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Engaging Faculty in Online Education

Rightsizing Incentives and Optimizing Support

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Engaging Faculty in Online Education (21068)
Rightsizing Incentives and Optimizing Support

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Top Lessons from the Study

Engaging Faculty in Online Education

1. **Cultivating Will and Skill.** When we asked provosts in our membership about the greatest challenge in realizing their institutions' online education goals, they consistently cited the difficulty of getting sufficient numbers of faculty both willing and prepared to teach online.

2. **Only Getting Harder.** For many administrators, the challenge of engaging faculty in online teaching is increasing—not decreasing—as online offerings grow.

3. **Now Needing to Recruit the Skeptics.** Many institutions are finding they have exhausted the pool of faculty most open to online education; expanding online offerings now requires engaging those who declined earlier invitations to teach online.

4. **Four Key Investments.** Engaging large numbers of core faculty in online education requires institutional investment in four areas:
   - **Training faculty** in the pedagogy of online teaching and course development as well as the technical skills needed to run an online course
   - **Instructional design** staff and resources to support online course development
   - **Special faculty compensation** for the additional work involved in online education
   - **Assessment measures** that address faculty and institutional concerns about the quality of online courses

5. **New Strategic and Operational Challenges.** Institutions are generally struggling with questions related to managing these new investments:
   - What is the best model for organizing and delivering these resources?
   - How much should the institution spend?
   - Where will the money come from?

6. **New Level of Complexity.** When online offerings are confined to a separate self-funded unit—such as a college of continuing, professional, or distance education—the answers to these questions are generally straightforward. The challenge of finding the right answers increases by orders of magnitude, however, when the institution seeks to engage core faculty across all academic units in online education and put a substantial portion of its curriculum online.

Laying the Foundation: Structuring Ownership and Budget Models

7. **Underlying Problems.** In many cases, difficulties in engaging faculty in online education stem from the academic units' lack of ownership for the institution's online education goals and poor models for organizing and funding faculty support resources.

8. **Six Lessons on Ownership and Budget Models.** Six key lessons on ownership and budget models emerged from the research:
   #1 To meet ambitious goals, create a budget model that incentivizes academic units
   #2 Centralize ownership and identify reliable funding support resources
   #3 Set a specific point for reevaluating the revenue distribution formula
   #4 Consider assessing a special fee for online courses
   #5 Identify funding to seed growth and smooth variations in enrollment
   #6 Prioritize access to support resources at the outset

9. ***Lesson #1:*** **To Meet Ambitious Goals, Create a Budget Model That Incentivizes Academic Units.** Institutions meeting ambitious goals for growing online education typically have a budget model that promotes ownership for these goals at the academic unit level; as the institution is ramping up its online offerings, tuition and/or fees from online courses are handled differently than those of other courses to provide deans and departments with an incentive to increase online offerings.

10. **Special Formula for Distributing Tuition Revenue.** As approaches to budgeting vary dramatically across institutions, there is no single formula used by institutions incentivizing expansion of online education through a special formula for distributing tuition revenue from online courses differs. A primary influence on implementation, however, is whether the institution employs responsibility center management (RCM) budgeting or incremental budgeting.
    - **In responsibility center management (RCM) budgeting** (and its variants) a large share of tuition revenue is returned directly to academic units, according to course enrollments. Units then use this money to cover direct instructional costs (such as faculty salaries) and indirect instructional costs (such as chargebacks for IT and student support services); any funds remaining can be spent at the deans' and chairs' discretion.
    - **In incremental budgeting**, budget allocation decisions lie with central administration. Academic units receive relatively the same budget allocation from year to year, with incremental adjustments awarded at the provost's discretion.

11. **Giving Departments a Greater Share.** When RCM institutions use special tuition distribution models to incentivize growth of online education, academic units receive a greater percentage of tuition revenue from online courses than they do from face-to-face courses. Some of these additional funds are used to cover expenses such as stipends awarded to faculty for developing online courses; the remaining becomes discretionary spending.

12. **An RCM Approach for Online Courses Only.** Institutions with incremental budgeting that wish to incentivize online course creation through tuition distribution do so by, in effect, introducing an RCM approach exclusively for online courses: each unit receives a percentage of tuition revenue from the online courses it offers in addition to its regular budget. While some of these funds cover expenses such as faculty stipends for developing online courses, the remaining amount becomes discretionary spending.

13. ***Lesson #2:*** **Centralize Ownership and Identify Reliable Funding for Support Resources.** Support services such as faculty training in online pedagogy and instructional design support should be managed and provisioned centrally to ensure that access to them is both adequate and prioritized according to institutional goals.

14. **Avoiding Pitfalls.** Absent centralized management and sufficient funding of faculty support resources, institutions typically experience slow progress toward online goals and increased costs.
    - Without sufficient training and instructional design support, institutions may struggle to find faculty willing to develop new online courses or find that courses that are produced fail to meet the institution's bar for quality.
    - If strongly incentivized to grow online offerings, deans and department chairs who find centralized support services insufficient may begin hiring their own support staff or signing one-off contracts with vendors, creating confusing and costly duplication of services across campus.

Top Lessons from the Study (cont.)

15. **Resources for True "Distance" Students.** If developing online courses for true "distance" students as well as students who travel at least occasionally to campus, institutions must also establish and fund internal infrastructure for marketing and web-only versions of academic, student, and financial services in addition to support resources for faculty training and instructional design.

16. ***Lesson #3:*** **Set a Specific Date for Reevaluating the Revenue Distribution Formula.** When establishing an online tuition distribution formula, institutions should identify a specific point—such as a percentage of total student credit hours delivered online, total number of online enrollments, and/or date—at which the formula will be reevaluated.

17. **A Critical Safeguard.** Without this step, the institution may struggle for too long with a formula that proves insufficient for advancing its online goals or, alternately, continue expensive spending on incentives well beyond the point that it can be justified or afforded.

18. **Looking Beyond Tuition Revenue.** With so many competing demands on tuition revenue, the institution may not be able to cover all direct and indirect costs of online education through distribution of tuition from online courses. For this reason, many institutions are employing other strategies, such as special fees paid by students enrolled in online courses.

19. ***Lesson #4:*** **Consider Assessing a Special Fee for Online Courses.** More than 40 percent of institutions the Council surveyed charge students taking online courses a special fee not paid by students taking courses that meet face to face. Among respondents, the median fee for an undergraduate course was $35 per credit hour, or $105 for a three-credit course.

20. ***Lesson #5:*** **Identify Funding to Seed Growth and Smooth Variations in Enrollment.** Both special tuition distribution models and online course fees generate funding only after students enroll in online courses; to fund initial online course creation and smooth over dips in funding produced by variable enrollment, institutions can distribute this burden broadly—by pulling from the general fund or a universal student technology fee—or use cross-subsidies from summer courses or a continuing and professional education (or similar revenue-generating) unit.

21. **Distributing the Burden Broadly.** Resources from the general fund or student technology fees have the attraction of being predictable and immediately accessible; using these strategies, however, is likely to require either difficult decisions to redirect funds away from other institutional priorities or increases in technology fees or tuition.

22. **Cross-Subsidy from Continuing Education.** Cross-subsidizing online education through continuing and professional education (CPE) will be most attractive at institutions with highly profitable CPE units where efforts to redirect general fund dollars from other priorities or to raise tuition or fees would create paralyzing contention.

23. **Revenue from Summer Courses.** Using tuition from summer courses presents an attractive and broadly applicable option for funding expansion of online education. Summer courses generate substantial tuition revenue not subject to the same restrictions as other tuition dollars.

24. **Robust Student Demand.** Institutions are seeing robust demand for online summer offerings from students, and online courses developed initially as summer offerings can later be deployed during the academic year.

25. **Increased Faculty Openness.** Many faculty are also more willing to experiment with online instruction in the summer. The option to earn additional income from teaching while still being free to travel is attractive, and, because so many students leave the area or work full time during the summer, the argument for teaching online could not be more clear.

26. **Potential for Perverse Incentives.** The potential to generate significant discretionary revenue from online education may, absent coordination and oversight from central administration, create perverse incentives for academic units and faculty to develop online courses that do not meet student demand and institutional priorities.

27. **Expensive Consequences.** Failure to prioritize course conversion on these principles can result in increased instructional costs (as online enrollments cannibalize existing face-to-face offerings) and loss of tuition revenue (as students who cannot access desired online courses internally enroll in online courses offered by another institution).

28. ***Lesson #6:*** **Prioritize Access to Support Resources at the Outset.** Therefore, institutions should implement a process for prioritizing access to faculty training, stipends for course creation, and support for instructional design from the outset, even if the institution is still struggling to recruit faculty willing to use the resources available.

29. **Balancing Top-Down Goals and Bottom-Up Requests.** At our case study institution, the University of Central Florida, vice provosts evaluate proposals from deans, departments, and individual faculty as well as market research and institutional data to prioritize the courses and programs to be developed for online delivery.

Training in Online Pedagogy

30. **Without Training, a Downward Spiral.** Absent faculty training in the pedagogy of developing and teaching online courses, most institutions experience low levels of initial faculty participation as well as significant numbers of poorly designed and poorly executed online courses, followed by low rates of student success and student and faculty satisfaction.

31. **Tiered Courses in Pedagogy and Design.** For institutions with substantial online offerings, the most effective and efficient approach to training is tiered courses targeted to different faculty needs, such as integrating web-based components into a course taught in a traditional classroom, teaching an online course designed by another instructor, and designing a new online course for the first time.

32. **Exposure to the Online Student's Experience.** A substantial component of the training should be taught online to expose faculty (whose own education took place in traditional classrooms) to the experience of being a student in an online course.

33. **Options for New Entrants and Smaller Schools.** While tiered trainings taught by instructional design experts represent the ideal end state for institutions with substantial offerings, small institutions and institutions new to online education may initially be unable or reluctant to make the substantial up-front investment required by this model.

Top Lessons from the Study (cont.)

34. **Two Transitional Strategies.** In our research, we encountered two options for launching a faculty training program without making as large and inflexible a commitment of resources as hiring a new FTE: using faculty as peer mentors and offering a credit-bearing course taught by a faculty member as part of her or his regular course load.

35. **Faculty Peer Mentorship Program.** Most institutions have at least a handful of faculty with experience in online teaching and willingness to participate in an intensive training program offered by a professional association. Offering those faculty course releases to create and deliver a training program for other faculty on their campus is an effective and less expensive option for launching the institutions' training efforts.

36. **In-Load, Faculty-Taught Course.** For large universities where experience in online education is concentrated in one or a few academic units, having a faculty member seasoned in online education create and teach a credit-bearing course in online pedagogy as part of her or his normal course load is an innovative yet simple strategy for compensating both the instructor and her or his academic department within existing institutional structures.

37. **Using Existing Tuition Waiver and Revenue Distribution Policies.** Faculty in other units enroll in the course but, per the institution's existing tuition waiver policy, pay no expenses; after all interested faculty have enrolled, the course is opened to graduate students at the institution. The student credit hours generated by the course then result in revenue for the instructor's academic unit, per the university's normal policy.

38. **Reducing Initial Investment.** Both of these transitional strategies allow the institution to begin providing faculty with training without making a larger, less flexible investment in new salaried positions.

39. **Increasing Faculty Receptiveness.** In addition, delivery by a faculty member increases faculty receptiveness to the training, making these strategies particularly attractive to institutions whose faculty may be highly skeptical of online education.

Support for Course Development

40. **Structuring and Resourcing Course Development Support.** Another challenge facing institutions expanding online education is how best to structure and resource support for online course development. After learning the fundamentals of online pedagogy, faculty developing new online courses and revising existing ones continue to need support from experts in instructional design and educational technology.

41. **Four Basic Models for Course Development Support.** Colleges and universities employ a variant or combination of four basic models to deliver this support:
    - #1 Start-to-Finish Course Consultant
    - #2 DIY Course Design Resources
    - #3 Multi-expert Development Team
    - #4 Course Production Outsourcing

42. ***Model #1:* Start-to-Finish Course Consultant.** In this model, each faculty member is assigned an instructional designer who provides support through the entire course design process. This flexible approach is attractive to resource-constrained institutions just beginning to build instructional design capacity as well as institutions prepared to make substantial investments to maximize faculty satisfaction with course development support.

43. **Default Option for New Entrants.** After hiring their first instructional designer, institutions may find themselves using this model by default; with only one person to support faculty, each faculty member will work with the same instructional designer throughout the course production process.

44. **Winning Faculty Support.** When more intensively resourced, this model is highly attractive to faculty and, by extension, institutions prepared to make substantial investments to gain their support for online education.

45. **Ease of Use and Customization.** Having a single point of contact minimizes the complexity of navigating support resources, and extended one-on-one attention allows faculty to customize each online course according to their content and teaching preferences.

46. **Cost Determined by Cycle Length and Designer Load.** The costs of this model shift upward or downward dramatically based on the length of the course production period and the number of courses and faculty members each instructional designer supports concurrently. Cost estimates provided in this study reflect implementation at our case study institution.

47. ***Model #2:*** **DIY Course Design Resources.** In this model, faculty access answers to basic questions through a website with a searchable database of step-by-step guides, tutorials, templates, and best practices; one-on-one assistance from instructional designers and educational technologists is assigned by appointment to faculty who need specialized and highly technical support.

48. **Achieving Efficiency While Providing Highly Specialized Expertise.** Reserving one-on-one support for special requests allows institutions to substantially reduce the overall cost of course production while providing faculty with access to a team of highly specialized experts in instructional design, multimedia, graphic design, programming, and educational technology.

49. ***Model #3:*** **Multi-expert Development Team.** In this approach, responsibility for course content remains with the faculty member but responsibility for managing the creation of the online course shifts largely to a lead instructional designer, who facilitates collaboration between the faculty member and a team of course development staff.

50. **Investing in Quality and Timely Completion.** This expensive option is generally reserved for components of fully online, revenue-generating degree and certificate programs expected to compete with other institutions' offerings and generate new enrollments for the institution. Institutions make the additional investment in these cases to guarantee a consistently high course production standard and ensure that courses are completed according to the schedule for program launch.

51. ***Model #4:*** **Course Production Outsourcing.** In this model, institutions partner with a vendor who provides all course production support in exchange for a percentage of tuition revenue from the resulting courses.

52. **Beyond Course Design.** In many cases, the vendor also assumes responsibility for marketing the program and enrolling students, as well as providing web-only versions of the academic, student, and financial services required by fully online students.

53. **Considerable Attractions.** Vendor partnership is particularly attractive to institutions that wish to launch online programs in fields where speed-to-market and marketing are critical but lack in-house expertise in online course development. In contrast to other models, this option requires no up-front investment from the institution in course development.

Top Lessons from the Study (cont.)

54. **Free Now, Pay Later.** The trade-off for avoiding up-front costs, however, is not insignificant. Depending on the terms, contracts may award the vendor as much as 65 percent or more of tuition revenue, which can translate into millions of dollars in just a few years for successful programs.

55. **Determinants of the Right Approach.** The volume of online courses to be developed, level of existing in-house expertise, availability of institutional funding, level of faculty skill and interest in online course development, and need for standardization across courses determine the approach (or approaches) most appropriate for each college or university.

Special Compensation for Faculty

56. **Looking for Guidance.** In our research, provosts and other campus leaders frequently asked for guidance on the issue of providing faculty with special compensation to develop and teach online courses.

57. **Being Debated on Many Campuses.** More than half of the institutions we surveyed were in the process of revising their policies for such compensation.

58. **(Over)Spending Without a Payoff.** We also encountered many institutions spending substantial—often unsustainable—amounts to incentivize online teaching and course development without seeing a proportional return on that investment.

59. **Key Lessons for Avoiding Common Pitfalls.** Six lessons for avoiding common pitfalls emerged from the research:
    - #1 Offer faculty special compensation for online course development if the institution can afford it
    - #2 Structure special compensation as a cash stipend rather than a course release
    - #3 Use an intellectual property agreement for every online course
    - #4 Benchmark stipend payments against those of peer institutions or programs
    - #5 Tie disbursement of stipends to participation in training in online pedagogy, completion of the online course, and successful completion of a pre-launch quality review
    - #6 Incentivize online teaching temporarily, if ever

60. ***Lesson #1:*** **Offer Faculty Special Compensation for Online Course Development if the Institution Can Afford It.** Most research interviewees felt that, given the work required to create a quality online course, the institution could not reach its goals of offering a substantial number of well-designed online courses without offering faculty compensation beyond their base pay for the work of course development.

61. **If Stipends Are Not Affordable.** Institutions that cannot afford to offer special compensation for online course development are promoting the creation of quality online courses by providing faculty access to well-designed course templates as well as a repository of completed online courses and course components.

62. **Prioritizing Access to Funding.** As emphasized earlier, the institution should direct stipends for course development to the specific courses identified as most critical to advancing strategic goals for online education.

63. ***Lesson #2:*** **Structure Special Compensation as a Cash Stipend Rather Than Course Release.** A stipend offers the institution two advantages over a course release of equivalent cost.

64. **Increasing Institutional Leverage.** First, full payment of a cash stipend can easily be withheld until conditions (such as course completion) are met. It is far more difficult—logistically and politically—to retract a course release by requiring an instructor to teach an additional course or pay the institution a sum equal to the course release's value. For all practical purposes, course releases are disbursed in full at the onset of the semester.

65. **Clarifying Joint Ownership of Intellectual Property.** Second, payment of stipends for course development has signal value as well as legal implications for ownership of the resulting course.

66. ***Lesson #3:*** **Use an Intellectual Property Agreement for Every Online Course.** Experienced practitioners agree that the worst mistake in intellectual property agreements is not using one out of fear that calling attention to the issue will increase faculty reluctance to teach online. (See section on "Intellectual Property and Fair Use" in the appendix for general guidelines and a sample agreement.)

67. **Gaining the Faculty's Confidence.** Presenting faculty with a well-thought-out agreement that appropriately recognizes the rights of both the faculty member and the institution generally puts faculty concerns about intellectual property to rest. The faculty's concerns are far more likely to persist and undermine willingness to teach online if the institution fails to address them directly.

68. ***Lesson #4:*** **Benchmark Stipend Payments Against Those of Peer Institutions or Programs.** To ensure that stipends appropriately recognize faculty contributions, promote the creation of quality courses, and generate a sufficient number of new online courses without committing the institution to above-market spending it cannot afford, institutions should benchmark the amount of special compensation offered for online course development to that of peers.

69. **Median Stipend: $3,500.** In the spring of 2010, the Council launched a benchmarking survey to help members compare their policies to those of other institutions. Among respondents who had uniform policies across all academic units and had submitted their data as of this printing, the amount of stipends for online course development ranged from $1,500 to $8,000; the median stipend was $3,500.

70. **Variation Within and Across Institutions.** The high degree of variation existing within as well as across institutions increases the difficulty of benchmarking stipend policies and amounts; at many large universities, the payments and policies of each academic unit differ from those of every other unit.

71. **Two Benchmarking Services Available at No Cost to Members.** The University Leadership Council offers two ways for members to benchmark their policies and payments to those of similar institutions; both are included in Council membership.

    Participating in Online Education Benchmarking Initiative. The Council's benchmarking survey is an ongoing initiative in which members may participate at any time. After submitting data, participating institutions receive a customized report that benchmarks their responses to those of all respondents and a comparison group of colleges or universities with similar characteristics. The benchmarking survey addresses special fees for online courses as well as faculty compensation for developing and teaching online courses.

    Using the Custom Research Service to Gather Data from Peer Institutions. Through our custom research service, members may ask that we contact six to eight of their specific peer institutions with requests to share and benchmark policies on online course development and teaching.

Top Lessons from the Study (cont.)

72. ***Lesson #5:*** **Tie Disbursement of Stipends to Faculty Training, Course Completion, and Pre-launch Quality Review.** Failing to connect stipend payment to participation in training in online pedagogy, completion of the associated online course, and successful completion of a pre-launch quality review puts the institution at risk of spending considerable sums on online course development yet seeing fewer and lower-quality courses than expected.

73. **Teaching a Different Issue from Course Development.** Most of our research contacts felt that, unlike stipends for the development of online courses, ongoing payments to faculty for teaching online courses could not be defended in principle or sustained in practice.

74. **Crushing Costs.** Paying faculty extra each and every time they teach online produces crushing increases in the cost of instructional delivery.

75. **In Proportion with Existing Duties.** In addition, experts in online pedagogy generally agree that once the processes of teaching online are mastered, the workloads for teaching online and traditional courses should not be vastly disproportionate. If instructors continue to find online teaching substantially more time consuming than face-to-face instruction, that, most experts would say, may signal a problem with course development or execution.

76. ***Lesson #6:*** **Incentivize Online Teaching Temporarily, If Ever.** Therefore, those institutions that do offer special compensation for online teaching generally offer this benefit only for the instructor's first or first few online courses.

77. **Using Lower Enrollment Caps Instead of Stipends.** Another strategy institutions are using to support faculty as they become proficient in online teaching is capping the enrollment of online courses lower (typically 10 to 20 percent) than that of the equivalent face-to-face course. While not without cost, this strategy typically proves more affordable than offering stipends and is seen by faculty as appropriate recognition of the additional time required to become proficient in a new instructional mode.

78. **If Offering Incentives to Teach Online, Emphasize Their Temporary Nature.** We interviewed several administrators in the unfortunate position of having to withdraw teaching incentives that the faculty assumed to be permanent. Perceived betrayals such as these can prove toxic to the relationship between faculty and administration.

Safeguarding Course Quality

79. **Widespread Skepticism About the Quality of Online Course.** The perception—held by many faculty—that online courses are inherently of lower quality than traditional courses presents a major barrier to engaging faculty in online education.

80. **Understanding Quality Concerns.** Four factors drive faculty skepticism about the quality of online courses.
    - #1 **Association with Less Prestigious Institutions and Academic Units.** With early adopters of online education concentrated in institutions and academic units more focused on access than prestige, faculty who associate these institutions and units with lower quality have extended those associations to online education broadly.
    - #2 **Association with the Corporatization of Higher Education.** Similarly, for-profit colleges' and universities' use of online courses to sharply increase class size and lower instructional costs has also fueled skepticism about online learning among faculty at traditional institutions.

#3 **Lack of Exposure to Methods of Online Pedagogy.** Faculty with limited or no exposure to online teaching are typically unaware of the full range of methods and technologies employed by skillful online instructors; supporters of online education would generally agree that online instruction as the uninformed envision it—merely posting transcriptions or recordings of class lectures to a website—is in fact an inferior approach.

#4 **Exposure to Poorly Executed Courses.** As many institutions have launched large numbers of online courses without offering faculty (who have never themselves been students in an online course) training in online pedagogy, instructional design support, or compensation for the additional work of courseware development, it would be surprising if the resulting courses were not of lower quality than a typical traditional course. Faculty exposed only to poorly executed online courses may perhaps not unreasonably conclude that online courses are generally of low quality.

81. **Essential for Securing Faculty Support.** Safeguarding the quality of the institution's online offerings is critical to creating and sustaining faculty willingness to teach online; faculty whose initial experiences are negative will be unwilling to teach online again, and word of faculty and students who have had poor experiences with online courses will quickly spread across campus.

82. **Stewards of Institutional Standards.** Whether or not they have difficulty convincing faculty to teach online, administrators are also seeking best practices for monitoring and safeguarding the quality of online courses to ensure that offerings in this still relatively new mode of instruction are executed to the institution's standard and support goals to improve rates of student success.

83. **Two Components to Safeguarding Quality.** Best practice institutions use a combination of two strategies for assessing and safeguarding the quality of online offerings: reviewing individual online courses and analyzing patterns across instructional modes (that is, online, hybrid, and traditional instruction) in student success and student and faculty satisfaction.

Reviewing Individual Online Courses

84. **Reluctance to Tread on Faculty Autonomy.** Since colleges and universities generally do not monitor the quality of face-to-face courses beyond administering end-of-semester student course evaluations, many administrators are understandably concerned that adding a special process for monitoring the quality of online courses would unfairly violate faculty autonomy, reinforce the perception that online courses are inherently of lower quality, alienate existing online faculty, and further increase the difficulty of convincing faculty to teach online.

85. **The Case for Course Review.** Institutions that use a process for reviewing online courses offer three reasons for pursing this approach.

#1 **Unique Challenges.** The challenges of using technology to translate the learning that would have happened in the classroom into the online medium are multiple and not easy to anticipate; it is unlikely that instructors with little experience in online learning will navigate each and every challenge successfully in early efforts creating courses in this medium.

#2 **Unobjectionable Criteria.** While mention of a review process triggers substantial anxiety (as faculty envision invasive scrutiny of their subject mastery and decisions on course content), after seeing actual evaluation rubrics, most faculty find the review criteria unobjectionable.

Top Lessons from the Study (cont.)

#3 **Avoidable Pain and Suffering.** By surfacing potential problems with students' use of course technology, navigation of the website, access to support services, comprehension of course activities, expectations for instructor responsiveness, and opportunities for interaction, the review process protects faculty from avoidable headaches of increased workload, unsatisfying relationships with students, and negative course evaluations.

86. **A Respected but Expensive Option.** The in-depth review process pioneered by Quality Matters™ (involving three independent reviewers and a detailed debriefing for the course instructor) is widely respected as a best-in-class approach; however, at a cost of $750 to $1,900 per course, most institutions cannot afford broad implementation of this method.

87. **In-Sourcing Also Costly.** Some institutions are replicating the Quality Matters™ course review process using their own faculty as reviewers; this approach makes individuals within rather than outside the institution recipients of institutional spending and can reduce costs, but it, too, generally remains too expensive for use with every online course.

88. **Substantial Gains from Simplified Mandatory Pre-launch Screening.** Applying a pared-down version of the screening process to every online course prior to its launch makes a substantial impact on the quality of faculty's and students' experiences with online learning at a far reduced cost; using the same rubric employed in the detailed review process, the instructor completes a self-review, which is then followed by a screening by an instructional designer or other member of the institution's staff.

89. **Achieving Universal Participation.** To achieve universal participation, department chairs must unequivocally support the process, and disbursement of stipends for course development should (if offered) be contingent upon successful completion of the course review.

90. **Detailed Review for Select Courses.** In conjunction with universal pre-launch screening of all online courses, institutions are employing a more costly in-depth course review (provided by or modeled on Quality Matters™) for a small number of courses. Typically this option is reserved for courses taught by multiple instructors, existing courses with a poor track record, or components of fully online degree or certificate programs competing with other institutions' offerings.

Analyzing Patterns Across Instructional Modes

91. **Leaving Deepest Doubts Intact.** Reviews of individual online courses typically do little to unseat belief that online education is inherently inferior to classroom-based instruction; skeptics' greatest concerns lie with the fundamental value of online instruction as a mode of education, not the quality of its execution.

92. **Outside Data Not Convincing.** While supporters of online education point to studies such as the Department of Education's recent meta-analysis of research on online education as irrefutable proof that online and hybrid courses are as effective as traditional instructional modes, these studies are not effective at overturning skeptics' doubts about the quality of online education.

93. **Invalid or Just Not Applicable.** The majority of skeptics believe that methodological weaknesses invalidate the studies' conclusions; others grant that the conclusions may be valid as they relate to the courses and institutions studied but maintain that they are irrelevant to the different standards and courses of their own institutions and departments.

94. **No Data Like Your Own Data.** What does successfully inflect faculty belief about the quality of online instruction is apples-to-apples comparative data on student success, student satisfaction, and faculty satisfaction in traditional, online, and hybrid courses offered at one's own institution.

95. **Comprehensive and Longitudinal Analysis.** Our case study institution, the University of Central Florida, collects and analyzes comprehensive data on student performance, student satisfaction, and faculty satisfaction every semester for every course the institution offers.

96. **Analyzing Student Performance.** UCF analyzes two measures of student performance:
    - **Withdrawal:** The percentage of students withdrawing from a course after the add/drop period but before the deadline for withdrawal
    - **Success:** The percentage of students earning a final grade of "C" or better.

97. **Controlling for GPA.** Because weaker students—under the mistaken impression that online courses are easier—may disproportionately enroll in online sections of a course, it is important to examine rates of student success and withdrawal broken out by the GPA the student had prior to course enrollment.

98. **Student Satisfaction.** Students taking online and hybrid courses receive an end-of-semester survey that measures perceptions of and satisfaction with the course.

99. **Faculty Satisfaction and Workload.** Faculty receive an end-of-semester survey that collects data on overall satisfaction with their teaching experience, willingness to teach an online or hybrid course again, and how the workload of teaching an online or hybrid course as well as the level of interaction with online students compares to that of face-to-face instruction.

100. **Multiple Forms of ROI.** Ongoing data collection and analysis offers four benefits for the institution.
    #1 **Monitoring Impact on Student Success.** Leaders at UCF and other institutions engaged in major expansions of online education feel it is critical to ensure that online instruction is as effective as traditional instruction at promoting student success.

    #2 **Increasing Faculty Willingness to Teach Online.** No data is more effective at winning faculty support for online teaching than evidence, first, that students at their own institution value online courses and perform as well in them as in their face-to-face equivalents, and second, that their institutional and departmental colleagues find online teaching satisfactory.

    #3 **Supporting Decisions on Curricular Planning and Resource Allocation.** Data on student performance and student and faculty perceptions provides critical intelligence for decisions on curricular offerings and resource investment, particularly:

    - Prioritizing development of new online courses
    - Identifying courses that should receive a detailed course review or funding for redesign
    - Deciding how many sections of each course should be offered in an online, hybrid, or face-to-face format
    - Revising the curriculum and format of faculty training in online pedagogy
    - Allocating resources for faculty training and instructional design support

    #4 **Ensuring Educational Equity.** Analyzing how students of different genders, racial and ethnic groups, and age groups perform in online, hybrid, and face-to-face courses allows the institution to identify and remedy discrepancies for students in particular demographics.

Assessing Your Current Practice: Diagnostic Questions

These diagnostic questions reflect the essential ingredients of approaches used by best practice institutions. Members may use them to determine if the full range of best practices is being used on campus and to evaluate whether absences represent an opportunity for investment or action.

I. Structuring Ownership and Budget Models	Yes	No
1. Does the institution have a budget model that incentivizes academic units to increase online offerings?	❑	❑
2. Are the resources that support the development and delivery of online courses—such as training in online pedagogy and instructional design support—managed and provisioned centrally?	❑	❑
3. Does the budget model sufficiently account for the indirect costs of developing and delivering online courses?	❑	❑
4. If the formula for distributing tuition revenue from online courses is different from that of face-to-face courses, has the institution set a specific point (such as a percentage of total student credit hours delivered online, total number of online enrollments, or date) at which that formula will be reevaluated?	❑	❑
5. Does the budget model for online education provide funding to seed development of new online courses that advance institutional priorities?	❑	❑
6. Is there a strategic plan for online education that establishes institutional priorities for online course and program development?	❑	❑
7. Do senior institutional leaders meet at least once a semester to identify the specific courses whose conversion to an online or hybrid format would best advance the institution's strategic plan for online education?	❑	❑
8. Do the online courses that best align with the strategic plan for online education receive prioritized funding and development support?	❑	❑
9. Are online education priorities clearly and effectively communicated to core academic units and the faculty?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Practice #1: Sustainable Revenue Distribution Formula . . . . . **Page 24**

Practice #2: Prioritized Course Migration Plan . . . . . **Page 32**

II. Training Faculty in Online Pedagogy and Course Design	Yes	No
1. Does the institution offer faculty training in not only the technical skills needed to run an online course but also in the pedagogy of online teaching and course development?	❑	❑
2. If the institution has substantial online offerings, does it offer separate courses for faculty designing new online courses, faculty teaching existing online courses, and faculty learning how to integrate web-based components into a course taught in a traditional classroom?	❑	❑
3. Is a substantial component of the training in online pedagogy taught online to offer faculty the experience of being a student in an online course?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Practice #3: Tiered Courses in Pedagogy and Design . . . . . **Page 43**

Practice #4: Faculty Peer Mentorship Program . . . . . **Page 56**

Practice #5: In-Load Faculty-Taught Online Training . . . . . **Page 65**

Assessing Your Current Practice: Diagnostic Questions (cont.)

III. Resourcing Online Course Development	Yes	No
1. Does the institution provide sufficient centralized support to faculty who are developing online courses, including access to instructional designers and support for the development of sophisticated web applications and technologies?	❑	❑
2. Is a faculty member who is developing an online or hybrid course for the first time paired with a dedicated instructional designer to assist with course design and pedagogy?	❑	❑
3. Are self-guided tutorials, best practice resources, and course design templates available through an online portal for those faculty members with experience developing online courses?	❑	❑
4. Is there a systematic and transparent system for assigning instructional design and support resources such that courses that require speed to market or that meet demonstrated student demand are prioritized for development?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Practice #6: A Start-to-Finish Course Consultant . . . . . **Page 76**
Practice #7: DIY Course Design Resources . . . . . **Page 82**
Practice #8: Multi-expert Development Team . . . . . **Page 102**
Practice #9: Course Production Outsourcing . . . . . **Page 115**

IV. Structuring Faculty Compensation	Yes	No
1. Does the institution offer faculty special compensation for the development of online courses?	❑	❑
2. If the institution cannot afford to offer special compensation for online course development, do faculty have access to well-designed templates and a repository of course components?	❑	❑
3. Is special faculty compensation for course development offered as a cash stipend rather than a course release?	❑	❑
4. Do all faculty designing online courses sign an intellectual property agreement that recognizes both the faculty member's and the institution's interests?	❑	❑
5. Has the institution benchmarked the amount of special compensation offered for online course development to that of peer institutions?	❑	❑
6. Are faculty required to complete training in online pedagogy as a condition for receiving the stipend for online course development?	❑	❑
7. Is full disbursement of the stipend contingent upon completion of the course?	❑	❑
8. Is full disbursement of the stipend contingent upon successful completion of a pre-launch course review?	❑	❑
9. Are the limited funds that the institution can allocate to special compensation for faculty concentrated on online course development rather than delivery?	❑	❑
10. Is incentive compensation for delivering existing online courses—if offered at all—limited to each instructor's first or first few online courses?	❑	❑
11. As an alternative to stipends for online course delivery, has the institution considered capping enrollment of online courses at 10–20 percent lower than that of an equivalent face-to-face course?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Key Lessons on Special Faculty Compensation for Developing and Teaching Online Courses. . . . . **Page 124**
Complete Survey Results: Online Education: Course Fees and Faculty Compensation . . . . . **Page 136**

V. Safeguarding Course Quality	Yes	No
1. Has the institution developed or adopted a standard rubric for online course quality?	❑	❑
2. Are faculty members provided a copy of standards for online course quality to guide online course development?	❑	❑
3. Are all new online courses subject to a quality screening before launch?	❑	❑
4. Does the institution conduct a detailed, in-depth review for select courses, such as courses taught by multiple instructors, existing courses with a poor track record, and components of fully online degree or certificate programs competing with other institutions' offerings?	❑	❑
5. Does the institution collect and analyze comprehensive data on student success, student satisfaction, and faculty satisfaction for each online, hybrid, and traditional course offered?	❑	❑
6. Does the institution have a simple definition of success in an individual course—such as earning a grade of C or better—that allows for easy comparison across instructional modes and academic fields?	❑	❑
7. When analyzing data on student success and withdrawal rates, does the institution control for the students' GPA upon entering the course to prevent distortion of findings if weaker students disproportionately enroll in online sections under the mistaken impression that online courses are easier than traditional courses?	❑	❑
8. Are the data on student success and student and faculty satisfaction used to monitor the impact of the institution's online strategy on student success, to address faculty concerns about course quality, and to support curricular planning and resource allocation decisions?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Practice #10: Detailed Course Peer Review . . . . . **Page 152**
Practice #11: Automatic Pre-launch Screening . . . . . **Page 157**
Practice #12: Longitudinal Effectiveness Analysis . . . . . **Page 171**

Defining Online Education

Multiple Taxonomies

Colleges and universities use a variety of terms and criteria for classifying courses that employ modes of instruction other than traditional classroom meetings.

Most institutions define online courses based on the percentage of traditional meetings replaced with online instruction. The Sloan Consortium defines "online," "blended/hybrid," and "web facilitated" courses as those with, respectively, more than 80 percent, 30–79 percent, and 1–29 percent of content delivered online. Many institutions have adopted the Sloan Consortium's terms and definitions. Others use different ratios of online-to-traditional content to distinguish one category from another and/or use alternate terminology, such as "web course," "distance course," or "e-course" instead of "online course" and "mixed mode" or "mixed delivery" instead of "blended" or "hybrid."

Some institutions also (or alternatively) classify courses according to such factors as whether online components are synchronous or asynchronous and whether or not the course is designed for true "distance" students who are not likely or able to access campus-based administrative, academic, and support resources.

"Online Courses" Used for Simplicity

Because there is no clear and universally accepted demarcation between "online" and "hybrid" courses, because many of the lessons presented apply to both instructional modes, and to avoid the stylistic infelicity of repeatedly using "fully online and/or hybrid courses," we have opted to use "online courses" to refer to broadly to all courses in which a substantial percentage of course content is delivered online.

The one place in the publication where "online course" is used more narrowly is in the section on special compensation for developing and teaching online courses. The data on policies for special faculty compensation collected in the Council's benchmarking initiative reflect only courses in which 80 percent or more of the content is delivered online. In addition, our recommendations in this section apply primarily to what most would classify as fully online courses. At this point, most colleges and universities do not offer special compensation for development or delivery of hybrid courses or even track such courses with consistency.

Source: Allen, I. Elaine and Jeff Seaman. *Learning On Demand: Online Education in the United States,* 2009. Needham, MA: Sloan-C, 2010.

Engaging Faculty in Online Education

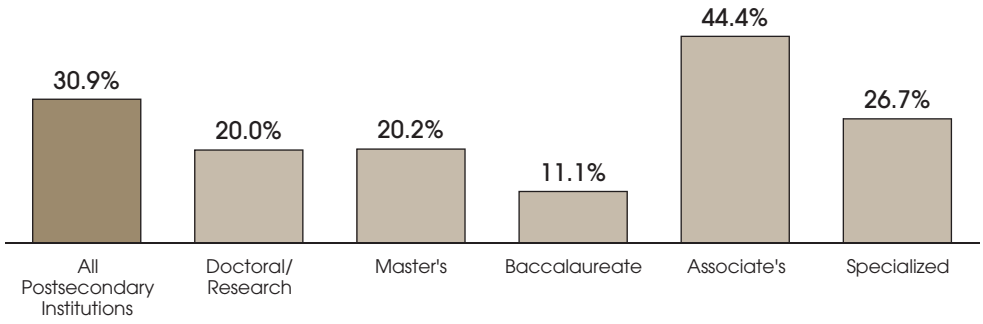
Getting sufficient numbers of faculty both willing and prepared to teach online is one of the greatest challenges institutions face in advancing online education goals.

Widespread Faculty Resistance

Chief Academic Officers (CAOs) Reporting That Faculty at Institution Accept the Value and Legitimacy of Online Education[1]

Sloan Consortium, 2009

n=2,590 CAOs



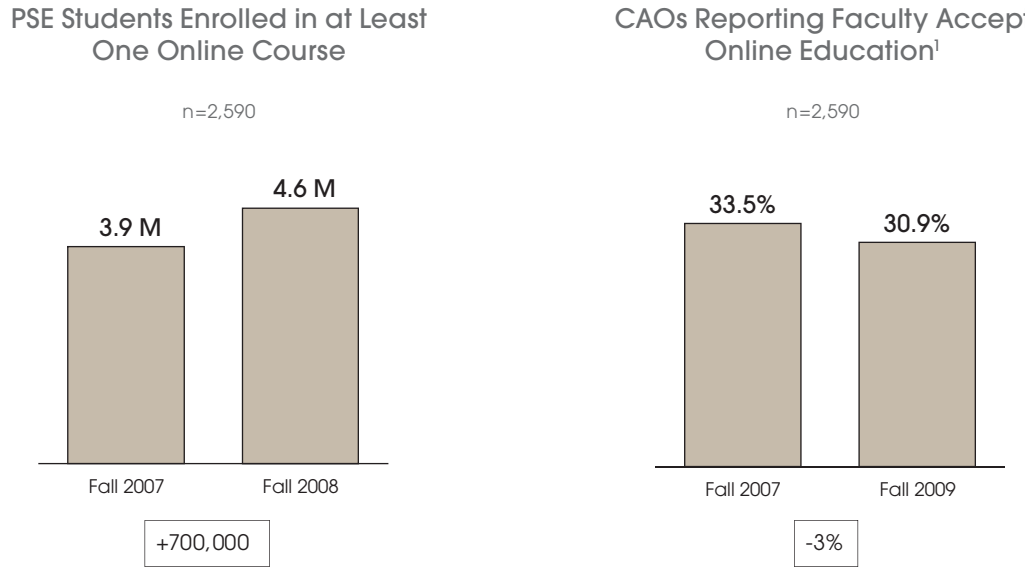
Provosts and other administrators the Council interviewed reported significant difficulties engaging faculty in online education, confirming findings from recent surveys on this topic. Fewer than a third of the 2,590 chief academic officers (CAOs) who responded to the Sloan Consortium's 2009 survey on online education agreed with the statement, "Faculty at my school accept the value and legitimacy of online education." At two-year institutions, which have been among the earliest and most aggressive adopters of online instruction, agreement was higher yet still below 50 percent.

[1] Percentage of CAOs agreeing with the statement: "Faculty at my school accept the value and legitimacy of online education."

Source: Allen, I Elaine and Jeff Seaman, *Learning on Demand: Online Education in the United States, 2009*, Needham, MA: Sloan-C, 2010.

For many administrators, the challenge of engaging faculty is increasing—not decreasing—as online education grows.

Opposition Increasing as Online Learning Grows



Many institutions are finding they have exhausted the pool of faculty most open to online education; expanding online offerings now requires recruiting skeptics who declined earlier invitations to teach online. Data from the Sloan Consortium shows that the percentage of CAOs reporting that their faculty accept online education actually decreased between 2007 and 2009, even though the number of students taking online courses grew significantly across this period.

[1] Percentage of CAOs agreeing with the statement: "Faculty at my school accept the value and legitimacy of online education."

Source: Allen, I Elaine and Jeff Seaman, *Learning on Demand: Online Education in the United States, 2009*, Needham, MA: Sloan-C, 2010.

From the perspective of many faculty, online education makes a substantial and unwelcome impact on the level of autonomy and control that is one of the primary attractions of a career in higher education.

Not What I Signed Up For

Implications for Faculty Autonomy and Control

	Traditional Courses	Online Courses
Scheduling	Preparation for individual class sessions distributed across semester	Learning activities must be fully designed before semester begins
Revision	Easy to alter from year to year or even mid semester	Major barrier to substantial mid-semester and semester–to–semester revisions
Independence	Preparation completed independently	Collaboration with instructional design staff
Accountability	After initial approval, no formal process for review of course content or pedagogy	Pedagogical choices subject to review and may need to be formally approved
Mastery	Pedagogy is second nature, since faculty have more than 20 years' experience as students in face–to-face classes	Mastery of online pedagogy requires substantial time commitment, instruction from others
Visibility	No record of class sessions or most student interactions	Digital record of course increases potential for scrutiny by students or colleagues
Ownership	Only faculty member has possession of course content and assignments; intellectual property sole possession of faculty member	Content of course and all assignments housed on university server; intellectual property held jointly with university

Even the most enthusiastic faculty supporters of online education agree that the experience of developing and delivering an online course is very different from the experience of creating a traditional course and delivering it in a classroom.

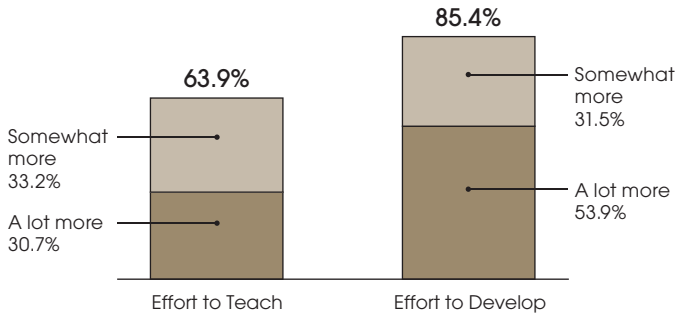
Source: Education Advisory Board interviews and analysis.

The majority of faculty also believe that online education increases overall teaching workload.

Not Just Different Work—More Work

Faculty Reporting Online Courses Require More Effort Than Equivalent Face-to-Face Courses

n=10,720 APLU faculty



A recent survey of more than 10,000 faculty members at APLU institutions—the largest set of data on faculty opinions about online education—found that almost two thirds agreed that teaching an online course requires more effort than teaching an equivalent course face to face. Even more faculty—a striking 85%—agreed that developing online courses requires "somewhat more" or "a lot more" work than developing traditional courses.

Source: Seaman, Jeff, *Online Learning as a Strategic Asset: Volume II: The Paradox of Faculty Voices: Views and Experiences with Online Learning,* New York City: Association of Public and Land-grant Universities, 2009; Education Advisory Board interviews and analysis.

While some of the additive work of online course development may be off-loaded to professional support staff, there are still a number of tasks that must be completed by the faculty member—all in advance of a course's first offering.

Pre-semester Work for a New Online Course

Training

- LMS training
- Technology skills workshops
- Online pedagogy course

Instructional Design

- Articulate learning objectives
- "Chunk" learning into series of internet mediated activities
- Distribute learning activity deadlines across 5+ days per week
- Convert lectures to mini-recordings or short text–based selections
- Select audio and video clips to accompany text
- Design formative assessments
- Write prompts for asynchronous discussion board assignments
- Plan schedule for synchronous online sessions
- Design summative assessment, rubrics

Interface Design

- Finalize course template and navigation toolbar
- Standardize placement of support service links and information
- Design Help or FAQ page

Courseware Development

- Create web graphics
- Create HTML pages with content and graphics
- Build CGI scripts for applications, i.e. discussion boards, calendars, quizzes
- Add links to CGI scripts to HTML pages
- Insert Java coding

Quality Assessment and Approval

- Conduct review for adherence to pedagogical and technological standards
- Design student and faculty satisfaction survey

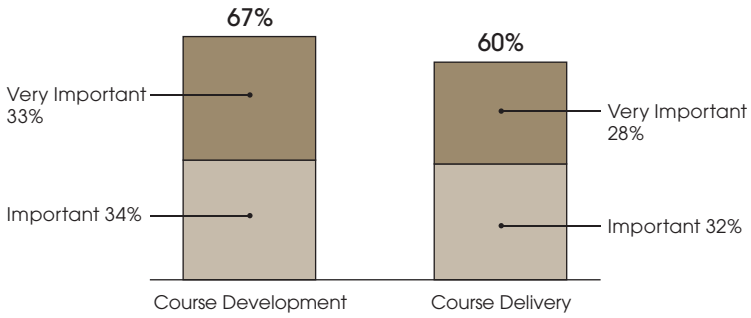
Source: Education Advisory Board interviews and analysis.

Faculty rate the additional work required to develop and teach online courses as the most significant barrier to their participation in online education.

