A REPORT BY

THE COUNCIL OF INDEPENDENT COLLEGES

Teaching the Humanities Online

Lessons from a Consortium of Liberal Arts Colleges

The Council of Independent Colleges (CIC) is an association of 768 nonprofit independent colleges and universities, state-based councils of independent colleges, and other higher education affiliates, that works to support college and university leadership, advance institutional excellence, and enhance public understanding of independent higher education's contributions to society. CIC is the major national organization that focuses on services to leaders of independent colleges and universities and state-based councils. CIC offers conferences, seminars, publications, and other programs and services that help institutions improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. CIC conducts the largest annual conferences of college and university presidents and of chief academic officers in the United States. Founded in 1956, CIC is headquartered at One Dupont Circle in Washington, DC. For more information, visit *www.cic.edu.*

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The Council of Independent Colleges

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Foreword

These are challenging times for American higher education, and that represents a significant break from most of the nation's post-World War II history. The postsecondary world has been greatly enhanced over the past generations. As others have observed, from the 1970s onward colleges and universities expanded their curricula. The professoriate, staff, and students became gradually more diverse. American research output led and helped change the world. Partly in response, more international students traveled to the United States while total enrollment surged to the highest levels in history.[1]

Yet this institutional ascent ran into 21st-century obstacles. The 2008 financial panic, the resulting economic downturn, and the slow, uneven recovery process therefrom dealt many institutions severe blows, requiring years of painful adjustments. The expansion of the total student loan amount has yielded extensive media criticism and widespread anxiety about financing college. Richard Arum and Josipa Roksa's controversial *Academically Adrift* (2011) spurred additional concerns about the quality of higher education. After decades of growth, even a boom, total postsecondary enrollment numbers started to decline in 2012, driven largely by community colleges' countercyclical response to low unemployment and the near collapse of the for-profit sector; however, students exiting those sectors have generally not moved on to the rest of higher education. Indeed, total enrollment numbers have yet to recover as of this writing.

Further stresses appeared as the 21st century rolled on. The Obama administration spent eight years trying to reform all of education, including colleges and universities, even in the face of opposition. International enrollment ticked downward in the wake of Trump administration policies and school shootings, while Republican dislike of higher education grew and popular suspicion of both learning and elites caught fire. Technological innovations led some to proclaim the disruption or doom of higher education, much as other industries had been upended by the continuous digital revolution. A series of widely discussed institutional closures, mergers, and near-closures have added to the emerging narrative of a postsecondary ecosystem in danger. A spectacular admissions and athletics scandal in 2019 seemed to confirm many public concerns while undermining the sector's reputation still further.

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1 Steven Brint, *Two Cheers for Higher Education: Why American Universities Are Stronger Than Ever—and How to Meet the Challenges They Face* (Princeton: Princeton University Press, 2019); Clay Shirky, "The End of Higher Education's Golden Age," blog post (January 29, 2014, accessed March 29, 2019): *www.shirky.com/weblog/2014/01/there-isnt-enough-money-to-keep-educating-adults-the-way-were-doing-it.*

Private colleges and universities face particular pressures in this moment. Anxieties about (published) tuition and student loan debt often attach to this sector, especially as new or expanded state government plans to support public higher education tuition give that sector a competitive edge over private campuses. Private campuses also are very well represented in northeastern and midwestern states—precisely the regions suffering the most acutely from a demographic reduction in the teenage population. Those demographics are likely to worsen over the next decade.[2] Further, cultural charges of elitism are far more likely to adhere to private institutions than to public ones. At the same time, the financial model of tuition discounting has pushed some discount rates above 50 percent, which some experts deem unsustainable.

In this dark era, the humanities bear an especially heavy burden. Enrollment patterns over the past two decades have tended toward higher numbers for other fields, namely STEM and business, but the past several years have seen the humanities hit harder than they have been for generations. Benjamin Schmidt and others have established that arts, law, philosophy, English language and literature, history, and religion enrollments have suffered a serious and sustained downturn in the wake of the 2008 financial crash.[3] Graduate programs in law, that well-trodden path for humanities graduates, have fallen back to 1970s levels. It seems that students, increasingly concerned with employment and seeing the humanities as ill-suited for that goal, are voting with their feet.

