

4-3-2014

Minutes, Arts & Sciences Faculty Meeting, Thursday, April 3, 2014

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A&S FACULTY MEETING

April 03, 2014

Agenda

Galloway Room

12:30 to 1:45PM

- I. Call to Order**
- II. Approval of Minutes from 3/20/14**
- III. Announcements**
- IV. Reports**
 - a. Academic Affairs (Claire Strom)**
 - b. Finance and Services (Hoyt Edge)**
 - c. Professional Standards (Julian Chambliss)**
 - d. Student Life (Yusheng Yao)**
 - e. Questions from the floor**
- V. New Business**
 - a. Pilot Program Allowing On-line Courses in the Holt School (AAC) Meribeth Huebner**

To allow 4-7 fully online courses offered during the 2014-2015 academic year. Courses will be for Holt students only and designed and taught by Rollins faculty, not adjuncts. Formal assessment results will be distributed to the Rollins community on an ongoing basis and reviewed at the end of the 2014-2015 academic year.

[See Attachment 1]
 - b. Maymester Revisited (AAC) Claire Strom**
- VI. Adjournment**



A&S FACULTY MEETING

April 03, 2014

Minutes

Approved

PRESENT

Allen, Barry S; Almond, Josh; Altobellis, Angelina M; Anderson, Mark S; Barnes, Missy; Bernal, Pedro J; Boniface, Dexter; Boulanger, Michele; Brandon, Wendy W; Bresnahan, Carol; Cavanaugh, Jennifer; Chambliss, Julian; Charles, David; Cheng, Martha; Chong, Dan; Cohen, Ed; Cummings, Denise K; D'Amato, Mario A; Davison, Joan D; Decker, Nancy M; Dennis, Kimberly L; Edge, Hoyt L; Fetscherin, Marc; Fokidis, Bobby; Foster, Julia K; French, Todd E; Fuse, Christopher R; Griffin, Kevin E; Hargrove, Dana; Harper, Fiona M; Houston, John M; Jones, Jill; Kistler, Ashley; Kiyamaz, Halil; Kodzi, Emmanuel; Libby, Susan H; Lines, Lee; Luchner, Andrew F; Mathews, Jana E; Mays, Dorothy A; McClure, Amy I; Mesavage, Matilde; Miller, Jonathan; Murdaugh, Anne E; Newcomb, Rachel C; Nichter, Matthew; Nordstrom, Alan; O'Sullivan, Maurice; Ouellette, Thomas; Queen, Jennifer; Reich, Paul D; Richard, David; Ryan, Mackenzie M; Sardy, Marc J; Seitzer, Jennifer; Simmons, Rachel M; Strom, Claire M; Sutherland, Katie; Tatari, Eren; Teymuroglu, Zeynep; Tillmann, Lisa; Vander Poppen, Robert E; Vidovic, Martina; Vitray, Rick; Walsh, Susan J; Walz, Jonathan R; Yao, Yusheng; Yellen, Jay; Zhang, Wenxian; Gallagher, Erin; Hosburgh, Nathan

CALL TO ORDER

The A&S faculty meeting was called to order at 12:37PM by President Carol Lauer

APPROVAL OF MINUTES FROM 03/20/2014

The minutes were unanimously approved.

ANNOUNCEMENTS

In Professor Emily Russell's stead, Provost Carol Bresnahan rose to "plug" the Diversity Climate Survey. Bresnahan asked the faculty to consider "put[ting] aside a little bit of [class] time" to allow students to respond to the survey. The faculty will receive the survey via email.

Dean of Faculty Bob Smither rose to request that faculty submit to his office their recent accomplishments for an "upcoming A&S Update." And by way of "clarification" of the proposed departmental budget cuts for the 2014-2015 AY, Smither said that while his intention was to "just take the cuts from the bottom line" he ended up taking specific cuts "in almost every department" to the photocopying line.

REPORTS

ACADEMIC AFFAIRS

CLAIRE STROM

No report

FINANCE AND SERVICES

HOYT EDGE

Edge reminded faculty about the upcoming colloquium organized by Finance & Services (F&S) regarding “long term budget issues.” Edge encouraged the faculty to “engage in a process” to develop a strategic plan to address budget concerns, going forward.

