

# Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

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**THE SLOAN CONSORTIUM**  
A Consortium of Institutions  
and Organizations Committed to  
Quality Online Education

## Customers of Alma Mater?

Synthesis of a Sloan-C listserv conversation, June 2002

In June this year, Frank Mayadas posed a general question to the Sloan-C listserv: "What exactly is offensive about the idea of calling students 'customers'?"

The passionate response—97 listserv postings—shows that the question is centrally important. Because online delivery is easing place-bound constraints, prospective learners can easily shop programs to compare curricula, services, flexibility, scheduling, price, personalization, responsiveness and more. When learners do not find what they seek in one school, they can easily transfer to another. Thus, customer satisfaction becomes an important factor in institutional planning, and from an administrative perspective, viewing students as customers seems prudent.

Market forces such as Amazon, Hotmail, Napster, AOL, and employer-sponsored online learning undoubtedly shape student expectations. Interactive technology offers people immediacy through instant feedback, games, peer-to-peer semantic webs, innovative pedagogies and targeted marketing. Students may understandably think of themselves as customers who hold faculty accountable for providing paid-for results-life-enhancing skills and knowledge. Certainly, schools are developing more convenient support services in response to demand, but are similar transformations occurring in "learning services"? See the studies by Estabrook and Thompson in this issue for examinations of potentially positive and negative consequences that online learning can have for faculty.

The listserv discussion on students as customers branched out to discuss the impact that student-customer expectations have for faculty. While faculty may be willing to think of themselves as mentors in addition to their traditional roles as professors, content experts, and certifiers of competence, most faculty surely do not want to be thought of as edutainment salespeople: "If we give learners what they want, it is construed as entertainment, but if we give them what we think they need, then it is education." Thus, thinking of students primarily as customers rather than as learners deprofessionalizes faculty.

Far from being dominated by consumerism, online education does offer the potential for sustaining the faculty role of public intellectual and nurturer of learning and for affirming the time-honored designation alma mater. The nurturing mother provides what the child needs, not just what the child wants. In fact, technology can facilitate individual learning success for more people than ever before. When courses are clearly tagged for pre-requisites, using self-testing to assure entrance competencies, when courses are designed for learning styles, with links explaining the organic logic of the curriculum, online education can demonstrate that the learning project drives the learning. In such projects, the professor is clearly an expert learner, participating coordinator and coach. Such highly coordinated learning needs sage figures to model the ways that purpose drives the acquisition of knowledge and skills.

[See "Alma Mater", 9](#)

forward

# ... From the Editors

A letter from the editors of the Sloan-C View

Many thanks for your complimentary responses to the first issue of *Sloan-C View*. In future issues, we want to include a feedback column for commentary from the readership.

For example, in response to the intellectual property report, **Phil Turner**, Associate Vice President for Distance Learning at the University of North Texas, would like readers to know that UNT had one of the first and most frequently emulated online IP policies. UNT's model is viewable at:

[http://www.unt.edu/legalaffairs/FAQ/DistributedLearning/distributed\\_learning.html](http://www.unt.edu/legalaffairs/FAQ/DistributedLearning/distributed_learning.html)

In this issue, 3 items address significant issues emerging in online learning from the perspectives of cost effectiveness, faculty satisfaction, and student satisfaction.

- **Leigh S. Estabrook**, Professor and former Dean of the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign, describes the process and the results of a departmental transformation that enables on-campus students and students at a distance to achieve the same learning objectives while being taught by the same faculty.
- **Melody Thompson**, Director of Planning and Quality for Penn State's World Campus and Sloan-C effective practices editor in faculty satisfaction, provides an overview of issues and promising directions for quality in faculty satisfaction.
- The cover story synthesizes a recent Sloan-C listserv discussion and debate about students as customers.