In such a context, we must sometimes struggle to find optimism about the fate of the humanities in private colleges and universities. Despite that, the pages that follow offer precisely this kind of positive news. In the face of gloomy forecasts, they describe a bold and ambitious project to use technology across campuses to give new life to upper-level humanities courses.

Over several years, a group of colleges and universities brought together by the Council of Independent Colleges developed an unusual program, an interinstitutional collaborative structure wherein one campus taught a humanities course, and students at other campuses could take it. Participating institutions formed consortia to support these exchanges, with multiple courses being taught among them.

Leading such collaborations required a series of innovations and experiments. Classes had to be redesigned to account for, and to maximize the benefits of, this new setting. These were hybrid classes, combining face-to-face with online learning, so pedagogies needed to be adjusted, drawing on the past generation of digital teaching and learning research. Campus technologists assisted faculty members and their departments in this process. Appropriate technologies were selected, tested, and assessed. Curricular committees and academic leadership had to study and approve course proposals, while registrars developed ways of accounting for them. College and university teams studied these closely, as did outside experts, most notably Ithaka S&R, seeking to develop and improve them through subsequent iterations.

These consortia are unusual in several ways. They are neither wholly online nor entirely face-to-face, but a synthesis of those two modes. They are not MOOCs. They do not work at massive scale, but instead retain the small class sizes prized by small colleges and universities. They represent active collaboration among campuses that might otherwise compete with each

2 Nathan D. Grawe, *Demographics and the Demand for Higher Education* (Baltimore: Johns Hopkins University Press, 2018).

3 Benjamin M. Schmidt, "The History BA Since the Great Recession: The 2018 AHA Majors Report," American Historical Association (November 26, 2018, accessed March 29, 2019): *www.historians.org/publications-and-directories/perspectives-on-history/december-2018/the-history-ba-since-the-great-recession-the-2018-aha-majors-report.*

other. Class topics do not involve technology or even media studies, but are proud examples of classic humanistic inquiry: Byzantine art, the history of the book, ethics, the American Civil War, Biblical prophetic texts, gender, and literature.

In one sense these distributed, consortial courses are fine examples of private colleges and universities innovating boldly, practically, and at some degree of scale. They represent a finely tuned creative spirit within academia seeking to reinvent humanities teaching for a new era. As digital technologies invade and reboot more of human society, these consortia carefully used those tools to power new ways of teaching. This is a terrific story, one well worth being told across all audiences interested in education.

At the same time, the project is one that connects deeply with the history of the humanities. These classes are, in a sense, further instances of the pre-digital desire to connect scholars and students around the questions and artifacts fundamental to the humanities. They offer a new way for curious students to explore these topics and for faculty members to inspire them. They are the humanities through other means.

Looking forward, such inter-campus teaching projects may offer a glimpse of the future. From the campus side, if many colleges and universities struggle with enrollment issues, opening up campus classes to students from other institutions gives them the opportunity to increase class sizes. In addition, since these are upper-level classes with particular topics, participating campuses can effectively expand their humanities offerings. This may be especially attractive to smaller colleges and universities, giving their students a greater number of curricular options to explore. Put another way, if present day humanities departments may be overbuilt for current demand, inter-campus classes let them expand that demand.

Students are likely to express that demand digitally. Although it is easy to overstate or mythologize the real world skills of "digital natives," social trends have established that younger people—the primary student market for small, private colleges and universities—tend to be more thoroughly immersed in the digital world than their elders. They are more likely to use more software and hardware. Inter-campus teaching can meet those students where they live.

At the same time, as skepticism, criticism, and outright fear of the contemporary digital world build, inter-campus teaching offers an alternative way of engaging with technology. Instead of relying on Silicon Valley giants that can violate user privacy and allow or encourage abuse, campuses can establish safer environments where faculty members and students can interact with peers in supportive environments. Preexisting policies and practices already attuned to student needs and safety can help structure positive learning experiences.

From a technological angle, consortial teaching requires institutions to advance their academic computing capacities. IT departments need first to establish infrastructural baselines to allow their faculty members and students to participate, supporting sufficient networking, hardware, and software needs. Instructional design staff are needed to help faculty members translate their classes into this new form. Faculty development is required as well. Committing to the consortium model is a strategic investment, and one that could pay dividends in many areas. The practice can inspire other faculty members to revise their classes, be they entirely in the physical classroom or to some degree online. Each face-to-face consortial meeting I attended saw faculty members describing how the experience of teaching students online helped them rethink their traditional classroom practices.

