

**MONTANA STATE UNIVERSITY
FACULTY COUNCIL MEETING MINUTES**

October 27, 2004

301 Reid Hall

Montana State University-Bozeman

4:10-5:00 PM

Members Present: Ashley, Bandyopadhyay, Becker, Bennett, Cherry, Conant, Croy, Dodd for Taylor, Gipp, Johns for Kommers, Jones, Levy, Lynes-Hayes, Mathenia, C. McClure, McDermott, Metz, Neeley, Peed, Pratt, Prawdienski, Seymour, Thompson, D. Weaver, D. J. Young

Members Absent: Babcock, Bradley, Erickson, Giroux, HHD, Hoffman, Idzerda, Jackson, Knight, M. McClure, E. Schmidt, Taper, Zhu

Others: Burg, Eversman, Fedock, Howard, Lansverk, Lockhart, McLeod

Chair Warren Jones called the meeting to order at 4:10 PM. A quorum was present. The minutes from October 20, 2004 Faculty Council were approved.

FACULTY AFFAIRS, - Marvin Lansverk, Chair

- Evolution of P&T document renovations.
 - FA received from FC, a request to look into the P&T process; specifically two issues:
 - Choosing an area of excellence.
 - Professional practice track.
 - While examining those issues, FA decided to re-evaluate the entire P&T process and if it meets FC's definition of that mechanism.
- Feedback from FC email, overall, has been constructive.
 - An item to be considered is the relationship between the annual review and the tenure process. Faculty members who have completed annual reviews are not certain whether it is a trajectory towards getting them tenure.
- Further deliberation will take place at the next FC meeting on November 3, 2004.

DISTANCE EDUCATION PANEL DISCUSSION – Glenna Burg (Nursing), Sharon Eversman (Ecology), Marilyn Lockhart (Education)

- Dr. Lockhart, Department of Education, teaches in adult and higher education programs.
- Students who take her classes work fulltime.
- To prepare for online classes, it takes a lot of time; more time than one may think.
 - Steep learning curve for the technology and attending WEB CT classes.
- Pedagogy; what makes a good class?
 - How do you get students to interact with one another, and
 - The material?
 - How do you manage the class, discussions?
 - Personality of students will dictate whether they find online classes successful or not. Some find one-on-one interaction in class energizing; some find it intimidating.

- One of the assignments for Dr. Lockhart's online class is how to conduct discussions. Synopsis concluded:
 - Keep discussion short.
 - Check discussion topics frequently.
 - Read your postings twice before sending; read other postings more than once before replying.
 - Use small discussion groups; usually 6-10 people.
 - How to assess learning in the classes may entail using a rubric.
- Dr. Glenna Burg teaches in the College of Nursing, and is taking doctoral classes online.
 - Teaches online as well as interactive TV; MetNet, PolyCom.
 - Online learning has disadvantages for students.
 - Students right out of high school are not used to the lack of face-to-face interaction.
 - Also, lack computer skills.
 - Sometimes technology at home doesn't match the technology from the school.
 - Teaching is a challenge.
 - 150 discussions questions to address per week.
 - One advantage is that the instructor may respond to questions any hour of the day and may print out discussions and read them in another location.
 - Addressing the students by name in emails discussions gives them a sense of connection.
 - For a 3-credit class, you can expect a 450 hour development time for online placement of the class.
 - Literature cites teaching ratio should be 1 to 15 students; but that may differ when you break down a larger class into smaller groups.
 - Preparation for classes is ongoing.
 - Some students are more open online than in person.
- Dr. Sharon Eversman teaches two online Ecology classes strictly for secondary education teachers.
 - Syllabus is placed on web page before instruction begins, so students are aware of what is expected.
 - Organization, praise, and encouragement are critical, as is flexibility.
 - Has over 20 students in each of the two classes that are taught.
 - Customizes activities online in accordance with the geographic areas for local applications.
 - Students must make substantive contributions online when discussions ensue; no monosyllabic answers.
 - No textbook – instructor refers to websites for studying and learning.
 - Student assignments include working through statistic problems via data collection and do comparisons with that data.
 - Discussion groups make students feel less isolated and are formed based on geography of student.
 - WEB CT allows instructors to “lock” certain discussions so only certain groups can participate; not encouraged as you want participation by all.
 - Most successful students include self-motivators and organizers; least successful are the procrastinators who are unorganized.
 - Not recommended for freshman classes. Junior/Senior classes work best.
 - For classes taught in class, WEB CT is used as a supplemental tool.

- Burns Telecommunications contacts to set up online classes are Bob Friedrich, Ritchie Boyd, John Usher, Julie Pester; ITC contacts are E.J. Suek and Scot Warwick.
- OTHER ISSUES WITH ONLINE CLASSES
- Extension Sites/extension populace may be able to utilize interactive TV with inexpensive equipment on their own personal computers.
 - Challenge is to have a technician keeping the class in play.
- Losing the academic on-campus experience is something serious to consider when implementing online classes.

CHAIR'S REPORT

Motion was made to adjourn as there was no further business. The meeting adjourned at 5:30 PM.

Signature

Warren L. Jones, Chair

Signature

Gale R. Gough, Secretary