Blended Learning Taskforce Meeting
March 6, 2015, 11:00 am

Summary

Present: Amanda Balkhi (student), Dr. M. Bishop, Dr. A. Cantrell, Dr. G. Hack, Dr. S. Hanson, Dr. C. Harle, Dr. A. Kane, Dr. M. Marsiske, Dr. C. Prins, and Dr. J. Pomeranz (by phone)

- **Subcommittee Updates**

  The Taskforce reviewed updates from the Orientation Materials and Teaching Excellence subcommittees after their first planning meeting. The Migration Plan subcommittee will wait until the migration plan department surveys are completed before meeting to develop a plan.

  - Orientation Materials Subcommittee
    - The CITL links are being considered as a possible resource option with links to relevant trainings. The subcommittee suggested modifying the trainings and resources for PHHP purposes.
    - The subcommittee proposed a potential Canvas orientation course as well as orientation materials uploaded to the Blended Learning Taskforce website that are beyond the minimum orientation requirements for faculty to know.
    - The Taskforce discussed the depth of the orientation needed and mentioned the importance of informing expectations of what blended learning is and how to make it effective.
    - The subcommittee decided to develop a timeline of what materials to launch with and what materials to create over time.

  - Teaching Excellence Subcommittee
    - The subcommittee discussed who the support materials will be drafted for and proposed that resources outline best practices and provide support for faculty who work on their own to develop better teaching practices.
    - The Taskforce discussed the three-part rationale for Teaching Excellence subcommittee resources:
      1. Revision of tenure and promotion guidelines, specifically the section on developing the teaching portfolio
      2. Development of Teaching Excellence Awards as a way to demonstrate and acknowledge best practices
      3. Support for self-motivated faculty who want to be better teachers and would benefit from another way to learn.
    - The Taskforce agreed that this subcommittee would serve as ambassadors to this approach to teaching and education and connect faculty to resources.
o The Taskforce mentioned the importance of identifying interested faculty and getting them involved with the teaching excellence academy training so that they can help market it to other faculty.
o The Taskforce suggested outside courses and certificates that may apply to the teaching excellence training:
   1. The Medical Education Research and Teaching Certificate organized by Dr. Blue
   2. The College of Agricultural and Life Sciences Teaching Retreat, a one-day seminar that may provide useful toolboxes or seminar ideas
o The subcommittee discussed the possibility of certificate levels for faculty with different missions or goals, such as tenure or teaching improvement. The certificate levels would build over time based on faculty needs to help them get credit for the development work they are already doing.
o The Taskforce discussed the importance of articulating clear expectations of the certificate levels and the connection to faculty missions.
o The subcommittee should know relative value for each faculty segment to communicate and advertise it well. Teaching excellence will help alleviate grading and assessment problems and reduce new faculty anxiety of teaching.
o The subcommittee should consider campus partners such as the College of Education that may be interested in working on this.

• **Action Items for Follow Up**
  - Lorie Martin will provide the subcommittees with a summary of department faculty ranks for use in developing resources.

• **Active Follow Up Items**
  - Dr. Hanson will schedule a time at one of the next two college-wide faculty meetings for the BLTF to provide an update.
  - Dr. Prins indicated she would be talking with each faculty member in her department to gain a better understanding of the amount of time it is likely to take each person to migrate and their instructional design needs. Other Taskforce members were encouraged to do this as well as this will help determine resource needs required the Taskforce will need to organize.
  - Interested faculty will schedule focus groups with Dr. Hack.
  - A handout will be created from student survey responses to assist new blended learning students with best practices and strategies in BL courses.
  - Dr. Hanson will send an email to PHHP faculty announcing the new PHHP syllabus template pending decision on use of blended learning statement.
  - Michelle emailed the updated template to Dr. Hack, and it will be uploaded once revisions are made to the Blended Learning website.
  - The Taskforce will look into creating an orientation to blended learning for students. From initial student responses, it is clear that an instructional guide to blended learning would be beneficial.
  - Dr. Hanson or Dr. Hack will send the Taskforce a list of who has licenses in each department.
• Taskforce members will work with their departments to decide how to distribute the licenses to faculty who need to use them for blended learning courses.
• Taskforce members will choose a course and schedule a time with Dr. Hack to work it through the blended learning process.
• The Taskforce will determine from which level the push for template use will come from. The PHHP Curriculum Committee needs to know how strict the template implementation is in order to guide their review decisions.
• The Taskforce has reviewed the three tutorials and given feedback to Dr. Hack; revisions in process.
• Dr. Hack will draft a plan for developing tutorials and workshops. The Taskforce’s departmental representatives will check with their faculty to determine their instructional design needs. Polls to assess needs may be done at upcoming departmental meetings to bring back to the Taskforce.
• The group will consider finding a higher level public health undergraduate student working with Dr. Moorhouse who may be interested in joining the taskforce.

**Pending Follow Up Items**
• The PHHP Curriculum Committee will solicit feedback on the template from faculty in mid-Spring
• The Taskforce will lay out a systematic process for connecting new faculty to resources.
• Dr. Hack will take the next steps to have a broader conversation with UF on copyright and FERPA issues.
• Dr. Cantrell will report back on the functionality of G-301 for a blended learning course as the fall semester progresses.
• The Taskforce will look at the University of Minnesota’s blended learning program in their Center for Allied Health Programs, since it is similar to our PHHP set-up (http://cahp.umn.edu/blended-online-learning).
• The Taskforce will consider the constellation of trainings and activities that should be required for the blended learning certificate.
• Dr. Hack has requested the taskforce to share assessment tools effectively used in their flipped courses.

**Next meeting: March 20th, 2015**