EAB

RESEARCH BRIEF

Support Services For Online Faculty

Innovative Strategies and Structures

COE Forum

Ellie Miller
Research Associate

Olivia Rios
Research Manager

Daniel Gordon
Senior Research Manager

LEGAL CAVEAT

EAB is a division of The Advisory Board Company ("EAB"). EAB has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, medical, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, medical, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation or graded ranking by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

EAB, Education Advisory Board, The Advisory Board Company, Royall, and Royall & Company are registered trademarks of The Advisory Board Company in the United States and other countries. Members are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, republish, or post online or otherwise this Report, in part or in whole. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

ons as stated herein by any of its employees or agents.

6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

©2017 EAB • All Rights Reserved

Table of Contents

©2017 EAB • All Rights Reserved

1) Executive Overview

Key Observations

Utilize survey and utilization data to understand faculty's needs related to online training and support services. Institution C employs several assessment methods (e.g., help desk phone call monitoring, exist surveys) to gauge what services faculty desire. Similarly, **Institution A** tracks utilization of faculty services, including information on phone service calls and the number of registrations at workshops. Directors at both institutions note that using data collected through assessment has benefited faculty as the support centers can develop more specific content and services (e.g., learning management system functionality, pedagogy-focused training).

At profiled institutions, faculty receive most support services through institution-wide learning management systems (LMS). Institution A and **Institution B** use Blackboard as their LMS, while **Institution D** uses Canvas, to offer online services to faculty (e.g., in-house courses for teaching faculty online pedagogy). **Institution C**, however, uses an in-house collection of systems and tools. The collection is a suite of academic technologies and tools used to support and facilitate teaching and learning in online, face-to-face, and hybrid courses. The suite of tools includes Moodle, Blackboard Collaborate, media and audio capture tools, and a syllabus planning tool.

All profiled institutions offer stipends to incentivize the use of faculty support services for online teaching. Stipend sizes range greatly, but each requires faculty to fulfill requirements set by online learning leadership. For example, at **Institution D** faculty can be reimbursed up to $2,200 for attending the Distance Teaching and Learning Conference or the Online Learning Consortium (OLC) Conference. Faculty at **Institution A** receive $500 when they complete a two-week online course offered by the e-learning office.

Contacts at *Institution A* provide faculty with real time access to troubleshooting support due to issues in online courses that can prevent faculty from completing tasks (e.g., issues with a video capture tool). The e-learning office operates a faculty call center and utilizes graduate student staff as a first response to resolve issues like setting up an assignment or evaluating an exam. This gives FTEs more time to assist with advanced issues, including issues with grade books or beginning of semester course design concerns.

Train support service staff as generalists to offer accessible online support services to online faculty. Contacts at **Institution A** give staff in the e-learning office general training with Quality Matters[1] and online pedagogy. Staff also typically develop an area of expertise (e.g., Blackboard Collaborate) which allows them to better serve faculty in more advanced stages of design. Contacts explain that this training format allows the center to offer services quickly and efficiently.

1) Quality Matters, Quality Matters, 9/27/2016, https://www.qualitymatters.org/

©2017 EAB • All Rights Reserved

2) Innovative Service Strategies

Service Overview

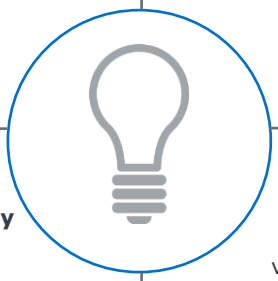
Keep Faculty Up-To-Date On Innovative Online Learning Services

Contacts at **Institution D** note that about 300 faculty members have opted into monthly emails from the online support unit that include updates on information related to online learning. Faculty receive news articles, academic research, and educational videos that show how programs across the world use online learning. For example, contacts often share videos from *Virtually Inspired*, a research project created by a partnership between Drexel University, the Online Learning Consortium, and the International Council for Open and Distance Education that showcases best practices in online learning. *Virtually Inspired* examines practices globally and provides information related to a range of technologies, including adaptive learning, artificial intelligence, augmented reality, gamification, simulations, and more.[2] While contacts do not possess utilization data related to the monthly emails, they note that the research shared in emails helps keep staff up-to-date on trends in online learning.

Examples of Innovative Faculty Services Found on Virtually Inspired[3, 4, 5, 6]

VUC Storstrøm, a semi-private educational institution in Denmark, became aware of faculty's severe lack in digital pedagogy skills and so developed a training course in instructional design and methodology for courses with online video conferencing. Because there is a high potential to simply lecture in online courses, VUC focused on best practices around many different online learning tools, including online delivery, digital tools, and interactive whiteboards.

Unitec, Auckland, New Zealand's largest institute of technology, developed a specific certificate program for educators wishing to incorporate technology into their curriculum. The program pulls from theoretical and practical learning frameworks related to active and digital learning. The course is collaborative in nature and provides students with practice in many learning technologies, including coding and augmented reality.



