



Distance Learning Strategic Plan

2014-2019

Primary Aims

- 1) To support sound pedagogical practice, as reflected in Quality Matters principles, for technology-enhanced teaching and learning at CSU in online and hybrid course delivery modes.
- 2) Ensure that the redirected online course incentive pay is used for online course and faculty development and improvement.

Compensation/Incentives for Online Teaching

Goal: To increase funding for quality online course design and delivery while decreasing incentive pay for online student enrollment.

Action: Reallocate online course incentive pay to faculty development, training, and recognition for quality online course design and delivery. In order to remove incentive pay for teaching online without causing undue burden on faculty that have become reliant on the income, a gradual reallocation of the incentive pay is recommended following the table below. Plans for quality incentives include training stipends and quality improvement grants that will benefit faculty teaching in a variety of delivery methods. The committee also recommends that online course enrollment be capped at manageable sizes, but maximum course enrollment is left to the discretion of the college or department.

Semester	Recommended Change in Online Course Incentive Pay
Summer 14, Fall 14	No Change
Spring 15, Summer 15	Incentive pay capped at \$1,500 per online course with a \$3,000 maximum payout per semester
Fall 15, Spring 16, Summer 16	Incentive pay capped at \$1,000 per online course with a \$2,000 maximum payout per semester.
Fall 16, Spring 17, Summer 17	Incentive pay capped at \$500 per online course with a \$1,000 maximum payout per semester.
Fall 18 and forward	All incentives would be reallocated toward faculty resources and/or development.

Faculty Training and Support

Goal: Develop and sustain the competence of faculty to be effective in the design and delivery of online teaching and learning at CSU.

- 1) Action: Implement recognition and reward program to support faculty development and achievement in technology-enhanced pedagogies (i.e., utilizing components of D2L, participating in course improvement and review processes, ensuring ADA compliance, and obtaining Quality Matters Certification).
- 2) Action: Develop and provide workshops on creating course assessments to facilitate academic honesty in online courses.

- 3) Action: Develop in each college a cadre of faculty trained in Quality Matters Peer Review process (Peer Reviewer and/or Master Reviewer Certification) to review all new and existing courses pre- and post-delivery using the QM Rubric.
- 4) Action: Host webinars/seminars to share ideas with faculty or make the USG Collaborate Users Group more accessible to all faculty.
- 5) Action: Identify QM Certified Courses in class schedules.
- 6) Action: Provide a forum for faculty to showcase techniques for effective pedagogy in online and hybrid teaching.
- 7) Action: Bring in guest lecturers and presenters and/or host webinars to share best practices in online and hybrid course design and delivery.
- 8) Action: Use portions of the online tuition to hire teaching assistants and coaches to support large online classes.

Course and Program Development

Goal: Provide an infrastructure to support online teaching and learning.

- 1) Action: Develop guidelines for online course ownership and the future use of online courses by both faculty and the University.
- 2) Action: Reinstate online course development and improvement grants.
- 3) Action: Provide electronic resources to support new and expanding online courses and programs.
- 4) Action: Develop a quick-reference guide and an Online Course Development Checklist based on QM guidelines for faculty teaching online.
- 5) Action: Hire a minimum of two additional staff persons in the Center of Online Learning to assist faculty in the areas of online course development, design and evaluation.
- 6) Action: Provide online proctoring services, training, and assessment options for faculty and make them easily available for use.

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