As new technologies appear and (relatively) older ones are transformed, the consortium model described in this report offers campuses a way to engage with them. Practically, faculty and staff members can determine the best ways to apprehend virtual reality, artificial intelligence, blockchain, and mixed reality. Meanwhile, campus populations can bring their critical capacities to bear, assessing the nature of these technologies. Humanists are well positioned to contribute to such conversations, given the many insights into the digital world provided by history, philosophy, the arts, and other disciplines. The practical engagement of institutions through inter-campus teaching can ground such discussions, while encouraging greater participation in them. The consortium model is, therefore, future oriented.

How did campuses make this approach work? How did faculty members shift their pedagogies and curricula? By what means did administrative leaders understand the consortium model and support their faculty and staff members in making it happen? How did students understand and react to these innovative and unusual classes? How costly was the campus investment needed to bring the project to life? The pages that follow answer those questions in extensive and thoughtful detail. The report offers a deep examination of how the project played out in practice. It may afford a glimpse of the humanities, and the private college and university world, to come.

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Background and Overview of the Consortia for Online Humanities Instruction

A Brief History

Only six years ago, MOOCs (massive open online courses) dominated the discussion about digital teaching and learning in higher education. Unsurprisingly, the Council of Independent Colleges (CIC) became interested in understanding this new phenomenon and what it might mean for undergraduate learning, especially at smaller liberal arts institutions. CIC pursued two lines of inquiry. First, the staff consulted with MOOC providers to explore the idea of developing partnerships between CIC member institutions and one or more providers of MOOCs. Second, the staff consulted with the leaders of CIC member institutions and learned that an explosion of spontaneous interest in online education already was taking place on campuses all over the country. In fact, a survey of CIC member institutions conducted by the Learning House Inc. in 2012 revealed that 88 percent offered some form of online coursework, mostly in professional programs at the undergraduate and graduate levels. Only 18 percent had offerings in the humanities.

The same survey asked chief academic officers to describe the role they would like CIC to play in promoting online learning at independent colleges and universities. Nearly 90 percent said they wanted to learn more about comparable institutions' strategic uses of online learning; nearly 80 percent requested opportunities to share models and experiences; and nearly 70 percent wanted to learn how to develop online courses or programs. CIC staff concluded that online alternatives to large lecture courses such as MOOCs were of marginal relevance to the strategic needs of independent liberal arts institutions and that academic leaders were anxious to learn how to develop and use their own courses online as well as "how to use blended or hybrid approaches." The 2014 Babson Survey confirmed this insight when it reported that 65 percent of academic leaders at private nonprofit colleges and universities indicated that "online education is critical to the long-term strategy of my institution," while fewer than 14 percent said they had or planned to introduce MOOCs on campus.[4]

CIC staff came to understand that online learning technologies have the potential to help CIC member institutions address the problem of sustaining advanced courses that often are essential to the integrity of liberal arts majors with small enrollments. Given the recent struggles in college and university finances, many smaller colleges have had a difficult time balancing

4 I. Elaine Allen and Jeff Seaman, *Grade Level: Tracking Online Education in the United States* (Babson Survey Group, 2015): *https://onlinelearningsurvey.com/reports/gradelevel.pdf*.

budgets and offering strong majors in liberal arts disciplines. This has been especially true in the humanities. Since the 2008 financial crisis, according to a recent article in the *Atlantic*, "Almost every humanities field has seen a rapid drop in majors…."[5] This decline has occurred at all types of institutions of higher education. In addition, there is evidence that enrollment in humanities courses also has declined, especially in upper-level courses, though not as precipitously as the number of majors. CIC thus decided to try to find ways to use new instructional technologies to improve student learning in advanced courses and lower costs by sharing resources and knowledge among institutions. Essentially, the goal was to improve and promote the upper-level courses in the humanities that are so valuable to a liberal arts education.