The Department of Geography at **Pennsylvania State University** designed a MOOC that would instruct educators in teaching spatial thinking to students. The course combines geographic perspective and spatial thinking with the critical thinking and communication skills. Lab exercises, which are free of cost to students, use ArcGIS Online, developed by Esri, a leading digital mapping company.

The Chaplin School of Hospitality & Tourism Management at **Florida International University** uses video conferencing and streaming to serve thousands of students across the world. These courses are enhanced by wearable technologies that can control presentations with body movements. This allows instructors to use their hands for demonstrating cooking or mechanical processes.

2) About Virtually Inspired & Our Team, Drexel University Online, 9/26/2017, http://virtuallyinspired.org/about-2/
3) Video Conferencing for Accessibility, VUC Storstrøm, Drexel University Online, 9/22/2017, http://virtuallyinspired.org/?s=VUC+Storstr%C3%B8m
4) Digital Tools Training – Unitec Institute of Technology, Drexel University Online, 9/22/2017, http://virtuallyinspired.org/?s=Unitec+Institute+of+Technology
5) Online MOOCs Addressing Geo-Spatial Revolution, Drexel University Online, 9/26/2017, http://virtuallyinspired.org/?s=Department+of+Geography+at+the+Pennsylvania+State+University
6) Florida International University, Drexel University Online, 9/26/2017, http://virtuallyinspired.org/?s=The+The+Chaplin+School+of+Hospitality+%26+Tourism+Management+

©2017 EAB • All Rights Reserved

Offer Standardized and Efficient Online Conversion Services to Faculty

Administrators at **Institution D** offer a standard process on their website for face-to-face to online course conversion. Standardization creates a simple process for faculty to follow, which frees up time for the online support unit staff to work with faculty more deliberately. The standardization of this process allows the online support unit more control over the consistency and development of online courses. The face-to-face to online course conversion process requires faculty to complete a proposal for discontinuing a face-to-face course in favor of an online course. Once completed, the proposal must be reviewed by the institution's distance education advisory board, which will make recommendations to the provost regarding proposals. The clarity of the process fosters positive relationships between faculty and office staff and surfaces issues early in the conversion process.

Sample of *Institution D* Program Conversion Proposal

Program Overview

1. College or School
2. Department
3. Program title
4. Program type (e.g., graduate or undergraduate degree, or graduate certificate)
5. Number of tenure-track faculty supporting the campus program
6. Number of NTT faculty supporting the campus program
7. Number of adjunct faculty supporting the program
8. Number of graduate assistantships supporting the program
9. Number of credit hours generated by campus students for 3 previous academic years

Rationale for Program Conversion

1. What is the primary reason for seeking to discontinue the campus program in favor of online only?
2. What are the implications for the academic unit's research mission?
3. Other than potential revenue share, what are the cost benefits to the university and the academic unit?
4. How will this change benefit students?
5. What professional development is needed for faculty to prepare for teaching online?

Signatures

Department Chair Date

Dean Date

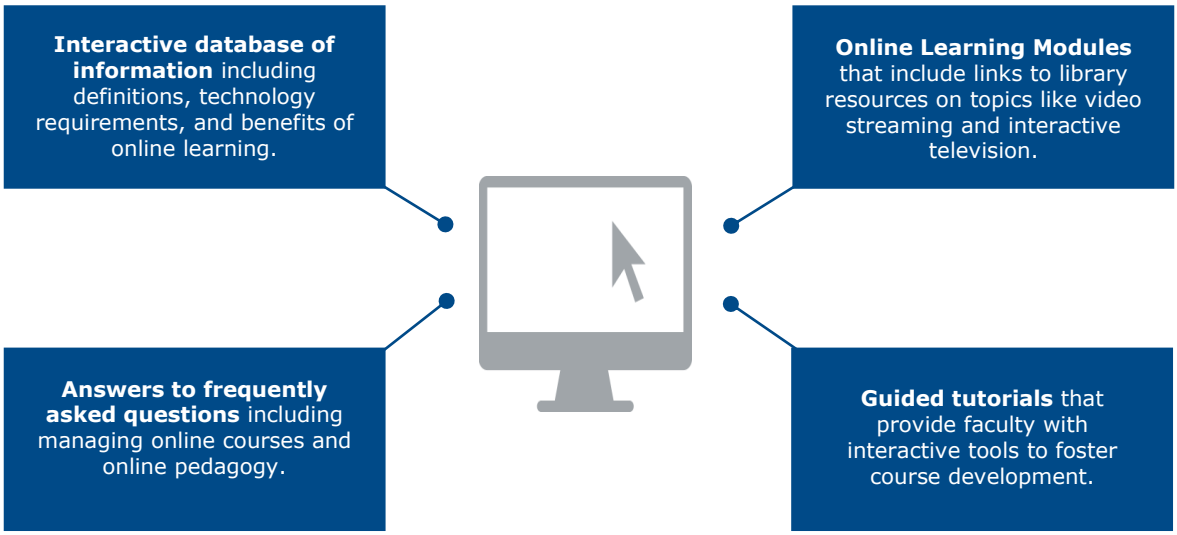
Develop Online Service Portals to Effectively Provide Support Services