PROFESSIONAL STANDARDS

JULIAN CHAMBLISS

No report

STUDENT LIFE

YUSHENG YAO

Yao reported that the Student Life Committee (SLC) met with Trish Moser, representing the office of the Vice President for Student Affairs (SA) to receive an update on SA’s mission statement and share with the SLC a list of “Student Affairs core values.” Yao said these would “be done by the end of the semester.” Yao announced that beginning next AY, Food Services/Sodexo “will provide in-house delivery.” Finally, Yao said that the SLC had finalized revisions to the application procedure for Scholarship for High Impact Projects (SHIP) grants.

Lauer asked for a faculty vote to support the naming of Pedro Bernal and Wenxian Zhang to the Faculty Evaluation Committee (FEC) for the 2014-2015 AY. Bernal and Zhang received unanimous support.

NEW BUSINESS

PILOT PROGRAM ALLOWING ON-LINE COURSES IN THE HOLT SCHOOL

MERIBETH HUEBNER

Heubner, Associate Dean of Holt presented this proposal to the faculty:

To allow 4-7 fully online courses offered during the 2014-2015 academic year. Courses will be for Holt students only and designed and taught by Rollins faculty, not adjuncts. Formal assessment results will be distributed to the Rollins community on an ongoing basis and reviewed at the end of the 2014-2015 academic year (see Addendum 1, below)

Heubner framed her remarks by reminding the A&S faculty that Robert Vander Poppen spoke to them about blended learning in the fall. Heubner said she was “not here to revisit that discussion;” that blended learning “is related but distinct” from distance learning. Characterizing it as “a very specific definition,” she cited the Southern Association of Colleges and Schools (SACS) description:

“[D]istance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.”

Heubner pointed to the Sloan-C Modality Descriptions to support her observation regarding the significant increase in online learning “across the country:”

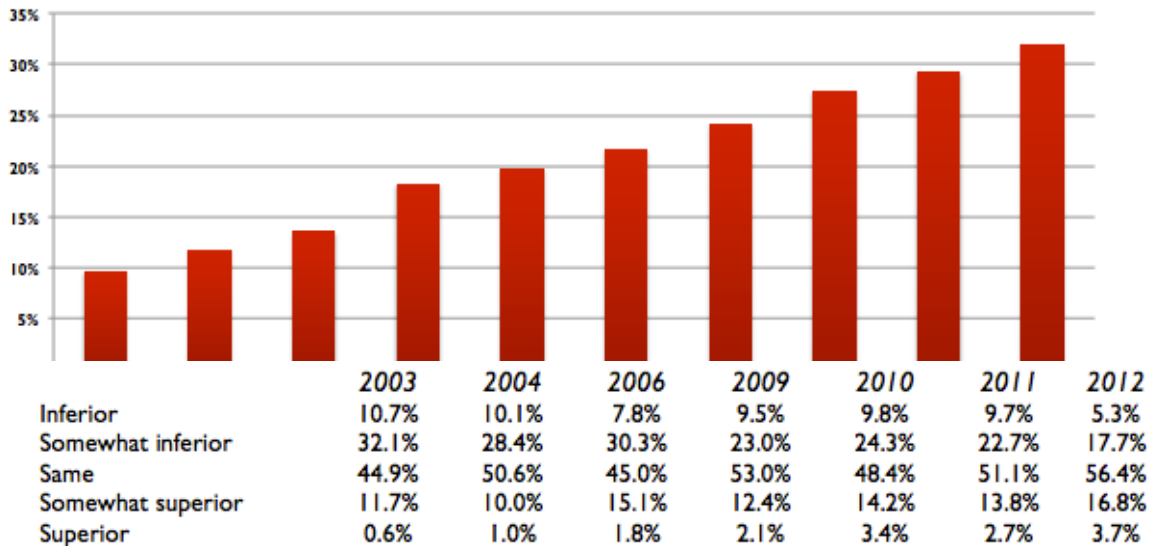
SLOAN-C MODALITY DESCRIPTIONS

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course where no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

