

SECTION: 23

DATE:

March 21, 2006

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for March 21, 2006 and the Minutes of the January 17, 2006 meeting be received and placed on file.

STAFF SUMMARY

The primary presentation item for the March 21, 2005 Faculty Affairs Committee meeting is a report on "Continuing Education: Weekend University and Off-Campus Sites"

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer
Interim Provost and Vice President for Academic Affairs

Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents

Faculty Affairs Committee

March 21, 2006

8:45 – 9:30 a.m.

205 Welch Hall

AGENDA

Regular Agenda

Section 22 Monthly Report and Minutes (*Regent Rothwell*)

Status Report

REPORT: “Continuing Education: Weekend University and Off-Campus Sites”

Mary Sue Marz, *Interim Associate Vice President for Extended Programs*

Presentation (20 minutes)

Q&A (5 minutes)

Statement/discussion (AAUP) (5 minutes)

Statement/discussion (Faculty Council) (5 minutes)

Open discussion (10 minutes)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

January 17, 2006
8:45 – 9:30 a.m., 205 Welch Hall

Attendees(seated at tables): Regent Rothwell (Chair), D. Barton, H. Bunsis, E. Contis, C. Haddad, M. Higbee, R. Holkeboer, M. Homel, L. Lee, V. Okafor, Provost Loppnow, S. Norton, L. Nybell, A. Westman, M. Zinggeler

Guests (as signed in): K. Basden, A. Burghardt, P. Carter, J. Cebina, D. Clifford, D. deLaski-Smith, E. Francis, D. Gaymer, C. Haddad, J. Hill, H. Höft, A. Holmes, M. Homel, R. Larson, L. Lee, R. Longworth, M. Marz, D. Mielke, R. Neely, S. Norton, L. Nybell, V. Okafor, M. Sauber, M. Sutton, D. Tanguay, J. Tatum, J. Thomas, T. Tillman, W. Tornquist, T. Venner, A. Westman, S. Williams, P. Young

Monthly Report and Minutes (Section 18)

Regent Rothwell called for approval of minutes of previous meeting. There were no additions or corrections.

REPORT: “Online Instruction”

Don Loppnow, Interim Provost and Vice President for Academic Affairs, established the context for the report: over a year ago, the Commission on the Future of Instruction Delivery was formed as a result of the last collective bargaining process. That commission began its work in November 2004 and will be issuing its final report later this month. Their work was to investigate issues on instructional delivery and make recommendations and study what the future of EMU might be. Five work groups focused separately on: off-campus instruction; on-campus instructional delivery; innovations; the organization and budget models that are a part of Continuing Education and instructional delivery; and online instruction and distance education. Dr. Loppnow said he anticipated there would be several discussions of topics that were considered by the commission, and as the report is formulated, discussions about some of the recommendations. As an introduction to some of the topics that were debated and discussed in the commission, it was decided to present the question of online instruction and what faculty are doing in that area.

Mary Sue Marz, Interim Associate Vice President for Extended Programs, gave a presentation on the forms of online learning at EMU, how its use has grown in recent years, and some of its challenges (see the presentation handout for details of the presentation).

Dr. Marz introduced faculty members *Tracy Tillman, Professor and Coordinator, Engineering Management Masters Program*, and *John M. Palladino, Assistant Professor, Special Education*, to give a glimpse into what an online course is like by presenting on their own courses (see the presentation handout for details).

Regent Rothwell asked what we are doing to train our faculty or help them attain the skills to teach these courses. Dr. Marz responded that we have an extensive program in which faculty meet with the staff in Continuing Education to learn and create courses in a hands-on situation. By the time faculty are done with training, their first course shell is pretty well put together. As an incentive to faculty, we pay them

\$1,000 per credit hour to get their first course shell up and running. It is very expensive to train. Training session lengths vary; there are one-on-one sessions, group sessions, and online training manuals.

