DOIS ON DISTANCE
10-16-00, 1:00 – 4:00pm

MEETING NOTES

Attending: Harry Kawamura, Hae Okimoto, Helen Sina, Mike Tagawa, Stacy Thomas, Marilyn Walsh, flo wiger

SCHEDULING
MATH 205-206

- At what campuses would these distance courses meet the need of the offering campus?
  - flo will look at whether MauiCC can offer these courses.
- Need for early contact processes for distance students.
  - Students may expect to be contacted, not understanding the much greater degree of student responsibility.
  - LeewardCC requires that students contact the instructor once they are registered.
  - The system needs to communicate contact expectations and information on E-mail, websites, and phone numbers in a uniform manner.
- Any changes in the Spring 2001 schedule due to Helen by 1:00pm on 10-18. Marilyn Walsh will make changes on 10-17. People can review it on 10-18. Marilyn takes it to press on 10-23.
- Scheduling has followed 2 formats.
  - For Fall 2000, a distinction was made between those courses which were definitely committed for both offering and receiving—approximately 25 courses—and those courses which campuses might offer—far more than 25.
  - For Spring 2001, it was determined that there would be one or more courses offered in each of the core and elective areas. The arbitrary distinction between committed and possible offerings was dropped. The result is that 107 transfer-level will be listed.
- How will the schedule be prepared in the future?
  - Campuses have shared courses that are useful to their own geographic area.
  - Without substantial additional funding it is unlikely that another approach is possible.
  - What can be decided as a system? What can be decided by the campuses?

REVIEW OF SPRING 2001 SCHEDULE AND BROCHURE

- Writing Intensive classes should be listed in 2 columns to cover the ways different campuses list their Writing Intensive courses.
  - Number/Alpha column—ENG 209W
  - Title column—WI/Business Writing
- Wording of the FAQs was edited by the group.

SCHEDULE BLOCKS

- Hae presented the constraints that limit easy statewide scheduling.
• HITS digitization should be available for testing by summer.
• Statewide scheduling process should be consistent by Fall 2001.

NEED TO DEFINE PROCESSES FOR COMMUNICATION
We are at the stage where the clarification of how different groups relate with the Committee and with the campuses is essential.

• How does information get from the Faculty Senate representative to the Committee to individual Faculty Senates and campus faculty?
  • The representative needs to provide information to Faculty Senates through the individual campus chairs.
• Faculty members of the Committee will be meeting to look at Faculty Interest Group (FIGS) involvement.
  • Faculty members on the Committee need to be the conduit for concerns and information to all faculty on their campuses, especially those who have taught distance courses or indicated interest in teaching such courses.
  • It is hoped that the FIGS will look at the initial and end course evaluations which Judi Kirkpatrick and Vinnie Linares revised from the HITS evaluation forms. (Individual faculty will determine how a mid-semester evaluation of their teaching should be handled.)
  • Other appropriate faculty processes: Develop a process by which the program is evaluated as being up to a determined standard in relationship to the on-campus degree.
• Getting materials on the distance web site can help.