**Present**: The following people attended our Big Tent 2.0 meeting:

Mary Alkire, Stacy Anderson, Marilyn Bejma, Cheryl Cluchey, Teresa Cook, Roger Daugherty, Vicky Deur, Fritz Erickson, Elise Gramza, Donald Green, Bea Griffith-Cooper, Sue Hastings-Bishop, Maureen Heaphy, Mary Holmes, Meegan Lillis, Gloria Lukusa-Barnett, David Marion, Brian McCormick, Elaine McCullough, Ronald McKean, Kristy Motz, David Nicol, Carol Quigley, Theresa Raglin, Scott Randle, Larry Schult, Marilyn Skrocki, Todd Stanislav, Robbie Teahen, Spence Tower, John Urbanick and Gregory Zimmerman

**Call to Order:** 3:06 pm with round-the-room introductions.

Robbie gave a brief recap of Big Tent 1.0 recommendations and what has resulted from them:

- Streamline the process
- Improve the quality

We now have two, rather than four, groups working on electronic learning: E-MAT and FAB.

Bea addressed the second recommendation with a report on Quality Matters. Meegan Lillis, Bill and she are certified by QM to approve courses for online instruction, using the QM scoring rubric. A workshop was presented last spring, with certificates awarded to attendees. Instructional videos for faculty use are being made, and the user group First Cohort will help any faculty who request it.

STUDENT CAPABILITIES

Cheryl reported that those who attended the open forums she conducted were very passionate about the need for some sort of orientation or training that will show a student is capable of taking an online course, and that we need to be consistent in how our online courses are presented.

Comments and Recommendations:

- Initial testing would be on general computer skills only, with more specific skill testing done at the program level
- Students should be informed of what computing power and set up they will need to take an online course
- Testing should be done on a pre-enrollment level accessible off our home page
- Some back-up tutorials or training should be provided to students who cannot pass the proficiency test
- If any testing is presented in FSUS, it should be something the student can complete outside the classroom as the classroom agenda is full
- A mechanism should be installed to prevent students from enrolling in online courses until they have successfully completed a proficiency test

TECHNOLOGY SUPPORT

John reported that an article with the latest information will be in the next IT newsletter. Some of the recommendations that are in progress are:

- TAC hours are extended to 2:00 a.m. with student support as of this week
- A computer technician is on duty during second shift so after-hour calls can be responded to
- A full-time staff person is also assigned to second shift

Comments and Recommendations:

- The majority favored weekends rather than 24/7 support for now, with the idea that 24/7 may become necessary in the future
- Every college has a syllabus attachment, and TAC hours should be a mandatory part of it
- Group agreed with IT plans to post its maintenance schedule on the MyTech support webpage as well as continue to post it monthly on the FerrisConnect front page. The majority also agreed that Thursday evenings are a good time for maintenance.
- Establish a regular time and method of communicating with faculty teaching online classes to help reduce missed messages
- No objections to FAB continuing as the group that directs configurations

COURSE QUALITY

Spence Tower presented E-MAT recommendations and possible implementation issues to the group.

Comments and Recommendations:

- There is frustration at too much variety in places to go to complete homework assignments
- Students want faculty to be competent to teach online
- There exists a major disparity between faculty and student survey responses regarding responsibilities
- Majority agreed that faculty should be assessed by students
- New faculty should be required to prove capability to teach online (possibly as a program-level requirement)
- Grandfathering faculty should only be offered if a syllabus is submitted for evaluation and is deemed a quality course
    - Caveat: Even faculty who pass a competency test may use FerrisConnect only as e-mail and still have a quality course
- Quality Matters review could be for both face-to-face and online courses
    - Do we have enough personnel?

- Establish an ongoing review of online courses
    - Should be very local (department level)
    - Could be a way to develop faculty who could go back and teach their colleagues
- Should we require faculty to take an online class before they teach online?
    - Most of our faculty have never seen an online course other than their own
    - Bea is working on videotaping classes for sharing
- Adjunct faculty need more training and preparation
- Promote best practices by sharing what works at college meetings
- Promote awareness of vendor-provided plug-in tools

Next Steps:

- E-MAT will continue to meet, and our goal is to send out a campus-wide draft of our plans
- Develop SAI for both quality of course and student perception of course quality
    - Idea form could be more effective than Scantron
    - Faculty could give extra points to students who complete an evaluation
    - Ideally, results should be received by instructors before the next semester

PLANS FOR THE FUTURE

Dave commented that the faculty survey results were much more responsive than attendance at the open forums he facilitated, and noted some of the survey results:

- No more than 25% of class load should be online
- At least 3/4 of respondents favored online courses being offered to all students on an equal basis, whether on- or off-campus
- Results were roughly in thirds on reallocating funds

Dave pointed out some facts about funding online courses:

- Online teaching is not specifically mentioned in our Mission Statement
- We serve fewer students with the same number of faculty
- Physical campus must still be maintained
- Online cannot be disassociated from the rest of the University campus
- We have no pre-determined plan

Comments and Recommendations:

- Invest resources to expand programmatic areas
- Online learning has shown a 20% increase
    - Still a small percentage of our courses, but it's growing rapidly

- On-campus learning is just holding its numbers
    - Growth areas are off campus and online
- It is not realistic to turn our backs on this challenge
- We are probably the largest online-course provider in Michigan public universities
- There is no support shown for creating an entirely new entity

Robbie asked for any additional feedback via e-mail to her.

Maureen Heaphy complimented the Advisory Team for the progress made and work it has put in since our last Big Tent meeting.

 Meeting adjourned at 5:02 p.m.

Respectfully submitted,

Marilyn Bejma