Scaling the Mountain of Faculty Governance in Building Institutional Online Capacity

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Please join the conversation:

https://padlet.com/hamccull/olc2019
In the next 45 minutes . . .

- Swap business cards
- Speaker introductions
- Dimensions of faculty governance (5 min)
- Think/pair/share with the person next to you (15 min)
  - What does successful faculty governance look like to you?
  - What are your current institutional policies/standards?
  - What are your challenges? Tools?
- Debrief - finding a path, seeing trends, and using tools (20 min)
- Map it = 2226
Dimensions of Faculty Governance

- Preparedness to teach online
- Creation of online course guidelines
- Standards for online learning
- Course evaluation
- Faculty hiring and reappointment
- Calculation of workload
A Study of Faculty Governance Leaders’ Perceptions of Online and Blended Learning


Top 5 Concerns: Best Practices to Check Out

1. Time required to develop and deliver a course (4.1)
   a. Elizabeth City State University Instructional Design Services
   b. Rutgers Course Development Guide

2. Perceived academic quality of course and overuse of adjunct faculty (tie) (4.09)
   a. University of Central Florida - 31% Adjunct Faculty, Quality Courses

3. Compensation for course design and development (3.97)
   a. EAB Research Brief on Faculty Compensation for Online Courses
   b. UNC’s Compensation Model and Guidelines for Online Course and Faculty Development
   c. UCONN Compensation for the Development of Online Courses
   d. Online Course and Teaching Compensation Survey from Virtual College of Texas

4. Student learning outcomes (3.94)
   a. Student Learning Outcomes: A Primer, Jill Buban, Ph.D., OLC
   b. Distance @ FSU: Creating Learning Outcomes
   c. Rochester Institute of Technology, Best Practices, Tips, and Resources for Faculty in On-line Assessment

5. Time and effort for faculty development (3.92)
   a. Analysis Research on Faculty Development
   b. Faculty Development for the 21st Century
   c. Faculty Development at DePauw University
Regional and National Standards - OLC


Faculty Support

1. Technical assistance is provided for faculty during online course development and online teaching.*
2. The institution ensures faculty receive training, assistance, and support to prepare for course development and teaching online.*
3. Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts.*
4. Faculty are provided on-going professional development related to online teaching and learning.
5. Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.).
6. Faculty are informed about emerging technologies and the selection and use of new tools.
Online Instructor Skills Set


Description: Six areas of competency for Online instruction that are further divided into associated skills that can be translated into specific competencies — tasks and demonstrations of skill, prior knowledge and ability. The list of skills provide a framework for assessing the presence of competencies necessary for effective online instruction.

Who uses this Skills Set?

QM developed seven workshops to form the Teaching Online Certificate (TOC) that contain competencies with associated outcomes mapped to the Teaching Online portion of the Online Instructor Skill Set (OISS). Successful completion of the TOC means an instructor has demonstrated knowledge, ability and skill for the six areas of competency from the OISS. Future use of the OISS by QM and its members will extend the application of quality assurance for online learning into the Faculty Readiness portion of the Online Learning Quality Pie.

Key Features

The OISS contains the following areas of competency:

Teaching Online

I. Institutional Context: The instructor understands the institutional context in which s/he teaches

II. Technologies: The instructor is knowledgeable about the technologies used in the online classroom

III. Instructional Design: The instructor understands the instructional design requirements of an online course

IV. Pedagogy: The instructor understands the pedagogical components of the online teaching and learning process

V. Assessment: The instructor is knowledgeable about various methods of measuring the success of the teaching and learning process in the online classroom

VI. Social Presence: The instructor establishes a social presence and communicates effectively through writing and/or audio/video

https://www.qualitymatters.org/qa-resources/rubric-standards/teaching-skills-set
Regional and National Standards - NC SARA

Online learning is incorporated into the institution’s systems of governance and academic oversight. The institution’s faculty have a designated role in the design and implementation of its online learning offerings; The institution ensures the rigor of the offerings and the quality of the instruction; Approval of online courses and programs follows standard processes used in the college or university; Online learning courses and programs are evaluated on a periodic basis; Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods; Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements; Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning; The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement; The institution demonstrates the appropriate use of technology to support its assessment strategies; The institution documents its successes in implementing changes informed by its programs of assessment and evaluation; The institution provides examples of student work and student interactions among themselves and with faculty; The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported. Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover; The institution’s training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution; Faculty are proficient and effectively supported in using the course management system; The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery; Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution; Students express satisfaction with the quality of the instruction provided by online learning faculty members.

What components of faculty governance are in place at your institution?
What might your path look like?

Faculty Senate
Online Learning Committee
Center for Teaching Excellence
Provost
President
2226
2 days
2 weeks
2 months
6 months
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select "Evaluate Session" on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website
Thank you!

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OLC Innovate Conference, April 2019

Top Online and Blended Course Considerations

![Figure 8: Top Concerns re: Online Course Considerations](image)

![Figure 9: Top Concerns re: Blended Course Considerations](image)


Share your ideas with us via Padlet: [https://padlet.com/hamccull/olc2019](https://padlet.com/hamccull/olc2019)

QR Code for Padlet:
MY PLAN

My challenge:

What it looks like when the challenge has been resolved:

- Who?
- What?
- How?

2 DAYS

- Who?
- What?
- How?

2 WEEKS

- Who?
- What?
- How?

2 MONTHS

- Who?
- What?
- How?

6 MONTHS