

**Facility Administration Collaborative Committee**  
**Thursday, October 22, 2020**  
**2:00-3:00 PM SUB Banquet A & B**

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**Minutes**

Present: Dr. Rolf Groseth, Dr. Melinda Arnold, Dr. Christine Shearer, Dr. Vicki Trier, Dr. Joy Honea, Susan Simmers, Dr. Jennifer Lynn, Dr. Kimberly Hayworth, Dr. Natalie Bohlmann, Dr. Keith Edgerton, Dr. Scott Butterfield, Dr. Suzette Nynas

October 8, 2020 minutes were approved.

Order of Business:

- Clarification of Hyflex payment revisited

The issue of Hyflex training for faculty was discussed in great detail. Minutes from an FACC meeting that took place on December 2, 2019 led to a discussion about the binding nature of FACC minutes compared with MOUs and the CBA. Dr. Honea stated that the December meeting minutes indicated that it was decided that faculty would be eligible for \$1,000 in compensation for completing HyFlex training and \$2,000 for each new HyFlex course they developed.

MSUB budget concerns were mentioned in terms of supporting payments to faculty for development of Hyflex courses in perpetuity. Dr. Arnold mentioned that she had committed to using COVID funds to support training in the Summer (completed), training in the Intersession (November/December 2020—TBD), and for Spring 2021 (also TBD).

The meeting ended with Dr. Arnold having to leave early and the group agreeing that an MOU would be developed wherein faculty would receive \$1,000 to be trained in Hyflex and would receive \$2,000 for creating and completing their first Hyflex class. Opportunities to receive payments for additional Hyflex courses would be available through competitive offering. Dr. Groseth proposed that he work with Dr. Honea and Dr. Arnold to create a draft agreement to present for consideration at the next FACC meeting.

Information presented at the meeting to follow as attachments:

# **Faculty Administration Collaborative Committee**

**Thursday, October 8, 2020**

**2:00-3:30 p.m. SUB Banquet A & B**

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## **Minutes**

Present: Melinda Arnold, Susan Simmers, Kim Hayworth, Natalie Bohlmann, Vicki Trier, Rolf Groseth, Christine Shearer, Scott Butterfield, Joy Honea, Jennifer Lynn, Suzette Nynas

Approval of September 10, 2020 minutes pending a correction.

The correction is in regards to the original pilot group for hyflex, who have never been compensated. However, Joy Honea raised the question as to what we doing now to compensate faculty for hyflex training or teaching. Melinda Arnold noted that we will have COVID funds for this. Melinda Arnold and Joy Honea will discuss compensation now and continuing in the future, separate from this meeting.

Order of Business:

- Spring calendar implications

Joy Honea stated that the calendar is not an issue for this group, but in the CBA faculty are allowed five personal days per year. Because all breaks have been eliminated from the spring semester (per OCHE's mandate), Joy Honea proposes increasing the number of personal days available to, say, seven. School District #2 will actually have more breaks in the spring, including a spring break for the first time in many years. Faculty who have children may be in a childcare pinch.

Scott Butterfield asked if there is any CBA issues with an increase in instructional days for the spring semester. The proposed calendar would add two instructional days. Joy Honea responded that the contract length has not changed. Perhaps more instructional days would mean more flexibility for students, should they need to miss a day of class. There is also a very long time for faculty to turn in grades after the spring semester ends, and spring commencement remains on the same day (May 1). Melinda Arnold noted that we can change the date grades are due.

Kim Hayworth noted that before the academic year starts in the fall, Financial Aid is required to file our schedule for the upcoming year with the Department of Education. It's an arduous process. Changing the dates of spring semester won't just impact the staff of Financial Aid, it will affect student's aid that has been awarded. It is essential to keep the dates the same.

Susan Simmers asked if there was any BOR policy that may govern faculty personal days.

