

**Infrastructure, Integration, Coordination
Scheduling, Course Development & Sharing,
Interaction**

EAC DL Task Force – Team 4 Progress Report

June 1, 2010 Version

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Executive Summary

Task

Team Four was assigned to research internal and external practices related to scheduling and staffing of online classes, selection of online course development, course sharing, and the interaction of Distance Learning support personnel and faculty. The team gathered data on both PCC internal practices and practices used by other community colleges, focused interviews of 11 large institutions with multiple campuses. We found that there was a wide variation in practices both within PCC and at other institutions.

Points of Tension

In exploring the issues outlined above, Team 4 identified the following points of tension currently present in the system:

- Conflicting assumptions/ideas around FTE distribution;
- A desire to maintain “individual ownership” over original intellectual property and priority teaching status **vs.** scheduling of courses of district-wide SACs;
- A change in the “service area” from a **geographic** one (campus) to a **functional** one (because students enroll in “cyberspace” rather than at a particular campus), in the context of a system where FTE is campus-based.

Research

- Internal Research – Key findings
 - Within PCC, opportunities for coordination and collaboration have arisen and have resulted in a variety of models that attempt to address the multiple tension points. Specific examples are described in the complete report.
- External Research - Key findings
 - Model: Decentralized (NOTE: The majority of colleges interviewed followed this model)
 - No separate system exists for the DL courses, rather all DL scheduling and staffing is done through the same individual academic departments/divisions/campuses that schedule and hire for ALL courses.

- A couple of colleges interviewed have recently moved away from centralized distance learning scheduling and/or course development to this type of decentralized model.
- Model: Centralized
 - Some colleges have one department/div chair or online faculty lead schedule college-wide (across multiple campuses) based on each discipline (not based on location), e.g. having one dept/div chair handle all DL scheduling and hiring for history at all campuses. The on-campus classes continue to be scheduled, however, by individual campus chairs/Deans.
 - Some colleges have a college-wide DL department, separate from the academic departments, which creates a projected schedule in collaboration with academic deans.

Findings

While no one SAC / Department / Institution has developed a system that addresses all tension points, certain elements appear to lead to an overall lower level of stress and conflict between faculty, administration and students, e.g. improved college-wide collaboration within a SAC, or when FTE goes into a college-wide pool or funds are allocated through a different method. The following report describes in more detail the tension points that have emerged in the PCC system as a result of the rapid growth of Distance Learning, as well as multiple models, both internal and external to PCC, which address these tensions.

Based on the internal and external research conducted, Team 4 asks that the EAC carefully consider the **emerging models of interest found on page 13** of the complete report.

Topic Overview: Scheduling and Staffing of Online Classes, Course Development & Sharing

Key Conversation Points Addressed

At present, scheduling and staffing of Distance Learning classes at PCC is done at the campus/discipline level with some examples of college-wide collaboration and coordination. Examples of collaboration and coordination appear to have emerged once multiple sections of the same class were being offered at more than one campus and tensions over course “ownership” and “FTE” developed.

FTE is a key driver for budgets at PCC. Moreover, state funding is connected to FTE along with College budget allocations to the campuses. FTE serves as an indicator of areas of growth and decline and can impact faculty positions (new initiatives and transfers). FTE also serves as an accountability factor for faculty, disciplines, divisions and campuses.

Physical Location vs. Modality

Full-time faculty are typically assigned to and physically located at a single campus, and part-time instructors earn assignment rights by campus. While there are many ways in which the college collaborates and plans at the college-wide level, FTE earned at the campus-level has traditionally impacted important budgetary and staffing decisions.

Students enroll in Distance Learning classes in “cyberspace” rather than at a particular campus which changes the “service area” from a **geographic** one (campus) to a **functional** one (the modality). However, our system of FTE is connected to campuses and the faculty teaching DL classes are also physically located at a particular campus and typically do not teach a full load in cyberspace.

Tension points revolving around FTE have emerged. Given that budget allocations, new positions, transfers, etc. are connected to FTE, Division Deans/Faculty Department Chairs/Disciplines might be motivated to offer additional DL classes to earn additional FTE since growth in DL classes remains strong. In many cases, online FTE has thus become a source of divisiveness between campuses.

How would our conversations about class offerings (DL and campus-based) change if FTE was not campus based?