The Center for Learning Technologies at **Old Dominion University** provides templates and other services through an online faculty service portal. Staff developed the portal as an efficient tool for supporting faculty in all stages of course development. Empowering faculty to resolve less complex issues independently via the portal allows instructional designers to focus on providing assistance for sophisticated and innovative uses of education technology. If faculty are unable to resolve a request using the portal, they must submit requests for assistance using a

©2017 EAB • All Rights Reserved

special project form. That form is then prioritized by date submitted, institutional importance, and complexity of the project against other forms.

Services Provided Through the *Old Dominion University* Faculty Development Portal



Faculty Fellows Grant Programs Can Create Well-Trained and Advanced Online Leaders

Faculty are encouraged to attend a project presentation and group consultation workshop if they plan to submit a proposal to the support service office. The workshop, which is provided by support service staff, is meant to increase the chances a proposal will be chosen.

Leadership in the support service office at **Institution C** created a Faculty Fellows grant program focused on the enhancement of skills for faculty who have interest in online learning. Interested faculty submit a proposal to the support service office, which is then reviewed by staff members. Selected proposals receive grant money in amounts that are determined based on the total number and quality of proposals submitted, the amount of accessible funds, and support service staff time available. The program has not only encouraged collaboration across disciplines (e.g., counseling programs working with biology departments) but also has successfully generated unique approaches to online learning. Directors highlight one Faculty Fellow's use of the grant to incorporate videos into organic chemistry labs as a way to reach more students (e.g., out-of-state students, pregnant women who are not allowed in labs).

Use Tiered Courses to Efficiently Train Faculty in Online Course Design and Pedagogy

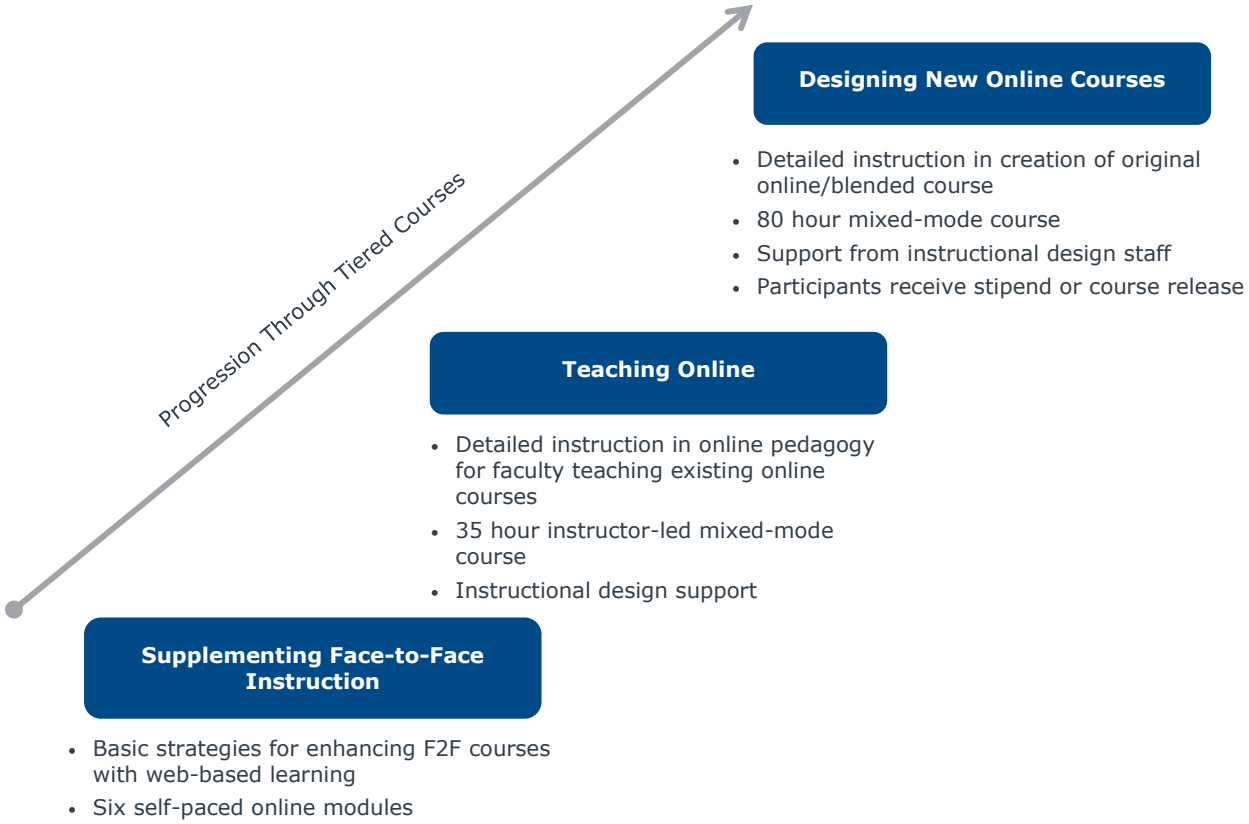
Tiered courses provide faculty with wide-ranging and robust online training opportunities, such as how to teach previously developed online courses and design new online courses. Administrators at the **University of Central Florida's** Center for Distributed Learning offer tiered courses for faculty training. Faculty are able to choose classes that correspond with their different experience levels in online learning, but generally are encouraged to complete the courses in sequential order. To participate in the courses, the faculty member must contact the chair of their program who then coordinates with the Center for Distributed Learning[7] to determine

