

Developing Strategic Framework for Online Teaching and Learning at UAlbany
Summary of Preliminary Recommendations from Working Groups
March 2013

Strategic and Organizational

1. Create an office of online learning dedicated to support for and delivery of online programs and courses, and for the faculty who participate
2. Create a small, diverse governing group to work with the office of online learning, the Office of the Provost and the Chief Information Officer in strategic planning
3. Ensure that academic units are fully engaged in online course planning and development, selecting logical sequences of courses to be developed online, and encouraging interested faculty.
4. Create or adopt a set of principles, evaluation criteria and standards for guiding the development of online courses and programs.
5. Establish structures and practices that encourage faculty to engage in online teaching and to explore and use new technologies.
6. Identify an administrative model that best meets the needs of online students.
7. Build strong campus-wide awareness and understanding of online teaching and learning

Support for Faculty and Curricular Development

8. Ensure robust *ongoing* pedagogical support to complement the technical assistance for course development, during online course delivery.
9. Explore ways to improve communication with and support for faculty in the use of OTL, including information about course development cycles and consistent standards for course design and modes of delivery.
10. Provide assistance in course evaluation, including mentoring by seasoned online instructors and consultation with instructional developers
11. Create opportunities for faculty sharing
12. Ensure library staff dedicated to online faculty and students to better accommodate the teaching and learning needs of those not physically located on campus or in the area.

Student Engagement

13. Develop mechanisms to advise students of admissions process, academic responsibilities, necessary individual motivations/commitment and technological requirements of online learning.
14. Provide students with the technological training and resources necessary to begin and successfully navigate online courses.
15. Ensure that fully online students have access to support services such as academic advising, financial aid, Career Services, International Education, tutoring, registration, etc.
16. Create a cohesive, consistent online environment and community for online students.
17. Ensure that students with disabilities are served in the online environment, particularly in regards to advisement and expertise in accessibility of online content.
18. Ensure that online faculty have support in helping students navigate online resources, including library resources
19. Modify the registration system to indicate what format a class is (online, blended or hybrid, web-enhanced).

Technology

20. Make Blackboard as friendly and seamless as possible and enhance the capabilities of Blackboard.
21. Create a 24/7 Help Desk or Hotline.
22. Provide mechanisms for exploration of emerging or alternative technologies and associated innovative curricular and pedagogical initiatives.
23. Ensure that both synchronous and asynchronous models for online courses are supported
24. Establish mechanisms to engage in evaluation, selection and implementation of “enterprise” technologies such as an enterprise web conferencing service, multimedia asset management system, lecture capture system or others as identified.
25. Identify silos of exploration; encourage sharing of planning, activities, and results of innovative efforts; and communicate results.