*Sloan-C View* intends to provide you with useful commentaries about quality in online learning based on learning effectiveness, cost effectiveness, access, faculty satisfaction and student satisfaction. Currently, Sloan-C has approximately 220 active member institutions, including colleges, universities, consortia, and vendors. New members are welcome to join by applying at: <http://www.sloan-c.org>. If you know of others who might be interested in reading the Sloan-C View, and if you would like to see certain topics addressed, please let us know by writing to [janet.moore@sloan-c.org](mailto:janet.moore@sloan-c.org).

Sponsored by the Alfred P. Sloan Foundation, Sloan-C is a non-profit philanthropic organization that organizes and distributes knowledge about online learning to widen access to education by enabling people to do more together than each of us can do apart to create the very best online learning experiences in the world.

Best Regards,

... for the Sloan Consortium

Frank Mayadas,  
John Bourne and  
Janet Moore

## WEB CENTER FOR ALN RESEARCH

... has added many new research articles, Ph.D. theses, a people section, and options for feedback, at <http://www.alnresearch.org>

## JALN AUGUST ISSUE

... focuses on quality in online healthcare programs in North Carolina, Illinois, Minnesota and Wisconsin.

<http://www.aln.org/alnweb/journal/jaln-vol6issue2.htm>

## ALN and FDNY

To make your online asynchronous programs available to the New York City Fire Department, contact Doug Lynch ([doug.lynych@nyu.edu](mailto:doug.lynych@nyu.edu)) of New York University.

## FORTHCOMING SLOAN-C PUBLICATIONS

...include *Elements of Quality: The Sloan-C Framework*, a survey of the literature on each of the 5 pillars and an introduction to the quality framework, effective practices and resources. Also available soon is a synthesis of a seminar based on Volume 3 of the Sloan-C Series, *Elements of Quality Online Education*. Look for both within the month at [Sloan-C book order](#).

## UPCOMING SLOAN-C SEMINARS

Plans are developing for additional online seminars, including case-writing for publication, and studies of each of the pillars. Please let us know your suggestions for seminars of interest.

## THE NEW SLOAN-C WEBSITE

...is nearing completion as a fully searchable knowledge center.

## PLAN TO ATTEND

At the [Eighth Sloan-C International Conference](#) the pre-conference workshop "Improving Quality in Online Education" will lead to officer grants and publication opportunities.

## VISIT THE ONLINE LEARNING UPDATE at:

<http://people.uis.edu/rschr1/onlinelearning/blogger.html> for more daily online news.

# Online Education and Organizational Transformation

**Leigh S. Estabrook**  
 Professor and former  
 Dean  
[Graduate School of  
 Library and  
 Information Science](#)  
 University of Illinois  
 at Urbana-  
 Champagne

In six years, faculty size in the UIUC School of Library and Information Science has almost doubled. Research productivity increased significantly, as did the variety of courses taught. Seven faculty were considered for tenure and all were approved easily at school and campus level. Applications to the program doubled, admissions became more selective and our yield rate increased from 58 to 75 percent. Why is this notable? Because it happened while the School instituted a new online master's level program [LEEP] [1] in which all faculty teach while allowing students in the on-campus and online master's programs to enroll in whatever way is convenient to them.



**LEEP Connections Map - click to enlarge**

Internet-based online programs clearly change people. Students who might have been excluded from education because of geography, disability or conflicting demands now have access to programs of study. Faculty members engaged in online distance learning are developing innovative courseware and styles of teaching. They can also transform departments.

Combining distance learning with on-campus learning can energize campus-based learning and reduce the isolation of distance learners. When programs are combined we optimize use of space and resources. We exploit more fully the campus investments in information technology as we educate faculty to use new technologies effectively and teach students new ways of using IT. We provide campus experiences for students that better prepare them for the labor market.

U.S. colleges and universities usually establish online programs outside the traditional departmental/faculty structure- often as part of a "continuing education" division. Frequently online learning is independent also from established organizational budgets and institutional accounts. This independence is not surprising. It is a creative way for administrators to circumvent faculty resistance to change. Separate distance learning entities also provide a means for administrators to deal with mundane problems such as registering and obtaining campus identification cards with photos for students who never come to campus. Perhaps most important, online programs have been perceived as an important source of new revenue.