7) Professional Development for Teaching Online, University of Central Florida, 9/26/2017, https://cdl.ucf.edu/teach/professional-development/

©2017 EAB • All Rights Reserved

the online priorities of the college and how the faculty member will influence those priorities. Leadership of the faculty member's college decides on compensation related to the training course (e.g., funding streams, course release times).

University of Central Florida's Tiered Faculty Development Programming



Directors at **Institution B** also offer faculty training courses in a tiered format. To receive compensation and certification at Institution B, faculty must complete QM (Quality Matters) training courses in a tiered manner. Faculty with little to no experience in online learning first take a QM course that focuses on online class design. Faculty can then take courses that focus on teaching online courses. Completion of these two courses qualify faculty to design their own course. More experienced online faculty enroll in courses to earn QM peer reviewer qualification.

Tiered Training Requires Significant Institutional Investment

Internally developed tiered training courses require notable investments in instructional design staff and faculty time. To avoid unsustainable investment, a tiered approach ought to be considered carefully and used if appropriate for the institution (e.g., institutions with a significant percentage of student hours delivered online).

©2017 EAB • All Rights Reserved

3)Standard Service Strategies

Faculty Training Courses

Faculty Cite Formal Training Courses as a Particularly Useful Support Service

Administrators at profiled institutions offer formal training courses to assure faculty can design and teach high quality online courses. Online learning administrators at **Institution B** rely on Quality Matters (QM) training courses as the main educational tool for faculty. In contrast, contacts at **Institution A** explain that despite initial interest, faculty do not often participate in QM training courses. To address the lack of interest in QM courses, the staff in the e-learning office developed internal training courses inspired by QM standards. Online learning leaders at **Institution D** also offer an internally created online course, but it is focused less on QM processes. Rather, the course examines online learning pedagogy and faculty awareness of support services.

Faculty-led Training Courses Control Costs and Efficiently Support Online Faculty

The provost at **Syracuse University** allocates faculty tuition reimbursement dollars so that faculty are able to take the training course for free.

Training courses can be cost prohibitive or time consuming for faculty with full teaching and research schedules. Instead, it is helpful to use an experienced faculty member to create and teach a training course, counting it towards their normal course load to incentivize participation. For example, an experienced faculty member at **Syracuse University** developed a faculty training course as a part of his standard course load that was designed to help participants prepare to teach online. The course begins with a single face-to-face meeting between participants and the instructor with the remainder of the course delivered online, so participants gain experience in an online learning environment.

Allow Graduate Students To Take Online Training Courses

Directors at **Institution B** opened Quality Matters training courses to graduate students to increase online pedagogical knowledge in the campus community. As a result, trained graduate students contribute to peer review processes which creates a greater share of ideas across the institution. Graduate students at **Syracuse University** can take the online training course provided to faculty at the standard cost for courses. The student credit hours generated by the course results in revenue for the instructor's academic unit, per the university's normal policy.

Instructional Designers

Use Course Templates to Avoid Overusing Instructional Designers

Contacts at **Institution A** note that providing faculty with course templates has been very useful. By lessening early design loads, templates allow faculty to focus more on pedagogy and content development. Additionally, course templates facilitate consistency across courses. However, templates may conflict with some faculty's desires for autonomy, so contacts emphasize the importance of offering templates rather than requiring them.

©2017 EAB • All Rights Reserved

The director of the online support unit at **Institution B** built up structures and knowledge in colleges across the university so that departments do not need step-by-step design assistance from the instructional designer. Instead, faculty follow-up with the instructional designer in later stages of design or with specific questions. This creates time for instructional designers to fulfill other job responsibilities (e.g., research into most innovative online learning techniques and support services) and allows faculty to schedule meetings immediately.

