Attachment:

FAQs for Online Course Development Initiative

1. **What are the overarching goals of the Online Course Development Initiative?**

UO is trying to do three things with this project:
* Ensure we have exciting, well-designed versions of key courses that impact large numbers of UO undergraduates for use throughout the duration of this crisis and that could be drawn on as part of its academic continuity planning in the event of future disruptions.
* Expand its online course offerings in a way that may have a longer-term student success impact, giving students more access and flexibility to take courses they are likely to need (this is was one of the founding goals in creation the year-old UO Online unit).
* Invest in its teaching community in a time of crisis. The President and Provost are proud of the ways UO is becoming known for teaching excellence and want to create occasions for collaboration and teaching creativity: this project gives us a chance to think individually and together about how UO is teaching new core education learning goals, teaching toward inclusion and belonging, and building career readiness skills, for example.

1. **My course is currently scheduled to be taught remotely in winter term. How will my participation in this initiative impact that?**

If you decide to accept the invitation to develop the course for online delivery, we can change the Banner coding to identify your winter course as “Online” rather than “Remote.”  Online courses are typically asynchronous, though optional-to-students synchronous activities are welcome and encouraged. They are purposefully designed for rich student engagement and are therefore exempt from the Academic Council’s requirement for synchronous meetings.

Courses with co-requisite sections and labs: sections and labs will proceed as listed in the course schedule, their face to face, remote, or online (location WEB) designation unchanged. Be sure to highlight for students that they may have a “mixed modality” experience (say, a “live,” section meeting and an asynchronous lecture). TEP and UO Online can help you strategize how to [maximize the affordances of multiple modalities](https://blogs.uoregon.edu/keepteaching/2020/07/28/coordinating-teaching-teams/).

1. **What are the different merits of remote and online asynchronous delivery? Why would one select one or the other?**

A UO “remote” course attempts, as well as possible, to replicate aspects of the classroom experience, especially the live interaction that many students and faculty crave. In fact, Academic Council requires live engagement during the scheduled class meeting times of remote classes, including devoting at least 50 percent of that time to planned and structured content delivery and discussion. Attendance and participation during these class times may be factored into the final grade, allowing make-ups for students who must miss (for example, due to illness or connectivity challenges). The startup work of a remote class is less than that of a fully asynchronous online class inasmuch as it doesn’t necessarily require faculty to record lecture material and design for human connection (though, as we all know, meeting live doesn’t necessarily result in engagement and connection without careful choices on the part of the instructor).

A fully asynchronous online course maximizes time flexibility for students and faculty alike, which can be a significant, even decisive, benefit for students who must manage multiple obligations, such as jobs and childcare. In the case of online classes, live meetings can’t be required. Once faculty do the startup work to develop online content and components to ensure student engagement (for example, creating asynchronous discussions forums, group work, peer review, or formative assessments like quick, self-graded quizzes) faculty labor shifts away from delivering content and toward communicating with students and deepening asynchronous discussion.

1. **Does an online version of my course impact my job security? Will UO choose to run the course without me?**

Faculty expertise and persona are critical to an online course. Each online course development should result in a high-quality framework for student engagement with the instructor—not a stand-alone product for independent learning. Our goal through this initiative is to invest in UO’s excellent teachers, not just courses. We hope your participation in this initiative will further enhance your skills and enrich your own teaching experiences.

1. **What are the implications of my participation for other colleagues who teach sections of the same course number?**

As the developer of the online version of this course, you might be able to decrease the startup labor for other colleagues who want to teach it in the future. If there is a solid foundation that includes particular materials—say question banks, a welcome module, or key lectures—that you all would like to show up in more than one section of a course, UO Online can arrange that for you in Canvas. Other materials are likely to be specific to each faculty member’s expertise, approach, and persona and, therefore, un-sharable across sections. (Even materials you want to share would likely be revised, refined, and improved each time they were used.)

We’ll make available to you any Senate-approved parameters for the course, such as its learning objectives. We ask that you flag for us and your unit if these are outdated and need re-approval—eventually your course will need to go through the curricular approval process as an online course, and this is the perfect time to make sure it matches your and your department’s most current thinking. (We can help with this process when the time comes!) If the objectives are current, we ask that you highlight them in your course build—especially for Core Education courses that have been approved for particular methods of inquiry (creative and critical thinking, ethical reflection, and written communication) or for United States: Difference, Inequality, Agency and Global Perspectives status. ([Learn more about these Core Education curricular changes](https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements).)

1. **Is the UO’s intellectual property (IP) policy different for an online course than for a course taught in the classroom?**

No, UO has a [single policy for intellectual property](https://research.uoregon.edu/manage/innovation-impact/uo-internal-directives-intellectual-property), regardless of mode of delivery. Ideally, course content developed through this initiative will be shared with and used by your faculty colleagues at the discretion of the academic department (see previous question and answer). You may use new material you develop for this project for education and research purposes provided you do not charge a fee for the online materials and provided you retain any copyright and attribution notices. You continue to own any pre-existing works and rights you own personally and contribute to the initiative/product (such as, for example, your artwork and photography, excerpts from your own scholarly work, lectures developed outside of this initiative). By participating in this initiative, you provide a license to UO to use that IP to the extent it is embedded in the final product; your pre-existing IP will not be extracted or used for purposes outside the course.

You may have heard that faculty who participated in the initiative over the summer were asked to sign an intellectual property agreement. After further consideration, we decided a signed agreement was unnecessary. Nothing about this initiative is inconsistent with UO’s normal practice, which is firmly rooted in faculty ownership of curricular decisions at the department level.

1. **Does this mean I'm permanently agreeing to move this course online? Will this course only be offered online in the future?**

While we are trying to strategically grow our online presence, we do not expect that this restricts all future sections to exclusively online delivery. It is difficult to predict how long the university will need to limit face-to-face classroom interaction for our largest courses. This project allows us to meet the current need while expanding our portfolio of flexible options for students once in-person classes have resumed. Many faculty report that the time they spend building their online course resources serves their face-to-face teaching as well. The decision of teaching modality always rests with the department scheduling in discussion with faculty.