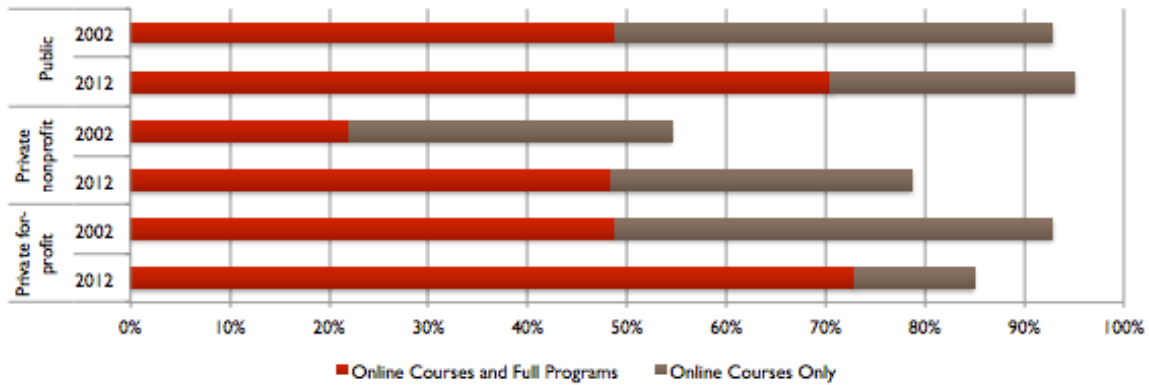
¹ Allen, I.E. and Seaman, J. (2013) *Changing course: Ten years of tracking online education in the United States*. Wellesley MA: Babson College/Quahog Research Group

Heubner offered other data regarding the proliferation of online enrollment in the last decade:

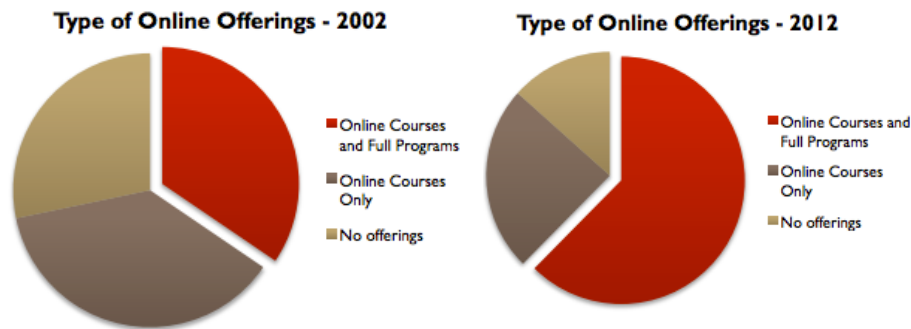
ONLINE ENROLLMENT AS A % OF TOTAL ENROLLMENT: FALL 2002-FALL 2011



Type of Online Offerings - 2002 and 2012



Heubner presented this data to address the question, “Where is the growth in online education taking place?”



	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Online Enrollment Increase over Previous Year	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	368,427	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	358,386	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	850,267	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	308,331	9.7%	19.6%
Fall 2007	18,248,133	2.8%	3,938,111	449,730	12.9%	21.6%
Fall 2008	19,102,811	4.7%	4,606,353	668,242	16.9%	24.1%
Fall 2009	20,427,711	6.9%	5,579,022	972,669	21.1%	27.3%
Fall 2010	21,016,126	2.9%	6,142,280	563,258	10.1%	29.2%
Fall 2011	20,994,113	-0.1%	6,714,792	572,512	9.3%	32.0%

Heubner then discussed the changes in the type of online offerings between 2002 & 2012 and furnished data that compares learning outcomes in the online and traditional “face-to-face” models:

LEARNING OUTCOMES IN ONLINE EDUCATION COMPARED TO FACE-TO-FACE: 2003-2011

	2003	2004	2006	2009	2010	2011	2012
Inferior	10.7%	10.1%	7.8%	9.5%	9.8%	9.7%	5.3%
Somewhat inferior	32.1%	28.4%	30.3%	23.0%	24.3%	22.7%	17.7%
Same	44.9%	50.6%	45.0%	53.0%	48.4%	51.1%	56.4%
Somewhat superior	11.7%	10.0%	15.1%	12.4%	14.2%	13.8%	16.8%
Superior	0.6%	1.0%	1.8%	2.1%	3.4%	2.7%	3.7%

Then Heubner asked, “So what? What does that [the proliferation of online/distance learning and its reported efficacy] mean to Rollins and particularly to the Holt School?”