Getting in the Way

Faculty Citing Additional Work of Online Courses as an "Important" or "Very Important" Barrier to Online Participation

n=10,720 APLU faculty



In the APLU survey, the additional workload associated with online education was cited by more faculty than any other factor as an "important" or "very important" barrier to their participation in online education.

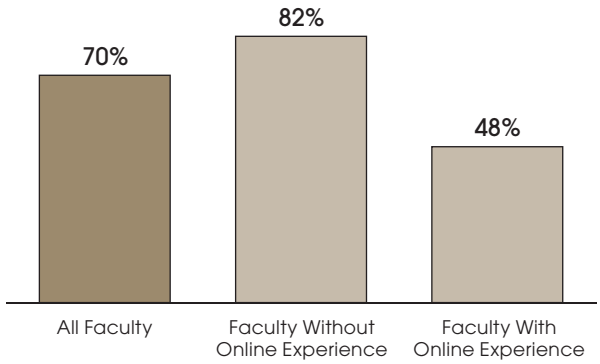
Source: Seaman, Jeff, *Online Learning as a Strategic Asset: Volume II: The Paradox of Faculty Voices: Views and Experiences with Online Learning,* New York City: Association of Public and Land-grant Universities, 2009.

The perception—held by many faculty—that online courses are inherently of lower quality than traditional courses presents another major barrier to engaging faculty in online education.

Skeptical of Course Quality

Faculty Stating That Quality of Student Learning Outcomes in Online Courses Is Inferior Relative to Other Forms of Delivery

n=10,720 APLU faculty



Four factors drive faculty skepticism about the quality of online courses.

Association with Less Prestigious Institutions and Academic Units. With early adopters of online education concentrated in institutions and academic units more focused on access than prestige, faculty who associate these institutions and units with lower quality have extended those associations to online education broadly.

Association with the Corporatization of Higher Education. Similarly, for-profit colleges' and universities' use of online courses to sharply increase class size and lower instructional costs has also fueled skepticism about online learning among faculty at traditional institutions.

Source: Seaman, Jeff, *Online Learning as a Strategic Asset: Volume II: The Paradox of Faculty Voices: Views and Experiences with Online Learning,* New York City: Association of Public and Land-grant Universities, 2009.

Lack of Exposure to Methods of Online Pedagogy. Faculty with limited or no exposure to online teaching are typically unaware of the full range of methods and technologies employed by skillful online instructors; supporters of online education would generally agree that online instruction as the uninformed envision it—merely posting transcriptions or recordings of class lectures to a website—is in fact an inferior approach.

Exposure to Poorly Executed Courses. As many institutions have launched large numbers of online courses without offering faculty (who have never themselves been students in an online course) training in online pedagogy, instructional design support, or compensation for the additional work of courseware development, it would be surprising if the resulting courses were not of lower quality than a typical traditional course. Faculty exposed only to poorly executed online courses may perhaps not unreasonably conclude that online courses are generally of low quality.

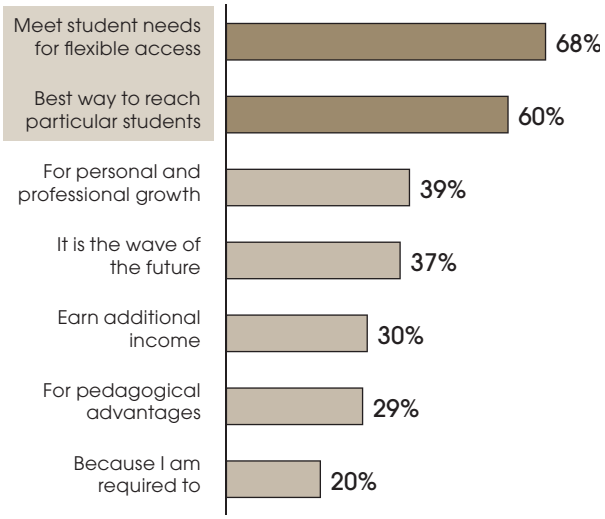
As the figure on the previous page illustrates, a significant majority of respondents to the APLU survey on online education reported that that they believe online courses to be inferior to other courses. While this belief was most common among faculty who had never taught online, almost half of faculty respondents who had taught online also stated that the quality of student learning outcomes in online courses is inferior.

While faculty acknowledge that online education offers major benefits for particular students, this factor by itself is generally not sufficient to override other faculty concerns.

Compelling…but Not Compelling Enough

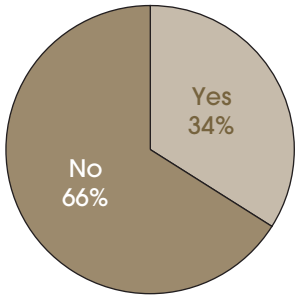
What Motivates Faculty to Teach Online?[1]

n=10,720 APLU faculty



Faculty Who Have Taught an Online Course

n=10,720 APLU faculty



Faculty, especially those at access-focused institutions, recognize that online education may be the only way for certain students to attain a degree. Respondents to the APLU survey cite effectiveness of online education in meeting student needs for access and helping particular students learn as the strongest motivators for participating in online education. However, two-thirds of faculty in the sample have never taught online, suggesting that something other than belief about potential advantages to students is required to trigger widespread participation in online education.

[1] APLU Faculty Survey Question: "Which of the following are your primary motivations for teaching an online course?"

Source: Seaman, Jeff, *Online Learning as a Strategic Asset: Volume II: The Paradox of Faculty Voices: Views and Experiences with Online Learning,* New York City: Association of Public and Land-grant Universities, 2009.

Meaningfully increasing faculty participation in online education requires institutional investment in faculty training in online pedagogy, resources to support course development, special faculty compensation, and assessment measures that address concern about the quality of online courses.

New Costs of Doing Business

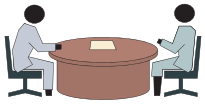
Need to Engage Faculty in Online Education Triggering New Spending

Training in Faculty Online Pedagogy and Course Design

- Trainer compensation
- Creation of self-help resources
- Faculty stipends
- Replacement instructors for faculty receiving course release

Incentivizing Faculty to Teach Online

- Faculty stipends
- Instructional costs associated with lower enrollment caps



Resourcing Online Course Development

- Faculty stipends
- Instructional design support (from staff or vendors)
- Replacement instructors for faculty receiving course release

Transitional Costs

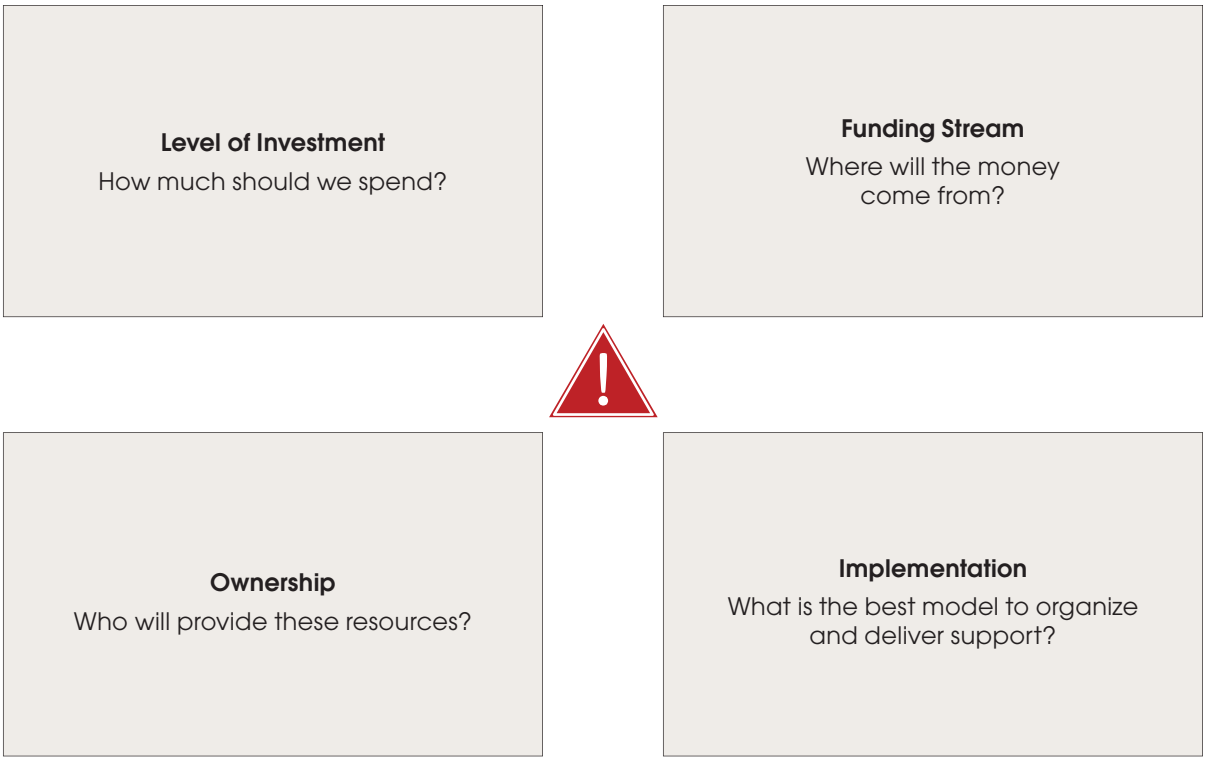
Longer–Term Expenses

Source: Education Advisory Board interviews and analysis.

Institutions are generally struggling with questions related to structuring these new investments. Administrators are asking how new support resources are best organized and delivered, how much should be invested, and what sources of revenue are available to seed growth.

Struggling with Questions

Struggling with the Questions Around Realizing Online Ambitions



When online offerings are confined to a separate self-funded unit (such as a college of continuing, professional, or distance education), the answers to these questions are relatively straightforward. The challenge of finding the right answers increases by orders of magnitude, however, when the institution seeks to engage core faculty across all academic units in online education to put a substantial portion of its curriculum online.

In what follows, we first examine key lessons for structuring ownership and budget models to create a sound foundation for the institution's online ambitions. We then focus in detail on four aspects of rightsizing faculty incentives and optimizing faculty support: training faculty in online pedagogy and course design, resourcing online course development, structuring faculty compensation, and safeguarding course quality.

Source: Education Advisory Board interviews and analysis.

Engaging Faculty in Online Education

Creating Infrastructure for Migrating the Curriculum Online

I

Structuring Ownership and Budget Models

#1 Sustainable Revenue Distribution Formula

#2 Prioritized Course Migration Plan

Rightsizing Incentives and Optimizing Support

II

Training Faculty in Online Pedagogy and Course Design

#3 Tiered Courses in Pedagogy and Design

#4 Faculty Peer Mentorship Program

#5 In-Load Faculty-Taught Online Training

III

Resourcing Online Course Development

#6 Start-to-Finish Course Consultant

#7 DIY Course Design Resources

#8 Multi-expert Development Team

#9 Course Production Outsourcing

IV

Structuring Faculty Compensation

Key Lessons on Special Faculty Compensation for Developing and Teaching Online Courses

Complete Survey Results *Online Education: Course Fees and Faculty Compensation*

V

Safeguarding Course Quality

#10 Detailed Course Peer Review

#11 Automatic Pre-launch Screening

#12 Longitudinal Effectiveness Analysis

Creating Infrastructure for Migrating the Curriculum Online

I. Structuring Ownership and Budget Models

Practice #1: Sustainable Revenue Distribution Formula

Practice #2: Prioritized Course Migration Plan

Diagnostic Questions

These diagnostic questions reflect the essential ingredients of approaches used by best practice institutions. Members may use them to determine if the full range of best practices is being used on campus and to evaluate whether absences represent an opportunity for investment or action.

Structuring Ownership and Budget Models	**Yes**	**No**
1. Does the institution have a budget model that incentivizes academic units to increase online offerings?	❑	❑
2. Are the resources that support the development and delivery of online courses—such as training in online pedagogy and instructional design support—managed and provisioned centrally?	❑	❑
3. Does the budget model sufficiently account for the indirect costs of developing and delivering online courses?	❑	❑
4. If the formula for distributing tuition revenue from online courses is different from that of face-to-face courses, has the institution set a specific point (such as a percentage of total student credit hours delivered online, total number of online enrollments, or date) at which that formula will be reevaluated?	❑	❑
5. Does the budget model for online education provide funding to seed development of new online courses that advance institutional priorities?	❑	❑
6. Is there a strategic plan for online education that establishes institutional priorities for online course and program development?	❑	❑
7. Do senior institutional leaders meet at least once a semester to identify the specific courses whose conversion to an online or hybrid format would best advance the institution's strategic plan for online education?	❑	❑
8. Do the online courses that best align with the strategic plan for online education receive prioritized funding and development support?	❑	❑
9. Are online education priorities clearly and effectively communicated to core academic units and the faculty?	❑	❑

If you answered "No" to any of the above questions, please turn to:

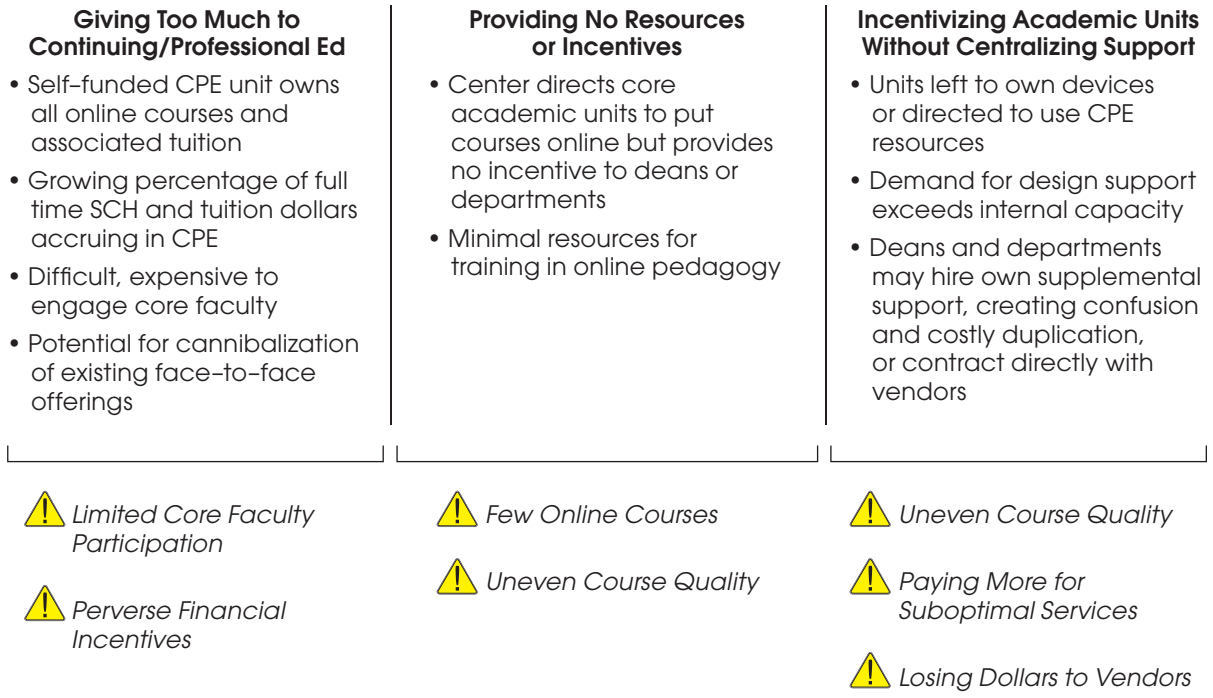
Practice #1: Sustainable Revenue Distribution Formula . . . . . **Page 24**

Practice #2: Prioritized Course Migration Plan . . . . . **Page 32**

In many cases, difficulties in engaging faculty in online education stem from the academic units' lack of ownership for the institution's online education goals and poor models for organizing and funding faculty support resources.

Do Not Try This at Home

Failure Paths for Ownership of Online Ed Courses and Resources



Source: Education Advisory Board interviews and analysis.

Six Lessons on Ownership and Budget Models

Six key lessons on ownership and budget models for online education emerged in the research:

#1 To meet ambitious goals, create a budget model that incentivizes academic units

#2 Centralize ownership and identify reliable funding support resources

#3 Set a specific point for reevaluating the revenue distribution formula

#4 Consider assessing a special fee for online courses

#5 Identify funding to seed growth and smooth variations in enrollment

#6 Prioritize access to support resources at the outset

Practice #1: Sustainable Revenue Distribution Formula

Lesson #1: **To Meet Ambitious Goals, Create a Budget Model that Incentivizes Academic Units**

Distributed Ownership, Centralized Support

Distribution of Online Course Tuition Revenue

Unit	Common Revenue Uses
Dean, Department, Faculty (40%–80%)	• Direct instructional costs • Coverage for course releases • Faculty stipends • Discretionary spending
Shared Service Unit (10%–50%)	• Faculty training programs • Course production infrastructure and staff • Ongoing support services - Test proctoring - Technical support
Provost/ General Fund (10%–20%)	• Portfolio growth • Indirect /overhead costs - Finance and administration - Library - Information technology - Student services (registrar, admissions)

Key Criteria for Funding Models

✓	Reinforces unit–level support for institution's online education strategy
✓	Transparent and simple to understand
✓	Compatible with funding model for traditional face–to–face instruction
✓	Appropriately recognizes development and delivery costs
✓	Viewed as "working formula," not set in stone
✓	Reevaluated as initial development and training costs diminish

Institutions meeting ambitious goals for growing online education typically have a budget model that promotes ownership for these goals at the academic unit level. As the institution is ramping up its online offerings, tuition and/or fees from online courses are handled differently than those of other courses to provide deans and departments with an incentive to increase online offerings.

Special Formula for Distributing Tuition Revenue from Online Courses

As approaches to budgeting vary dramatically across institutions, there is no single formula used by institutions incentivizing expansion of online education through a special formula for distributing tuition revenue from online courses differs. A primary influence on implementation, however, is whether the institution employs responsibility center management (RCM) budgeting or incremental budgeting.

Source: Education Advisory Board interviews and analysis.

RCM Budgeting

In RCM budgeting (and its variants), a large share of tuition revenue is returned directly to academic units, according to course enrollments. Units then use this money to cover faculty salaries and indirect instructional costs (such as chargebacks for IT and student support services); any funds remaining can be spent at the deans' and chairs' discretion.

When RCM institutions use special tuition distribution models to incentivize growth of online education, academic units receive a greater percentage of tuition revenue from online courses than they do from face-to-face courses. Some of these additional funds are used to cover expenses such as stipends awarded to faculty for developing online courses; the remaining becomes discretionary spending. The ranges of revenue typically allocated to the academic unit, shared service unit, and central administration are outlined above.

Incremental Budgeting

In incremental budgeting, budget allocation decisions lie with central administration. Academic units receive relatively the same budget allocation from year to year, with incremental adjustments awarded at the provost's discretion.

Institutions with incremental budgeting that wish to incentivize online course creation do so by, in effect, introducing an RCM-approach exclusively for online courses: each unit receives a percentage of tuition revenue from the online courses it offers in addition to its regular budget. While some of these funds cover expenses such as faculty stipends for developing online courses, remaining amounts become discretionary spending.

Lesson #2: **Centralize Ownership and Identify Reliable Funding for Support Resources**

Support services such as faculty training in online pedagogy and instructional design support should be managed and provisioned centrally to ensure that access to them is both adequate and prioritized according to institutional goals.

Absent centralized management and sufficient funding of faculty support resources, institutions typically experience slow progress towards online goals and increased costs.

- Without sufficient training and instructional design support, institutions may struggle to find faculty willing to develop new online courses or find that courses that are produced fail to meet the institution's bar for quality.
- If strongly incentivized to grow online offerings, deans and department chairs who find centralized support services insufficient may begin hiring their own support staff or signing one-off contracts with vendors, creating confusing and costly duplication of services across campus.

If developing online courses for true "distance" students as well as students who travel at least occasionally to campus, institutions must also establish and fund internal infrastructure for marketing and web-only versions of academic, student, and financial services in addition to support resources for faculty training and instructional design.

Lesson #3: **Set a Specific Date for Reevaluating the Revenue Distribution Formula**

When establishing an online tuition distribution formula, institutions should identify a specific point—such as a percentage of total student credit hours delivered online, total number of online enrollments, and/or date—at which the formula will be reevaluated.

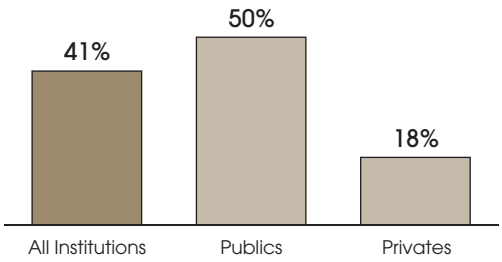
Without this step, the institution may struggle for too long with a formula that proves insufficient for advancing its online goals or, alternately, continue expensive spending on incentives well beyond the point that it can be justified or afforded.

Lesson #4: **Consider Fees for Online Courses**

Assessing a Special Fee for Online Courses

Institutions Charging Fees for Online Courses

n=61



	Undergraduate (n=15)	Graduate (n=13)
Median Course Fee per Credit Hour	$35.00	$35.00
Minimum	$11.00	$18.00
Maximum	$200.00	$351.00

With so many competing demands on tuition revenue, the institution may not be able to cover all direct and indirect costs of online education through distribution of tuition from online courses. For this reason, many institutions are employing other options, such as special online course fees.

More than 40% of institutions the Council surveyed charge students taking online courses a special fee not paid by students taking courses that meet face to face. Among respondents, the median fee for an undergraduate course was $35 per credit hour, or $105 for a three-credit course.

Source: Education Advisory Board interviews and analysis.

Lesson #5: **Identify Funding to Seed Growth and Smooth Variations in Enrollment**

Using the General Fund

Advantages 	• Funding is predictable and available immediately
Limitations 	• Requires tuition increase or difficult decisions to redirect funds away from other institutional priorities • Available funding may not be sufficient to cover all costs • Opposition most likely from champions of priorities losing funding
Applicability 	• Best for institutions where critical component of strategic plan is putting major portion of curriculum online and private institutions, which face fewer barriers to augmenting general fund through tuition increases

Increasing the Student Technology Fee

Advantages 	• Funding is predictable
Limitations 	• At public institutions, requires lengthy and often contentious approval process (existing IT budget generally too tight to support activity needed without increased funds) • Opposition most likely from students sensitive to price increases and IT units fearing dilution of already tight budgets
Applicability 	• Limited applicability; public institutions with a high percentage of students desiring online courses may consider this option; private institutions have less incentive to direct cost increases through fees as opposed to tuition

Source: Education Advisory Board interviews and analysis.

Cross-Subsidy from Continuing/Professional Ed[1]

Advantages 	• Potential to generate substantial, predictable, and immediately available funding
Limitations 	• Requires large and sufficiently profitable CPE operation as well as reporting structure that allows provost to redistribute revenue • In some states, illegal to redirect dollars from self-funded CPE unit to state-funded courses • Decreases dollars available for CPE program innovation, which may generate better ROI than increasing number of online courses in core academic departments • Opposition most likely from CPE leadership seeking to grow program
Applicability 	• Best for institutions with a reporting structure that allows the provost to redirect CPE dollars, with a highly profitable CPE unit, and where efforts to raise tuition or fees or defund other priorities would produce paralyzing contention but trading off decreased ROI from CPE would not

Launching Online Courses as Summer Offerings

Advantages 	• Summer courses generate substantial revenue, not subject to same restrictions on allocation as other tuition dollars • Courses developed as summer offerings can later be deployed in the academic year • Faculty more likely to innovate with online instruction during summer
Limitations 	• Fluctuations in enrollment may make funding unpredictable • Number of online students may be too small to generate substantial revenue initially
Applicability 	• Broad applicability; any institution may consider this option

[1] Profits of self-funded CPE unit fund development of online courses in core academic units.

Source: Education Advisory Board interviews and analysis.

Both special tuition distribution models and online course fees generate funding only after students enroll in online courses; to fund initial online course creation and smooth over dips in funding produced by variable enrollment, institutions can distribute this burden broadly—by pulling from the general fund or a universal student technology fee—or use cross-subsidies from summer courses or a continuing and professional education (or similar revenue-generating) unit.

Distributing the Burden Broadly. Resources from the general fund or student technology fees have the attraction of being predictable and immediately accessible. Using these strategies, however, is likely to require either difficult decisions to redirect funds away from other institutional priorities or increases in the technology fee or tuition.

Cross-Subsidy from Continuing Education. Cross-subsidizing online education through CPE will be most attractive at institutions with highly profitable CPE units where efforts to redirect general fund dollars from other priorities or raise tuition or fees would create paralyzing contention.

Revenue from Summer Courses. Using tuition from summer courses presents an attractive and broadly applicable option for funding expansion of online education. Summer courses generate substantial tuition revenue not subject to the same restrictions as other tuition dollars.

Institutions are seeing robust demand for online summer offerings from students, and online courses developed initially as summer offerings can later be deployed during the academic year. Many faculty are also more willing to experiment with online instruction in the summer. The option to earn additional income from teaching while still being free to travel is attractive, and, because so many students leave the area or work full time during the summer, the argument for teaching online could not be more clear.

Lesson #6: **Prioritize Access to Support Resources at the Outset**

An Ounce of Prevention…

Consequences of a "Wild West" Approach to Online Migration

Failing to Convert High-Demand Courses

- Students at large, public university facing over-subscribed courses, delayed graduation
- Push to convert required courses to online format results in haphazard offerings not aligned with student need
- Students enroll in online courses offered by other institutions with articulation agreements

Result:
Losing Tuition Dollars to Other Institutions

Cannibalizing Existing Courses

- In effort to win faculty support for online, university allocates 47.5 percent of course tuition directly to instructors
- Absent policy on type, number of courses that can be developed, rapid proliferation occurs
- New online courses draw enrollments away from existing face–to–face courses

Result:
Increasing Instructional Costs

The potential to generate significant discretionary revenue from online education may, absent coordination and oversight from central administration, create perverse incentives for academic units and faculty to develop online courses that do not meet student demand and institutional priorities.

Failure to prioritize course conversion based on institutional priorities can result in increased instructional costs (as online enrollments cannibalize existing face-to-face offerings) and loss of tuition revenue (as students who cannot access desired online courses internally enroll in online courses offered by another institution).

In one case we encountered, administrators at a large public university encouraged faculty to develop online courses to satisfy student demand for additional sections of required core courses. However, absent explicit guidelines as to which courses must be converted, growth in online offerings was haphazard. Key courses remained over-subscribed leading students to enroll in online offerings at other institutions in the state system rather than delay progress to graduation.

Source: Education Advisory Board interviews and analysis.

An equally undesirable consequence of a lack of central controls over online course development occurred at a research university in the West. Faculty members were handsomely rewarded for teaching online, directly receiving nearly half of course tuition revenue as special compensation. This generous compensation policy led to a rapid proliferation of online courses, many of which cannibalized existing face-to-face courses.

Practice #2: Prioritized Course Migration Plan

To avoid these problems, institutions should implement a process for prioritizing access to faculty training, stipends for course creation, and instructional design support from the outset, even if the institution is still struggling to recruit faculty willing to use the resources available.

Directing Resources to the Most Critical Courses

UCF

University of Central Florida's Online Strategy Team

- Four Vice Provosts: IT and Resources, Undergraduate Education, Graduate Education, and Regional Campuses
- Meet every three weeks to discuss distance learning strategy
- Evaluate enrollment data, market research to identify emerging "hot areas" and student needs

General Principles for Prioritization

- General Education courses
- Building blocks for full BA/BS
- Revenue-generating master's programs

At our case study institution, the University of Central Florida, online course development is guided by a standing committee of four vice provosts. These administrators meet every three weeks to discuss the institution's distance learning strategy, evaluating enrollment data, labor trends, and market research to shape a working plan for online course development.

The distance learning working plan follows three general principles for prioritization. General education course and requirements for popular undergraduate majors are a top priority for the institution. The committee also prioritizes the development of courses that are building blocks of revenue-generating master's programs that meet local and regional needs.

Source: Education Advisory Board interviews and analysis.

A critical component of the course prioritization process is balancing data and goals from central administration with information and requests from deans, departments, and individual faculty.

Balancing Top-Down Goals with Bottom-Up Requests

UCF Annual Review of Unit-Level Proposals for Online Course Development

Colleges Submit Course Proposals	Strategy Team Applies Evaluation Criteria	Priority Status Assigned
• Deans collect new course and program ideas from chairs and faculty • Present ideas to VPs at annual summit	• *Does the course align with the course migration plan?* • *Is there sufficient interest from departmental faculty?* • *Does the proposal show evidence of unmet student demand?* • *Will this course contribute to the launch of a full degree program?*	• Enrollment in next available faculty training course • First access to instructional design resources • Central funding for course development

Deans submit course proposals generated by departments and individual faculty members to the online strategy committee for evaluation, and proposals that best align with the institution's working plan for distance learning are assigned priority status. This designation guarantees enrollment in the next session of the university's mandatory faculty training program. It also ensures central funding and first access to the instructional design resources of the Center for Distributed Learning.

Proposals that are not granted priority status can still be pursued by departments and faculty members; however, they will be at the bottom of the queue for training and instructional design support. Deans are unlikely to circumvent the university prioritization policy as disbursement of online tuition revenue is tied to successful completion of the faculty training program.

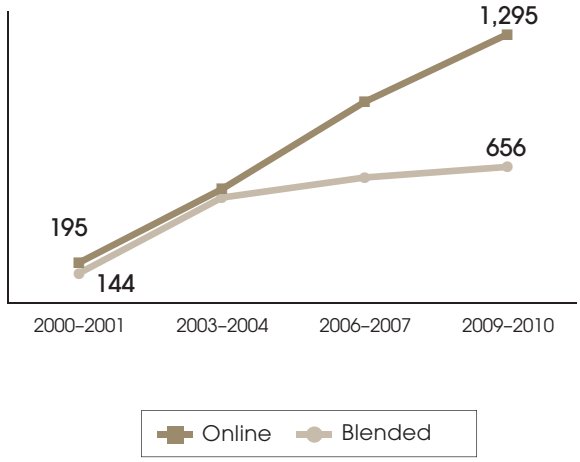
Source: Education Advisory Board interviews and analysis.

A prioritized approach to course migration is essential for ensuring that the institution's growing investment in online education produces the desired returns.

Driving Smart Growth in Online Offerings

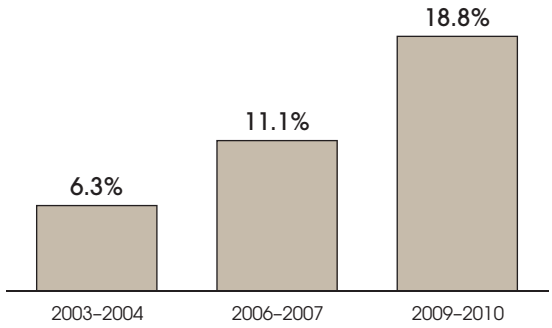
Blended and Online Courses

University of Central Florida



Online Courses as a Percentage of Total SCH

University of Central Florida



At the University of Central Florida, online enrollments now represent more than 18.8% of total student credit hours. In the 2008-09 academic year, online courses generated over $73.5 million dollars in tuition and fees.

Source: Dziuban, Charles D. and Patsy D. Moskal, "UCF's Distributed Learning Impact Evaluation," http://dl.ucf.edu/research/rite/presentations/, (accessed June 1, 2010); University Leadership Council interviews and analysis.

Rightsizing Incentives and Optimizing Support

II. Training Faculty in Online Pedagogy and Course Design

Practice #3: Tiered Courses in Pedagogy and Design

Practice #4: Faculty Peer Mentorship Program

Practice #5: In-Load Faculty-Taught Online Training

Diagnostic Questions

These diagnostic questions reflect the essential ingredients of approaches used by best practice institutions. Members may use them to determine if the full range of best practices is being used on campus and to evaluate whether absences represent an opportunity for investment or action.

Training Faculty in Online Pedagogy and Course Design	**Yes**	**No**
1. Does the institution offer faculty training in not only the technical skills needed to run an online course but also in the pedagogy of online teaching and course development?	❑	❑
2. If the institution has substantial online offerings, does it offer separate courses for faculty designing new online courses, faculty teaching existing online courses, and faculty learning how to integrate web-based components into a course taught in a traditional classroom?	❑	❑
3. Is a substantial component of the training in online pedagogy taught online to offer faculty the experience of being a student in an online course?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Practice #3: Tiered Courses in Pedagogy and Design . . . . . **Page 43**

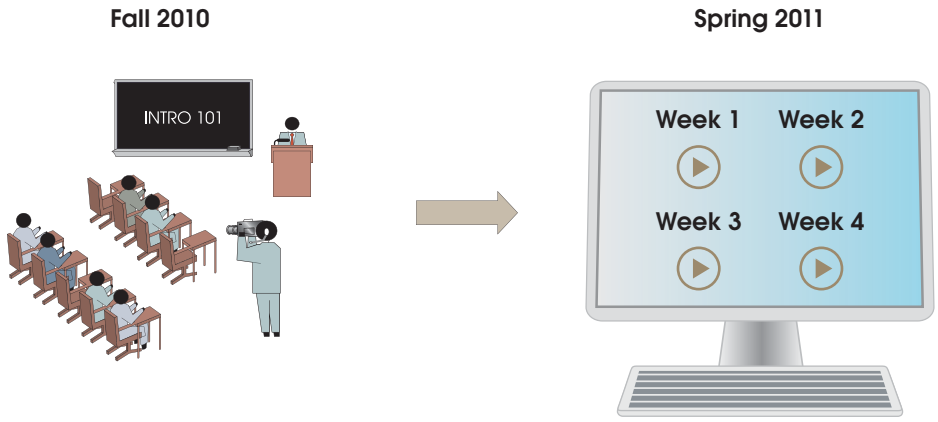
Practice #4: Faculty Peer Mentorship Program . . . . . **Page 56**

Practice #5: In-Load Faculty-Taught Online Training . . . . . **Page 65**

Absent faculty training in the pedagogy of developing and teaching online courses, most institutions experience low levels of initial faculty participation as well as significant numbers of poorly designed and poorly executed online courses, followed by low rates of student success and student and faculty satisfaction.

Online Ed 1.0: The Minimalist Approach

Broadcasting the Traditional Classroom Experience



Appeal	Drawbacks
• Low development costs, minimal resource requirements • Limited demands on faculty	• Considered pedagogically inferior by advocates of online education • Few opportunities for active learning • Often associated with lower course completion rates, lower levels of student satisfaction

There are approaches to online instruction that would seem to require little or no training for faculty, such as simply recording lectures and broadcasting them online. This approach is generally considered inferior by advocates of online learning. It produces few opportunities for active learning and is often associated with lower course completion rates and lower levels of student satisfaction.

Today, most practitioners understand online education to involve radically redesigning course components and activities—using a broad range of educational technologies—to produce a rich, active, and highly interactive learning experience in the online environment. To design and deliver online education to this standard, faculty require training in online pedagogy as well as the continually evolving range of technologies on which online education relies.

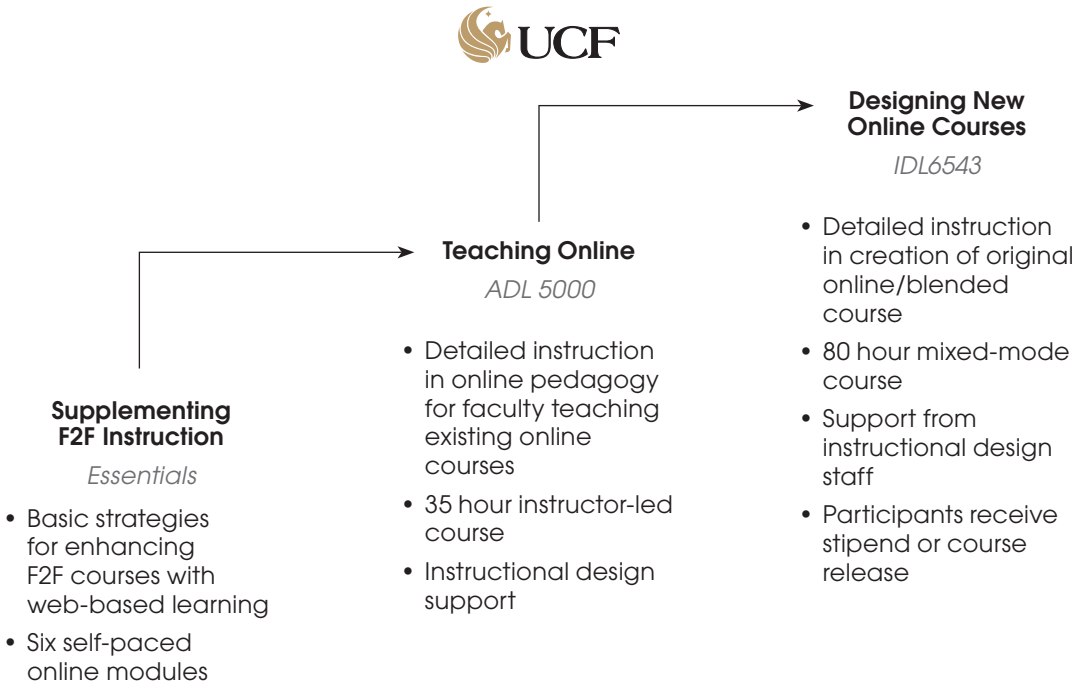
Source: Education Advisory Board interviews and analysis.

Practice #3: Tiered Courses in Pedagogy and Design

For institutions with substantial online offerings, the most effective and efficient approach to training is tiered courses targeted to different faculty needs, such as integrating technology into traditional courses, teaching an online course designed by another instructor, and designing a new online course.

Three Options Meet Different Faculty Needs

University of Central Florida's Award-Winning Faculty Development Programming



The University of Central Florida's Center for Distributed Learning offers three award-winning faculty development programs. The "Essentials" course introduces faculty to basic strategies for supplementing face-to-face instruction with web-based learning. A faculty member independently completes six online modules covering the fundamentals of teaching with technology. For instructors and graduate students teaching online courses designed by others, UCF offers a 35-hour mixed-mode course. This course includes detailed instructions in online pedagogy as well as best practices in electronic communication and technology troubleshooting. UCF's signature training program, "Interactive Distributed Learning for Tech-Mediated Course Delivery," supports faculty developing new online courses. Taught by a team of experienced instructional designers, the signature program requires an 80+ hour commitment from participants.

This tiered training model requires a significant institutional investment in instructional design staff and resources as well as significant commitment of time from faculty members participating in the modules. For that reason, a tiered approach may only be feasible for institutions with a significant percentage of student credit hours delivered online.

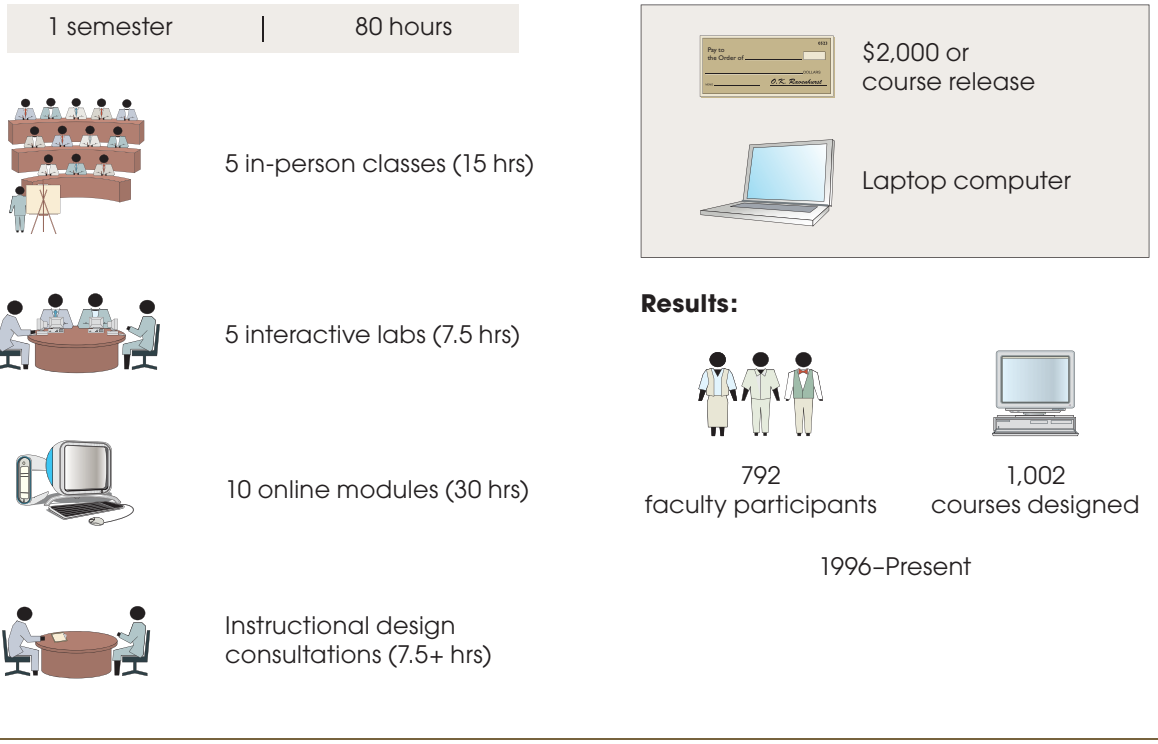
Source: "Pathways to Online Teaching and Learning," University of Central Florida, http://teach.ucf.edu/files/2009/12/pathways.pdf, (accessed June 8, 2010); Education Advisory Board interviews and analysis.

A substantial component of the training should be taught online to expose faculty (whose own education took place in traditional classrooms) to the experience of being a student in an online course.

Comprehensive Faculty Development

Interactive Distributed Learning for Technology-Mediated Course Delivery

Elements of UCF's Signature Mixed-Mode Training Course



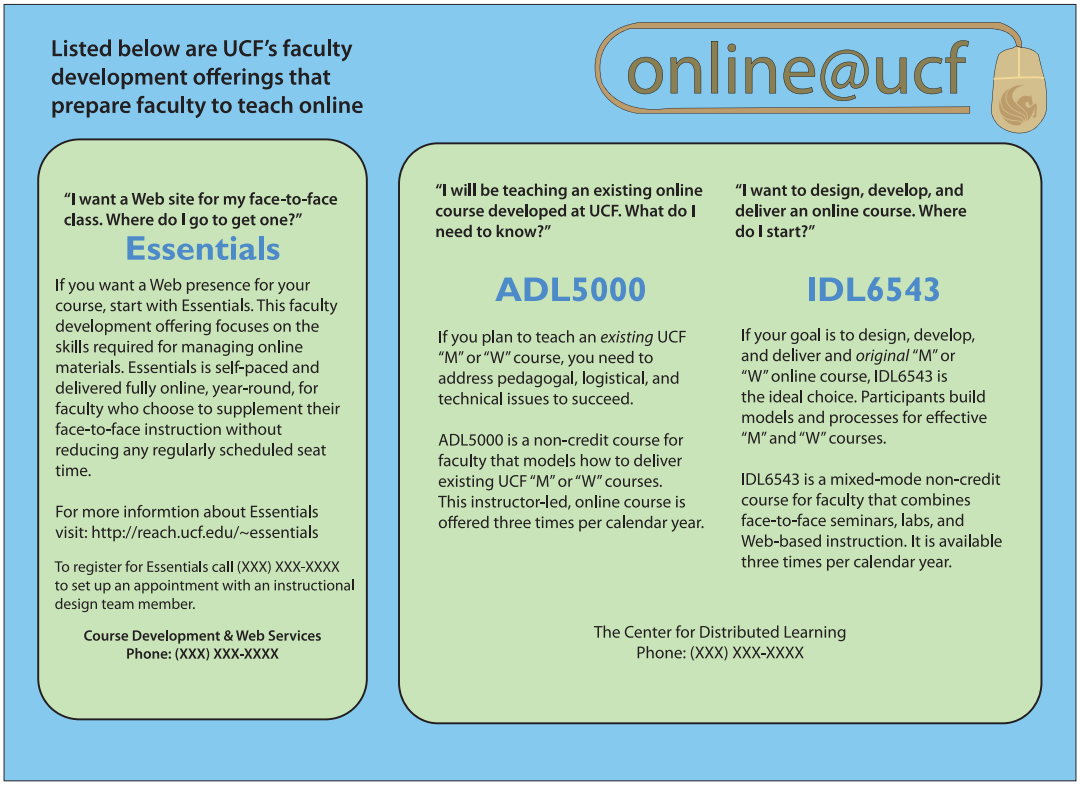
UCF's signature training combines in-person coursework, interactive labs, and online training modules with one-on-one instructional design consultations to support faculty as they design and develop a new online course. Given the significant time commitment required of participants, the university provides participating faculty with a personal laptop computer and either a $2,000 stipend or (at the department chair's discretion) a course release. Since 1996 nearly 800 faculty members have successfully completed the program.

Source: Education Advisory Board interviews and analysis.

Descriptions of Faculty Training Courses in Online Pedagogy

University of Central Florida

At the University of Central Florida, faculty training programs offered by the Center for Distributed Learning and the Course Development & Web Services department are advertised using the following one-page brochure that describes course content and identifies the target audience for each program.



Listed below are UCF's faculty development offerings that prepare faculty to teach online

online@ucf

"I want a Web site for my face-to-face class. Where do I go to get one?"

Essentials

If you want a Web presence for your course, start with Essentials. This faculty development offering focuses on the skills required for managing online materials. Essentials is self-paced and delivered fully online, year-round, for faculty who choose to supplement their face-to-face instruction without reducing any regularly scheduled seat time.

For more informtion about Essentials visit: http://reach.ucf.edu/~essentials

To register for Essentials call (XXX) XXX-XXXX to set up an appointment with an instructional design team member.

Course Development & Web Services
Phone: (XXX) XXX-XXXX

"I will be teaching an existing online course developed at UCF. What do I need to know?"

ADL5000

If you plan to teach an *existing* UCF "M" or "W" course, you need to address pedagogal, logistical, and technical issues to succeed.

ADL5000 is a non-credit course for faculty that models how to deliver existing UCF "M" or "W" courses. This instructor-led, online course is offered three times per calendar year.

"I want to design, develop, and deliver an online course. Where do I start?"

IDL6543

If your goal is to design, develop, and deliver and *original* "M" or "W" online course, IDL6543 is the ideal choice. Participants build models and processes for effective "M" and "W" courses.

IDL6543 is a mixed-mode non-credit course for faculty that combines face-to-face seminars, labs, and Web-based instruction. It is available three times per calendar year.

The Center for Distributed Learning
Phone: (XXX) XXX-XXXX

Source: Education Advisory Board interviews and analysis.

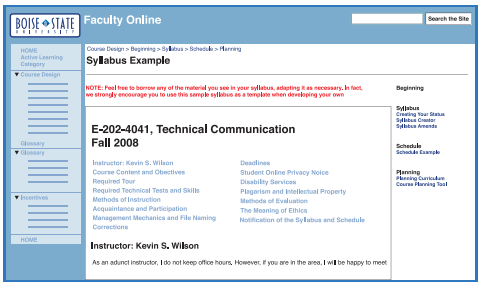
Responding to faculty concerns about making a major commitment while still largely unfamiliar with online learning, Boise State University has adopted a flexible, multi-phase system with separate components for online pedagogy, course development, and course review.

