

Creating Institutional Policies that Incorporate QM – A Faculty Driven Approach

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Roundtable

Presenters

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Abstract

In this roundtable session we review our college's evolution from individual faculty implementation of DL courses to college -wide development of policies for DL course design assessment. We will highlight key points from our policies and some of the challenges we encountered. Participants will discuss ideas for their own colleges, including the integration of QM standards in college policies and implications for related faculty development program.

Development Flow for Distance Learning Policy At the University of Cincinnati Blue Ash College

Faculty Learning Community

(1 Year: clarified issues and resources, created report and website)

Year 1

All college committee drafted college policy

(1 year: approved by full faculty)

Year 2

Learning and Teaching Center

(three months: Created 8 week
online: faculty training course)

Development of Individual department policies

(1 year, LTC Website)

Establishment of Part-time Faculty Director of Distance Learning

(2 years: coordinates with
Learning and Teaching
Center)

Year 3

Establishment of department committees to support unit head in assessment of DL courses

(ongoing)

Key Questions

- Issues
 - What are some issues you face at your institution regarding policy development?
 - Issues that either inhibit your policy development or that you expect will inhibit people actually doing anything
 - Are initiatives faculty driven?
 - Does the accreditation requirement for DL affect all programs equally?
 - Are faculty prepared?
 - Is there buy in for QM or other standards?
- Defining terms
 - Due to grassroots development of DL – everyone spoke different language
 - Create a list of words or very short phrases that you think need to be clarified at your institutions
 - Distance learning
 - Online Learning
 - Hybrid
 - Fully online
 - Web enhanced
- Areas that must be included in policy:
 - Where does responsibility lie at the college?
 - Section A of our policy
 - Training
 - Section B of our policy
 - Consider alternatives, prior experience, etc.
 - Evaluation
 - Section C of our policy
 - Continuous Improvement
 - Section D of our policy
 - Reporting
 - Section E of our policy

UCBA Academic Policy for Distance-Delivered Programs and Distance-Delivered/Hybrid Courses

This policy is designed to ensure the academic integrity of distance-delivered programs and distance-delivered (DL)/hybrid courses offered to students at UCBA.

Definitions:

Web-enhanced courses:	Web-enhanced courses are those in which less than 25% of the instruction and interaction occurs via electronic communication or equivalent mechanism, with the faculty and students physically separated from each other. These courses do not need to be submitted to the Curriculum Committee for approval or as informational reports.
Hybrid courses:	Hybrid courses are those in which 25% but less than 75% or more of the instruction and interaction occurs via electronic communication or equivalent mechanism, with the faculty and students physically separated from each other..
Distance-delivered (DL) courses:	Distance-delivered courses are those in which 75% or more of the instruction and interaction occurs via electronic communication or equivalent mechanics, with the faculty and students physically separated from each other.
Distance-delivered programs:	Programs in which students may take 50% or more of the total courses required in the distance delivery format.
Quality Matters:	<i>Quality Matters</i> (QM) is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. This is the process chosen by the University of Cincinnati.
QM Peer Reviewer Training:	<p>The <i>QM Peer Reviewer Training</i> (currently a two-week online course) is designed to prepare experienced online faculty to become Quality Matters Certified Peer Reviewers. The <i>QM Peer Reviewer Training</i> includes a review of <i>Quality Matters</i>, practice critiquing and writing helpful recommendations, and a practice review in which the participants are asked to review specific standards in an online course using a simulated online rubric tool.</p> <p>The pre-requisite for this training is the <i>Applying the Quality Matters Rubric</i> workshop.</p>
UCBA Distance Learning Design Seminar:	An eight-week online seminar offered by the UCBA Learning & Teaching Center.
UCBA Peer Review:	<p>An in-house review of a distance-delivered/hybrid course conducted by three UCBA faculty who have either completed the UCBA Distance Learning Design Seminar or the <i>QM Peer Reviewer Training</i>.</p> <p>The purpose of this peer review is to provide feedback for the improvement of the course.</p>
UCBA Peer Evaluation:	Peer evaluation of teaching effectiveness for an instructor teaching a DL/hybrid course is performed by visiting the course online and results in a written review for RPT purposes.

A. Role of Curriculum Committee in DL offerings at UCBA

- The Curriculum Committee shall approve new distance-delivered programs as any other new program.
- The Curriculum Committee shall receive informational reports concerning new distance-delivered sections of existing courses prior to scheduling.
- The Curriculum Committee shall receive informational reports concerning new hybrid sections of courses previously approved as face-to-face courses.
- When new courses are brought to the Curriculum Committee for approval, the proposal must include the delivery methods.
- Developmental level courses shall not be offered in either the distance-delivered or hybrid format.

B. Training

- All new DL and hybrid course instructors shall complete the Distance Learning Design Seminar offered by the UCBA Learning and Teaching Center.* Instructors who have taught online elsewhere and have training in online course design may undergo a UCBA Peer Review instead in order to meet this requirement.
- Each department offering DL/hybrid courses will have at least one faculty Peer Reviewer. The reviewer will have completed either the UCBA Distance Learning Design Seminar* or the *QM Peer Reviewer Training*.

C. Evaluation

- By December 1, 2012 each department offering DL/hybrid courses will have procedures in place to review and offer improvements to DL/hybrid courses. These procedures will be available in the UCBA Learning & Teaching Center.
- Academic Unit Heads, and/or their designee, will be enrolled as "Teaching Assistants" in their department's DL/hybrid courses in order to monitor quality and offer feedback.
- Distribution of the summary from the "Student Perceptions of Teaching and Learning" will follow the departmental and college procedures used for all courses.
- Evaluation of course content rests within the department and discipline.

D. Continuous Improvement

- During the 2013-14 academic year, or the first opportunity thereafter, faculty teaching DL/hybrid courses, who have previously taught DL/hybrid courses, shall have a UCBA Peer Review of one of their DL/hybrid courses.
- After the initial review, faculty who wish to continue teaching DL/hybrid courses shall have at least one course peer-reviewed every three years using UCBA Peer Review.
- The results of a UCBA Peer Review are reported to the faculty member and the academic unit head.
- The Dean of Academic Affairs will compile student course completion data for online courses on an annual basis.

E. Reporting:

Departments will report annually (October 1): (1) the names of all faculty who have completed the training stipulated in this policy, and (2) the names of all faculty who have undergone a UCBA Peer Review. The report will go to the Dean of Academic Affairs for inclusion in the HLC electronic data file.

* Alternative training that qualifies as equivalent to the UCBA Distance Learning Design Seminar

-University of Cincinnati CET&L Year-Long Online Course Redesign Seminar

These training programs do not qualify:

-Self-paced Introduction to Online Teaching Modules offered by the University of Cincinnati Faculty Technology and Resource Committee (FTRC).

-Quarter-long Online Teaching Course offered by Clermont College

Creating Institutional Policies that Incorporate QM – Worksheet

Issues

Key Terms

Administration

Training

Evaluation

Continuous Improvement

Reporting