel component, thus giving students exposure to more than one location in the global network.

18. [To schools and departments:] Expand online co-curricular initiatives (e.g., Speaking Freely) and academic support (e.g., remote writing support from the Writing Center in New York).

Open educational resources

19. [To Provost’s Office:] Convene a continuing committee to implement, sustain, and promulgate services and programs that will assist faculty in identifying, creating, and using affordable course materials as described in the following recommendations. This committee, which should be chaired by the Dean of the Libraries and include librarians, educational technologists, and NYU Bookstore management, should work collaboratively to develop a range of coordinated services—e.g.:
   a. general and subject-specific guides to sources of openly available course materials;
   b. licensing and platform improvements for course adoption materials;
   c. faculty- and student-oriented analytical tools and reports that indicate, e.g., the averages and ranges of textbook costs in different courses and fields, options for acquiring lower cost textbooks, and comparisons to OER;
   d. links between requests to the Bookstore for course materials and the availability of such materials in the Library;
e. enhanced support for producing, adapting, and sharing OER, including facilitating faculty access to tools and platforms for creating course materials; and

f. recommending—and, if necessary, creating—means for faculty to share ideas regarding affordable course materials (such as an academic networking platform or a wiki), and for sharing materials that they find or develop (e.g., via the Faculty Digital Archive).

20. [To the proposed OER committee:] Produce—and keep up-to-date—an easily useable Guide to Good Practices for faculty in using affordable course materials, including, e.g.:

   a. pointers to sources of OER, and guidance on assessing their quality;

   b. descriptions of services provided by educational technologists, Libraries, and the Bookstore;

   c. use-case examples of good practice in NYU courses, including low-tech/high-impact practices (such as the print materials produced by Stern Economics);

   d. pointers to services for creating OER at NYU;

   e. good practices in creating online educational resources (e.g., using open formats, using Creative Commons licenses for sharing, efficient and low-cost methods for video modules, working in teams with faculty colleagues and educational technologists); and

   f. good practice in curriculum review (e.g., checklists for course approval that include referrals to librarians and educational technologists to explore OER, requirements to use Bookstore cost comparison and analysis tools, and learning from course evaluations about student impressions of whether textbooks are well used)

21. [To the proposed OER committee:] Promulgate continued awareness and implementation of the Guide, especially among faculty teaching large lecture courses—e.g., by collaborating with Deans, Chairs, and Directors of Undergraduate Studies (or departmental or program coordinators), as well as with standing all-University committees such as the Undergraduate Academic Affairs Committee (which includes student representation). One possible strategy might be to organize workshops on the Guide for faculty in the schools.

Open education

22. [To the Provost’s Office and the Office of Public Affairs:] Focus on individual lectures, performances, and events, rather than whole courses.

23. [To the Provost’s Office and the Office of Public Affairs:] Rather than develop new materials specifically for OE, repurpose videos that schools and other University units produce and share on their websites.
24. [To the Office of Public Affairs:] Provide a single platform for schools and departments to post these videos. They could be archived through a curated YouTube channel, which organizes content by school, department, and subject, perhaps in conjunction with a new page on the NYU website that introduces this content and explains the University’s theory of OE.

25. [To the Provost’s Office and the Office of Public Affairs:] Encourage schools and departments to identify content for possible inclusion on the proposed University-wide OE platform, which would be curated by the Provost’s Office and the Office of Public Affairs. Available technology should be used to ensure that this content has an automatic expiration, so that old materials are no longer showcased.

26. [To the Provost’s Office and the Office of Public Affairs:] Give schools and departments guidance and support for producing content if they are not already doing so and are interested in this project.

27. [To NYU IT:] Leverage the TechSavvy program to provide technical training to schools and departments that wish to produce content and upload it to the proposed OE platform.