

EASTERN MICHIGAN UNIVERSITY
Commission on the Future of Instructional Delivery

March 11, 2005
3:00-5:00
G11, Boone Hall

Attendees: D. Barton, J. DeCamp, R. Fulkert, E. Hoffman, A. Hogan, K. Kustron, B. Lahidji, B. Leopard, P. Leighton, D. Loppnow, R. Lucas, D. Malone, D. Mielke, S. Nelson, L. Nybell, D. Pearson, W. Shell, D. Silverman, J. Tracy, T. Venner, K. Victor-Burke

Absent: J. Beaghan, D. deLaski-Smith, H. Eiss, C. McAnuff, S. Menzel, J. Palladino, L. Rocklage, C. Willis

Guest(s): D. Gaymer

The meeting was convened at 3:00 p.m.

Agenda Items:

- I. Review of Minutes:
 - a. February 4, 2005 (correct heading date – still has January’s meeting date)
- II. Additional Agenda Items:
 - a. None
- III. Meeting Schedules
 - a. Commission on the Future of Instructional Delivery meetings fall 2004 - review of meeting dates.
 - October 20, 2004; 6:00-8:00; University House (dinner)
 - November 19, 2004; 3:00-5:00; G11 Boone
 - December 3, 2004; 3:00-5:00; G11 Boone
 - b. Commission on the Future of Instructional Delivery meetings winter 2005 - review of meeting dates.
 - January 14, 2005; 3:00-5:00 (note change from original date of January 7)
 - February 4, 2005; 3:00-5:00
 - March 11, 2005; 3:00-5:00
 - ***April 1, 2005; 3:00-5:00***
 - ***May 6, 2005; 3:00-5:00***
- IV. Review of Materials Distributed:
 - a. Agenda Topics
 - b. Article: *Education; distance learning becoming part of school life*, from CNN.com
 - c. Subcommittee Progress Report form
 - d. Suggestions/Feedback form
 - e. Innovations Subcommittee Report, including Faculty Survey Draft
 - f. Commission Final Report Outline Draft

V. Topics of Discussion:

Before the Subcommittees began their reports, the Provost clarified that we are indeed here to make recommendations about WebCT versus ECollege as platforms for online delivery, if that is part of what the Commission wants to include in its report. A previous comment he made might have been interpreted as stating it was not the Commission's role to make this kind of recommendation.

- a. The following points were brought up during the Innovations Subcommittee report:
 - D Silverman began by recognizing Sandra Williams, Institutional Research and Information Manager, for her invaluable help with both conceptualization and analysis of the subcommittee's survey. This is the final draft which will be distributed to all faculty and lecturers.
 - The first three questions will be asked of the students, in terms of what they would like, and get their thinking on the course offering schedule. This will be done through the my.emich portal.
 - The On-campus subcommittee suggested some dialog with them before releasing the survey, as there is overlap, and perhaps doesn't consider all the alternatives. There were some concerns about editing the survey at this point in the process, but it was agreed that the subcommittees would meet and attempt to coordinate, as sending out a single, inclusive survey from the Commission would be far more effective and desirable.
 - A Hogan provided the student perspective on surveys, and stressed the need for more student input into the instructional delivery process in general from focus groups, etc.. She has solicited information from the student groups she participates in, and has received some interesting feedback.
 - It was noted that the survey can not offer options that are not in line with faculty contract stipulations.
 - Interest in hearing more details about the student perspective was expressed., in terms of feedback given and how this motivates the subcommittee's approach.
 - One student detail was that there could be issues with different departments offering courses on different schedules; scheduling courses for a given student's major and minor programs might become difficult.
 - The Innovation subcommittee is considering the faculty standpoint in terms of barriers to innovation, as opposed to the student perspective. The topic needed to be narrowed down to an area of concentration, and the faculty are the primary gatekeepers of the issue.
 - It was mentioned that this is an ideal time to ask students their concerns and suggestions about scheduling, as they are dealing with their scheduling right now, and indeed it should be done on an ongoing basis. Another suggestion was to develop a case study in the College of Business in which EMU is examined as a business.
 - Continuing with the report, Innovations was presented as a good news/bad news model. The subcommittee tried to be as communicative and innovative as possible along the "skunkworks" model, but also tried to be realistic with respect to their limitations. For example, people can only be expected to accommodate certain changes in a given length of time. People on campus can't be expected to accept a lot of change in instructional delivery right now, with so many other changes going on (new president, strategic planning process, etc.) The subcommittee focused on innovation in course delivery only. They will compare

the survey results with the literature on teaching and learning (including recent theory on connectivism, pushing technology on active learning and how that has changed the process). They are looking for where the faculty see barriers.