Regent Rothwell inquired how we know that we have 891 courses that are web-enhanced. Dr. Marz answered that we really don't know this; we don't have a good handle on the numbers of web-enhanced or hybrid courses outside of eLearning. Much of this ambiguity is based on differences in defining web-enhanced and hybrid courses.

Howard Bunsis, AAUP President, stated that he estimates that half the classes in his college use web-enhancements, and are not using the eCollege platform. Overall, he said, the AAUP supports online teaching. However, he expressed concern that more than half the people who teach through Continuing Education are not full-time faculty. They are lectures, adjuncts, or other part-timers. The AAUP would like to see more use of full-time faculty in these programs. Pay is also an issue. There's a financial incentive to increase class size though CE: every student over a certain number gives the faculty member an extra \$50 per credit hour. He said this could lead to the kind of "cookie cutter" courses and teacher burn-out that Drs. Tillman and Palladino said they wanted to avoid. He recommended that the pay structure should be changed, as the current incentives are not the right ones. A model where pay is tied to the positive elements of online teaching described in the presentation should be adopted. Dr. Bunsis also asked why some classes go online and who makes that decision. He said that the AAUP feels that those decisions have been taken away from the department and given to Continuing Education. Departments themselves, he said, need to be involved in the decision to go online. Further, Dr. Bunsis stated that the information regarding the percentage of students that were from Michigan, the U.S., and abroad was too anecdotal. He called for better data on which to base better decisions. In conclusion Dr. Bunsis attested that faculty spend more than 10 hours per week in their offices, including numerous hours in e-mail exchanges with students, outside of the framework of hybrid and online courses.

Michael Homel, AAUP Secretary, addressed the issue of pay and equity. He mentioned a phenomenon with the current CE structure, which is pay inequity because some faculty are doing the CE courses as an overload, whereas others are doing it in-load. The in-load instructors that account for quite a few get a full course pay. Those who are doing an overload vary widely in compensation. There is a contractual minimum which is \$3,600, but in many cases, he said, faculty negotiate their own arrangements which result in higher pay. Dr. Homel asserted that these inequities in pay are corrosive to morale. Paying 10% for an online course in overload, just as for regular courses, would be much more equitable. In the addition, there is more incentive for lecturers and junior faculty to work online under the current system than for senior faculty, whose base pay is higher. He suggested that equalizing the pay for overload down to 10% would get more senior instructors involved. Dr. Homel also addressed exam and coursework integrity in situations in which face-to-face interactions are missing. He stated that he did not oppose online teaching, but instructors need to come up with a variety of ways of coming up with their own solutions to a host of different problems along these lines, a time-consuming process.

Lynn Nybell, AAUP Member-at-Large, thanked Tillman and Palladino for presenting their work and bringing up workload issues that arise in the online format. She suggested that we've had a bi-structural system, with regular teaching administered through academic departments, and Continuing Education taking 100% of online courses. This is becoming an increasingly false dichotomy, and most courses now probably involve web applications of various kinds, which is going to pose us with some real structural dilemmas. Dr. Nybell stated that CE has been a wonderful incubator for online approaches. However, now that nearly all classes are going to have web components, and we are at a different point developmentally vis à vis faculty reliance on these technologies, we will have to examine this bifurcated system and the structural and conceptual issues it raises.

Daryl Barton, Faculty Council President, who has been teaching in-load and overload online for several years, said she could not do it without CE. She cited Jodi Cebina, Andy Holmes, and Andy Burkhardt, for doing a phenomenal amount of work to support faculty.

Carol Haddad, Faculty Council Executive Board Member, said that CE helped her to succeed in online teaching. The training was very important. She added that she would not have started the process if it wasn't for the collective bargaining agreement which protected her intellectual property. She also said that she felt female students expressed "voice" more frequently in online courses, which positively affected their learning. With support from CE, she and a colleague published research on the subject (see the attachment entitled "EMU Faculty Publish on Gender and Online Learning").

Victor Okafor, Faculty Council Representative, said that he thought that online classes were helpful to students with busy work schedules and family lives. Though a traditionalist, he felt it was an essential addition to learning. He addressed the issue of control and integrity of materials and exams by describing how he times his exams so that students will not have time to look up answers, and assigns a code to exams, so that they cannot be printed.

