Staffing and Supporting a New Online Initiative

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IACBE Region 4 Meeting
October 2, 2006

Objectives

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

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
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

The Issues at Hand

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

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
Financial Choices

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

An Example...

<table>
<thead>
<tr>
<th>Full-time faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75,000 salary</td>
<td>$0 annual salary</td>
</tr>
<tr>
<td>$22,500 benefits</td>
<td>$0 benefits</td>
</tr>
<tr>
<td>$10,000 overhead</td>
<td>$5,000 overhead</td>
</tr>
<tr>
<td>@6 courses</td>
<td>@1 course</td>
</tr>
<tr>
<td>( = $17,917/\text{course} )</td>
<td>( = $3,525/\text{course} )</td>
</tr>
</tbody>
</table>

\(~508\% \) cost differential
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