



Staffing and Supporting a New Online Initiative

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Objectives

- Explore issues related to establishing online learning initiatives
- Frame selected issues
- Offer one institution's approaches
- Engage in discussion

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Online Learning Is Here

- Over 2M online students in U.S.
- Online market growing 25% annually
- Federal financial aid changes
- More employees pursuing online degrees
- >50% of institutions view online programs as strategic

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LTU Online

- Develop/deliver 100% asynchronous online courses supporting
 - Master of Business Administration
 - Master of Engineering Management
 - Bachelor of Science in Information Technology
 - Graduate Certificate in Nonprofit Management
 - Graduate Certificate in Project Management
 - Graduate Certificate in Architectural Management

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Best Practices

- Leadership
- Structure
- Pedagogy
- Course development
- Assessment
- Cost effectiveness
- Student services
- Faculty support
- Council of Regional Accrediting Commissions
- Alliance for Higher Ed Competitiveness
- Sloan Consortium
- Connecticut Distance Learning Consortium

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The Issues at Hand

- Applying best practices to unique institutional needs for
 - Online faculty selection
 - Online faculty training and support

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Faculty Attitudes and Behavior

- 74% positive toward Internet use
- 69% see Internet-based teaching as effective
- Only 47% actually use online instruction
 - Technology acceptance (Davis, 1989)
 - "Crossing the chasm" (Moore, 1999)
 - Academic technology much more than CMS

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Motivators and Demotivators

- Intrinsic motivators
 - Personal attitudes
 - Prior success
- Extrinsic motivators
 - Promotion
 - Tenure
 - Collaboration
- Institutional motivators
 - Compensation
 - Support
 - Release time
 - Recognition
- Institutional demotivators
 - "Pressure" to use

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Financial Choices

- Reliance on full-time faculty
 - Low full-time faculty advocacy
 - ≤600% higher instructional costs
- Financially viable online programs
 - Higher credit hour volumes
 - Intentional use of adjunct faculty
- How best to address this dilemma?

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An Example...

Full-time faculty	Adjunct Faculty
\$75,000 salary	\$0 annual salary
\$22,500 benefits	\$0 benefits
\$10,000 overhead	\$5,000 overhead
@6 courses	@1 course
= \$17,917 / course	= \$3,525 / course

~508% cost differential

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Choice - Compensation

- Full-time faculty may teach one online class per major semester as overload
- All online faculty compensated equally
 - Reduces pressure to participate
 - Attracts early adopters
 - Decouples online/on-ground scheduling
 - Eases cost/benefit calculations



Choice – First Refusal

- Full-time faculty have "right of first refusal" to develop/teach online courses
 - Reduces pressure to participate
 - Reduces burden on full-time faculty
 - Reduces "faculty ownership" debates
 - Promotes internal-external faculty collaboration

Choice – Development & Teaching

- Separate and equal compensation for development and teaching
 - Early adopters may develop and teach
 - Experts may develop but not teach
 - Provides collaboration opportunities
 - Methodology exposes faculty to new techniques
 - Learning objects can be shared

Support – Faculty Issues

- Competing expectations may minimize participation in training and exploration
- Physical and social isolation
- Unpredictable work schedules
- Faculty do not like to “wait in line”
- Personal technology management and conflicts with campus standards

Support – Provider Issues

- Technology services harder to locate than providers believe
- “One size fits all” on-campus services
- Overlaps/conflicts between university and department support
- Isolation between library and technology service providers

Choice – Support Model

- Development and teaching contracts
- One-on-one producer/faculty relationship with “just in time” support
- “Whole product” development
- Formal online training for online faculty
- Course-based software budgets
- Multimedia production support

Early Results

- 11 courses Fall 06, 35 by Summer 07
- 3-year development/staffing schedule
- Comprehensively designed courses
- Increased use of multimedia
- More sophisticated assessment methods
- Faster registration rates

Conclusions

- "It takes more effort to teach online"
- Learn from those who have gone before
- Adapt best practices to your own situation