Margrit Zinggeler, Faculty Council Executive Board Member, said that the CE team is superb and should be nominated for an Institutional Values Award. She credits the team with helping her succeed in online teaching. She has particular technological needs in that she teaches in a foreign language, and needs to be able to translate back and forth between English and German. She spent fifteen weeks developing a three-credit course. The startup money that she received helped her purchase the tools—like a laptop—she needed to conduct these courses. She asked that we rethink adequate faculty compensation, and have it be dependent on class size and sophistication of the course. In this way we can attract sound faculty to use this medium.

Lidia Lee, Faculty Council Executive Board Member, spoke in favor of hybrid courses where reading, exams, and quizzes online, and therefore attract non-traditional working students by reducing "sitting time" in classrooms. These students really appreciate the increased time flexibility this affords them.

Sandra Norton, Faculty Council Executive Board Member, said that while she is a member of academic units which have thriving online courses, she felt compelled to remind the group that not all courses fit well into an online mode. Also, not all students want to take online courses, and not all faculty are well-suited to teach online. Indeed, some people come to the profession of teaching because they have a talent for face-to-face teaching and there's a certain kind of learning that goes on in that way, that can't happen in virtual venues. She also pointed out that our new General Education program for freshman and sophomores emphasizes interaction with the campus community. Will students decide not to come to campus down the road because the online courses are so convenient, or because we have moved to entirely online programs? The two kinds of learning should be complimentary; in order to keep them that way, we need to develop our use of technology in a way that makes us conscious of choices we make and how this relationship will evolve as our methods of instructional delivery change. We need to keep in mind our extraordinarily diverse student population and its needs, and if we are conscientious about how we develop our use of this technology, it will help us serve all of our students.

Alida Westman, Faculty Council Secretary, said that after 35 years of teaching, she was considering teaching an online Child Psychology course, but she was concerned about the effects of online teaching on the population in her courses. In Dr. Westman's discipline the visual element of teaching is very important. For example, students who are already parents might be better able to understand examples of childlike behavior, whereas younger students need more of a visual demonstration of this behavior, which would be lost in an online situation. Maybe this means we need to pay more attention to who is taking the online courses.

Regent Rothwell asked if we can screen class populations, or use certain life experiences as a pre-requisite. Dr. Westman replied that we do that with people applying to particular programs.

Dr. Barton next echoed an earlier comment, that if it weren't for the AAUP, senior faculty would not teach online because of intellectual property issues. She also addressed concerns about students and online learning, saying many of our students don't have adequate computers to use the tools that are available. Some are required to use the Halle Library, in the absence of their own functioning equipment. There is a toss-up between designing the course to take full advantage of the available technology, and being conscious of what the students have access to. She also said that the load of paperwork for teaching in Continuing Education—in every semester, every course—is overwhelming, and there is a lot of paperwork that gets lost or bogged down. Finally, she said, what makes EMU's online learning so successful is that it is entirely voluntary for faculty to teach online. We are a model for other universities to follow.

In final comments, Dr. Haddad said she wouldn't teach online if it weren't for the 24/7 support with technical issues that we get through eCollege. Dr. Zinggler commended Dr. Tillman on the amount of time that he puts into his online courses, and commented that as a result of his dedication, he must barely make minimum wage!


Regent Rothwell thanked all assembled, and adjourned the meeting at 9:37.

Respectfully submitted,

Akosua Slough, Administrative Secretary
Academic Affairs


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EMU—Online




eLearning @ EMU

Mary Sue Marz, Ph.D.
Interim Associate Vice President
Extended Programs



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Forms of eLearning @ EMU

100% Online (323 unique online courses)

- delivered entirely through the Internet by Continuing Education via the eCollege course management system.

Hybrid (6 unique courses*)

- combination of face-to-face and online instruction.

Web Enhanced (891 unique courses)

- Instructors use online tools to communicate, complete assignments, view grades, and a variety of other functions that augment the in-class teaching and learning process.