It is worth the trouble to keep programs linked to traditional structures- for reasons of money and for reasons of quality. When campus and online learning are merged there are other sources of revenue beyond tuition dollars, both direct and indirect. For example, after LEEP was established we saw an increase from 3 to 13 principal investigators on grants, with a concomitant increase in indirect cost recovery from grants and support for research assistants.

Integration of on-campus and distance programs, even when it does not increase the revenue stream, can optimize campus resources. First, applying distance learning technologies in on-campus classes changes the use of classroom space. Universities that tape class lectures for students to review at a later time already experience lower and lower attendance at the actual classes. On-campus students appreciate the opportunity to hear the lecture at their convenience. Campuses have begun to think whether they really need to schedule a lecture hall for 1500 students, even when 1500 are enrolled. Campuses may choose to retain face-to-face discussion sections for on-campus students while offering a virtual lecture thereby avoiding some of the frustrations caused by classes with conflicting meeting times.

Just as virtual lectures may help optimize use of space, so combining on-campus and distance students may optimize faculty assignments. Faculty members naturally want to teach in their areas of specialization, but may have only a few on-campus students willing to enroll. Students also may develop specialized interests for which there is no current faculty. Combining on-campus and distance learning expands the pool of students enrolled in specialized classes. It also allows colleges to hire specialized faculty regardless of location, or to collaborate with other institutions to draw on each other's strengths. For our School-working in a rapidly changing field- LEEP has given us the opportunity to expand course offerings significantly. And because revenues are combined we have been able to hire tenure-track faculty in important new areas such as information policy and electronic texts in the humanities.

Employers and politicians continually demand that higher education prepare students better for a global economy in which information technology skills are critical.

Colleges and universities have responded by increasing study-abroad programs and by creating courses in which students can achieve IT competency. But study abroad has become more complex in a post 9/11 world. And most universities struggle to find ways to teach IT competency.

Integrating on-campus and distance students into the same courses offers them opportunities to work as they will after graduation. They can "sit next to" a student from Pakistan whose workday is almost a half day later. They can learn about the challenges of international virtual teams, differences in cultures, and the complications of technologically mediated communication. On-campus students who work with distance technologies and distance students become competent naturally in using IT. Equally important to their later careers, they become knowledgeable also about the social and organizational dynamics of using IT.

Students who enroll on campus are different from distance students in many ways- average age, the kind of work they do outside class, experience and reasons for enrolling; but both sorts of students gain from working with one another. [Fairleigh Dickinson University \[2\]](#) is only one example of universities that see the advantage of requiring campus-based students to enroll in online offerings.

Just as students learn from being in class with distance students, so too do faculty. And as faculty members engage in distance teaching, they become adept at using information technology and begin to think about IT in new ways. A department in which faculty all engage in some forms of distance teaching is likely to begin working in new ways, as we have found at Illinois. Support staff originally hired for distance learning now support all faculty members, and almost all classes now embed some form of distance technology into campus learning. Lectures, commencements and job fairs are online for all students. Faculty from a variety of disciplinary traditions now use collaborative technologies with colleagues around the world.

To integrate online distance instruction with on-campus teaching requires a different way of thinking about how online learning fits with college and university business plans. It also requires skill in developing these integrated offerings so that parents, politicians, students and faculty understand distance learning in new ways.

Instead of cost models that focus on income and expenses of online programs alone, colleges might assess the benefits and costs to their campuses when programs are joined. [\[3\]](#) Does joining programs allow an institution to build fewer new classrooms- or even convert large classrooms to other uses? Can savings be realized this way? If students become adept at using new technologies, what are the benefits in employment options? If faculty can collaborate more easily, what are the advantages for research productivity? Are there cost savings from travel budgets? (Probably not: it is more likely that faculty will develop more international connections leading to more travel!) What are the cost savings in personnel when parallel administrative systems are reduced? What new opportunities do colleges and universities have for promoting and expanding the reach of their campus? ? Do distance students increase the proportion of out-of-state students and out-of-state revenue? Does enrollment of minority and international students increase?

