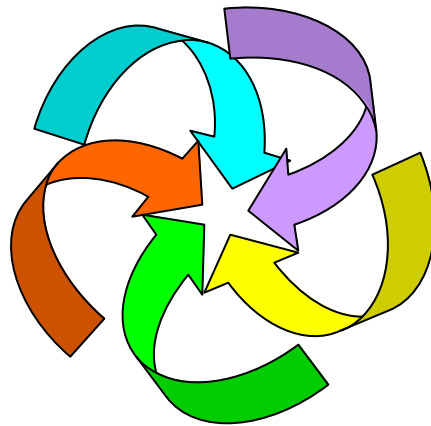

Symposium Report

Prepared by José R. Bourget-Tactuk
Executive Director
Center for Teaching and Learning



Faculty in the Global UMUC Community

February 4-18, 2002

Coordinated by the Center for Teaching and Learning

Jeff Ian Fenley, Dawn Jones, Chris Strycharz,
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Office of Distance Education and Lifelong Learning

Symposium Participation

General observations:

- "Participation" is loosely defined here as entries by registered participants.
- Many may have viewed the Symposium site but did not enter any comments, responses or topic and, therefore, are not being counted here as "participants."
- The system does not allow us to know how many accessed the site without registering any entries.
- Numbers and percentages are provided for comparative purposes. Percentages are expressed in round numbers as much as possible.
- Please also note that entries may have been anything from a single word to multiple paragraphs.
- No effort was made to judge the quality or relevance of entries.

Number of Entries Per Participants

Entries	Participants	Entries	Participants	Entries	Participants	Entries	Participants
0 -	97	7 -	3	14 -	1	30 -	1
1 -	20	8 -	2	15 -	3	40 -	1
2 -	18	9 -	2	17 -	1	55 -	1
3 -	4	10 -	3	18 -	2	68 -	1
4 -	6	11 -	4	21 -	3		
5 -	6	12 -	1	25 -	1		
6 -	4	13 -	3	26 -	1		

Narrative (examples): 97 had no entries; 20 had 1 entry each; 18 had 2 entries each; 2 had 9 entries each; 2 had 18 entries each; 1 had 40 entries, etc.

Symposium Participation (as number of entries)

- 190 people registered (other than moderators)
- It is unknown how many actually accessed the site without registering any entries.
- 93 (or 49%) participants provided comments or responses.
- There was a total of 1004 entries. 745 (or 74%) of those entries were by participants only (excluding the moderators).

- 9 (or 10%) participants were responsible for 307 (or 41%) of all entries by participants. These nine individuals were each responsible for 21 (3), 25, 26, 30, 40, 55 and 68 entries respectively.
- Highest number of entries: 68 entries by a single individual.
- Lowest number of entries: 1, by 20 individuals.

Entries by Conferences

Cyber Village (Witcher), 180 or 17.9% of all entries (participants and moderators).

One UMUC, Progress on the Road Ahead (Allen), 229 or 22.8% of all entries.

Faculty Governance (Parker & Kronheim), 136 or 13.5% of all entries.

Faculty Matters (Jerome), 44 or 4.4% of all entries.

UMUC Policies (Sullivan), 50 or 5% of all entries.

WebTycho Updates (Bank & Zornes), 76 or 7.6% of all entries.

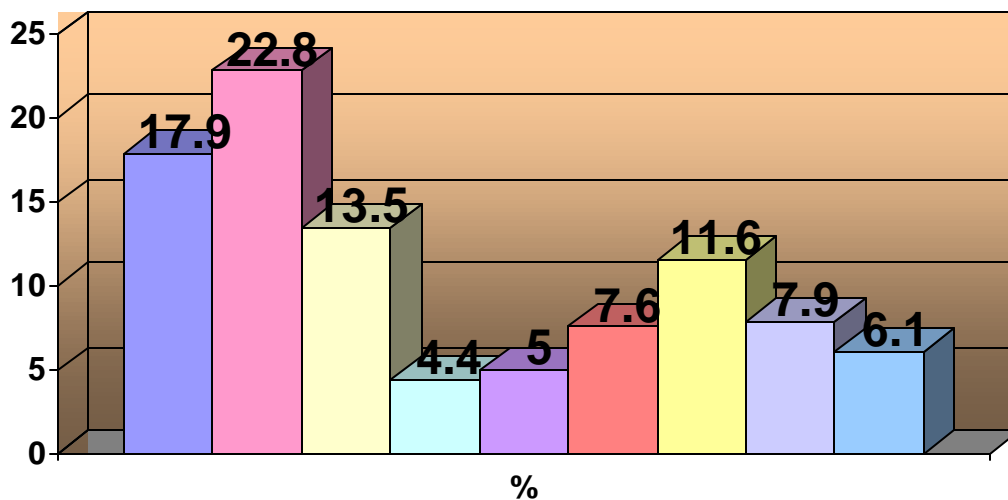
365 Things to Make Online Teaching Work (Finlay), 117 or 11.6% of all entries.