Heubner then moved the discussion to content delivery: “I hate that term,” she said, “we want to see if it [online courses at Rollins] can be done differently.”

Regarding online courses, Heubner discussed what “our competition” is offering and how. Pointing to differences in cost and using the University of Florida as an example, Heubner reported, “University of Florida started its UF Online program this spring at a cost of \$130 per credit hour.” “We cannot compete with that, Heubner said.” Speaking about the significant numbers of students enrolled in online programs at schools like the University of Central Florida, Valencia College, Western Governors’ University, and others, Heubner said, “These are students that Rollins could enroll in the Hamilton Holt School if we adapt our teaching methods to include distance learning.”

Regarding the timing of the pilot, Heubner posited that it was too late to gear up for the Fall 2014 semester and that she was looking to a Spring 2015 rollout.

From the floor, Strom asked about the Holt School’s openness to “purchased, canned courses” and Heubner reported that she “felt she had to take a shower” after investigating that route.

Joan Davison asked, “Can you go ahead and do this with or without our approval?” Heubner responded that she “was here to get approval from A&S” for her proposal and would then seek approval from the College of Professional Studies (CPS). Jim McLaughlin, CPS faculty president rose to clarify that “informal conversations” about accepting such a proposal had taken place but that no formal vote had been taken.

Dave Richard, Dean of the Holt School, approached the podium to point out that he “and his Holt colleagues” have “been talking until they are blue in the face” about this and related proposals. The proposal “was for a study of distance learning,” he said. “We [Richard and Heubner]” are not “asking for a blanket endorsement of distance learning, but, rather, a proposal “to develop a few courses and then report results back to the faculty.” “Ultimately,” Richard said, “the faculty are in control of the curriculum.” Richard said that coming to distance learning “late in the game” may be an asset, allowing Rollins to learn from the mistakes made by other institutions.

Richard said that he was “convinced” that the Holt School can craft online courses that “will be of high quality and will raise revenue,” identifying revenue generation as “very important.” “Right now we're going through budget cuts,” he said, “but we can only cut so far before we begin to seriously degrade the quality of the institution. If other folks have ideas about revenue generation, we'd like to hear them.”

Richard suggested that “it's difficult to have a discussion in this area because what we're thinking about in Holt reflects an awareness of advanced technologies and capabilities with which most faculty are not yet familiar. As a result, what we are contemplating for distance learning tends to be very different from what the faculty think of in this regard,” Richards said.

Nancy Decker asked if she was correct in assuming that the courses offered via the proposed pilot at Rollins would be dissimilar to the Massive Open Online Courses (MOOCs) offered currently at Davidson University. Decker asked, “Are we looking at MOOCs? No. Right?” “We are not talking about doing MOOCs,” Richard said, “our ideas surround mobile learning and for-credit courses that are highly interactive. We do not want to simply shovel existing courses into a distance format, we want new kinds of courses that are high in quality. Rollins offered a MOOC course recently but that was done with Jane Reimers and IT, not through Holt.”

Richard said that in the future, “students will likely ‘mix and match’ their courses regarding pedagogy format.” “We [The Holt School] should be offering courses across an array of formats: face-to-face, blended, distance, etc., rather than relying on just one modality,” Richard said. “The future will involve bottom-up decision-making with regard to when and how courses are offered. In the past, faculty and administration decided when and where courses were offered. In the future, with all the options available to students, which courses will ‘make’ will increasingly reflect the choices of the students and we need to provide them as many options as possible,” Richard concluded, “and this doesn't mean that quality has to suffer.”

Jill Jones questioned whether “we are missing the point” borne out by Heubner’s data, namely, that “[Rollins is] looking at entering a losing game.” Jones characterized Rollins’ core strength as: “We show up. Right?” “We cannot compete and we’ll be ruining our brand and our product all at once,” Jones stated. Dave Richard responded, “No” and reminded the faculty that the Holt School is looking to conform to the distance learning parameters established by SACS.