To share on-campus and distance instruction as described above requires significant investment, albeit a portion is non-recurring. Faculty members require preparation time to develop online courses and usually will need to teach fewer students in class. The staff required to teach faculty and students in new modes and to operate distance technologies will be costly. And improving administrative systems is a nightmare.

Administrators may be fearful of reactions from external constituents. Parents whose students are watching taped lectures at 3 a.m. may ask why their children are not going to class. Politicians, who see it as a way to save money, may question administrators who show distance education as costing the same if not more. Some faculty, until they are coaxed and supported in using new technologies, will continue to resist becoming involved.

Are the costs indeed worth the benefits? Certainly many institutions are satisfied with incremental changes on campus that have not required significant new investments to bring them about. The danger is that bricks-and-mortar universities will become mastodons. How long will parents and students be satisfied with static lectures in large rooms? How long will faculty be content with not having the expertise and technical help to exploit the host of new digital libraries that can support and even change their ways of teaching? What happens to those graduates in the job market who have been taught basic IT skills, but have not incorporated IT into all phases of their learning? It seems time to examine the possibility of collaboration rather than competition- to recognize that many students will continue to leave home to spend four to five years as undergraduates but are disadvantaged if "traditional" institutions fail to exploit the strengths and opportunities of distance learning.

Faculty critics of distance learning have charged that online education has become a commodity, separate from and competing with traditional higher education and isolated from the human contacts so important in teaching. That was a worry of some of our UIUC/GSLIS faculty before we began LEEP. It is no longer. LEEP has brought tangible economic benefits that support on-campus faculty in both teaching and research. Faculty use technology easily; they prize the quality of students who enroll in distance programs; all faculty are doing better and more significant research; and they are innovative, not fearful of change. Perhaps the greatest transformation is the sense of energy around the School and pleasure we take as we see the results of successfully linking on-campus and distance students

[1] LEEP received the 2001 Sloan-C award for the Most Outstanding Asynchronous Learning Network (ALN) Program. LEEP was one of the first such programs when it began in 1996, and extends the University's top-ranked, ALA-accredited master of science degree to candidates all over the world.

[2] [http://www.drexel.edu/senate/chronicle\\_04-13-01.htm](http://www.drexel.edu/senate/chronicle_04-13-01.htm)

[3] For a further discussion of alternative ways of assessing costs, see Leigh S. Estabrook, "Rethinking Cost-Benefit Models of Distance Learning," *Elements of Quality Online Education*, Volume 3 in the [Sloan-C Series](#) (2001).

## EdPath Covers Sloan-C Workshop

The October 15 issue of *Educational Pathways*, a paid-subscription monthly newsletter covering higher education distance learning and teaching, will feature a review of the recent ALN Sloan-C workshop held in Lake George, NY on September 24-27.

The workshop featured overviews and case studies of each of the five pillars of quality in online education: learning effectiveness, institutional cost effectiveness, access, faculty satisfaction and student satisfaction.

Editor and Publisher of *Educational Pathways*, and Sloan-C member, George Lorenzo, is writing the review. For more information and to subscribe to *Educational Pathways*, please visit <http://www.edpath.com/sloan-c.htm>.

## Elements of Quality Online Education



### To Order Your Copy

To order books in the Sloan-C series, visit <http://www.sloanconsortium.org/sloanCseries-order/>; contact Kathryn Fife, at 781-292-2524, or email [kathryn.fife@olin.edu](mailto:kathryn.fife@olin.edu)

### The third volume

in the Sloan Consortium Series on quality in online education is now available. At \$34.95, *Elements of Quality Online Education, Volume 3* is designed to share knowledge among practitioners engaged in online learning. It contains 187 pages of documented, peer-reviewed, empirical case studies of programs in private, public, and for-profit schools ranging from two-year to major research universities.