- Would the motivation to schedule/teach DL classes change?
- Would our vision shift from a campus level to a college-wide level?

If FTE was shifted from the campus/department level to the district level, what effect would this have?

- How would the growth/decline of disciplines be measured?
- How would college funds be distributed?
- How would disciplines be held accountable?
- How would new positions and transfers be determined?

Distance learning classes have impacted our conversations on scheduling, staffing, and FTE generation at the campus and college-wide levels. Concerns related to the issues outlined above (and also issues related to course development) differ based upon the “stakeholder” as outlined in the scenarios below.

Stakeholder Interest in DL Course Development and Class Scheduling

Stakeholders

- Instructors
- SAC
- Division Deans / Department Chairs
- DL
- Students
- Transfer Universities
- Employers

Scenario 1 – Existing campus course is migrated to DL format

Stakeholder concerns:

Instructors:

1. Will I get paid to develop the course?
2. Will this present new teaching opportunities?
3. Will this be harder to teach?
4. Will I have to take on more students?
5. Will my work developing the course belong to me or to the school?
6. Will this course cannibalize my campus course?
7. Will I get assigned the course I am currently teaching or will another instructor?
8. Can I potentially be assigned a course that is being taught by another instructor?

SACs

1. Does the course quality meet criteria for campus courses?

2. Will testing and evaluation be fair and uphold standards of academic honesty for campus courses?
3. Will the DL section(s) cannibalize campus sections
4. Who gets to teach the course?
5. Which published materials will the DL course use?

Division Deans / Department Chairs

1. Do I have qualified instructors to assign to this course?
2. Do I capture the FTE and budget associated with the course?
3. Do I have to pay money to have the course developed?
4. Does this course cannibalize one of the campus courses?
5. Can I launch new sections of the course based on the instructor's shell?
6. How can the college ensure the quality of the course?

DL Department

1. How much training will the instructor need to migrate the course?
2. Do I have training dollars to match the training needs?
3. Do I have training professionals to match the training needs?
4. How can we ensure the development of a high quality course?

Students

6. Will the course be a good learning experience?
7. Will the course be convenient for me to access and use?
8. Will I be able to get into the course?

Transfer Institution

1. Is the course teaching skills at the level necessary for the student to succeed at the upper division level?
2. Is the testing and grading accurate and reflective of student performance?

Employers

1. Does the student have the skill set needed for the job in question?
2. Has the student developed group interaction skills essential to the workplace?
3. Has the student developed communication skills essential to the workplace?
4. Is the testing and grading accurate and reflective of student performance?

Scenario 2 – Existing DL Course has new sections added

Stakeholder concerns:

Instructors:

1. Will I have an option to teach the new section?
2. Will I have to take on more students?
3. Will my shell be given to another instructor?
4. If my shell is used, will I be compensated?
5. If my shell is used, will there be a training and support burden for me?
6. Will this course cannibalize my campus course?
7. Will the new section cannibalize my existing DL sections?

SACs

1. How does the instructor get selected?
2. Will testing and evaluation be fair and uphold standards of academic honesty for campus courses?
3. Will the DL section(s) cannibalize campus sections?
4. Will the new DL course get to use existing shells?
5. To what extent can existing "core" course shells be modified?

Division Deans / Department Chairs

1. Do I have qualified instructors to assign to this course?
2. Do I capture the FTE and budget associated with the course?
3. Does this course cannibalize one of the campus courses?
4. Does this section cannibalize a current DL section?
5. Can I launch new sections of the course based on a currently available instructor's shell?
6. To what extent can the original course shell be modified?

DL Department

1. How much training will the section instructor need?
2. Do I have training dollars to match the training needs?
3. Do I have training professionals to match the training needs?

Students

1. Will the course be a good learning experience?
2. Will the course be convenient for me to access and use?
3. Will I be able to get into the course?

Transfer Institution

1. Same as when course is created.

Employers

1. Same as when course is created.

Research Internal/External Practices

Research was conducted on scheduling, staffing and course development/sharing practices at PCC for the following disciplines: Business Administration, CAS, ESOL, Health, CIS, Chemistry, Psychology, and History. In addition, external practices were researched through interviews of the following colleges: Metro Community College (Kansas), St. Petersburg College (Florida), Salt Lake Community College (Utah), Chemeketa (Oregon), Austin Community College (Texas), Front Range (Colorado), Pierce (Washington), Chabot-Las Positas (California), Kapiolani Community College (Oahu, Hawaii), American River College (Los Rios District, Sacramento, CA) and Pima (Arizona). Charts summarizing this research are attached.