Stipends

All Profiled Institutions Use Stipends to Encourage Faculty Participation in Online Courses

Stipends prove to be a useful strategy for attracting faculty to online services. However, stipend amounts and the requirements necessary to receive the stipend vary across profiled institutions. Participation in training in online pedagogy, completion of the online course, and successful completion of a pre-launch quality review are important requirements that should be achieved before distributing stipends to faculty.

The e-learning office at **Institution A** reimburses funds used for attending conferences that advance the teaching strategies and pedagogy of online courses (e.g., Distance Teaching and Learning Conference, the Online Learning Consortium (OLC) Conference). Faculty must demonstrate what they learned at conferences to be reimbursed. Previously faculty have presented the information and knowledge gained from conferences in presentations on campus. Contacts explain that faculty share positive feedback related to conference attendance. Some faculty report using their experiences at conferences to update entire course layouts or to enhance student engagement in the course.

Stipends to Support Online Faculty at Profiled Institutions

Institution	Requirements for Stipend	Amount of Stipend
Institution A	Successfully complete an in-house course that focuses on designing and teaching online courses	One-time stipend of $500
Institution B	Successful completion of QM online training courses Faculty participate in courses based on consultation with the director of the online support unit to best serve faculty based on their experience level	Up to $2000 based on courses completed
Institution C	Online courses have mostly transitioned to in-load teaching, but individuals may apply for stipends if they teach outside of colleges	Depends on funds available through online support service offices
Institution D	For reimbursement, faculty must prove conference attendance and show what they learned at distance learning and teaching conferences Complete Request for Proposal that describes online course	Reimbursed for travel and conference fees up to $2200 Course seed money available, amount varies

Institution B has the strictest requirements compared to other profiled institutions. Additionally, specific stipend amounts are associated with specific courses (e.g., $250 for completing QM peer reviewer course).

©2017 EAB • All Rights Reserved

Benchmark Compensation for Online Course Development Against Institutional Peers

Institutions should benchmark the amount of compensation offered for online course development to that of peers to ensure that the institution does not commit to above-market spending on stipend amounts. Benchmarking ensures that stipends appropriately recognize faculty contributions, promote the creation of quality courses, and generate a sufficient number of new online courses without committing the institution to funds it cannot afford.

Institutions falling into the "selective" and "more selective" Carnegie classifications (based on average ACT scores of admitted students) pay higher stipends on average than inclusive institutions.

Stipend Amount Variation at Inclusive, Selective, and More Selective Institutions

Peer Reviewers

Encouraging Standardized Faculty Peer Review Creates Consistency in Online Courses Across a Campus

At **Institution A**, a faculty senate committee on e-learning standardized the faculty review system. This has positively affected the consistency of online learning at the institution. Contacts argue that students have higher success rates in online courses when the courses are standard among faculty. Rather than facing drastic differences in student participation expectations, graphic layouts, or faculty teaching practices in each online class, students can approach material in a standard and effective manner.

Contacts at Institution A emphasize the importance of making the peer review process an online task. An online option for review makes the tool more accessible compared to a face-to-face review process, especially for remote faculty. Contacts at Institution A note increased utilization as a result of making courses available online. Additionally, staff made self-review options available to faculty as an opportunity to assess their courses quickly, without having to wait for peer reviewers or other faculty. Contacts do note that faculty who have significant experience in online learning most often utilize this tool and peer review more generally.

Develop Cost Effective Strategies for Faculty Peer Review

Use home-grown peer review tools to avoid costs related to course peer review. Encouraging outsourced faculty peer review can be cost prohibitive. Estimates for using Quality Matters review process range from $3,000 to $5,000.

©2017 EAB • All Rights Reserved

Home Grown Peer Review Program Model Costs

Chippewa Valley Technical College	Purdue University Calumet	Boise State University
Stipend costs for three internal faculty reviewers: • -$375–600 per course • Cost of course releases for faculty reviewers: $1,125–$1,800	Stipend costs for internal faculty reviewers: $500 • One master reviewer at $200 • Two additional reviewers at $150 each	Stipend costs for internal faculty reviewers: $450 • One master reviewer at $150 • Two additional reviewers at $150 each

Administrators at **Institution A** use a modified peer review tool to avoid prohibitive costs and to review online courses effectively. A faculty senate committee focused on e-learning created the current review tool as a modified version of Western Carolina University's Online Course Assessment Tool (OCAT).[8] Staff use the tool to create a clear standard for evaluating online course quality. Upon completion of the assessment process, faculty receive constructive feedback regarding teaching effectiveness and assistance in instructional development. The faculty committee consistently encourages faculty to use the model if they wish to receive clear feedback related to course quality.