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Growth of eLearning @ EMU

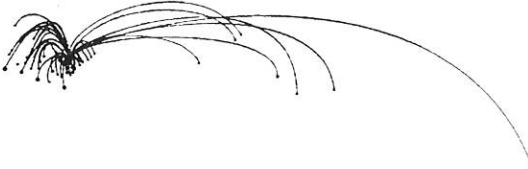
| Fiscal Year | Student Enrollment |
|-------------|--------------------|
| FY07-08 | ~1,000 |
| FY08-08 | ~2,000 |
| FY09-08 | ~4,000 |
| FY10-08 | ~6,000 |
| FY11-08 | ~8,000 |
| FY12-08 | 14,382 |
| FY13-08 | 22,568 |
| FY14-08 | 27,501 |
| FY15-08 | 34,810 |

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EMU-Online's Global Reach




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Challenges

- Rapid Growth
- Quality
- Multiple Course Management Systems
- Hybrid
 - Defining
 - Scheduling in Banner
 - Monitoring



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Dr. Tracy Tillman, CMfgE, CEI/CEM

Professor and Coordinator
Engineering Management Masters Program
School of Engineering Technology
College of Technology

John M. Palladino, Ph.D.

Assistant Professor
Special Education
College of Education



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EMU's Engineering Management Program: An Example of the Nature, Strengths, and Success of Online Education at EMU

Dr. Tracy Tillman, CMfgE, CEI/CEM

Professor and Coordinator
Engineering Management Masters Program
School of Engineering Technology
College of Technology

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M.S. in Engineering Management

- Program basics:
 - Teaches concepts and practices of managing technical projects, people, teams, and systems for R&D, technical, industrial, and military organizations.
 - Helps the technical specialist to do their current job better, and provides solid preparation and an advanced degree for future promotion to management.
 - Available completely online, or on campus.

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M.S. in Engineering Management

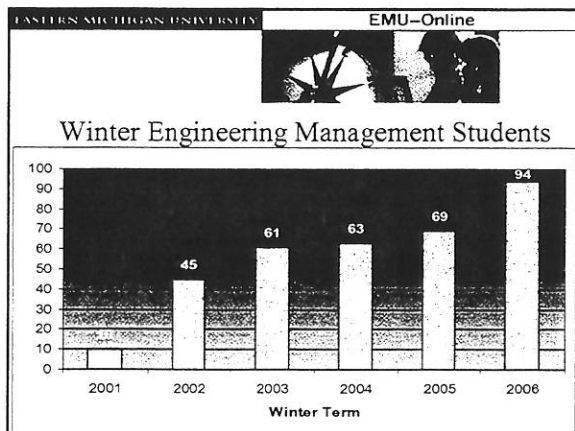
- Nature of EM online students:
 - Industrial and/or technically-focused individuals with a four-year degree in technology, business, engineering, or science.
 - 60% very experienced professionals, 25% international students, 10% traditional students, 5% military personnel
 - Most are part-time students.
 - 40% Michigan, 30% US, 30% overseas.

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M.S in Engineering Management

- In addition to earning an advanced degree, many of our EM students attain professional certification in one or more specialty areas of Engineering and Management.
 - Professional certification enhances: the graduate's credibility, program assessment, online program credibility.
 - Internationally-recognized certifications:
 - Certified Engineering Manager (CEM)
 - Certified Enterprise Integrator (CEI)
 - Certified Manufacturing Technologist (CMfgT)
 - Certified Manufacturing Engineer (CMfgE).



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M.S in Engineering Management

- EM online program success is a result of:
 - Understanding and meeting students' needs.
 - Faculty with expertise in EM.
 - High quality and continuous improvement of curriculum and courses.
 - Supportive and understanding administrators.
 - Cooperation among CE and COT administrators, staff, and faculty.
 - Excellent technical and administrative support from CE for online, off-campus, and web-assisted campus classes.
 - Use of highly reliable and functional E-college system.



