

**A Resolution of the Faculty Senate
University of Cincinnati
May 14, 2015**

WHEREAS the Faculty Senate created a Task Force and charged it to:

"Create a report that addresses Faculty Best Practices in distance education and online teaching (DE-OT). This report should include, but not be limited to, recommendations in the following areas:

- 1. Differentiation of faculty and staff role in development, implementation, evaluation, and revision of courses offered via DE-OT;*
- 2. Faculty Workload Best Practices addressing, but not limited to, such topics as various instructional roles within a course, faculty student ratios, course ownership, workload credit, variation factors among disciplines;*
- 3. Faculty Development for DE-OT, including but not limited to, core knowledge including regulations i.e. FERPA required, recommended administrative and staff (IT/ID) support, suggested knowledge updates for faculty involved with DE-OT; and*
- 4. Program and course curricular alignment, including but not limited to, normalization of grading and other pedagogical practices between instructor of record and other instructors within a DE-OT course and faculty adherence to program and course curricular design.*

A final report is due to the Chair of the University Faculty no later than November 1, 2014 with a mid-project report no later than July 31, 2014."

WHEREAS the Task Force thoroughly investigated the items above and produced a final report addressing them, including recommendations for best practices;

WHEREAS it is UC's stated aim to offer Distance Learning (DL) courses and programs that maintain the same academic integrity as all other course offerings;

WHEREAS the faculty have responsibility for academic affairs and the content of courses taught;

THEREFORE BE IT RESOLVED that the Provost for Academic Affairs charge the faculty and administration in each unit/division/college to develop a policy for distance learning in courses and programs in their unit/division/college during the 2015-2016 academic year; that each report to the Provost that the policies have been created; and that the policies address and fall within the guidelines of the following

1. Ensure adequate training of all faculty prior to teaching distance learning courses;
2. Provide appropriate support of faculty with the unit, division, or college;
3. Clarify workload expectations for DL courses, including relative obligations of faculty and facilitators within large enrollment classes;
4. Identify faculty as having primary control of course content;
5. Ensure protection of faculty Intellectual Property;
6. Clarify the role of ID/IT support personnel;
7. Identify the criteria for determining the creation of DL courses;
8. Identify the maximum students per instructor/facilitator in DL courses;
9. Align, where appropriate, DL course/program expectations with face-to-face course/program.
10. Identify how DL courses/programs will be assessed and improved on an ongoing basis.

Rationale: The Academic Affairs Committee thoroughly researched the issues regarding distance learning courses, and their programs, from a faculty perspective. The report discusses this research, as well as the findings of the surveys and interviews. Since the University wishes to continue and expand distance taught courses and programs, and that there are few policies which faculty have had a voice in developing, the AAC found that the impetus needs to come from the chief academic advisor.

The AAC lists the important areas such policies need to include, but recognizes that the each unit, department or college has different and often unique needs. However, the faculty need to have a voice in the creation of such policies.

The AAC also found that this would need to be a full-year project to ensure that the policy was well-thought out, and that both faculty and administrators needed to work together.

Approved by the Faculty Senate on 5/14/15