Attending: Present: Robbie Teahen (facilitator), Enid Carlson-Nagel, Cheryl Cluchey, Ellen Haneline, Bill Knapp, Leonard Johnson, Dave Nicol

Absent: Elaine McCullough, Kristen Salomonson, Rick Van Sant, John Urbanick

The meeting came to order at 1:00/p. The minutes for December 19, 2008 and January 9, 2009 were reviewed and corrected. Upon corrections, they will be published on the Academic Affairs-Online Initiatives web site.

The meeting picked up from the previous meeting on January 9 and focused on the budget required to implement the strategic plan EMAT created on the 9th for FerrisOnline.

Background
It was noted the President's desire is to have classes available the way students want to take them, i.e. if a student wants to take a class online, regardless if they are on or off campus students, Ferris should be able to provide it to them. The current practice is to reserve the online classes for off-campus students, and then, if there is space available, allow the on-campus students to register for the online course. The consequence of this practice is long wait lists for online courses. Those courses are usually the ones offered from the College of Arts & Sciences and are the general education courses. At the present time, Ferris does not have the capacity to offer enough online course sections to both on-campus and off-campus students. In addition, there is a legitimate concern that the on-campus courses will not fill due to the demand for online courses. Another concern is the cost of providing some online courses is more than face-to-face because some course loads differ between online and face-to-face courses, thus requiring more faculty to teach the online courses.

In addition, the online effort this year has operated with no formal budget. Monies for Webex and Tegrity, for example, came out of the Academic Affairs carry forward monies and were transferred to the FerrisConnect training budget as there was significantly less training this year. There is currently a one million dollar deficit experienced by CPTS for delivering and developing online courses for this year academic year 2008-09. This figure does not take into account Cheryl Cluchey's or Kathy LeClaire's salaries for the percentage of the time they spend servicing this effort and the students. Since CPTS operates on a zero based budget and they are responsible for funding their operation, they cannot continue to afford to provide this service and pay for the development and delivery of online courses. Currently, Academic Affairs is reserving carry over monies (which are one time funds) to reimburse CPTS for the one million dollars.

Given these facts, the proposed budget represents a growth budget that would be funded from a percentage of online revenues. Robbie's suggestion was to have FerrisOnline be eventually funded with 55% from online revenues by the end of the third year, i.e. FY12 and start funding it in FY10 with approximately 40% of the online revenue. In the proposed model, FerrisOnline will operate out of Academic Affairs and not the College of Professional and Technological Studies (CPTS).

In reviewing the budget and strategic plan they developed, Robbie encouraged EMAT to answer the following questions:
- **Do the recommended positions address the proposed goals and priorities?**
- **Does the plan and budget address faculty and student needs?**

Assumptions underlying the current budget and strategic proposal.

1. The support required to provide learning, regardless of the medium or location, is the same.
2. When a shift in the location occurs, the delivery medium costs go away.

Discussion

Year 1 (2009-2010)	Year 2 (2010-2011)	Year 3 (2011-12)
Establish Office of Ferris Online	Continue to establish FerrisOnline	Continue to establish FerrisOnline
Hire Director	Add Instructional Designer (1+) $65,000	Hire additional Instructional Designer (2+) $70,000
Develop college-specific student support model (combo of decentralized and centralized)	Replicate the student support model to two additional colleges	Add College-based Student Liaison
Add Administrative/Student support $40,000		Add faculty
FerrisOnline – E-Learning Administrator support (IT position -paid for one year by President's office).	E-learning administrator (IT position)	Add E-learning administrator for FerrisOnline
Website development - $ - Pace and Partners - $20,000		

Personnel
The EMAT had consensus on the FerrisOnline personnel requirements over the next three years. i.e. a Director of FerrisOnline position and Administrative Assistant/Student Support position, instructional designers, IT personnel, student liaisons, etc.

Online Certifications/Course and Program Development
The EMAT faculty recommended removing the budget line item for certification oversight, which in the past has been provided by Randy Vance. They also recommended removing the faculty requirement to have a Level 3 certification to qualify to teach online because there is no way currently to provide quality control with this competency and there is a disconnect between the certification program and FerrisConnect training. According to Bill, these are two separate competency building tracks. Bill pointed out that most faculty are competent to teach and design online by Level 2 certification once they have been trained in FerrisConnect. Dean Nicol disagreed with this position as he said there is no way to ensure that faculty know what they are doing with design and delivery if there is not some type of checklist for competency and requirement for faculty to achieve a particular level of competency. He believes faculty should be required to achieve a particular level of competency to design and teach online similar to people having to earn their right to drive with the issuance of a license. One argument against faculty achieving a level of competency for online design and delivery is they are not required to achieve a comparable level of competency to design and teach in a face-to-face environment. This was debated as many departments and colleges require faculty to present several times during the interview process for hire. Lastly, there is a problem for those who have been teaching online for awhile; many of them are performing at a Level 4 and beyond. It does not seem to make much sense to require them to back pedal and take a certification if they are already competent. There was some discussion about having the quality assurance of course development, design, compensation and "certification" being a responsibility of the department and college.

Another line item that was recommended to be redirected was the one for faculty course development and re-development. It is the opinion of the EMAT faculty that course development and re-development are part of a faculty member's job and not an "add-on" responsibility. The delivery of a course should not make any difference. In addition, there are many online courses where faculty were not remunerated for their efforts. It is felt that payment for course development model was appropriate as seed money to get Ferris started in offering online courses and programs, but not appropriate for current practice unless the course is a template for many instructors to use (like adjuncts). Possibly, the money for course development and redevelopment could be used to encourage the development of templates, reusable learning objects and instructional strategies and there be a model that would provide a varying stipend to faculty for this development dependent upon the magnitude of the project.

It was commented that if the University wants 100% of the faculty to use at least some feature in FerrisConnect, then they will need to provide more support, hand holding, release time, and 1:1 time with instructional design professionals.

Quality Control.
Dean Nicol suggested putting more money toward additional instructional design and instructional technology support in order to increase the probability of quality course delivery. In addition, he recommended that one of the responsibilities of the FerrisOnline director would be to oversee quality control. Robbie noted that if this was included as a responsibility, it needs to be reflected in the competencies required for the person taking the director position.

Student Support Services

Two thirds of the students taking fully online courses are off campus students. The perception is these students are already being supported by CPTS as they are "their students." The 10% of the total online revenue going to CPTS was thought to be too much for the services provided, particularly in light of the structure with a director, assistant, and student support liaison in each college. It was suggested that this percentage be revisited and consider putting more resources towards faculty support as they frequently comment there is not enough support for the technology. This would translate into more IT support for faculty and students as well as faculty development (instructional design/technology). For example, some faculty would like more support in building their courses and allowing them to be the content experts. It was suggested that possibly more money be allocated to developing ITAP students who could help faculty in building their courses.

Robbie requested Bill to bring FerrisConnect budget to the next meeting so this can be reviewed in light of the other budget line items and we can get this proposal well formulated for unit action plans.

The meeting adjourned at 3:00/p. The next meeting will be held on Friday, February 6, 2009, from 8:30-10:00 a.m. in CSS302.