ITCH Conference (Bourget), 79 or 7.9% of all entries.

Imagine What Might Be (Bourget), 61 or 6.1% of all entries.

Participation Per Conference

(use percentages above to know which one is which)



Symposium Evaluation

We received 42 responses to the evaluation questionnaire.

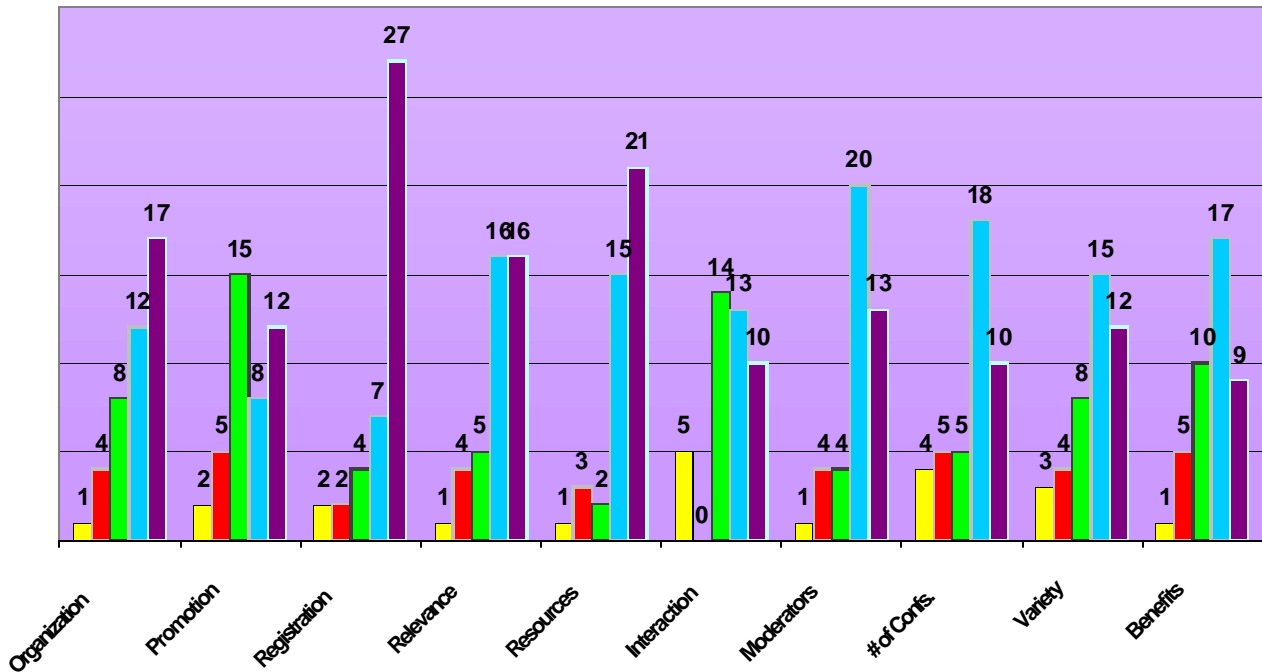
Level of Satisfaction

Level of Satisfaction Scale used:

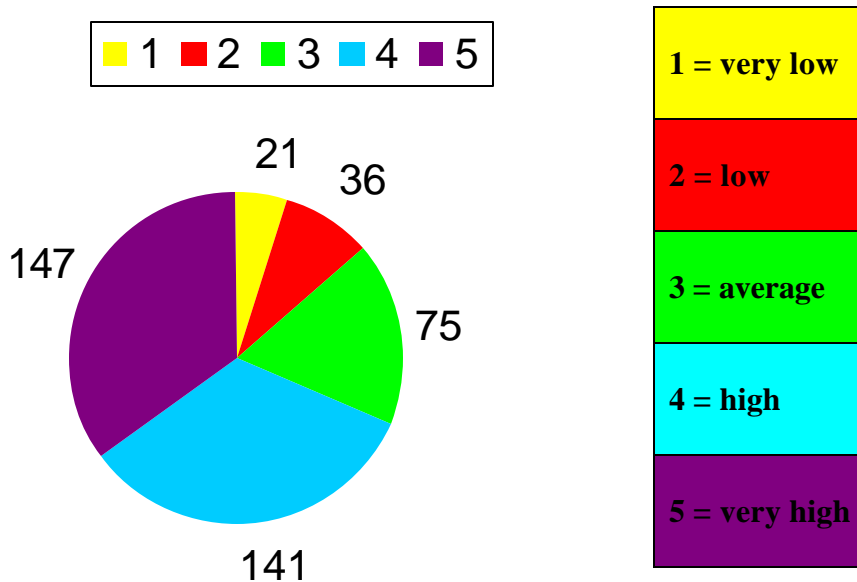


Questions used to rate level of satisfaction:

1. The organization of the symposium
2. The promotion of the symposium
3. The registration process
4. The relevance of content areas
5. The resources provided
6. The quality of the interaction in the conferences
7. The skill demonstrated by moderators
8. The number of conferences offered
9. The variety of topics
10. The benefits obtained overall



Distribution of Responses:



Forty-two participants submitted responses to 10 questions on a numeric scale for a total of 420 responses. Using the two previous graphs, a brief analysis of the responses indicate the following:

- 147 responses (or 35%) indicated a "very high" level of satisfaction.
 - The registration process received the highest number of "very high" responses (27);
 - the resources provided received the second highest number of (21);
 - the organization of the symposium received the third highest (17);
 - relevance of content areas was a close fourth (16).
- 141 responses (or 34%) indicated a "high" level of satisfaction.
 - Five of the 10 categories were rated "high": the skill demonstrated by moderators (20); the number of conferences offered (18); the benefits obtained overall (17); the relevance of content areas (16); and the resources provided (15).
- The areas receiving less responses in the "high" and "very high" categories were promotion of the symposium (high = 8, very high = 12), and the quality of interaction in the conferences (high = 13, very high = 10). However, 35 respondents (or 83%) rated the promotion average or high, and 37 respondents (or 88%) rated the interaction average or higher.
- Overall, 69% of all responses were in the "high" or "very high" categories, as opposed to only 21 (or 5%) of all entries were "very low."
- An overwhelming 86% of responses were average or above.

Comments from Participants

Note: These are unedited comments. No attempt was made to organize them in any fashion (other than the categories created by evaluation questions). They appear in the order they were submitted.

What benefited you the most?

- Knowing how others feel about certain topics.
- Nick Allen's and Bob Jerome's authoritative inputs from the UMUC headshed
- Seeing how other people use html in standard webtycho posts. And seeing that now I have the "right" to use WebTycho for faculty development purposes in Europe
- I learnt a lot from this symposium and the reason is that I am quite new to UMUC and am not aware of a lot of things that are going on here. So, participating in such types of meetings and conferences, even just being an observer, is of tremendous amount of help to a newcomer. For example, I didn't know that there was something called 'Faculty' 'Student' governance. Likewise, there were a lot of other things that I picked up.
- Learning about the difficulties of others, so that mine could seem so small in comparison.
- Sharing ideas.
- Meeting with, getting to (re)know colleagues.
- Links to various resources.
- Insight into administrative thinking.
- Realizing that somebody across the ocean was really listening!
- Hearing what "veterans" had to say.
- Interaction with colleagues regarding various subjects.
- As usual, the, albeit abbreviated, opportunity to recognize the worldwide collegiality inherent in the UMUC environment.
- Being able to hear the opinions of fellow faculty, and getting feedback about the direction of the program.
- The most benefit was obtained in seeing how other faculty members were addressing various issues.
- Hints for improving online courses including the references cited.
- The opportunity for good interaction between different individuals and groups.
- 1. The general presentation of N. Allen. This is material that was very badly needed and all but impossible to obtain without extensive research.
- 2. Best Practices Conference. Even though some of this material isn't precisely inspirational and even though many faculty members are hesitant to engage in discussions about DE pedagogy, skills DE teaching practices are still one of the foundations of UMUC's program.
- 3. "What Might Be" Conference. I suggest that these suggestions be made part of a segment of UMUC's Web site. This will create a precedent for a public suggestion box, which will get better with time.
- Exchanges with faculty and admin personnel. That is, to get a sense of the person, the human side of the challenge to improve the operation.