The Alfred P. Sloan Foundation commissioned the studies from selected institutions that lead the industry in online learning. In the only series of its kind, the volumes provide insider perspectives on how successful programs develop quality while scaling up to meet demand. In each case study, authors explain how their colleges and universities build successful online programs by observing the five elements of quality known as the Sloan-C pillars: learning effectiveness, cost effectiveness, access, faculty satisfaction and student satisfaction.

# Faculty Satisfaction

A major factor in the success of online higher education programs is a strong faculty commitment to teaching in this new environment.

## Melody Thompson

Director of Planning and Quality for Penn State's World Campus  
Sloan-C Effective Practices Editor, Faculty Satisfaction

A major factor in the success of online higher education programs is a strong faculty commitment to teaching in this new environment. A growing body of research and experience has shown that such commitment is directly related to levels of personal and professional satisfaction.

Faculty satisfaction results when those teaching in online programs receive the personal rewards, institutional support and professional recognition they need to feel positive about what they do and to do their jobs well. The following factors are important contributors to faculty satisfaction:

- Opportunities to engage new populations of students in interactive learning communities
- Opportunities for research and publication relating to online teaching
- Adequate technical infrastructure to support interaction between/among students, faculty, and the institution
- Technical training for online instruction
- Governance/quality assurance of online programs by senior faculty, including input into institutional policies particular to online learning and establishment of appropriate professional performance expectations
- Parity in workload between classroom and online teaching
- Institutional policies that appropriately recognize and reward online teaching and scholarly activities
- Institutional commitment to ongoing study/enhancement of the online teaching experience

## Major Issues

The satisfaction factors listed above represent goals to work toward. Currently, institutions vary in the level of support they offer to faculty members in these areas. Reviews of faculty attitudes and satisfaction with online teaching have identified several common concerns:

- Technical support. Faculty members making the transition to the online environment need 1) up-front support in designing courses appropriate for the online environment and student population; 2) training in new skills necessary to teach successfully on line; and 3) ongoing technical support during the delivery of their courses. Inadequate support in any of these areas lowers faculty satisfaction.
- Faculty responsibility/governance. Individual faculty members and the faculty as a whole view curricular and instructional quality as their responsibilities. When institutions circumvent the faculty in decisions related to curriculum, pedagogy, and/or policies related to online programming, faculty satisfaction is compromised.
- Workload. Faculty members routinely report that developing and teaching online is more time intensive than face-to-face instruction. Failure to compensate faculty for this extra effort can result in low levels of faculty satisfaction.
- Institutional rewards. Tenure-track faculty members have multiple demands on their time, particularly research/publication, teaching, and service. In most institutions, the reward of tenure depends primarily on research/publication performance. Faculty members expected to spend the extra time involved in teaching on line can feel penalized when this responsibility interferes with the activities more highly valued—and rewarded—by their institution.

## Promising Directions for Practice

Understanding the promise of online instruction done well—and the corresponding peril of poor substitutes—some institutions have implemented innovative practices to enhance faculty satisfaction:

- Institutional provision of comprehensive faculty support services. Some institutions are committing to high levels of centralized support for faculty who design for and/or teach in the online environment. This approach ensures equitable support and consistency of services.
- Peer review of courses and teaching. Initial faculty resistance to the institutional adoption of online initiatives has sometimes necessitated that administrators, rather than faculty, develop and implement quality standards for online programs. Recognizing both the need for such standards and legitimate faculty concerns related to oversight, some institutions are extending the traditional peer review process to online courses and programs.
- Institutional support of online projects. Faculty commitment and satisfaction are enhanced by institutional support for innovation. Some universities have implemented large-scale intra-institutional grant programs that signal institutional support not just for the idea of online learning, but, more importantly, support for their own faculty in the development and delivery high-quality online programs and resources.
- Revision of the institutional reward structure. Traditionally, institutional-rewards decisions have focused

on faculty members' research scholarship. Some institutions are beginning to re-examine and expand their approach to more adequately reward scholarship related to teaching and service. Specifically, they are recognizing the possibilities and opportunities offered by new online environments and are developing guidelines for including scholarly work related to online programming in the faculty review process.