M.S in Engineering Management

- Overall approach:
 - Baby-steps. Use of very many small assignments and quizzes.
 - Enables mastery of small portions of knowledge, leading up to application of the knowledge for major, complex projects and comprehensive final exams.
 - Quick and frequent feedback to students to enhance understanding and mastery of concepts, and to keep them engaged.
 - Lots of interaction among faculty and students to enable engagement and create a sense of community.
 - Peer evaluation of group projects and student presentations, to strengthen evaluation skills and enhance understanding of complex projects and concepts.



Student comments:

They like the format and E-college system!

- "I've been working within the online system from the beginning of my EM program. I have appreciated the format with the syllabus and assignments clearly stated for each unit. The threaded discussions, exam system, grade book, and overall system are all great. The online system is very easy to figure out. Thanks to the online system, I was able to learn tons, and complete the work I needed ON MY TIME."
- "After taking on-line courses for about 1 year and a half, I have become very fond of our present system. Keeping the consistency of the format throughout the entire program is key. My wife is in a different online program that uses a different system, and each class has a slightly different format...I prefer what we have going on in this program."
- "I really like the online system at EMU. It's rather exemplary. Part of my job at Ford is to maintain our Division Homepage and Quality System pages, and I am privy to the scripts and techniques used throughout. I'd give the EMU online system a solid 10 for functionality and state of art as far as speed, file management, user friendliness goes."



Student comments:

*They work harder,
longer, learn more!*

- "I'm enjoying the online format. I have found that with the online format though there tends to be more work and it usually takes me longer to complete the work. I think this may be because I am forced to try to grasp the concept on my own. I do tend to learn better this way though."
- "It can be tough to fit classes in around work and family. This online program is nice because you can go to class and complete assignments anytime during the week. You do learn a great deal in this online program and it is well worth it."
- "I am ticked pink at the relevance that this course has in my organization as I am writing this. Great class and program. I wish more of our management would take these classes!"
- "I really enjoyed this class. When I applied the lean concepts we learned to a manufacturing cell at work, we reduced the average cycle time by 60% and scrap, rework, and repair costs by 75%."

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Student comments:

They appreciate our faculty and high quality of service!

- "It is unbelievable how much I have learned from the two classes I have taken with you. Thanks for your input and help in the past.
- "I like the flexibility of being able to complete assignments at my leisure in online courses. I work well independently, but I know that the instructor is always just an email or a phone call away."
- "Completion of the MSEM program is by far the highest achievement of my life and one that I didn't think possible even two years ago. You've been patient, understanding, and fair... and you've gone well outside of what your job must have required to ensure my success. Thanks."

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Faculty issues:

More time and work to achieve high quality.

- Online teaching takes more time and is more work for faculty (and students), but more learning can result if appropriate tools and teaching techniques are used.
- Interactivity among faculty and students, and quick and frequent feedback to students is critical to keep students engaged and to enhance their understanding of concepts.
- Relative to teaching live classes--I spend many more hours per week setting up and teaching online classes, and for verbal and email contact with students.
- I am available to students 7 days a week, 9AM - 9PM via my home office phone or cell phone for consultation/advisement. That is 84 hours per week of availability to students, relative to our traditional 10 hours per week of on-campus office hours.

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Faculty issues:

Quality vs. mass production.

- Some universities understand that online teaching requires extra time and work, and provide for reduced loads.
- There is the danger of creating courses that are shallow, pre-programmed, self-paced, auto-graded, boring, out-of-date:
 - If faculty are burnt-out, unengaged, lazy, not committed.
 - If lecturers/adjuncts are over-used as teaching drones.
 - If we succumb to the temptation of creating a low-quality mass production system that is possible with the online format (cookie-cutter courses, too many classes per semester, too many students per class).
- The university's support of committed faculty and the E-college online system via Continuing Ed. has resulted in high quality instruction, growing programs, and a good reputation for online education at EMU.

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An Example of Hybrid Teaching and Learning at EMU

John M. Palladino, Ph.D.

