

Appendix 3: Distance Learning Development Compensation Reinstatement Policy

Policies and Procedures: Development of Distance Learning Courses The University of Toledo April 2007

Introduction

The University of Toledo recognizes that universities and colleges across the country have struggled with the issue of intellectual property rights in distance learning endeavors. The University, having reviewed its early procedures, now identifies revised procedures and adopts policies that will guide UT's distance learning initiative beginning in spring semester 2007.

- The University reserves the right to publish the course titles and course descriptions, as well as the right to market and enroll students in distance learning courses developed by the faculty of The University of Toledo, and also those individuals external to UT who may develop online course content for the University.
- The University owns all rights and copyright responsibilities for online courses that are developed after March 29, 2007 by Tenured faculty, Tenure-Track faculty, lecturers, staff members employed by UT, and also those individuals external to UT who may develop online course content for the University.
- Tenured faculty, Tenure-Track faculty, and lecturers who develop a new distance learning course shall have the right of first refusal to teach the course when the course(s) is offered in subsequent terms. If the faculty member or Lecturer who developed a new course does not teach the course, it will be assigned at the discretion of the college and department in which the course was developed as determined by students' enrollment needs.
- eLearning and Academic Support will grant access to a course Web site to the faculty member(s) assigned by the department chair to teach the online course. Online courses may be taught in load or out of load during the academic year as determined by the department chair and communicated to eLearning and Academic Support. During the summer sessions, online courses may be taught in load or out of load as determined by the policies in

place in the Provost's office and as communicated to eLearning and Academic Support.

- Because faculty members develop online courses in a “work to hire” agreement and have been compensated to do so by the University, an employee (faculty member, instructor or staff member) who leaves the service of The University of Toledo agrees not to offer that course at another institution of higher learning or organization.
- The reinstatement of compensation to develop distance learning courses begins in spring semester 2007 and is not retroactive.
- The reinstatement of development compensation does not apply to course content a faculty member or instructor may adopt from a publisher's online course materials or other products unless the faculty member has authored the material or product.

Restructured Compensation for Development

The University recognizes the increasing enrollment in distance learning courses, certificate and degree programs at UT and across the nation. As part of UT's enrollment initiatives and its strategic recruitment initiatives of students living at a geographic distance from UT's campuses, the following plan is herein adopted as a restructured compensation policy for the development of online courses.

1. Faculty compensation will be available for each online course developed through an application process. Department chairs will review proposals for online course development and recommend by their signature that the proposal be reviewed and approved by the signature of the dean.
2. Consideration for payment will be considered by the Administrative Director of eLearning and Academic Support only after the department chair and the dean have approved the development of a particular course to be delivered online. To align this policy with the Tenured and Tenure-Track Collective Bargaining Agreement, all payments made shall be considered “significant financial support” as identified in Section 16.2 of the Collective Bargaining Agreement.
3. eLearning and Academic Support will make a payment of \$3500 for the new online course after the course content has been developed. This payment amount will be the same for all new online three credit hour courses

- (payment will be prorated for differing credit hours) except as noted below in paragraph #6. Payment by eLearning and Academic Support will be made only for courses that are designed to: 1) produce effective learning outcomes, 2) show evidence of well-defined objectives and goals via a well articulated course syllabus, 3) show evidence that the learner can be actively engaged by faculty member, 4) show appropriate use of media, 5) show access to appropriate resources for the course, and 6) show respect for diversity, varied talents, and different learning styles.
4. At the prerogative of the Dean, the base payment may be increased by an additional enhancement amount above the \$3500 paid by eLearning and Academic support. As determined by the Dean, the additional payment may range from \$500 to \$2500 and will be paid by the faculty member's college after the fifteenth day of the semester in which the course is taught for the first time. Verification will be provided to the Dean by the Administrative Director of eLearning and Academic Support that the development of the online course content has been completed before an additional payment is made.
 5. Faculty members and instructors will be limited to receiving compensation for the development of two online courses per year. An exception to this limitation may be possible for the development of a third course in any given year, provided the course development has approval from both the Dean and the Provost.
 6. The amount of compensation for courses which historically have yielded a low enrollment and/or courses designed as seminar material particularized to be taught by one faculty member will be lower than the rate described in paragraph #3. Payment of \$2250 for each four-credit-hour seminar developed for the Adult Liberal Studies Program and \$2500 for each three-credit-hour seminar developed for the Master of Liberal Studies Program will be made by eLearning and Academic Support for seminars which are likely to be attractive to students enrolled in these two programs designed for the adult/nontraditional population. Development of each seminar must be approved on the appropriate application by the chair and college dean, and also the faculty's member's chair. In these circumstances, the faculty member and his/her chair must agree to teach the seminar a minimum of two times within the span of two academic years. Payment by eLearning and Academic

- Support will be made only for seminars that are designed to: 1) produce effective learning outcomes, 2) show evidence of well-defined objectives and goals via a well articulated course syllabus, 3) show evidence that the learner can be actively engaged by faculty member, 4) show appropriate use of media, 5) show access to appropriate resources for the course, and 6) show respect for diversity, varied talents, and different learning styles.
7. To receive compensation for developing distance learning courses, online course content must be designed in a manner so that distant students are not required to travel to Toledo.