Emerging Themes from the Research

FTE

Our research confirms that PCC is not alone in struggling with the tensions outlined above. However, it appears that when FTE goes into a college-wide pool or when funds are allocated through a different method, fewer tensions emerge over a scramble for FTE at the campus level.

Scheduling and Course Development

At most colleges interviewed both scheduling and staffing of distance learning is decentralized (Metro, Austin, Pierce, Chabot-Las Positas, St. Petersburg, Kapiolani, American River College and Pima). Some colleges that had centralized distance learning scheduling and/or course development have decentralized those practices (St. Petersburg and Pima). Some colleges have adopted college-wide scheduling and hiring practices based upon discipline, e.g. Salt Lake, where one dept/div chair handles DL scheduling and hiring for a content area college-wide, or Front Range, where specifically assigned faculty (Online Faculty Leads) fulfill that role, or Chemeketa, where DL scheduling is primarily centralized, and DL creates a projected schedule in collaboration with academic deans.

Emerging Models w/Advantages and Disadvantages

Campus-Based Collaborative Model – PCC

At PCC, Faculty Department Chairs play a key role in initiating the teaching schedules for full- and part-time faculty. Knowing the teaching strengths, expertise and preferences of faculty and aligning those

with enrollment data and trends is crucial for designing a schedule that best matches the teaching strengths and preferences of faculty with the needs of the students. This personalized and professional knowledge of Faculty Department Chairs is gained at the “local” level on each campus in each department. Such knowledge is further enhanced by the fact that Faculty Department Chairs engage in the assessment of part-time faculty.

The disadvantage of this decentralized process has arisen in various disciplines when multiple campuses start scheduling Distance Learning classes without coordinating such offerings across the college. In various disciplines tensions have arisen over this process revolving around the following:

- Competition over FTE
- Desire to maintain “ownership” over original intellectual property and priority status over continued teaching of the class
- Full-time faculty teaching DL sections as part of their load are concerned that sections offered elsewhere in the college might displace them or dilute their enrollment. Bumping rights are exercised at the campus level. Should bumping rights for DL classes be exercised regardless of campus?

While tensions over these issues have rippled through the college, they have also led to the realization that some form of collaboration is essential to address them. In other words, opportunities for coordination and collaboration have arisen and have resulted in differing models.

Models of Collaboration at PCC:

History:

Full-time History Instructors at Sylvania teach between 25-50% of their load online. With approval of the SAC, they originated and developed these online courses. When Rock Creek scheduled some DL sections, tensions arose and were eventually addressed through the leadership of the Division Deans, especially Karen Sanders, who called together all Social Sciences Faculty Department Chairs and Division Deans in order to coordinate both the DL and on-campus offerings. Having these face-to-face conversations has made all the difference. Shortly before each meeting, Karen pulls together the draft schedule of all Social Sciences classes across the College which allows us to discuss and make adjustments where necessary. Division Dean leadership has been crucial to the continuing success of this collaboration and coordination of Social Sciences offerings.

ESOL:

The SNIg (which stands for “small nimble group”) is a group of rotating ESOL faculty department chairs and administrators that is responsible for monitoring enrollment and meeting student needs as well as possible in all eight levels of the ESOL program district-wide. **Additional Sections:** The Campus Division Dean and ESOL Faculty Department Chairs will notify the SNIg immediately upon recognition that the campus is in need of an additional ESOL section at any of the eight levels. The SNIg will then determine whether or not resources are available to open the needed section. **Cancellations:** Sections are subject

to cancellation if enrollment is below half of the class limit. When enrollment drops below this limit the SNIg will determine in consultation with the Campus Division Dean and ESOL Faculty Department Chairs if the class will or will not be cancelled. Two sections of the same level at one campus will not be cancelled in any one term. In addition to the SNIg (which consists of one representative from each of the four campuses – two faculty department chairs and two division deans), the ESOL Leadership Group – all the Division Deans and all of the Chairs from across the District, as well as a representative from the Office of International Education, meet quarterly to discuss a variety of issues relevant to the success of ESOL students district wide.

