

Attendance:

Wednesday:

Christy Motz – FLITE librarian
David Marion – COB Faculty
Dave Nicol – COB Dean
Mary Holmes – E-Learning Administrator
Larry Langall – COT faculty

Friday:

Amy Buse – COB faculty
Terry Harper – AHS faculty
Larry Bajor – COB faculty
Sue Hastings-Bishop – Recreation/Leadership faculty
Cheryl Cluchey – Asst. Dean – CPTS
Ann Breitenwischer – FLITE librarian

Comments also submitted from:

Lisa Eshbach – COB faculty
Maureen Heaphy – COB faculty
Marilyn Skrocki – AHS faculty

Faculty Responsibilities

Regarding certification

- Prove competencies
- Have a level of proficiency
- Have specific training
- Ability to use technology to enhance learning
- Be a student in an online course before teaching online
- Certification (at some level) – Level 3 suggested
 - At a minimum, know how to use assignments, discussion, and gradebook.
 - For EVERYONE – no grandfathering allowed
- Go through Quality Matters with a minimum score required to be able to teach online
- Course instructor be tested as to whether can teach online OR teach at all
- Proper internet access
- Have faculty complete a FerrisConnect course or a variety of learning modules
- Refresher courses

Regarding course structure

- No switching mid-semester from face-to-face to online
- Inform faculty that they “own” the material within the course, unless they have been paid to develop the course
- Have a consistent structure university wide and then have additional consistent structures for specific programs – standard template
- All courses taught through Ferris Connect
- No outside links or bring link into Ferris Connect
- Participate at least 3 times/week in the discussion board forum in the course
- Verbally record weekly course content and post it in FerrisConnect
- Provide prompt feedback
- Post relevant ,current topic articles and video
- Approval of course before it goes online
- Syllabus template for minimum information that can be added to by faculty (write in “not applicable” if needed so that student knows that info is missing on purpose)

Student attendance

- Tracking student attendance – structure in place to do so
- Knowing if student is actively engaged or not
- Tracking learning outcomes
- Notifying “someone” if student is not attending

Miscellaneous comments

- Be responsible that the faculty may have to teach online and follow the technology
- Be aware of and make online classes ADA compliant – be able to accommodate certain students with certain disabilities
- Minimum hardware standards
- Tracking student attendance

Faculty rights

- More exposure to FCTL – Road Show
- More people available for support through FCTL
- Early introduction/training to FerrisConnect
- Access to amazing online courses
- The Dos & Don'ts of online teaching
- Browse through several online courses
- To decide/decline to teach online – contract issues?
 - No – this is not acceptable. Need to have some skill sets for the benefit of the students – you will use this technology
- The right to have a say/decide about which classes will be taught fully online, blended, or face-to-face
- To expect that a student has the proper skills to be online - should not have to deal with students who do not have the ability to function in an online class
- To expect to have the proper tools to teach online

Review of online faculty

- Will have to be evaluated face-to-face and online
- Data from SAIs or IDEA form
- Review board
- From student and university standpoint
- FCTL develop evaluation – only if students are educated about it
- Student evaluation for online – grade no go on transcript until completed
- How
 - Level achieved
 - Email response time
 - Logged in every day
 - Response time
 - Structure
 - Competencies
- Faculty have to use IDEA form but university needs to make sure that faculty understand how to use it.