RECOMMENDATIONS

1. Institutional Support
   1.1. Business
      1.1.1. Provide training and support for faculty.
      1.1.2. Faculty and students to be more involved in decision-making.
      1.1.3. Require software, such as Turnitin and ProctorU, consistently in all courses.
   1.2. Arts & Sciences
      1.2.1. Publicize to students, the rigors, authentication process and quality of coursework that can be expected.
      1.2.2. Maintain control at school level.
      1.2.3. Use Quality Matters
   1.3. Education
      1.3.1. Provide training and support for faculty.
      1.3.2. Faculty and students to be more involved in decision-making.
      1.3.3. Centralize support of school level initiatives
   1.4. Engineering
      1.4.1. Centralize support of software
      1.4.2. Consistent requirements for authentication
      1.4.3. Published copyright policy
   1.5. Health Professions
      1.5.1. Campus-wide minimum standards.
      1.5.2. Improved support by IT.
      1.5.3. Mandatory and supported faculty training.
   1.6. Medicine
      1.6.1. Improved learning outcomes assessments.
      1.6.2. Instructor support.
      1.6.3. Cost of authentication included in fees.
   1.7. Nursing
      1.7.1. Incentivize and publicize best practices.
      1.7.2. Publicize copyright policy and issues.
      1.7.3. Provide faculty support and training.
   1.8. Optometry
      1.8.1. Faculty should copy their own courses from semester to semester.
   1.9. Public Health
      1.9.1. Faculty input into standards and processes.
      1.9.2. Establish minimum standards.
      1.9.3. Campus-wide consistent use of software.
   1.10. Top three recommendations
      1.10.1. Provide faculty training and support and/or incentives (class release, stipend, etc.)
      1.10.2. Adopt consistent mandatory software campus-wide (Quality Matters, ProctorU, Turnitin, etc.)
1.10.3. Adopt campus-wide minimum standards/best practices and publicize widely.

2. Technology Support
   2.1. Business
      2.1.1. Replace Blackboard or keep it current with updates.
      2.1.2. Faster response on issues from AskIT.
      2.1.3. IT to communicate better with end-users.
   2.2. Arts & Sciences
      2.2.1. Replace Blackboard.
      2.2.2. Improve departmental IT support.
      2.2.3. Student data should be saved from semester to semester.
   2.3. Education
      2.3.1. Keep Blackboard updated.
      2.3.2. Blackboard should be replaced.
      2.3.3. Training for students on use of technology.
   2.4. Engineering
      2.4.1. IT department should be re-organized.
      2.4.2. Need knowledgeable IT staff 24/7.
      2.4.3. More training for technology changes.
   2.5. Health Professions
      2.5.1. Replace Blackboard.
      2.5.2. More instructional designers.
      2.5.3. Training on new technology.
   2.6. Medicine
      2.6.1. Replace Blackboard.
      2.6.2. Need improved IT support.
   2.7. Nursing
      2.7.1. Replace Blackboard.
      2.7.2. Incentivize instructional design training.
      2.7.3. IT department reorganized with higher paid, more stable staff.
   2.8. Optometry
      2.8.1. None
   2.9. Public Health
      2.9.1. More communication from Division of eLearning.
      2.9.2. IT needs more resources to offer 24/7 support.
      2.9.3. Publicize available technology to faculty.
   2.10. Top three recommendations
      2.10.1. Replace Blackboard as the course delivery system.
      2.10.2. IT support must be available 24/7 with knowledgeable people staffing the department such that answers are provided in a timely manner.
      2.10.3. Need more training on new technology.

3. Course Development and Instructional Design
   3.1. Business
3.1.1. Replace Blackboard.
3.1.2. Support staff should work with faculty on best method of course delivery.

3.2. Arts & Sciences
3.2.1. Course delivery system must be adaptable to mobile devices.
3.2.2. Publicize available online course delivery methods.
3.2.3. Faculty to develop curriculum and decide which delivery method is most effective.

3.3. Education
3.3.1. Budget needed to support online training of faculty.
3.3.2. Mandatory course and instructor evaluations each semester.
3.3.3. Training of faculty for online education best practices.

3.4. Engineering
3.4.1. None

3.5. Health Professions
3.5.1. Publicize online teaching methods to keep students engaged.
3.5.2. More instructional designers for each school.

3.6. Medicine
3.6.1. None.

3.7. Nursing
3.7.1. Improve IT staff so they can be more helpful to faculty in selecting most effective technology.
3.7.2. Need institutional leadership.
3.7.3. Publicize online education strategies and provide faculty training.

3.8. Optometry
3.8.1. None

3.9. Public Health
3.9.1. CTL/IT to offer more training classes for faculty and students.
3.9.2. Faculty should be less focused on research and more on teaching.
3.9.3. Publish syllabi on secure server location for peer-review.

3.10. Top three recommendations
3.10.1. IT with knowledgeable people staffing the department such that answers are provided in a timely manner.
3.10.2. Need more training and support for faculty on course design.
3.10.3. Publicize best practices.

4. Course Structure
4.1. Business
4.1.1. Use standardized course templates which include DSS best practices.
4.1.2. Review other delivery systems.
4.1.3. DSS should work more closely with faculty on requirements.

4.2. Arts & Sciences
4.2.1. Review other delivery systems.
4.2.2. DSS should work more closely with faculty on requirements.
4.2.3. Improve quantity and quality of online references.
4.3. Education
   4.3.1. Improve LMS.

4.4. Engineering
   4.4.1. None

4.5. Health Professions
   4.5.1. Need screen magnification capability in Blackboard or other system.
   4.5.2. Improve online references.