Business:

Their scheduling coordination is informal. When new courses are developed, there is usually one person who comes forward with interest and is the obvious candidate to develop the DL course. When new sections are opened, the department chairs at Sylvania, Rock Creek and Cascade first evaluate demand, then discuss among them who will offer the new section. Sections are not opened without discussion. While somewhat informal, there has been minimal tension and conflict in new section offerings.

CAS

The SAC decides whether a course should be taught DL. All current courses are already taught in DL format, so this would only apply to brand new courses. If a campus wants to have a DL section, the campus has to provide an instructor to be on a team to develop curriculum jointly. All DL courses are developed jointly and use the same shell / format. To date, all campuses have participated in each DL development team. Once developed, sections are rotated among campuses if demand doesn't warrant multiple sections. In some cases, the instructor actually "rotates" (the FTE rotates).

If demand allows for multiple sections, faculty department chairs use a rotation schedule that is based on a snapshot taken a few years back. A general rule is that the campus that developed the course gets the first two sections, and the other campuses alternate remaining sections. When there is demand for multiple sections, they create a single CRN, but there are hidden CRNs that students are rolled into the course 2 days before the term begins. Rolling is based on the original allocation snapshot.

Health Education

Health Education instructors follow a collaborative team approach that includes district wide perspective when scheduling. The SAC decides whether a course should be taught DL. The majority of DL courses are developed jointly, by a faculty team that may include representation from several campuses, and use the same shell / format. All additional HE sections are based on a "Core" course shell. The majority of DL courses are taught by part-time faculty. SAC involvement and, ideally, campus teaching experience, is encouraged before teaching DL courses. Their scheduling coordination is informed by a SAC developed matrix based on past enrollment schedules, scheduling guidelines, and full-time faculty teaching preferences. Department chairs and/or division deans at Sylvania, Rock Creek, SE center and Cascade have met once to review SAC matrix and discuss enrollment ideas for the future. The intent is to meet again in the fall.

College-Wide Model at PCC: CIS

Tensions over scheduling of DL classes emerged along campus lines in CIS. Some of these tensions were rooted in competition over enrollment/FTE. Cascade had been offering DL classes, and Sylvania had been offering on-campus sections. When on-campus enrollment started to decline, Sylvania wanted to offer some online sections. Conflict between the two campuses became even stronger. In an attempt to dilute the tensions, CIS and CS SACs were combined. However, this only added to the complexities (due to discipline and content differences) rather than solve any of the real issues.

Approximately three years ago, scheduling, staffing and other oversight was centralized under a single Division Dean and Faculty Department Chair on a single campus. All full-time CIS faculty have offices on that single campus, though some of them teach part of their load on more than one campus. All FTE for CIS classes is connected to the single campus regardless of where the class is taught (on any campus or in cyberspace).

Advantages:

The previous campus-based competition over FTE has been eliminated. Scheduling and staffing has been streamlined. These are perceived as significant advantages, and returning to the previous structure and tensions is not desired.

Disadvantages:

A disadvantage of this model is that scheduling on-campus classes at campuses other than the single campus where management and full-time faculty are located is challenging. Obtaining classroom space is difficult. Since the other campuses do not earn the FTE, why should they give up room space, especially when it is in high demand? In addition, there is no constant advocate for the program at the other campuses. This presents barriers to serving students at these other locations. In addition, classroom assessments at the other locations are more of a challenge due to inefficiencies.

The models described above are in alignment with the following **Distance Learning Values:**

- Fiscal Responsibility
- Equity and Fairness
- Professionalism, Expertise, and Leadership
- Collective Responsibility

To strengthen the support of the following values, additional emphasis on assessment, including review of retention data, is needed:

- Student Success
- Excellent Quality in Education

College-Wide Model – Front Range

Front Range Community College has three campuses with a student FTE of about 11,000. Distance Learning accounts for about 15% of their FTE. Online Faculty Leads (OFL) are responsible for scheduling and staffing online classes. There are approximately 14 OFLs covering the disciplines college-wide. OFLs hire new part-time DL instructors and work with Department Chairs if they are assigning an instructor who is also teaching an on-campus class.

For purposes of scheduling and collecting FTE, the online campus is college-wide. For the online sections, the phone number of the OFL appears at the top of the subject area in the schedule. OFLs also answer advising questions related to their areas. The OFL assigns additional sections of a class based on several factors including, for example, who developed the course and seniority at the college. Full-time instructors are usually given preference.

