Minutes of the Article 30 Committee, November 17, 2000  
Present: Peter, Dean, Alan, Pat, Gary, Chet (and Von)

Peter Saunders went over the front piece for A30 Report that he wrote (on yellow paper). It included the following five recommendations:

- Recommendation 1: Anchor all discussion and activities to our Mission
- Recommendation 2: Establish an atmosphere of mutual trust
- Recommendation 3: Address fears & explore opportunities for both sides
- Recommendation 4: Reaffirm faculty control over their courses
- Recommendation 5: Be generous in approaching the issue of intellectual property rights and other ownership issues.

Discussion: No substantial discussion followed Peter's presentation, as the committee seemed to be satisfied with the front piece. [However, some changes were requested later as shown below.]

Patricia VanderMeer went though her draft of the Academic freedom statement (PFV 10/2/00), which was adapted from the national AAUP web document. Four questions were outlined and discussed in the document:

- Question 1: Should there be a voluntary effort to do DL?
- Question 2: Will there be restrictions imposed on course delivery packages or formats (such as WebCT)? What if some WMU faculty do not want to use WebCT?
- Question 3: Isn't the focus of academic freedom primarily on content? At times, the medium is the message.
- Question 4: Can faculty develop content outside the University?

There was discussion concerning Question 1 whether the voluntary aspects of distance education should be struck out of the agreement, and instead DE assignments would become mandatory (just as teaching traditional coursework) within a department. Gary responded that he felt that the AAUP would not go along with this, unless the University first put into place a very clear commitment for support and a faculty "compensation package" for the development of on-line courses. The committee also seemed to realize that the formulation of an appropriate language for Article 30 was dependent upon first understanding of what needed to be in place, infrastructurally at WMU, to support DL. In fact, if WMU is going to get started with multimedia content, how will it support the resulting increased interactivity between faculty and students? Peter gave his list of support items, which included help with course web page designing; mentoring faculty in assessment procedures; support of collaborative teams on chat and provision for monitoring chat rooms for courses. The committee thought Peter should include some statements in his the front piece work describing the "University environment" that should be put into place which would support faculty in the development of DL.

As Pat continued to review her four pivotal questions dealing with academic freedom, four other points were raised:
• The committee saw a need to define when a course is doing DL. [At the November 3 meeting, we developed four possible scenarios.]
• [Need to define the responsibilities associated with] courses offered over DL and courses taught more traditionally.
• The TLT grant initiative is WMU's current "think-tank" [of on-line learning].
• [What are the ramifications] if "DL ideas move to the contract"?