- Valuable input from my colleagues
- 365 Things You Can Do to Make Online Teaching Work
- Probably the discussions regarding group work in the Conference on 365 Things That Make Online Teaching Work.
- Hearing what is of interest to other instructors and what's happening with WebTycho.
- Not a lot. Probably the few suggests regarding umuc's reorganizations and strategies..... but ewven these were thin.
- The WebTycho update, 365 Things That Make Online Teaching Work and Imagine What Might Be
- 365 Things that Make Online Teaching Work
- Hearing what concerns other faculty had in specific areas and what the suggestions were to overcoming these concerns
- Group project ideas
- As a conference presenter, I enjoyed the opportunity to interact with faculty worldwide.
- The entire Symposium.
- The opening three days were excellent. UMUC needs to bring Nicholas Allen out as often as possible. I felt that after the opening days things began to falter a bit. It is extremely difficult to keep up with all that is occuring, especially if one is working full-time. At first I was somewhat angry by the seemingly overabundant nature of the Symposium, but after sitting back a few days I can finally begin to absorb the materials more fully. When one evaluates this Symposium, one can only conclude that it was a far better production than the one we saw last year. Nice work, Jose.
- The future of WebTycho and of our DE classes -- meaningful discussions.
- A feeling of being connected to all in this global endeavor.

What did you feel were the most important contributions of the event in the context of the global UMUC community?

- Real discussions about real experiences so that as an individual I know the team is bigger than what I can see with my own eyes.
- Participants, if not overwhelmed by the quantity of postings, were made aware of current issues at UMUC
- The connections made between AD and ED faculty; apparently stateside faculty were busy elsewhere
- More involvement from newer faculty and interactions among groups.....
- Just being able to read other people's opinion of different things. Sometimes we are clouded by our own opinions and so hearing or reading what others have to say makes you think and opens up your mind to other options. I thought that was the best part of the entire symposium.
- The split between Adelphi and Europe. (Very puzzling)
- Knowing each other and making contacts.
- Putting all faculty in touch with one another in a way that facilitates the exchange of ideas
- The dialogue (though not always amicable) between Adelphi and the overseas divisions.

- A shared medium to voice issues.
- Awareness of involvement of overseas faculty, compared to Stateside faculty.
- Gaining knowledge of the multiple work environments, concerns, conditions, student bodies that are represented by UMUC. It may sound corny, but I feel a little more part of a family now.
- Establishing a feeling of community among UMUC professors worldwide
- Collegiality.
- To see the Maryland program as one of a number of competing programs.
- This question can only be answered once I see how the UMUC Administrators react to faculty input on various issues. If nothing changes then there were no important contributions.
- Voices from all divisions were heard. Each division has its particular concerns. It is good for all of us to appreciate them
- To see the different perspectives from different parts of UMUC.
- N Allen's presentation of the facts, stats, and vision for UMUC
- The efforts to inform and bring together all concerned in how to improve our operation. The forward-looking approach to problem-solving.
- The global aspect representing the three divisions.
- Very inclusive in feel and very effective in preparation and execution. A credit to UMUC's dedicated faculty development staff.
- I think the discussions regarding group work in the Conference on 365 Things That Make Online Teaching Work and the numerous resources provided.
- Giving a sounding board to the ED and AD folks and getting Nick Allen really involved.
- Conference 3 Faculty Matters, and its responses.
- I did NOT think there were many global contributions. The concerns of the faculty are too different so that there seemed to be little integration of problems.
- Giving overseas faculty the chance to air some grievances and allay many of their fears.
- All were important and contributed towards improving our global UMUC community.
- giving global fac access to "Adelphi" administrators and a chance to ask questions in a public forum. Of particular importance was access to Nick.
- global atmosphere, especially since I know participants from all divisions.
- Beginning to show the specific contract & support differences between divisions. As one of the few who currently teach in two divisions, this is real!!!

How can we improve in the future (your candid and constructive evaluative statements)?

- I am not sure but I think the communication should be tabulated and presented to those in authority so that they know the concerns of the Maryland family and can address them in a meaningful way.
- Moderators should provide richer daily/final summaries, clearly labeled as such

- My complaints go to the overbearing nature of some of the participants. I guess there really isn't much to do about that. On the other hand, people should be **STRONGLY** discourage from using the email feature as an extension of the symposium.
- The conferences lasted too short a time. A conference that begins on a Monday and ends on a Wednesday gives me no time to participate. You can give more people a chance to read notes and post replies by letting future conferences last for a minimum of seven days.

