

Title III—Strengthening Institutions

Mayville State University

Volume 1, Issue 3

Upcoming meeting dates*

- November 10th—
Core Team & Staff
- November 24th—
Core Team
- December 8th—
Core Team & Staff
- December 22nd—
Core Team

* Dates subject to change

Check out the minutes from each meeting on the J: drive Title III Folder

Are You a Playful Polliwog or a Substantial Shark?

Are you a playful polliwog? Or a substantial shark? When we consider course development using technology, how dare we speak of the YMCA's swimming levels! But, in a sense, in today's world of online and hybrid learning (in the actual classroom using actual technology tools), We can take our faculty user levels with MSU's Tablet PC's and create a development plan to acknowledge our learners, developers and faculty to work toward a common goal:

Faculty Learning Objectives or FLOs.

Can we? Yes, we can. Is it easy? No way. But it's a start. Consider the following objectives compiled by Wiki Extraordinaire and MSU Library Technology Coordinator, Kelly Kornkven, with editing by Instructional Designer, Jane Grinde.

- The faculty member will be able to understand the **qualities** that make successful distance/hybrid students.

- The faculty member will be able to use a **variety of communication technologies** to encourage instructor-student and student-student as well as group interaction in a electronic learning environment.
- The faculty member will be familiar with and use **diverse assessment methods** for online students.

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Define Professional Development...

If you Google the words "Professional Development definition" you will find 2,640,000 options. If you go to Webster's Dictionary you will NOT find a definition of professional development. That would explain why there are some people on campus asking, "What is professional development?" In today's workforce, organizations define professional development as it pertains to their mission/vision statement. Professional development is widely recognized as a way to maintain staff morale, build the institutional capacity of a program and attract and maintain high quality staff. So, how does this translate to Mayville State University? What is our definition?

Referencing the Title III Proposal, MSU proposes the strengthening academic quality and student success through a massive program of employee retraining and development. The purpose of the program is to improve faculty (including adjunct) and staff currency, improve teaching and learning and improve student and academic services. Working within their discipline, faculty will develop the skills, knowledge and opportunities needed to expand their curriculum, improve teaching and to pursue scholarly and research activities. For staff, the purpose is to improve currency with job duties and to develop skills, knowledge and opportunities to pursue career growth.

For all employees, the purpose is to build a student-centered culture consistent with MSU's mission. If you desire more detailed information on the research conducted around developing a professional development strategy at MSU, I encourage you to go to the J:Drive, Staff, Title III, Proposal, MSU Title III. Page 24 and 25 of the proposal articulates this information.

Since the written proposal in 2006, the institutional goals defined under Title III have not changed.

However, our professional development opportunities have and will continue to evolve with the

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Title III—Strengthening Institutions

Orphaned Works: Problems You May Not Know You Have... by Kelly Kornkven



The program helps eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.

*<http://www.ed.gov/programs/iduestitle3a>
Program Purpose*



Orphaned works are copyrighted works whose copyright holder is either unknown or cannot be found. Prior to 1976, orphaned works were not a large problem because copyright only lasted twenty-eight years with a possible renewal for a total of fifty-six years. However, the Copyright Act of 1976 eliminated the registration requirement and extended copyright protection for a term of the creator's life plus fifty years.

While the act did help unwary creators from losing their copyright privileges, it also hurt potential users trying to gain permission to use copyrighted works. With-

out a general directory of copyright holders and their works, users are forced to personally investigate the copyright status of each work they would like to use. Then, if the copyright holder cannot be found, users must make no-win decisions. They can either use the work hoping the copyright holder will not eventually sue or forgo using the work creating an end product that is a little less brilliant than originally planned.

In 2006, the US Copyright Office released a report on orphaned works and the problems they pose to potential users. As a result Congress is now trying to assist

potential users of orphaned works with the Shawn Bentley Orphaned Works Act of 2008. This bill, if it becomes law, limits the amount of damage rewarded to a copyright holder in an orphaned works case as long as the infringer made a good faith effort to locate the copyright holder and attributed the work to the copyright holder, if known. The bill also prohibits damages for education institutions as long as the use was educational and the infringing institution ceases the infringement as soon as it receives a claim of infringement. The bill is currently in the House of Representatives after having passed the Senate.

Technology Update... by Kelly Restad

This fall Mayville State University saw a few more online courses developed using Desire to Learn (D2L). One, in particular, caught my attention when I first came on board in late July: Mike Bakken's *History of Music in a Multicultural World*.

Mike, the music instructor, and Jane Overmoe, Instructional Designer, got together in June to plan the course outline and components. Mike had several multimedia files in the course and one area needing development was the listening quizzes for students.

In the evaluation of his class Mike found he needed a way to assess the students listening skills in a variety of musical genres. For example, the first quiz he created had questions covering everything about a particular period, but it

was missing the sounds and music of the particular time. We knew the sound options were there but we weren't sure how to approach it. For us, the sound was the future, but we wanted the future to happen now.

In the meantime, Jane and I traveled to a WIMBA workshop at NDSU. In our free time we chatted about MOODLE with the Williston folks. One of the designers show us a music listening quiz and at that point we know what Mike's quiz was missing. We were inspired by their success.

Back at MSU, I found Mike and spoke of what happened at Williston State with the MOODLE learning management system. Mike and I sat down as a team to rip and convert bits of audio for the course CD. Mike was then able to

write his questions with bits of audio embedded in each questions. As a result the students have a very robust general education course in the *History of Music in a Multicultural World* course.

Kelly Restad, Instructional Technologist, attended the information technology conference EDUCAUSE in Orlando, Florida October 28-31. EDUCAUSE has been called "the best conference for higher education information technology professionals."