Excerpt of Peer Assessment Tool Survey from *Institution A*

Performance Levels:
Evident: Element apparent on review
Not evident: Element not apparent on review
Not Applicable: Not relevant to the course

Elements of Course Design ❑ Course has been Quality Matters approved. Section review not needed ❑ Course was designed by reviewee. If no, do not answer.		Evident	Not Evident	N/A
Learning Objectives/Goals:				
1.	Are stated for each unit/module.			
2.	Are clear and easy to understand.			
3.	Describe outcomes that are assessable.			
4.	Address content mastery.			
5.	Address critical thinking skills.			
6.	Course design item(s) emerging from peer discussion not included in the list above (type in box below).			
	Comments:			

8) Online Course Assessment Tool (OCAT) and Peer Assessment Process, Western Carolina University, 10/3/2017, https://www.wcu.edu/WebFiles/PDFs/facultycenter_OCAT_v2.0_25apr07.pdf

©2017 EAB • All Rights Reserved

4) Support Service Organization

Organizational Models

Staffing Levels of Online Services Vary

Institution C and **Institution D** online service offices staff the most full-time FTE of profiled institutions with both providing services through more than one office. Additionally, the high numbers of staff correlate with large student populations of approximately 35,000.

Example Full-Time Professional Staff Numbers in Career Service Centers at Profiled Institutions

Institution	Approximate Number of Staff	Approximate Institutional Enrollment (Undergraduate/Total)
Institution A	10 (plus 5 graduate students)	12,100/17,000
Institution C	97	24,100/34,000
Institution D	66 (36 in the online support unit, 30 in education technology office)	28,00/35,000

Support Service Organization Ranges from Centralized to Decentralized at Profiled Institutions

Contacts at **Institution B** consider their services to be largely decentralized. Contacts at **Institution D** do not specifically define services as centralized or decentralized but offer services through a partnership between the online support unit and education technologies office. In contrast, contacts at **Institution A** and **Institution C** consider online services to be largely centralized at their institutions. However, contacts at Institution C do note that departments are able to use services based on their needs and are not required to go through the centralized support service office to develop or sustain online courses. The same is true at Institution B and Institution D.

Online Faculty Support Services Organization at Profiled Institutions

Institution B

Rather than the online support office, academic colleges make decisions related to online programs and services. Coordination with the Director of online unit still occurs but is collaborative in nature.

Institution C

Online faculty services are located in the support service office. However, services are located in four units within the office. Colleges are also not required to use services in the centralized office.

Institution A

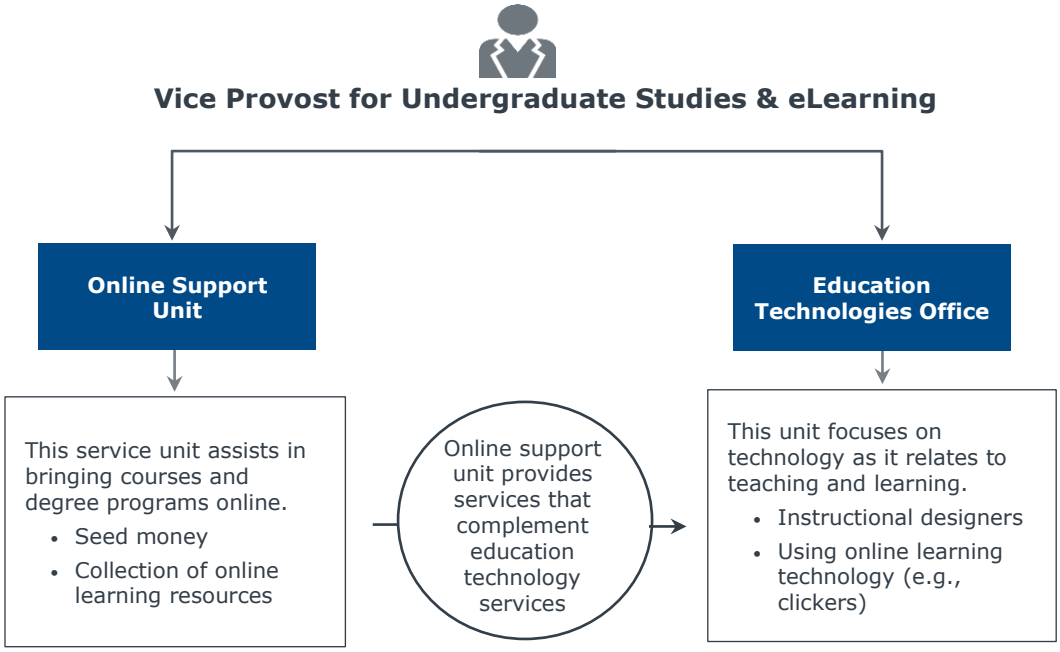
Faculty services are located in the e-learning office. This has been the standard for 10 years. As the entire campus became more centralized, so did the e-learning office.