FTE goes into a college-wide pool, so in effect, no one receives the FTE for DL classes directly. Courses belong to the “college”. In Banner, “Online” is considered as a campus, though DL is not viewed as an autonomous unit. (They report to the VP of one of the campuses.) Funds are allocated on an initiative model, based upon operating costs and need. Funding decisions are made at the VP level. One resulting problem resulting from no one getting credit for the FTE is that campuses have been more protective of their full-time faculty, so it has been more of a struggle to get full-time faculty to teach online.

Online Faculty Leads apply a checklist to new DL classes that is similar to Quality Matters. The checklist is also used for annual reviews. One course of each instructor is reviewed once per year by the OFL.

Assessment of Front Range Model and Its Alignment with Distance Learning Values at PCC

The advantage of this model is its efficiency and the lack of competition over the FTE generated by online classes. It also promotes fiscal responsibility. Based upon the information available, we do not know whether or not the system is perceived as being equitable and fair, especially since there is a trend toward more online courses being taught by part-time faculty. Primary responsibility for scheduling and staffing of online classes rests with a relatively small number of Online Faculty Leads. Online Leads also teach on campus and collaborate with campus department chairs, though PCC may have more full-time instructors teaching part of their load online. This model does support professionalism, expertise and leadership through the Online Faculty Leads and the regular review of online courses.

College-Wide Model – Salt Lake

While details about the Salt Lake CC structure will not be provided here (see supporting document), it is worth pointing out that there are numerous similarities with the Front Range model. One main difference is that one department or division chair handles scheduling and hiring for a given content area college-wide, instead of a separate “Online Faculty Lead”. The departments each belong to one of 8 or 9 college-wide “schools” that each has its own dean. As with Front Range, the FTE goes into a general college fund.

Centralized Scheduling by DL - Chemeketa

DL creates a projected schedule in collaboration with academic deans. FTE is not used in the same way at Chemeketa. Academic departments receive money from the general fund when they run a class. Distribution of funds takes place at the VP level, and there are numerous factors. DL as well as departments can hire PT faculty. If DL hires adjuncts, they do so in conjunction w/academic programs who approve the credentials. Joint interviews are conducted w/DL.

Additional Note: Two colleges interviewed previously had centralized distance learning scheduling and/or course development and have recently decentralized those practices (St. Petersburg and Pima). Two years ago at St. Petersburg DL enrollment was growing and on-campus enrollment was declining. Due to faculty complaints, scheduling and staffing DL classes was decentralized and is now done at the campuses. At Pima College, course development was previously centralized in their Center for Learning Technologies. Recently, course development and course review have become decentralized among the campuses as more full-time faculty have started to teach DL classes. Though this data sample is limited, it appears that as more full-time faculty become engaged in Distance Learning, the more likely it is for scheduling and course development processes to be connected to the processes relevant to on-campus classes. That is, one might conclude that at some FTE or full-time engagement “tipping point,” Distance Learning becomes mainstream.

Alternative Models of Interest

1. **SAC DL Team / Liaison Person:** In an effort to promote college wide collaboration within the SAC, all SACs with online courses form a DL team to provide input on DL issues such as course development, scheduling, and course quality.