4.6. Medicine
   4.6.1. None.

4.7. Nursing
   4.7.1. Need institutional leadership.
   4.7.2. Expand online library resources.
   4.7.3. Training on how to apply DSS best practices.

4.8. Optometry
   4.8.1. None

4.9. Public Health
   4.9.1. Improve access to eJournals.
   4.9.2. Provide minimum accessibility standards institution wide.

4.10. Top three recommendations
   4.10.1. Need faculty training on DSS requirements and best practices.
   4.10.2. Improved accessibility to online references.
   4.10.3. Expand online library resources.

5. Teaching and Learning

5.1. Business
   5.1.1. Add more instruction on course shell on student research methods.

5.2. Arts & Sciences
   5.2.1. None

5.3. Education
   5.3.1. Need faculty training on facilitating student engagement.

5.4. Engineering
   5.4.1. None.

5.5. Health Professions
   5.5.1. Make faculty aware of new technology.

5.6. Medicine
   5.6.1. None.

5.7. Nursing
   5.7.1. Faculty use Skype for virtual interaction.
   5.7.2. Smaller class sizes.

5.8. Optometry
   5.8.1. None

5.9. Public Health
Students should be made aware of response boundaries (expected response time, not to call instructor cell phone at midnight, etc)

5.10. Top two recommendations
   5.10.1. More faculty training on best practices and available technology.
   5.10.2. Inform students of instructor response boundaries.

6. Social and Student Engagement
   6.1. Business
      6.1.1. None.
   6.2. Arts & Sciences
      6.2.1. Improved capability for video chat.
      6.2.2. Smaller class sizes.
   6.3. Education
      6.3.1. None.
   6.4. Engineering
      6.4.1. None.
   6.5. Health Professions
      6.5.1. None.
   6.6. Medicine
      6.6.1. None.
   6.7. Nursing
      6.7.1. Explore options.
   6.8. Optometry
      6.8.1. None
   6.9. Public Health
      6.9.1. None

6.10. Top two recommendations
   6.10.1. Smaller class sizes.
   6.10.2. Improved capability for video chats.

7. Faculty Support
   7.1. Business
      7.1.1. None
   7.2. Arts & Sciences
      7.2.1. More Blackboard training options for faculty.
      7.2.2. Training in best practices.
   7.3. Education
      7.3.1. More IT support.
      7.3.2. Need consistent standards.
   7.4. Engineering
      7.4.1. Reorganize IT to become more academic driven.
      7.4.2. Online training should be available.
      7.4.3. Formal policy on faculty expectations.
   7.5. Health Professions
7.5.1. Improved technical assistance.
7.5.2. Develop institution wide standards.
7.5.3. Mandatory training for faculty.

7.6. Medicine
7.6.1. Need improved IT support.

7.7. Nursing
7.7.1. Provide training and time to attend training on paid time.
7.7.2. Hire faculty with online experience.
7.7.3. Improve IT support.

7.8. Optometry
7.8.1. None

7.9. Public Health
7.9.1. Need more faculty training scheduled.
7.9.2. Develop and publicize minimum standards and best practices.

7.10. Top three recommendations
7.10.1. Technology training for faculty.
7.10.2. More/better IT support.
7.10.3. Develop faculty expectations and publicize.

8. Student Support

8.1. Business
8.1.1. Prep full-time and part-time online students equally.
8.1.2. Netiquette

8.2. Arts & Sciences
8.2.1. UAB website is confusing re: online information.
8.2.2. Best practices should be developed and publicized.
8.2.3. Training on professional communication.

8.3. Education
8.3.1. Students need computer skills training.
8.3.2. Information on online readiness added to syllabus.

8.4. Engineering
8.4.1. More faculty training.
8.4.2. Improved website.
8.4.3. Institution wide leadership.

8.5. Health Professions
8.5.1. Need better resources at DSS testing facility.
8.5.2. Need better IT support – time, knowledge of staff.

8.6. Medicine
8.6.1. Need to assess effectiveness of course delivery system.
8.6.2. Need online student help desk.

8.7. Nursing
8.7.1. None

8.8. Optometry
8.8.1. None

8.9. Public Health

8.9.1. Blackboard courses should be accessible prior to first day of class.

8.10. Top three recommendations

8.10.1. Students need computer skills training.
8.10.2. Students need netiquette training.
8.10.3. Need improved DSS testing facilities.

9. Evaluation and Assessment

9.1. Business

9.1.1. None.

9.2. Arts & Sciences

9.2.1. Need to replace IDEA system with faculty peer-review system.

9.3. Education

9.3.1. None.

9.4. Engineering

9.4.1. Need centralized services for recruitment and retention.
9.4.2. Use Quality Matters and Sloan-C institution wide.

9.5. Health Professions

9.5.1. Standardize student evaluations.

9.6. Medicine

9.6.1. None.

9.7. Nursing

9.7.1. Replace IDEA with more effective tool.

9.8. Optometry

9.8.1. None

9.9. Public Health

9.9.1. Use data assessment in addition to IDEA.

9.10. Top three recommendations

9.10.1. Replace IDEA.
9.10.2. Adopt institution wide evaluation and assessment methods.
9.10.3. Provide centralized recruitment and retention services.

10. Overall

10.1. Institution wide leadership on policy, standards and best practices.
10.2. Replace Blackboard course delivery system.
10.3. Improve IT department response time and quality:
   10.3.1. 24/7 live response (phone or email)
   10.3.2. Knowledgeable staff (stable, well-paid)
10.4. Provide faculty training and support with incentives, or at least paid time to attend