Members present were: Chair Bill Eddleman, President Ken Dobbins, Provost Ron Rosati, Dr. Gathman, Mary H. Talbut, Dave Wilde, Dr. Below, Dr. Barrios, Dr. Scott, and Diane Sides

Patrick Vining is the new Student Government president and will replace Katie Herring on the Steering Committee.

Dr. Eddleman said the goal of the meeting was to establish a basic outline for the online report due June 1, 2011. He asked for a verbal report from the Technology Committee and the following comments were made:

- Committee is addressing needs for the actual future without regards to cost and not catering to the middle denominator,
- Major concerns with the OIS system since, for all intents and purposes, we have only one person who knows the system in its entirety. Concern is too much responsibility for one person and where would we be if something happened to that person?
- We need to investigate new software, e.g. WebCT or Blackboard, especially since many of the textbooks offer teaching resources that align with those software packages.
- We may need to hire a consultant to look into possibilities
- Needs to be stronger ties between the portal and OIS and more links need to be placed in the portal, e.g. Kent Library. Resources need to be tighter.
- Strongly advise that faculty need to get professional continuing education in the field of online teaching with a minimum of every five years, although three years would be better
- Need to have a system of recertification for online teaching since students, technology, learning, etc., changes on a regular basis and faculty need to learn what works and what doesn’t work.
- Create social networks for each class so meetings can be held online; create hallways online so students can meet and communicate with each other online
- There is support for a system for both beginning freshmen and transfer or nontraditional students to test their online/computer capabilities to make sure they are ready for online courses; this could be an online expectations test that includes basic minimums, e.g. posting.
- Online requirements could be different depending on the students, the majors, the courses offered, etc.
- Suggest we implement a cohort model especially for upper level students and graduate students so they could begin at any time and march through at any rate that works best
- We have to find a way to encourage/make faculty use Grade A; elementary and high school students can constantly access their grades online, but college students can’t
because many faculty are not using the Grade A system; college students need access to grades.

- Urge requirement that all faculty teach online; especially pertinent since new hires must be able to teach online as a job responsibility
- Studying the role of online teachers; do they have to be on campus?
- In online classes, how do you conduct evaluation/assessment of faculty teaching; needs to be a different rubric
- Should there be a difference in pay scale for online teaching? What does it mean, e.g. don’t have to have office space or telephones; what to do about office hours? Etc.
- Many students have computers, so software may be the larger issue with online teaching. We need to rethink the purpose of computer labs. Should labs become printing/charging stations?
- Should students be required to purchase computers? If so, we need to update the bookstore to sell more computers and software.
- How will e-readers affect the classroom and textbook purchases? Does Kent Library need to purchase some e-readers? Issues of sharing resources on e-readers.
- What will textbooks look like in the future?
- Software programs for student use can be problematic – you can get some licenses for up to three years use.
- There is an issue with book rental on campus. Books are now bundled with software and our students and faculty may be missing out on some of the resources that come with purchased books since we rent. How can we deal with the book companies to access those resources and how can a rental system accommodate those issues?
- The role of faculty changes with online teaching – why is there a need for a faculty member to even come to campus? How do you have a faculty community if your faculty are teaching from locations far removed from the campus?
- Online teaching raises the issue of faculty workloads. When teaching online, some activities can be automated, making it easier for the instructor. But some things take more time and are more labor intensive online.
- We may need to look at a decentralized model for what a faculty contact hour is – it’s more complex than what we currently have.
- Globalization issues in online learning since the federal government indicates international students can take only one online course per semester, we need to think about how we’re serving international students.
- U-Select system in Illinois which displays for students where an online course is being offered so they can find the course they need at whatever college or university may be offering it. Our online courses need to be in that catalog.
- Articulation guides are out-of-date and are critical to student transfers – need to improve methods and get information online
- Early college credit meets dual credit – if high schools cannot offer these courses, we need to develop a way to offer them online or as webinars.
• As the student body diversifies, entering students may not all have the same level of ease with technology – the assessment tool is a good idea or offering some type of intense technology orientation – we have to level the playing field for all students.

• We are not utilizing the regional campuses as well as we should. Nontraditional students need hours other than the 8 to 5 with no Fridays or weekends. Need to open up the centers at times when nontrads can utilize the computer labs, especially in light of lack of access in many Bootheel communities.

• Need more flexible times for all courses, including nights and weekends and perhaps the idea of cohorts could offer the more flexible time opportunities.

From the discussion items above, it was decided that several items are imperative:
  • OIS/portal/possible Blackboard systems for online
  • Minimum technology requirements for taking online classes
  • All faculty have to use Grade A
  • We are being required to figure seat time and online outcomes assessment
  • Workload issues are departmental

The individual committees need to give their online learning findings to Dr. Kari Hollerbach – all items dealing with online need to be funneled through Dr. Hollerbach and her sub-subcommittee and that committee will get together to write the report due June 1st.

The next meeting of the committee will be held May 2nd and will include members of the Steering Committee and the Co-chairs. At that meeting, you should have outlined the objectives of your committee; who is responsible for reporting on those objectives in your report; and a possible timeline.

Respectfully submitted,
Diane O. Sides