Inquiring “How will we measure [the] success [of the on-line pilot]? ,” Mark Fetcherin asked how these new “products [online courses]” will be assessed and what they will cost in relation to traditional Holt class offerings.

Joan Davison reported that she was “at a meeting at Florida Tech[Florida Institute of Technology]” a week ago and a colleague there reported that Florida Tech has a policy

that online students “must be over the age of 21.” Heubner responded that the students for whom the long distance courses would be targeted are “[literally] adult learners—not 20-year olds.” “What adult students need may very well be different than what traditional students need,” Richard said, “the day program should decide for itself whether it wants to offer distance courses.” Richard pointed out, “We already accept for transfer credit distance learning courses taken at other institutions, so I'm not quite sure why we'd accept those credit hours but not award credit for distance courses taught by our own faculty.”

Rachel Simmons urged Heubner and Richard to select A&S faculty “who have a stake in Rollins” to design courses and teach in their proposed pilot.

Michele Boulanger asked Dean Richard if the Holt School was “trying to grow your existing” cohort of students or to develop a new cohort? “Who is the customer,” Boulanger asked, “and what do they want?”. Heubner assured Boulanger that “we have asked these questions,” have gathered the requisite data, and are ready to move to the pilot to close the loop.

Richard informed the faculty that, “graduate programs will be coming;” that the Holt School is “developing proposals for new graduate programs now, especially in health and health-related fields.”

Sharon Carnahan called the question, and it was seconded. Faculty were instructed to vote to approve or not approve the pilot program allowing on-line courses in the Holt School. Jill Jones asked if the phrase “with courses offered by tenure and tenure-track Rollins faculty” was added to the proposal as a friendly amendment and Heubner said “Yes, absolutely.”

Paper ballots were requested. The proposal was defeated by a very small margin.

ADJOURNMENT

Lauer adjourned the meeting at 1:47PM

ADDENDUM 1

HOLT DISTANCE LEARNING PILOT PROPOSED BY MERIBETH HUEBNER, ASSOCIATE DEAN, HAMILTON HOLT SCHOOL

Holt contributed over \$6 million in net revenue to Rollins last year, yet declining enrollments has caused campus-wide anxiety about balancing the budget this year and next. When Holt enrollments drop, everyone at Rollins suffers, and the 3-6% budget cuts do not resolve the issue of revenue generation. Although we need to be more flexible in our spending by reducing costs when revenue is down, we also need to search for ways to increase revenue. We believe that offering online classes in Holt will increase our enrollments in Holt, and we also believe that our enrollments could continue to decline if we ignore the online arena.

Holt students are different from the traditional Rollins day students. The average age of Holt students is twenty-eight, and the majority of Holt students work full time, have families, or both. Their schedules are difficult to maintain, and competition from other local schools that offer fully online options is increasing. For these reasons and others, we are proposing a year long pilot for distance learning in Holt.

Unlike blended courses, distance courses are more specifically defined by SACS: "[D]istance education is a formal educational process in which the **majority** of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous." The courses we propose for this pilot will be 100% online, and fully interactive with the professor.

UCF currently offers over 60 fully online degrees, degree completion, and certificate programs. Valencia students can take just about anything in an online format. Western Governors' University has twice as many students in Florida than we have in Holt. University of Florida started its UF Online program this spring at a cost of \$130 per credit hour. Florida Virtual School, a public K-12 fully online school, had over 200,000 students taking at least one online class during the 2012-2013 academic year, and since 2011, all Florida high school students are required to take at least **one** online class before they graduate from high school. These are students that Rollins could enroll in the Hamilton Holt School if we adapt our teaching methods to include distance learning.

The distance pilot will include 4-7 fully online courses offered during the 2014-2015 academic year. Courses will be for Holt students only and designed and taught by Rollins faculty, not adjuncts. Formal assessment results will be distributed to the Rollins community on an ongoing basis and reviewed at the end of the academic year for further discussion.

We appreciate your consideration of this pilot and your support for our efforts and the

efforts of the faculty who choose to participate in this project if the pilot is approved.

Thank you for your time and consideration.

Meribeth Huebner

For more information on SACS distance education policies, visit

<http://sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>