

# *Establishing an Administrative Culture to Support Online Education*

**Ross C. Alexander, Ph.D.**

Dean, School of Humanities and Social Sciences

Professor of Political Science

**Indiana University East**

[roscalex@iue.edu](mailto:roscalex@iue.edu)



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# Indiana University East

- Regional campus of Indiana University
- Richmond, Indiana
- 4,800 (+/-) students
- Heavily invested in online education
  - 50% of credit hours
  - 65-75% of all students take online course(s)
  - 12 completely online undergraduate degree programs
  - Growth model since 2007



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# School of Humanities and Social Sciences (HSS)

- Largest academic unit at IU East
  - 50%+ of credit hours online
  - 90%+ of general education curriculum
  - 20 academic programs
  - 200 faculty and staff (full and part-time)
  - RCM budget model
    - \$12 million annual budget
    - Healthy institutional and state budget climate
  - Growth “engine” for IU East



# Online Education in HSS

- Eight (8) online degree programs
- Largest enrollment and credit hours
  - Psychology
  - Criminal Justice
  - Communication Studies
  - English
  - Political Science
- Online courses in *every* discipline
- Significant growth overall



# Training and Quality Assurance

- Online teaching an expectation for all faculty
  - Institutional culture
  - Job ads and position descriptions
  - Hiring process (teaching demos)
- Professional development funding
- Quality Matters (QM)
  - Teaching and course design standards
- *Teaching Online Series (TOS)*



# Lead Faculty in Online Programs

- Administrative appointment
- “Shell” development
  - Gen ed and highly-enrolled courses
  - Multiple sections
  - High rates of adjuncts
- Trainings for faculty (internal and external)
- Additional \$ for development and training
- Formally present and showcase work



# Adjunct Support and Evaluation

- High % of adjunct faculty members
- Formal orientation for online teaching
- Associate Dean role
  - Frequent, formal communication
- Course evaluation
  - Standard template and process
  - Completed by Chairs and Coordinators
  - Feedback



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# Adjunct Professional Development and Training

- Teaching Online Series completion requirement
  - Rotation among departments
  - \$1,500 stipend
- QM level one required
- Use of “shells”
  - Instruction v. design expectations
- Course design role





# Summary

- Investment in training and development
  - Full and part-time faculty
  - Significant resource allocation
- Administrative infrastructure
  - Quality assurance
  - Faculty support
  - Consistent product for students
- “Culture” of online education