Incremental Commitments

Three Phases Across 4–8 Months

Boise State University

eLearning Quality Instruction Program



- 4-8 month development program
- 8-week online pedagogy training (stipend: $2,000)
- Semester course development workshop (stipend: $1,500)
- Teach online course for one semester
- Course design peer review (stipend: $1,500)

Winning Over the Skeptics

"Absolutely the [course] made a difference. I didn't expect to get much from it, but quite the opposite resulted."

"I am not suggesting an online utopia has emerged but rather that the model works at least as well as traditional F2F lectures, and much better I think than trying to take my F2F approach online."

eQIP participants
Boise State University

The Academic Technologies unit and the Center for Teaching and Learning at Boise State University collaboratively offer a multi-phase course development training for faculty called the eLearning Quality Instruction Program (eQIP). Faculty members receive a $2,000 stipend for completing an 8-week training course in the fundamentals of online course design and pedagogy. During the 8-week training faculty begin designing a new online course. The faculty members can then choose to collaborate with a dedicated instructional designer for a semester to complete their online course, earning an additional $1,500 stipend. A final stipend of $1,500 is awarded to faculty who choose to participate in a semester-long course peer review process.

Source: eLearning Quality Instruction Program, http://boisestate.edu/distance/faculty/eqip/, (accessed June 8, 2010); Education Advisory Board interviews and analysis.

Overview of the Faculty eLearning Quality Instruction Program

Boise State University

The Boise State University eLearning Quality Instruction Program (eQIP) provides formal training and course development support to faculty teaching online. This document provides prospective participants with an overview of the program's key goals and characteristics. It can also be distributed among deans and department chairs to generate interest in the program.

Boise State eLearning Quality Instruction Program (eQIP)

The eLearning Quality Instruction Program (eQIP) at Boise State University is a comprehensive program to develop Boise State faculty and courses for online instruction. The initial objectives of the program were to:

- Formalize, improve, and increase opportunities for faculty training and ongoing support for effective teaching in online courses
- Ensure online courses are appropriate and have adequate resources
- Support Boise State's strategic plan, particularly the "destination" of "Academic Excellence," by ensuring the quality of online courses, along with the strategy of increasing "flexible course delivery options"
- Ensure that Boise State meets accreditation standards for distance education requiring "faculty support services specifically related to distance education" and "appropriate training for faculty who teach in distance education programs" (NWCCU Standard 2, Policy 2.6, 2006)

These objectives were prompted by rapid growth in online courses at Boise State, which highlighted the need for a systematic approach to training faculty and expanding course offerings.

Elements

eQIP meets these objectives and the university's strategic plan with the following elements:

- A mandatory proposal process to ensure that courses developed through the program are appropriate for online instruction and will be supported with sufficient resources
- A three-part development initiative consisting of:
  - a training seminar for online experts
  - a structured, formalized process for developing online courses; and
  - a research-based method (Quality Matters™) for evaluating the quality of course design
- A repository of master courses developed through eQIP

In the three years since eQIP was launched, the following results have been achieved:

- 91 faculty have completed the training seminar in online course design and pedagogy; another 8 will complete it next month
- 47 master courses have been developed, and another 8 will be completed this summer
- 32 master courses have been reviewed by Quality Matters-trained faculty and instructional designers

Source: Education Advisory Board interviews and analysis.

Collaboration

eQIP is a collaborative effort based on the distance education model at Boise State, which involves Distance Education in the Division of Extended Studies (administrative), Academic Technologies in the Center for Teaching and Learning (instructional design and technology consultation), and academic units in the various colleges (decisions about what to offer online and who will teach it).

The 6-member team that collaborated in developing the eQIP components comes from the Department of Distance Education, Academic Technologies, and academia, represented by a member of the English Department, who has completed both eQIP and Quality Matters training. This team meets weekly to review the progress of eQIP participants, to exchange ideas about what is working well and what needs improvement, and to discuss feedback received from eQIP participants so as to make or plan for improvements. The team brings together expertise in instructional design, information design, and adult learning, along with online teaching experience and an academic perspective, resulting in a better product than any single team member could produce alone.

Faculty Online Training Participant Application

Boise State University

At Boise State University, faculty complete the following application form to participate in an online training program. The application is divided into four sections: 1) a statement of purpose, 2) background information about the applicant, 3) applicant's prior online course development and teaching experience, and 4) department chair funding and capacity information, agreement, and approval.

eLearning Quality Instruction Program (eQIP) Proposal (2010–2011)

Instructions

The following form is divided into 4 parts:

1. Your purpose in applying for this program (Part 1)
2. Information about the faculty member applying (Part 2)
3. Information about previous online teaching or training to teach online and the course being developed, if any (Part 3)
4. Approvals for department chairs and college deans (Part 4)

The form requires information from both the instructor and the chair. **If more than one person will be teaching the course, each person must complete a form**. The "Course Status" and "Course Details" subsections can be left blank if the request is for training only.

Faculty Agreement. Participants need to sign the faculty agreement(s) that relate to the component(s) they are proposing to participate in.

- For those who wish to participate in the entire program—both Online Teacher Training (OTT) and course development, please check all the boxes at the end of Part 3 in the Faculty Agreement and sign it
- For those who only need training in how to teach an online course that has already been developed, check the first 3 boxes in the Faculty Agreement and sign it
- For those who have already been trained in online pedagogy and only need to develop a course, check all boxes except the 2nd box in the Faculty Agreement and sign it

Approvals. **Please obtain signatures for all approvals** in Part 4 before forwarding the proposal to the Department of Distance Education for University approvals. If there are multiple proposals from a department or college, please provide a list of proposals ranked in order of priority.

Forward the completed form to the Distance Education Faculty Development Coordinator:

[NAME]
[TITLE]
[E-MAIL]

We appreciate your work in filling out these forms. Since we want to continually improve them, if you find anything in them confusing or have suggestions for making them better, please contact [DIRECTOR] *at* (XXX) XXX–XXXX *or* [E-MAIL]. *Thank you!*

PART 1. Purpose

❒ This is a proposal to participate in the program beginning in Summer 20XX (Insert Due Date)

❒ This is a proposal to participate in the program beginning in Fall 20XX (Insert Due Date)

In which components of the program do you propose to participate?

❒ Participate in **both** the training and course development and peer review process to:

- ❒ Revise an existing online course — Course Name: _____
- ❒ Develop a new online course

❒ Participate in **only** the 8-week Online Teacher Training (OTT), to teach existing online course — Course Name: _____

❒ Participate in **only** the course development and peer review process (appropriate for OTT graduates or faculty experienced in teaching online), in order to:

- ❒ Revise an existing online course
- ❒ Develop a new online course — Course Name: _____

PART 2. Instructor Information

Employee Information

Name _____ (First) _____ (Last) Employee D ___I_____

Contact Information

Address _____ (Mail Stop) _____ (Home Address (if preferred))

_____ (City) _____ (State) _____ (Zip)

E-mail _____ (University E-mail) _____ (Other (if no University e-mail))

Department _____ (Campus Phone Ext.) _____ (Other Phone (if preferred))

PART 3. Faculty Information & Agreement

Online Teaching Experience

Have you ever taught the course online that you will be using in the training? ❒ Yes ❒ No

Have you previously taught other courses online? ❒ Yes ❒ No

If yes, approximately how many? _____ Where? _____

Previous Training in Online Teaching

Which of the XX prerequisite [LMS] workshops below have you attended within the past year?

Have you had other training to teach online? ❒ Yes Where? _____ ❒ No

Course Status

Is this an existing online course that needs extensive revision? ❒ Yes ❒ No

If yes, please explain:

If yes, who developed it? _____

Course Details

Department _____

Catalog number _____ Course title _____

Credit hours _____ Proposed enrollment capacity _____

Target date to offer online: _____ (Semester) _____ (Year)

Will the course have a required on-campus or on-site component? ❒ Yes ❒ No

If yes, please describe:

How frequently will the course be offered online after it is developed?

Course type: ❒ Core course ❒ elective ❒ part of a program of study

If part of a program of study, is course: ❒ elective ❒ required

If part of a program of study, which program? _____

Faculty Agreement

Instructor: please check all applicable items below and sign digitally or by hand

- ❒ I have reviewed and agree to follow the university guidelines on online courses, including, but not limited to, copyright compliance, intellectual property, and course ownership
- ❒ I commit to participating in the Online Teacher Training Course
- ❒ I understand that courses developed through this program are master courses to be used by other faculty
- ❒ I commit to participating in course design and peer review process
- ❒ I commit to having the course ready and developed for the semester indicated

Course instructor: _____ Date: _____

Note: *Please forward this form to your department chair to complete*

PART 4. Approvals

Department Chair Funding & Capacity Information, Agreement & Approval
eQIP Funding Information *(to be completed by department chair)*

Training Support:
Amount: ❒ $2,000 ❒ None

Funding source:

❒ College or department
❒ Grant or self-support program
❒ Department of Distance Education

Payment avenue:

❒ Adjunct paid directly
❒ Faculty on overload paid directly
❒ Faculty summer development paid directly
❒ Faculty on release time; pay department

Course Development Support:
Amount: ❒ $2,000 ❒ None

Funding source:

❒ College or department
❒ Grant or self-support program
❒ Department of Distance Education

Payment avenue:

❒ Adjunct paid directly
❒ Faculty on overload paid directly
❒ Faculty summer development paid directly
❒ Faculty on release time; pay department

Class Capacity Information for Provost's Office *(to be completed by department chair)*

How will the proposed capacity for this class section affect its overall capacity in a given semester?

❒ No effect, the department will offer the same number of seats.
❒ More seats. How many more seats? _____
❒ Fewer seats. How many fewer seats? _____

If fewer seats, what is your plan to address this loss of overall seats?

Will you be requesting additional funds to cover these seats? ❒ Yes ❒ No

If so, from where? _____

Course Funding Information *(to be completed by department chair)*

Course Instruction:

Fall and Spring semesters

❒ Ongoing instruction costs will be paid by the department or college
❒ Ongoing instruction will be paid by grant or self-funded program
❒ Request ongoing instruction costs for adjunct or full-time faculty on overload be paid by the Department of Distance Education

Summer session

❒ Request ongoing instruction costs be paid by summer funds when offered in the summer

❒ Other (please specify)

*Course Sections: Training and/or Course Development is: (*check all that apply)

❒ For an **existing** online course selection

❒ For a **new online** section of an existing course

❒ To **replace** an **existing face-to-face** section with an online section

❒ To add **more than one** online section If so, how many? _____

Department Chair
Please review and check the items below, write the explanation indicated, and sign.

❒ This online course fits into department annual and strategic plans

❒ I understand courses developed through this program are master courses and to be used by other faculty

❒ I have reviewed this proposal and approve it

❒ I understand the time commitment required of the faculty to participate in the training and work involved in developing an online course

❒ The department commits to offering this course on a regular basis

Please explain the rationale for developing this course in an online format and how it fits into this department's strategic plans:

Approved by: _____ _____ _____
First Name Last Name Title (Chair, Co-Chair, etc)

Signature: _____ Date: _____

Comments:

Additional notes (if any):

College Dean Approval

Please review and check the items below and sign.

- ❒ I approve of the instructor(s) developing and offering the proposed course section above
- ❒ I understand the time commitment required of faculty to participate in the training and work involved in developing an online course
- ❒ This online course fits into the college's strategic plans

Approved by: _____ _____ _____
First Name Last Name Title (Chair, Co-Chair, etc)

Signature: _____ Date: _____

Comments:

Additional notes (if any):

Department of Distance Education Director

- ❒ There are adequate development funds and training seats to support the request if it is approved
- ❒ There are adequate funds in the distance education budget to pay for the course instruction on an ongoing basis
- ❒ There are not adequate funds in the distance education budget. In order to fund this course, additional funds need to be added on an ongoing basis in the amount of $ _____

Director: _____ Date: _____

Comments:

Extended Studies Dean

❒ I support the request as described above

Dean: _____ Date: _____

Comments:

Vice Provost for Undergraduate Studies

❒ I support the request as described above

Vice rovost: P_____ Date: _____

Comments:

Practice #4: Faculty Peer Mentorship Program

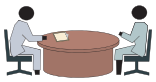
Most institutions have at least a handful of faculty with experience in online teaching and willingness to participate in an intensive training program. Offering those faculty course releases to create and deliver a training program for other faculty on campus is an effective and less expensive option for launching the institution's training efforts.

Partnering New Instructors with "Early Adopters"

Semester-Long Program at Purdue University Calumet

Orientation

- Two-day pre-semester session
- Intro to instructional design
- Technology basics
- Quality standards review



Mentor Meetings

- Three 2-hour one-on-one sessions
- Small group with one mentor and four mentees

Group Workshops

- Three one-day sessions led by instructional design staff
- Address basic course design, models for interaction, course facilitation

Online "Institute"

- Discussion board forums on each of three group workshop topics
- Troubleshooting with fellow participants

Design Support

- Access to instructional design staff for pedagogical questions
- Support from graphic designers, tech staff, and student workers

80% of online course must be completed by end of semester

Course release awarded to faculty participants

The Distance Education Mentoring Program at Purdue University Calumet is designed to train experienced faculty members in the pedagogical and technological components of online education. In 2004, the central administration of Purdue University Calumet called for new online offerings to help reverse declining enrollment. The university had few internal support resources but recognized there were faculty members across the institution with experience in online teaching and course development. The administration paid for six faculty members and four instructional designers to complete training in course design and review. These ten trained instructors served as the first set of peer mentors.

Deans and department chairs nominate faculty members to participate in the year-long mentorship program. Selected participants attend a two-day workshop prior to the start of the fall semester, three one-day workshops facilitated by the peer mentors, and three structured two-hour meetings with their mentor to review progress towards developing an online course. The Office of Instructional Technology provides instructional design support to faculty as they develop the course. Participants receive a course release for the fall to ensure the new online course is ready to be offered during the upcoming spring semester.

Source: Education Advisory Board interviews and analysis.

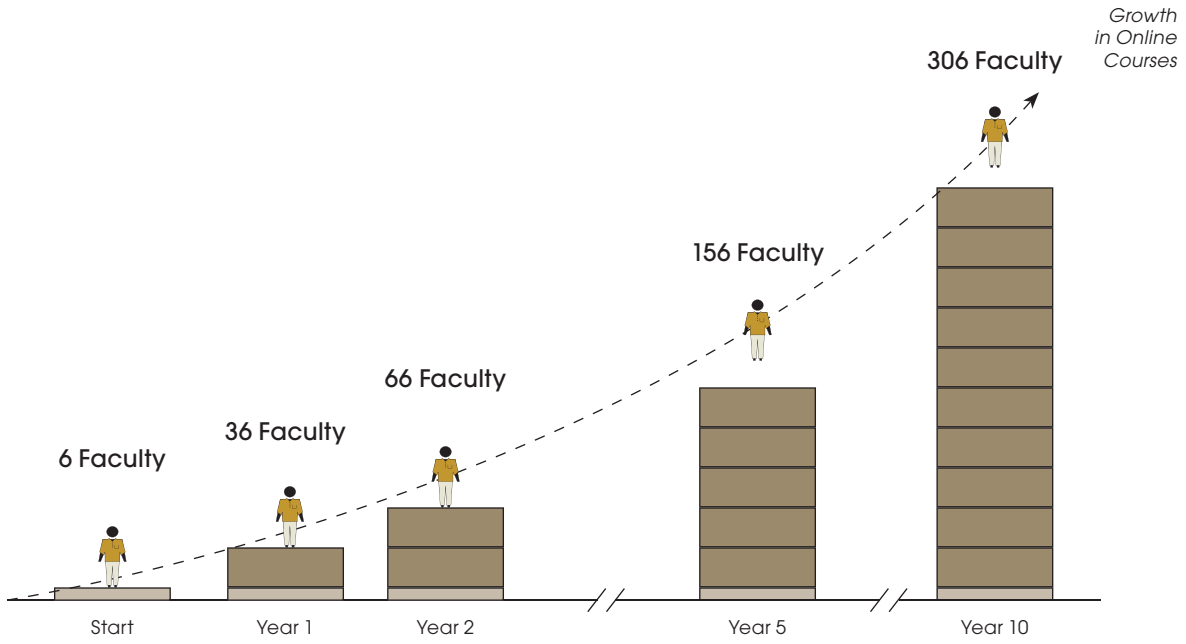
During the spring semester participants teach the new online course, which undergoes a detailed peer review completed by a group of three mentors. Faculty mentors receive a course release during the spring semester to allow them to complete reviews for all the faculty participants. Faculty participants receive a $500 stipend.

The peer mentorship model achieves a "multiplier effect" on faculty training, dramatically increasing the number of skilled online instructors within a relatively short window of time.

Achieving a "Multiplier Effect" on Faculty Training

Growth in Trained Faculty Instructors

(Illustrative)



The peer mentorship model allows an institution to steadily increase the number of core faculty trained in online instruction without adding extensive instructional design support services. At Purdue University Calumet thirty faculty members participate in the program each year, so that within only three years nearly one hundred faculty members have developed and taught online courses.

Source: Education Advisory Board interviews and analysis.

Overview of Online Faculty Peer Mentorship Program

Purdue University Calumet

At Purdue University Calumet faculty are eligible for an award that provides release time and resources to develop a high-quality online course. This document provides deans, department chairs, and prospective faculty participants with an overview of the awards program. The document outlines the application process, sets eligibility parameters, describes program activities, and explains faculty compensation details.

PURDUE UNIVERSITY CALUMET

Faculty Award in Distance Education Development and Design

Purpose of the Award

The Purdue Calumet Distance Education Award is intended to provide the release time and resources for Purdue University Calumet (PUC) faculty members to develop a high quality distance-learning course. Faculty members selected for an award receive a release from teaching one course in order to work with other faculty and staff in the development of an online or hybrid course which meets the Quality Matters™ standards for online courses. Faculty will attend workshops, participate in live and online discussions, and receive a certificate that is testimony to their expertise in designing and teaching such courses. The overall program goal is to foster the development of high quality distance learning courses at PUC by integrating systematic instructional design, the application of research-based instructional methods, and Internet communication technologies.

Application Process

1. Applicant faculty members complete an application form and submit the application to their department head or dean to be considered for a one-course release and approval to participate in the mentorship program.
2. Department heads forward applications with their approval and signature to the Distance Education Mentoring committee. A department head can forward any number of faculty applications based on departmental needs, priorities, and ability to release faculty from teaching loads.
3. The Distance Education Mentoring committee review applications and select up to 30 successful distance learning (DL) protégés from the pool of applicants. The committee is composed of the prior year's mentors. Selection is based on the strength of the application and the commitment of faculty to fully participate in the program. In addition, the committee will attempt to insure that successful candidates are distributed among the six schools.
4. Department heads/faculty will be notified of selections for the award as soon as possible to accommodate scheduling and planning for the fall term.

Eligibility

1. All Purdue University Calumet faculty members (including continuing lecturers) are encouraged to apply. Adjunct instructors, limited term lecturers, faculty in phased retirement or sabbatical leave are ineligible. Deans may allow new or clinical faculty members on ten-month appointments if they present a compelling proposal for course development.
2. Applicants do not need to currently teach a distance course and no special background is required. Applicants are required to offer the newly developed course online either in the spring or following fall term of the academic year subsequent to the mentoring period in order to become certified.

3. Faculty must, at a minimum, be proficient in using the basic tools of the course management system before the mentorship program begins (not later than [DATE]). This commitment can be met by taking the LMS Skill development workshops offered by the Office of Instructional Technology. The mentorship program is focused on helping faculty design their course for online learning. Therefore, faculty should plan on acquiring basic LMS skills outside of the mentorship program.

The Faculty Award

1. A one course release for the semester of development (funded by [SOURCE]). The protégé cohort will be developing their courses in the fall 20XX semester. During this semester, the faculty member will attend a preparation workshop during the first week of the semester (the week before classes begin). This initial workshop will be followed by workshop sessions/mentor meetings approximately every other week during the semester which the faculty member will attend. Faculty members must also participate as distance learning students in the online Distance Education Institute.
2. An assigned faculty mentor to assist with the development process. Mentors will provide guidance on course design and technology integration. They will give constructive feedback during each phase of development relative to the quality criteria that will be used to evaluate the final course design and implementation of the course.
3. Access to Assistance with Instructional Technology. Campus resources which support the development of distance learning courses with media and technical resources to assist faculty members in the design and delivery of their courses will be available to participants. Faculty members with the award will have preferred status in receiving resources in so far as possible.
4. Access to a working group of students and staff trained in instructional technologies and design will provide "just in time" assistance with any technical problems that may arise in the process of designing and delivering online courses.

Distance Education Award Program Activities

1. A one-day workshop at the beginning of the semester will introduce the protégé cohort to research-based instructional development principles and alternative distance education models.
2. A series of workshops over the course of the semester designed to assist the faculty member in the course development process will focus on online course design and development, evidence-based learning and teaching strategies, and instructional resources that support quality teaching and learning. Workshops on campus will include a catered lunch and discussion of topics with faculty mentors, fellow participants, and invited specialists, with an opportunity to learn and practice new technological and pedagogical techniques.
3. Participation as an online learner via the distance-learning institute course designed to extend the face-to-face workshops and to provide protégés with the online student experience.
4. Attendance at and participation in the protégé "showcase" in the spring of 20XX, to highlight a portion of the course developed during the award period.
5. Implementation of the newly designed online or hybrid course by the faculty member in the first subsequent semester (spring, summer, or fall) that it can be offered. After at least the midpoint of the implementation term, a 3-person team of mentors will complete the final evaluation of the course while students are enrolled. The team will assess the course and certify the protégé using the following quality criteria:
   - Active engagement
   - Frequent feedback

- Collaboration
- Alignment of course objectives with assessment strategies
- Comprehensive knowledge development with measurable outcomes

6. A celebration will be held the following fall for faculty members who have successfully completed the program, where they will be awarded a Quality Distance Learning Educator Certificate, with recognition offered for exceptional course designs and development.

Required Commitments of Funded Participants

Faculty must commit to completing all assignments and activities included in the Distance Learning Institute online course, and attending the following workshops and mentor meetings:

- [DATE]–Kickoff Workshop
- [DATE]–Workshop I
- [DATE]–Mentor Meeting
- [DATE]–Workshop II
- [DATE]–Mentor Meeting
- [DATE]–Workshop III
- [DATE]–Mentor Meeting

Faculty must also commit to completing at least 80 percent of online course content by the end of the release period. That is, the content must be published in its online form and available for review by the mentors in the LMS course site. Furthermore, the award of release time is contingent upon the recipient's teaching of the online or hybrid course at least once within the subsequent two academic semesters. Acceptance of award carries an obligation to develop the course, materials, and assessments stated in the proposal in collaboration with faculty mentors and supporting staff. Award recipients must submit progress reports to the Mentor committee and the Provost upon the completion of the development project at the end of the fall semester, and again in mid-spring before the final review. Faculty who have been granted release time will be invited to share the experience, skills, and implications of their effort with the faculty as advisors and peer mentors in future semesters, as time permits.

Sponsors

[INSERT SPONSORS]

Online Faculty Peer Mentorship Program Application

Purdue University Calumet

Applicants to Purdue University Calumet's faculty peer mentorship training program complete the following form, providing information on prior online experience and technological competency as well as a detailed online or hybrid course development proposal.

PURDUE UNIVERSITY CALUMET

Application for the Purdue Calumet Distance Education Faculty Development Program 2010–2011

Applicant Name _____

Applicant School and Department _____

Prior Experience

Have you ever participated in LMS training? ❒ Yes ❒ No
(If no, you must participate in basic training before beginning the mentorship program)

Have you ever taught an online or hybrid course? ❒ Yes ❒ No

If yes, please describe briefly:

Have you ever taken an online or hybrid course? ❒ Yes ❒ No

If yes, please describe briefly:

Have you used Blackboard Vista to support your face-to-face classes? ❒ Yes ❒ No

Have you ever participated in any other distance education program? ❒ Yes ❒ No

Please rate your level of expertise using the following tools in the LMS:

(Note: we do expect that you attain at least "proficient" level of skill by the time mentoring begins)

Novice: little or no experience

Proficient: use with little assistance

Expert: can help others use this tool

	Novice	Proficient	Expert
Assessments			
Assignments			
Uploading Files			
Creating Files			
Discussion Boards			
Learning Modules			
Folders			
Grade Book			
File Manager			
Selective Release			

Please rate your level of expertise using the following tools in an instructional context:

(Note: we have no expectation of competency with these tools; rather we are interested in determining resources for further training should you want to use them in the design of your online instruction)

Novice: little or no experience

Proficient: use with little assistance

Expert: can help others use this tool

	Novice	Proficient	Expert
MS Word			
MS PowerPoint			
MS Excel			
Adobe Dreamweaver			
Adobe Fireworks			
Adobe Photoshop			
Adobe GoLive			
Adobe Illustrator			
Podcasting			
Other:			

Is there any other relevant training, development or experience that you would like to mention?

Proposed Online or Hybrid Course Development

_____ _____

Course Number and Title | Department and School

Semester to be offered in 20XX: ❒ Spring ❒ Summer ❒ Fall

Will the course be offered fully online or as a hybrid course? (Please circle one)
Fully online Hybrid

Estimated number of students per section/term: _____

Required for major? ❒ Yes ❒ No

Has this course ever been previously offered as an online or hybrid course? ❒ Yes ❒ No
If yes, when? _____

In an attached document, describe your rationale for developing this course for online or hybrid delivery. Please address the following:

a. Appropriateness of this course for distance education (online or hybrid delivery)

b. Potential difficulties with converting/designing/teaching this particular course online or as a hybrid course

c. Goals for your participation in the program

d. Relevance to departmental/school strategic plans

Applicant:

I agree to fully participate in the distance learning mentorship program and commit to completing 80 percent of the online/hybrid course materials by the end of the release period.

_____ _____

Signature | Date

Department Head or Dean as appropriate:

I agree to release this professor for a XX FTE during the Fall 20XX term to participate in the distance learning mentorship program.

_____ _____

Signature | Date

_____ _____

Print Name | Department

Practice #5: In-Load Faculty-Taught Online Training

For large universities where experience in online education is concentrated in one or a few academic units, having a faculty member seasoned in online education create and teach a credit-bearing course in online pedagogy as part of her or his normal course load is an innovative yet simple strategy for funding faculty training.

Syracuse School of Information Studies Offers Online Pedagogy Course

School of Information Studies
SYRACUSE UNIVERSITY

iSchool a Leader in Online Education

- Online undergraduate, graduate, and executive degree programs
- 40-50 percent of graduate classes taught online
- 50% of faculty teach

Teaching Colleagues During In-Load Course

- 10-week, 2-credit course for faculty in departments across campus
- Primarily asynchronous delivery format to give "feel" for online experience
- "Guest lectures" from experienced faculty outside iSchool

Funding from Existing Resources

- Faculty teach course in-load generating "SCH" for iSchool
- Provost pays iSchool from pool of faculty tuition reimbursement dollars

The School of Information Studies (iSchool) at Syracuse University has more than a decade of experience teaching online. With a number of undergraduate and graduate online offerings, the unit has distinguished itself as a leader in online pedagogy and instruction. As part of his normal teaching load, an associate professor within the iSchool is collaborating with a lead instructional designer to offer a ten-week, primarily online course titled "Tools and Technique for Teaching Online."

Using the existing tuition waiver policy, faculty across the university may enroll in the course free of charge. After all interested faculty have enrolled, the course is opened to graduate students at the institution. The student credit hours generated by the course then result in revenue for the instructor's academic unit, per the university's normal policy.

Source: Education Advisory Board interviews and analysis.

Faculty-Taught Online Training Course Case Study

Syracuse University

The following is a case study submitted by Scott Nicholson, Associate Professor at Syracuse University's School of Information Studies, describing the institution's faculty-led in-load online training course.

The School of Information Studies (iSchool) at Syracuse University has been administering an online graduate program for more than a decade. The iSchool has been a leader in online education for the library and information science field and has now been tapped by the Syracuse University administration to take the lead in preparing other faculty members to teach online. Associate Professor Scott Nicholson and Director of Instructional Design Peggy Brown will be co-teaching a 10-week course called Tools and Techniques for Teaching Online designed to help participants prepare to teach an online course.

The iSchool has also been a key player in the Web-based Information Science Education (WISE) consortium (http://wiseeducation.org). The goal of this consortium is to bring together 15 schools teaching library and information science online to improve the quality of online education and increase access to a variety of courses. The consortium, a winner of the SLOAN-C Effective Practice Award, allows students to take online courses through any of the other schools. In addition, the consortium, funded by the Institute of Museum and Library Services, meets regularly to discuss quality issues in online education, has developed a website about online pedagogy, and runs training programs at the conference for educators in the field. One of the goals of the consortium is to be sustainable, and now that the grant funding has been completed, the consortium will be able to run on its own.

For years, the iSchool has prepared its own full- and part-time faculty members through workshops and longer online classes where participants engage with each other and learn from those with experience before teaching their own online class. There is a staff member, Peggy Brown, who has the preparation and ongoing support of faculty members as a significant part of her duties. Having some kind of staff support for those who are teaching online is a key part of the iSchool's success with online education.

In the last year, the iSchool has opened up some of its regular in-house workshops and presentations to other schools on campus. However, this has created a challenge for those administrating the workshops, as those new to online education do not have a common base of experiences upon which to tap for workshops on more advanced topics. Content that is appropriate for someone who has never taught an online course may not be appropriate for someone with considerable experience seeking to improve.

To provide a consistent and thorough experience for faculty members new to online teaching, the iSchool will teach a 10-week course in the Fall 2010 semester designed to help faculty members from departments across campus prepare to teach online. Faculty participants will be required to use their University-supplied course credits to enroll in the pass-fail class, which will provide resources for the iSchool to use in teaching the course. The first iteration of the course is open only to Syracuse University faculty members, but future iterations will be opened up to faculty members from other schools and PhD students.

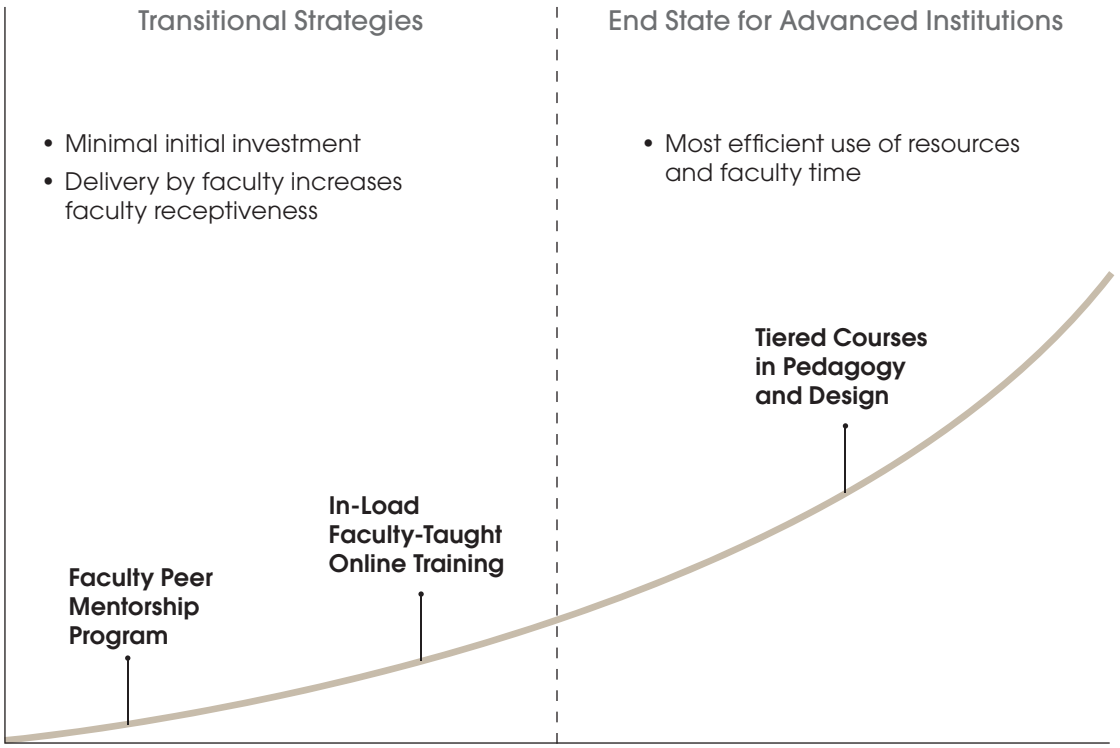
The content from the course has been collaboratively developed with a task force from across the Syracuse University campus. Individuals who have been involved in different aspects in online education from administration, student services, computer support, education, and the library have contributed to the planning of the course. Throughout the online course, these individuals will present guest lectures to the course so that the faculty members taking the course will understand their network of support at the University. In addition, this will help those supporting online education to better understand the needs of the faculty.

The course will start with a single in-person meeting, and then will continue only online. Most faculty members tasked with teaching online have not taken an online course, so they have no examples to use in preparing their own course. During the 10 weeks, the faculty members will prepare their own course for the spring, so that when the course is over, they are ready for their own course. The instructors of this training course will use different lecturing tools and methods each week in order to give the participants a variety of experiences. In addition, simulated service failures will allow the participants to experience some of the problems their students may face throughout the semester and then learn how to prepare to minimize potential issues.

The success of this online preparation program comes from several key contributing factors. The iSchool has consistently spent resources on preparing and supporting faculty members who teach online through staff members, committees, workshops, and short in-house courses. The WISE consortium has created a space where many schools in the discipline can share expertise and work together to advise accrediting bodies on quality standards for online education. Being an Information school, faculty members study how to share information in new and efficient ways; in fact, several faculty members have published research over the years on different ways the iSchool is exploring new forms of online education. Many of the lessons learned from studying the organization of information, provision of online services, social media tools, and even gaming come together to inform how to create an effective space for online education. Through this course, the iSchool will be able to share these lessons with the rest of the University and prepare faculty members new to the experience to be well-prepared and knowledgeable about the campus support network to ensure their success.

While tiered trainings taught by an instructional design expert represent the ideal end state for institutions with substantial online offerings, faculty peer mentorship programs and in-load faculty-taught trainings are successful strategies for increasing faculty participation rates while minimizing initial investments.

Choosing the Right Option



Small institutions and institutions new to online education may initially be unable or reluctant to make the substantial up-front investment required for tiered courses in online pedagogy and course design. The transitional strategies outlined above allow institutions to begin provide faculty with training without making a larger, less flexible investment in new salaried positions. In addition, delivery by a faculty member increases faculty receptiveness to the training, making these strategies particularly attractive to institutions whose faculty may be highly skeptical of online education.

Source: Education Advisory Board interviews and analysis.

Comparing the Costs

The models below serve as guides for comparing the one-time development and ongoing direct costs of offering faculty training programs. Important cost variables to consider include number of faculty participants, average salary of instructional design staff, and anticipated hours required for course creation, direct instruction, and design support.

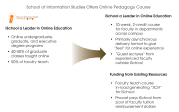
One-Time Development Costs for Faculty Training Programs

Faculty Peer Mentorship Program

- 30 participants
- 210 hours of direct instruction and design support
- Portion of course releases for six faculty mentors[1]

$281 per faculty participant

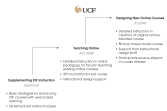
In-Load Faculty-Taught Online Training



- 20 participants
- Provost office covers course tuition and fees

$3,486[2] per faculty participant

Tiered Courses in Pedagogy and Design



Teaching Online

- 40 participants
- 185 hours of direct instruction and design support

$100 per faculty participant

Designing New Online Courses

- 30 participants
- 309 hours of direct instruction and design support

$228 per faculty participant

Note: Assumes $45 K annual salary / $21.63 hourly wage for instructional designers.

Ongoing Costs

- 80 hours of materials creation: $1,730

- Included in faculty instructor's regular workload and compensation

Supplementing F2F Instruction

- 50 hours of materials creation: $1,081.50

Teaching Online

- 50 hours of materials creation: $1,081.50

Designing New Online Courses

- 80 hours of materials creation: $1,081.50

[1] Faculty mentors each receive one course release, but only 20 percent of time is spent on training faculty in online pedagogy. At case study institution, average course release cost is $3,250.

[2] Varies according to institutional tuition.

Source: Education Advisory Board interviews and analysis.

III. Resourcing Online Course Development

Practice #6: Start-to-Finish Course Consultant

Practice #7: DIY Course Design Resources

Practice #8: Multi-expert Development Team

Practice #9: Course Production Outsourcing

Diagnostic Questions

The following questions are designed to guide member evaluation of their current international recruitment activities. These categories should be used to spotlight tactics that map to institutional challenges.

Resourcing Online Course Development	**Yes**	**No**
1. Does the institution provide sufficient centralized support to faculty who are developing online courses, including access to instructional designers and support for the development of sophisticated web applications and technologies?	❑	❑
2. Is a faculty member who is developing an online or hybrid course for the first time paired with a dedicated instructional designer to assist with course design and pedagogy?	❑	❑
3. Are self-guided tutorials, best practice resources, and course design templates available through an online portal for those faculty members with experience developing online courses?	❑	❑
4. Is there a systematic and transparent system for assigning instructional design and support resources such that courses that require speed to market or that meet demonstrated student demand are prioritized for development?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Resourcing Course Development Support

Another challenge facing institutions expanding online education is how best to structure and resource support for online course development. After learning the fundamentals of online pedagogy, faculty developing new online courses and revising existing ones continue to need support from experts in instructional design and educational technology.

Colleges and universities employ a variant or combination of four basic models to deliver this support:

- **Start-to-Finish Course Consultant**
  Each faculty member is assigned an instructional designer who provides support through the entire course design process.

- **DIY Course Design Resources**
  Faculty access answers to basic questions through a website offering step-by-step guides, self-tutorials, templates, and a searchable database of with answers to frequently asked questions; one-on-one assistance from instructional designers and educational technologists is assigned by appointment to faculty who need specialized and highly technical support.

- **Multi-expert Development Team**
  In this approach, responsibility for course content remains with the faculty member but responsibility for managing the creation of the online course shifts largely to a lead instructional designer, who facilitates collaboration between the faculty member and a team of course of course development staff.

- **Course Production Outsourcing**
  Institutions partner with a vendor, who provides all course production support in exchange for a percentage of tuition revenue from the resulting courses.

Practice #6: A Start-to-Finish Course Consultant

This flexible approach is attractive to resource-constrained institutions just beginning to build instructional design capacity as well as institutions prepared to make substantial investments to maximize faculty satisfaction with course development support.

Single Point of Contact Help

Faculty Contributions

- Subject matter expertise
- Existing syllabus, lecture notes, course activities, assessments
- Sense for course sequence and validity of learning activities

Instructional Designer Contributions

- Online pedagogy expertise
- Detailed knowledge of online learning activities, technological resources, and online quality standards

Result

Customized, high-quality, interactive course

In this model, each faculty member is assigned an instructional designer who provides support through the entire course design process.

After hiring their first instructional designer, institutions may find themselves using this model by default; with only one person to support faculty, each faculty member will work with that same instructional designer throughout the course production process.

When more intensively resourced, this model is highly attractive to faculty and, by extension, institutions prepared to make substantial investments to gain their support for online education. Having a single point of contact minimizes the complexity navigating support resources, and extended one-on-one attention allows faculty to customize each online course according to their content and teaching preferences.

The costs of this model shift upward or downward dramatically based on the length of the course production period and the number of courses and faculty members each instructional designer supports concurrently. Cost estimates provided at the end of this section reflect implementation at our case study institution.

Source: Education Advisory Board interviews and analysis.

Online Course Design Checklist

University of Memphis

The University of Memphis developed the following checklist to guide faculty course developers through designing and teaching an online course. The checklist is comprised of helpful questions covering content organization, student engagement, communication tools, and outcomes assessment. Before submitting a new online course for formal review, faculty can also use the checklist to self-assess the quality of their design.

Course Introduction

- ❒ Is an introductory e-mail sent to your students providing them information on how to access your course?
- ❒ Are students instructed on how to contact you?
- ❒ Do students know whom to contact for technical support?
- ❒ Are students provided information on how to prepare their browser for their online course?
- ❒ Is there an announcement in the News section providing students with information on how to access course content (i.e., what is located where)?

Course Organization

- ❒ Are font styles and content layout consistent throughout the course?
- ❒ Is content organized in a logical order using modules, topics, chapters, etc., and presented in a logical progression of the semester?
- ❒ Is there an introduction module with syllabus, course schedule, etc.?
- ❒ Are course goals and objectives identified? (Tip: Objectives can be identified at the beginning of each module.)
- ❒ Are objectives measureable and linked to assessments?
- ❒ Does each module incorporate materials, assignments, discussions, etc., needed to proceed through that module?
- ❒ Are there modules identified for the semester progression of the course?
- ❒ Is the content under the module headings organized in a logical manner for students to navigate?
- ❒ Do students know what to do/access first in the modules?
- ❒ Are assignment directions clear? Is the location of the directions in a consistent location?
- ❒ Do students know how and where to submit assignments online?
- ❒ Do students know how to access the discussion board or chat tools in the online class?
- ❒ Is the content interactive and engaging?
- ❒ Are students being asked to collaborate, reflect, or interact with their peers in the discussion area? In the chat rooms? During group activities?
- ❒ Did you provide specific dates and times for assignments to be submitted and/or Discussions to be posted?
- ❒ If students are asked to respond to other students' discussion postings, are deadlines set to enable this? For example, post responses by a certain time/date in order to allow time for student comments before the discussion forum closes.

- ❒ Are students asked to create meaning of content by creating real world artifacts or participating in real world experiences in the online class?
- ❒ Are you providing your online students a mixture of instructional strategies?
- ❒ Are you using multimedia (videos, audios, podcasts)and/or other relevant elements to assist in student learning?
- ❒ Are students discussing and collaborating with peers/instructor in the discussion area? On a wiki? A blog?
- ❒ Are students reflecting on course readings from textbooks, journal articles, etc.?
- ❒ Are students asked to work in cooperative groups?
- ❒ Are your directions clear throughout the course?

Learner Engagement

- ❒ How are learners engaged in the course? Are they collaborating with classmates? Are they discussing using the discussion area? Are they discussing in groups?
- ❒ How are learners interacting with the content that is provided?
- ❒ Are learners provided an opportunity to share their own voice in the online course?

Course Communication

- ❒ Are students asked to introduce themselves to each other and you?
- ❒ Are the students provided an area to ask you or classmates questions about the course, assignments, etc.? (Tip: A general course discussion board or an FAQ list can be used.)
- ❒ Are students encouraged to interact in groups? Are other strategies employed to promote interactivity and communication?
- ❒ Are students provided the opportunity to give feedback on the online course to improve the course?

Assessment & Evaluation

- ❒ Are instructional & assessment strategies aligned with objectives?
- ❒ Do you employ a variety of assessment strategies in the course?
- ❒ Are students provided timely & consistent feedback throughout the semester?

Online Course Design Worksheet

University of Memphis

The University of Memphis developed the following planning tool to assist faculty independently developing a new online course. Worksheet categories ensure faculty follow best practices in online course design, including writing introductory text for the course and chunking content into multiple learning modules. The planning worksheet can also be completed in advance of a faculty member's first meeting with an instructional designer.

Use this document to help plan your online course

Course Introduction
Introductory e-mail

Welcome Message

Course Organization
Use this section to brainstorm how you are going to organize your content. Provide students learning expectations, instructional objectives and any other needed information to prepare them for the content.

Unit/Week/ Topic	Objectives for Module	Content— Readings/ Media	Student Interaction with Content	Assessment Strategy
Module 1: _____				
Module 2: _____				
Module 3: _____				
Module 4: _____				
Module 5: _____				

**Continue to add content for modules in your course for the remainder of the semester.

Discussion Forums

If students are expected to interact with content by discussing items in the discussion forums, use this area to organize your discussions.

Discussion Forum—Provide question/specific directions including what the expectation of an effective response should include.

Discussion Topic 1

Discussion Topic 2

**Continue to add Discussions in your course for the remainder of the semester.

Dropbox Folders

If students will be submitting assignments via the dropbox folders, identify the names of those folders here.

- Provide detailed directions for assignments in the dropbox folder area or in the content area
- Provide a deadline date/time for assignments to be submitted

Other Tips

- If a late evening submission is allowed, use 11:55 p.m. or 11:59 p.m. as 12:00 is often confusing for students
- By setting up your Course GradeBook first, you can connect dropbox folders to the GradeBook easier. Once dropbox assignments are graded and feedback is provided to the students, grades are automatically populated in the GradeBook.

Dropbox Folder 1

Dropbox Folder 2

**Continue to add Dropbox folders in your course for remaining assignments.

Quizzes

If students will be taking quizzes or tests, consider these options:

- Quizzes can be created inside of the LMS
- Please Note: If your textbook comes with a test bank verify that the test bank file is compatible with the university LMS

Possible Assessment Strategies

More information will be provided at the upcoming Online Assessment Strategies workshop.

- Exams
- Quizzes
- Ungraded quizzes (for practice)
- Discussion posts
- Group projects
- Presentations (online)
- Book reviews
- Thought questions
- Student-created artifacts
- Reflections
- And others…

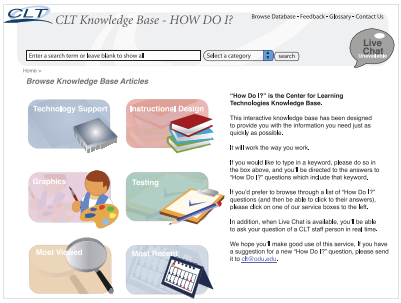
Practice #7: DIY Course Design Resources

Reserving one-on-one support for special requests allows institutions to substantially reduce the overall cost of course production while providing faculty with access to a team of highly specialized experts in instructional design, multimedia, graphic design, programming, and educational technology.

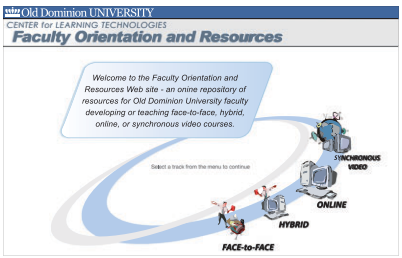
Built for Efficiency, Speed, and Scale

Self-Service

Interactive Knowledge Database



Guided Delivery Tutorials



Professional Expertise

Project Management Queue

CLT

- 100 on-site and remote support staff
- Six departments including graphics, instructional design, and multimedia production
- Repository of interactive tools and course templates

The Center for Learning Technologies (CLT) at Old Dominion University maintains a robust faculty development portal to support the needs of faculty teaching in a variety of technology-supported delivery formats. The portal features a searchable, interactive database with answers to frequently asked questions, live chat, and conveniently categorized information on best practices in instructional design, multimedia production, and technology support.

The portal also offers guided tutorials on course development for web-based, video streaming, interactive television, and hybrid courses. These step-by-step guides link faculty to online learning modules, course design templates, library resources, and interactive tools that facilitate course development.

Source: Center for Learning Technologies, www.clt.odu.edu, (accessed June 9, 2010; Education Advisory Board interviews and analysis.

