

Minimum Online Teaching Standards & Mentorship Requests

Our goal is to be a leading edge program that fully responds to the needs of our leadership students. To become such a program, we must first become excellent at online teaching. We'll do this as we carefully consider the best practices in the leadership field of online graduate teaching, and as we support one another in discovering new ways to teach in a virtual classroom.

Teaching "live" is quite different than teaching "online," and we need to develop new skill sets and techniques to meet our students' need to compete in the current marketplace. We encourage you to be open to learning new techniques and methods of managing your courses, and to model humility for your students in re-thinking what you *already know* and beginning to think radically new thoughts.

Using particular best practice techniques and methods has significantly increased positive feedback on student evaluations. Below are the results of the faculty forum for minimum online teaching standards. We appreciate your desire to pursue excellence in teaching and your commitment to participate in this program.

Level of Faculty Feedback to Students

Outcome: Students perform at their highest ability.

Rationale: By returning students' work in a timely manner and with full commentary of how to improve, students will maximize their potential.

Standard: Provide full, regular feedback to students each week that assignments are due.

Activity: Return grades and full commentary to students within seven days of the last day of the week that work was completed.

Measure: An improvement in students' grades throughout the course, and the "feedback" sections on course evaluations should indicate good or excellent ratings.

1. Value of feedback

2. Return time of assignments

3. Feedback on assignments

MAL Learning Community Development

Outcome: Students experience a strong, cohesive feeling of community while taking online courses.

Rationale: Many students indicated that the strong sense of community they experienced in the face-to-face (f2f) courses was very positive. They may view the online courses as second best, unless we create a community of excitement and inspiration similar to traditional classroom communities. When faculty model community-fostering behavior in the virtual collegium and forum, students will also contribute to developing community. If we establish strong relationships in the virtual collegium it will translate into students having a

deeper level of trust in the classroom and more comfort in challenging, debating, and disagreeing with one another.

Standard: The forum interactions between students and faculty should be supportive and respectful, especially when challenging or disagreeing with another's comments. Faculty should regularly use the virtual collegium for community building exercises.

Activities: Greet all students when they initially arrive in the classroom; post a personable bio in the virtual collegium and ask students to share one too; comment on all students' bios; check into the virtual collegium each day that you are participating in the classroom and participate in the virtual collegium conversations at least three times per week during the first two weeks and once per week thereafter.

Measure: The sections on "Learning community" on course evaluations should indicate *good* or *excellent* rankings.

1. *Encourages a sense of community*
2. *Fosters student participation*
3. *Level of MAL community experienced in course*

Faculty Participation in the Classroom

Outcome: Highly interactive online courses

Rationale: We expect students to participate a minimum of three days per week with three substantive comments on each of those days, and faculty must lead this by example.

Standard: Faculty are actively involved in the classroom

Activity: Faculty will participate in the forum a minimum of three times a week with three substantive comments each day. (This calculation is based on a minimum of six weeks of participation during a 10 week course. Some weeks may be considered "read weeks" or "assignment weeks")

Measure: The response to "interactive in class" on the course evaluations should indicate good or excellent rankings.

In addition to the above regular faculty protocol

Mentorship Program Requests:

- Check into the mentorship forum at least two times per week
- Submit self-evaluation every two weeks—form to be provided
- For the first 3 weeks of the course only, please submit the following to the mentorship forum:
 1. All student feedback (this would include personal notes to students and copies of their weekly feedback).
 2. Discussion Questions & Lectures a week in advance to posting in the classroom
- There will be a mid-term faculty evaluation given to your students half way through the course. (Irene will take care of contacting the students and tallying the results for your review)