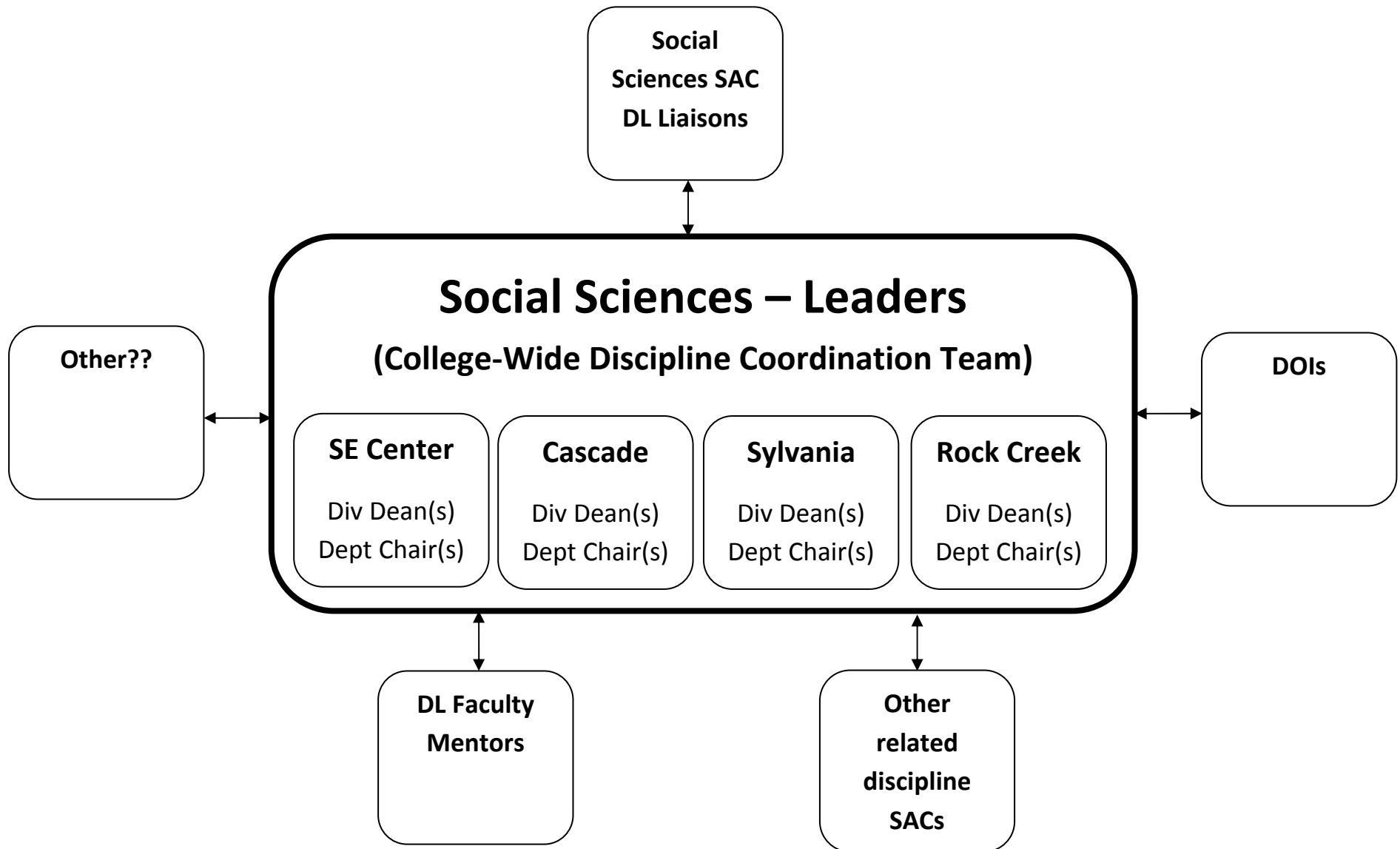
2. **College-Wide Discipline Coordination Team:** Each discipline forms a “College-Wide Discipline Coordination Team” that includes representation from each campus at the faculty chair and/or division dean level. The purpose of this team is to coordinate scheduling of classes in an equitable manner college-wide.
 - a. An alternative to this approach is to select one person connected to each SAC or a group of SACs to be responsible for DL scheduling in an equitable manner college-wide. This would be a new role, though similar to the role of a college-wide department chair for DL or Online Faculty Lead (approaches used at Salt Lake and Front Range). One possibility is that this person could be selected by and report to the “Discipline Coordination Team”.

3. **College-Wide “Schools”:** Faculty chairs and deans are college-wide. Content areas are grouped into 8 or 9 college wide “schools”, and each school has its own dean. (There are no campus-based faculty chairs or division deans.) Deans of the “schools” report to one of two VPs, who report to the college president. FTE goes into a general college fund. Dividing the FTE between campuses is no longer an issue. (Salt Lake)

4. **College-Wide FTE:** Further exploration of alternate procedures related to the collection and disbursement of funds, specifically:
 - a. Collection of FTE by discipline instead of by campus.
 - b. Removal of DL FTE from the allocation equation and the effect on accounting.
 - c. Disbursement of funds based on a different model, e.g. an initiative model instead of one entirely based on FTE.