By scheduling appointments with the institution's instructional designers, graphic artists, and multimedia production specialists, faculty get the assistance needed for sophisticated and innovative uses of education technology.

Leveraging Staff Resources to Create Sophisticated Course Applications

Media-Rich Japanese Language Resources

- Converted formats for online delivery of media used across several undergraduate Japanese courses
- Set up repositories for students to submit assignments in Blackboard and ODU's

Animation and Flash Movies for Nursing Role-play

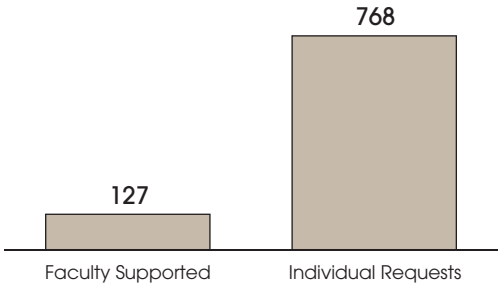
- Created animated 3-D character for interactive display
- Built interactive Flash movies for role-playing program

Podcasts for the College of Business

- Assisted Accounting department in development of electronic lecture *Introduction to Accounting Systems*
- Uploaded podcasts to ODU on iTunes U and YouTube channel

CLT Activity Across 2008–2009

Special Technology Requests



Faculty at Old Dominion submit special project requests to CLT staff through the project management database. Here requests are prioritized and sorted by date of submission, institutional importance, and complexity of the project. The CLT staff supported over 800 individual faculty and administrative design requests in 2008-09. Tasks ranged from creating specialized podcasts to designing three-dimensional animation within a role-play video simulation for the College of Nursing.

Source: Center for Learning Technologies, "Annual Report 2008," Old Dominion university, www.clt.odu.edu, (accessed June 9, 2010).

Overviews of Instructional Delivery Modes

Old Dominion University

The following instructional delivery overviews were created by the Center for Learning Technologies at Old Dominion University. These one-page documents identify key pedagogical, logistical, and operational aspects of teaching via eight delivery formats including two-way streaming video, hybrid and online education, and portable media.

••• HYBRID (H)

1• OVERVIEW

Definition:
- Learning is delivered both face-to-face (25% to 50%) and via other delivery formats such as online and 2-Way (50% to 75%)

Facts:
- Nearly 10% (9.38%) of ODU distance students are in hybrid courses

2• LOGISTICS

Audience:
- Non-Traditional, Working, Commuter, Undergraduate/Graduate, Local

Attendance:
- Attendance policy is at the discretion of instructor (due to synchronous/asynchronous online meetings)

Meeting Frequency:
- Meeting frequency is at the discretion of instructor (due to synchronous/asynchronous online meetings)

Development:
- Up to 4 months prior to course start date

Support:
- Course design and production, technology integration and training

Interactivity:
- Student/Content, Student/Instructor, Student/Student

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Computer, high bandwidth Internet connection, sometimes camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime,Acrobat Reader, etc.)

Institutional Infrastructure:
- A combination of classroom and distribution systems depending on the courses design (ex. F2F, 2Way, satellite/VoIP, VS, Web)

4• PEDAGOGY

Content:
- Self-paced lectures, limited demos and simulations, short videos, animations, etc.

Learning Activities:
- F2F/online interactive and small group activities, papers, reports, projects, etc.

Iteraction Synchronous:
- F2F interaction, telephone, virtual office hours, online meetings or chat; instant verbal, oral, or text feedback in online meetings or chat

Iteraction Asynchronous:
- Online interaction using email, threaded discussion, blogs, wikis, etc

Assessment:
- Homework, papers, quizzes, limited labs, exams, projects, case studies, portfolios, field work, etc.

Proctor Requirement:
- Proctoring logistics or alternate assessment methods are required

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- 2W, PVX, Acrobat Connect

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate

Students:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- See "online" and either F2F, two-way video, satellite, VS, depending on the hybrid combination

Students- Cons:
- See "online" and either F2F, Two-Way video, Satellite, VS depending on the hybrid combination

Faculty- Pros:
- See "online" and either F2F, Two-Way video, Satellite, VS depending on the hybrid combination

Faculty- Cons:
- See "online" and either F2F, Two-Way video, Satellite, VS depending on the hybrid combination

Institutional- Pros:
- Maximizes appropriate use of instructional tools for classroom activities, other online tools for discussion, reflection, asynchronous group work, etc. Frees up classroom space.

Institutional- Cons:
- Classroom space must be carefully scheduled (slot-sharing) to benefit from freed-up space. Uses a wider array of delivery modes for one course - creating scheduling and cost implications.

Showcase success stories:
- Hybrid courses include a combination of two or more delivery methods. Many include the use of satellite or two-way courses, with strong online components

CLT

Old Dominion University - Distance Learning
Center for Learning Technologies 757-683-3172, clt@odu.edu, clt.odu.edu

••• PORTABLE DEVICES (PD)

1• OVERVIEW

Definition:
- Learning is delivered using mobile devices (PDA/Cell, iPod, iPhone)

Facts:
- Since this is a evolving technology, the percentage of students using this delivery method is still too small to calculate

Audience:
- Non-Traditional, Working, Commuter, Graduate, Worldwide

2• LOGISTICS

Attendance:
- Not Applicable

Meetings Frequency:
- Self-paced

Development Time:
- Up to 6 months prior to course start date

Support:
- Course design and production, technology integration and training

Interactivity:
- Student/Content, Student/Instructor (limited)

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Computer, appropriate mobile device, high bandwidth Internet connection, sometimes camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime, Acrobat Reader, etc.)

Institutional Infrastructure:
- OCCS bandwidth, storage, and servers; content distribution network (ex. Akamai); DL encoder systems; Gornto/HEC classroom systems

4• PEDAGOGY

Content:
- Self-paced lectures, limited demos, and simulations, etc.

Learning Activities:
- Self-paced activities

Interaction Synchronous:
- Synchronous supplements: online meetings, telephone or chat.

Interaction Asynchronous:
- Delayed feedback, online interaction using email, threaded discussion, blogs, wikis, etc.

Assessment:
- Online homework, quizzes, exams, projects, portfolios, etc.

Proctor Requirement:
- Proctoring logistics or alternate assessment methods are required

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- Not Applicable

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty Profile:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate

Students Profile:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- Addresses scheduling and course availability issues, such as geographic location; conflict with work; availability of content for repeated viewing; multiple options for interacting with instructor anytime, anywhere; availability of programs worldwide

Students- Cons:
- Delayed instructor feedback; potential for (1) lack of student motivation, commitment, and time management; (2) difficulties in understanding directions for assignments; (3) technical difficulty; and (4) possibility of student being overwhelmed with the amount of information available all at once; availability of technical support and student support

Faculty- Pros:
- Ability to accommodate increased enrollment; availability of archives for self or external review and assessment; availability of archives for potential reuse

Faculty- Cons:
- Logistics of interaction and communication between student/instructor and student/student, copyright/ownership of material issues

Institutional- Pros:
- Reaches new audiences not available for synchronous sessions. Provides flexible access. Don't rely on classroom space. Fairly simple to provide televised lectures asynchronously in this mode

Institutional- Cons:
- Portable devices standards are rapidly evolving. Programming and customizing content for portables devices can be challenging

Showcase success stories:
- As the number of available delivery technologies increases, Old Dominion is keeping up with students' demand for their use. Some courses are offered for access via portable devices

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••• PORTABLE MEDIA (PM)

1• OVERVIEW

Definition:
- Learning is delivered on CD-ROM or DVD-ROM

Facts:
- Since this is a evolving technology, the percentage of students using this delivery method is still too small to calculate

Audience:
- Non-Traditional, Working, Commuter, Graduate , Worldwide

2• LOGISTICS

Attendance:
- Not Applicable

Meetings Frequency:
- Self-paced

Development Time:
- Up to 6 months prior to course start date

Support:
- Course design and production, technology integration and training

Interactivity:
- Student/Content, Student/Instructor (limited)

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Computer with appropriate multimedia drives for CD-ROM or DVD-ROM, sometimes (if using online meetings) high bandwidth Internet connection, camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime, Acrobat Reader, etc.)

Institutional Infrastructure:
- OCCS bandwidth, storage, and servers; content distribution network (ex. Akamai); DL encoder systems; Gornto/HEC classroom systems

4• PEDAGOGY

Content:
- Self-paced lectures, limited demos and simulations, short videos, animations, etc.

Learning Activities:
- Self-paced activities

Interaction Synchronous:
- Synchronous supplements: online meetings, telephone or chat.

Interaction Asynchronous:
- Delayed feedback, online interaction using email, threaded discussion, blogs, wikis, etc.

Assessment:
- Online homework, quizzes, exams, projects, portfolios, etc.

Proctor Requirement:
- Proctoring logistics or alternate assessment methods are required

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- Not Applicable

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty Profile:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate

Students Profile:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- Addresses scheduling and course availability issues, such as geographic location; conflict with work; availability of content for repeated viewing; multiple options for interacting with instructor anytime, anywhere; availability of programs worldwide

Students- Cons:
- Delayed instructor feedback; potential for (1) lack of student motivation, commitment, and time management; (2) difficulties in understanding directions for assignments; (3) technical difficulty; and (4) possibility of student being overwhelmed with the amount of information available all at once; availability of technical support and student support

Faculty- Pros:
- Ability to accommodate increased enrollment; availability of archives for self or external review and assessment; availability of archives for potential reuse

Faculty- Cons:
- Logistics of interaction and communication between student/instructor and student/student, copyright/ownership of material issues

Institutional- Pros:
- Reaches new audiences not available for synchronous sessions, site based training, etc. Async modes in high demand, don't rely on classroom space. Fairly simple to provide televised lectures asynchronously in this mode

Institutional- Cons:
- Only asynchronous delivery. Faculty-to-student and student-to-student interaction requires other modalities. Media delivery requires shipping logistics (unless files are distributed through some network infrastructure). Files can be copied and distributed without permission.

Showcase success stories:
- Students' use of portable media is encouraging instructors to create CD-ROM and DVD-ROM components for courses, allowing for more and more self-pacing on the part of students

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••• SATELLITE (SAT)

1• OVERVIEW

Definition:
- Learning is delivered using a satellite video combined with Voice (VoIP) audio from students

Facts:
- Satellite delivery is the method by which 35.05% of ODU's distance students receive their instruction

Audience:
- Non-Traditional, Working, Commuter, Undergraduate/Graduate, Continental US

2• LOGISTICS

Attendance:
- Classroom attendance is required

Meetings Frequency:
- Weekly meetings from remote locations (home, office)

Development Time:
- 1 month prior to course start date

Support:
- Operational/technical support for faculty during class; on-site technical help for students

Interactivity:
- Student/Content, Student/Instructor, Student/Student

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Computer, high bandwidth internet connection, sometimes (if hybrid): camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime, Acrobat Reader, sometimes PVX, etc.)

Institutional Infrastructure:
- DL Satellite bandwidth for MPEG4 and VoIP, TTN classroom systems, Gornto/HEC classroom systems

4• PEDAGOGY

Content:
- Classroom lectures, limited demos, and simulations, self-study, etc.

Learning Activities:
- F2F/online interactive and small group activities, student and group presentations, papers, reports, projects, etc.

Interaction Synchronous:
- F2F interaction, telephone, virtual office hours, instant verbal feedback (non-verbal for students but not for faculty)

Interaction Asynchronous:
- Online interaction using email, threaded discussion, blogs, wikis, etc.

Assessment:
- Homework, quizzes, exams, projects, portfolios, presentation, etc

Proctor Requirement:
- Proctoring logistics or alternate assessment methods are required

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- Acrobat Connect

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty Profile:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate; adaptable to change

Students Profile:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- Timeliness of instructor feedback during class, interpersonal experience, interaction/collaboration with peers; multiple options for interacting with instructor (F2F, online); availability of programs in multiple geographic locations

Students- Cons:
- Limited to in-class time for activities, students somewhat isolated geographically

Faculty- Pros:
- Flexible planning, predictable workload; revisions to course for alternate delivery can be reused in F2F courses

Faculty- Cons:
- Rigidity of schedule, high volume of communication/contact, time consuming communication, high frequency of contact

Institutional- Pros:
- Satellite reaches large geographical areas without adding telecom costs to reach each site. One time fee covers USA. Wide bandwidths allow for high quality. University "owns" (not shares as in Internet) the pipe, therefore can guarantee quality

Institutional- Cons:
- Initial infrastructure investments are high. Minimum number of sites required - difficult for startup operations. Interactivity is not inherent in technology, but must be provided for via 2-way satellite (VSAT) or other secondary solution. Requires sophisticated engineering teams.

Showcase success stories:
- Satellite courses are sent to sites via satellite enable students to view the professor on a video monitor and to interact, in real time, via audio only

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••• TWO WAY VIDEO (2W)

1• OVERVIEW

Definition:
- Learning is delivered using a video conferencing technology (2W, PVX or Acrobat Connect)

Facts:
- Two-Way Video is the delivery method for 4.77% of ODU's distance students

Audience:
- Non-Traditional, Working, Commuter, Graduate Classroom and/or Residential, Worldwide

2• LOGISTICS

Attendance:
- Classroom attendance is required

Meetings Frequency:
- Weekly meetings from remote classrooms/locations (home, office)

Development Time:
- Course development should begin at least two months prior to course start date

Support:
- Course design and production, technology integration and training; live, in-classroom operational/technical support for faculty during class; on-site technical help for students, or telephone help desk support

Interactivity:
- Student/Content, Student/Instructor, Student/Student

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Supplemental or if Hybrid: Computer, high bandwidth internet connection, sometimes camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime, Acrobat Reader, sometimes PVX, etc.)

Institutional Infrastructure:
- Bandwidth, Gornto/HEC 2way classrooms and codec systems, Gornto video bridges

4• PEDAGOGY

Content:
- Classroom lectures, limited demos, and simulations, self-study, etc.

Learning Activities:
- F2F/online interactive and small group activities, student and group presentations, papers, reports, projects, etc.

Interaction Synchronous:
- F2F interaction, telephone, virtual office hours, instant verbal and non-verbal feedback

Interaction Asynchronous:
- Online interaction using email, threaded discussion, blogs, wikis, etc.

Assessment:
- Homework, quizzes, exams, projects, portfolios, presentation, etc

Proctor Requirement:
- Proctors, or alternate assessment methods, are necessary for testing

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- 2W, PVX, Acrobat Connect

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty Profile:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate; adaptable to change

Students Profile:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- Timeliness of instructor feedback during class; interpersonal experience; interaction/collaboration with peers; multiple options for interacting with instructor (F2F, online). Similarity with F2F environment. Availability of programs in multiple geographic locations

Students- Cons:
- Limited to in-class time for activities, students somewhat isolated geographically. Overall quality of residential student experience is dependent of the quality of their Internet Service Provider (ISP) Availability of technical support

Faculty- Pros:
- Flexible planning, predictable workload

Faculty- Cons:
- Rigidity of schedule, high volume of communication/contact, time consuming communication, high frequency of contact

Institutional- Pros:
- Allows a high level of interactivity within the framework of a "traditional" classroom setting. Offers access to remote learners without changing the teaching model much

Institutional- Cons:
- Due to wide bandwidth requirements, traditional 2W method requires a heavy infrastructure for a relatively modest number of students. It is difficult to have more than 20 remote students unless they are in cohort groups at sites/centers. Requires sophisticated production teams.

Showcase success stories:
- Two-way video allows real-time interactivity via both audio and video between the student and the instructor

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••• VIDEO STREAMING (VS)

1• OVERVIEW

Definition:
- Learning is delivered online using live and or archived video streaming

Facts:
- Video streaming delivery is the method by which 11.25% of ODU's distance students receive their instruction

Audience:
- Non-Traditional, Working, Commuter Undergraduate/Graduate, Worldwide

2• LOGISTICS

Attendance:
- Attendance is required (exception: self-paced for "archive only" VS courses)

Meetings Frequency:
- Weekly meetings from remote locations, required classroom attendance, self-paced for archived VS

Development Time:
- 2 months prior to course start date

Support:
- Course design and production, technology integration and training; live, in-classroom operational/technical support for faculty during class; on-site technical help for students

Interactivity:
- Student/Content, Student/Instructor, Student/Student

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Computer, high bandwidth internet connection, sometimes (if hybrid): camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime, Acrobat Reader, etc.)

Institutional Infrastructure:
- OCCS bandwidth, storage, and servers; content distribution network (ex. Akamai); DL encoder systems; Gornto/HEC classroom systems

4• PEDAGOGY

Content:
- Streamed classroom lectures, limited demos, and simulations, self-study, etc.

Learning Activities:
- F2F/online interactive and small group activities, papers, reports, projects, etc.

Interaction Synchronous:
- F2F interaction; telephone, virtual office hours, variable feedback; instant verbal feedback for remote and F2F students, non-verbal for faculty only. Remote students get oral delivery; VS students, text

Interaction Asynchronous:
- Online interaction using email, threaded discussion, blogs, wikis, etc.

Assessment:
- Homework, quizzes, exams, projects, portfolios, etc.

Proctor Requirement:
- Proctoring logistics or alternate assessment methods are required

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- Satellite, 2W, PVX, Acrobat Connect

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty Profile:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate; adaptable to change

Students Profile:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- Addresses scheduling and course availability issues, such as geographic location, conflict with work; availability of content for repeated, bookmarked viewing; interacting with instructor (F2F, online); availability of programs worldwide

Students- Cons:
- Students isolated geographically; delay (lag); text-based interaction during class; logistics of proctoring. Overall quality of residential students' experience is dependent of the quality of their Internet Service Provider (ISP)

Faculty- Pros:
- Ability to accommodate increased enrollment; availability of archives for self or external review and assessment; availability of archives for potential reuse; ability for revisions to course for alternate delivery to be reused in F2F courses

Faculty- Cons:
- Integrating delayed student interaction during class

Institutional- Pros:
- Ability to provide acceptable quality video to a very large number of remote learners; ability to retain "classroom" teaching model while reaching individuals in their homes; easy interaction with other Internet tools (chat, threaded discussion, etc); ease in converting televised classes into VS

Institutional- Cons:
- Scaling and expanding VS mode is likely to pose some instructional and technical challenges.

Showcase success stories:
- Courses that are offered via video streaming allow students to view the class at any wired location, via computer, and to interact, in real time, with their instructor via a written message. Classes are retained in an archive, and can be viewed or reviewed at a later time

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••• WEB-BASED (W-B)

1• OVERVIEW

Definition:
- Learning is delivered online using a personal computer

Facts:
- Web-based instruction is the delivery method chosen by 38.98% of ODU's distance students

Audience:
- Residential, Working, Commuter, Non-Traditional Undergraduate/Graduate, Worldwide

2• LOGISTICS

Attendance:
- Attendance policy is at the discretion of instructor (due to synchronous/asynchronous online meetings)

Meetings Frequency:
- Meeting frequency is at the discretion of instructor (due to synchronous/asynchronous online meetings)

Development Time:
- Up to 6 months prior to course start date

Support:
- Course design and production, technology integration and training

Interactivity:
- Student/Content, Student/Instructor, Student/Student

Orientation Student:
- Required

Orientation Faculty:
- Recommended

3• TECHNOLOGY REQUIREMENT

Student Hardware:
- Computer, high bandwidth Internet connection, sometimes camera, headset/microphone

Student Software:
- Basic software, specialized software, and various plug-ins (Flash, QuickTime,Acrobat Reader, etc.)

Institutional Infrastructure:

4• PEDAGOGY

Content:
- Self-paced lectures, demos, simulations, short videos, animations, etc.

Learning Activities:
- F2F/online interactive and small group activities, papers, reports, projects, etc.

Interaction Synchronous:
- Telephone, virtual office hours, interaction using online meetings or chat; instant verbal, oral, or text feedback in online meetings or chat

Interaction Asynchronous:
- Online interaction using email, threaded discussion, blogs, wikis, etc.

Assessment:
- Homework, papers, quizzes, labs, exams, projects, case studies, portfolios, field work, etc.

Proctor Requirement:
- Possible proctoring issues depending on course design (exception online tests)

5• AVAILABLE SUPPORTING TECHNOLOGIES

Lecture:
- Acrobat Connect

Synchronous Interaction & Collaboration:
- Acrobat Connect (outside of class meetings); Blackboard Chat (outside of class meetings)

Asynchronous Interaction & Collaboration:
- Blackboard Discussion, Blog, Wiki

Assignments and Assessment:
- Blackboard Tests, Surveys, Assignments, and Safe Assignments; Respondus and LockDown Browser; Questionmark

6• SUCCESSFUL TEACHING AND LEARNING REQUIREMENTS

Faculty Profile:
- Knowledgeable, enthusiastic, engaging, caring, motivating; creating a positive classroom climate; aware about student learning styles, constraints and interests; info-tech literate; visually literate

Students Profile:
- Motivated, highly organized and disciplined, curious, engaged and excited about learning; info-tech literate

7• BENEFITS

Students- Pros:
- Flexibility; ease of access; self-paced, multiple interaction options; tracking; relevance of learning; timely feedback on automated tests; interaction with other students; content "always" available (pending instructor discretion); availability of programs worldwide

Students- Cons:
- Delayed instructor feedback (exception: instant feedback during synchronous online meetings); potential for (1) lack of student motivation, commitment, and time management, (2) difficulties in understanding directions for assignments, (3) technical difficulty, and (4) being overwhelmed with the amount of information available all at once; availability of technical support and student support; logistics of proctoring

Faculty- Pros:
- Flexibility of time, location, and pace; ease of course updates; resulting organization and development of content; potential for reusability of content and practices; revisions to course for alternate delivery which can be reused in F2F courses

Faculty- Cons:
- Learning how to teach online

Institutional- Pros:
- Courses can be "built" once, and reused without a similar investment each semester. Can reach very large numbers of students with relatively modest bandwidth. Asynchronous model is in very high demand. Utilizes other instructional models beyond classroom. Frees up classroom space

Institutional- Cons:
- Requires rethinking traditional F2F delivery mode and continuous faculty development program and support. Requires development teams with instructional designers, technologists, graphics, etc.

Showcase success stories:
- Courses offered via the web can be either synchronous (interaction occurs in real time) or asynchronous (learning happens at students' convenience). Many classes are self-paced and include simulations, short videos, animations, etc.

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Seven Principles of Effective Online Teaching

Old Dominion University

Old Dominion University provides faculty with a self-guided tutorial for developing an online course that includes a list of seven principles of effective online teaching. The concise introduction to online pedagogy highlights the importance of student engagement, timely feedback, and active learning in the online environment.

Principle 1: Student-Faculty Contact

Provide clear guidelines and policies regarding communication.

- Policies should be put in place describing types of communication and when they should be used. For example, you may have students send technical support questions to "tech support," and explain what the public discussion forums should and should not be used for. Additionally, standards should be set for the amount of time necessary for the instructor to respond to e-mails. For example, many instructors make it a policy to respond to e-mails within 2 days of receiving them.

Principle 2: Cooperation Among Students

Discussion boards and group assignments should be designed to facilitate cooperative "meaning-making" among students.

- Some instructors just require participation in weekly discussion forums, without requiring content that can spark active learning, personal meaning-making, and debate.

Here are some suggestions for creating an environment for meaningful discussion:

- Learners should be required to participate (and their grade should depend on participation) and clear expectations for discussions should be posted.
- Discussion groups should remain small.
- Discussions should be focused on a task.
- Tasks should always result in a product and should engage learners in the content.
- Learners should receive feedback on their discussions.
- Evaluation should be based on the quality of postings (and not the length or number).

Principle 3: Active Learning

Presentation of course projects should be an important part of the online course.

- Because student presentations often provide motivation for higher-level work as well as peer discussion, opportunities should be made available for student projects to be shared and discussed online.

Principle 4: Prompt Feedback

Instructors need to provide two types of feedback: information feedback and acknowledgment feedback.

- Information feedback—providing an answer to a question, comments, or a grade for an assignment or test.

When the instructor gets too busy for personal communication, some comments can be sent to the entire class. Obviously grades need to be communicated to each student personally.

- Acknowledgement feedback—confirming that an assignment or question has been received and that a response will be made soon. Students often worry that you have not received their assignment. A quick acknowledgement when the assignment is received will prevent time-consuming e-mails later.

Principle 5: Deadlines

Online courses need deadlines.

- Regular deadlines help busy students avoid procrastination and encourage regular communication with the instructor and other students.

Principle 6: High Expectations

Challenging tasks, sample cases, and praise for quality work communicate high expectations.

- Instructors should communicate high expectations through challenging assignments or discussions and examples of good work. Additionally, praise of exemplary student work encourages other students to work on that same level.

Principle 7: Diverse Talents and Ways of Learning

Allowing students to choose project topics incorporates diverse views into online courses.

- Instructors can provide guidelines for a project but allow students to choose a topic that interests them. This practice gives students a sense of control in their education and encourages more diverse points of view.

Course Delivery Models for e-Learning Initiatives

University of Florida

Faculty at the University of Florida are introduced to three models for facilitating interaction, participation, and communication among students and between faculty and students in online courses. Each model includes a discussion of potential benefits and drawbacks, allowing for side-by-side comparisons as faculty design a new online course.

Model 1: High Staff/Fully Interactive Model (TA/Student 1 Ratio of 1:35)

MODES OF INTERACTION

- Student–Instructor
- Student–Instructional Materials
- Student–Student (Peer Work Groups)

A student will be given multiple opportunities to not only participate in class but also receive individualized feedback from the instructor enhancing the learning experience, facilitating student success, and increasing the potential acquisition of critical thinking skills. Activities that can be sustained with a smaller ratio of TA/student include synchronous activities such as video conferencing, Elluminate sessions, and phone conferences. This model also facilitates personalized assessments for asynchronous activities such as discussion boards, collaborative writing projects, blogs, etc.

Benefits and Challenges Posed by Full Interactivity Model of Instruction

	Benefits	Challenges
For Students	• Highest rate of student success • Student accountability, reduction in anonymity • Authentic individual assessments • Student–centered learning • Development of Critical Thinking Skills • Community Building	• Increased learning curve
For Faculty	• Intellectual Challenge Self–Satisfaction • Ability to use new technology • Flexible schedule • Flexible location • Ability to develop and implement new ideas • Sense of empowerment • Responsibility	• Increased workload as a facilitator
For Department/ College	• Consistency in Departmental standards across courses • Course drift is eliminated • Availability of physical space • Students stay on track	• More personnel needed • Increased release time
For University	• Capture of lost revenue • Reduces need for testing facilities • Increases student success rate • Increases student retention • Sustainability (growth will not decrease quality if the TA/ Student ratio is maintained).	

EXPECTED BENEFITS

For students:

- **Highest rate of student success**—This is due to increased interaction and personalized attention.
- **Increased student accountability**—Students establish individual relationships with peers and instructors, increasing accountability in course progress.
- **Authentic Assessments**—More personalized assessment occurs during activities and projects. Instructors can gain a multi-dimensional sense of student performance beyond automated tests. Essays and written projects can be personally graded.
- **Personalized education**—The instructor can be a facilitator, versus a presenter. This model promotes student-centered learning.
- **Development of critical thinking skills**—Instructor/Student and Student/Student discussions can occur in a seminar type situation, encouraging higher order thinking skills and feedback from peers/instructors.
- **Community building**—Smaller course sections increase the opportunity for community building by facilitating dialogue.

For faculty:

- **Intellectual Challenge**—Instructors can gain a multi-dimensional sense of student performance beyond automated tests.
- **Self-Satisfaction**—Student success in the course can lead to positive evaluations and increased faculty satisfaction.
- **Ability to use new technology**—Smaller groups facilitate the adoption of interactive technologies and techniques.
- **Flexible schedule**—Faculty are able to utilize their time efficiently.
- **Flexible location**—Faculty are able to teach and pursue other interests.
- **Ability to develop new ideas**—A new learning environment can foster creativity.
- **Sense of empowerment**—Faculty are able to take charge of the learning process in a variety of ways.
- **Responsibility**—Faculty are able to supervise the course effectively

For college/department:

- **Coursework is consistent**—Departmental standards and requirements can be upheld.
- **Course drift is eliminated**—Upon completion of pre-requisites, students are ready for upper division courses.
- **Availability of physical space**—Enrollment can be independent of facilities.
- **Students are able to stay on track**—Graduation requirements can be completed in a timely fashion.

For university (mission accomplishment/cost reduction):

- **Testing**—Reduces need for proctored examinations and testing facilities.
- **Capture lost revenue**—SCH's that have gone to other schools during the summer can remain at the institution.
- **Increase success rate**—Lower student/TA ratios increase success rate.
- **Increased retention**—High levels of engagement increase student satisfaction and reduce potential for course drops.

EXPECTED CHALLENGES

For students:

- **Learning curve**—Use of interactive technologies may require an initial learning period for technologically inexperienced students.

For faculty:

- **Increased workload**—Greater workload on TAs

For college/department:

- **Increase in personnel may be required to maintain student/instructor ratio**
- **Increased faculty release time**

For university (mission/cost reduction):

- **More personnel needed**—High staffing requirements leading to the need for greater funding for personnel
- **Increased release time**—Greater interactivity will require more initial planning/design time

Model 2: Medium Staff/Moderate Interactivity Model (TA/Student Ratio of 1:60)

MODES OF INTERACTION

- Student–Instructor: The higher ratio of students to teaching assistants may require some automation of the course materials.
- Student–Instructional Materials
- Student–Student (Peer Work Groups)

The Moderate Interactivity Model supports all three modes of interaction with some constraints placed upon student–instructor interaction. Course content can be delivered through online lectures and readings. Supplemental material such as multimedia can be used to enhance lecture materials. Group activities such as Elluminate sessions, discussion boards, collaborative writing projects and blogs can be used provide the main interactivity for the course. Students can be placed in collaborative groups of approximately 6 students for group projects, peer assessments and activities. Feedback can be provided on a group basis while maintaining accountability for the individual student. One-on-one interaction with the TA can occur during online office hours. However, direct interaction with the faculty may be limited due to the large student enrollment. An online repository of FAQ can help alleviate the communication load for both TAs and faculty.

Benefits and Challenges Posed by Moderate Interactivity Model of Instruction

	Benefits	Challenges
For Students	• Moderate rate of student success • Student accountability, reduction in anonymity • Collaboration • Critical Thinking Skill Acquisition • Community Building	• Limited interaction
For Faculty	• Flexible schedule • Flexible location • Ability to use new technology • Ability to develop new ideas • Responsibility • Reduced lecture time • Release time to develop and teach	• Increased workload as a facilitator • Compromised accuracy of assessments
For Department/ College	• Consistency in Departmental standards across courses • Course drift is eliminated • Availability of physical space • Students stay on track	• More personnel needed • Increased release time • Reduced retention
For University	• Capture of lost revenue • Moderate student success rate • Sustainability (growth will not decrease quality if the TA/Student ratio is maintained).	• Need for testing facilities/proctored exams • Lessened success rate

BENEFITS

For students:

- **A high rate of student success**—This outcome is anticipated using this model, although some students may be at a disadvantage due to the reduced availability of instructor to student communication.
- **Student Accountability**—Students would be evaluated on group and individual basis. Peer evaluations, rubrics, and required participation can enhance the accountability of the individual student while encouraging cooperation among peer groups.
- **Collaboration**—Instructor/Student and TA/Student discussions would be limited to office hours and tutoring sessions. Student/Student discussions can occur in a seminar type situation, encouraging higher order thinking skills and feedback from peers.
- **Critical Thinking Skill Acquisition**—Activities that target higher order thinking skills through personalized feedback and interactivity are plausible.
- **Community Building**—Students are able to participate in peer work groups in order to facilitate community building through academic work.

For faculty:

- **Flexible schedule**—Faculty are able to utilize their time efficiently
- **Flexible location**—Faculty are able to teach and pursue other interests
- **Ability to use new technology**—Technology enhancements can lead to creativity and growth
- **Ability to develop new ideas**—A new learning environment can foster creativity
- **Sense of empowerment**—Faculty are able to take charge of the learning process in a variety of ways
- **Reduced lecture time**—Multiple course sections can access a single lecture
- **Responsibility**—Faculty are able to supervise the course effectively
- **Release time to develop and teach**—Efficient use of faculty resources can free time for other work

For college/department:

- **Coursework is consistent**—Departmental standards and requirements can be upheld
- **Course drift is eliminated**—Upon completion of pre-requisites, students are ready for upper division courses
- **Availability of physical space**—Enrollment can be independent of facilities
- **Students are able to stay on track**—Graduation requirements can be completed in a timely fashion

For university (mission accomplishment/cost reduction):

- **Capture lost revenue**—SCH's that have gone to other schools during the summer can remain at the institution
- **High student success rate**—Ensures a high rate of student success by maintaining a moderate level of student/instructor interaction.
- **Critical thinking skill acquisition**—Allows for the facilitation of higher order (critical) thinking skills by supporting a sustainable use of peer groups and peer evaluations
- **Community building**—Allows for the facilitation of a positive learning environment in which students can build communities—thus alleviating the isolation, poor time management, and anonymity that leads to failure in high student/teacher ratios courses.
- **Sustainability**—Assuming that the 1:60 ratio is maintained, the Moderate Interactivity Model allows for a course to grow in size without sacrificing potential student success rates

EXPECTED CHALLENGES

For students:

- **Limited interaction with instructors**—This may decrease individual student accountability due to a lessening of the impact of student/instructor relationships.
- **Loss of quality**—Larger course sections may reduce quality of student to student interaction due to the reduced level of facilitation by instructors.

For faculty:

- **Assessment accuracy**—Assessment grading must be primarily automated through E-Learning tools and a greater reliance is placed on peer-evaluations.
- **Increased TA workload**—TAs are needed to facilitate, monitor, and assess

For college/department:

- **Possible reduced student retention rates**—Less interaction with faculty/TAs may lead to lower student involvement
- **Increase in personnel may be required**—Additional TAs may be needed to maintain student/instructor ratio
- **Increased faculty release time**—With TAs monitoring class activities, faculty time may be freed for other work

For university (mission accomplishment/cost reduction):

- **Testing facilities**—Secure assessment requires proctored exams and testing facilities
- **Lessened success rate**—Higher student/TA ratios lessens the success rate of students

Model 3: Low Staff/Minimal Interactivity Model (TA/Student Ratio of 1<200)

MODES OF INTERACTION

- Student–Instructional Materials
- Student–Student (Unassessed)

The Minimal Interactivity Model allows for student contact with instructional materials and unsupervised peer interaction. Student accountability will be limited to proctored examinations and E-Learning automated grading assessment tools. Interaction with the instructor is minimal or non-existent. All necessary support information must be provided online. The student will be provided with the material for the course online. This may include readings and online lectures in the form of podcasts. Activities that can be sustained with a large enrollment/low staff class include automatically graded quizzes, non-assessed independent research, surveys and polls. Student feedback would be automated through E-Learning assessment tools or potentially publisher provided materials. Student participation will be limited to contact with the material and unsupervised peer interaction.

Benefits and Challenges Posed by Minimal Interactivity Model of Instruction

	Benefits	Challenges
For Students	• Availability of courses	• High dropout rate • High failure rate • Low interaction with peers/instructor • Low potential for critical thinking skills acquisition—material provided solely in Lecture/Automated Assessment format • Less personalized help • Increase in cheating with increased anonymity
For Faculty	• Decreased lecture time • Release time to develop and teach • Wider audience	• High student dropout rate—negative evaluations • Decreased student satisfaction • Low success rates • Decreased assessment accuracy
For Department/ College	• Reduced development time • Low staffing requirements • Increased money saved per student by increasing number of students in the class	• Dropout and failure rate derails students from program tracks
For University	• Capture of lost revenue	• Need for testing facilities • High failure/dropout rate • Lower quality of education

EXPECTED BENEFITS

For students:

- **Availability of courses**—Easier for students to acquire their needed class as a higher ratio of instructor/student minimizes capacity caps

For faculty:

- **Decreased lecture time and release time to develop and teach**—This is achieved through the use of automated assessments and activities
- **Wider audience**—Removing course cap limitations allow greater student access to course

For college/department:

- **Possible reduced development time**—In some cases, textbook publisher content may be available
- **Lowest staffing requirements**—This requires automated content delivery and assessment
- **Increased money saved per student**—This is achieved by increasing the number of students in the class
- **Increased potential for faculty release time**—Lower instructor involvement may allow faculty time to be spent elsewhere

For university (mission accomplishment/cost reduction):

- **Capture lost revenue**—SCH's that have gone to other schools during the summer can remain at the institution
- **Reduced development time**—If available, publisher resources can supplement course content, thus reducing development time
- **Low-staffing requirements**—low funding for personnel
- **Increased money saved per student** by increasing number of students per class

EXPECTED CHALLENGES

For students:

- **High dropout rate**—Feeling of isolation increases among undergraduate students
- **High failure rate**—Poor time management skills and reduced accountability lead to significantly decreased student success
- **Low interaction**—Large enrollment courses reduce assessable opportunities for collaboration within an academic setting. Rather than facilitate dialogue, this model encourages individual work
- **Low potential for critical thinking skills acquisition**—Less opportunity to acquire and practice social and critical thinking skills
- **Less personalized help**—The sizes of the sections/course make personalized help unlikely and problematic (i.e., answering of questions that are not listed in the FAQ)
- **Increases in cheating**—Could occur due to the increase in perceived student anonymity

For faculty:

- **High dropout rate**—Student dropout rate reduces faculty effectiveness
- **Decreased student satisfaction**—Negative evaluations from students may affect faculty tenure and promotion decisions
- **Low student success rates**—May result in poor performance in upper division courses
- **Decreased accuracy in course assessment**—This reduces sustainability and effectiveness of course materials

For department/college:

- **Potentially higher dropout and failure rate**—This may derail students from program tracks

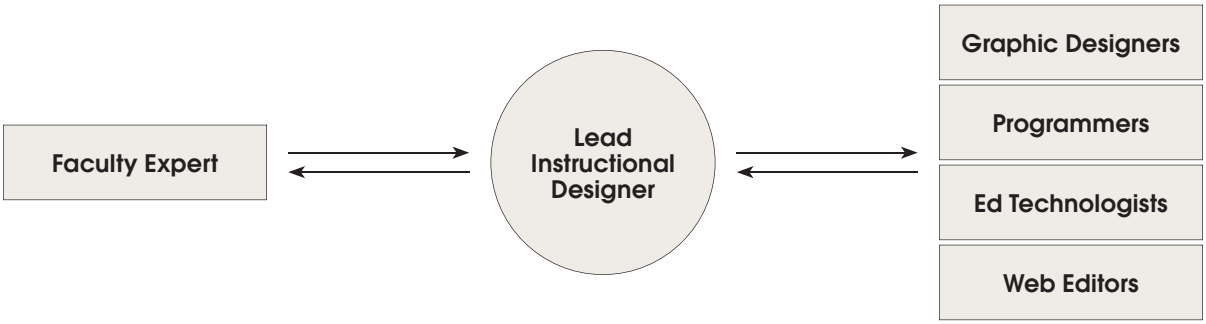
For university (mission accomplishment/cost reduction):

- **Need for testing facilities**—To prevent cheating, proctored assessments would be necessary as would test centers in locations where students are residing
- **Limited quality of assessments**—Instructors' only reflection of student progress will be given through automated assessments, limiting accuracy in determining student comprehension and assessing higher-order thinking skills
- **High failure/dropout rate**—Results in an increase the number of re-enrollments in a class
- **Lower quality of education**—This may result in reduced success in the field

Practice #8: Multi-expert Development Team

In this approach, responsibility for course content remains with the faculty member but responsibility for managing the creation of the online course shifts largely to a lead instructional designer, who facilitates collaboration between the faculty member and a team of course of course development staff.

Full Production for Highest Priority Courses



- Provides content expertise, syllabus, assignments, and assessments
- Validates learning sequence and objectives

- Constructs, sequences content
- Oversees multimedia design and production
- Serves as "traffic manager" between faculty member and development team
- Completes quality review

- Complete web programming
- Design interface, navigation paths
- Develop multimedia learning tools

This expensive model is generally reserved for components of fully online, revenue-generating degree and certificate programs expected to compete with other institutions' offerings and generate new enrollments for the institution. Institutions make the additional investment in these cases to guarantee a consistently high course production standard and ensure that courses are completed according to the schedule for program launch. Practitioners find the lead instructional designer position most critical to the success of the team, as this individual speaks both the pedagogical language of the faculty and the technological language of course development professionals.

Source: Education Advisory Board interviews and analysis.

Given the complexity of the process and level of investment, institutions should use a formal agreement to clarify how responsibilities and revenue will be distributed among central administration, the unit providing course design support, the faculty member, and her or his department.

Process for Securing Top-Tier Support

Oregon State University Extended Campus (E-campus)

OSU Oregon State University

Course Development Funding

- E-campus provides funding of $1,000-5,000 for new course development and course refresh
- E-campus provides course development and production assistance to faculty delivering courses through E-campus
- Faculty encouraged to seek departmental matching funds if available
- University has an approved revenue-sharing model (80-10-10) for E-campus courses
- MOUs for online degree programs are negotiated with the Department Chairs and signed by the Dean of sponsoring College

Requirements for E-campus Funding	
✔	Course developer/instructor must work with the E-Campus course development team to design course according to best practices in distance/online education and OSU accreditation standards
✔	Course will convert readily to distance/ online delivery without excessive development cost
✔	Course has potential to generate at least 150 SCH per year
✔	Department chair must give approval for development and for on-going course offerings in order to accommodate student demand and to recoup development costs

The Extended Campus (E-campus) at Oregon State University partners with faculty members and departments to produce individual online courses as well as to develop fully-online degree programs. E-Campus provides funding up to $5,000 to faculty willing to work with the multi-expert development team to design a course according to best practices in online education. Revenue generated from the online courses is shared among E-Campus, the department, and the central administration according to a pre-determined 80-10-10 revenue-sharing model.

Source: Education Advisory Board interviews and analysis.

Overview of Online Course Design Resources

Oregon State University

The following list of services provided by Oregon State University's Extended Campus to faculty teaching online courses has been excerpted from the institution's online instructor manual.

Extended Campus Faculty Services

Logistical Assistance

- Schedule classes in Banner, year-round course updating/program monitoring
- Coordinate textbooks and course materials (streaming media, videos/DVDs)
- Post sample course syllabi in E-campus Schedule of Classes
- Process student evaluations of teaching
- Coordinate workshops (credit and non-credit)
- Assist in hiring, maintain instructor pools
- Provide faculty communications, Faculty E-News (electronic newsletter)
- Conduct annual Faculty and Department satisfaction survey
- Provide Faculty and Department phone/e-mail support
- Maintain Instructor Manual (online and hardcopy)
- Organize presentations to prospective departments
- Maintain and update Faculty/Department E-campus website

Business Services

- Assist with registration and credit card processing for professional workshops and continuing education
- Provide financial projections, program budgeting, and reports
- Assist with instructor hiring and payroll processing
- Assist with personal service contracts and other contract processing

Project Development and Faculty Training Services

- Course design and development for distance delivery
- Project management (individual courses, certificate programs and degrees)
- Instructional design for distance delivery methods
- Faculty tutorials for specific tasks in Blackboard
- Coordination of multimedia and video/streaming production
- Continuous quality improvement and support
- Ensure compliance with Federal and OSU accessibility requirements
- Access to staff dedicated to online course development
- State-of-the-art methods for online teaching / best practices
- Copyright tracking and coordination
- Training to enable faculty to access and manage course content
- Course materials that are developed in a simple, secure environment using the tools relevant to the course
- Technical support for courses in Blackboard

Marketing Services

- Market research and analysis for potential new programs
- Targeted marketing plan for degrees and programs (i.e., direct mail, print ads, and online advertising)
- Printed brochures for E-campus degree programs
- Listing on award-winning website, receiving over 2 million hits monthly
- Internet marketing via search engine promotion, listings in distance education websites, and reciprocal linkings
- Advertising/broad media campaign, including print ads and outdoor ads

Student Services

- Student Services Center and Communications Center to answer student inquiries and assist with procedures and problems (phone and e-mail support)
- Pre-admissions counseling and transcript review
- Linkage with community colleges statewide (Degree Partnership Program)
- Coordination with academic advisors in departments
- Assistance with student registration, records, and petitions
- Online connections to student resources, such as career counseling, financial aid, services for students with disabilities, writing center, etc.
- E-News & Course Flash (electronic newsletter for students and prospects)
- Arrangements for test proctoring
- Online tutoring
- Online student services like our Online Orientation and searchable knowledge base
- Technical support, coordinated with Computer Helpdesk, and Blackboard support
- Annual student survey

Online Course Production Agreement

Oregon State University

Faculty awarded central funding for online course development by the Extended Campus at Oregon State University receive the following e-mail message and course production agreement. The agreement serves as a memorandum of understanding between the sponsoring department and the central administration and outlines course development and delivery responsibilities, ownership and use, course evaluation, and funding.

We would like to thank _____ (Instructor Name) and the _____ (Department) for submitting the proposal for _____ (Course Name) to be developed for delivery through OSU Extended Campus for the initial term of _____ (Term, Year). The decision has been made to grant financial support for the development of this course. Copied below is the E-campus Memorandum of Understanding (MOU) with the Department, and the course developer, that details the specifics for course development, funding provided and transfer of funds.

Acceptance of Funding:

If you would like to accept the agreement:

- Please respond to this e-mail message acknowledging having read the document below and your acceptance of the agreement.
- E-mailed acceptances from *both* the department chair and the course developer are required prior to the start of course development.
- Respond with the budget index # of where the funds should be transferred.

Course Development:

If the agreement is accepted, _____ (Name) will contact the course developer approximately one term prior to the course's initial term in order to begin the development process. Once we have received the approving e-mail we will assume that the course can be added to the Schedule of Classes and opened for enrollments. *If the Department Chair would like to review the course before it is opened for enrollment, please notify me in reply to this message*.

We look forward to working with _____ (Instructor Name) in the development of the project, and supporting [HIM or HER] throughout the delivery of the course.

[DIRECTOR]
[UNIT]
[TITLE]
[ADDRESS]
[XXX–XXX–XXXX]
[E-MAIL]

Funded Course Production Agreement

This is an Agreement between OSU Extended Campus (E-campus), and the _____ (Department) to work together to develop the course(s) specified. This agreement does not alter the scope of services, or responsibilities covered in the Memorandum of Understanding between _____ (Unit) and the College.

1. Course Design and Development

1.1 The course is titled _____ (Course Name). The Department agrees to assign _____ (Course Developer/Instructor Name), to produce course materials to be taught and delivered to students using the Blackboard Content Management System.

1.2 The Course Developer in collaboration with _____ (Unit) will create course content and appropriate student materials. The overall design, development and production of the course, including most media elements/components, will be a joint effort between the Project Development & Training team and the Course Developer.

1.3 _____ (Unit) will provide consultation, equipment, and staff support to assist the Course Developer with the preparation of the materials. _____ (Unit) will provide training and consultation throughout the course development and delivery.

1.4 Course Developer will engage in continued collaboration with the _____ (Team) from project inception and will ensure project completion on or before _____ (Date).