The Class Announcement for February 14 states that there are only two days remaining. Presumably, that means February 14 and 15. Statements like this make it appear as if the organizers of the symposium are unaware that faculty members, both in Adelphi and overseas, work during the week, and depend on weekends for time to catch up on things like the symposium. This year's symposium gives faculty members the impression that it was organized by and for full-time nine-to-five, Monday-to-Friday office administrators who cleared their agendas for two weeks to be able to work on the conferences. Please plan future symposia around faculty, not office, schedules.

- Streamline the registration process even further. Dawn has excellent recommendations....
- Give more time for people to respond as there is so much to do and say and so little time for all that. I feel that if you had kept this open for a few more days, you would have got lots more responses. Juggling between different things in your life takes up time and so these things are left behind to be eventually done, however, if there are enough days that they are open.
- The conference was too broad. You have too many people and too many subjects out there who, if they contributed, I would never finishing reading it all. Maybe I could finish reading a 1000 reasonably short entries on a single subject, but I suspect there will be repetition.
- The same way the conference was presented this year. Excellent job.
- The number of conferences was overwhelming. I wish I had had more time for input and I will be using the next month to go through many of the contributions I missed.
- Keep conferences open longer by making symposium last longer. I was too busy with my classes to participate as much as I would have liked to. Perhaps even offer the symposium during a break period???
- Most people have little time to participate fully or to any meaningful degree. The conferences should definitely be open longer, to give people time to fit the symposium into their schedules.
- Incorporate the web or Tycho techniques that were mentioned. Instead of mentioning streaming video, use a sample. Probably a space limitation for responses would be helpful, too.
- Less heavy handed administrative control.
- My biggest problem with the symposium is that there was insufficient focus and too many participants. Smaller, more focussed symposiums would be far more beneficial.
- I thought it was great. I wish I was able to have participated in the first week.
- It is 'impolite' for a moderator to leave their responses to the last minute and then promptly turn the conference to read-only to stifle any follow-up.

- Stop forcing synchronicity by making the response periods so short. Any subject not worth a FULL WEEK of asynchronous discussion is too trivial to be a part of the symposium. If this year's symposium revealed anything it was disregarded for the schedules and time demands of faculty who do not spend "eight hours a day" (and I'm being hyperbolic) in an office inside the "walls" of UMUC. Conversations started, rose to a crux, and were cut off at the knees before many participants even saw the first response. My sense is that the synchronization process of the WT servers also exacerbated the sense of curtailed interaction.
- The time limit on the various topics made it impossible for me to participate in those areas I was most interested in due to external time pressure.
- More on pedagogy and less on administrative.
 - Also I did not like the fact that conferences were closed so quickly. Your schedule is not necessarily my schedule. You almost made this a synchronous event rather than asynchronous.
- Get the participation of a greater number of faculty.
- 1. President Heeger might make a brief presentation.
 - 2. Very few administrators from the Asian or European Division participated in this Symposium in a significant fashion. This gives the impression of a disunited team.
 - 3. Many of the FAC reps did not participate--even in the conference devoted to this issue.
 - 4. The intellectual value of the Symposium tends to be attenuated by political tension and insecurities about the future of UMUC. These issues should be dealt with on a continuing basis throughout the year. A two week catharsis during the Symposium is a symptom of underlying communication problems. Why not try to resolve some of these problems before the Symposium and announce their successful resolution or the new directions that the various problems are supposed to take.
 - 6. Review conference design procedures to cut down on the length of some of the threads.
- As I've stated in ITCH (under How NOT to Build a Tower of Babble). Not meant to disparage well-meaning effort. Symposiums tend to be overwhelming, in view of our busy work-schedules.
- Less topics and shorter time frame.
- Perhaps more time to return to some of the conferences to continue reading and responding further or to see if there were additional inputs to react to. I thought it would be good if we had this opportunity during the weekend of Feb.16-17.
- Hold the symposium during the January break vs. during the early weeks after the start of a new semester.
- Fewer conferences More relevance to teaching issues This was too much like previous symposiums where faculty air their grievances and express their dissatisfactions.
- Have a handy hints section in the 365 conference.
- It would be good to get comments from braver moderators to which we could respond before the conference closes.
- Control the numbers of participants. Because of the numbers of responses, I did not have the opportunity to read or respond to many. Also, filter out responses such as "I agree." Although that's nice to know, with so many participants these types of

responses became burdensome and eliminated the possibility of reading some truly interesting comments.