©2017 EAB • All Rights Reserved

Institution D Uses Multiple Offices to Provide Faculty Services for Online Teaching

Both the online support unit and the education technologies office provide services for online faculty at **Institution D**. The education technologies primarily provides the technical services for traditional and online faculty, whereas the online support unit provides complementary administrative services. The online support unit provides stipends and educates faculty via email on the services the educational technology office provides. Additionally, the online support unit provides seed money to academic colleges at Institution D. The online support unit also created a repository of helpful information related to online learning that faculty are able to access 24/7. This allows faculty to receive general advice and better informs questions for the instructional designers in the education technology office. Contacts in the online support unit note that the primary purpose of these services is to complement the services offered by the educational technologies office. For example, the seed money offered through the online support unit often encourages colleges to use services offered through the education technology office to create quality online courses.

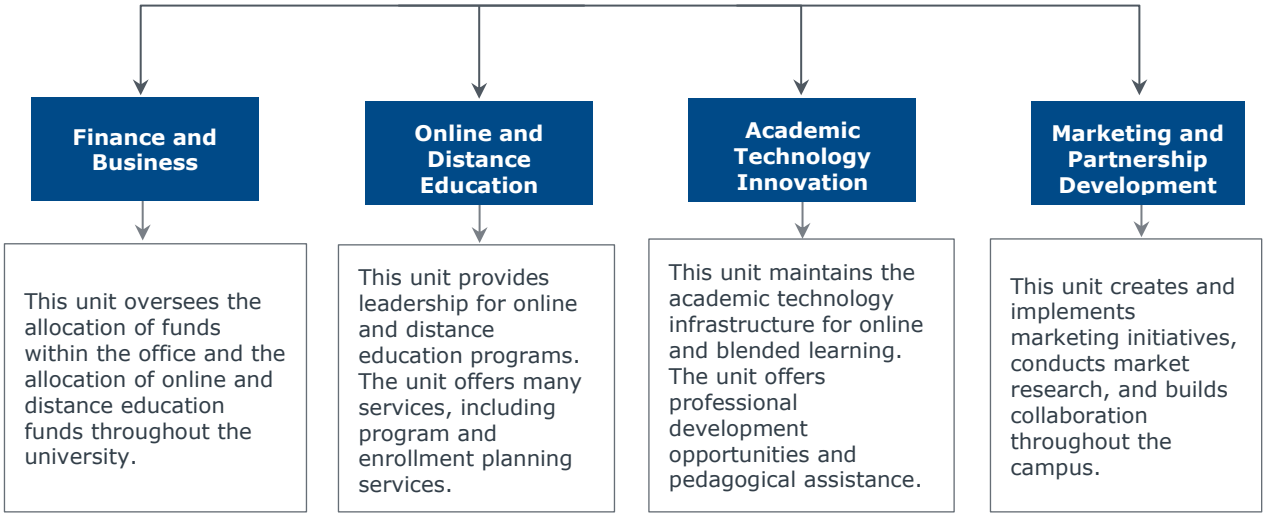
Service Organization at *Institution D*



©2017 EAB • All Rights Reserved

Organization of Support Service Offices at *Institution C*

Support Service Office
Division of the Office of the Provost



Offer Online Faculty the Same Services as Face-to-Face Faculty

Contacts at **Institution D** and **Institution B** emphasize providing the same services to online and face-to-face faculty. Contacts note that online faculty typically receive additional services specific to online pedagogies, but those faculty should otherwise have the same access to services as face-to-face faculty. With this in mind, administrators at Institution B's online division maintain a website that directs online faculty to general Quality Matters teaching support services, rather than advertising services specifically to online faculty. Contacts note that this prevents silos from developing between online and face-to-face faculty (i.e., faculty noticing services offered to one group and not another).

Campus Collaboration and Assessment

Create Connections Between Service Offices and Colleges to Best Serve Faculty Across Campus

Contacts at **Institution C** note that collaboration with schools across the campus is useful due to varying experience with online learning. For example, the faculty from the School of Education are often advanced in pedagogy but lack technological experience while the opposite tends to be true for the School of Engineering. Open and strong lines of communication between the Support Service Office and academic schools encourage faculty to seek services from the office that best fits their needs.

Contacts at **Institution C** highlight collaboration and partnership between the Online and Distance Education Unit of the support service office and the Disability Service Office. This partnership has made the process of making online content accessible more efficient.

Contacts at **Institution B** emphasize using online capabilities to break down campus silos and offer students and faculty online training services. Because online learning removes barriers of location, faculty are able to access training services easily. For

©2017 EAB • All Rights Reserved

example, administrators recently made graduate student orientation available online through collaboration between online support unit, the graduate college, and the Office for Information Technology. Contacts note that this better prepares students for online learning, which in turn reduces the difficulties faculty face when teaching online.