1.5 If the course is not complete and ready to be taught by the start of initial term, the advisability of course cancellation will be determined in consultation with the Department Chair, or by the Director if the Department Chair is not available for timely decision making.

2. Course Delivery

2.1 Department must give approval for on-going offerings of this course in order to accommodate student demand for the course and to recoup development costs over time, beginning _____ (Term, Year).

2.2 This agreement does not grant any compensation to _____ (Course Developer), set any performance standards for _____ (Course Developer), or make any adjustments with respect to _____ (Course Developer)'s teaching workload, course enrollments, teaching evaluations, or teaching credit for purposes of evaluation, promotion, or tenure at the _____ (University).

3. Use of Course and Materials

3.1 Course Developer(s) will be the named author or a principal developer of the course materials. Course Developer has the right to remove his or her name from the course at any time, in coordination with the academic Department and Extended Campus. The Department can appoint others to teach this course.

3.2 Consistent with the rules of the _____ (University) Board of Higher Education, the Board owns the course and materials and _____ (University) shall have the exclusive right to offer the course, whether through internet, video transmission, IP Video, interactive TV, or by other means, to any student at any location.

4. Course Evaluation

4.1 _____ (Unit) will make the Student Evaluation of Teaching (SET) available for online completion and will send results to Department and instructor per university protocol.

4.2 _____ (Unit) will provide "Suggested Elements for Review of Online Instruction" for use at the Department's discretion and is available to participate in the Department's evaluation of online course design and instruction.

4.3 Department agrees to review course materials every five years or earlier to ensure the course is current and accurate.

5. Funding

5.1 _____ (Unit) will transfer funds in the amount of $ _____ (Amount) to the Department for the work done pursuant to this agreement.

5.1.1 100 percent of the _____ (Unit) funds will be paid to the Department provided the following conditions are met six weeks before the initial term, or on or before _____ (Date)

i. A signed copy of this agreement is received from the Department Chair/Head;

ii. Course Developer has consulted with the development team to determine an agreed upon course design and timetable;

iii. Course Developer has submitted to the development team an appropriate course syllabus for this online course, written in accordance with unit and university guidelines;

iv. The course materials have been received by the development team;

5.1.2 The funds will be transferred to the Department following verification by the Director, and notification to the Department Chair/Head, that the course development is complete on or before the agreed upon date (sec. 1.4 above), is ready to be taught by the start of initial term, and conforms to university and academic accreditation standards.

6. Resolution of Disagreements

6.1 In the event of a disagreement that cannot be resolved by the parties, resolution will be through agreement of the _____ and the Dean of the Department's College.
Title

Online Degree Program Memorandum of Understanding

Oregon State University

This standard memorandum of understanding establishes a formal partnership between the central Extended Campus unit and individual academic units for developing and launching an online degree program. The memorandum specifies roles and responsibilities for the central shared service unit as well as the partner academic unit, and, most importantly, sets the terms for online tuition revenue distribution.

MOU for new Online Program Development between University College of X, X Department, and Online Education Unit

X Degree in X

_____ welcomes this opportunity to make these undergraduate
University
programs available to a worldwide audience. The X degree will be important additions to

_____ nline rograms.
University

Program Personnel

The Department of X, hereafter referred to as "the Department," agrees to assign a program coordinator to serve as the main contact person to coordinate development of this degree program with _____ and to assist with marketing, and any issues that may arise.
Unit
Coordination will include:

- Assisting _____ with marketing strategies, structuring academic advising, facilitating communications between _____ and instructors/course developers;
  Unit Unit
- Coordination and communications between the program and the College of X (hereafter referred to as "the College") and other administrative units to ensure policy and procedures are in place to facilitate the offering of this program to distance students.

The Department also agrees to assign an academic advisor, whose responsibility it will be to advise degree seeking students in this new online program. This person will coordinate with _____ to ensure advising-related content is correct and up-to-date in _____ publications
Unit Unit
and website.

- Program Coordinator: Coordinator Name (e-mail: X; phone: X).
- Advisor: Advisor Name (e-mail: X; phone: X).

Funding Overview with Details of Budget Transfer per Program Component

For coordination, course development, and program delivery:

Total Funding = $X (non-recurring and recurring)

- Funds will be disbursed to the College per the agreements below;
- E-campus will assume no direct payroll.

Budget will be transferred to the College as follows:

Non-recurring Total= $X

1. Course development (see Course Development Plan below):

$X

- New Course development
- Approximately $X per credit.

- Develop ## existing courses for online delivery, a total of ## credits (see Course Development Plan, below).
  - Funds will be disbursed to the academic department for support of course development:
  - once a course is deemed complete and up to standards, and
  - has been reviewed and approved by the appropriate designee of the Department in collaboration with the Unit Director of Project Development and Training.

2. Academic Advising support:

- Equipment/supplies
  - $X (single payment on signing of the MOU)
  - Excluded is funding for infrastructure support, such as telephone.

3. End-of-Project Report

- $X
  - Transferred upon completion of the project and acceptance of the final report.

Recurring Total= $X

- Course development coordination.
  - Staffing
  - $X total ($X per year, for two years)
  - First payment of $X upon signing of the MOU;
  - E-campus will assume no direct payroll.

Course Development and Collaboration

- Course development will start term/year and will be completed by the end of term/year. Student admissions to the programs will begin term/year. All courses covered under this agreement will be completed and offered to students by term/year. Students may enroll as distance degree seeking students in this program effective term/year.
- The College will develop, refresh or assess a total of ## courses for online delivery through Extended Campus.
  - When development is complete, the Department must give approval for on-going offerings of each course in order to accommodate student demand for the course and timely progress towards degree completion, and to recoup development costs over time.
  - The sequence and timing of course design, development, and offering are delineated in the Development Plan below.
  - Preliminary syllabi for each of the courses are to be submitted prior to course development.
- Courses will be collaboratively planned, designed, and developed by the content providing faculty (Course Developer) or their representatives with the E-Campus Project Development and Training unit (PDT).
  - The E-campus contact for course development is: X, Director of PDT: E-mail: phone:
- All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs. All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Blackboard course management system.
- The Course Developers will engage in continued collaboration with PDT from project inception and will ensure course completion and approval of the course at least 4 weeks prior to the initial term start. Completion status of the course is determined by the Extended Campus Director of Project Development and Training in consultation with the College designee. Courses will be reviewed by designee(s) from the College/Department and E-Campus upon completion and approval prior to initial course offering.
- If the course is not complete in Blackboard and ready to be taught at least 4 weeks prior to the start of initial term, the PDT Director will consult with the Department Chair concerning advisability of course cancellation.
- As delineated in the existing MOU with the College, E-campus will provide (at no project cost) basic course development and production including: instructional design with best practices covering accessibility and copyright, project management, media development, Blackboard course development, training, marketing, and on-going student and instructor support.

Use of Course and Materials

The Course Developers will have control of the substantive and intellectual content of materials subject to review and approval of the Department/College. Course Developers shall receive credit as a named author or a principal developer of the course. Additional authors may be added in accordance with their contribution to the course and as determined by the Course Developers. Course Developers have the right to remove his or her name from the course at any time, in coordination with the academic department and Extended Campus. The Department can appoint

others to teach the courses. Consistent with the rules of the State Board of Higher Education, the Board owns the course and materials and OSU shall have the exclusive right to offer the course, whether through internet, video transmission, IP Video, interactive TV, or by other means, to any student at any location.

End-of-Project Report

Please submit a final report after completion of the project to include:

- Description of the development process,
- Two-year schedule for continued course and program delivery,
- Student feedback on the experience taking the courses,
- Data on course evaluation,
- Faculty response to the development activity,
- Final expense report,
- Plans for program sustainability.

After submission and acceptance of the final report, the E-Campus review team will verify that all program components are in place upon which time the remaining funds will be released.

Annual Advising Report

- Renewed of advising support requires submission and acceptance of a brief end-of-year advising report summarizing performance and activities,

Funding Agreement Terms

The funding agreements in this document are contingent upon completion of course development and offering as describe above, and summarized in the Course Development Plan. Changes to the agreements, timetables or funding will be based on written agreement between the College and E-Campus designees. The funding agreements are subject to renegotiation if course development and delivery do not proceed according to the accepted Course Development Plan, with course development completed by term/year.

Signatures below indicate acceptance of these terms and conditions, which supersede any prior development funding agreement(s) for this program and/or the courses contained therein.

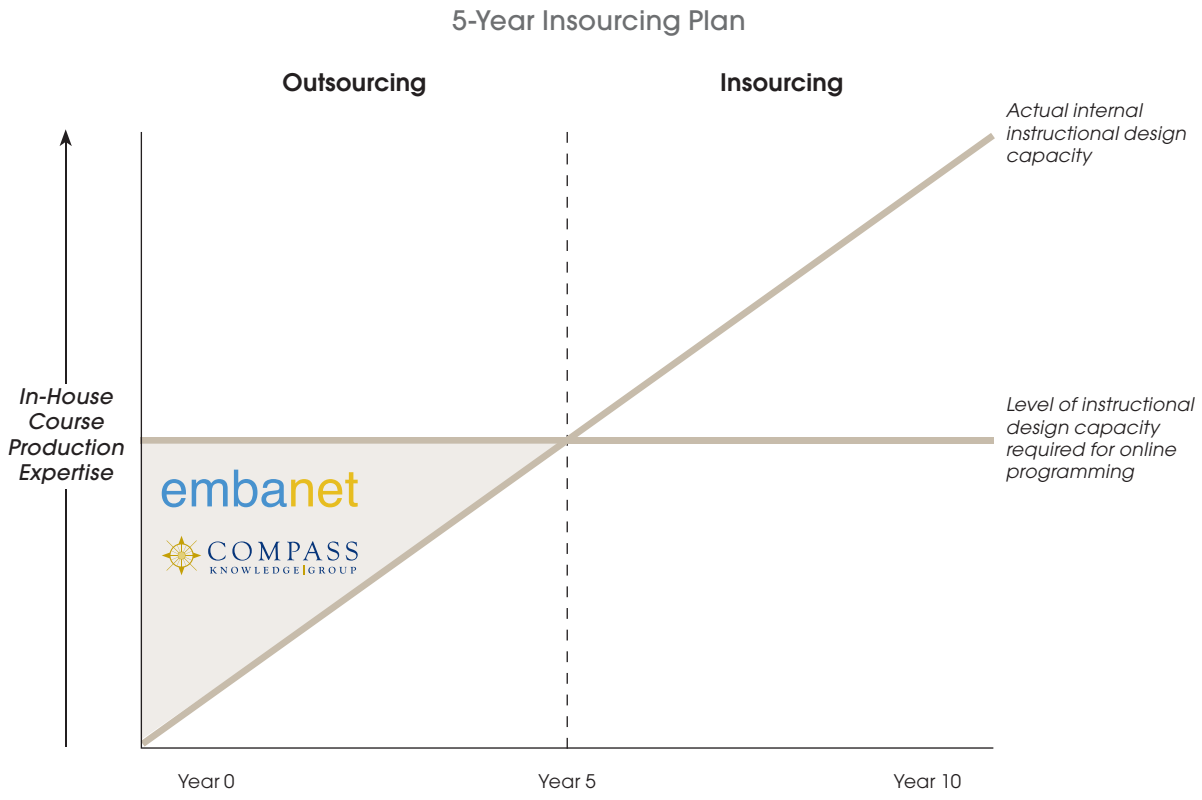
X, Dean of College X	Date
Lisa Templeton, Executive Director OSU Extended Campus	Date
X, Department Chair X	Date

Course Development Plan: Degree Program															
A=Assess; D=Design; DD=Develop; O=Initial Offer			Academic Year				Academic Year				Academic Year				Academic Year
Course	*CR*	*Instructor*	*F*	*W*	*Sp*	*Su*	*F*	*W*	*Sp*	*Su*	*F*	*W*	*Sp*	*Su*	*F*
Example: HORT 111 Introduction to horticulture	3						A		D	DD	O				O
Number of courses in design															
Number of courses offered															

Practice #9: Course Production Outsourcing

Institutions without sufficient course production capacity or expertise may partner with a vendor, who provides services in exchange for a percentage of tuition revenue from the resulting courses.

Early Stage Vendor Partnership for Rapid Ramp-up



Vendor partnership is particularly attractive to institutions that wish to launch online programs in fields where speed-to-market and marketing are critical but lack in-house expertise in online course development. In contrast to other models, this option requires no up-front investment from the institution in course development. In many cases, the vendor also assumes responsibility for marketing the program and enrolling students as well as providing web-only versions of the academic, student, and financial services required by fully online students.

The trade-off for avoiding up-front costs, however, is not inconsiderable. Depending on the terms, contracts may award the vendor as much as 65% or more of tuition revenue, which can translate into millions of dollars in just a few years for successful programs.

Source: Education Advisory Board interviews and analysis.

Online Turnkey Vendors

Colleges and universities lacking the internal capacity to support online course development and delivery may want to partner with one of a growing number of external vendors. The following list provides general contact information, services, and selected partnerships for eight outsourcing options.

2tor	**2tor**
	www.2tor.com New York, NY; Founded in 2008; 100 employees
Services: Course development, admissions, marketing, recruitment, retention	
Selected Clients & Programs University of Southern California (MAT, MSW), University of North Carolina at Chapel Hill (MBA)	

ACADEMIC PARTNERSHIPS™	**Academic Partnerships**
	www.academicpartnership.com Dallas, TX; Founded in 1995; 130 employees
Services: Course development, recruitment, student support, market research	
Selected Clients & Programs University of Texas at Arlington (Nursing), Lamar University (Masters, Education), Arkansas State University	

APOLLIDON LEARNING	**Apollidon Learning**
	www.appolidon.com Oldsmar, FL; Founded in 2009; <10 employees
Services: Market research, business consulting, recruitment, course design, tech support, student support	
Selected Clients & Programs University of Florida (Forensic Science)	

COLLOQUY	**Colloquy**
	www.colloquy360.com Fort Lauderdale, FL; Founded in 2008; Number of employees not available
Services: Market research, curricular design, marketing, recruitment, student support	
Selected Clients & Programs California State University of Monterrey Bay (Executive MBA)	

COMPASS KNOWLEDGE GROUP	**Compass Knowledge**	(Merged with Embanet in November 2010)
	www.compassknowledge.com Orlando, FL; Founded in 1993; 200 employees	
Services: Assessment, financing, marketing, recruitment, curricular design, tech support, training, retention		
Selected Clients & Programs Boston University (5 programs, including an MM and DMA in Music Education), Northwestern University (MA, Public Policy and Administration; MS, Medical Informatics), University of Florida (PharmD; MA, Art Education)		

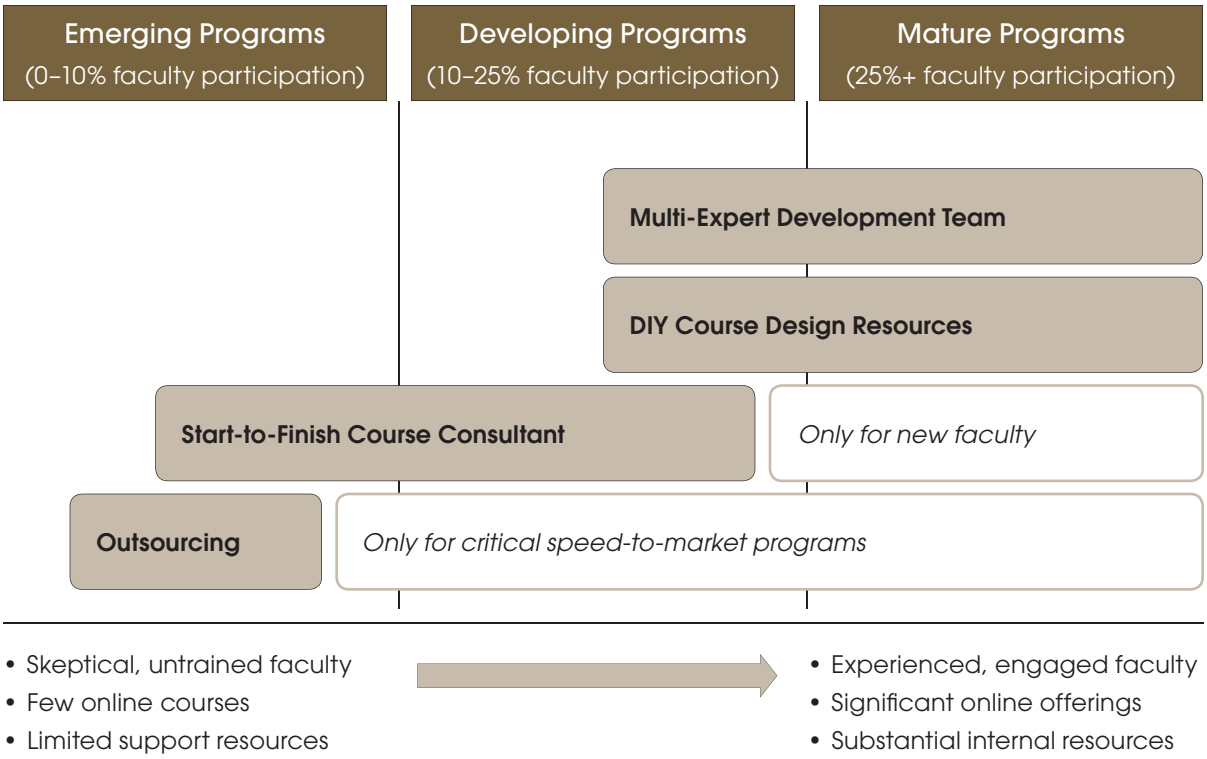
Deltak WHERE ACADEMICS AND INNOVATION CONVERGE	**Deltak**
	www.deltak-innovation.com Chicago, IL; Founded in 1994; 300-500 employees
Services: Course development, admissions, marketing, recruitment, retention	
Selected Clients & Programs Gonzaga University, St. Joseph's University (Masters, Criminal Justice), Loyola University (MSN-HCSM, Nursing), Benedictine University	

embanet	**Embanet**	(Merged with Compass Knowledge in November 2010)
	www.embanet.com Toronto, ON, Canada; Founded in 1995; 220 employees	
Services: Recruitment, course development, retention, tech support		
Selected Clients & Programs University of Florida (Forensic Science)		

UNIVERSITYALLIANCE The Nation's Leading Universities Online	**University Alliance**
	www.universityalliance.com Tampa, FL; Founded in 2001; Number of employees not available
Services: Marketing, enrollment assistance, tech support, student support, university partnerships, corporate partnerships	
Selected Clients & Programs Florida Tech, University of Scranton, Dominican University, Jacksonville University, Villanova University, University of Notre Dame, University of San Francisco, University of South Florida	

The volume of online courses to be developed, level of existing in-house expertise, availability of institutional funding, the level of faculty skill and interest in online course development, and need for standardization across courses determine the approach (or approaches) most appropriate for each college or university.

Allocating Scarce Course Production Resources

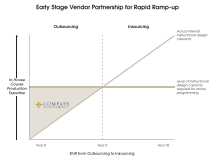


Source: Education Advisory Board interviews and analysis.

The chart below illustrates the direct costs of each course development model, based on implementation at case study institutions. The main determinants of cost per online course developed include the number of courses produced annually, total FTEs, and FTE salary.

Comparing the Costs

Direct Costs of Models for Ongoing Course Development

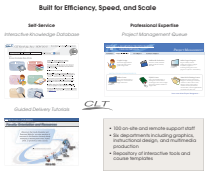


- 50-80% of net tuition returned to vendor

$0 per course

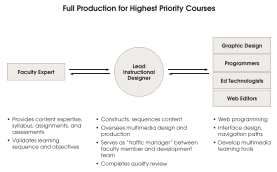
- 1 instructional designer x 5 courses every 8 weeks
- 30 courses per year

$1,500 per course



- 18 full-time staff spending 5% of time on development of new online courses
- 41 courses per year

$987.80 per course

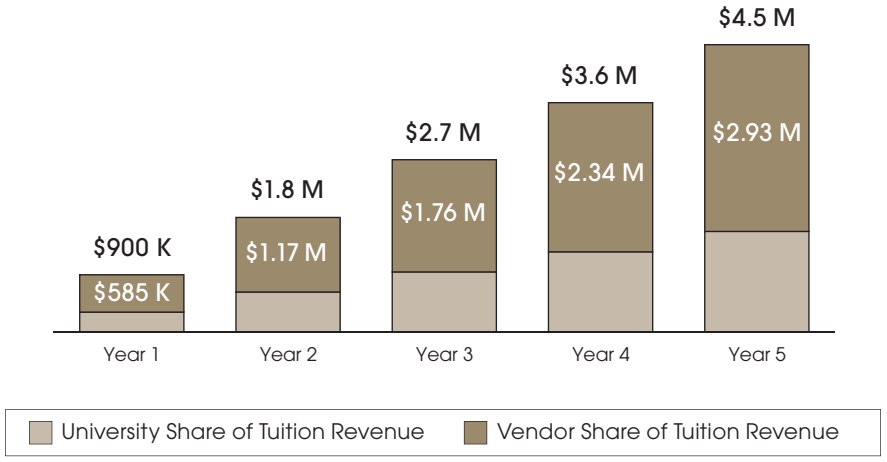


- 1 instructional designer x 5 courses every 8 weeks
- 80 hours of additional staff support
- 30 courses per year

$2,230 per course

Free Now, but Pay Later

Third Party Vendor Allocated 65 Percent of Net Tuition Revenue



Source: Education Advisory Board interviews and analysis.

IV. Structuring Faculty Compensation

Key Lessons on Special Faculty Compensation
for Developing and Teaching Online Courses

Complete Survey Results
Online Education: Course Fees and Faculty Compensation

Diagnostic Questions

These diagnostic questions reflect the essential ingredients of approaches used by best practice institutions. Members may use them to determine if the full range of best practices is being used on campus and to evaluate whether absences represent an opportunity for investment or action.

Structuring Faculty Compensation	**Yes**	**No**
1. Does the institution offer faculty special compensation for the development of online courses?	❑	❑
2. If the institution cannot afford to offer special compensation for online course development, do faculty have access to well-designed templates and a repository of course components?	❑	❑
3. Is special faculty compensation for course development offered as a cash stipend rather than a course release?	❑	❑
4. Do all faculty designing online courses sign an intellectual property agreement that recognizes both the faculty member's and the institution's interests?	❑	❑
5. Has the institution benchmarked the amount of special compensation offered for online course development to that of peer institutions?	❑	❑
6. Are faculty required to complete training in online pedagogy as a condition for receiving the stipend for online course development?	❑	❑
7. Is full disbursement of the stipend contingent upon completion of the course?	❑	❑
8. Is full disbursement of the stipend contingent upon successful completion of a pre-launch course review?	❑	❑
9. Are the limited funds that the institution can allocate to special compensation for faculty concentrated on online course development rather than delivery?	❑	❑
10. Is incentive compensation for delivering existing online courses—if offered at all—limited to each instructor's first or first few online courses?	❑	❑
11. As an alternative to stipends for online course delivery, has the institution considered capping enrollment of online courses at 10–20 percent lower than that of an equivalent face-to-face course?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Key Lessons on Special Faculty Compensation for Developing and Teaching Online Courses. . . . . Page 124

Complete Survey Results: Online Education: Course Fees and Faculty Compensation . . . . . Page 136

Key Lessons on Structuring Faculty Compensation

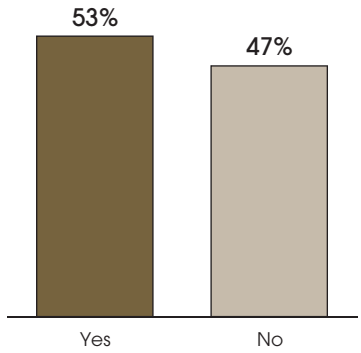
In our research, provosts and other campus leaders frequently asked for guidance on the question of providing faculty with special compensation to develop and teach online courses.

Reevaluating Existing Policies

Is Your Institution Currently Reevaluating Its Policies for Compensation for Online Course Development and Teaching?

Survey of University Leadership Council Members

n=53



More than half of the institutions we surveyed were in the process of revising their policies for special compensation. We also encountered many institutions spending substantial—often unsustainable—amounts to incentivize online teaching and course development without seeing a proportional return on that investment.

Six lessons for avoiding common pitfalls emerged from the research:

#1 Offer special compensation for online course development if the institution can afford it

#2 Structure special compensation as a cash stipend rather than a course release

#3 Use an intellectual property agreement for every online course

#4 Benchmark stipend payments against those of peer institutions or programs

#5 Tie disbursement of stipends to participation in training in online pedagogy, completion of the online course, and successful completion of a pre-launch quality review

#6 Incentivize online teaching temporarily, if ever.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

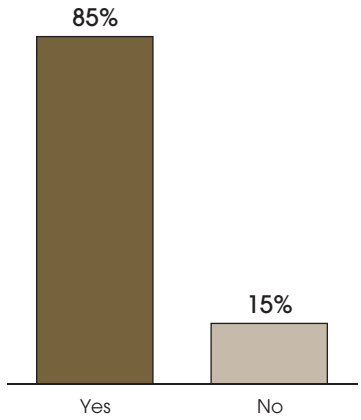
Lesson #1: **Offer Special Compensation for Online Course Development if the Institution Can Afford It**

Generally Offering Incentives for Course Development

Special Faculty Compensation for Developing an Online Course

Survey of University Leadership Council Members

n=61



Most research interviewees felt that, given the work required to create a quality online course, the institution could not reach its goals of offering a substantial number of well designed online courses without offering faculty compensation beyond their base pay for the work of course development. As emphasized earlier, the institution should direct stipends for course development to the specific courses identified as most critical to advancing strategic goals for online education.

Institutions that cannot afford to offer special compensation for online course development are promoting the creation of quality online courses by providing faculty access to well designed course templates as well as a repository of completed online courses and course components.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

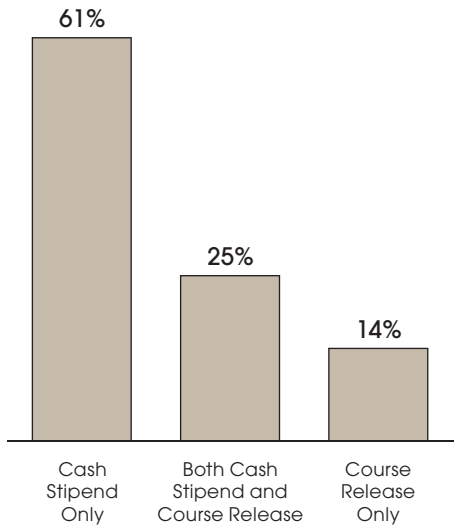
Lesson #2: **Structure Special Compensation as a Cash Stipend Rather than a Course Release**

Stipends Best Form of Compensation

Form of Special Compensation for Online Course Development

Survey of University Leadership Council Members

n=28



A stipend offers the institution two advantages over a course release of equivalent cost.

Increasing Institutional Leverage. Full payment of a cash stipend can easily be withheld until conditions (such as course completion) are met. It is far more difficult—logistically and politically—to retract a course release by requiring an instructor to teach an additional course or pay the institution a sum equal to the course release's value. For all practical purposes, course releases are disbursed in full at the onset of the semester.

Clarifying Joint Ownership of Intellectual Property. Payment of stipends for course development has signal value as well as legal implications for ownership of the resulting course.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Lesson #3: **Use an Intellectual Property Agreement for Every Online Course**

Experienced practitioners agree that the worst mistake in intellectual property agreements is not using one out of fear that calling attention to the issue will increase faculty reluctance to teach online. See section on "Intellectual Property and Fair Use" in the appendix for general guidelines and a sample agreement.

Presenting faculty with a well-thought-out agreement that appropriately recognizes the rights of both the faculty member and the institution generally puts faculty concerns about intellectual property to rest. The faculty's concerns are far more likely to persist and undermine willingness to teach online when the institution fails to address them directly.

Lesson #4: **Benchmark Stipend Payments Against Those of Peer Institutions or Programs**

Benchmarking Initiative for Teaching and Developing Online Courses

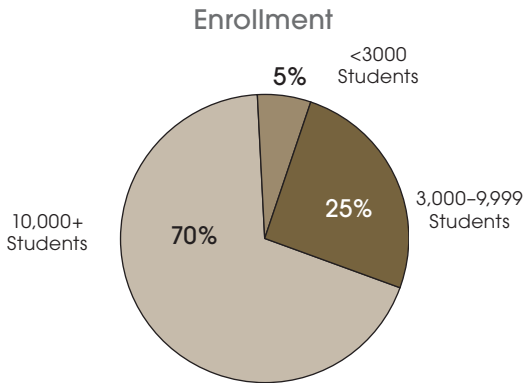
May–August 2010

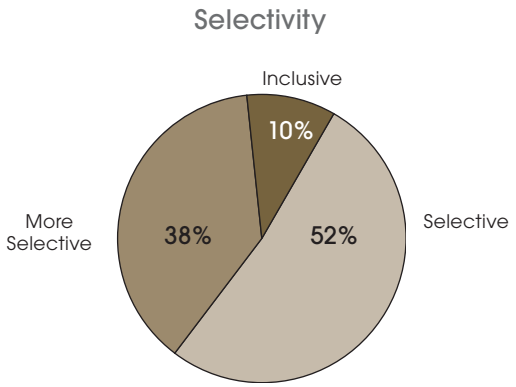
- 61 institutions submit data
- Focus on courses 80%+ online

December 2010

- Final report published
- Participants receive individualized benchmarking reports

Participating Institutions





To ensure that stipends appropriately recognize faculty contributions, promote the creation of quality courses, and generate a sufficient number of new online courses without committing the institution to above-market spending it cannot afford, colleges and universities should benchmark the amount of special compensation offered for online course development to that of peers.

In the spring of 2010, the Council launched a benchmarking survey to help members compare their policies to those of other institutions.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

The high degree of variation existing within as well as across institutions increases the difficulty to benchmarking stipend policies and amounts; at many large universities, the payments and policies of each academic unit differ from those of every other unit.

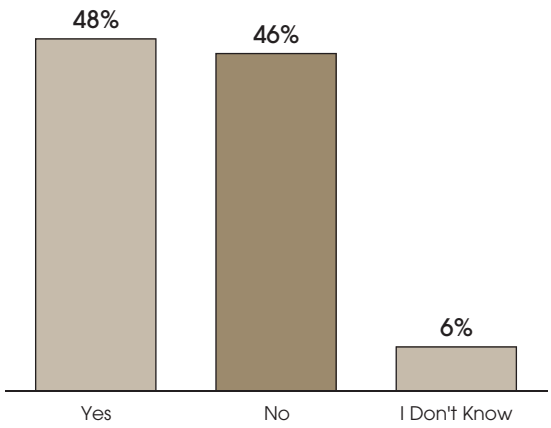
A Major Benchmarking Barrier

Significant Variation Within Institutions

Is Special Compensation for
Developing Online Courses the Same Across All Academic Units?

Survey of University Leadership Council Members

n=52



Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Among respondents who had uniform policies across all academic units and had submitted their data as of this printing, the amount of stipends for online course development ranged from $1,500 to $8,000; the median stipend was $3,500.

Stipend Amounts

Institutions with Uniform Policies

Cash Stipend Only

n=16

Median Cash Stipend	$3,250
Minimum	$1,500
Maximum	$8,000

Cash Stipend and Course Release

n=7

Median Cash Stipend	$3,250
Minimum	$1,750
Maximum	$8,000

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Confirming expectations, median stipend amounts correlate positively with selectivity. Institutions falling in the "selective" and "more selective" Carnegie classifications (based on average ACT scores of admitted students) pay higher stipends on average than inclusive institutions.

More Selective Institutions Paying More

Stipends for Course Development—Institutions with Uniform Policies

Survey of University Leadership Council Members

	Inclusive (n=4)	Selective (n=12)	More Selective (n=7)
Median Cash Stipend	$1,825	$3,500	$4,000
Minimum	$1,500	$1,750	$2,000
Maximum	$4,000	$6,000	$8,000

Two Benchmarking Services Available at No Cost to Members

The University Leadership Council offers two ways for members to benchmark their policies and payments to those of similar institutions; both are included in Council membership.

Participating in Online Education Benchmarking Initiative. The Council's benchmarking survey is an ongoing initiative in which members may participate at any time. After submitting data, participating institutions receive a customized report that benchmarks their responses to those of all respondents and a comparison group of colleges or universities with similar characteristics. The benchmarking survey addresses special fees for online courses as well as faculty compensation for developing and teaching online courses.

Using the Custom Research Service to Gather Data from Peer Institutions. Through our custom research service, members may ask that we contact six to eight of their specific peer institutions with requests to share and benchmark policies on online course development and teaching.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

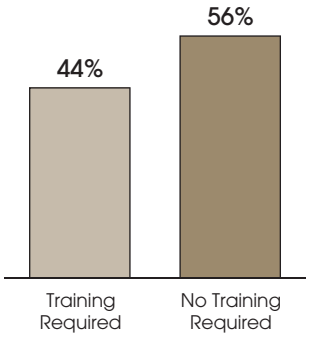
Lesson #5: **Tie Disbursement of Stipends to Faculty Training, Course Completion, and Course Review**

Missed Opportunities

Institutions Requiring Training in Online Pedagogy Prior to Stipend Disbursement

Survey of University Leadership Council Members

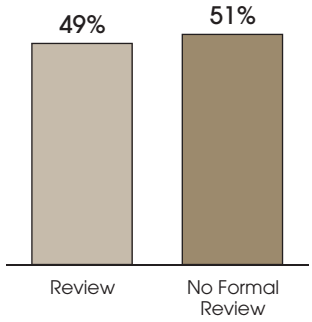
n=48



Institutions Requiring Course Review Prior to Stipend Disbursement

Survey of University Leadership Council Members

n=45



Failing to connect stipend payment to participation in training in online pedagogy, completion of the online course, and successful completion of a pre-launch quality review puts the institution at risk of spending considerable sums on online course development yet seeing fewer and lower-quality courses than expected.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

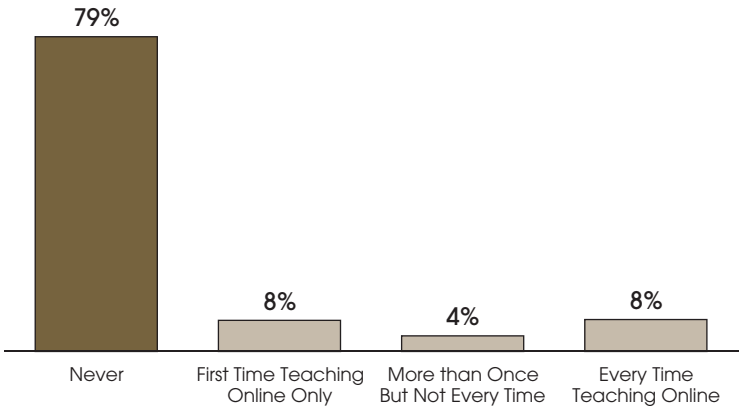
Lesson #6: **Incentivize Online Teaching Temporarily, if Ever**

Few Institutions Offering Stipends for Online Teaching

Stipends for In-Load Delivery of Online Courses

Survey of University Leadership Council Members

n=48



Note: Figures do not sum to 100 percent due to rounding.

Most of our research contacts felt that, unlike stipends for the development of online courses, ongoing payments to faculty for teaching online courses could not be defended in principle or sustained in practice. Paying faculty extra each and every time they teach online produces crushing increases in the cost of instructional delivery. In addition, experts in online pedagogy generally agree that once the processes of teaching online are mastered, the workloads for teaching online and traditional courses should not be vastly disproportionate. If instructors continue to find online teaching substantially more time consuming than face-to-face instruction, that, most experts would say, may signal a problem with course development or execution. Therefore, those institutions that do offer special compensation for online teaching generally offer this benefit only for the instructor's first or first few online courses.

Another strategy institutions are using to support faculty as they become proficient in online teaching is capping the enrollment of online courses lower (typically 10–20 percent) than that of the equivalent face-to-face course. While not without cost, this strategy typically proves more affordable than offering stipends and

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

is seen by faculty as appropriate recognition of the additional time required to become proficient in a new instructional mode.

If offering incentives to teach online—whether stipends or lower enrollment caps—institutions should emphasize their temporary nature when introducing them. We interviewed several administrators in the unfortunate position of having to withdraw teaching incentives that the faculty assumed to be permanent. Perceived betrayals such as these can prove toxic to the relationship between faculty and administration.

Complete Survey Results

Online Education: Course Fees and Faculty Compensation

Participating Institutions

n=61

Nine-Month Enrollment	
Less than 3,000	5%
3,000–9,999	25%
10,000 or more	70%

Selectivity*	
Inclusive	10%
Selective	52%
More Selective	38%

Control	
Public	72%
Private	28%

Basic Carnegie Classification†	
Research universities (very high research activity)	31%
Research universities (high research activity)	21%
Doctoral/research universities	9%
Master's colleges and universities (all sizes)	36%
Baccalaureate colleges	2%
Baccalaureate/associate's colleges	0%
Medical schools and centers	0%
Schools of business and management	2%
Associate's colleges	0%

*Selectivity categories based on Carnegie undergraduate profile classifications, which use the average ACT-equivalent scores of admitted students; Inclusive: < 18; Selective: 18–21; and More Selective: > 21.

†Canadian institutions were not included in this analysis because they are not classified by the Carnegie system.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Tuition for Online Courses

Online vs. On-Campus Tuition	n=61
At your institution, how does tuition (not including fees) for online courses compare to tuition for on-campus courses?	
Answer varies across academic units/programs	23%
Answer is consistent across academic units/programs	77%
Tuition is more for online courses than on-campus courses	26%
Tuition is the same for online courses and on-campus courses	68%
Tuition is less for online courses than on-campus courses	6%

Online Tuition Rate for Out-of-State Students*	n=43
Do out-of-state students pay out-of-state or in-state tuition for online courses?	
Out-of-state tuition	65%
In-state tuition	35%

Defining "Online Courses"

For the purposes of this survey, an "online course" is any credit-bearing course that replaces 80 percent or more of face-to-face seat time with technology-enhanced instruction.

*Includes responses from public institutions only.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Special Fees for Online Courses

Special Fees for Online Courses		n=61
Does your institution assess a special fee to students enrolled in online courses (in addition to or separate from any standard fees for the equivalent on-campus course)?		
	Yes	**No**
ALL INSTITUTIONS	41%	59%
By Enrollment		
Less than 3,000	0%	100%
3,000–9,999	21%	79%
10,000 or more	51%	49%
By Control		
Public	50%	50%
Private	18%	82%
By Selectivity		
Inclusive	33%	67%
Selective	35%	65%
More Selective	52%	48%
By Basic Carnegie Classification†		
Research universities (very high research activity)	44%	56%
Research universities (high research activity)	67%	33%
Doctoral/research universities	0%	100%
Master's colleges and universities (all sizes)	38%	62%

†Results shown only for categories with six or more respondents.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Uniformity of Fees Across Campus n=25

Is the fee for an online course the same across all academic units at your institution?

Yes	60%
No	40%

Amount of Fees—Per Credit Hour

Please provide the typical fee for undergraduate and graduate online courses at your institution.

	N	Median	Minimum	Maximum
Undergraduate	15	$35	$11	$200
Graduate	13	$35	$18	$200

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Special Faculty Compensation for Online Course Development

Availability of Special Compensation		n=61
Does any unit at your institution offer special compensation (such as a course release or stipend) to faculty for developing an online course?		
	Yes	**No**
ALL INSTITUTIONS	85%	15%
By Enrollment		
Less than 3,000	100%	0%
3,000–9,999	73%	27%
10,000 or more	88%	12%
By Control		
Public	89%	11%
Private	76%	24%
By Selectivity		
Inclusive	83%	17%
Selective	83%	17%
More Selective	87%	13%
By Basic Carnegie Classification*		
Research universities (very high research activity)	83%	17%
Research universities (high research activity)	92%	8%
Doctoral/research universities	80%	20%
Master's colleges and universities (all sizes)	81%	19%

*Institutions with other basic Carnegie classifications were not included in this analysis due to insufficient sample size.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Faculty Eligibility by Rank n=52

Are the following types of faculty eligible (in any academic unit) for special compensation for developing an online course at your institution?

	Tenured/tenure-track faculty	Full-time contingent faculty	Part-time contingent / adjunct faculty
Eligible	98%	88%	69%
Not Eligible	2%	12%	31%

Uniformity of Special Faculty Compensation n=52

Is special faculty compensation for developing an online course the same across all academic units at your institution?

No	46%
I don't know	6%
Yes	48%

Type of Special Compensation Offered n=28

What special compensation is offered to faculty for developing an online course?

Cash Stipend Only	61%
Course Release Only	14%
Both Course Release and Cash Stipend	25%

Cash Stipend Only n=16

Median Stipend	$3,250
Minimum	$1,500
Maximum	$8,000

Cash Stipend and Course Release n=7

Median Stipend	$3,500
Minimum	$1,750
Maximum	$8,000

Training Requirements n=48

To receive special compensation for developing an online course, are faculty members required to complete training in online course development or pedagogy?

Yes	44%
No	56%

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Teaching Requirements n=36

How many times are faculty members required to teach an online course as a condition of receiving special compensation for course development?

None	39%
Once	39%
Twice	17%
Three or more	6%

Course Review Requirements n=45

Is the disbursement of compensation for online course development contingent upon a formal review of the course?

Yes	49%
No	51%

Funding for Multiple Course Versions n=45

Can multiple faculty members receive compensation for developing different online versions of the same course?

Yes	24%
No	76%

Funding for Multiple Courses per Faculty Member n=48

How many times can a faculty member receive compensation for developing online courses?

Every time he or she develops an online course	65%
The first time he or she develops an online course only	19%
Other	17%

Funding for Course Revisions n=47

Can a faculty member receive funding to revise an online course that she or he developed previously?

Yes	57%
No	43%

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Special Faculty Compensation for Teaching Online Courses

Online Instruction by Tenured/Tenure-Track Faculty — n=54

Do tenured/tenure-track faculty ever teach online courses?

Yes	100%
No	0%

Typical Workload Structure — n=54

Do tenured/tenure-track faculty most often teach online courses in-load or as an overload?

In-Load	61%
Overload	26%
Equally in-load and overload	13%

In-Load Course Delivery — n=54

Do tenured/tenure-track faculty ever teach online courses in-load?

Yes	94%
No	6%

Course Releases for In-Load Delivery — n=45

Is special compensation in the form of a course release offered to tenured/tenure-track faculty for teaching an online course in-load?

No	80%
Yes, every time	7%
Yes, only first time	9%
Yes, more than once but not every time	4%

Stipends for In-Load Delivery — n=48

Is special compensation in the form of cash stipends offered to tenured/tenure-track faculty for teaching an online course in-load?

No	79%
Yes, every time	8%
Yes, only first time	8%
Yes, more than once but not every time	4%

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Stipend Structure n=16

If cash stipends are offered for teaching online courses, how is the cash stipend established?

Fixed Amount	19%
Variable amount based on course enrollment	31%
Other	50%

Overload Course Delivery n=54

Do tenured/tenure-track faculty ever teach online courses as an overload?

Yes	83%
No	9%
Other	7%

Special Compensation for Overload Course Delivery n=44

If tenured/tenure-track faculty ever teach online courses as an overload, how are they typically compensated?

Set amount, same as on-campus course	52%
Set amount, more than on-campus course	5%
Variable amount based on course enrollment	16%
Other	27%

Special Compensation for Contingent/Adjunct Faculty n=20

Do contingent/adjunct faculty receive special compensation for teaching online courses?

Yes, same as tenured/tenure-track	25%
Yes, less than tenured/tenure-track	25%
No	50%
Other	0%

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

Satisfaction with Policies and Policy Reevaulation

Satisfaction with Current Policies — n=60

To what extent do you agree with the following statement? "I am satisfied with my institution's policies for compensating faculty for developing and teaching online courses."

Strongly agree	23%
Agree	23%
Tend to agree	20%
Tend to disagree	17%
Disagree	12%
Strongly disagree	5%

Reevaluation of Current Policies* — n=53

Is your institution currently reevaluating its policies for compensating faculty for developing and/or teaching online courses?

Yes	53%
No	47%

Note: Figures do not sum to 100 percent due to rounding.

*Excludes "I don't know" responses.

Source: "Online Education: Course Fees and Faculty Compensation," Education Advisory Board, 2010.

V. Safeguarding Course Quality

Practice #10: Automatic Pre-launch Screening

Practice #11: Detailed Course Peer Review

Practice #12: Longitudinal Effectiveness Analysis

Diagnostic Questions

These diagnostic questions reflect the essential ingredients of approaches used by best practice institutions. Members may use them to determine if the full range of best practices is being used on campus and to evaluate whether absences represent an opportunity for investment or action.

Safeguarding Course Quality	**Yes**	**No**
1. Has the institution developed or adopted a standard rubric for online course quality?	❑	❑
2. Are faculty members provided a copy of standards for online course quality to guide online course development?	❑	❑
3. Are all new online courses subject to a quality screening before launch?	❑	❑
4. Does the institution conduct a detailed, in-depth review for select courses, such as courses taught by multiple instructors, existing courses with a poor track record, and components of fully online degree or certificate programs competing with other institutions' offerings?	❑	❑
5. Does the institution collect and analyze comprehensive data on student success, student satisfaction, and faculty satisfaction for each online, hybrid, and traditional course offered?	❑	❑
6. Does the institution have a simple definition of success in an individual course—such as earning a grade of C or better—that allows for easy comparison across instructional modes and academic fields?	❑	❑
7. When analyzing data on student success and withdrawal rates, does the institution control for the students' GPA upon entering the course to prevent distortion of findings if weaker students disproportionately enroll in online sections under the mistaken impression that online courses are easier than traditional courses?	❑	❑
8. Are the data on student success and student and faculty satisfaction used to monitor the impact of the institution's online strategy on student success, to address faculty concerns about course quality, and to support curricular planning and resource allocation decisions?	❑	❑

If you answered "No" to any of the above questions, please turn to:

Practice #10: Automatic Pre-launch Screening . . . . . **Page 152**

Practice #11: Detailed Course Peer Review . . . . . **Page 157**

Practice #12: Longitudinal Effectiveness Analysis . . . . . **Page 171**

Safeguarding the quality of the institution's online offerings is critical to creating and sustaining faculty willingness to teach online as well as ensuring that the institution's online ambitions advance goals for supporting student success.

The High Price of Poor Quality

Flawed Online Courses

- Site difficult to navigate
- Broken links
- Components of course not compatible with students' and institution's software
- Material not ADA compliant
- Directions for course activities unclear
- Limited instructor-student interaction
- No direct link to student services

Faculty Impact

- Overwhelmed by troubleshooting problems with technology
- Interactions with students seem impersonal and contrived
- Negative course evaluations

Student Impact

- Poor grades
- High withdrawal, low completion rates
- Dissatisfaction with course

The perception—held by many faculty—that online courses are inherently of lower quality than traditional courses presents a major barrier to engaging faculty in online education. Four factors drive faculty skepticism about the quality of online courses.