- It was pointed out that another dimension of the survey should include ascertaining people's familiarity with the subject before asking the questions, to avoid getting a skewed response. Commission members have been given a lot of explanation that the general population won't have had. Give some parameters to control the results.

b. The following points were brought up during the Off-Campus Subcommittee report:

- This subcommittee visited several EMU off-campus: Brighton, Livonia, Monroe, and Detroit. They were struck by the people who were very friendly and interested in the Commission, and enthusiastic about showing the facilities, describing where they get their students, etc. The subcommittee still needs to look at costs, income, etc.
- The tour was very insightful. Data means something different to them now that they have seen the sites. They still need to see the CE program review material, and the reports of the external people who visited recently. They are still gathering some information in terms of needs assessment; are students taking courses on-site also taking off-site, for example.
- The subcommittee wondered if EMU is fully using each facility to its capacity, as there seemed to be opportunities to offer daytime courses that weren't being offered.
- In terms of service, staff at these sites knew in detail whom they were serving and what was going on. While each had an EMU quality and mission, each had its own flavor, and offers some opportunities for how we can address some issues.
- Another striking thing was the beautiful, empty, well-staffed classrooms, which was jarring. We need to really have an inventory of our classrooms and have a list of their capacities and possibilities for innovation.
- It was observed that the culture of our campus has a lot of the history of our campus embedded in it. We have a robust night program, and a robust number of people who come as commuters, but we are not staffed proportionally. Much of our co-curricular activity is focused on our resident and nearby students. This is an observation and has to do with the resource allocation issues.
- Another observation was that we have developed a bifocal vision, which is really impairing our ability to see what is before us. Many of our off-campus students are enrolled on-campus. We should face various student populations directly rather than letting our vision be restricted.
- It was noted that at the Monroe Community College visit, the president of that institution answered the question about the importance of having EMU on that campus because they are going to vote on adopting the Cherry Commission's recommendation to become a bachelor-degree granting institution. President Nixon is going to vote no because there is a disconnect between k-12 and higher education that community colleges are able to alleviate.
- There is also the "three and one" (years at community colleges and universities) plan to be considered.
- People off campus do not have a feel for EMU. However, there are some people on campus who do not feel connected to EMU.
- Off-campus sites display an impressive array of visuals about EMU. Directors take it upon themselves to come to campus and collect materials, like the Echo. Is

there an off-campus edition for the Echo? Maybe we need to think more about our off-campus people.

- Some people go on to other institutions and don't even think about us
- In bowing to convenience we have lost connection
- We have pluses and minuses and need to shift more to the plus column
- The students are happy to go off-campus because there is parking. Faculty are happy to go there because they get the best parking, the best service, and the best facilities.
- Different approaches to providing more connection between the centers were suggested: Echannel (but does not transmit off-campus), ETV in McKenny. How do we get the rest of the faculty out there to see what is available? The issue is to be able to communicate somehow what is out there.
- The point about creating awareness about a lot of things in general is important. A lot of opinions have changed after getting information in this Commission. It would be good all around to better publicize EMU's strengths.
- As an institution, we have challenges about understanding our sites, the county, etc. There are all sorts of opportunities, students differ in all these areas, etc., not only the off-campus sites, but at the community colleges that offer EMU courses. There is a huge array of experience possible.
- The subcommittee still needs to sort through what sense they are going to make of this. Some even experienced rage at the nice facilities and services available off-site.
- In addressing the rage; if a person doesn't know the business model that the sites are based on, it would be difficult to understand. The three instructional sites we have are all leased sites. The landlords fixed them up according to EMU standards. It is a very different model from funding facilities on campus. We need to be more entrepreneurial and think about doing some of these things to fix up our buildings on campus. The things we own we can defer maintenance on, but the things we lease we cannot. It's not just a budget model, but it's an attitude as well.
- There is not a clear process for solving this, but educating the community and talking about it is a step towards solving what has been going wrong on this campus for a while.
- It's an interesting way of framing our values in a budgetary sense. We need to decide what we are responsible for. This happens on campus as well. We don't want to draw the good facilities down, but raise the poor ones.
- The numbers seem to indicate that the expenditures for the facilities seem not in balance with the number of students. (These numbers was part of an earlier CE presentation to the Commission).
- None of our state-appropriated money is spent on the off-sites; they are all funded with tuition.
- What is being missed is how can EMU be engaging at those centers better – we have our arms out in Michigan through those sites, and how can we be leveraging our presences there? Monroe as an example. How can we institutionalize this so that that information comes back to the campus? There are many educational and regional opportunities that we can present ourselves as the experts on; it would be good for the Commission to do this.

