Meeting the Needs of Online Faculty

Facilitator Reporting Form

1. Keywords during your discussion

    Online & hybrid courses, technical problems, free wikis, Podcasts, transformation, academic integrity, websites, Slideshare, PowerPoint, YouTube, overconfidence bias, assignment design, vetting process, online evaluations

2. Opportunities for individual campuses

    Using free wikis, Podcasts taken online, using video clips, visiting websites, Slideshare for use in PowerPoints, use of audio in developing PowerPoints, YouTube as supplement; e.g., getting others' examples of how to explain a concept like regression analysis.

3. Opportunities for the WNY Consortium of Higher Education

    Checking out Harvard Graphics as an heir apparent of PowerPoint; embedding a library of resources onsite

4. Critical Issues facing campuses or consortium

    Technical problems, when encountered in online courses; academic integrity issues (papers, proctoring exams), overconfidence bias on part of students regarding absence from online courses—that they can immerse themselves belatedly in courses and get back into them; designing assessments appropriate to online courses; how much availability short of 24/7 should faculty provide in online courses; vetting process for prospective online faculty; mechanism for approving online courses; does the online medium shape the message—and the means of evaluation (deciding to use projects rather than tests, the better to ensure academic integrity)?

5. Unanswered questions

    Is there a maximum/minimum regarding online courses that schools should provide?

6. Other information

    One form of assessment for online courses—a chair's visit to a faculty member's office to watch the faculty member navigate the course for about an hour to see how he/she does audio files, PowerPoints, chat room management, assignment postings, and the like.

    Considering versions of the future for online courses . . .

    In five to ten years, more courses will be taught online, with more and more

institutions availing themselves of the infrastructure evident at Anne Arundel Community College

Right now faculty looking to be hired may already be needing, at some
     institutions, to indicate their willingness to do online courses & quickly to learn
     how, if needed

In the future, it will no longer be a matter of screening out faculty
     unsuited to online learning courses; instead, such unsuitability may weed out
     faculty from teaching, period; or rather, the graduate school experience will
     reorient prospective faculty for online work

Further out in time, it will no longer be a matter of determining which students are
     suited for online courses; instead, such unsuitability may be reason to reject
     students unless they take non-credit work in online instruction, as some do now
     for English and math

Future generations of faculty may take it for granted that they should be more or
     less available 24/7, that professionals in many walks of life will be so connected
     to e-mail, websites, & the Internet that it will not seem an imposition, but how
     they now live in the world

The following considers some implications of the foregoing, only some of which
     was directly discussed, yet seemed suitable to express here. In the more
     distant future, perhaps outside of our own time span . . .

The more colleges invest in online education at the expense of in-class education,
     the less need there may be for an extensive physical plant—less need for actual
     classrooms and faculty offices.

The whole concept of a degree coming from a single college as a unified
     institution may be exchanged for a system of degrees made up of online courses
     from multiple sources around the country and world that students can take from
     their homes and which teachers can teach from their homes.

To protect their interests, schools may form consortium-granting degrees; e.g., the
     Western New York degree regarding many degree programs, an amalgam of
     private institutions, and the same for public institutions.

The relation of faculty to degree-granting institutions may also change under such
     a model.

The effect on admissions—more and more schools will cast a wider net for
     students, no longer as limited geographically, as students take online
     courses from their own homes; more and more movement toward variations of
     the University of Phoenix model

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