Association with Less Prestigious Institutions and Academic Units. With early adopters of online education concentrated in institutions and academic units more focused on access than prestige, faculty who associate these institutions and units with lower quality have extended those associations to online education broadly.

Association with the Corporatization of Higher Education. Similarly, for-profit colleges' and universities' use of online courses to sharply increase class size and lower instructional costs has also fueled skepticism about online learning among faculty at traditional institutions.

Lack of Exposure to Methods of Online Pedagogy. Faculty with limited or no exposure to online teaching are typically unaware of the full range of methods and technologies employed by skillful

Source: Education Advisory Board interviews and analysis.

online instructors; supporters of online education would generally agree that online instruction as the uninformed envision it—merely posting transcriptions or recordings of class lectures to a website—is in fact an inferior approach.

Exposure to Poorly Executed Courses. As many institutions have launched large numbers of online courses without offering faculty (who have never themselves been students in an online course) training in online pedagogy, instructional design support, or compensation for the additional work of courseware development, it would be surprising if the resulting courses were not of lower quality than a typical traditional course. Faculty exposed only to poorly executed online courses may perhaps not unreasonably conclude that online courses are generally of low quality.

Safeguarding the quality of the institution's online offerings is critical to creating and sustaining faculty willingness to teach online; faculty whose initial experiences are negative will be unwilling to teach online again, and word of faculty and students who have had poor experiences with online courses will quickly spread across campus.

Whether or not they have difficulty convincing faculty to teach online, administrators are also seeking best practices for monitoring and safeguarding the quality of online courses to ensure that offerings in this still relatively new mode of instruction are executed to the institution's standard and support goals to improve rates of student success.

Best practice institutions use a combination of two strategies for assessing and safeguarding the quality of online offerings:

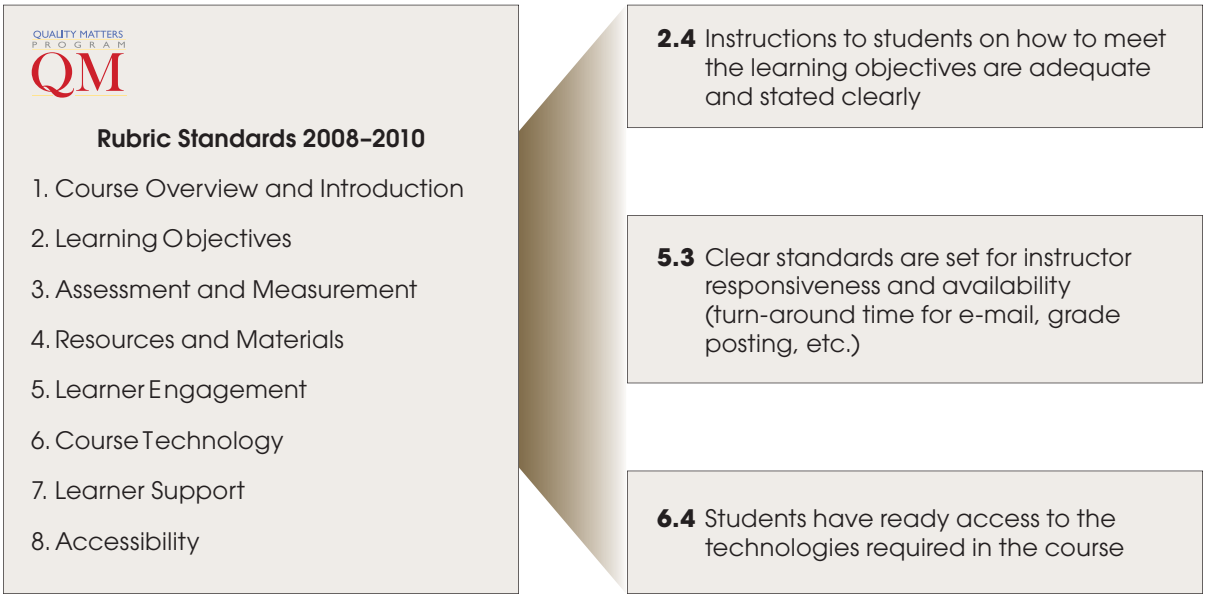
- Reviewing individual online courses
- Analyzing patterns in student success and student and faculty satisfaction across online, hybrid, and traditional courses.

Practice #10: Detailed Course Peer Review

The unique challenges of online education, unobjectionable nature of review criteria, and opportunity to avoid needless frustration for students and faculty are the top three reasons institutions implement a process for reviewing online courses.

Built-in Troubleshooting

Evaluating Eight Aspects of Online Courses



Since colleges and universities generally do not monitor the quality of face-to-face courses beyond administering end-of-semester student course evaluations, many administrators are understandably concerned that adding a special process for monitoring the quality of online courses would unfairly violate faculty autonomy, reinforce the perception that online courses are inherently of lower quality, alienate existing online faculty, and further increase the difficulty of convincing faculty to teach online.

Institutions that use a process for reviewing online courses offer three reasons for pursing this approach.

> *Unique Challenges.* The challenges of using technology to translate the learning that would have happened in the classroom into the online medium are multiple and not easy to anticipate; it is unlikely that instructors with little experience in online learning will navigate each and every challenge successfully in early efforts creating courses in this medium.

Source: "The Quality Matters Rubric," Quality Matters, http://www.qualitymatters.org/Rubric.htm (accessed June 1, 2010); Education Advisory Board interviews and analysis.

Unobjectionable Criteria. While mention of a review process triggers substantial anxiety (as faculty envision invasive scrutiny of their subject mastery and decisions on course content), after seeing actual evaluation rubrics, most faculty find the review criteria unobjectionable.

Avoidable Pain and Suffering. By surfacing potential problems with students' use of course technology, navigation of the website, access to support services, comprehension of course activities, expectations for instructor responsiveness, and opportunities for interaction, the review process protects faculty from avoidable headaches of increased workload, unsatisfying relationships with students, and negative course evaluations.

The in-depth review process pioneered by Quality Matters™ (involving three independent reviewers and detailed debriefing for the course instructor) is widely respected as a best-in-class approach; however, at a cost of $750 to $1,900 per course, most institutions cannot afford broad implementation of this method.

Comprehensive Postmortem for Select Courses

Three Stages in Online Course Peer Review Process

Pre-Review Consultation

(1–2 weeks)

- Instructor provided a copy of the quality rubric
- Meeting with review team to discuss course details and review process
- IT grants review team student-level access to course

Review Period

(4–6 weeks)

- Three independent reviewers
  - Master reviewer
  - Discipline/subject matter expert
  - Reviewer from outside discipline
- Results cross-tabulated into final report

Post-Review Debrief

(1–2 weeks)

- Team shares results with instructor
- Revision schedule set
- After revision, department chair gives final approval to course

Key Courses for Peer Review

- Existing courses with poor track record
- "Master Course" templates for multiple sections
- Courses to be taught by adjuncts or professional instructors
- Courses that are part of fully online degree programs

Quality Matters™ is an inter-institutional peer review process developed by MarylandOnline. Guided by a rubric that includes eight standards and forty elements for evaluating online course effectiveness, a team of three to four trained faculty reviewers complete a pre-review consultation, detailed course evaluation, and post-review debrief with the online instructor. The process typically takes six to eight weeks from start to finish.

During the pre-review the faculty instructor meets with the review team to discuss details of the course including the intended student audience, department/discipline, level of the course (undergraduate or graduate, lower division or upper division), typical or expected student enrollment, and number of instructors who would use the course once certified.

During the review, the team of three faculty reviewers is granted student-level access to the online course. The team typically spends three weeks reviewing the course against the rubric, preparing notes, and then cross-tabulating scores.

Source: Education Advisory Board interviews and analysis.

The final step is a post-review meeting. Reviewers provide the faculty instructor with a report, discuss whether the course passed (met all the level three criteria and scored a total of at least 72 points), passed conditionally (met all level three but didn't hit the 72 point mark), or requires significant revisions. If revisions are necessary the reviewers discuss next steps with the faculty instructor and set a date for completion of the changes.

Some institutions replicate the Quality Matters™ course review process using their own faculty as reviewers; this approach makes individuals within rather than outside the institution recipients of institutional spending and can reduce costs, but it, too, generally remains too expensive for use with every online course.

An Expensive Proposition

Both Outsourced and Home-Grown Options Costly

Peer Review Program Cost Models

Outsourced	Home-Grown		
Quality Matters™	**Chippewa Valley Technical College**	**Purdue University Calumet**	**Boise State University**
• $5,000 subscription fee[1] • Includes two course reviews • Additional reviews: $750 each • Fee for non-members: $1,000 per course	• Stipends for internal faculty reviewers: $500 - One master reviewer at $200 - Two additional reviewers at $150 each	• Stipends for three internal faculty reviewers: $375–600 per course • Portion of course releases for faculty reviewers: $1,125–1,800	• Stipends for internal faculty reviewers: $450 - One master reviewer at $150 - Two additional reviewers at $150 each
Total for three reviews	**Total for three reviews**	**Total for three reviews**	**Total for three reviews**
$3,000–$5,750	$1,500	$3,375–$5,400	$1,350

Given the costs of detailed peer review, institutions typically reserve this option for courses select courses, such as courses taught by multiple instructors, existing courses with a poor track record, and components of fully online degree or certificate programs competing with other institutions' offerings.

[1] Based on one-year full subscription and supplemental package for individual institution with 3 or more online degree programs.

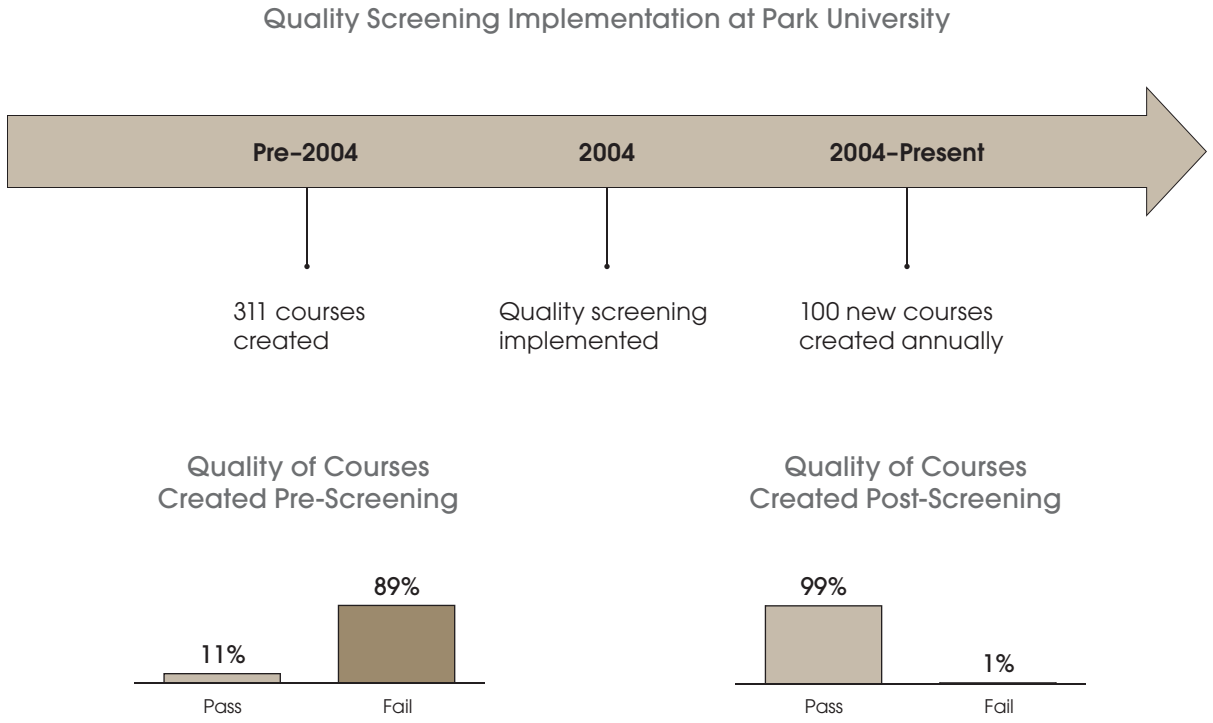
Source: Barcyzk, Casimir, Janet Buckenmeyer and Lori Feldman, "Mentoring Professors: A Model for Developing Quality Online Instructors and Courses in Higher Education," International Journal on E-Learning, (2010) 9 (1), pp. 7-26; Education Advisory Board interviews and analysis.

Practice #11: Automatic Pre-launch Screening

Applying a simplified version of the screening process to every online course prior to its launch makes a substantial impact on the quality of faculty's and students' experiences with online learning at a far reduced cost.

A Quick and Significant Impact

Screening Process Dramatically Improves Course Quality



Using the same rubric employed in the detailed review process, the instructor completes a self-review, which is then followed by a screening by an instructional designer or other member of the institution's staff. To achieve universal participation, department chairs must unequivocally support the process, and disbursement of stipends for course development should (if offered) be contingent upon successful completion of the course review.

Our case study institution, Park University, implemented an automatic course quality screening to dramatic effect. In 2004, concern about poor completion rates in online courses led to a review of the more than 300 course offerings. The initial review found 89 percent of existing courses failed to meet minimum standards for quality in instructional design. Support resources were allocated to revise flawed courses, and new instructional designers were tasked with ensuring all new courses adhered with the quality standards. Following implementation of the screening 99 percent of online courses in the Park University portfolio are in compliance.

Source: Education Advisory Board interviews and analysis.

Rubric for Online Instruction

California State University, Chico

California State University, Chico created the following rubric to serve as both a roadmap for online course design as well as a self-evaluation tool for instructors. Categories highlighted in the rubric include learner and support resources, course organization and design, instructional design and delivery, student outcome assessment, online pedagogy, and faculty use of student feedback. This rubric can be adopted in its entirety or modified to suit the needs of a specific institution.

CALIFORNIA STATE UNIVERSITY | Chico

Rationale

California State University, Chico's first strategic priority is to create and enhance high quality learning environments. Academic technologies, especially online or web-enhanced courses, have a significant role in the creation of those learning environments. The University's Strategic Priorities challenge faculty and staff to use academic technologies to create and enhance high quality learning environments in a demonstrable manner.

What should a quality online course look like?

This rubric offers a framework for addressing this question. Use of this rubric represents a developmental process for online course design and delivery, and provides a means for an instructor to self-assess course(s) based on University expectations. Furthermore, the rubric provides a means for supporting and recognizing a faculty member's effort in developing expertise in online instruction as part of our commitment to high quality learning environments.

The Rubric for Online Instruction can be used in one of three ways.

1. As a course "self-evaluation" tool - advising instructors how to revise an existing course to the Rubric for Online Instruction. (Workshops may be offered for faculty to learn how to address each category in the rubric, demonstrating with examples.)
2. As a way to design a new course for the online environment, following the rubric as a road map.
3. As a means for getting public recognition for exemplary online instruction - going through a nomination/recognition process on a campus. Faculty can receive recognition to go in their RTP file.

Historical Perspective

The process by which faculty and staff came together to write this rubric is available for your review, at http://www.csuchico.edu/celt/roi/history.shtml. This describes the history and work of a dedicated committee.

The Rubric for Online Instruction initiated the Exemplary Online Instruction Awards, a recognition made public at the annual CELT Conference in Chico, CA. The Web site demonstrating examples of exemplary online instruction is available for viewing, from the Center for Excellence in Learning and Teaching web site, http://www.csuchico.edu/celt/.

Category 1

Learner Support and Resources

Baseline	Effective	Exemplary
A. Course contains limited information for online learner support and links to campus resources.	A. Course contains adequate information for online learner support and links to campus resources.	A. Course contains extensive information about being an online learner and links to campus resources.
B. Course provides limited course-specific resources, limited contact information for instructor, department, and/or program.	B. Course provides adequate course-specific resources, some contact information for instructor, department, and/or program.	B. Course provides a variety of course-specific resources, contact information for instructor, department, and program.
C. Course offers limited resources supporting course content and different learning abilities.	C. Course offers access to adequate resources supporting course content and different learning abilities.	C. Course offers access to a wide range of resources supporting course content and different learning abilities.

Category 2

Online Organization and Design

Baseline	Effective	Exemplary
A. Much of the course is under construction, with some key components identified such as the syllabus.	A. Course is organized and navigable. Students can understand the key components and structure of the course.	A. Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.
B. Course syllabus is unclear about what is expected of students.	B. Course syllabus identifies and delineates the role the online environment will play in the course.	B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
C. Aesthetic design does not present and communicate course information clearly.	C. Aesthetic design presents and communicates course information clearly.	C. Aesthetics design presents and communicates course information clearly throughout the course.
D. Web pages are inconsistent both visually and functionally.	D. Most web pages are visually and functionally consistent.	D. All web pages are visually and functionally consistent throughout the course.
E. Accessibility issues are not addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)	E. Accessibility issues are briefly addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)	E. Accessibility issues are addressed throughout the course. (Including: sight, mobility, hearing, cognition, ESL, and technical.)

Category 3

Instructional Design and Delivery

Baseline	Effective	Exemplary
A. Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.	A. Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content.	A. Course offer ample opportunities for interaction and communication student to student, student to instructor and student to content.
B. Course goals are not clearly defined and do not align to learning objectives.	B. Course goals are adequately defined and but may not align to learning objectives.	B. Course goals are clearly defined and align to learning objectives.
C. Learning objectives are vague or incomplete and learning activities are absent or unclear.	C. Learning objectives are identified and learning activities are implied.	C. Learning objectives are identified and learning activities are clearly integrated.
D. Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	D. Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.
E. Course provides limited activities to help students develop critical thinking and/or problem-solving skills.	E. Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.	E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.

Category 4

Assessment and Evaluation of Student Learning

Baseline	Effective	Exemplary
A. Course has limited activities to assess student readiness for course content and mode of delivery.	A. Course has adequate activities to assess student readiness for course content and mode of delivery.	A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.
B. Learning objectives, instructional and assessment activities are not aligned.	B. Learning objectives, instructional and assessment activities are adequately aligned.	B. Learning objectives, instructional and assessment activities are closely aligned.
C. Assessment strategies are limited in use to measure content knowledge, attitudes, and skills.	C. Assessment strategies are used to measure content knowledge, attitudes, and skills.	C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills.
D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.	D. Opportunities for students to receive feedback about their own performance are provided.	D. Regular feedback about student performance is provided in a timely manner throughout the course.
E. Students' self-assessments and/or peer feedback opportunities are limited.	E. Students' self-assessments and/or peer feedback opportunities exist.	E. Students' self-assessments and peer feedback opportunities exist throughout the course.

Category 5

Innovative Teaching with Technology

Baseline	Effective	Exemplary
A. Course uses limited technology tools to facilitate communication and learning.	A. Course uses adequate technology tools to facilitate communication and learning.	A. Course uses a variety of technology tools to appropriately facilitate communication and learning.
B. New teaching methods applied to enhance student teaching are limited.	B. New teaching methods are adequately applied to enhance student teaching are limited.	B. New teaching methods are applied and innovatively enhance student learning, and interactively engage students.
C. There are limited multimedia elements and/or learning objects for accommodating different learning styles.	C. Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles.	C. A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course.
D. Course uses Internet access and engages students in the learning process in a very limited way.	D. Course uses Internet access and effectively engages students in the learning process.	D. Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.

Category 6

Faculty Use of Student Feedback

Baseline	Effective	Exemplary
A. Instructor offers limited opportunity for students to give feedback to faculty on course content.	A. Instructor offers adequate opportunities for students to give feedback on course content.	A. Instructor offers multiple opportunities for students to give feedback on course content.
B. Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course.	B. Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of course.	B. Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course.
C. Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	C. Instructor requests and uses student feedback a couple of times during the semester to help plan instruction and assessment of student learning for the rest of the semester.	C. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

Self-Assessment Form for Faculty Designing Online Courses

California State University, Chico

This self-assessment form serves as a companion document to the Rubric for Online Instruction. Faculty use this form to assess their performance after teaching an online course by cross-referencing specific design and pedagogical aspects of their course with the standards set out in the rubric. Performance outcomes are given grades of "Basic," "Effective," or "Exemplary."

Rubric for Online Instruction Self-Assessment Form

Course Name/Number _____

Instructor/Designer _____

Rubric Category [Rating of **B** (Basic), **E** (Effective), **X** (Exemplary)]

1. Learner Support & Resources _____ **Rating**

a. _____

_____

b. _____

_____

c. _____

_____

2. Online Organization & Design **Rating**

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

3. Instructional Design & Delivery **Rating**

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

4. Assessment & Evaluation of Student Learning

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Rating

5. Innovative Teaching with Technology

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

Rating

6. Faculty Use of Student Feedback

a. _____

_____

b. _____

_____

c. _____

_____

Rating

Other Comments:

_____

_____

_____

_____

_____

_____

Rating

Signature of Reviewer _____ Date_____

Checklist for Online Course Management

California State University, Chico

The following checklist serves as a companion document to the Rubric for Online Instruction. This checklist provides online course instructors with an exhaustive list of specific elements and tasks associated with developing and teaching high-quality online courses. Faculty members can use the checklist at each stage of the course development and implementation process to ensure they are incorporating best practices in their online course.

Category 1—Learner Support and Resources

A. Information about being an online learner

- ❒ Tips for being a successful online student
- ❒ Quiz to self-assess readiness to be an online student
- ❒ Link to Library resources
- ❒ Instructions on how to conduct online research
- ❒ Instructions on how to write a research paper
- ❒ Guidelines for APA/MLA format of papers and/or citations
- ❒ Link to the testing center
- ❒ Link to campus remedial resource center
- ❒ Link to student disability resource center
- ❒ Information/tutorials on how to use software required by class assignments
- ❒ Contact information for technical support or Help Desk
- ❒ Checklist or other method for common troubleshooting tips
- ❒ Minimum computer hardware and software requirements
- ❒ Tips for avoiding and dealing with computer viruses
- ❒ Sources for any required plug-ins (and links)
- ❒ Tutorial(s) or job aids for how to use the LMS tools
- ❒ FAQs for LMS
- ❒ Netiquette guidelines

B. Course specific resources

- ❒ Contact information for the instructor
- ❒ Contact information for academic department or advisor
- ❒ Information on additional related courses
- ❒ Pre-requisites of course
- ❒ Link(s) to Bookstore(s) to order textbooks or other instructional materials
- ❒ FAQ site on course information
- ❒ Estimated amount of time needed for completing course requirements

C. Resources supporting course content

- ❒ Link(s) to Web sites with supporting information relevant to course content
- ❒ Link(s) to Web sites of organizations or associations related to course content
- ❒ Glossary of terms or links to definitions of new vocabulary
- ❒ Link(s) to learning objects (external to course, such as MERLOT)

Category 2—Online Organization and Design

A. Course navigability and organization

- ❒ Syllabus is easily located
- ❒ Links to other parts of the course or external sources are accurate and up-to-date
- ❒ Required instructional materials are easily located
- ❒ Numbers identify sequenced steps; bullet list items are not prioritized or sequential
- ❒ Course content is organized in a logical format
- ❒ Topics are clearly identified and subtopics are related to topics
- ❒ Sequential (vs. concurrent) topics are annotated with dates
- ❒ Course schedule is available in a printer-friendly format for student convenience
- ❒ Organization and sequencing of the course content is logical and clear
- ❒ Resources are separated into "required" and "optional" categories

B. Syllabus includes

- ❒ Course objectives
- ❒ Course completion requirements
- ❒ Expectations of students' participation, honesty, etc.
- ❒ Timeline for student participation is clear
- ❒ Faculty member(s) introductory information
- ❒ Expectations of availability of and turnaround time for contact with instructor
- ❒ Course schedule is summarized in one place

C. Aesthetic design

- ❒ Typeface is easy to read
- ❒ Sufficient contrast between text and background makes information easy to read
- ❒ Appropriate images supporting course content add visual interest
- ❒ Design keeps course pages to a comfortable length with white space

D. Consistency in course

- ❒ Layout of course is visually and functionally consistent
- ❒ Navigability is clear, simple and user-friendly
- ❒ Spelling and grammar are consistent and accurate
- ❒ Written material is concise
- ❒ Language of written material is friendly and supportive
- ❒ Clear directions are given for each task or assignment
- ❒ Sentences and paragraphs are brief

E. Universal accessibility

- ❒ Universal accessibility concerns are addressed throughout the course, including transcripts of any non-text objects

- ❒ Images are optimized for speedy display and include alternative text
- ❒ Alternative formats of materials provided, when possible (e.g., optional print packet of extensive reading materials, CD of audio clips used in course, etc.)
- ❒ Use of color adds interest but does not disadvantage those with color blindness

Category 3—Instructional Design and Delivery

A. Promote interaction and communication

- ❒ Students introduce themselves
- ❒ Students are encouraged to respond to classmate introductions
- ❒ "Ice-breaker" activity to get acquainted
- ❒ Instructor introduces himself/herself to model interaction
- ❒ Students' input is not evaluated as "right" or "wrong"
- ❒ Netiquette described and enforced
- ❒ Student participation is tracked and "wallflowers" drawn in to the discussions
- ❒ Students are prompted by facilitator to expand on relevant points
- ❒ Facilitator may play "devil's advocate"
- ❒ Reading and writing requirements are consistent with student abilities and course unit load

B. Goals and alignment to learning objectives

- ❒ Pace of delivery of course content is managed
- ❒ Course content is "chunked" for more manageable learning
- ❒ Instructional design is made clear (eg., is it self-paced, or group-paced)
- ❒ Expectations for synchronous vs. asynchronous activities are clearly spelled out

C. Learning objectives and activities are integrated

- ❒ Reading assignments match learning objectives
- ❒ Activities lead to learning desired concepts
- ❒ Tasks and activities are designated as synchronous or asynchronous; sequential or may be completed in any order (clarified)
- ❒ Instructional material may be reviewed repeatedly (built-in redundancy)
- ❒ Summary provided frequently, particularly at the end of topics, to reinforce learning

D. Activities to enhance student learning (addressing multiple learning styles)

- ❒ Video clips of interviews, movements
- ❒ Historical audio clips of famous speeches
- ❒ Screen animations for instructional exercises using software
- ❒ Personal interview reports
- ❒ Crossword or word search puzzles
- ❒ Matching and game-show-style trivia games
- ❒ Online scavenger hunt/WebQuest

- ❒ Annotated bibliography
- ❒ PowerPoint presentations as assignments
- ❒ Flash simulations

E. Activities to develop critical thinking and problem-solving skills

- ❒ Discussions center around questions without a single correct answer
- ❒ Compare and contrast exercises
- ❒ Case studies
- ❒ Critique classmates' assignments
- ❒ Collaborative exercises
- ❒ Portfolios (building one activity on another) to share/peer review

Category 4—Assessment and Evaluation of Student Learning

A. Assess student readiness for learning

- ❒ Pre-requisites are defined and enforced
- ❒ Acceptable methods for completing assignments are identified (group work, open book, etc.)
- ❒ Consequences of cheating or plagiarism

B. Assessment activities are aligned with learning objectives

- ❒ Criteria used to evaluate participation in online discussion groups
- ❒ Study questions
- ❒ Quantity and scope of graded assignments is reasonable
- ❒ Authentic assessments

C. Multiple assessment strategies

- ❒ Students' bibliography or reference list includes a variety of materials such as URLs, books and journals, and videos
- ❒ When possible, options among assignments are provided to allow for different interests, backgrounds, and personal learning styles
- ❒ Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways

D. Regular Feedback

- ❒ Rich and rapid feedback—self-grading assignments released immediately
- ❒ Frequent and substantial feedback from the instructor
- ❒ Samples of assignments illustrate instructor's expectations
- ❒ Detailed instructions and tips for completing assignments
- ❒ Due dates for all assignments
- ❒ Rubrics for all assignments identify assessment guidelines
- ❒ Grading scale
- ❒ Instructor models assignment

E. Self-assessments and peer feedback

- ❒ Self-tests similar to the final evaluation instruments
- ❒ Students pose discussion questions, respond to others' discussion topics, later post answers to their own questions and respond to others' comments on their discussion topic
- ❒ Peer review opportunities
- ❒ Students apply rubric to their own work and describe/defend their score
- ❒ Clear guidelines for peer review, if applicable

Category 5—Appropriate and Effective Use of Technology

A. Appropriate tools to facilitate communication

- ❒ Discussion boards
- ❒ Synchronous "chats"
- ❒ E-mail
- ❒ Listserv
- ❒ Teleconferencing
- ❒ Group discussion areas, when appropriate for group activities
- ❒ Instant messaging

B. New teaching methods

- ❒ Instructor is open to trying new methods of delivery of instruction
- ❒ Instructor is open to accepting new methods of students preferred learning styles

C. Multimedia elements

- ❒ Flash animations
- ❒ Tutorials with screen captures and voice over
- ❒ Audio clips
- ❒ Graphics
- ❒ Video clips
- ❒ PowerPoint presentations
- ❒ CD-Rom or DVD supplemental materials
- ❒ Other learning objects, simulations or interactivities

D. Engage students throughout the course

- ❒ Students off-campus with modems are provided with low-bandwidth alternatives for downloading media
- ❒ Technology is used to engage students in learning, not just for viewing but for interacting with other students or with the course content

Category 6—Faculty Use of Student Feedback

A. Course content

- ❒ Evaluation survey at end of course
- ❒ Student input sought at regular intervals
- ❒ Open-ended questions
- ❒ Students falling behind are prompted to determine what might be delaying their progress
- ❒ Students prompted to find Web-based resources supporting the topic to share with classmates; the highest quality resources incorporated into the course

B. Online technology

- ❒ Instructor has an open door to students to point out flaws of delivery of instruction using technology
- ❒ Instructor solicits feedback on how delivery can be more effective for student learning (e.g., a Discussion Topic for Feedback)

C. Instruction and assessment

- ❒ Instructor is willing to modify course (live) as needed to improve or fix inadequacies
- ❒ Instructor is able to modify elements (e.g., fix bad quiz questions, extend deadlines, review methods of achieving course objectives)

Practice #12: Longitudinal Effectiveness Analysis

The most effective strategy for addressing faculty concerns about online course quality is ongoing analysis of patterns in student success and the satisfaction of students and faculty across all online, hybrid, and traditional courses at the institution.

Creating Institution-Specific Quality Data

Research Initiative on Teaching Effectiveness

UCF

- End of semester "Perception of Instruction" survey
- General and course-specific questions
- Satisfaction and perception of convenience

- Regular survey of online instructors
- Comparison of workload, interaction in online versus other delivery formats
- Satisfaction and willingness to teach online again

- Longitudinal analysis of withdrawal and completion rates and grades
- Comparisons across disciplines, modality, and student demographics

Reviews of individual online courses typically do little to unseat belief that online education is inherently inferior to classroom-based instruction; skeptics' greatest concerns lie with the fundamental value of online instruction as a mode of education, not the quality of its execution.

While supporters of online education point to studies such as the Department of Education's recent meta-analysis of research on online education as irrefutable proof that online and hybrid courses are as effective as traditional instructional modes, these studies are not effective at overturning skeptics' doubts about the quality of online education.

The majority of skeptics believe that methodological weaknesses invalidate the studies' conclusions; others grant that the conclusions may be valid as they relate to the courses and institutions studied but maintain that they are irrelevant to the different standards and courses of their own institutions and departments.

What does successfully inflect faculty belief about the quality of online instruction is apples-to-apples

Source: Education Advisory Board interviews and analysis.

comparative data on student success, student satisfaction, and faculty satisfaction in traditional, online, and hybrid courses offered at one's own institution.

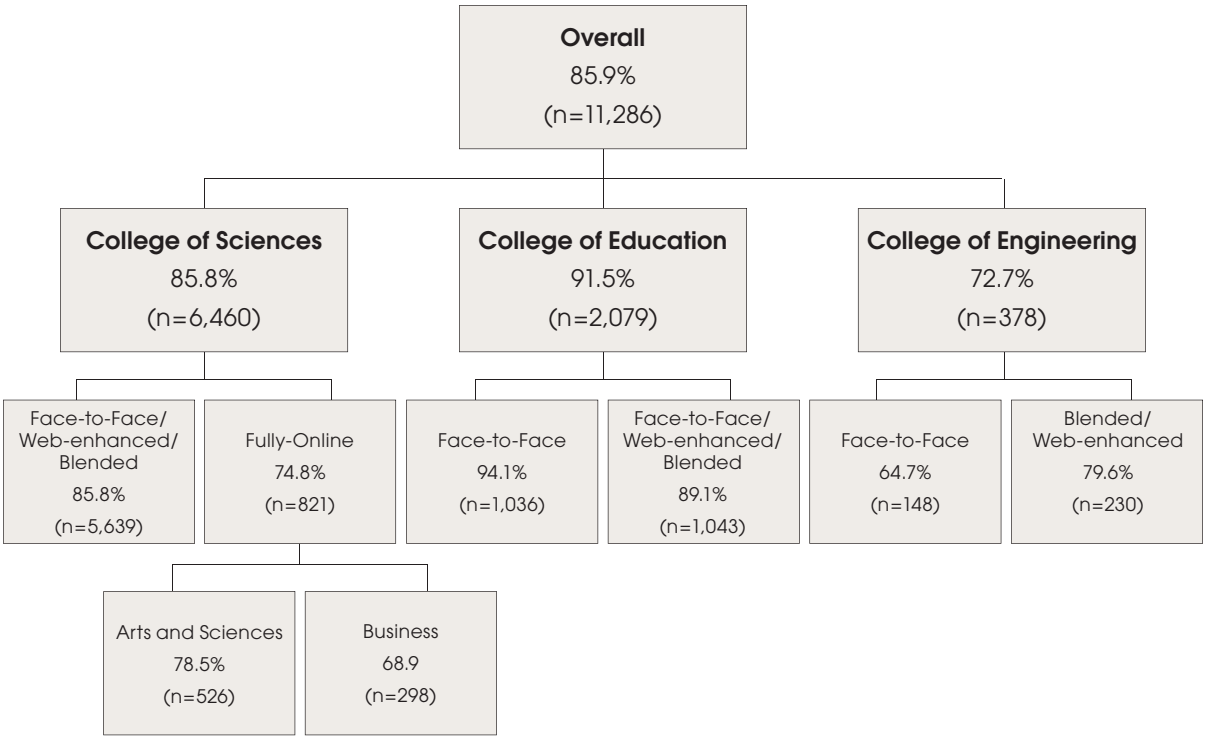
For over a decade, as the scale of online education has grown at the University of Central Florida, the Research Initiative on Teaching Effectiveness (RITE) has evaluated the impact of distributed learning on students and faculty. The unit manages a now comprehensive set of quantitative and qualitative data collected from scholarly research projects, student course evaluations, periodic surveys of online instructors, and longitudinal measures of student success.

UCF uses a simple definition of student success in individual courses—earning a grade of "C" or better in the course—to allow for easy comparison across instructional modes and academic fields.

Analyzing Student Performance

Percentage of Students Earning a Grade of "C" or Better

Distributed Learning Initiative Annual Report, 2007



UCF analyzes two measures of student performance:

- **Withdrawal:** The percentage of students withdrawing from a course after the add/drop period but before the deadline for withdrawal
- **Success:** The percentage of students earning a final grade of "C" or better.

Because weaker students—under the mistaken impression that online courses are easier—may disproportionately enroll in online sections of a course, it is important to examine rates of student success and withdrawal broken out by the GPA the student had prior to course enrollment.

Source: Dziuban, Charles D. and Patsy Moskal, "UCF's Distributed Learning Impact Evaluation," University of Central Florida Research Initiative on Teaching Effectiveness, 2007; Dziuban, Charles D. and Patsy D. Moskal, "Evaluating Technology Enhanced Education: Opportunities and Challenges," (accessed June 10, 2010); Education Advisory Board interviews and analysis.

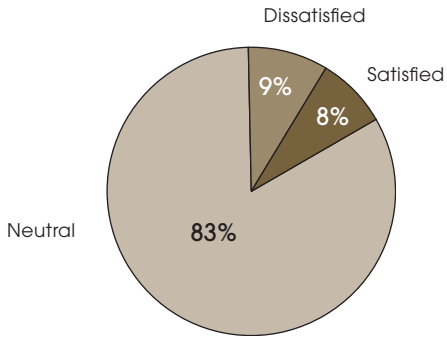
To evaluate satisfaction with online and hybrid courses, UCF administers end-of-semester surveys to both students and faculty.

Monitoring Participant Satisfaction

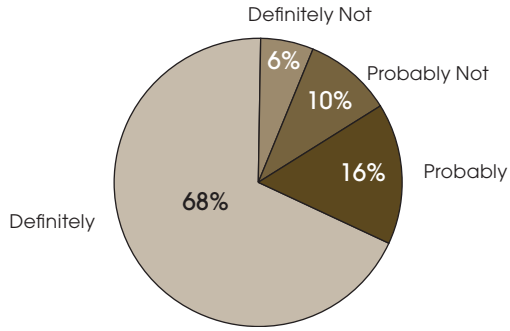
Faculty and Students Generally Satisfied

Annual Report of the Distributed Learning Evaluation Effort

Student Satisfaction with Online Courses



Faculty Willingness to Teach Online Again



All students taking online and hybrid courses receive an end-of-semester survey that measures perceptions of and satisfaction with the course. The student "Perception of Instruction" survey is a modified course evaluation instrument that includes course-specific and general questions about satisfaction and perception of course quality.

Faculty receive an end-of-semester survey that collects data on overall satisfaction with their teaching experience, willingness to teach an online or hybrid course again, and how the workload of teaching an online or hybrid course as well as the level of interaction with online students compares to that of other delivery formats.

Data collected from student and faculty surveys is used to make the case for online instruction to faculty who have not yet taught online. Presenting institutional data dispels myths and rumors about course quality that abound on many campuses.

Source: Dziuban, Charles D. and Patsy D. Moskal, "UCF's Distributed Learning Impact Evaluation," http://dl.ucf.edu/research/rite/presentations/, (accessed June 1, 2010); Education Advisory Board interviews and analysis.

UCF's comprehensive data collection and analysis supports many types of continuous quality improvement efforts.

Continuous Quality Improvement

Training and Support

- Revisions to instructional design training program
- Additions to support services provided to students and faculty

Planning and Investment

- Critical intelligence for deans' decisions on launch of new courses
- Support for resource allocation requests to central administration

Accountability and Reputation

- Ready outcomes for accreditation reports
- Data for presentations at national conferences, scholarly articles

Ongoing data collection and analysis offers four benefits for the institution.

#1 Monitoring Impact on Student Success. Leaders at UCF and other institutions engaged in major expansions of online education feel it is critical to ensure that online instruction is as effective as traditional instruction at promoting student success.

#2 Increasing Faculty Willingness to Teach Online. No data is more effective at winning faculty support for online teaching than evidence, first, that students at their own institution value online courses and perform as well in them as in their face-to-face equivalents, and second, that their institutional and departmental colleagues find online teaching satisfactory.

Source: Education Advisory Board interviews and analysis.

Ongoing Research Efforts

Detailed Course Analysis

- Relationship of online success and withdrawl by:
  - Student demographics
  - GPA
  - SAT and ACT scores
  - Gender
  - Discipline
- Generational comparison of satisfaction and participation rates
- Impact of Web 2.0 and learning technologies

Faculty Research Support

- Data for scholarly research
- Assistance in online publications
- Special request course effectiveness studies

#3 Supporting Decisions on Curricular Planning and Resource Allocation. Data on student performance and student and faculty perceptions provides critical intelligence for decisions on curricular offerings and resource investment, particularly:

- Prioritizing development of new online courses
- Identifying courses that should receive a detailed course review or funding for redesign
- Deciding how many sections of each course should be offered in an online, hybrid, or face-to-face format
- Revising the curriculum and format of faculty training in online pedagogy
- Allocating resources for faculty training and instructional design support.

#4 Ensuring Educational Equity. Analyzing how students of different genders, racial and ethnic groups, and age groups perform in online, hybrid, and face-to-face courses allows the institution to identify and remedy discrepancies for students in particular demographics.

Source: Dziuban, Charles D. and Patsy Moskal, "UCF's Distributed Learning Impact Evaluation," University of Central Florida Research Initiative on Teaching Effectiveness, 2007; Dziuban, Charles D. and Patsy D. Moskal, "Evaluating Technology Enhanced Education: Opportunities and Challenges," (accessed June 10, 2010); Education Advisory Board interviews and analysis.

Student Perception of Instruction Survey Questions

University of Central Florida

Students enrolled in online and hybrid courses at the University of Central Florida complete an end of semester perception of instruction survey. The survey includes standard course evaluation questions but can also be modified to include course-specific, instructor-requested questions. Survey results are aggregated and analyzed to inform institutional discussions on continuous improvement of online education.

UCF Web Course Student Survey

Please answer the following questions as clearly as you can by checking the box or line, as appropriate. Please keep in mind that ONLINE refers to courses where ALL instruction is presented online. These are classified as 'W' courses. BLENDED courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction. (These are classified as 'M' sections in UCF's schedule. Web courses are either W or M courses at UCF.)

What is your college?

_____ [College Name]
_____ [College Name]
_____ [College Name]
_____ [College Name]
_____ [College Name]
_____ [College Name]
_____ Other _____

Age : _____ **Gender :** _____ **Marital Status :** Married/Significant other : _____ Single : _____

How many children live at home?

0 : _____ 1 : _____ 2 : _____ 3 : _____ 4 : _____ 5 or more : _____

	0 I'm not working	1–10 hours	11–20 hours	21–30 hours	31–40 hours	41+ hours
How many hours a week are you employed?						

	African American	Asian American	Caucasian	Hispanic	Native American	Other
Ethnicity						

	3.5–4.0	3.0–3.49	2.5–2.99	1.5–1.99	Less than 1.5
Current Overall GPA					

Including courses this semester, how many fully online courses (W) have you taken? _____

Including courses this semester, how many blended courses (M) have you taken? _____

Have you ever had to withdraw from a Web course (after add/drop)? Yes: _____ No: _____

If yes, then why did you withdraw? (Please check all that apply)

____ Didn't like the Web modality
____ Conflict with the teacher
____ Personal reasons conflicted with school
____ The class was too much work
____ Medical or health reasons
____ The course content was too difficult
____ Other (please explain):

Please share any comments you have about withdrawing from Web courses

	Very satisfied 5	Satisfied 4	Neither 3	Unsatisfied 2	Very unsatisfied 1	N/A I haven't taken one
In general, how satisfied were you with your fully online (W) courses?						
In general, how satisfied were you with your blended (M) courses?						

Please share any comments you have about Web courses

	Definitely 5	Possibly 4	Not sure 3	Possibly not 2	Definitely not 1
Given a choice, would you enroll in another fully online (W) course?					
Given a choice, would you enroll in another blended (M) course?					

In general, how do you feel the Web component of your online or Web-enhanced courses affects the following, when compared with your face-to-face courses that do not use the Web?

	Much better 5	Better 4	About the same 3	Worse 2	Much worse 1
The **amount** of your interaction with other students					
The **quality** of your interaction with other students					
The **amount** of your interaction with the instructor					
The **quality** of your interaction with the instructor					

Comments:

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
I'm more likely to ask questions in a Web course					
There are more opportunities to collaborate with others in a Web course					
My online experience has increased my opportunity to access and use information					
I have more opportunities to reflect on what I have learned in Web courses					
Online learning helps me better understand course material					
Generally, I understand course requirements better in an online course					
Because of Web courses, I am more likely to get a degree					
Generally, I am more engaged in my Web courses					
My personal devices (e.g. cell phone, mp3 player, PDA) help with my learning					
I wish faculty used my personal devices in instruction more often					
Social networking applications (e.g. Facebook, Twitter) help me with learning					
I wish faculty used social networking applications in instruction more often					

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
Social bookmarking tools (e.g. Del.icio.us, Digg) help me with learning					
I wish faculty used social bookmarking tools in instruction more often					
Other technologies help me with learning					
I am a multitasker					
I have strong management skills					
I am motivated to succeed					
University provides the resources necessary for students to succeed in Web courses					

Which class modality do you prefer?

____ Entirely face-to-face
____ Minimal use of the Web, mostly held in face-to-face format
____ An equal mix of face-to-face and Web content
____ Extensive use of the Web, but still some face-to-face class time
____ Entirely online with no face-to-face time

What are your primary reasons for choosing online and blended courses? (Choose all that apply)

____ I like the flexibility of accessing the class anytime online
____ I prefer technology in class
____ I choose based on the instructor, not the modality
____ Online courses "fit" in my schedule
____ I have no choice because some are only blended or online courses
____ I like the convenience of not coming to campus
____ Other: (please explain)

What do you like most about online or blended courses?

What do you like least about online or blended courses?

What advice would you give to a student new to Web courses?

Each of the choices below describes people. Please check ONE that most closely fits with how you think of yourself.

____ I am an independent thinker who has no problems expressing my feelings openly and "telling it like it is," I am action-oriented.

____ I am productive and idealistic. I work hard and like to keep things running smoothly. I value the recognition of others.

____ I think for myself and once I have made up my mind that is it. I am not overly influenced by what other people think and prefer relying on my own judgement.

____ I feel that it is important to be supportive of others and enjoy doing so. I am loyal and believe that one should be sensitive to the feelings of others.

Each of these choices contains additional descriptions of people. Please check from 0–4 boxes that describe you.

____ I feel it is important to examine all possibilities. I make sure that I carefully analyze the situation before making a decision.

____ I am extremely organized and diligent in my work habits. I make sure that I think through my tasks and do the job with precision.

____ I don't like to over-analyze things, but prefer to make a decision and act when issues arise.

____ I am a creative person. Some people might call me "artistic."

Questions for Student Assessment of Online Courses

Sut Jhally, Professor of Communications, University of Massachusetts, Amherst

Faculty teaching online courses can administer the following end of semester student evaluation using a free online survey tool. The questions aim to generate useful data on student perceptions of course content, grading standards, and delivery mode functionality. This information serves as one measure of the effectiveness of the online course.

Introduction

1. What is your major?
   - ❍ [Insert Major]
   - ❍ [Insert Major]
   - ❍ [Other]
2. Besides this class, have you taken any other classes online before?
   - ❍ Yes
   - ❍ No
3. If so, how would you rate the overall experience in those classes?

