

3B. Reporting Relationships

The most successful utilization of online learning as a strategic tool by a college or university is often - but not always - a product of strong leadership and support from senior campus leaders, including the Provost and President or Chancellor. An additional factor may be the reporting relationship that exists between those responsible for the institution's online program and the institution's senior leadership. The Commission would like to explore the relationship between senior leadership support, reporting relationships and the overall "success" of online programs at various types of institutions.

- 1) What are the reporting relationships at your institution with regard to online distance learning? Would you describe it as "top-down" or "bottom-up" in terms of new program development and initiatives?
- 2) Why does your institution have that reporting relationship?
- 3) Are the reporting relationships at your institution based on a view of online distance learning as a co-equal academic entity like a college or department, or is it seen more as an "auxiliary" activity?
- 4) Was a separate office created at your institution to administer online distance learning, or is it coordinated through an existing distance education office or other entity?
- 5) Were new positions created and/or were responsibilities added to existing positions?
- 6) How has your institution's reporting structure related to online distance learning changed since the initiation of distance online? Why has it changed in this way?
- 7) Do you expect any changes in the future? If so, why?
- 8) If you could select one element as your institution's best practice in its distance learning activities, what would it be? What are you or others doing at your institution that could be shared and used by other institutions? Your response does not have to relate specifically to the area we have just discussed.