

*The following minutes have been approved by the Senate
Continuing Education Committee*

**Senate Continuing Education Committee
Meeting Minutes
Gustafson Hall
2:00-3:20 p.m.
February 9, 2007**

The Senate Continuing Education Committee met February 9, 2007, in the Conference Room in Gustafson Hall, from 2:00-3:20 pm CT.

Present: Virgil Benoit, Kari Chiasson, Kerry Kerber, Janet Rex, Judy Rieke

1. APPROVAL OF MINUTES of 12/05/06: Minutes were approved.
2. ASSOCIATE VICE PRESIDENT FOR OUTREACH SERVICES AND DEAN OF OUTREACH PROGRAMS: Janet reported that two candidates have been selected to visit campus at this time: Ken Brauchle will be on campus on February 20-21 and Josh Riedy will be on campus on March 5-6. Hopefully everyone from the Senate Continuing Education Committee will have a chance to meet with them when they are on campus.
3. BOX LUNCH PANEL DISCUSSION: Janet reported that she has worked with the Office of Instructional Development (OID) to plan a box lunch discussion for Wednesday, February 14, from 12:00-1:00 p.m. The faculty members who have agreed to be on the panel include Thomasine Heitkamp (Social Work), Craig McLaughlin (Space Studies), Richard Schultz (Electrical Engineering), Rick Van Eck (Teaching & Learning/Instructional Design & Technology), and Julie Zikmund (Nutrition & Dietetics), as well as herself. She asked if there were any points that the Senate Continuing Education Committee would like covered on the panel? Kerry Kerber asked if we might also mention the Senate Continuing Education Committee's responsibilities as well as involving the library with copyright and other issues? Janet said she would mention open source course management systems (since there is some use on campus), library services, and the Senate Continuing Education Committee's work to assist faculty with Distance Education. Janet reported that Joan Hawthorne said that future box lunch presentations of Breeze or Course Media Enhancements might be planned for next year if there is an interest.
4. FOCUS GROUPS AND/OR PRESENTATIONS OF BREEZE OR CREATING COURSE MEDIAL/DIGITAL OBJECTS: Janet asked if the

Senate Continuing Education Committee would like to sponsor Jane Sims and her team to provide presentations this semester or if we want to emphasize focus groups or all of the above? Also, what would we want to find out or what might faculty want to find out about us in focus group discussions? Virgil said that our objective of giving information is secondary to getting people involved in Distance Education. Virgil said some of the questions we might ask would be: 1) Do you feel your department should offer a course or another course in Distance Education? Does your department have a need to create a Distance Education course (because you are losing a faculty member)? We need insiders to help with the creation of courses. Virgil said we might have a presentation from someone or from a pool of people in the Arts & Sciences over at Merrifield who could bring information back to our committee. He said he sees three different types of teaching strategies in Merrifield with Philosophy and History having one approach, English literature a second, and the Languages a third approach to teaching. Michael Anderegg is a great model with the Shakespeare class. Virgil said he would be interested in doing something similar with the topic of English translation of French Canadian literature. Also, he and others might want to teach languages similar to the Spanish class that is now being offered. Judy recommended that we begin with a pilot group in Merrifield. Janet said we could show a clip of Michael Anderegg's presentation or of the Spanish language presentation as well as have others present (including even a librarian presence). Kerry said that Jane Sims and the instructor could also be present. We could even discuss assessment, because it is good to include the assessment of the course as part of the design of the course; and Jane Sims would also like to do separate presentations of Breeze and Course Media Enhancements. Janet said she would announce such presentations at the box lunch panel, so people can sign up if they are interested in attending the presentations. Virgil said he would be willing to ask people in Merrifield if they would be interested in focus group/presentations. Often Thursday afternoon at 4 p.m. is a good time for people to meet, so he will ask if that time would be good. He said it is good to find recruiters within the departments who can help us set up sessions. Kerry said we could have early adopters in each college work with us so faculty members have a colleague to learn from. Kari agreed that this would be a good idea, because she knows that some faculty members cannot fathom doing an online course. They cannot imagine having a good discussion in such a course. Janet and Kerry said they will set up a session in Merrifield if there is an interest, and Janet will ask about focus groups at the box lunch panels as well. Virgil said that issues about contracts might come up in Merrifield. Kerry said that there are different contractual agreements in Correspondence vs. the different Distance Degree programs. Each department has its own approach to contracts. Sometimes it is a flat fee. Sometimes, as in Engineering, it is a fee per head. Virgil said the