Positive		Neutral		Negative
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

4. What was your main reason for taking this class?
   - ❍ The course content
   - ❍ The fact that it was online
   - ❍ The instructor's reputation
   - ❍ Other

General

5. The overall level of difficulty for the course was:

Too easy		Neutral		Too difficult
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

6. The amount of work required for the course was:

Too little		Neutral		Too much
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

7. How valuable was the course content?

Very		Neutral		Irrelevant
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

8. What is your overall rating of this course?
   - ❍ One of the best
   - ❍ Better than average
   - ❍ Better than average
   - ❍ Worse than average
   - ❍ One of the worst

Course Grading

9. The exams and lecture material were:

Well related		Neutral		Unrelated
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

10. The exams were on the whole:

Fair		Neutral		Not Fair
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

11. The Study Guide questions on the Readings and Films were:

Clear		Neutral		Not Clear
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

12. The readings for the course were available on E-reserves. Which of the following is your preference for how to access the readings?
    - ❍ I prefer getting the readings via E-reserve
    - ❍ I would have preferred to have a photocopied package of articles for purchase

13. The grading criteria were:

Clear		Neutral		Not Clear
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

Instructors and Lectures

14. How informative were the lectures?

Informative		Neutral		Uninformative
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

15. The instructor's organization and preparation were:

Excellent		Neutral		Poor
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

16. The instructor's ability to communicate material was:

Excellent		Neutral		Poor
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

17. The instructor's knowledge of the course content was:

Excellent		Neutral		Poor
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

18. Was the instructor reasonably accessible for extra help?

Very		Neutral		Not at all
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

19. Overall, the instructor's attitude toward students was:

Excellent		Neutral		Poor
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

20. What is your overall rating of this instructor's teaching?

- ❍ Almost always effective
- ❍ Usually effective
- ❍ Sometimes effective
- ❍ Rarely effective
- ❍ Almost never effective

21. What did you like most about the course and/or the instructor's teaching of it?

    a. OPEN RESPONSE

22. What would you suggest to improve the course and/or the instructor's teaching of it?

    a. OPEN RESPONSE

Online Course Evaluation

23. The course website was:

Easy to use		Neutral		Difficult to use
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

24. Overall, the streaming video/audio worked:

Very well		Neutral		Not very well
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

25. I primarily used:

Mostly video streaming				Mostly audio streaming
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

26. The quality of the streaming video/audio was:

Adequate		Neutral		Inadequate
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

27. Did you typically download the files to your computer or stream them online?

- ❍ Download
- ❍ Stream

28. Did you have any technical problems?

- ❍ Yes
- ❍ No

29. My internet connection was:

- ❍ Cable/DSL
- ❍ T-1
- ❍ Dial-up
- ❍ I don't know
- ❍ Other (please specify)

30. I accessed the course website from:

- ❍ On-campus
- ❍ Off-campus
- ❍ Both

31. I received periodic e-mails from the instructor.

- ❍ Yes
- ❍ No

32. I was able to contact the instructor by e-mail:

- ❍ Did not e-mail instructor
- ❍ Easily / Neutral / With Difficulty

(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

33. Where did you watch most of the lectures? (Choose all that apply)

- ❍ Dorm Room
- ❍ Library
- ❍ Bus
- ❍ Café
- ❍ Other

34. In a perfect world, what would be your preferred way to view the lectures?
    - ❍ Desktop
    - ❍ Laptop
    - ❍ iPod (or other such device)
    - ❍ Live and in-person
    - ❍ Other
35. Do you own the computer that you used to watch the lectures?
    - ❍ Yes
    - ❍ No
36. Did your typical in-class note taking practices differ when watching lectures online?
    - ❍ Yes
    - ❍ No
37. What were the most common distractions that interrupted your viewing? (Choose all that apply)
    - ❍ Phone calls/text messages
    - ❍ Other people in the room
    - ❍ Incoming e-mail
    - ❍ Limited access to the computer
    - ❍ Other
38. Out of the XX total lectures, how many did you watch?
    - ❍ All
    - ❍ Almost all
    - ❍ About half
    - ❍ Very few
    - ❍ None
39. Which of the following best describes how you watched the streaming video lectures? (Choose all the apply)
    - ❍ All the way through without pausing
    - ❍ Pausing at points during the lecture
    - ❍ Pausing and rewinding at points I did not understand well
    - ❍ Other
40. How often did you RETURN to the lectures when studying for exams?
    - ❍ Often
    - ❍ Occasionally
    - ❍ Rarely
    - ❍ Never

41. Did you tend to watch lectures every week or cram them in right before an exam?
    - ❍ Every week
    - ❍ Cram
    - ❍ Other
42. How did you watch the lectures?
    - ❍ On my own
    - ❍ With other classmates
    - ❍ A mix of on my own and with other classmates
    - ❍ A mix of on my own and with other classmates
43. Did you ever watch lectures with other people not enrolled in the class? If so, who? (Choose all that apply)
    - ❍ Friends
    - ❍ Family
    - ❍ Roommates
    - ❍ Other
44. What did you like best about the online format? (Choose all that apply)
    - ❍ The flexible schedule
    - ❍ Not having to go to class
    - ❍ Technology that could stop, rewind, and fast-forward the lectures
    - ❍ Other
45. What were the biggest challenges of the online format? (Choose all that apply)
    - ❍ Keeping up with the lectures
    - ❍ The lack of face-to-face contact with the professor
    - ❍ The lack of face-to-face contact with classmates
    - ❍ Dealing with the streaming technology
    - ❍ None
    - ❍ Other
46. If given the choice, would you rather take this class "live" (in person) or online?
    - ❍ Live
    - ❍ Online
47. My overall experience taking this class on-line was:

Positive		Neutral		Negative
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

48. I would recommend taking this course on-line:

Highly recommend		Neutral		Don't recommend
(1)	(2)	(3)	(4)	(5)
❍	❍	❍	❍	❍

49. Do you have any specific suggestions for improving the on-line version of this class?
    a. OPEN RESPONSE

Online Instructor Distance Learning Impact Evaluation

University of Central Florida

Faculty teaching web-enhanced, blended, and fully online courses at the University of Central Florida periodically complete the following evaluation of distance learning. The survey asks instructors to compare workload, time requirements, and general satisfaction across instructional delivery modes. Data collected from respondents are used to inform institutional strategic planning and to improve the institution's faculty online training programs.

Online Faculty Survey Questions

1. For each of the formats below that you have taught, consider the amount of time you spent developing your courses. How did the amount of time you spent in development compare with the time you would have spent developing a face-to-face course with no Web components?

	A lot less time 5	A little less time 4	About the same amount 3	A little more time 2	A lot more time 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

2. For each of the formats below that you have taught, consider the amount of time you spent **weekly** in **course administration activities** such as preparation, feedback, and grading. How did the amount of time you spent on these activities compare with the time you would have spent in a face-to-face course with no Web components?

	A lot less time 5	A little less time 4	About the same amount 3	A little more time 2	A lot more time 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

3. For each of the formats below that you have taught, consider the amount of time you spent **weekly** just delivering instruction. How did the amount of time you spent delivering instruction compare with the time you would have spent in a face-to-face course with no Web components?

	A lot less time 5	A little less time 4	About the same amount 3	A little more time 2	A lot more time 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

4. Estimate how many course sections you have taught in the past for each of the following formats:

	1–5 sections	6–10 sections	11–15 sections	16–20 sections	21+ sections
Fully online (W)					
Media-enhanced with reduced seat-time (M)					
Face-to-face sections					

Comments:

5. Consider the courses you typically teach, on average, how many students do you feel you can effectively teach in each of the following formats?

	Number of students
Face-to-face courses with **no** Web enhancements	
Face-to-face courses **with** Web enhancements	
Media-enhanced with reduced seat-time (M)	
Fully online (W)	

Comments:

6. For each of the formats below that you have taught, consider the amount of interaction in your class. How would you say it compared with the amount of interaction in a face-to-face course with no Web components?

	Increased 5	Somewhat increased 4	About the same 3	Somewhat decreased 2	Decreased 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

7. For each of the formats below that you have taught, consider the quality of interaction in your class. How would you say it compared with the amount of interaction in a face-to-face course with no Web components?

	Much better 5	Better 4	About the same 3	Worse 2	Much worse 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

8. For each of the formats below that you have taught, please estimate on average the number of hours per week you most recently have had help from students or others in course activities (instruction, grading, responding to students, etc.).

	Help from undergraduate assistants (hours)	Help from graduate assistants (hours)	Help from others (hours)
Fully online (W)			
Media-enhanced with reduced seat-time (M)			
Other sections			

9. If you use undergraduate or graduate assistants, how do they help you (i.e, what do you have them do that is related to your Web course)?

10. For each of the formats below that you have taught, consider, on average, how satisfied you have been with your courses.

	Very satisfied 5	Satisfied 4	Neutral 3	Unsatisfied 2	Very unsatisfied 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					
Face-to-face sections					

Comments:

11. If on question 10 you indicated that you have been unsatisfied with your Web experience, what do you feel has contributed most to your dissatisfaction?

12. For each of the formats below that you have taught, how much do you modify your course versus relying on a programmer or Course Development and Web Services to make changes?

	I make more than 80% of the changes myself	I make 61–80% of the changes myself	I make 31–60% of the changes myself	I make 20–30% of the changes myself	I make less than 20% of the changes myself
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

13. For each of the formats below, if you had a choice, would you consider teaching a course in the future in that format?

	Definitely 5	Probably 4	Not sure 3	Probably not 2	Definitely not 1
Fully online (W)					
Media-enhanced with reduced seat-time (M)					

Comments:

14. If, on question 13, you had indicated you were not sure or would probably or definitely not teach using the Web in the future if you had a choice, what do you feel would most influence your decision?

15. How does your assessment of student achievement in online or Web-enhanced classes differ from your face-to-face sections with no Web components?

16. What did you like **most** about teaching a course using the Web?

17. What did you like **least** about teaching a course using the Web?

18. Is there any support, technology, or training you feel could be provided to Web faculty that could help you in your courses? Please explain.

19. As a result of teaching a Web or Web-enhanced course, do you feel you have changed your overall approach to teaching? If yes, how?

20. Has your experience teaching online courses influenced your face-to-face course? If yes, how?

21. What advice would you give to a faculty member considering an online or Web-enhanced course for the first time?

22. Have you collected any data, or done any research with regard to your Web or Web-enhanced course? Please explain:

23. Have you had any publications or presentations that presented work or research you have done on your Web course?

    _____Yes,p ublications

    _____Yes,p resentations

24. We are providing assistance to faculty who are interested in conducting research related to teaching (courses do not have to be Web, but may be face-to-face as well). If you have ideas, but do not have the time or support to conduct the research we may be able to help you. Would you like us to contact you?

State System Online Assessment and Effectiveness Plan

Minnesota State Colleges and Universities

Minnesota State Colleges and Universities developed a comprehensive assessment and evaluation plan to govern the online courses offered through Minnesota Online, the system's online course and degree program consortium. The plan outlines assessment responsibilities and protocols for individual faculty instructors, institutions, and the system-wide office. The plan can be used as a template for other state system, peer, and discipline-specific online course consortia.

Minnesota Online

Description:

This plan is designed to align the assessment and effectiveness processes for the delivery of the e-learning courses, online programs, readiness for an institution to offer a degree electronically, the peer review process, and the effectiveness features for Minnesota Online.

I. Online Course Assessment: The assessment and effectiveness of delivering and online course.

A. e-Course Readiness Tools: Minnesota Online offers course readiness tools to ensure and recognize quality and excellence in your online courses. Faculty within the Minnesota State Colleges and Universities System are invited to use the following suggested tools and resources at: http://www.ctl.mnscu.edu/iteach/index.html.

Developed collaboratively by two faculty members of Metropolitan State University in 2003, Evaluating Readiness in Your Online Course (http://www.metrostate.edu/col/rubric_ver3.pdf) is a sample rubric that can be used by anyone wanting to build quality into or assess the readiness of their own course. It can also be used to provide feedback to faculty on the readiness of their online course before "going live" as well as for continuous improvement efforts.

B. Best Practices of Learner Feedback: Such evaluative categories include:

- Course Design
- Assessment of Student Performance
- Learner Support/Feedback
- Learning Community
- Pedagogical Practices
- Use of Technology

C. Best Practices of Student Academic Achievement: Recommend best practice sites and examples by the Minnesota Online Council for evaluating best practices of student academic achievement in online courses. The student learning outcomes are included in the course outline and the standards for evaluation of student learning are found in the course syllabus (Policy 3.22 Course Syllabi www.mnscu.edu/Policies/322.html).

Primary Responsibility: **Faculty**

II. Online Program Assessment: Online program development and approval and online program review will follow the institutional and system policies and processes for program approval and review with adaptations for online delivery as appropriate.

A. Program Approval Process: The policies, procedures and practices of the Minnesota State Colleges and Universities program approval process apply to the systems online programs and degrees. These principles include:

- Manage Online Program Policy Development
- Conduct Program Approval for Online Programs
- Maintain Online Program Inventory including new programs and existing approved programs delivered online
- Coordinate New Online Program Approval and online delivery mode of existing approved programs with Institutional Approval to Offer Online Programs

B. Program Review: The proposed Program Review Policy 3.10 and institutional resource constraints require a more systematic approach to determining program vitality.

Part 1: On a regular basis using established institutional procedures, each college and university shall review all academic programs and departments.

Part 2: The Chancellor shall report annually to the Board of Trustees on state or regional studies of academic programs or program clusters conducted by the Office of the Chancellor.

Primary Responsibility: Institution and Office of the Chancellor Staff

III. Institutional Self Assessment: Within the framework of the system-wide Peer Review Project, every Minnesota State College and University that plans to deliver online degrees prepares for an "internal peer" review process.

A. Higher Learning Commission/NCA Guidelines: Electronically offered programs both support and extend the roles of educational institutions.

The assessment tool will help guide an institution through the process of planning distance education activities regarding the electronically offered degree and certificate programs.

The assessment tool is developed from the Best Practices for Electronically Offered Degree and Certificate Programs which were initially drafted by the Western Cooperative for Educational Telecommunications (HLC/NCA, 2003).

B. Institutional Portfolios (AQIP Institutions): An Institution Profile is a concise description of the organization's fundamental systems for getting its work done and its goals accomplished. Examples of Best Practices of the Minnesota State Colleges and Universities that are choosing to use an electronic Institutional Portfolio to describe evidence of effectiveness are linked to the Minnesota Online Portfolio Project.

C. Change Request Report: A report written by the institution that demonstrates that it meets the standards and expectations through sequences of events that naturally align with ongoing activities that characterize organizations striving to improve their performance.

Primary Responsibility: Institution

IV. Review of Institution's Request to Deliver Online Programs: The Minnesota Online's Council evaluation process applies to online programs for which a degree is awarded. The Minnesota Online Council manages the evaluation process and criteria to determine the college's readiness to offer online degrees.

A. Peer Review Process Model: The purpose of a peer review process is to ensure and recognize quality and to observe first hand the value of learning and interaction designed around online education. The results of this process will be used to refine criteria and protocols for the future delivery methods of online learning and for communicating to external stakeholders that an established set of delivery standards is met.

B. Team Training and Evaluation: The Peer Review Team is as diverse as the member institutions of Minnesota State Colleges and Universities. Each year, the Minnesota Online Council will invite new educators to join the Peer Review Team, to reach its goals for a peer group that can effectively assist its purposes.

C. Peer Review Recommendation—Consideration and Actions: The Sr. Vice Chancellor, Office of the Chancellor, Minnesota State Colleges and Universities has final authority for endorsing the recommendation made by the peer review teams.

D. Self Evaluation of the Peer Review Process—Evaluation Tool: The overall process of gathering evidence about standards and quality must be effective and efficient, and avoid duplication of effort. The peer review process is a continuous process, and information contributing to the overall picture will be used to help determine its effectiveness.

- Review cycle and frequency of review
- Benchmarking outcomes and impact activities on strategic planning

Primary Responsibility: Office of the Chancellor Staff and Minnesota Online Council

V. Minnesota Online Effectiveness: As a series of indicators builds over time, it becomes possible to track changes enabling Minnesota Online to benchmark its performance and to support and inform development.

A. Key Performance Indicators: The purpose of key performance indicators is to:

- provide reliable data to support internal quality systems that enable change.
- assess the health of the organization, support leadership, and provide focus for the organization.
- create feedback loops and tools to make adequate decisions.
- reward best practices and results for success

B. Data Reporting Tables: The Minnesota State Colleges and Universities ITS Data Warehouse staff developed reporting tables based on performance indicators.

Minnesota Online can use the data management warehouse to track changes and to benchmark its performances.

C. Minnesota Online Portfolio/Balanced Scorecard (In development): The Minnesota Online Portfolio Sight will give a basic electronic snapshot on the academic quality and operation efficiencies for Minnesota Online.

D. Impact Study (Proposed): A study designed to provide information wrapped around the measurement & assessment tools of Minnesota Online to gauge the effectiveness of Minnesota Online.

Primary Responsibility: Minnesota Online Council, Office of the Chancellor Staff

Appendix

Template for Assessing Institutional Readiness for Online Education

Karl Kapp, Consultant and Professor, Bloomsburg University of Pennsylvania

Administrators should complete the following institutional readiness assessment to inform development of an institutional strategic plan for online education. The assessment includes questions on business and financial planning, risk analysis, technological infrastructure, faculty acceptance, and student learning objectives.

Business Objective Questions

Strategies and Business Considerations

- What are the strategic initiatives of the institution?
- What can we not do strategically if we don't implement online education?
- What strategic opportunities are we missing by implementing online education?
- What are the broad aims, goals, and objectives of our institution?
- What is our business model and how does online education support it?
- Will the program impact organizational performance?
- Are there regulatory, legal, or compliance considerations?
- Is the institution seriously committed to this initiative?

Analysis of Project Risk

- What is the scope of the project?
- Are the expectations of the institution clearly defined?
- What is the institution's experience with online education?
- Is the online education platform or environment established and tested?
- What mechanisms are in place to manage project risk?
- What processes can be accommodated if the scope changes?

Financial and Return on Investment Questions

Financial Considerations

- What would be the consequences of not executing the online education initiative?
  - Is there a cost associated with inaction?
- What are the expected financial benefits of executing the online education initiative?
  - Long-term
  - Short-term

- What is the cost differential between internally and externally hosting?
  - Server Costs
  - Staff Costs
  - Security Costs
  - Downtime Costs
  - Lost Opportunity Costs (for internal IT staff)
- What is the full cost of this initiative (servers, staffing, learner's time)?
- Is the primary purpose of online education to save money or to improve student success?
- What are the charge back policies for the LMS?
- How will the return on investment be measured?
- How will we handle ongoing costs?
- Is there a less expensive alternative?

Technology Questions

Infrastructure/Delivery

- What is the delivery format (Web, CD-ROM, DVD, etc.)?
- What connectivity is available to end-users?
- Will a learning (content) management system (LMS/LCMS) be used?
- Is the desired technology compatible with in-house IT standards and rules?
- What learner records need to be kept?
- Will learner records be audited?
- What is the nature of current technology infrastructure?
- Will the LMS be hosted on in-house servers or outsourced servers?
- What firewall issues must be considered to ensure smooth running of the program?
- What are the specifications of computers to be used to access the online education program?

Standards/Compliance Questions

- What standards need to be employed for compatibility with the LMS/LCMS (SCORM™/AICC)?
- Does the program need to serve the needs of users with disabilities (Section 508)?
- Does the system need to be validated?
- Do we need electronic signatures and audit trails for compliance purposes?

Cultural Questions

Faculty Comfort Level

- Do faculty understand the value of online education?
- Do you have a culture in which students are used to learning independently?
- Are faculty comfortable with technology?
- What training is provided?

Instructional Questions

Approach to Online Education

- What is the desired pedagogical approach to online education?
- How will online education be used (alone, as part of a blended solution)?
- How will mastery be measured?
- How will knowledge and skills be maintained?

Content Analysis

- What needs to be taught to achieve the overall objectives of the program?
- What is the format of the content?
- How will the content be delivered?
- Is the content subject to frequent change?

Media Analysis

- What materials exist to support the online education program?
- What is the format of these existing materials?
- What media are desired in the online education programs (3-D graphics, 2-D graphics, animations, sound effects, voice, etc.)?

Aesthetic Analysis

- What are the expectations surrounding "look and feel?"
- What are the issues surrounding branding (logos, colors, fonts, etc.)?
- Are there other materials or publications that will influence the aesthetics of the program (brochures, Web sites, etc.)?
- What kind of styles appeal to the audience?

Source: Karl M. Kapp, www.karlkapp.com, Winning E-Learning Proposals: The Art of Development and Delivery, www.jrosspublishing.com.

Determinants of Speed and Ease of Departments' Adoption of Online Education

Disciplinary Characteristics

	Faster Adoption, Broader Faculty Support	Slower Adoption, Broader Faculty Skepticism
Disciplinary consensus	High degree of disciplinary consensus	Low degree of disciplinary consensus
Professional orientation	Close alignment with specific types of professional employment	Weak or indirect alignment with specific types of professional employment
Role of computer technology	Computer technology has been central to the emergence of the discipline and its key analytical methods	Computer technology has played little role in the emergence of the discipline and its key analytical methods

Curricular Characteristics

Class format	Majority of courses are lecture based and/or have minimal or no lab or studio components	Significant percentage of courses are discussion-based and/or have substantial lab or studio components
Standardization of learning outcomes	National professional organization has accrediting procedure, articulates detailed student learning outcomes	No accreditation process or student learning outcomes specified by national professional association

Departmental Characteristics

Faculty composition	Significant number of courses taught by graduate students or non-tenure-track instructors	Tenured and tenure-track faculty teach all or almost all courses
Responsibility for service courses	Department responsible for high number of "service" courses primarily taken by non-majors	Department provides relatively few service courses

Source: Education Advisory Board interviews and analysis.

Ease and ROI of Advancing Online Education, by Discipline

	Disciplinary Predisposition to Online Ed	Ease of Curricular Conversion	Relative Impact on UG Enrollment/ Access	Potential ROI from Master's, Professional Ed	Comments
Agriculture					• Lab and field-based components difficult to replicate online • Lack of programs in most regions of the country creates driver for enrollment in fully online programs
Architecture					• Studio experience difficult to replicate online • Small share of overall enrollment, limited prospects for enrollment growth limit impact on access, space utilization
Business					• Discipline's celebration of innovation and entrepreneurship have made business faculty some of earliest and most enthusiastic adopters of online ed • Substantial competition from other institutions makes marketing and product differentiation critical
Communications					• High-enrollment major with projections for increased growth • Significant current and projected demand for CPE offerings
Computer and Information Science					• Jobs in information science increasingly require graduate degrees, certification • Significant current and projected demand for CPE offerings • Significant opportunities in customized offerings for B2B, military clients
Education					• Significant current and projected demand for CPE offerings • Substantial competition from other institutions makes marketing and product differentiation critical

	Disciplinary Predisposition to Online Ed	Ease of Curricular Conversion	Relative Impact on UG Enrollment/ Access	Potential ROI from Master's, Professional Ed	Comments
Engineering					• Standardization of learning outcomes by professional association increases ease of course conversion • Substantial lab components difficult to convert to online format • Significant opportunities in customized offerings for B2B, military clients
Health Professions					• Standardization of learning outcomes by professional association increases ease of course conversion • Substantial lab components difficult to convert to online format
Humanities					• Low degree of disciplinary consensus, creates substantial faculty resistance to teaching online courses designed by others • Widespread faculty skepticism about conversion of discussion-based courses to online format • High potential impact on student access and space utilization from converting high-enrollment composition, foreign language instruction, and other introductory/ gen ed courses to online or hybrid format
Natural Sciences and Mathematics					• Typically high failure rates make gateway courses good candidates for student-centered online or hybrid course redesign • High degree of disciplinary consensus increases faculty receptivity to teaching online courses designed by others • Lab components difficult to recreate online
Social Sciences					• Significant current and projected demand for CPE offerings • Substantial competition from other institutions makes marketing and product differentiation critical
Visual and Performing Arts					• Low degree of disciplinary consensus creates substantial faculty resistance to teaching online courses designed by others • Studio experience difficult to replicate online

Guidelines for Intellectual Property Policies for Online Courses

As distance learning becomes more prevalent, many institutions are reevaluating their intellectual property policies to ensure that both institutional and faculty rights are adequately protected. Below are key guidelines for structuring intellectual property policies.

Academic freedom

- ❒ Includes statement reinforcing university's commitment to academic freedom or free dissemination of ideas

University investment

- ❒ Defines "substantial resources"[1]

Shared ownership

The university claims ownership of:

- ❒ Works created using substantial resources
- ❒ Any material produced as work for hire pursuant to Copyright Law or within scope of employment
- ❒ Course "shell" (i.e., the Web site and/or LMS/CMS platform that the course is hosted on)
- ❒ Works produced due to specific, direct, or written job assignment/duties
- ❒ Works produced by persons hired to produce such works (i.e., specific commissioned works)

The course developer/faculty member retains ownership of:

- ❒ Syllabi, tests, and notes produced for course
- ❒ Traditional scholarly works including papers, subject matter, and major conclusions

Royalties

- ❒ Grants institution a royalty-free license to use course in perpetuity
- ❒ Offers to share a percentage of royalties with course developer/faculty member

Dispute settlement

- ❒ States that administration settles disputes
- ❒ Details committee-based process for settling ownership disputes

[1] Definitions of "substantial resources" vary, however, it is generally considered to be the use of any institutional resources beyond the faculty member's office computer and/or university library.

Source: Kromrey, Jeffrey, *Intellectual Property and Online Courses: Policies at Major Research Universities.*

Ownership and Copyright Law

Copyright law protects original works that are "fixed in any tangible medium of expression" (e.g., books, music, art, electronic recordings, online material). A practice known as "teacher exception" evolved following the passage of the Copyright Act of 1909. This exception holds that the author (i.e., faculty), not the employer (i.e., university), owns academic works. The most recent revision to copyright law in 1976, however, neither mentions nor explicitly denounces the faculty exception doctrine, resulting in a legal gray area around course ownership. As a result, many institutions choose to develop intellectual property policies to clarify course ownership and reaffirm faculty rights.

Work for Hire

Work for hire denotes that an employer owns work done "by employes in the scope of their employment;" however, within higher education, faculty generally do not consider it appropriate that their scholarly works fall under a work-for-hire stipulation. Institutions have largely supported this position. As such, simply because an institution pays a faculty or outside contract employee to develop and deliver a course does not mean that the institution owns the course material. In order to retain course ownership, an institution must have a signed agreement with the course developer that specifies intellectual property and copyright interests.

Principles for Determining Course Ownership

Under copyright law, rights may be retained for sole use, shared, or transferred to other parties. The Consortium for Educational Technology for University Systems (CETUS) suggests three key principles for determining how best to balance faculty and institutional course ownership rights:

	Key Questions	Ownership
1. Creative Initiative	Who served as the primary creator of content for the course?	In most cases, the faculty developer retains ownership
2. Control	During the development of the course, who exercised the most control over content, scope, format, etc.?	Control over the development of a course can vary depending on the degree of direct faculty and institutional participation. The party exercising the most control is favored as the owner
3. Investment	How much did the institution invest in the development of the course?	In many cases, the institution makes a substantial investment in the course by providing instructional and graphic design support, technology assistance, and equipment. In these instances, the institution is favored as the owner

Key Components of Intellectual Property Policy

Below are common elements included in intellectual property and/or course ownership policies:

	Description
Institutional mission statement	Reaffirms core institutional principles and mission (e.g., committed to academic freedom, focused on promoting the creation and sharing of knowledge through research and teaching).
Copyright purpose statement	Outlines the purpose of having a copyright-ownership policy. This may include an explanation of the legal purpose of copyright and the interpretation of copyright in higher education.
Institutional policy statement	Details the institution's official position on the ownership of the course material (e.g., ownership resides solely with the institution, ownership is shared, or ownership resides solely with the faculty developer) This section may also include direction on unique course development circumstances, such as when a course is developed as "work-for-hire" or is a joint effort.
Definitions and explanations	Defines the works that are considered copyrightable and the degree to which such material may be used at other institutions. Also, many institutions include a definition of what is considered to be "substantial institutional support" or "substantial institutional investment" for course development. Providing clarity around these terms will be of particular use to institutions that determine course ownership according to the degree of institutional resources used.
Dispute resolution procedures	Establishes formal procedures for resolving course ownership disputes. Many institutions establish a standing committee to review policy on a regular basis and adjudicate disputes.
Royalties and revenue sharing	Specifies the distribution of royalties as well as any revenue-sharing arrangements. Because online courses are often developed through the cooperative efforts of multiple parties (e.g.,faculty, instructional designer, technologist, etc.), policies should detail royalty and/or revenue distribution to all involved in the course development process.

Sample Ownership Agreement for Online Courses

Kent State University

Kent State University has developed a flexible distance learning agreement, shown below, that applies to both new course development and extensive revisions to existing online courses. The policy outlines not only shared course ownership but also special compensation for course development.

Faculty Member's Name: _____

Distance/Distributed Learning Agreement

Kent State University

This Agreement confirms the understanding between the participating faculty member and the University related to the following electronically purveyed course:

_____ (Title) _____(Dept. Course #).

The course will be developed during _____(semester/term and year). The faculty member's signature indicates understanding and acceptance of the terms of this agreement. The Chairperson and Dean's signatures indicate awareness, academic and financial support of the terms of this agreement.

This Agreement specifically pertains to the following aspect of the above-referenced course:

____ Development of the course in DL format

____ Extensive Revision of the course in DL format

____ **Type 1**—*Independent Faculty Effort*—Faculty member retains copyright privileges and exclusive responsibilities associated with copyright. Faculty member does not receive compensation. The work is made in the course of a faculty member's normal duties. The faculty member has the right to determine the disposition of such work and receives any net proceeds derived from such work. The University is not held responsible for any opinions expressed in the work nor for any direct, indirect, special, or consequential damages resulting from the creation or exploitation of the property.

____ **Type II**—*Joint Effort*—Both faculty member and University contribute resources and jointly own the final resulting work. Ownership and net proceeds, if any, are split as follows:

____ Percentage ownership/net proceeds for the University

____ Percentage ownership/net proceeds for the faculty member

____ **Type III**—*Compilation*—University retains copyright for the compilation: faculty member retains copyright for material they own and contribute to the final work. Faculty member grants a non-exclusive, royalty-free license to the University to use his/her contribution. Net proceeds, if any, are split as follows:

____ Percentage ownership/net proceeds for the University

____ Percentage ownership/net proceeds for the faculty member

____ Type IV—*University-Sponsored Effort*—University sponsors the work and retains copyright privileges and responsibilities, as well as net proceeds. Faculty member may use original material that he/she contributed in any appropriate scholarly enterprise, such as a conference, article, or book. Faculty member receives compensation outside of his/her regular assignment as indicated below.

As compensation for *development* based upon the selection of **Type II, III,** or **IV**, the faculty member will receive the following: (select one option)

____ ($ amount) a flat fee/one-time cash payment, as agreed to by the faculty member, the department chair, College or Regional Campus Dean as appropriate; paid upon completion.

____ (# of credit hours) workload equivalency release time during the term of development/revision.

As compensation for significant *revision* based upon the selection of **Type II, III,** or **IV**, the faculty member will receive the following:

_____

_____

_____

In the event of collaboration, an appropriate distribution of the payment option will be determined prior to the development/revision activity. Please indicate the name(s) of additional faculty members if this will be a collaborative effort: _____

_____

The University may offer the faculty member the right to teach the course when Type III or IV is selected. However, if the faculty member does not teach the course, the University may select another instructor.

In instances of succeeding teaching for Type II, III, or IV, the faculty member is expected to maintain the course and will be provided with appropriate technical support.

This agreement does not preclude other faculty from developing their own Web-based versions of the course.

Faculty Signature	**Department Chairperson, School Director**
College or Regional Campus Dean (as appropriate)	Date
Office of the Executive Dean for Regional Campuses (as appropriate)	Date
Executive Director—Educational Technologies Information Services Division	Date
Executive Director—Continuing and Distance Education	Date

NOTE: Compensation for teaching under any type of agreement shall be the same as for traditional courses, including provisions for heavy enrollment as specified in the academic unit or campus handbook. Teaching shall be part of the faculty member's workload or compensated at an overload rate equal to 1/24th of the base annual contract salary for each workload credit hour during the academic year (or 1/36th per credit hour during the summer).

After the appropriate signatures have been obtained from the department and regional campus, please route to the Office of Continuing and Distance Education. OCDE will copy and distribute the agreement as follows:

- Faculty
- Regional Campus
- Executive Dean for Regional Campuses
- University Counsel
- AAUP
- Department/School
- College Dean
- Executive Director, Information Services
- Executive Director, Continuing and Distance Education
- Associate Provost for Faculty Affairs & Curriculum

Faculty Principles on the Use of Streaming Videos and Other Educational Content

University of California, Los Angeles

At the direction of the Executive Vice Chancellor and Provost, members of the Information Technology Planning Board and the Academic Senate at the University of California, Los Angeles, identified the following eleven principles on the use of streaming video and other educational content in online and web-facilitated courses.

February 16, 2010

Submitted to Gene Block, UCLA Chancellor, and Scott Waugh, Executive Vice Chancellor and Provost, on behalf of the Information Technology Planing Board and the Academic Senate.

The Information Technology Planning Board (ITPB) and the Academic Senate were asked by EVC Waugh to identify our principles of academic concern with respect to the current matter of streaming videos.

Following a review of the recently published articles, blogs, and UCLA statements about the use of Video Furnace for course instruction, the ITPB held a plenary meeting on February 11, 2010 to address our concerns and identify our principles. The discussion was co-chaired by Prof. Robin Garrell, Chair of the Academic Senate, and Prof. Christine Borgman, Chair of the ITPB. A subcommittee of ITPB*, plus Prof. Garrell, drafted these principles as the summary of the ITPB meeting.

These principles were strongly endorsed:

- University instruction has long ceased to be bounded by the four walls of a physical classroom. Students and instructors interact with each other, and with learning resources, on a 24/7 basis. The virtual classroom is the UCLA classroom of today for UCLA.
- UCLA is a leader, but is by no means alone in embracing the virtual classroom. The pedagogical opportunities made possible by Internet technologies, distributed access, and new forms of course content are now critical components of higher education.
- Streaming video is an essential type of content for instruction. It must be available in the virtual classroom, along with other types of educational content that are appropriate to the pedagogy of the course.
- UCLA use of streaming technologies, whether for video, audio, or other types of media, serves the purpose of time-shifting for students and faculty alike. Time-shifting has significant educational benefits. Students can study and interact with their educational course materials at times that best suit their learning styles.
- If it would be lawful for a teacher to show a particular piece of multimedia to students enrolled in a class that meets in a physical classroom, it should be fair use to permit the viewing or hearing of that multimedia, through time-shifting technologies, in a virtual classroom that restricts access to those same enrolled students.
- UCLA must maximally assert its rights to use intellectual property within the bounds of existing copyright laws.

- Pedagogical concerns should determine what content, and what portion of any given work, should be required viewing, listening, or reading by students. Faculty may be asked to specify the pedagogical reasons for requiring students to use (watch, listen, read) any given work.
- We will work in concert with other UC campuses and other universities to protect rights for the educational use of materials.
- The temporary prohibition on use of the OID streaming video service has caused substantial hardship to our educational mission:
  - The OID streaming video service is of great benefit to graduate and undergraduate students. It allows them the flexibility to schedule their time for optimum productivity and to watch assigned videos when they best can contemplate and respond to multi-sensory materials. The service also exposes students to a broader range of educational experiences.
  - The hardships caused to students by the temporary suspension of the OID streaming video service are physical, emotional, and economic. Students' time during business hours—when OID labs can be staffed—often is fully consumed by classes, study groups, employment, and commuting. If videos and other educational content are not available in the virtual classroom, then students are faced with difficult choices such as not doing their coursework, avoiding courses that require non-print media (which is only a short-term solution, as students will have difficulty completing their degrees without these courses), lost income by taking time off work, or increased costs for extra commuting. Additional trips to campus also increase traffic, parking congestion, and have detrimental effects.
- The OID streaming video service should be restored as soon as possible. To do so may require that each participating instructor specify the pedagogical need for the service.

*Christine Borgman and Robin Garrell, Co Chairs; Kathleen Komar, Jim Davis, Jerry Kang, Ann Karagozian, Sam Morabito.

Source: Education Advisory Board interviews and analysis.

Sample Online Degree Program Business Plan

University of Florida

Departments at the University of Florida use the following template to propose the development of new online degree programs. Important categories in an online degree program proposal include a needs assessment, market research analysis, target enrollment and admissions requirements, curricular overview, and budget details. The final page of the proposal is a template for a pro forma budget model.

Proposal to Create a Self-Funded Off-book Two Year Advanced Education in General Dentistry Program (AEGD)

University of Florida College of Dentistry

Proposal:

The College of Dentistry is proposing to establish a self-funded accredited two-year Advanced Education in General Dentistry (AEGD) residency program for the purpose of educating internationally educated dentists so they can meet dental licensure requirements in Florida and ten other states. The program would charge tuition (off book) to cover the educational costs of the program.

Background:

Florida Statutes Chapter 466 state that dentists who have graduated from a nonaccredited dental school must have, at a minimum, two consecutive years of supplemental dental education to qualify for application for a dental license. The College of Dentistry (UFCD) had been educating foreign-trained dentists since 1994 in a non-accredited certificate dental program called the Internationally-Educated Dentist Program (IEDP). In this two-year program, the first year curriculum is based in Gainesville and second year is primarily based in Miami-Dade County at the Hialeah Dental Clinic. Due to the budget cuts in 2008, the program was terminated with the last class graduating in 2010. The closure significantly limits the availability of educational opportunities for international dentists to meet the Florida licensure requirements outlined in state statutes.

Currently, the UFCD Hialeah Dental Clinic has an accredited one-year AEGD program. Transforming the existing AEGD program into an accredited two-year AEGD Program with the primary intent to admit international dentists would meet the eligibility requirements for licensure in Florida. Additionally, the student would graduate from an accredited certificate program, a significant advantage from the previous nonaccredited program. Tuition will be charged to cover the educational costs of the program.

Needs Assessment

With the continued legal immigration of internationally educated dentists we anticipate continued demand for an educational pathway to licensure in Florida. The number of applicants to the current IEDP had grown to more than 100 applicants annually for the 12 current positions. Attached is a letter from the President of the FIDA, an association of international dentists stating the interest they have to bring a program to S. Florida *Appendix 1.* UFCD Admission's Office receives hundreds of inquiries concerning educational opportunities for international dentists. At the moment, there are at most, two positions available in the DMD program and possibly a few in our advanced education programs. We expect interest from international dentists to maintain if not increase even though the cost for the program will increase. Actually, by offering an *accredited* two year AEGD program, the number of total applicants should significantly increase from non-Florida residents because this program will also fulfill many other state's educational requirements for licensure.

The program addresses the need for an increase in underrepresented minorities in the dental workforce, and especially in Florida. Additionally, there is a documented need for an increase in dentists who will practice in manpower shortage areas. Our research has shown that many of these graduates establish their practice in areas of need and provide significant care to indigent populations.

Statement of benefits to the university and broader society

The State of Florida and the dental profession benefit by:

- Providing safeguards for the health, safety and welfare of Florida residents, ensuring that immigrant-dentists have the same knowledge and skill as other Florida dental graduates,
- Increasing the number of racial and ethnic minority dentists in the State, and
- Increasing the availability of dental services for children, the underserved, and the disadvantaged working poor.

The University benefits as it fulfills several goals of the strategic plan and plan for achieving excellence as listed below:

- Goal 12 addresses cultural, ethnic and gender diversity;
- Goal 14 speaks to a desire to increase distance learning;
- Goal 18 tackles alignment with other top AAU public institutions;
- Goal 30 addresses internationalization;
- Goal 44 focuses on the shortage of health care providers;
- Goal 45 deals with maintaining and strengthening our system of clinics; and
- Goal 47 addresses improving health and well being of the people of Florida.

The College benefits by:

- Supporting its mission of research, education and service to the citizens of the state,
- Utilizing existing educational resources to efficiently deliver needed practitioners into Florida communities, especially in South Florida,
- Continuing community-based educational experiences that serve the needs of both students and citizens, and promoting strong ties with local dentists by providing an opportunity for mentoring, volunteerism, and giving back to the community, and
- Creating opportunities to apply for federal, state, local and philanthropic resources to support the activities of the clinic.

The community benefits from the increased availability of high quality affordable services provided by the clinic to the underserved, and the working poor and children. Also, the College of Dentistry would serve as a Medicaid provider—a much needed resource for the local community.

Students benefit as they are provided with the ability to practice their chosen profession with full knowledge of state and national standards of care through their participation in a two-year educational program from the University of Florida.

Comparable Programs

In each state, internationally-educated dentists have educational requirements that must be completed before they are able to take the state licensure examination to have the ability to practice dentistry. Most states require a DMD degree while others accept a consecutive two-year education in general dentistry or specialty training. The majority of the educational programs for international dentists are two-year DDS/DMD programs. The annual tuition and fees for the seventeen DMD programs range from $45,000 to $98,000, (e.g. University of Michigan, University of California, University of Southern California, University of Pennsylvania, University of Virginia, and Boston University). UFCD studied the option of developing a two

year DMD program and felt it would be too difficult to deliver a part of the program in South Florida and it would need to be three years in length. Additionally, such a DMD program would be difficult due to our current building infrastructure, faculty resources, and availability of patients to support the program.

Ten states including Florida accept two-year accredited AEGD or accredited specialty programs. Most AEGD programs are one-year programs and only a few offer an optional second year. Although there are only a few two year AEGD programs, UFCD decided such a program delivered the appropriate education. The students are already dentists. The program can operate completely in South Florida, which is where most of the international dentists reside. This also allows UFCD to continue a program in South Florida where we have significant alumni support. Lastly, there is considerable need for programs to educate international dentists, and a significant shortage of available positions.

Initial Offering

Summer B Term 2010.

Target Market

The program is available to any internationally educated dentist who plans to practice in a state that accepts this education as a prerequisite for application for licensure, but is specifically designed to meet the requirements of the State of Florida.

Degree Level

Certificate level program, accredited by the Commission on Dental Accreditation (CODA), which operates under the auspices of the American Dental Association. *Appendix 2*

Enrollment

Due to the clinically intensive program, restrictions of space, and projected faculty, it is planned to offer twelve positions per class, although there is demand for greater enrollment.

Application Process

Applicants are selected on the basis of academic records, dexterity, and interview evaluations.

Admission requirements

UFCD provides assurances to the state that these applicants meet the minimum requirements of their educational credentials and of the National Board Dental Examination Part I and Part II.

The following is required as part of the admission process:

1. Official transcripts from every institution of higher learning attended. Unofficial transcripts are not accepted. These must be translated and certified in a Course by Course evaluation report by ECE (Educational Credential Evaluators, Inc., PO BOX 92970, Milwaukee, WI 53202-0970, 414.298.3400, www.ece.orgl) Only documents certified by ECE will be considered.
2. A copy of the dental degree as evidence of graduation from an international dental school;
3. Results from the Internet-based Test of English as a Foreign Language (TOEFL iBT). A score of 80 or higher is required. (Testing of English as a Foreign Language, www.toefl.org)
4. Official results from Part 1 and Part 2 of the National Dental Board Exam within the last 5 years (www.ada.orgl. (a score of 80 or higher is highly recommended)
5. A 300-500 word essay describing the applicants' clinical experience and professional activities.

6. Three letters of recommendation from individuals who attest to your professional experience. The following are suggested: the dean of the dental school you attended, dental school faculty who are acquainted with your work, or current employers who are dentists.
7. Documentation of sufficient financial resources to meet the expected costs of the program
8. Immigrations status

Must possess one of the following:

- Citizen of the United States
- A permanent resident visa (1-551 card)
- A conditional permanent resident card (I-551C)
- A petition for an alien relative (1-130)
- 1-94 card with one of the following designations: Refugee, Asylum Granted, Indefinite Parole, Humanitarian Parole or Cuban-Haitian Entrant is also acceptable.

Only immigrant visas are acceptable for enrollment, NO student or visitor visas are acceptable. Also, some immigration categories ARE NOT eligible for student financial aid.

9. Because UFCD is a state supported institution, and since this program was developed for individuals who plan to practice in Florida, preference is given to applicants who are Florida residents
10. Postdoctoral Application Support Service (PASS). Participation in PASS is mandatory. Write to: Postdoctoral Application Support Service, 1400 K Street NW, Suite 1100B, Washington, DC 20035-2403, 202.289.8123 or toll free at 800.353.2237 or www.adea.org/PASS2002/welcome.htm.
11. All official application documents completed and required fees paid BEFORE the program deadline of September 1.

Following review and confirmation of the above documentation, selected applicants are scheduled for a personal interview and are required to attend a *workshop* to demonstrate clinical skills on a simulated patient in Hialeah, Florida.

The program director and core faculty will select the applicants as required by accreditation standards.

Curriculum

The curriculum provides advanced training in general dentistry and the applied basic sciences. To include a second year, the program must deliver a more advanced education in the second year than in the first. Since the student/residents will not be US dental graduates, a **psychomotor component** will be added to the first 3 months to demonstrate that the student/residents have the appropriate skills expected of a general dentist. If needed, remediation time is available. Front loading the curriculum is common in many graduate programs. For instance, our Graduate Endodontic Program spends 2 full months in psychomotor and didactic activities before the residents begin clinic care. It will be necessary to develop accelerated preclinical courses to assure competency of the student/resident.

The **didactic requirements** of an AEGD includes a series of scheduled and structured lectures devoted to pertinent topics in the basic, diagnostic, and clinical sciences related the comprehensive practice of dentistry. Many lectures from the current programs first year are developed since the clinic has a one year AEGD education in place. However, since the student/residents are non US dental graduates, additional teaching materials will need to be created. Also, due to the expansion of the program to two years, accreditation requires a more advanced education. There is urgency in creating the curriculum because course outlines, syllabus and materials must be finalized before we can apply for accreditation. We hope to have some lectures

via distance learning including Mediasite recordings of UFCD lectures or at other educational facilities such as Community Smiles and Pankey Institute.

The **clinical program** will provide the student/resident the opportunity and experience to take responsibility for the comprehensive care of varied and complex patients. The student/resident will be assigned more challenging and complex cases in the second year. The majority of the student/resident's time is spent providing dental care at the clinic or affiliated community-based rotations. Clinical rotations would include all facets of dentistry in local affiliated sites ranging from pediatric care to geriatric medicine. Additionally, to prepare the student/resident with real world experiences, we are considering the establishment of private practice rotations.

Course Topics

The students will be registered as full time students for 6 semesters. The courses topics listed below address the curricular requirements of an AEGD program. During the planning year, the preclinical infrastructure, course outlines, and teaching materials will be developed. The courses need to be assigned UF course numbers. The advanced education committee needs to approve the educational program.

Topics

Cardiac Life Support

Operative Dentistry

Replacement of Teeth Using Fixed and Removable Prosthodontics

Periodontal Therapy

Endodontic Therapy

Oral Surgery

Evaluation and Treatment of Dental Emergencies

Pain and Anxiety Control Utilizing Behavioral and Pharmacological Techniques

Medical Emergencies

Implants

Oral Mucosal Diseases

Temporomandibular Disorders and Orofacial Pain

Occlusal Disorders

Physical Evaluation and Medical Assessment

Practice Management

Patient Care Conferences

Critical Review of the Dental Literature.

Patients with Special Needs

Dental Treatment of Medically Compromised Patients

Oral Photography

Oral Pathology

Orthodontics

Pediatric Dentistry

Methods in Dental Research

The second year courses are on similar topics but at a higher level than those of the first year of the program Rotations, Oral Surgery, Geriatric Care, Pediatric Care, Occlusion and TMJ Disorders

Cannibalization of Resources

As proposed, the program will not infringe or consume human capital or infrastructure to the detriment of existing programs. The program will not affect enrollment into any other programs. The program will generate sufficient revenues through tuition and patient care revenues to fully cover appropriately direct and indirect costs.