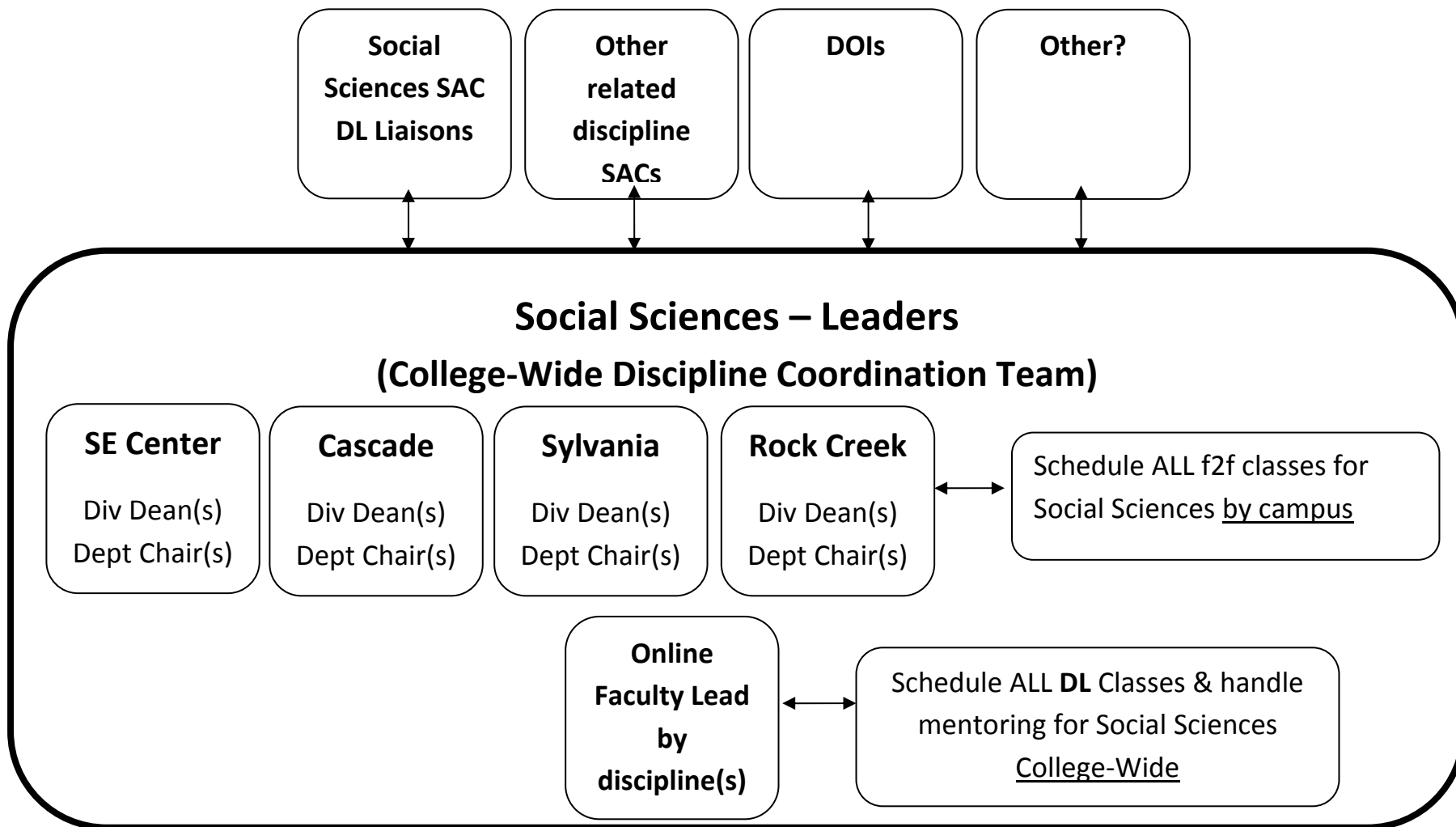
College-Wide Discipline Coordination Team

Example: Social Sciences



College-Wide Discipline Coordination Team + Online Faculty Lead

(Example: Social Sciences)



Questions to be considered

- For multi-campus SACs, who would the online faculty lead report to since there is only ONE lead per discipline? (e.g. at Front Range CC, the leads report to DL.)
- Where would the DL FTE go – to the campuses? To a district 'pot' ?

College-Wide Deans and Discipline Faculty Department Chairs