Implementation and Additional Procedures:

1. Once a course has been approved for online development, the faculty member will be assigned to an instructional designer for individualized support in eLearning and Academic Support and asked to register for the faculty support training sessions.
2. In all cases, eLearning and Academic Support and the faculty of the University will follow the applicable rights to privacy and conditions of confidentiality for faculty and students records inherent in distance learning courses.
3. Faculty and instructors who develop distance learning courses must abide with guidelines for copyright responsibilities as contained in the TEACH Act “Technology Educational Harmonization Act” signed into law in November 2002. Faculty and instructors should consult with their eLearning instructional designer for an understanding of the educators’ rights to include digital material from other sources in their online course.
4. Distance learning courses and online certificate and degree programs should result in learning outcomes appropriate to the rigor and breadth of the degree/certificate awarded with courses being designed so that they are equivalent in learning outcomes to their face-to-face counterparts. Courses should be coherent, comprehensive, and developed with appropriate discipline and pedagogical rationale. Each course should provide for significant interaction, whether synchronous or asynchronous, between faculty and students and among students. The Administrative Director of eLearning and Academic Support will notify a faculty member’s/instructor’s Dean if a newly developed course is lacking in the above listed criteria.

5. Distance learning courses, certificate and degree programs should have appropriate faculty support services for teaching and learning via electronic delivery. Faculty and instructors new to distance education must attend training sessions offered by eLearning and Academic Support and be able to demonstrate competency to teach and manage online course content.
6. Enrolled on- and off-campus students must have comparable access to the range of student services appropriate to support their online learning. Information and advice about requirements for admission and admission to a specific program must be available to students enrolling as online learners. To the extent that federal and other financial aid policies can support the distance learner, UT should work toward comparability of aid programs for both on- and off-campus students. Comparable advising and tutoring services should be made available to both on- and off-campus students. Appropriate library services must be made available to students enrolled in distance learning courses, certificates and degree programs.
7. Colleges, in collaboration with eLearning and Academic Support, will set enrollment in courses needed for adult/nontraditional students and other targeted populations, that is, those living at a geographic distance from UT and place-bound so that virtual seats are available for these students. Example: thirty seats might be saved in an undergraduate course for students enrolled in the Individualized Program of Study.
8. When a course is completed, eLearning and Academic Support will retain a copy of the course materials for archival and record-keeping purposes and will release the online course content to the faculty member(s) or instructor(s) as designated by a department chair.
9. Teaching assistants will be granted teaching assistant access to online courses only with the approval of the department chair and associate dean in communication with the Administrative Director of eLearning and Academic Support. Teaching assistant access to online courses is distinguished from faculty/instructor access. Faculty/instructors must not give teaching assistants their logon and password information. Teaching assistants are required to register with eLearning and Academic Support for course management training.
10. Colleges should collaborate with eLearning and Academic Support to evaluate course and program educational effectiveness. Such evaluation should include assessments of learning outcomes and student satisfaction that are similar to those offered in face

Appendix 4: Business Plans to Project and Support New DL (Distance Learning) Growth

Summary of Estimated Total Tuition Revenue Generated for 3-Year Growth for New Online Degree and Certificate Programs	
Academic Year	Total Tuition Generated
2007 - 2008	\$1,176,843.60
2008 - 2009	\$1,914,373.95
2009 - 2010	\$2,449,695.30
Total Revenue for 3-year growth	\$5,540,912.85

Academic Year 2007-08					
Estimated Tuition Revenue Generated from New Online Degree and Certificate Programs					
Degree Program	Projected Enrollment	Courses taken per Academic Year	Average credit hour per course	Tuition Rate per Credit Hour	Total Tuition
Nursing Paralegal Program	20	5	3	\$283.98	\$85,194
Bachelor of Applied Organizational Tech.	25	5	3	\$283.98	\$106,493
BS in Criminal Justice	35	5	3	\$283.98	\$149,090
BS in Respiratory Therapy Care	25	5	3	\$283.98	\$106,493
Health Care Administration	25	5	3	\$283.98	\$106,493
BE in Early Childhood Education	20	5	3	\$283.98	\$85,194
BS in Information Technology	30	5	3	\$283.98	\$127,791
MEd in Early Childhood Development	20	5	3	\$390.05	\$117,015
MEd in Early Childhood Intervention Specialist	20	5	3	\$390.05	\$117,015
Subtotal for Degree Programs	220				\$1,000,776
Certificate Program	Projected Enrollment		Total Credit Hour	Tuition Rate per Credit Hour	Total Tuition
Applied Organizational Technology Certificate	5		15	\$283.98	\$21,299
Accounting Software Applications Certificate	5		15	\$283.98	\$21,299
Management Accounting Certificate	5		14	\$283.98	\$19,879
Accounting for Health Care and Non-Profit Certificate	5		17	\$283.98	\$24,138
Information Services and Support Certificate	5		15	\$283.98	\$21,299
Legal Secretarial Certificate	5		17	\$283.98	\$24,138
Preparation for Certified Bookkeeper Exam	5		12	\$283.98	\$17,039
Web Design Certificate	5		19	\$283.98	\$26,978
Subtotal for Certificate Programs	40				\$176,068
Total for Degree and Certificate Programs	260				\$1,176,844