Additionally, collaborative agreements will be developed to contribute to the education of the student/resident and to enhance the overall mission and vision of the University. Refurbishing the clinic and transfer of appropriate equipment and instruments will be done so the appropriate education can be delivered without additional infrastructure. The program has financial flexibility. Only one tenured faculty will be involved with the program. All other faculty will have clinical, OPS or courtesy faculty appointments. Staffing for the clinic can be adjusted based on clinical activity.

Budget

The budget was developed so the educational costs of the program are borne by the student and costs associated with patient costs are supported through the collection of clinical fees. External funding from gifts, grants and affiliations will be sought to support research opportunities, to subsidize patient care, and to fund enhancements of the facility.

The budget assumes agreement by the Provost of an eight percent university administrative fee for the off-book program.

Fifty thousand dollars in start up funding is requested. Activities required during the start up year include: development and planning of the curriculum, development of partnerships in South Florida to have rotations in the community, preparation of accreditation documents and payment of fees, advertisement of the program, recruitment and selection of students, faculty travel for the program to S. Florida as one faculty member resides in Gainesville. We are requesting partial funding for one staff person dedicated for program development. Funds are not requested for any faculty time.

Complete budget details can be found at the end of this proposal.

College of Dentistry
Two Year International Advanced Education in General Dentistry (AEGD) Off-Book Program

Description	FTE	Base Salary	Start-Up 2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
REVENUES								
Tuition: 12 students each year								
for two years—5% increase per year								
$17,500 per semester for six semesters								
DOCE fee of $15 per semester for processing tuition								
Workshop: $500 each for 100 applicants								
Clinical Income: Year 1								
Year 2 (on rotation)								
5% increase in clinical income per year								
University Support: For Start-up								
College Support: For Start-up								
Total Revenues								
EXPENSES								
Clinic Director—Faculty								
Program Director—Faculty								
Clinical Faculty								
Clinical Faculty								
Clinical Faculty								
Clinical Faculty								
IT Support—TEAMS								
Asst. Dir.—Med/Health Admin—TEAMS								
Dental Hygienist—TEAMS								
Dental Assistant Supv.—TEAMS								
Dental Assistants—TEAMS								
Sterilization Clerk—TEAMS								
Receptionist—TEAMS								
Cashier—TEAMS								
Personnel Costs								
(Faculty: 27.78% Fringe Benefits—5% annual raise)								
(TEAMS—Exempt—33.12$ Fringe Benefits—3% annual raise)								
TEAMS—Nonexempt—42.11% Fringe Benefits—3%annual raise)								
Program Costs: Year 1								
Year 2								
Clinic Costs								
Facilities Costs								
Equipment and Instrument Replacement								
Total Program Costs								
ADMINISTRATIVE OVERHEAD								
OFF-Book Program (8%—Tuition)								
OFF-Book Program (8%—Work-Shop)								
College (9% all Revenue)								
Total Administrative Overhead								
Annual Profit or (Loss)								
Cumulative Profit or (Loss)								

Online Course Cost Calculator

Brian M. Morgan, Associate Professor, Integrated Science and Technology, Marshall University

The online course cost calculator estimates costs and revenues associated with developing and teaching a new online course. The tool bases cost estimates on twelve variables including institutional size, special compensation for faculty developing and teaching online courses, estimated student enrollment, instructional technology costs, and estimated growth rate. Administrators are able to determine in advance the financial impact on course development of revising institutional policies for course fees or online faculty compensation.

MARSHALL UNIVERSITY®

Determining the Costs of Online Courses

Before an institution of higher education ventures into online education, a complete understanding of the costs that will be encountered is essential. Even though there are dozens of methods of delivering courses through distance education, the offering of online courses through the World Wide Web has existed for less than a decade. Because of this recent evolution, many institutions may not realize the full impact of the cost of online education. For specifically this reason, the author wished to pursue this topic and attempt to assist higher education institutions in realizing these costs. This web site was developed to aid in revealing those areas that must be considered and those costs involved in the establishment of this type of venture.

Site Disclaimer

The content of the accompanying web site is intended to be used only as a guide. If you rely on the information on this site, you are responsible for ensuring by independent verification of its accuracy or completeness. A great deal of research was completed to develop the site and the information that it represents. The user assumes sole all risk by using the information and data related to this website.

Size of Institution
How many students are enrolled at your institution during the current semester?

Number of Courses for Initial Offering
How many online courses will your institution be offering during its first semester?

Average Number of Enrollees per Course
On average, how many students do you plan on enrolling in each of your online courses?

Method of Payment for Development
Choose the method that you will be paying developers for the time involved in creating online courses.

- ◯ Part of regular pay
- ◯ Stipend per course

Stipend Paid for Developing Courses
On average, what is the stipend amount that will be paid for developing each online course?

Method of Payment for Teaching
Choose the method that you will be paying instructors for teaching online courses.

- ◯ Part of regular pay
- ◯ Stipend per course
- ◯ Stipend per student

Amount of Stipend for Teaching Courses
On average, what will the flat rate stipend be for teaching an online course?

Instructional Technology Support
Will your institution be providing IT support for the offering of online courses?

- ◯ Yes
- ◯ No

Course Server
Does your institution already have a server in place to host online courses?

- ◯ Yes
- ◯ No

Tuition Rate for Courses
What will the tuition rate be for online courses (per credit hour)?

Technology Fee
Will your institution be charging students a technology fee associated with online courses?

- ◯ Yes
- ◯ No

Estimated Growth Rate
What do you estimate that the percentage of growth rate in the number of online courses offered will be for online courses at your institution?

Estimated Costs and Revenues

The costs and revenues contained herein represent estimates for the first seven years of online course offerings based on the values entered in the previous screens.

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Cumulative
DEVELOPMENTAL COSTS based on a Growth Rate of XX%								
Courses Being Developed								
Stipend for Development								
Hidden Costs								
Supplies Consumed								
Faculty Development								
Faculty Training								
Instructional Technology Support								
Library Support								
TEACHING COSTS								
Student Enrollments								
Stipends for Teaching								
Hidden Costs								
Office Space								
Administrative Overheads								
Help Desk Support								
TECHNOLOGY AND INFRASTRUCTURE COSTS								
Server Costs								
Server Administration								
Backup Costs								
Data Communication Charges								
Software Costs								
Business Manager Costs								
Total Costs								
Revenues								
Tuition Revenues								
Technology Fee Revenue								
Total Revenue								
Net to the Institution								

	Total Costs	Total Revenues
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		
Year 7		

Online Course Proposal Template

University of Memphis

Faculty developing a new online course must submit the following course proposal form to the Office of Distance Education at the University of Memphis. The form creates a record of all online courses offered at the institution, ensures course developers and core academic units both understand relevant university sign-off and approval processes, and provides rich data on the characteristics of current online offerings.

THE UNIVERSITY OF MEMPHIS

Developer Information	
Name of Developer	
Department	
Rank	
Office Phone	
Fax Number	
E-mail Address	
Department Chair	
E-mail address of Department Chair	
Course Information	
Subject Area Rubric	
Course Number	
Credit Hours	
Credit Type	☐ Graduate ☐ Undergraduate ☐ Both graduate and undergraduate credit
Official Course Title (as shown in our Campus SIS System)	
Source (check one)	☐ New online (never offered online before) ☐ Conversion to D2L from (list course management system in which the course is currently being offered)
Prerequisite(s) as approved by your department	
Course to be developed for which Degree Program	
Semester to be First Offered	
Course Description (as shown in our Campus Catalog)	
Textbook Title, Author, Edition, Date, Publisher, ISBN	
Software required for student purchase	
Approximate Cost to Students for texts, supplements, etc.	
Campus Resources Requested for Course Development	
☐ Yes ☐ No	Have you previously taught the course you are proposing?
☐ Yes ☐ No	Have you previously taught this class online?
☐ Yes ☐ No	Have you previously taught any course online?
☐ Yes ☐ No	Have you previously **developed** an online course?
☐ Yes ☐ No	Have you had any formal eCourseware/D2L training?
☐ Yes ☐ No	Are the prerequisite courses (if any) for the course you propose already offered online?
☐ Yes ☐ No	Have you met with an Advanced Learning Center trainer or qualified faculty or staff member about accomplishing the goals and objectives of your course's content in eCourseware/D2L?

THE UNIVERSITY OF MEMPHIS.

Check all tools below with which you are currently proficient:

- ☐ Respondus
- ☐ Learning Objects on the internet
- ☐ External Testing Sites such as Hot Potatoes
- ☐ Audio (wav, mp3, other)
- ☐ Wimba audio
- ☐ Impatica for PowerPoint
- ☐ Photoshop, Paint Shop Pro, etc.
- ☐ ASP pages
- ☐ ASP.NET pages
- ☐ Streaming media (Real, Windows, QuickTime)
- ☐ CD/DVD Creation
- ☐ Camtasia Screen Recordings
- ☐ Flash
- ☐ Java Applets
- ☐ Subject specific software
- ☐ Other:

What goal(s) or objective(s) for this course will be the most difficult to transfer to the online format?

Approvals, Notifications, and Understandings

☐ Yes	☐ No	I understand this proposal is not complete until this form is signed by the **Course Developer, Department Chair, Academic Dean** and received by the Office of Distance Education.
☐ Yes	☐ No	I understand that I must sign the Copyright Agreement or Work for Hire form (available from the Distance Education office) prior to course development.
☐ Yes	☐ No	I understand that I must entirely complete the development of this course including all related assessment activities one month prior to the start of the first semester to be offered.
☐ Yes	☐ No	I understand that I am responsible for obtaining desk copies of textbook(s) and related material. These are usually available from the publisher at no charge.
☐ Yes	☐ No	I understand that online courses require more than a transfer of lecture notes and PowerPoint presentations and typically involve multifaceted presentation and assessment techniques.

Signatures

Course Developer	Date
Department Chair	Date
Academic Dean	Date

Online Degree Proposal Template

University of Memphis

Department chairs must complete a standard online degree program proposal form for the Office of Distance Education at the University of Memphis in order to receive central funding for course development. Once a proposal has received conditional approval, departments are responsible for creating a more detailed report that includes a course syllabus for each course in the program, information on accreditation requirements, and any additional resource requests.

THE UNIVERSITY OF MEMPHIS

Program Information

Name of Program: _____ Department: _____

Program of Study (select all that apply):

☐ BS ☐ BA ☐ MS ☐ MA ☐ M.Ed. ☐ MAT ☐ Ed.D. ☐ Ph.D. ☐ Other _____

Number of hours in Program: _____ Number of courses in Program: _____

Number of current students: _____ Number of potential students: _____

Semester/year to be first offered: _____

Please list courses that will be required for completion of this program indicating which courses need to be developed for online delivery.

Course Dept	Course Number	Course Title	Online development
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

THE UNIVERSITY OF MEMPHIS.

Once this proposal is accepted, the Department will:

1. Submit a completed and signed Online Delivery form.
2. Submit a copy of the course syllabus for each course in the program.
3. Provide in writing any accreditation info specific to the department or college.
4. State any library or technical support requirements outside of those met by existing resources.
5. Provide information for any special resources needed.
6. Provide faculty CVs for anyone developing or teaching an online course in the program.

When all forms are submitted and approved, Extended Programs will obtain a letter from the President demonstrating sufficient resources to maintain quality with statement that no new state funds will be requested to support the conversion. The packet will then be submitted to the Board of Regents for approval.

The department will then need to submit Course Proposal Forms and Copyright License Agreements for each course to be included in the program. These can be submitted as the program is built but must be signed and on file before any payment is made for course development.

Department Chair	Date
Dean	Date
Dan L. Lattimore, Dean and Vice President	Date

Overview of 50 Web 2.0 Teaching and Learning Technologies

Council research identified hundreds of teaching and learning technologies used at colleges and universities in online education. The following list features fifty Web 2.0 teaching and learning technologies identified by faculty, administrators, and business professionals as most useful for enhancing productivity, aiding multimedia production, and facilitating social networking and communication. The list represents both free, open source tools as well as products available from commercial vendors.

Personal Productivity

1. Academic Reference Management

Tool organizes and indexes publications for researchers and provides remote storage for documents of interest to the user.

Example: Mendeley
Platform: Desktop
Cost: Commercial

2. Collaborative Groupware Tools

Platforms that enable users to create and edit shared content in groups. These programs may be used for planning, project management, or other collaborative tasks.

Example: Wikispaces
Platform: Online
Cost: Free/Commercial

3. Collaborative Web Publishing

A software platform for collaboration and web publishing. Capabilities include developing web sites, portals, intranets, content management systems, search engines, wikis, blogs, and other tools for business intelligence.

Example: SharePoint
Platform: Desktop
Cost: Commercial

4. Digital Bookmarking and Information Management

Web-based applications that allow users to bookmark pages, highlight information from websites, and append notes to them. These edits can then be shared with other users if desired.

Example: diigo
Platform: Online
Cost: Free/Commercial

5. Document Preparation and Sharing

A group of products including word processors and spreadsheets which allow users to create, edit, and format different types of documents.

Example: Google Docs
Platform: Online
Cost: Free

6. File Syncing Across Computers

Service which allows users with different sets of documents and data stored on multiple computers to store files in a central location.

Example: Dropbox
Platform: Online
Cost: Free

7. Note-Taking Tool

Software designed for note-taking and archiving. Supports various information formats including text, web pages, audio files, and images. The software provides functionality to help edit, sort, and search notes.

Example: Evernote
Platform: Online
Cost: Free

8. Presentation hosting

Websites that allow users to upload, view, and comment on slideshows created with presentation programs.

Example: Slideshare
Platform: Online
Cost: Free

9. Project Management

A platform for apportioning, managing, and tracking progress toward completion of a project. Users can communicate and collaborate more easily irrespective of physical proximity.

Example: Basecamp
Platform: Online
Cost: Free/Commercial

10. RSS/Feed Reader

A method of providing frequently updated web content, often used in conjunction with blogs. Users subscribe to a site's feed and then access updated content in a centralized platform for reading RSS (commonly expanded as "Really Simple Syndication") feeds.

Example: Bloglines, Google Reader
Platform: Online
Cost: Free

11. Search Engine

Tool designed to search and aggregate information on the World Wide Web. Results are derived algorithmically and presented as a list of "hits."

Example: Bing, Google, Yahoo!, Zakta
Platform: Online
Cost: Free

12. Survey/Questionnaire Tool

A tool facilitating creation of Web-based surveys.

Example: Doodle, Poll Daddy, Survey Monkey
Platform: Online
Cost: Free/Commercial

13. Web Meeting and Conferencing

Programs that enable users to conduct meetings, trainings, and presentations via the internet.

Example: Adobe Connect, dimdim, Elluminate, Go2Meeting, Microsoft LiveMeeting
Platform: Online
Cost: Free/Commercial

Instructional Design and Delivery

14. Academic Publication Search Engine

An internet search engine that indexes the full text of scholarly literature across an array of publishing formats and disciplines.

Example: Google Scholar
Platform: Online
Cost: Free

15. Assessment Generator

Users can make quizzes and surveys for assessment in a Flash video mode.

Example: Articulate Quizmaker
Platform: Desktop
Cost: Commercial

16. Classroom Response System

A set of hardware and software that facilitates in-class assessment of student comprehension. Students respond to teacher-created (typically multiple-choice) questions with a transmitter ("clicker") that logs answers and produces a bar chart of responses.

Example: i>Clicker
Platform: Desktop/Hardware
Cost: Commercial

17. Collaborative Encyclopedia

Uses an open source model and text rich with links to other pages to create an interconnected, interactive, and continuously evolving encyclopedia.

Example: Wikipedia
Platform: Online
Cost: Free

18. Course Authoring Tool

Software used to create online courses, assessments, and presentations.

Example: Lectura
Platform: Desktop
Cost: Commercial

19. Digital Reading List

Allows users to save a central list of internet pages they want to read. This list can be accessed from any internet-connected device, and content can be read offline.

Example: Read It Later
Platform: Online
Cost: Free

20. Document Hosting and Sharing

Capability provided by websites allowing users to post documents of various formats that others can then access and read.

Example: Scribd
Platform: Online
Cost: Free

21. Interactive Whiteboard

Interactive display that connects to a projector and computer. Software allows the user to capture and save notes written on the whiteboard surface and display pre-loaded content.

Example: SMARTboard
Platform: Desktop/Hardware
Cost: Commercial

22. Online Notice Board

Facilitates the creation of web-based greetings, notes, and announcements that would typically be written on sticky notes.

Example: Wallwisher
Platform: Online
Cost: Free

23. Planning and Brainstorming

Software that creates diagrams of relationships between ideas or other pieces of information.

Example: Freemind
Platform: Desktop
Cost: Free

24. Podcast Hosting

A service that provides internet storage space for episodic digital media content (either audio or video).

Example: iTunes, Podbean
Platform: Online
Cost: Free

25. Research Collection and Management

Tools that allow users to manage bibliographic information and to create and store images of web pages used in research. Some tools automatically create formatted bibliographies as well.

Example: Zotero
Platform: Desktop
Cost: Free

26. Satellite and Aerial Imagery

Website which provides users with street, terrain, and satellite maps of Earth.

Example: Google Earth
Platform: Online
Cost: Free

27. Screen Capture

Software or free application that enables users to capture video of on-screen action.

Example: Camtasia Studio, Jing, ScreenToaster, SnagIt
Platform: Desktop
Cost: Free/Commercial

28. Virtual World Application

A program which allows users to simulate activities of life online using an avatar (a virtual representation of a person or alter ego).

Example: Second Life
Platform: Online
Cost: Free/Commercial

29. Word Cloud Generator

A tool that provides a visualization of the frequency with which a text uses a given word.

Example: Wordle
Platform: Online
Cost: Free

Multimedia Production and Use

30. Animation Authoring

Software that allows the adding of animation to web pages.

Example: Flash
Platform: Desktop
Cost: Commercial

31. Collaborative Slideshow

Applications that allow users to create slideshows that hold images, documents, and videos and allow people to navigate pages and leave different types of comments—voice, text, audio file, or video.

Example: Voicethread
Platform: Online
Cost: Free

32. Converting PowerPoint to Flash Presentation

Software that converts slide show presentations into video format. The completed Flash presentations can be published and uploaded for online viewing.

Example: iSpring
Platform: Online
Cost: Commercial

33. Creating Videos from Images

Applications that convert screenshots from video files into image format.

Example: animoto
Platform: Online
Cost: Free

34. Interactive Software Demonstration and Simulation Development

Electronic learning tool used to create software demonstrations and simulations.

Example: Adobe Captivate
Platform: Desktop
Cost: Commercial

35. Music/Podcast Player

Application that enables users to upload, manage, and play digital music files.

Example: iTunes
Platform: Desktop
Cost: Free/Commercial

36. Personalized Avatar Tool

Enables users to visually customize an online persona or alter ego.

Example: Voki
Platform: Online
Cost: Free

37. Photo/Image Editing

Software that assists users with editing graphics, images, and photos.

Example: Adobe Photoshop
Platform: Desktop
Cost: Commercial

38. Presentation Software

Computer programs that enable users to create and edit slide show presentations.

Example: PowerPoint, Prezi
Platform: Desktop
Cost: Commercial

39. Sound Editing and Recording

Software that allows users to record and edit sound.

Example: Audacity
Platform: Desktop
Cost: Free

40. Video Editing Software

Allows users to edit video sequences on their computers.

Example: iMovie
Platform: Desktop
Cost: Commercial

41. Web Authoring Tool

Application that assists users with web design and web content development. These programs help users with limited skills in web development or computer coding languages to create and design websites.

Example: Dreamweaver
Platform: Desktop
Cost: Commercial

Social Networks and Communication

42. Blog

Short for Web log, a blog is a website that consists of periodic entries related to some topic of interest. Blogs can be sources of news, opinion, commentary, or some specific interest of the writer. Blogs often incorporate an element of interactivity absent from other publications in the form of a comments section.

Example: Blogger, Blogspot, Tumblr, Wordpress
Platform: Online
Cost: Free

43. Interactive Poster Maker

Application that allows users to create multimedia "posters" using text, images, video, and audio files that are then shared with others.

Example: Eduglogster, Glogster
Platform: Online
Cost: Free

44. Microblogging

Sharing ideas typical of blogs in a condensed form.

Example: Edmodo, Twitter
Platform: Online
Cost: Free

45. Photo Sharing

Website where users upload, share, view, tag, and comment on images.

Example: Flickr
Platform: Online
Cost: Free

46. Social Bookmarking

A method for users to organize, store, manage, and search for internet bookmarks—shortcuts to pages users want to save and view again at a later date.

Example: del.icio.us
Platform: Online
Cost: Free

47. Social Networking

An online service, platform, or site that focuses on building and reflecting social relationships among people.

Example: Facebook, LinkedIn
Platform: Online
Cost: Free

48. Video Sharing

Website where users can upload, share, watch, and comment on videos.

Example: YouTube
Platform: Online
Cost: Free

49. Virtual Communication Groups

Users may search for or create talk groups, and create conference-style voice conversations using VoIP technology.

Example: Voxopop
Platform: Online
Cost: Free

50. Voice Over Internet Protocol (VoIP)

The technology which enables delivery of voice communication over the internet.

Example: Skype
Platform: Desktop
Cost: Free/Commercial

Student Distance Learning Orientation Questionnaire

Old Dominion University

Prospective distance learning students can complete a brief online orientation questionnaire to ascertain whether they are likely to be successful in and satisfied with technology-enhanced courses. The questions address general topics such as communication preferences and technological competence and are appropriate for a variety of online programs and institutions.

Self-quiz: Is Distance Learning for Me?

The 11 questions in this self-quiz reflect some facts about taking distance learning courses.

Schedule/Time

1. My need to take this course now is:
   - ❑ High. I need it immediately for a degree, job, or other important reason.
   - ❑ Moderate. I could take it on campus later or substitute another course.
   - ❑ Low. It's a personal interest that could be postponed.
2. Considering my professional and personal schedule, the amount of time I have to work on a course is:
   - ❑ More than enough for a campus class or telecourse.
   - ❑ The same as for a class on campus.
   - ❑ Less than a class on campus.

Learning Styles and Organization

3. I would classify myself as someone who:
   - ❑ Often gets things done ahead of time.
   - ❑ Needs reminding to get things done on time.
   - ❑ Puts things off until the last minute.
4. Feeling that I am part of a class is:
   - ❑ Not particularly necessary for me.
   - ❑ Somewhat important to me.
   - ❑ Very important to me.
5. As a reader, I would classify myself as:
   - ❑ Good. I usually understand the text without help.
   - ❑ Average. I sometimes need help to understand the text.
   - ❑ Slower than average.

Technology

6. When I am asked to use VCRs, computers, voice mail, or other technologies new to me:
   - ❑ I look forward to learning new skills.
   - ❑ I feel apprehensive, but try it anyway.
   - ❑ I put it off or try to avoid it.
7. In terms of using a computer and the internet:
   - ❑ I have ready access to a computer and the internet and I am confident in my ability to successfully use them.
   - ❑ I have access to a computer or the internet and I am somewhat confident in my technical abilities.
   - ❑ I do not have ready access to a computer and the internet and/or I am uncertain about my technical abilities.

Communication

8. Classroom discussion is:
   - ❑ Rarely helpful to me.
   - ❑ Sometimes helpful to me.
   - ❑ Almost always helpful to me.
9. When an instructor hands out directions for an assignment, I prefer:
   - ❑ Figuring out the instructions myself.
   - ❑ Trying to follow the directions on my own, then asking for help as needed.
   - ❑ Having the directions explained to me.
10. I need faculty comments on my assignments:
    - ❑ Within a few weeks, so I can review what I did.
    - ❑ Within a few days, or I forget what I did.
    - ❑ Right away or I get very frustrated.
11. I feel confident discussing problems with my instructors:
    - ❑ As soon as I am experiencing them. I have no difficulty expressing that I am having a problem with the content or a procedure.
    - ❑ I think about it for a while and then once I get really frustrated I will contact my instructor.
    - ❑ I don't like to contact the instructor about problems and will do whatever it takes not to contact him/her.

Online Education Glossary

Asynchronous Cohort System—Students may enroll at any time and proceed through a course at their own rate. This is also called "continuous enrollment."

Asynchronous Communication—Non-synchronous, two-way communication in which there is a delay between when a message is sent and when it is actually received. In distance learning, asynchronous communication most often takes the form of e-mail (e.g. a professor e-mails a student with feedback on an assignment), voicemail (e.g. a student leave a message for the professor on his/her office phone), and discussion boards (e.g. the student posts a reply to a classmate's question in a threaded class discussion).

Asynchronous Learning—Any learning event where interaction is delayed over time. This allows learners to participate according to their schedule, and be geographically separate from the instructor. Could be in the form of a correspondence course or e-learning. Interaction can use various technologies like threaded discussion.

Audio Conferencing—Voice communication delivered through standard telephone lines or Internet-based software sometimes used in distance learning.

Blended Learning—A curriculum that combines multiple types of media. Typically, blended learning refers to a combination of classroom-based learning with self-paced e-learning.

Blog—Short for "web log." A blog is an updatable website that is chronologically arranged, and updated at the user's discretion. What makes a blog different than a regular website is the fact that it can be syndicated so that others can subscribe and have the content delivered to a certain place automatically. Weblogs started out as journals and chronologically arranged websites. However, it is common now for blogs to include audio, video, graphics, and text. It is common for blogs to be available as RSS or Atom feeds.

Broadband—As opposed to the connection speeds and capacity that one can obtain over a phone line with a modem, a broadband connection can accommodate the rapid transfer of large amounts or packets of information. Generally, Internet connections provided by cable or DSL are broadband. Most distance learning courses will recommend that you have a broadband connection.

Bulletin Board System (BBS)—A system maintained by a host computer for posting information, carrying on discussions, uploading and downloading files, chatting, and other online services. BBSs are generally created for a specific group of users and are usually topic-specific.

Chat—When two or more users communicate in real-time by typing messages which are sent instantly within the chat room or instant messaging program. In distance learning, a chat may be used for a class discussion, or so that students may ask the instructor questions or receive feedback from an instructor as a group.

Cohort—A group of peers in one course or program. Cohort-based courses in online education emphasize interaction between classmates as an important part of the learning process.

Computer-Based Training (CBT)—Training or instruction where a computer program provides motivation and feedback in place on a live instructor. CBT can be delivered via CD-ROM, LAN or Internet. Creation is done by teams of people including instructional designers, and often has high development costs.

Course Management System (CMS)—The software, usually web-based, used by colleges and universities, as well as corporations and government, that facilitates distance learning by centralizing the development, management, and distribution of instructional-related information and materials. A CMS provides faculty with a set of tools that allows the easy creation of course content - syllabi, course modules, lecture notes, assignments, tests and quizzes, etc. - and is the framework in which they teach and manage the class. To an online student, a CMS is simply the vehicle by which you, the instructor, and your fellow learners interact using asynchronous discussion boards and live chat tools, access course information and materials, submit assignments, check grades, etc.

Courseware—Educational software that delivers course material and instruction via computer.

Distance Education—The formal process of distance learning. This term has traditionally implied the higher education level, but can include K-12 education, as well as continuing education.

Distributed Learning—Distributed learning is a type of distance learning that makes use of information technology. Distributed learning includes most types of distance learning but not correspondence via the mail.

e-Learning—Any learning that utilizes a network (Local Area Network, Wide Area Network or Internet) for delivery, interaction, or facilitation. This would include distributed learning, distance learning (other than pure correspondence), Computer-Based Training delivered over a network, and Web-Based Training. Can be synchronous, asynchronous , instructor-led, computer-based or a combination.

Electronic Discussion Board—A blackboard is a collaborative, virtual space where multiple parties contribute ideas towards the solution of a problem by posting information, solution ideas and suggestions. Each addition to the blackboard brainstorm is intended to increase collective understanding until a problem has been solved.

Face-to-Face—Also shortened to "F2F." A term used to describe a "traditional" classroom environment where the instructor and students are not separated by geographic distance or time.

Facilitator— An online course instructor. Online instructors do not retain their traditional "teacher-centered" roles from the brick-and-mortar, face-to-face paradigm. Instead, they become the medium through which discovery learning is facilitated in a student-centered environment. The facilitator may also be referred to as the "course moderator." In Interactive Videoconferencing (IVC) the far-end helping staff person, whether teacher or para-educator, is called the "facilitator."

Hybrid Education—A blend of online and on-campus education.

Instant Messenger—Also shortened to "IM." Software that lists a user's buddy list (who may consist of friends, family, co-workers, classmates, etc.) who are also online and enables users to exchange text-based messages. Some instant messenger programs also include voice chat, file transfer, and other applications. IM may be used in distance learning to facilitate communication between two students or between a learner and his or her instructor.

Interactive Videoconferencing—Courses in which content delivery and interaction are primarily through live television hook-ups (see Synchronous Learning) connecting a teacher to groups of students on-site and in distant locations.

Learning Management System (LMS)—A program that manages the administration of training. Typically includes functionality for course catalogs, launching courses, registering students, tracking student progress and assessments.

Listserv—An e-mail system where users "subscribe" to join in on group messages. A message sent to the listserv is sent to every subscriber's mail box. A listserv is similar to an e-mail "bulletin board." It is common for college courses to have a listserv so that instructors and students can communicate easily with group messages.

Local Area Network (LAN)—Local Area Network (LAN) refers to a network connecting a group of computers in relative proximity to each other. A LAN allows users to communicate and share information with each other, as well as providing access to shared devices such as file servers, printers, and modems.

Multimedia—The ability to combine audio, visual, and possibly other types of hardware into a presentation. For example, a "multimedia" classroom will typically have projection hardware and switching controls that make it easy for teachers to switch back and forth between computer projections, videotape projections, audio CDs, 35mm slides, videodiscs, CD-I players, etc.

Netiquette—Informal rules of conduct for how to behave on the Internet. For example, in a distance learning course, it is poor netiquette is to use ALL CAPITAL LETTERS in a messages, as this is the equivalent of shouting.

Non-Traditional Student—Also called "adult student", "adult learner", "re-entry student", or "returning student." According to the National Center for Education Statistics (NCES), a non-traditional student has one or more of the following characteristics: delays enrollment (does not entering postsecondary education right after high school); attends part time; works full time (35 hours a week or more); is financially independent for purposes of determining eligibility for financial aid; has dependents other than a spouse (usually children, but sometimes others); is a single parent; or does not have a high school diploma (has completed high school with a GED or other nontraditional diploma or has not finished high school).

Online Learning—Instruction delivered over the Internet (as opposed to a local or wide area network).

Portal—The Website surrounding the online courses that provides information for the online program, course listings and/or schedules, and may allow registration and other student services.

Streaming Media—The ability to access video or audio via the Web without downloading an entire file. The video is continuously sent to the user in small chunks and is not stored in a file on their hard disk.

Synchronous Communication—Live, real-time communication. Examples include a conversation at the grocery store, phoning your children to say hello when you're traveling on business, instant messaging or chatting in an AOL chat room.

Synchronous Learning—Any learning event where interaction happens simultaneously in real-time. This requires that learners attend class at its scheduled time. Could be held in a traditional classroom, or delivered via distributed or e-Learning technologies.

Telecourses—Classes for which the primary mode of content delivery is via pre-produced video lessons (or other asynchronous media), and the primary mode of interaction is print materials, or real-time meetings between the teacher and the students.

Threaded Discussion—A common feature of distance learning that allows students to interact with their classmates and instructor. A threaded discussion is a series of messages on a particular topic posted in a discussion forum. A threaded discussion is asynchronous, not fixed in time or space, so students can log on at any time from any Internet-enabled computer to seek clarification for issues they encounter in their coursework, to discuss topics raised in class, or to initiate new discussions on related topics. A good online discussion has the same effect of group or in-class discussion, in which students build on one another's perspectives to gain a deeper understanding of the materials.

Video Conferencing—Real-time visual and audio communication using a computer, video camera or web camera, and a network, such as the Internet. Examples of video conferencing include an instructor delivering a live lecture from one central point to many different students, all geographically separated, or a meeting between two students collaborating on a group project.

Virtual—Simulated or conceptual, not physical in nature. In distance learning, the term "virtual classroom" refers to the online environment in which students and instructors interact.

Virtual Library—A virtual library is a collection of information in digital formats (as opposed to print or other media) and is accessible via computers. This digital information can often be accessed remotely using a network such as the Internet. A virtual library is also called a digital Library or an electronic library.

Wide Area Network (WAN)—Wide Area Network (WAN) is a computer network that covers a broad area, creating informational and communication links between computers that are not necessarily in close proximity to each other. A WAN is often used to connect Local Area Networks (LAN) or other types of networks together, or to connect a LAN to the Internet. Some consider the Internet itself to be the largest example of a WAN.

Web-Based Training (WBT)—Training which is delivered over a network (LAN, WAN or Internet). Can be either Instructor-led or computer based. Very similar to e-Learning, but usually implies that the learning is in the professional or corporate level.

Whiteboard—The electronic equivalent of a blackboard and chalk on a computer screen that allows multiple, remote users to add text, create drawings or diagrams in a shared electronic workspace that is visible to all participants. Whiteboards are a common feature of distance learning course management software systems because it can be used for online instruction the same way a blackboard is used in a traditional classroom.

Online Education Annotated Bibliography

Intellectual Property and Distance Learning

Diaz, Veronica. "Intellectual Property Policies, E-Learning, and Web 2.0: Intersections and Open Questions." Educause Center for Applied Research, Research Bulletin 2009, no. 7 (2009).

Focuses on institutional intellectual property (IP) policy as related to instructional products and systems generally and to E-learning specifically. The author contrasts IP policies that apply in face-to-face instructional settings with those in E-learning environments, highlighting the role that Web 2.0 applications play in those policies.

Johnson, Liz. Managing Intellectual Property for Distance Learning. Educause Quarterly 29, no. 2 (2006). http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ManagingIntellectualPropertyfo/157403 (accessed June 28, 2010).

Discusses the University of Georgia's Advanced Learning Technologies unit and its approach to intellectual property for distance learning. The author outlines the importance of establishing a protocol emphasizing a preference for original over non-original content, training instructional designers and faculty developers to understand the protocol, assigning status to determine where a specific piece of IP falls within the protocol, and assessing the specific IP to determine—given the cost and administrative effort involved in obtaining permission to use it—the significance of the work's contribution to the course.

Kromrey, Jeffrey. "Intellectual Property and Online Courses: Policies at Major Research Universities." Paper presented at the National Educational Computing Conference, Philadelphia, Pennsylvania, June 27–30, 2005.

This study describes an investigation of the intellectual property policies of 42 public and private Carnegie Doctoral Research – Extensive Universities. Using a policy analysis framework based on earlier work by Lape (1992) and Packard (2001), policy differences between public and private universities and policy changes across time were analyzed and documented. Although few differences were seen between public and private research universities, substantial changes between the 2001 policies and the 2005 policies were evident. Results were interpreted in terms of the need for comprehensive and explicit policies to support online course development and delivery.

Peterson, Rodney. "Ownership of Online Course Material." Educause Center for Applied Research, Research Bulletin 2003, Issue 1 (January 7, 2003).

Addresses a range of factors that complicate ownership of online course material, including institutional philosophy, possibilities created by digital media, legal issues, and practical considerations.

Stein, Sarah. "The Media Production Model: An Alternative Approach to Intellectual Property Rights in Distributed Education." Educause Review, January/February, 2001.

This article discusses a team-based approach to intellectual property ownership and compensation. The author offers a model for slowing the departure of creative technical professionals from campuses, encouraging more faculty members to explore distributed learning, and conducting copyright negotiations.

Twigg, Carol A. "Who Owns Online Courses and Course Materials? Intellectual Property Policies for a New Learning Environment." The Pew Learning and Technology Program, 2000.

Presents four cases examined at the Pew Symposia in Learning and Technology to raise awareness of the issues involved in the transfer of intellectual property from individual faculty members to organizations other than the home institution and the commercialization of technology-mediated materials and methodologies. Following these cases, the paper discusses the context of online courses and course materials, and examines the scenarios that are contributing to the state of anxiety in higher education. Discussion then moves to the law and why there is a lack of clarity when it comes to ownership of course materials.

Authentication and Academic Integrity

Goldsmith, Diane. "Promoting Academic Integrity in the Online Classroom." Presentation for the Northeast Regional Computing Program by the Connecticut Distance Learning Consortium. http://www.ctdlc.org/Presentations/NERCOMP_AcademicIntegrityfinalwithnotes.ppt, (accessed June 28, 2010).

This presentation surveys a wide variety of practices designed to prevent plagiarism, cheating, and other breaches of academic integrity within online and distance learning programs. The presenter discusses both specific technologies and broader pedagogical approaches proven to ensure honesty and integrity in the virtual classroom.

Lokken, Fred. "An Update on the Higher Education Opportunity Act." Presentation of the Instructional Technology Council. http://www.mccvlc.org/uploads/fckeditor//file/HEOA%20Michigan.ppt, (accessed June 28, 2010).

Outlines the most relevant provisions of the Higher Education Opportunity Act passed in 2008 and the rules pertaining to distance education created by the Department of Education's functional committees in 2010. The presenter suggests that institutions follow the ongoing rule-making process and pay particularly close attention to academic integrity issues, which are a prominent focus of the new rules.

Stover, Merrily and Kim Kelly. "Institutional Responses to Plagiarism in Online Classes: Policy, Prevention, and Detection." Paper presented at the 18th Annual Conference on Distance Learning and Teaching at the University of Wisconsin Madison, Madison, Wisconsin, 2005.

The authors present a brief outline of plagiarism, cheating, and their application to distance learning, and conclude with a detailed case study of the University of Maryland University College. Looks at UMUC's two-pronged approach to deal with plagiarism, creating an effective policy that clearly defines violations and provides specific procedures for students, faculty, and staff to follow (including penalties), and educating students and faculty on how to recognized and avoid plagiarism.

Western Cooperative for Educational Telecommunications. "Are Your Online Students Really the Ones Registered for the Course? Student Authentication Requirements for Distance Education Providers." A WCET Briefing Paper, February 2008. http://wiche.edu/attachment_library/Briefing_Paper_Feb_2008.pdf, (accessed June 28, 2010).

This WCET brief covers several prevention and compliance approaches to academic integrity in the wake of recent changes to the Higher Education Act, which requires provisions for dealing with authentication issues in distance education.

Western Cooperative for Educational Telecommunications, UT Telecampus, and Instructional Technology Council. "Best Practice Strategies to Promote Academic Integrity in Online Education: Version 2.0." Western Interstate Commission for Higher Education, June 2009, http://wiche.edu/attachment_library/Student_Authentication/BestPractices.pdf, (accessed June 28, 2010).

This is a comprehensive list of best practice strategies aimed at ensuring academic integrity in online education. Covers a wide range of areas, including institutional context and commitment, curriculum, instruction, faculty support, student support, and assessment.

Western Cooperative for Educational Telecommunications. "What's Around the Corner? Clarifying Student Authentication in the Higher Education Opportunity Act of 2008." http://wiche.edu/attachment_library/WCETstudentauthenticationwebcast.pdf, (accessed June 28, 2010).

In this webcast, industry experts clarify the language in Part H of the Higher Education Opportunity Act of 2008's Title IV: Accrediting Agency Recognition, offer insight on how and when this new requirement may be translated into practice, and provide a brief look into various different approaches to address student authentication. The objective of this webcast is to help institutions formulate responses tailored to their administrators, faculty and students about this issue.

Course Quality and Learner Effectiveness

Brophy, Jay, Charles Dziuban, Patsy Moskal, and Peter Shea. "Student Satisfaction with Asynchronous Learning." Journal of Asynchronous Learning Networks 11.1 (2007): 87-95.

The authors discuss elements that potentially impact student satisfaction with asynchronous learning: the media culture, digital, personal and mobile technologies, student learning preferences, pedagogy, complexities of measurement, and the digital generation. Describes a pilot study to identify the underlying dimensions of student satisfaction with online learning and present examples of techniques for engaging students in classes that respond to their uses of technology.

Brophy-Ellison, Jay, Charles Dziuban, Patsy Moskal, and Peter Shea. "Technology-Enhanced Education and Millennial Students in Higher Education." Metropolitan Universities, 18.3 (2007). Indianapolis: Indiana University-Purdue University Indianapolis (IUPUI).

Argues that today's tech-savvy students are increasingly pushing institutions to adapt to new ways of thinking and learning. Because of the significance of these changes, the authors focus on the potential added learning value that technology can bring to higher education in the metropolitan environment.

Dziuban, Charles, Joel Hartman, Patsy Moskal, Barbara Truman, and Randall Upchurch. "Assessing Online Learning: What One University Learned about Student Success, Persistence, and Satisfaction." AAC&U's Peer Review, Fall 2006: 26-29.

The authors review the current literature on student success, persistence, and satisfaction in online education, and describe the creation and evolution of the University of Central Florida's Online@UCF program as a point of comparison.

Dziuban, Chuck, Joel Hartman, and Patsy Moskal. "Preparing the Academy of Today for the Learner of Tomorrow." Educating the Net Generation. Ed. Diana G. Oblinger and James L. Oblinger. Educause, 2005.

Argues that The Net Generation possesses unprecedented technological adaptability and a remarkable capacity to incorporate multitasking into day-to-day academic activities. Unfortunately, the authors suggest, there is a growing discrepancy between institutional infrastructure and these students' personalized facility with information. They conclude that this discrepancy compels colleges and universities to examine, and perhaps redesign, their strategic direction.

Dziuban, Chuck, Joel Hartman, and Patsy Moskal. "Strategic initiatives in the online environment: opportunities and challenges." On the Horizon 15.3 (2007): 157-168.

The paper traces the evolution of online learning in higher education from 1997-2007, and poses strategic planning questions for the decade ahead. The authors identify critical success factors and propose a framework for measuring success in online education, arguing that that the broadening scope of evaluation will have to encompass emerging constructs such as information fluency.

Dziuban, Charles, Joel Hartman, Frank Juge, Patsy Moskal, and Steven Sorg. "Blended Learning: Online Learning Enters the Mainstream." Handbook of Blended Learning Environments: Global Perspectives, Local Designs, C.J. Bonk & C. Graham, Eds. (2005). Pfeiffer Publications, An imprint of John Wiley and Sons.

Describes the dramatic increase in demand for blended courses that UCF has witnessed and encouraged. Potential benefits outlined in this chapter range from improved learning effectiveness and satisfaction to cost-reductions for physical infrastructure. The chapter also provides data on student satisfaction with their blended courses as well as information on the quantity and quality of student interactions in UCF courses.

Dziuban, C., Moskal, P., & Futch, L. "Reactive Behavior, Ambivalence, and the Generations: Emerging Patterns in Student Evaluation of Blended Learning." In A. G. Piccanno & C. D. Dziuban (Eds.), Blended Learning: Research Perspectives (pp. 179-202). Needham, MA: Sloan Center for Online Education, 2007.

Presents a broad case in favor of "blended learning," which combines traditional face-to-face instruction with new technologies and learning environments. The authors argue that blending allows faculty to enhance and improve course instruction, accommodate broader strategic institutional initiatives, experience professional growth, and discern better interaction with their students. At the same time, students express satisfaction with their blended courses, preferring a combination of face to face and online learning. In economic terms, blended learning reduces opportunity costs for students, thus making college more attractive and accessible to them.

Dziuban, C., Moskal, P.D., and J. Hartman. "Online Learning: A Transforming Environment for Adults in Higher Education." T. Kidd, Ed. Online Education and Adult Learning: New Frontiers for Teaching Practices, Hershey: PA: IGI Global, 2010.

The authors describe the distributed learning program (Online@UCF) at the University of Central Florida (UCF). They present outcomes from several years of research collected by the Research Initiative for Teaching Effectiveness on adults enrolled in online courses. Research at UCF confirms that online education resonates with adult students because it responds to their lifestyle needs, provides more active learning environments, and empowers their learning beyond classroom boundaries. This chapter examines the strategic elements required for successful adult online programs and explores components of online student satisfaction. The authors conclude by considering the opportunities and challenges for adults in online distance education.

Truman, Barbara E. "UCF's Exemplary Faculty Support: An Institutionalized Ecosystem." Journal of Asynchronous Learning Networks 8.3 (2004).

This article recounts the University of Central Florida's recent expansion and the accompanying investment in virtual education. Rapid growth in brick and mortar on campus has not deterred the creation of a robust virtual campus where students and faculty interact in different ways. The author notes that producing the faculty support architecture to achieve UCF's instructional potential as a metropolitan research university is a constant staffing struggle, and concludes by describing the dynamic interplay of UCF's emerging ecosystem of institutionalized faculty support.

Costs of Online Education

Bartley, Sharon Jeffcoat and Jennifer H. Golek. "Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction." Educational Technology & Society 7, Issue 4 (2004): 167-175.

This paper provides a relatively concise and useful history of online learning, and a discussion of issues to be faced by the professional who intends to move the education and training environment online in response to the current academic and business environments. It presents a cost matrix tool by which the costs of online education and training can be tabulated and/or compared with the costs of the traditional education and training medium.

Milam, John. "Cost Analysis of Online Courses." Paper presented at the Annual Forum of the Association of Institutional Research, Cincinnati, Ohio, May 21-23, 2000.

This paper presents a complex, hybrid method of cost analysis of online courses, which incorporates data on expenditures, enrollment, space utilization, non-personnel costs, tech support, workload, overhead, revenue, and financial aid. Among the findings noted are the following: total expenditures for traditional and online courses are in relatively the same range (with one exception which had high overhead but also high revenues); net costs per section are higher for online courses; departments which have extensive course sections benefit by offering online courses; and there are significant startup costs in personnel, mainly attributable to content development for online courses. The paper notes that an important by-product of this process is information about the changing nature of faculty roles in online teaching and a better understanding of how to use technology cost effectively.

Morgan, Brian. "Is Distance Learning Worth It? Helping to Determine the Costs of Online Courses." MS, Technology Management capstone project, Marshall University, 2000.

This paper was written to assist institutions in understanding the costs associated with providing online courses. An accompanying Web site was created to allow users to enter data specific to their institution in order to estimate costs associated with a venture into online courses. The paper addresses: (1) background of online courses (definitions and why they are important); (2) costs involved in developing and teaching online courses (determining categories for costs, technology-specific costs, support personnel costs, faculty development costs, hidden costs, development costs, teaching costs, sample of Marshall University's costs); (3) revenue for online courses; (4) what is important for this type of education to be successful; (5) the interactive Web site; and (6) results from surveys on developing, teaching, and taking online courses.

Gordon, Stuart, Wu He and M'hammed Abdous. "Using a Web-based System to Estimate the Cost of Online Course Production." Online Journal of Distance Learning Administration 12, issue 3 (Fall 2009), http://www.westga.edu/~distance/ojdla/fall123/gordon123.pdf, (accessed June 28, 2010).

The authors advocate for a web-based cost estimate system for online course development, suggesting that the increasing demand for online courses requires more efficient and lower cost production. They argue that many of the programs and educators interested in developing online courses underestimate the costs involved in developing and producing an online course, and that efficient and reasonable cost estimates can assist institutions and educators to realize the costs of putting a course online and thus can improve strategic planning and budgeting processes.