Melinda Arnold noted that faculty who had originally planned on breaks in the spring are free to build their course schedule to their advantage. Reasonable accommodations for childcare and other personal needs will be made. Rolf Groseth suggested there be a couple days in spring during which no mandatory meetings would be scheduled.

Joy Honea stated that a clear communication to faculty about in-person courses and other campus business will be needed. Rolf Groseth said we will be tracking the data if we need to pivot, but students want the modality they signed up for. Melinda Arnold noted that spring will be similar to fall, and she is fine with extending flexibility to spring. Changing the modality after students have signed up and come to class is different than students knowing some or all of the course is online at the time of registration.

## **HyFlex Course Design: Supporting Flexible Student Participation Needs and Preparing for Instructional Continuity**

### **Purpose**

Prepare MSU Billings faculty to implement HyFlex instructional mode in their Spring 2021 courses and beyond. Equip staff instructional designers to support faculty in their course development and implementation. Engage MSUB students in the design and “student experience testing” of HyFlex courses.

### **Objectives**

In this workshop, faculty will review effective Hybrid-Flexible instructional practices, engage in reflective discussions and draft an initial HyFlex course design; preparing them, in their own contexts, to:

1. Develop a course plan enabling flexible student participation in multiple delivery modes (HyFlex).
2. Revise a set of student learning outcomes for at least one HyFlex course.
3. Identify existing and needed content resources for at least one course.
4. Plan for effective engagement strategies that support meaningful interaction throughout a course.
5. Implement effective assessment approaches that work well in all supported instructional modes.
6. Discuss the need and opportunity for evaluating the impact of HyFlex delivery on student participation, achievement, and meeting prescribed organizational goals.

### **Format**

The workshop is designed to be highly interactive, combining presentation of information, discussion of real-life cases, and reflective discussion exercises. Participants are provided with a workshop materials posted to the MSUB LMS (D2L): links to conceptual content (files, websites, etc.), brief video summaries for each session, activity worksheets/templates/examples, application-focused asynchronous discussions and lists of additional resources.

The workshop is divided into three major content sections which follow a common design sequence: understand the problem and conceptualize a design solution, implement the solution, and evaluate its impact on measures of importance. These content sections are supported with activities after each workshop session designed to engage participants in context-dependent application and producing meaningful artifacts useful in their upcoming teaching assignments. Opportunities for reflection and Q&A are available throughout the workshop using a mix of asynchronous and synchronous approaches.

Each workshop session begins with a 60-90 minute interactive discussion of workshop session content via Zoom, accompanied by in-depth information presentation

## Department of eLearning



### Faculty Remuneration/Stipends for Faculty Development 2020

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#### Types of Stipends:

- a) HyFlex Course Design: *Supporting Flexible Student Participation Needs and Preparing for Instructional Continuity* – Summer 2020
- b) Faculty Institute in Online Teaching and Learning – Summer 2020
- c) HyFlex Course Design – Winter interim 2020

#### Eligibility:

- a) Faculty, full-time, part-time
- b) Must successfully complete, as determined by faculty facilitator, to receive stipend

#### Funding:

- a) COVID-19 special funding for participants (two exceptions paid from e-learning)
- b) faculty facilitators paid out of e-learning funds.

#### Amount of funding:

- a) HyFlex Course Design: \$1000.00
- b) Faculty Institute: \$ 750.00
- c) Funding for summer faculty development dispersed in late September (one dispersed July; one in October) as institution confirmed eligibility for COVID-19 special funding.
- d) Winter interim HyFlex participants will receive \$1000.00 stipends (from COVID-19 special funding, as available)

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#### To date, amounts paid calendar year 2020

Name	Position	Amount	Index	Course
Anglin, Rebecca	6A0842	1000	62C004	HyFlex
Castles, Carl	6A0205	1000	62C004	HyFlex
Dahle-Huff, Kari	6A0410	1000	62C004	HyFlex
Das, Sougata	6A0409	1000	62C004	HyFlex
De La Cruz, Rachael	6A0363	750	62C004	Institute