Use Survey and Utilization Data and Related Assessment Tools to Understand Most Effective Services

Contacts at **Institution C** emphasize a data-driven approach to online faculty services. Because online learning is constantly changing, it's important to understand trends among faculty needs. Institution C uses workshop exit surveys, program evaluations, and distance education surveys to assess and collect feedback on services from all online faculty. Administrators use this data to create content and develop services that best address issues faculty face. Using data collected from their helpdesk, contacts explain that they changed their hours of operation (i.e., helpdesk now opens earlier on Sunday) to better serve faculty.

Contacts at **Institution C** emphasize the support service office's presence at new faculty orientation as a way for gauging the experience in online teaching of new faculty and making new faculty aware of support services offered.

Institution A tracks utilization of faculty services, including information on phone service calls and the number of workshop registrants. Contacts use this data to create new content on topics that addresses common issues among faculty (e.g., LMS functionality). Keeping track of utilization also allowed administrators at Institution A to see a demand for more online content rather than face-to-face workshops. This contrasts with the trends revealed in data at Institution C. The difference between the two institutions shows the importance of collecting feedback from faculty and staff related to support services.

Abridged Faculty Experiences Survey from *Institution C*

Which *Institution C* supported learning technologies do you currently use in your course(s)? Select all that apply.

- ❑ Google Apps
- ❑ Moodle
- ❑ Blackboard Collaborate
- ❑ Syllabus Tool
- ❑ Qualtrics
- ❑ TurningPoint Clickers
- ❑ Camtasia Studio
- ❑ Mediasite
- ❑ Library Course Tools
- ❑ MicroExplorer 3D
- ❑ Virtual Viewer

Which non-*Institution C* supported learning technologies do you currently use in your course(s)? Select all that apply.

- ❑ Voicethread
- ❑ Dipity Timeline
- ❑ LucidChart
- ❑ Piazza
- ❑ Google Sites
- ❑ Google Form

Do you regularly use group work in your course(s)?

- ❑ Yes
- ❑ No

If yes, in which kind(s) of course(s) do you include group work? Select all that apply.

- ❑ Face to Face course
- ❑ Fully Online Course
- ❑ Blended Learning Course

Please describe active learning experiences you have used and why you believe they were or were not successful.

©2017 EAB • All Rights Reserved

4) Research Methodology

Project Challenge

Leadership at the requesting institution approached the Forum with the following questions:

- What support services do contact institutions offer faculty who teach online courses?
- How do faculty access support services?
- Are services offered on a continual basis or only during sections of an online course?
- What aspects of online courses do faculty support services cover?
- Is faculty instructional support centralized or distributed among campus units?
- How many staff members are dedicated to faculty support?
- What are the capacity limits of faculty instructional support services?
- What incentives do faculty have to use central support services?
- What technological platforms do institutions support?
- What emerging technologies merit consideration for adoption, either for online or face-to-face courses?
- What decision rules do institutions use to analyze the costs and benefits of supporting emerging technologies?

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (http://nces.ed.gov/)
- University of Central Florida (https://cdl.ucf.edu/teach/professional-development/)
- Quality Matters (https://www.qualitymatters.org/)
- Drexel University Online (http://virtuallyinspired.org/about-2/)

©2017 EAB • All Rights Reserved

Research Parameters

The Forum interviewed directors of online learning support services.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Institution A	Midwest	12,100/17,000	Doctoral Universities: Higher Research Activity
Institution B	Mid-Atlantic	6,300/7,700	Doctoral Universities: Moderate Research Activity
Institution C	South	24,100/34,000	Doctoral Universities: Highest Research Activity
Institution D	Midwest	28,00/35,00	Doctoral Universities: Highest Research Activity
Boise State University*	Mountain West	19,100/ 22,000	Doctoral Universities: Moderate Research Activity
Chippewa Valley Technical College*	Midwest	6,000	Associate's Colleges: High Career & Technical-Mixed Traditional/Nontraditional
Florida International University*	South	41,000/49,700	Doctoral Universities: Highest Research Activity
Old Dominion University*	Mid-Atlantic	20,100/25,000	Doctoral Universities: Higher Research Activity
Pennsylvania State University*	Mid-Atlantic	40,700/ 47,300	Doctoral Universities: Highest Research Activity
Purdue University Calumet*	Midwest	8,000/9,300	Master's Colleges & Universities: Larger Programs
Syracuse University*	Northeast	15,100/22,000	Doctoral Universities: Highest Research Activity
University of Central Florida*	South	54,700/ 63,000	Doctoral Universities: Highest Research Activity

*Institutions profiled via secondary research.

©2017 EAB • All Rights Reserved

©2017 EAB • All Rights Reserved