- Between symposiums, appoint faculty study groups to focus on topics and to publish their findings. Along the same lines as this year's topics, e.g., benchmark practices (what works and what doesn't), etc. That way, each participant walks away with something and doesn't have to hope that a two-week conference yields something in the synopsis.
- Few faculty stateside participated. Promotion to them needs to be ratcheted up.
- Reduce the number of concurrent sessions while extending the length for replying.
- I think we wore out faculty AND moderators. It might be useful to try smaller, more focused events on a more regular basis, e.g. once per quarter or once per month with a focus on some particular topic or policy. With a schedule published far enough ahead - and frequent reminders - we might get better participation overall. With so much going on in a relatively compressed space, I fear we tried to do too much in too short a time.
- There is a need to somehow include the traditional classroom instructors. They have little idea about the direction UMUC is travelling. I know, this is easier said than done, but it is something to think about during the coming months.
- Too many, not enough time to participate. Four days is not enough, I prefer more topics are open longer, minimum of one week.
- Although putting a limit on contributions to each conference was valid, the timeframe was too short. Also, it seemed that conference moderators answered on the first and last day of their assigned time period. If the time frame is short, then an ongoing presence (i.e., daily) is needed in this once a year symposium. However, this is the best one if the past 3 that I've participated in.

What ideas or interests do you have for next year's symposium?

- Building better relations with the overseas instructors as part of the bigger whole.
- Get the stateside faculty involved - what a loss for completeness this year
- As a member of the graduate faculty in Europe, I was disappointed that there were no conferences for graduate education issues. You could use the study group feature to set up disciplinary meetings or some such thing.
- ARE there special difficulties in the teaching of subjects which do not allow discussion beyond what the students much assimilate (somehow). Such as "what is a gerund?"
- Possibly interaction would be more effective if at some point we could break up into groups that better represent the field we teach: HIST group, SCIENCE group, ENG group etc
- Continue to discuss internationalization of our curriculum.
- Let's have a bit more 'philosophy' - like last year's debate on nonfoundationalism.
- Overview of research on distance-teaching techniques. UMUC's contribution to distance ed.
- No single two-week crash exercise.
- The Technical topic needs to be an "Ongoing" topic and not cover a limited period. More use should be made of the "Respond Only" feature, perhaps by first switching

conferences to respond only to allow conversations to wind down before making them read only which only gave administrators the opportunity to have "the last word" (and I must say I didn't see much misuse of this -- but it was there).

- I would like to know about the other DE programs, what works and what doesn't.
- It is interesting that on-line teaching practices vary so much. Maybe some time spent trying to define a quality model of on-line teaching for UMUC would be worthwhile.
- Bring in some issues on teaching.
- 1. What is going on in the general DE community?
 2. What do the "rival" interfaces look like?
 3. Have a call for rather brief papers and use them to generate the conferences. This will cut down on some of the ephemeral messages and improve crowd control. It will also be a way of getting the word about the Symposium far in advance. It will also set a more ambitious intellectual tone.
 4. Commit an important part of the Symposium to examples and explanations of established best practices in DE teaching. Make sure that there are examples of excellent archived classes that can stand as benchmarks.
 5. Innovations in DE teaching and a look to the future about this.
 6. In general, the Symposium would be more beneficial if some of the ascerbic political discussions were channeled into another venue and the global UMUC Symposium addressed teaching/learning/academic issues.
- Suggest a combination fac-admin hosted colloquium, with sharper focus. Would like to see admin voices more involved in the discussion (throughout the discussion).
- The same or similar topics. See if we got smarter from one symposium to the next.
- Perhaps it would be interesting to incorporate the study groups section according to various topics.
- More of same
- Classroom facilities and supporting equipment. This is an area of utmost concern to European faculty, yet seems to go unaddressed.
- Run the faculty symposium under the auspices of FAC.
- Focus on Academic quality. How can technology enhance/hinder the learning process? What pedagogical principles should all faculty be exploiting.
- Let's spread out discussion over the next year.
- It was very well organized. If the evaluation sheet is voluntary, someone should be able to answer only those questions s/he chooses; when I tried to submit with some blanks (because I had insufficient information to judge), I got a bounce back and it would not let me submit until I had completed every blank
- I know UMUC has envisioned a global faculty, but we have not yet arrived at this point. It might be interesting to put forward Conferences that concentrate on European and/or Asian Division concerns. I see no reason to exclude Adelphi here. What is foremost in the minds of faculty members from these areas? The Adelphi administration is a far distance from the outermost territories of the UMUC empire. There is a greater need to understand the unique characteristics and concerns of each branch.
- Once again, I would love to see subject specific conference topics, for instance Biology classes, English etc.

