



Best Educational E-Practices (BEEP)

Prepared and disseminated by [Project Eagle, St. Petersburg College](#)

Number 8

Clicking on the highlighted text will link to additional sources.

May 1, 2001

Faculty Issues in an E-Learning Environment

“Creating lessons and courses for distance learning is not a trivial activity.”

(Lynne Schrum, Former president, [International Society for Technology in Education](#))

General Issues and Guidelines

- [American Association of University Professors](#). Report on Distance Learning, 11/14/97. Comprehensive recommendations by Committee R on Government Relations that include academic freedom, intellectual property rights, faculty workload and compensation. Supplementary suggestions and guidelines on these subjects, faculty technical support, and working conditions appeared in a [later report](#) (2000) by the AAUP's Special Committee on Distance Education and Intellectual Property issues.
- [Brevard Community College](#) (FL). Faculty Guidelines for Teaching Distance Learning Courses. An online manual for e-structors that includes college policies related to curriculum, course size compensation formula, and faculty responsibilities.
- [Indiana Higher Education Telecommunication System](#). Guiding Principles for Faculty in Distance Learning. A unique document that addresses e-learning and the use of technology in the classroom from the faculty perspective of teaching and learning. Includes areas of training, technical support, workload, and compensatory issues.
- [Oregon University System](#). OUS Distance Education Policy Framework. Comprehensive policy manual that includes a section on faculty issues like compensation and recognition; responsibility; training; intellectual property; and copyright.
- [Palm Beach Community College](#) (FL). Faculty Distance Learning Handbook. Offers general information, online resources, tips on teaching in various e-modes, and training opportunities.
- [Texas Higher Education Distance Learning Master Plan](#). Section in a larger document that deals with faculty and staff training and development, as well as release time, compensation, intellectual property rights, promotion, and tenure.
- [Utah Valley State College](#). Distance Learning Policy and Procedures. Includes procedures and guidelines for course development, faculty compensation, and intellectual property rights.

Instructional Issues – Studies and Surveys

- [“Faculty Education, Assistance and Support Needed to Deliver Education via Distance.”](#) Article by University of Nebraska staff in *Online Journal of Distance Learning Administration* 3(2), Summer 2000, that reports the results of a faculty survey at the university. The same team published a similar report, [“Incentives and Obstacles Influencing Higher Education Faculty and Administrators to Teach via Distance.”](#) in *OJDLA* 2(4), Winter 1999.
- [“An Institutional Overview: Factors Influencing Faculty Participation in Distance Education in Postsecondary Education in the United States.”](#) Article by Kristen Betts of George Washington University (DC) in *Online Journal of Distance Learning Administration* 1(3), Fall 1998, on the concerns of both GWU faculty who participated in e-struction and those who did not.
- [National Education Association](#). Results of a poll of more than 400 e-structors, identifying the strengths and weaknesses of e-teaching and e-learning from a faculty point of view.
- [“Needs, Concerns, and Practices of Online Instructors.”](#) Article by faculty at State University of West Georgia in *Online Journal of Distance Learning Administration* 3(3), Fall 2000. Identifies major faculty concerns relating to training, time, technical support, and faculty incentives.
- [“What Do Faculty Want?”](#) Article by John F. Chizmar and David B. Williams of Illinois State University in *Educause Quarterly* 24(1), 2001. Reports the results of a faculty survey on needs and attitudes for instructional technology (.pdf file).

Compensatory Issues

- **[“Compensation Models in Distance Education.”](#)** Article by Catherine C. Schifter of Temple University (PA) in *Online Journal of Distance Learning Administration* 3(1), Spring 2000. Examines survey results of how institutions from 45 states compensate faculty for course development, course teaching, and related activities.
- **[“Early Patterns of Faculty Compensation for Developing and Teaching Distance Learning Courses.”](#)** Article by Gary A. Berg of Chapman University (CA) in *Journal of Asynchronous Learning Networks* 4(1), June 2000. Analyzes various national surveys to create a detailed picture of how schools compensate faculty for development and teaching of e-courses.
- **[“Faculty Rewards in Digital Instructional Environments.”](#)** A Syllabus Institute Report that appeared in *Syllabus*, January 2001. Looks at the need to develop a reward structure for online scholarship.
- **[“Moving Toward a More Inclusive Reward Structure.”](#)** Article by Erwin Boschmann of Indiana University in *The Technology Source*, October 1998. Offers a ten-step process to ensure that reward decisions for e-structors are made on identified common ground.
- **[Wytheville Community College](#)** (VA). Distance Learning Faculty Load Policy. Detailed policy of one institution’s approach to workload and compensation.

Intellectual Property Issues

- **[American Association of University Professors](#)**. Ownership of Intellectual Property. Suggestions and Guidelines. Provides models of components to be included when negotiating contract language or a policy on ownership of intellectual property.
- **[Brigham Young University](#)** (UT). The BYU Intellectual Property Policy. In-depth manual that distinguishes technical works and creative works.
- **[Indiana University](#)**. Intellectual Property Policy. Detailed policy manual for both traditional and electronic materials.
- **[“Ownership Issues in Online Use of Institutional Materials.”](#)** Article by Dan L. Burk of Seton Hall University (NJ) in *Cause/Effect*, 21(2), Summer 1998. Examines the scope of institutional rights related to transfer of previously published material to the Internet. The author has written a similar article, **[“Ownership of Electronic Course Materials in Higher Education,”](#)** in *Cause/Effect* 20(3), Fall 1997, which investigates ownership issues for original material in electronic format.
- **[University of North Carolina](#)**. Intellectual Property, Copyright and Distance Learning. A **[Horizon](#)** Web site with many links to outstanding Web resources on these subjects.
- **[University of Texas System](#)**. Intellectual Property Policy in Plain English. One state’s policies, including specifics for distance learning, telecourses, and software.
- **[“Who Owns Online Courses and Course Materials?”](#)** Report by Carol A. Twigg for the Pew Learning and Technology Program. Lengthy and comprehensive look at the development and ownership of online courses and course material by full-time faculty teaching credit courses. Includes case studies, discussion, and resulting recommendations.

Training Issues

- **[“Building a Faculty Development Institute: A Case Study.”](#)** Article by Robert J. Van der Velde and Carolyn D. Rawl of Auburn University (AL) in *Online Journal of Distance Learning Administration* 3(3), Fall 2000. Describes the development of a faculty technology training program, modeled after similar ones at **[Virginia Tech](#)** and the **[University of Central Florida](#)**.
- **[“Development of Training and Support Programs for Distance Education Instructors.”](#)** Article by Melanie Clay, State University of Georgia, in *Online Journal of Distance Learning Administration* 2(3), Fall 1999, on the need for training and support for e-structor success.
- **[Rochester Institute of Technology](#)** (NY). Educational Technology Center. A look at what a small institution with twenty years of offering e-learning has prepared for its faculty, including online modules and workshops for instructional development.
- **[Thomas Edison State College](#)** (NJ). Certificate in Distance Education Program. A newly created program that offers a certificate program for faculty involved in e-struction.

www.spjc.edu/eagle/BEEP/BEEP8.htm

For a subscription to BEEP, contact the editor: **burkhartj@spjc.edu**