Agenda and Meeting Notes
Course Guide Project Advisory Group
February 11, 2008
10:00 – 11:30 a.m.
21 N. Park Street, Rooms 1106/1108

Attendees:

<table>
<thead>
<tr>
<th>Gery Essenmacher</th>
<th>Joanne Berg</th>
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<tr>
<td>Mike Pflieger</td>
<td>Diane Mann</td>
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<td>Jaime Reich</td>
<td>Kathy Christoph</td>
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<td>Heather McFadden</td>
<td>Cheryl Wise</td>
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<td>Lillian Tong</td>
<td>Karen Hanson</td>
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<td>Bob Jeanne</td>
<td>Laura Hesse</td>
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<td>Brian Yandell</td>
<td>Mike Fay</td>
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<td>Patricia Henrikson</td>
<td>Cari Anderson</td>
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<td>Toni Good</td>
<td>Lori Turner</td>
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<td>Jocelyn Milner</td>
<td>Terry Ruzicka</td>
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Meeting goal: Gain a clear understanding of the message(s) to be communicated to the campus community about the Course Guide Project

Welcome and introductions (10 minutes)

Advisory group input/feedback on

- Approach and communications about the project to campus
- Questions and issues we should be prepared to answer

(20 minutes brainstorm in small groups; 30 minutes report out and discuss)
## #1
What approach(es) might we take to share the benefits of the Course Guide so that faculty, for example, will want to enter their information, including textbooks, earlier (what’s earlier)?

- **What is attractive about the course guide to faculty?**
  - Should reduce the amount of inquiries via email and phone
  - Great way to advertise courses (especially new or special courses)
  - Allows students to determine/differentiate faculty flavor/style
  - Helps recruitment of graduate students
  - CMS could allow single entry/multiple uses of information creating a long-term advantage of reducing work load
  - Use of a proxy to enter information may be attractive to faculty members
  - Allows faculty member to describe course in own words and keep up to date
  - Easy to update
  - Good for students

- **What are different ways/venues to share the benefits message?**
  - Teaching Academy
  - Faculty/Department Meeting
  - You Tube (could connect to other venues)
  - RO web page (informational only)
  - University Committee/ Faculty Senate
  - ASEC – Academic Staff Executive Committee
  - Divisional Committees (Bio. Div. Committee could help spread message to the other divisional committees)
  - RSS feeds
  - Marketing (e.g. E-grading was marketed by with “getting your ducks in a row”)
  - Promote enhancement of the advising experience

## #2
What is the best way to describe this project so that people begin to think about doing their jobs a bit differently?

- **E.g., the who – faculty, advisors, admin staff**
- **E.g., the how – what will be different for each group**

**Faculty**
- May enter information they author
- Students will want this information earlier and earlier, which will be a change for faculty
- Students may have “typical” or “sample” information earlier, not the exact or specific information
- RO could send reminders to update at certain points of year

**Advisors**
- Impression is work load will increase significantly
- Need to help manage student expectations because some information may be available while some may not be at any given time
- Help students take ownership to make their own decisions or verifying information before meeting with advisor

**Administrative staff**
- If the Administrative staff is the same person as the Advisor – workload will be an issue
- If information can be migrated from other systems, it will generate a positive response. Workload may be decreased
Could the Course Guide facilitate new course approval? Would the Divisional Committees mandate Course Guide entry before course approval and require responsible party to update Course Guide? Currently Bio Sci requires this on their form

Could the Course Guide provide gap analysis of course work for degree requirements in other areas?

Course guide will supplement and enrich information provided by the catalog

#3

Phase 1 of the Course Guide project will likely be less robust than our original vision.

- **How do we keep people engaged so that they know that this project will evolve, continuously? (It will continue to grow with use and with new ideas about how to integrate information and services.)**

  **Who needs to be engaged?**
  - Must engage Instructors, Students, Advisors
  - Information-needing population is everybody else

  **How to keep people engaged:**
  - Advisor Link list serve
  - University Committee
  - ASEC – Academic Staff Executive Committee
  - Divisional Committees
  - New faculty orientation (Please note that getting to all instructional staff can be complicated since not all instructors are faculty and vice versa; not all are determined early)
  - RO web page (informational only)
  - Marketing campaign (e.g. Ducks in a Row)
  - Once live: Link or button that has upcoming enhancements and/or Feedback link (on MyUW?)

- **What are the best communication methods to keep people properly informed and engaged, and wanting to find out more?**

  - Value of the product depends upon the richness of information provided on the Course Guide
  - Provide subscription feature to indicate changes made since Students won’t keep coming back to finding out new information (i.e. a text book addition)
  - Integrate Course Guide with existing technologies (e.g. Timetable and DARS.) Provides a broader vision
  - Does CIO endorse this product? Many departments will check on the CIO website for this
  - Can the Course Guide help with Deans’ long range planning? May keep the information flowing so this can be fed down to the chairs. Needs to be multi-channeled.
  - Keep active flow of updates with various committees that the RO participates in
  - Possible Early Adoptors:
    - SOAR – no student biases are formed yet
    - Departments that have already made efforts to be content rich (Zoology and History)
    - Biological Sciences
  - Feature a “Department of the Month” to promote classes and/or best practices
  - Provide ongoing orientation for new faculty and/or department chairs
  - Develop a Course Guide list serve
  - Model after Timetable Enhancement Project successes and lessons learned (NOTE: Cari has acquired some information on these projects; CG project seems to be using similar methodologies for the most part; One significant lesson learned was using facilitation from the Office of Quality Improvement on campus)
#4
What are you thinking about this project? How are you describing the project to colleagues?

- We don’t know how to tell people what the course guide project is
- Must transition people from initial vision to what will be available with version 1.0
- Terminology is important: examples may be “Enriched Catalog” or “Hub”. Create a starting point and build on in the future. Will use feedback for future phases
- Keep in mind workloads
- May change the way advisors do their jobs
- Target different populations; seek early adopters
- People ask if there are things not getting done because the Course Guide project is going on? Address this up front; it may be that nothing is being deferred because of Course Guide but people ask this question
- Have an action verb in the project description and reminder that CG is a tool
- May provide a means for faculty to communicate course information regarding global education and enable campus to collect data such as Service Learning or International Components
- Develop a promotional piece such as a tri-fold brochure or hand out about the Course Guide so that everyone is on the same page. Have separate sections for administrators, faculty, students, etc
- What is phase one…are we all on the same page?
- Course Guide is a cultural change product
- Course Guide should not be thought of as a threat…it will evolve according to needs of campus