

## **Joint Administrative/Faculty Task Force on Distance Learning Policies and Standards**

### **Need:**

- Current Distance Policies are out of date because of the substantial changes to Distance course delivery resulting from the response to the Covid crisis.
- The Strategic Plan Goal 2B, Strategy 2, Part B, 2<sup>nd</sup> Bullet point calls for the creation of “a joint administrative/faculty task force/governance committee to promote core standards.”

### **Charge:** Update the College’s Distance Learning Policies to reflect:

- Changes since they were issued including, but not limited to, changes made in response to the Covid crisis such as adoption of novel modalities and widespread ad-hoc use of Blended format;
- Policies it recommends and Faculty Governance adopts that address indicators whose enhancement is identified in the College’s “Online Institutional Readiness Implementation Plan” (pp. 52-3 and appended below) with the creation of such a Task Force.

**Proposed Membership:** Co-Chairs (Director of Distance Learning, Governance Designee), Chairs of APPC, CAP, and TLRC or their designees, to the extent not already represented 3 SAS, 1 SOE, 1 SOB, 1 SPS, Dean of A&S, Manager of Instructional Design, Registrar or designee.

**Timeline: Recommendations to Senate: April 9, 2021**

### **Appendix: Indicators in Online Readiness Plan to be addressed by the Task Force:**

- 1.1. The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. (Self-rating: 1.3 (of 3))
- 1.5. The organizational structure of the online program supports the institution's mission, values, and strategic plan. (2)
- 1.9. The institution has a governance structure to enable systematic and continuous improvement related to the administration of online education. (2)
- 3.1. Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed. (2)
- 3.3. Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. (1)
- 3.5. A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials. (2)
- 3.6. Course assignments and activities are reviewed periodically to ensure they meet online course and program learning outcomes. (1)
- 3.8. There is consistency in course development for student retention and quality. (1.3)
- 3.9. Course design promotes both faculty and student engagement. (2)
- 4.1. The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. (2)
- 4.3. Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus. (2)
- 5.1. Student-to-student interaction and faculty-to-student interaction are essential characteristics and are facilitated through a variety of ways. (1.3)
- 5.2. Feedback on student assignments and questions is constructive and provided in a timely manner. (2)
- 7.5. Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.) (1)
- 9.2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. (1.3)