- Development of norms and best practices. To date, much of the information about the faculty experience in online teaching has been anecdotal and situation specific. Some institutions are implementing cross-institutional and/or cross-discipline studies of the faculty experience to identify commonalities, establish guidelines for practice, and provide the basis for informed planning and decision making.



## "Improving Quality in Online Education"

A Sloan-C Preconference Workshop at the 8th Sloan-C International Conference on Asynchronous Learning Networks (ALN): The Power of Online Learning, The Faculty Experience

How do learners want to learn? How do teachers want to teach? Which practices are most effective for online learning?

The Sloan-C workshop "Improving Quality in Online Education" examines answers to these

questions about learning effectiveness, faculty satisfaction and access. With facilitators and participants who are practitioners, this learning-by-doing workshop actively engages everyone in sharing knowledge to maximize student success.

The workshop begins by identifying the foremost barriers to success. Based on participants' feedback, the 5-hour workshop shows how schools have eliminated these barriers.

Working with a customized case study problem to solve in small group, round table interactions, participants use a quality framework of fully costed effective practices to determine the best ways to maximize student success.

Using the workshop template, groups draft proposals to share with the workshop and to adapt for use at their own institutions. Participants also take home a workbook that is a treasure trove of exemplars and resources.

Workshop facilitators include audience experts from an array of schools who lead the nation in designing programs to maximize student performance. In addition, Sloan-C experts share their insights and research on effective practices. Frank Mayadas, Alfred P. Sloan Foundation Project Director and Sloan-C President, will provide opening remarks, and John Bourne, Director of the Sloan Center for OnLine Education (SCOLE), Professor of Technology Entrepreneurship at Babson College, and Professor of Electrical and Computer Engineering at Olin College will facilitate workshop activities. Join Sloan-C in sharing your questions and your know-how with experts from across the nation in this performance based workshop.

**Date:** Friday, November 8, 2002

**Location:** The Rosen Centre, Orlando, FL

**Cost:** Included in Pre-conference workshop registration at the [Eighth Sloan-C International Conference on Asynchronous Learning Networks \(ALN\): The Power of Online Learning, The Faculty Experience](#)



# Sloan-C Awards

Recipients of Awards for Excellence in Online Teaching and Learning

Sloan-C annual awards will be presented at the 8th Sloan-C International Conference on Online Learning in Orlando, Florida, on November 8, 2002.

The quality of online learning has continuously evolved since 1992 when the Alfred P. Sloan Foundation, the sponsor of Sloan-C, began giving grants to institutions for online learning initiatives. Burks Oakley II, Associate Vice President for Academic Affairs at the University of Illinois and non-voting chair of the selection committee, comments that the very high quality of this year's nominations demonstrates that online learning has become part of the fabric of today's higher education: "The outstanding individuals and institutions who will be receiving these awards more broadly represent how ALN is improving teaching and learning at the Sloan-C institutions."

- The Sloan-C 2002 award for the Most Outstanding Achievement in ALN by an Individual will be awarded to **Professor Ray Schroeder** of the University of Illinois at Springfield (UIS). A leader in the advancement of Asynchronous Learning Networks (ALN), Ray Schroeder's decades of work combine discovery, leadership and service. He has directed and developed one of the most successful online programs in the country at UIS, and his daily web log publication, *Online Learning Update*, is required reading for many who establish and develop online programs around the world.
- Sloan-C 2002 award for Excellence in ALN Teaching will be awarded to **Dr. Mary Ann Koory**, of the University of California Berkeley Extension Online. Having taught the traditional face-to-face version of "Introduction to Shakespeare" on the U.C. Berkeley campus, Dr. Koory has the dual experience for her assessment that the learning outcomes for the online course are definitely as good as or better than those in the face-to-face course.