- Somehow a refresher course during the year or module during this annual symposium. Although lots of things are happening and changing at CTLA & the library, this isn't always easily or readily available online.

Any other comments?

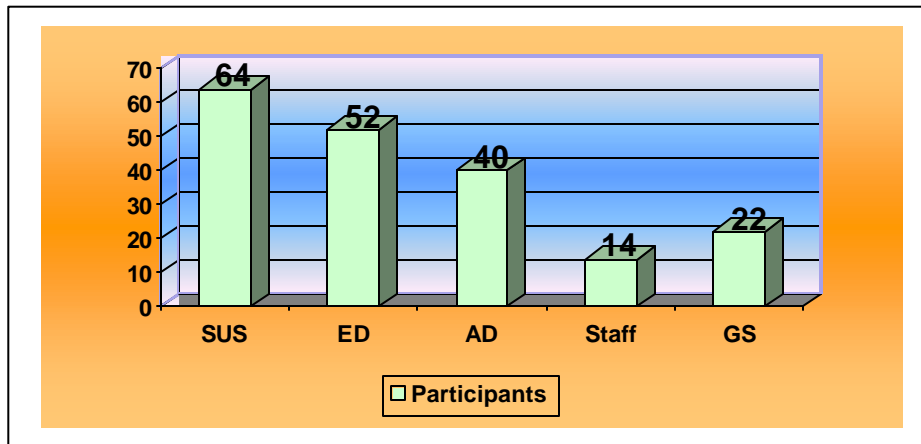
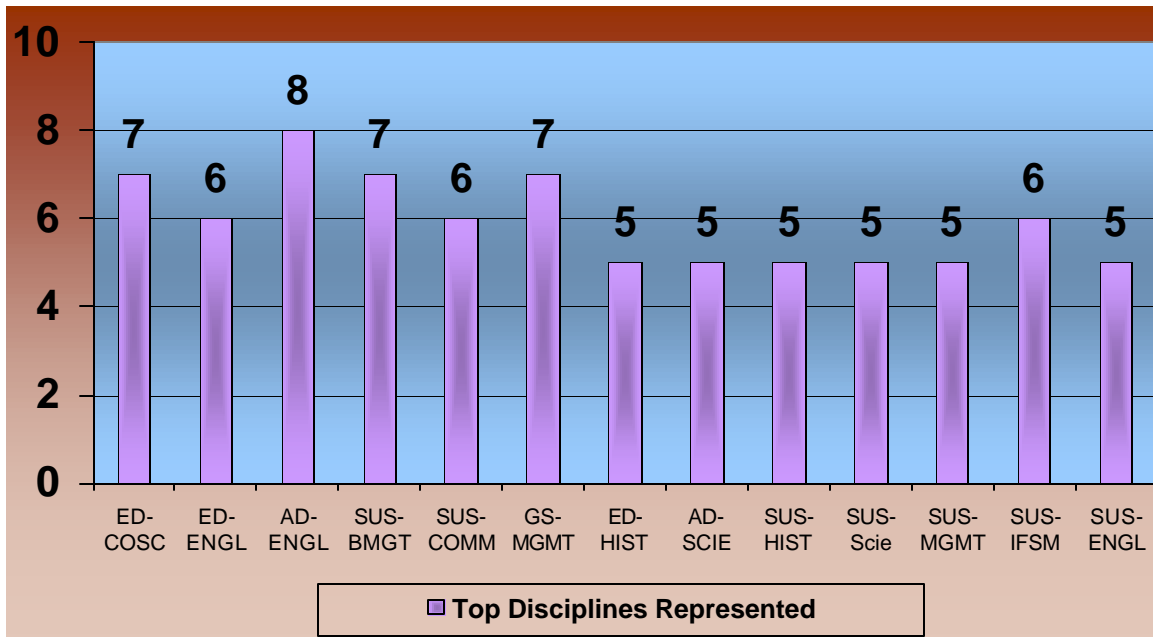
- Things will get better as an organization but it will take effort by everyone.
- Don't close the conferences to responses quite so early after their end date.
- Overall, it's a good idea and worth every ones' efforts, mine included.
- Good job, team!!! :-)
- Good work Pamela and Jose. You guys are good in organizing these things. Keep up the good work in educating and informing the faculty. More informed we are, more informed are the students!!
- What I read was interesting, responses were generous and open ended, in short there was sufficient kindness and thought from everyone and many had very serious problems. I do not know how it can work itself out, but the conference moved me to the view that much of the quality of education at UMUC grows from the hard work in the trenches.
- Unfortunately we are never going to solve the problem of people having no or little time to participate, I fear.
- I learned so much from the way the moderators handled contributions and followed up on responses. You're my DE heroes! I'm just sorry I didn't have enough time to fully appreciate your effort.
- The discussions seemed to be dominated by a few people, who, unfortunately tended to gas on and on, talking only to themselves. I really didn't want to take part after a day or two of the high-blown rhetoric that seemed so self-serving.
- Great Job. Thank you all
- I'm glad we had it.
- Thank you for all your efforts. These world wide symposiums do a lot to bring UMUC together. You are to be praised for the effort that you put into this.
- Nice job everyone.
- UMUC did an outstanding job in organizing this Symposium. It is beautifully designed and sparked a maximum of interest amongst the faculty. Thanks to all the people who worked on this Symposium.
- Thank you for your hard work and thoughtfulness in putting on this year's discussion. As always, I have gained much, inestimably, from this activity. Highly worthwhile and a training in itself.
- Keep up the great job!
- I wish to say thank you to Jose Bourget-Tactuk and all the other excellent moderators for organizing and conducting this interesting, enjoyable, and informative symposium. I also appreciate the valuable contributions of the participants. Thanks.
- I was unable to participate until Wednesday afternoon, Feb. 6 (California time) and found to my dismay that I was unable to post at this time. It had already been changed to read only. It would have been helpful (and maybe I missed it) if the conference was available all day that last day or at least posted what time zone it would be changed to read only.