- c. The following points were brought up during the Organization and Budget Models Subcommittee report:
- The current model is appropriate. CE is the R&D side of Academic Affairs, and therefore has some flexibility. Under the original agreement it provided incentive and additional funds for faculty development, etc. It is the only arm of the university that has effective research and marketing for launching programs. It is the primary outreach vehicle for the university.
 - Though the original model is appropriate, there are some modifications that are necessary, like in the approval process. This means involving the faculty department curriculum committees to review proposals from the standpoint of staffing, scheduling and content. There is interaction with departments, and demand, but this is unclear. There needs to be a leaner, meaner approval process. If we wait 18 months, the opportunity may come and go. Faculty curriculum committees must be involved. This is part of our program review process.
 - The department input documents vary all over the university. In some departments, only the department chair is involved. This is very important.
 - This is the primary focus for modification of process.
 - Financially, there should be a financial review done from CE perspective in terms of profitability, and a second review done from the university's perspective (there may be a program that would not make money for CE, but which might make money for the university). There should be a process where by those initiatives that make sense for the university, that the proposal should continue to go forward, and if it does, then CE should not be held responsible (suck up loss) if it is not profitable
 - There should be budget sharing with finance – 30% off the top to finance is the current system. There should be a mechanism for this. Also, it is important for some payment for “windshield time” for faculty. Also, we should act from a unified front from the standpoint of the AAUP and CE being on the same side. Redirect focal point of rage from CE to a more appropriate place. Example – faculty compensation is an issue that should go forward as a recommendation. CE and the AAUP both feel is an issue and should be addressed. The Committee should deal with appropriate compensation
 - There should also be a revenue-sharing model of some type with the departments and deans that oversee those departments. When faculty have a big investment in these things being successful, it should be doled out by the deans.
 - The Provost supported the latter point, and stated that we need to reexamine the entire model
- d. The following points were brought up during the Online and Distance Education Subcommittee report:
- This committee had not met in a while, feeling the need for more of a model before proceeding.
 - They are looking at the discussion of where course management fits, and that involves the Elearning standards, a wholly different thing. They are more dealing with the technology structure, not the pedagogical structure. They are not telling people how to teach.
 - This subcommittee also talked about the “windshield time” – there ought to be some incentive for teaching long distance. There has to be some adjustment for asking people to go somewhere else because the students are there. We need to take this into account – either through compensation or reduced load.

- With reference to the compensation package in terms of faculty, some prefer in-load, and some prefer over-load. Some want only one or the other, and it varies greatly from one department to another. Some departments actively discourage on-line instruction, and there needs to be more education. Over-load allows you to make more money. Overload for many faculty gives them a chance to take their expertise to use to promote EMU outside. The current structure allows this. It's a win-win situation; departments get reimbursed, the students get credit hours, and the faculty get a salary. Education in the departments needs to happen. Agrees that curriculum decisions have to be made at the department level. On-line is not going to replace face-to-face. Our campus has one of the leading online programs. The literature shows that some institutions that have embraced online have not succeeded. We are a model for successful online instruction.
- It was felt that education is enhanced by the classroom experience, and the question was posed whether the subcommittee considered limiting the number of online courses. In response it was stated that it is possible to feel that one has far more interaction with students on line than in a large lecture hall. Like any other campus class, it depends on the faculty member teaching it.
- It was interjected that from an operational perspective, CE has investigated this. (Some places put an age limit on taking online courses.) We need to set the expectations to make this successful. Online teaching is not for every teacher, online education is not for every student.
- Data have been provided that show that students taking both traditional and CE courses show the most growth, compared to those doing solely traditional or solely online. People are looking for that extra class which helps them graduate on target. Will include these data in the report. Online is not a replacement for traditional courses, but are another way of doing what we do best.
- We need to investigate what the assumptions behind that sort of question are. They reveal a quality standard that is there.
- There is no real evaluative tool for peers; looking at what additions are needed for faculty to make sure that instructional quality is always there would be advisable, and would be a good professional development tool as well.
- There is a checklist. Online you can see the whole course. In the classroom, you only see that class meeting. The person who doesn't have the background in understanding what it takes to put together an online course can't really evaluate it. A uniform checklist does not allow for proper evaluation. There are also contractual issues. Evaluation does not take the online environment into consideration. The committee will incorporate this idea.
- There is a study and evaluation done by the U of M; it was suggested the Subcommittee review this.
- It was asked if the Subcommittee will investigate the options and desirability for expanding online, and if we have had any overall evaluation that suggests certain areas or levels where it would be appropriate. The response was that the online course instruction began with just courses, and we are now moving towards whole programs. It has been intentional to add General Education courses to online offerings to increase retention, though much of the progression of online offerings has not been discussed and has no intentionality. It's going to be difficult to come up with a uniform means, when so much is individualized.