Kelly's itinerary was filled with technology-based seminars on such subjects as: learning management system training, SharePoint collaboration, emerging technologies, web-based distance education delivery and many more.

Contact Kelly via email or at ext. 34709

Define Professional Development (*continued*)

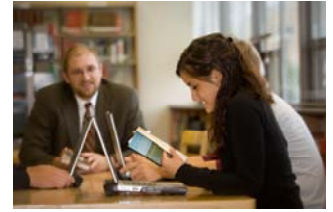
needs of the institution as it relates to achieving our mission. Two tactics have been identified with the needs of each employee are met. First, employee needs can be met through the Individual Development Plan (IDP) process. This is an INDIVIDUAL process where you map out your strengths and opportunities. All you need to do is plan a half hour for your development. If you did not have a chance to attend a mini session in October, don't worry,

you will have an opportunity to schedule time with the Professional Development Coordinator in November. The second way to ensure needs are met is through a Professional Development Workgroup. This group will work to provide best practices for MSU employees to serve up ideas on professional development training needs. The function of this workgroup may evolve based on the number of global training opportunities identified. The members of

this group are Steve Bensen, Bob Bertsch, Kristi Bitz, Gail Schumann, Dr. John Pederson and Jane Grinde.

If you have any question or comments on Professional Development, please contact Jane Grinde at ext. 34647 or email.

As always, feedback is appreciated and needed in order to move forward.



Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student services.

<http://www.ed.gov/programs/>

iduestitle3a

Types of Projects

Are You a Playful Polliwog or a Substantial Shark? (*continued*)

- The faculty member will be familiar with and use **diverse instruction methods** to teach in a distance/hybrid education environment.

Now let us go back to the Y's notion of swimming levels and take a quick look at the categories.

- Polliwog Level - No skills, Happy, Seeks exploration but gets lost.
- Guppy Level - Breathes bubbles sideways, Can hold breath for ten seconds, Experimental.
- Minnow Level - Used for bait, Short attention span, Willing to take risks.
- Fly Fish Level - Rises to the occasion, Showy but content-driven, Willing to rise above sea-level.
- Shark Level - Intense, One step ahead, Brilliant maneuvers.

Now let us take a spin with Generational Users of Technology where the levels at basic technology usage to extraordinary course development in a learning management system and how the FLOs

for faculty can be met and evaluated.

- Generation 1 users - What FLO strategies will get them to generation 2 user ability?
- Generation 2 users - Content and quiet users. Done deal? Or is there an item that hasn't been utilized?
- Generation 3 users - How can they make the content driven-course more relevant? What is missing? Who decides?
- Generation 4 users - What happens to a Gen 4 when a conversion takes place and all things once know are all new again? What FLO devices will help those Gen 4 users to make the shift? What happens when sharks become polliwogs?

Is there a generation 0 in this SeaWorld of technology users? Yes. Will there be a generation 5? Perhaps. But, don't you think a Tablet PC University should be taking swimming lessons and getting in the FLO of things? The higher educational current never stays the same and we shouldn't expect it to, right? We should be

aware of the ebbs and the flows of tides and currents. We should take swimming lessons and go forward.

But, when weather patterns change and technology flexes a new way of learning, such as MOODLE, do our sharks become our polliwogs? Is this fair to our faculty? Can the shark adapt to polliwog tendencies to re-learn, re-shuffle and perhaps, with a little environmental help, proceed to build even better course work in the learning management systems available?

Case in point: Technology will always be changing. Will it always be better? Maybe.... maybe not. We do not live in a perfect world, but technology allows creative faculty to implement more media files, more wiki spaces (regular wiki, pb wiki or wetpaint wiki), more WIMBA room usage, more blogs, more podcast because it is available and it doesn't cost much money for production. It costs time.





Title III information can be found on the J: drive for both staff and students.

- Title III Abstract & complete Proposal
- Title III Presentation from Fall Pre-service
- Meeting agendas & minutes for Core & Advisory Teams

Title III

The Core Team is in process of setting up a D2L 'class' which faculty, staff & students can enroll in. The 'class' will have discussion boards and updates on all Title III activities. More information to come in the next edition.

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Update on Retention



Research has supported first year experience programs as a tools for retention. This year Mayville State University implemented a first year experience course title Seminar on Success (SOS). Even though it is not a required class, about 91% of our freshman are enrolled in the course. Students in one section of SOS were recently asked to respond to some questions regarding how they felt about SOS in general. Responses included, "I am glad they offered this course because it helps me get through college a lot easier knowing some things we have learned." Another student wrote, "I think that the most helpful part about this course is being able to interact with my

advisor." In structuring the course, having the student's advisor as the instructor seemed like a great idea, but it is good to hear the students are appreciating this aspect of the course.

Research supports the critical roles that advising plays in retention. Five MSU faculty and staff attending an advising institute this summer, funded by Title III dollars. Institute attendees presented to the faculty and staff during pre-service in August some of the information acquired. Information regarding advising and retention was also offered to faculty and staff via optional workshops prior to the beginning of the fall semester.

Freshman advising was reconsid-

ered through the structuring of SOS but we know that we need to consider all students when we look at advising practices. An advising mission statement is being formulated and the advising handbooks used by advisors will be revised and updated. The model MSU uses for advising will be considered by a work group. Another work group is exploring sophomore through senior year experiences that we currently offer and those offered by other institutions. We continue to keep busy as we explore and implement programming that focuses on research, our particular campus, student, staff and faculty.

For more information, contact Kristi Bitz via email or at x34772