Assistant Professor
Special Education
College of Education

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What is/is not a *hybrid* course?

- A hybrid course includes:
 - Some face-to-face sessions (instructor driven)
 - An online component
 - Independent work (student driven)
 - Academic-Service Learning
- A hybrid course is NOT:
 - An "easier" class;

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How do you offer a *hybrid* course?

- Instructor driven process
- Input/approval obtained from department head and instruction committee
- Department/Continuing Education
 - Inload/overload
- Upfront and ongoing support from Continuing Education
- Maintain/expand
 - Student evaluations
 - Departmental needs
 - Instructor's decision

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Example: SPEI 510

Theories of Emotional Impairments

- Face-to-face session (7 Thursday nights—on/off campus)
 - Lectures and discussions about the theories of emotional impairment
- Online/independent component
 - Reading-writing across the curriculum
 - Four term papers
- Academic-Service Learning: Action-Based Research
 - Inservice v. preservice focus
 - Online portfolio interactions
 - Addresses “burn out” issues in the EI field
 - Accommodates for full-time working adult learners
 - Greater link between certification and masters programs

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Student responses (formal evaluations)

- Beneficial to full-time employers
- Enjoy the greater emphasis on the “doing” aspect of the course
- Regional site programs: Appreciate classes taught by campus-based faculty

“I loved that I could work at my pace and that we didn't have to go to class each week. I felt like I got to spend time actually doing the work and thinking.”

“The course gave me freedom to choose relevant topics for my research and my interests.”

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Instructor’s personal responses

- Increase quality of student work
- Higher level thinking and application noted in student reports
- Greater ease in implementing student research and academic-service learning activities
- Positive impact on tenure/promotion process:
 - Teaching
 - Service
 - Scholarship



EMU-Online General Information

Faculty

- Voluntary-all 5 Colleges represented
- 505 faculty attended training sessions
- 391 use web enhancements to augment their face-to-face class

Students

- Average Age = 26
- 65% Female

Reasons for enrolling: online

- Take more credit hours
- No commuting
- Flexibility

Satisfaction

- Students – 94% had a satisfying experience
- Faculty – 90% had a satisfying experience

Miscellaneous

- 2,093 Online courses offered
- 1,674 Web Enhanced courses offered

EMU Faculty Publish on Gender and Online Learning

Four years ago, EMU professors David Anderson and Carol Haddad met in an online instruction workshop sponsored by EMU's Distance Education office and made a fateful discovery -- that they shared an interest in gender and online learning. Haddad, a professor in the School of Technology Studies, followed up with Anderson, a professor in Educational Leadership, and they were off and running. With encouragement and assistance from Stuart Karabenick, then director of EMU's Office Center for Research Support, and from Jody Cebina, Assistant Director of Distance Education, the faculty pair surveyed EMU online students to test their hunch that on average, female students find it easier to express "voice" in online course discussions than in face-to-face course environments, due in part to role socialization that hinders them from speaking out in mixed gender courses.

Their findings, which were published by the Sloan Consortium's Journal of Asynchronous Learning Networks (Volume 9, Issue 1), confirmed that key hypothesis and yielded other important information that contributes to a growing body of research on online learning. They found, for example, that:

- Among female students, expression of "voice" contributes to deeper perceived learning, particularly in online courses;
- Students of both genders reported greater control over learning in online courses than in face-to-face classrooms;
- Professor support has a greater positive influence on voice than does the flexibility of the online course environment.

Anderson and Haddad hope to continue this line of research with external support, but in the meantime their publication breaks new ground in this area of research, and serves as a testament to the value of interdisciplinary faculty and staff collaboration. "Jody's cooperation was invaluable to our work" states Haddad, not only with respect to data collection, but also in selecting the JALN as a publication venue.

Cebina in turn adds that "The Journal of Synchronous Learning is a 'must read' for anyone in the field of Distance Learning. The selection of this research for publication serves as a testament that EMU is setting industry standards in online learning. The Distance Education team takes great pride in having two of its pioneer online faculty selected for publication in this prestigious journal."