



**Online, DE, and Faculty Relationships to Campuses with Specific Focus on Evaluation (Peer, Annual, Tenure, Promotion)**

Executive Conference Room

**Assuring Consistency and Quality in Our Curriculum in a New Time**

Board Room

1:30 pm-2:30 pm    **Updates on UNC Efficiency Measures and Budget**

William Fleming, Vice President for Human Resources

Laura Luger, Vice President and General Counsel

Ginger Burks, Associate Vice President for Finance

2:30 pm            **Assembly Business**

Group Report Back

By-Law Changes

Upcoming Elections

Other

3:30 pm            **Adjourn**

### **Guidelines for Lunch Groups**

1. While each group has an assigned topic, the conversations will overlap in some significant ways. Do not worry about it.
2. The purpose of each group is to put forward some clear faculty perspectives on the issues. You might want to think about shaping a statement of “principles” on your topic.
3. Your process should also result in any “actionable” items being listed and put forward clearly for the consideration of others.
4. The information you distill in your workgroup will be part of guiding the current conversation about UNC Online, Distance Education, and Educational Cooperation between our institutions. All steps are initial ones, but vital.

Remember, you are not supposed to solve the problems in an hour and a half. Your task is to define issues that need additional study.

You might also want to make suggestions about how such conversations could occur and identify key participants.

**What UNC Online Can Be for All Students  
(Regardless if They Ever Enroll in an Online Course)**

UNC Online now includes a resilient, expandable, system-wide electronic platform on which new cooperative and collaborative networks may be built. Currently, an Inter-institutional Course Registration System, a Test Proctoring Network and a mentor/mentee network exist and there are discussions about a course evaluation platform.

These applications are useful for students even if they NEVER take an online or distance education course.

Other applications can be developed.

Imagine, for instance, one system of record where students can “map” their transcripts (including early college high school, AP/IB credits and community college courses) against degree programs, get an instant gap analysis, and determine what they need for degree completion.

Or, think about using the federated identity to use library resources at any UNC campus.

Or, consider training videos and other resources for students with regard to how to use Learning Management Systems.

Maybe you are interested in faculty collaborative communities.

You have seen what UNC Online is. Now this session is to think about what you would like to see UNC Online do.

Your job in this time is to list what functions you would like to see UNC Online provide, along with a brief mention of why it would be a valuable service.

Dream BIG. You might even want to do something like a “mission statement” for UNC Online.

## Online, DE and Faculty: Course Development and Support, Incentives, Workload

As you are likely aware, most campuses have two tracks for developing new course models. One is in Distance Education and the other is through regular departmental channels.

For faculty, offering courses through DE *can* mean course development support, additional pay, and workload offsets or released time. Offering courses online within a department often equates to delivering a course in load, without development support or other incentives, and no released time. Of course, rules vary depending on the institution and the systems in place.

This session should focus on:

- What faculty members need to develop and implement successful online and distance education courses
  - Time to build
  - Training
  - Updating
  - Workload offsets
- If there should be any splits between what a department offers and what a distance education course or program provides
  - Money generated in DE returning to the department, for instance
  - Buy outs for faculty

Other questions to consider:

- How should departments think about the relationship of their curriculum and what it offers in an on campus context to any special programming provided through DE?
- How should learning objects developed and course content be tied to faculty? What are the intellectual property rights of faculty with regard to the content of online and DE courses? If a learning object or course is developed with shared resources (i.e. a designer, paid development time or other workload offset), to whom does the object or course belong?
- Should there be special approval processes for :
  - Offering new courses exclusively via online or DE formats?
  - Offering existing courses via online or DE formats?
  - If so, can you outline that process and rationalize why an online or DE environment demands a distinct set of curricular approvals separate from face to face courses?
  - What defines an online course? At what point does hybrid become online? That is, how much online makes something online? How much face time makes a course traditional?

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Faculty in an online profile might relate to campuses in traditional ways, but they also might serve remotely and thus raise a series of questions about traditional measures for faculty evaluation.

- How should departments relate to faculty members who are online, but not in residence?
  - What happens to office hours?
  - How are service requirements fulfilled?
  - Do “remote” faculty assume advising responsibilities? If so, how?
  - Is there an expectation that faculty will be integrated into campus life? If so, how?
- If members of a given department are to perform evaluations, but do not have great familiarity with online teaching standards and guidelines, are there aids available to assist a reviewer in determining if:
  - A course is constructed well and has all of the necessary guides for student learning?
  - Appropriate level of faculty interaction with students exists?
  - Assess learning objects and activities different from what is typical in a face to face setting?
- Annual Evaluation, Promotion and Tenure often depend on more than teaching, scholarship, and service. As online and distance education can pull people away from a traditional campus setting, collegiality could become an issue. So also service might seem difficult to perform if a person is not in residence. Do standards for evaluation change for faculty in this new environment? Are reevaluations of standards for success on a department, college, and university level necessary?
- If faculty members are offering online courses via Distance Education or on UNC Online or as a part of a consortium, do SCH still accrue to the department? That is, will that faculty member still be viewed as “pulling his or her weight”?
- You might also want to think about student evaluations and the role they play in faculty evaluations. Online courses have notoriously poor return rates on student evaluations (usually less than 10%). What can be done to improve response rates? How much weight should student evaluations carry?
- What about PT and NTT faculty in an online or remote profile? What kinds of relationship do they carry with a department? How must evaluative tools be altered to account for different logistics?

## Assuring Consistency and Quality in Our Curriculum in a New Time

Faculty have responsibility for evaluating curriculum and making certain courses carry out their learning objectives.

- Is a system like Quality Matters (see <http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf>) a helpful rubric for developing and assessing course content?
- Should there be consistent campus-wide or system-wide criteria for determining what comprises an effective online/DE course? If so, should these criteria be a part of assessing the quality of these courses at every offering? If so, how?
- If a faculty member is working as part of consortia or similar arrangement, who evaluates the course content? The home department? The consortia?
- In an environment where courses on different campuses might count towards a program or a degree, how is quality assured? Who determines learning outcomes? Who evaluates to be certain the objectives are met to the satisfaction of all faculty who accept the credits?

This group should also consider if some existing campus policies regarding limits on online courses or residency requirements need reevaluation.

For instance,

Appalachian State has a policy that reads:

A maximum of 20 semester hours of correspondence work from recognized institutions may be credited toward meeting the requirements for graduation. Some correspondence courses are offered by the University. Before registering at another accredited institution for a correspondence course to be transferred to Appalachian, students must have the written permission of the dean of their college/school or their academic advisor if they have not declared a major. In order to obtain this permission, the student must first secure the proper form from the Office of Transfer Articulation. The combined load of residence courses and correspondence courses may not exceed the maximum load allowed.

This regulation, on the surface, might limit online courses taken within the UNC system or in an arranged consortium.

Questions here concern how, across the UNC system, students might take courses toward their degree in many different arrangements and if that is something that faculty can embrace.