- The award for Most Outstanding ALN Program will be presented to the **Graduate Medical Education (GME) Core Curriculum**, offered by the **College of Medicine at the University of Illinois at Chicago**. Designed to prepare physicians to function more competently in the modern healthcare environment, the GME online program addresses ethical, socioeconomic, medical/legal, and cost-containment issues in medical practice. Blending technology and sound educational theory, GME meets the accreditation requirements for residencies with cost-effective, innovative methods that are embraced by more than 3800 medical residents in hospitals in Chicago and throughout the USA.
- The award for Excellence in ALN Faculty Development will be presented to the **Illinois Online Network (ION)**, for comprehensive professional development in online teaching and learning for the faculty and staff of forty community college districts in Illinois and the three campuses of the University of Illinois. All forty-three ION member institutions offer online courses, with many offering complete degrees online. One of ION's major professional development activities is *Making the Virtual Classroom a Reality (MVCR)*, a series of online courses designed to help faculty members develop effective online teaching.
- The award for Excellence in Institution-Wide ALN Programming will be presented to the **State University of New York Learning Network (SLN)**. The primary goal of the SUNY Learning Network is to bring SUNY's diverse, high-quality instructional programs within the reach of learners everywhere. In the 2001-02 academic year, the SUNY Learning Network enabled more than 40,000 student enrollments in 2,500 online courses. The fifty-five SUNY campuses participating in the SUNY Learning Network now offer fifty-five complete online degree and certificate programs.

- The award for Excellence in Online Learning Effectiveness will be presented to **Dr. Boria Sax** of Mercy College for creating and sharing the learning effective practice of encouraging peer-to-peer learning through course wizards.
- The award for Excellence in Online Cost Effectiveness will be presented to **Dr. John T. Harwood** and **Dr. William L. Harkness** of The Pennsylvania State University for creating and sharing the cost effective practice of course design that reduces lecture time and adds interactive learning.
- The award for Excellence in Online Access will be presented to **Carol J. Scarafiotti** and **Dr. Patricia S. Case** of Rio Salado College for creating and sharing the results of a system-wide approach to serving students in online learning programs.
- The award for Excellence in Online Faculty Satisfaction will be presented to the **UniSCOPE Learning Community** of the The Pennsylvania State University for creating and sharing a policy for acknowledging the full range of scholarly activities that university faculty perform.
- The award for Excellence in Student Satisfaction will be presented to **Dr. David A. Sachs** and **Dr. Nancy L. Hale** of Pace University for implementing and sharing an improvement system based on a continuous stream of student feedback to refine student services, pedagogy, and curriculum.

"It's very good for society that online learning has progressed so well, because it enables so many students, who would not otherwise have the opportunity, to access higher education.

Yet, to sustain this growth while ensuring that the quality of education continuously improves, institutions need to continue to experiment with innovations in online pedagogy, faculty development, and programs," says Frank Mayadas, program director for the Alfred P. Sloan Foundation. "We expect these awards to be one incentive for excellence; quality requires a lot more sharing, learning, and improving to ensure that online education is all that it can become."

The 2002 Sloan-C Awards will be presented at the 8th Sloan-C International Conference on Asynchronous Learning Networks (ALN): The Power of Online Learning: The Faculty Experience in Orlando, Florida, on November 8, 2002. The Sloan-C Awards Selection Committee for 2002 was comprised of James J. Duderstadt, President Emeritus, University of Michigan; Judith S. Eaton, President, Council for Higher Education Accreditation; Zelema M. Harris, President, Parkland College; John V. Lombardi, Chancellor at the University of Massachusetts Amherst.; Joseph McDonald, President, Salish Kootenai College; Sidney A. McPhee, President, Middle Tennessee State University; and Linda M. Thor, President, Rio Salado College. A subcommittee of experienced online educators selected awardees for effective practices in the five Sloan-C Quality Pillars from nominees chosen by the Sloan-C Effective Practices Editors: Tana Bishop, University of Maryland University College; John Sener, Sloan-C consultant in private practice; Karen Swan, University at Albany; and Melody Thompson, of The Pennsylvania State University World Campus.