- Such symposium should be held during vacations so that faculty can participate actively.
- Create a faculty-student conference.
- Thanks for a job well done.
- Yes, I just tried to submit this form without rating the moderators. The form was kicked back. I don't know how to evaluate the entire group. Some I thought were excellent, some did not do much for me. Does that mean a "3" is deserved? I doubt it. Overall, they were quite good. Only a few were less than sterling.
- I'll definitely plan to participate more next time. I've seen great value here, and Jose did a superb job!
- It seemed that by the time it got to the 365 conference, the one I was looking forward to, few people participated, I am guessing it was too much, burn out. Next time I will not try to participate in all of them (which I could not do, so I ended up participating only in the first few) but look ahead and choose which ones are most relevant to me. And that will require leaving them open longer.
- Again, this was the best in the last 3 years with a great mix of the "heads" and the "worker bees" (best practices).

Who's Who in the Symposium

Faculty Symposium 2002, Faculty in the UMUC Global Community
 February 4-18, 2002
 Coordinated by the Center for Teaching and Learning/ODELL

Based on unconfirmed data submitted through the registration process.



Academic Programs Represented By Location

The number between parentheses indicates the number of individuals in each program. Please notice that this is based on the information provided by each participant and may not reflect the exact course prefix. No attempt was made to correct inaccuracies in regard to prefixes.

Location	#	Academic Programs Represented
Adelphi Undergraduate	64	HIST (5), GERO (2), NSCI (5), MGMT (5), ACCT (1), IFSM (6), ENGL (5), HLTH (1), BMGT (7), COSC (5), CCJS (2), HUMN (1), CMIS (5), PSYC (4), COMM (6)
Adelphi Graduate	22	OMBA (1), ADMN (2), MSIT (1), OMDE (3), MGMT (7), USCP (1), ITSM (1), ACCT (1), TMAN (3), TLMN (2)
Europe	52	COSC (7), ECOM (1) CCJS (2) BIOL (3) PHIL (2), SOCI (2), BusLaw (4), OMDE (1) ENGL (6), LIT (1), MGMT (4), IFSM (2), ForLang(1), GradPro (1), HumRes (1), SCIE (3), PSYC (2), HIST (5), EMS (1), None (1), PA (1), Elem. Ed (1)
Asia	40	ENGL (8), COSC (3), ACCT (2), PSYC (2), MATH (1), COMM (2), CMST (1), JOUR (1), HIST (4), MGMT (4), ECOM (2), SCIE (5), SOCI (2), Staff (2), IFSM (1)
Staff	14	LIS (4), others (10)