- e. The following points were brought up during the On-campus Subcommittee report:
- This Subcommittee presented itself as the other side of all the other subcommittees. Our collective EMU community works on the assumption that everything that happens on campus is “normal,” and everything else is “something else.” This Subcommittee has tried to evaluate what is meant by “normal.” They are also examining if there are equal opportunities available for ALL EMU students. In the past, outside evaluators asked why we keep talking about CE courses – we should be talking about EMU courses. Are students on campus being cheated because we are putting them in a “normal” box? Do students in Livonia feel they are taking an EMU course?
 - How do you create a situation where students get that flexibility, and you don’t kill the staff? Many faculty teach both evening, weekend, and regular classes. Teachers get burnt out, and have no energy to do important things on campus.
 - Different courses, and different departments have different needs for how they are presented. Who decides the right way to present these? Shouldn’t the department decide how long a course should be, and what is the best way to present content for students and faculty?
 - Competitive pressures have not been addressed enough. How are we looking at emerging trends, and what is our long-term strategy for addressing this?
 - We keep running up against lack of data. How do we have data available, distribute it, and debate it on an ongoing basis?
 - The Subcommittee requested a new dataset, stating that they can’t proceed without it.
 - Also, alternate scheduling data are needed. We need to ensure that what is important is a good learning experience. They are also looking at hybrid courses. How can we better schedule courses and use facilities on campus such that we can shut some of them down to renovate them? We should not define normal as what students really want to do.
 - What is the role of CE in hybrid classes and what can we do on campus? How are we addressing the needs of students in all places?
 - With reference to facilities for students – how can we look at technology needs?
 - With reference to faculty development, what we are learning here is very important, and as a campus we need to address some of these issues. How can we do this? Some campuses look at it as a learning process and take a topic and learn about it as a campus. That kind of learning environment has never been created at EMU, where as an institution we learn about a topic and its effect on the global community.
 - In terms of “windshield time” – we need something that is fair and equitable for everyone.
 - With reference to student development – there are new learning paradigms. Students don’t know what is done here and what their options are. They don’t learn how to become lifetime learners.
 - How do we determine what kind of data is collected/distributed – how can we make people own data and want to act on it?
 - We are excited by experiences here and want to spread this to the rest of the campus.
 - We need to solve the waiting list problem. They need to gather information on what courses students wanted, but were unable to get into. This would help a lot. They would like to see outside consultant reports, data from CE students (and look at it from the campus side), and the results of the technology survey. It’s

hard to answer questions when you don't really know what is happening; the data issue may be a problem in forming a final report.

- f. The following points were brought up during the discussion, "final report, timeline, and report disposition:"
- The final document will be a collection of points culled from narratives supplied by the subcommittees. Identify issues and put together a writing team to craft a consensus report.
 - The report will go to the campus as a whole and will be discussed in detail by the Cabinet and the Dean's Advisory Council. It will be discussed with Faculty Council and there will be dialog about the recommendations. The hope is to distribute it to Faculty Council early in the fall. Student Government critique and input will be solicited.
 - The April meeting will be rescheduled, as it conflicts with several Excellence Week events.

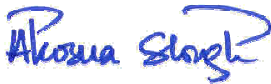
VI. Home Work

- a. Give data needs to the Provost in writing.

VII. Adjournment

- a. The meeting was adjourned at 5:15 p.m.

Respectfully submitted,



Akosua Slough
Recording Secretary