**Call for participation** in a national project to develop criteria for assessing online faculty coursework. The preliminary assessment instrument is now available for wider review and participation. Faculty wishing to review the rubric and/or pilot the instrument on their campuses may contact Dr. Joan McMahon at [mcmahon@towson.edu](mailto:mcmahon@towson.edu) or 410-704-3538.

### "Alma Mater" Cont'd

Learning is not the sole domain of educational institutions; learning permeates everyday life. A function of the Information Revolution is that education has become less a preparation for life than it is a lifelong need. The Information Society is a Learning Society. The goals of both are reflected in the descriptions we regularly use as fundamental to learning: knowledge creation that is active, collaborative, problem-centered, inquiry-based, constructivist, and outcomes-oriented. Online programs are at the intersection of major changes in higher education, emphasizing a new commitment to serving all students with pedagogies suited to this learning society.

If we believe that learning theory principles will ultimately prevail over consumerism and that online education has the potential to offer much more than it does now, we ought to seek the opportunities to improve learning for upcoming generations. As a consortium, we need to consider how to build the learning-system-after-next, fully enabled with infrastructures to do things we couldn't do before. It will take enormous effort, time, and people networks to place old traditions and new technologies in the service of learning community.

The Sloan-C listserv includes diverse perspectives on this and other challenges facing higher education; as a member you can contribute your own view. Please join Sloan-C and take part. Membership is currently free at [www.sloan-c.org](http://www.sloan-c.org).

The **annual Sloan-C workshop on quality online education convened at Lake George, New York**, from September 24 to September 27. Forty-two experienced online educators met to collaborate on studies of learning effectiveness, cost effectiveness, access, faculty satisfaction and student satisfaction, in preparation for Volume 4, the annual series of [books in the Sloan-C Series](#). Volume 4 will include overviews of current and developing online practices from the perspectives of public, private, 2-year, 4-year colleges, research universities, state and regional systems, and policy makers. Workshop participants also plan to share their findings in a series of Sloan-C online workshops to be scheduled throughout 2003.



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The Sloan-C View is published by Sloan-C™ and is supported by the Alfred P. Sloan Foundation.

**Contact Information:**

Sloan Center for OnLine Education (SCOLE)  
Olin College and Babson College  
Olin Way, Needham MA 02492-1245  
**voice:** 781-292-2524  
**fax:** 781-292-2505  
**email:** [publisher@sloan-c.org](mailto:publisher@sloan-c.org)  
**on the web:** <http://www.sloan-c.org/>

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ISSN 1541-2806

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## CALENDAR

### **E-Learn 2002: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education**

Date: October 15-19, 2002  
Location: Montreal, Canada  
URL: <http://www.aace.org/conf/eLearn/default.htm>

### **Council for Adult and Experiential Learning International Conference "Human Capital: The Lifelong Learning Investment"**

Date: November 7-9, 2002  
Location: Omni Shoreham Hotel, Washington, DC  
URL: <http://www.cael.org/Events/CAELConference.asp>

This two and a half day conference is filled with over 35 Interactive Workshops, 6 General Sessions, Exhibits, and plenty of time to network with other adult learning professionals. Discounted early bird rate is available until October 4, 2002.

### **8th Annual Sloan-C International Conference on Asynchronous Learning Networks (ALN): The Power of Online Learning, The Faculty Experience**

Date: November 8-10, 2002  
Location: Orlando, FL  
URL: <http://www.sloan-c.org>

### **Case Writing in Action**

A collaborative workshop for educators from all disciplines.  
Date: November 15, 2002  
Location: Babson College, Wellesley MA  
URL: <http://www.wacra.org>