discussions in Merrifield should probably focus on the course possibilities and then interested instructors could talk further with Continuing Education about contractual agreements. Kerry said the Chair or Dean and the faculty member should come over to Continuing Education when they want to begin a course, because all of the contracts are negotiated with the Department Chair or Dean. Then Victoria Beard and the Provost sign off on it. Virgil said it would be interesting to get the Chairs involved because then we could learn how they decide which courses are preferable for the department. Those discussions could be good for everyone. Kari agreed, because some faculty members have been paid quite a bit elsewhere for online courses, such as at MSUM, but when they come here the Chairs expect that online courses are part of the normal workload, and one does not want to question those expectations when one is on the tenure track. Judy said maybe we need coordination at a higher level, so everyone is paid equally, because it is perhaps more centralized at MSUM. Kerry said that professors are paid for the Correspondence and Online courses offered through the Division of Continuing Education, and then the course stays with Continuing Education. The Division of Continuing Education works with incoming faculty members to modify the course if they need to do so. Kari asked how does this fit with the Distance Degree programs? Kerry said that then it is not an individual course, but there is a whole degree with a number of courses that need to be taught. This differs from the Gen ed. courses that are market driven. For the market driven courses, they do a survey in advance to see if there is a market, and then they take a risk and hopefully get 25 people in the course.

5. ANNUAL PLAN FOR IMPLEMENTING THE CHARGE TO OUR COMMITTEE: Janet said she does see the Box Lunch Discussion as well as any other presentations we sponsor as implementing some our goals. What about helping faculty members with assessment? Kerry said that number three in our list of eight responsibilities says that “academic content and quality reside with the department,” but in our first responsibility we “address as necessary faculty development,” and how can you assure academic rigor without assessment? Virgil remarked that it is important to say early on that people think the distance courses aren’t the same. Maybe some things are better at a distance, and maybe we can emphasize the things that can be done better through distance courses. We’ve got to be honest and discriminating and give guidelines for what works. Kari said that faculty members are always assessing their own teaching. Virgil asked if some things work better at a distance? Kari said yes. Virgil said we need to talk about the places where it works better. Janet asked what might specifically work differently, and Kari said that assessment online is challenging. Either they get it or they don’t. She said she didn’t do Breeze live, but she has taught an online course, and she has some ideas about doing things differently. For instance, she

might have the students send assignments right back to her or talk with them through a discussion thread or through a chat session. Also, recently in a chat session she noticed that a student was not as engaged as usual and she e-mailed the student to ask her what was going on. The student responded that her house had just burned down. Although we don't get body language through a distance course, we can still notice differences in their interaction. Judy said that there are some things you can understand better in chat. If you want to learn from other people, you need to have a live or chat session, because other things done at a distance do not have the continuity of a live class. Kari said she loves discussion threads because the students can do them at their leisure. Some students prefer discussion threads, and they say that it is harder for them to process everything so quickly in a live session whereas they can review things in a discussion thread. Judy agreed that it is important to consider that some students might not think as quickly as others, but they might not all reread the things and they might miss some interactive peer learning if they don't all go back through the discussion thread. Kari said that she has learned to post materials, such as case studies, ahead of time so they can all be prepared, but even then some might not read the materials. When they haven't been prepared she has asked them to read the materials and summarize them for her by the following session. You can be flexible to a point, but face to face is easier, and it can be a challenge to manage all of these individuals. Kerry said they might have just been quieter in class, and you might not have known if they had read the materials. Janet said she had read how some shy students have remarked that they "talk" more online, so there can be quite different participation styles. Kari said that there are online support groups, where the students support one another. Kerry said that maybe a campus-wide support group could be developed.

6. NEXT MEETING & ADDITIONAL DISCUSSION: We will plan the pilot discussion with Merrifield. We will hear responses from the box lunch discussion, and we will plan other presentations. We can ask at the box lunch discussion what else people would like to see? Virgil said it would be good to try to find some recruiters to help us engage with the departments. Also, can we recruit non-UND students? For instance, if we offered a first year of French to non-UND students, could they come to campus and begin in second year French? Kerry said that yes it is possible to do this with high school or community college students who might then transfer to UND. Virgil asked where the Continuing Education funding goes, and Kerry said that often 70% of it goes back to the department. Virgil asked if our committee's attempt to reach out is new, and Kerry and Janet agreed that we are trying to be more proactive now, and Kari added that getting even one more person on board is a success. Kerry said that 25 people are waiting for course development with the online team. Some people need lots of digital objects and other courses

are much simpler and less expensive to produce. There is a different cost for each. Virgil said it could be important to tell faculty members how large the enrollment would need to be for cost recovery. Kerry said that there isn't any one formula. For some courses, it might take three to four years for them to break even, and other courses get lots of overload and they get paid per head, so they are very happy.

7. The committee adjourned at 3:20 p.m.