CIC recognized the rapid pace of change in online learning, how little was known about the efficacy of various approaches to online teaching and learning, and declining enrollments in the humanities at all types of colleges and universities, including many smaller colleges. Therefore, CIC approached the Andrew W. Mellon Foundation in 2013 for support of a project that would focus on the evaluation of student learning outcomes and instructional costs to assess the effectiveness of online and hybrid courses as feasible alternatives to traditional, often under-enrolled, upper-level courses in the humanities. The foundation agreed, and CIC selected 21 colleges and universities to participate in the Consortium for Online Humanities Instruction. From the outset CIC regarded the project as a "natural experiment" and engaged Ithaka S+R to evaluate all aspects of the Consortium.

Consortia for Online Humanities Instruction Member Institutions

Consortium I (2014–2016)

Augustana University (SD)
Bethune-Cookman University (FL)
Bucknell University (PA)
Concordia College (MN)
Connecticut College (joint project)
Elizabethtown College (PA)
Gordon College (MA)
Grand View University (IA)
Hiram College (OH)
Lesley University (MA)
McDaniel College (MD)
Moravian College (PA)
Otterbein University (OH)
Park University (MO)
Saint Michael's College (VT)
Saint Vincent College (PA)
Susquehanna University (PA)
Sweet Briar College (VA)
Trinity College (CT) (joint project)
University of St. Francis (IL)
Wartburg College (IA)

Consortium II (2016–2018)

Bloomfield College (NJ)
Carlow University (PA)
Carroll College (MT)
Carroll University (WI)
Claflin University (SC)
Clarke University (IA)
Concordia University Texas
Gettysburg College (PA)
Lasell College (MA)
Mount Mary University (WI)
Northwestern College (IA)
Randolph-Macon College (VA)
Rosemont College (PA)
Shenandoah University (VA)
Siena College (NY)
Simpson College (IA)
St. Edward's University (TX)
St. Olaf College (MN)
Ursuline College (OH)
Walsh University (OH)
Wesleyan College (GA)

5 Benjamin Schmidt, "The Humanities Are in Crisis," *The Atlantic* (August 23, 2018): *www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisisof-confidence/567565.*

CIC staff members were initially unsure of the extent of interest among independent colleges and universities in developing, offering, and accepting online courses in the humanities. After all, small liberal arts colleges take great pride in the individual attention they give students and in the low student-to-faculty ratios and small class sizes they are able to offer. Moreover, faculty members who teach humanities courses are among the strongest believers in the value of in-class participation for student learning. Therefore, it was a surprise that nearly 100 institutions applied for inclusion in the first Consortium and 42 applied to participate in the second Consortium two years later.

Why were these institutions, including their humanities faculty members and administration, interested in participation in a consortium designed to share online upper-level courses in the humanities? Some of the reasons were general and might be true of participation in any national higher education project:

- Association with a national project would bring visibility to the institution and perhaps enhance its reputation;
- Over time, participation in the project could help the institution become more distinctive in ways related to its goals and accomplishments; and
- Association with an online consortium of institutions throughout the country could demonstrate the institution's willingness to stay current with trends in higher education.

For administrators, this project also had a specific appeal:

- Institutions could market more courses, majors or concentrations, minors, and other programs to prospective students and their families and thus aid in student recruitment.
- Adding upper-level courses from other institutions might enable students to major in a humanities discipline not currently available to them.
- Having courses available online could serve particular students and help them graduate on time: athletes, students studying abroad, adult students, employed students, and students pursuing internships off campus.
- Participation in the Consortium could help institutions maintain humanities disciplines that are essential to their missions.
- Systematic participation could lead to less duplication of courses and programs among institutions.
- Participation might lead to cost savings.

Finally, from a faculty perspective:

- The Consortium could provide opportunities to teach more courses in their area of specialization.
- The Consortium could help maintain faculty positions if full-time teaching loads were to include both traditional and online courses.
- Faculty members could learn from one another about course development, approaches to teaching online, course and teaching evaluation, and other ways to strengthen teaching as well as learning from each other's successes and missteps.
- Faculty members might learn new pedagogies that they could use in traditional classes.
- They could see the connections between their own experience with teaching and larger national issues about student learning.

Consortium I

The institutional teams participated in two workshops prior to the initial offering of online or hybrid courses in the humanities: a national workshop in July 2014 and one of three regional workshops in October 2014. These workshops provided opportunities for participants to hear from national experts in online instruction and to address specific implementation issues, course evaluation practices, and the logistics of the Consortium. Each workshop also included opportunities for focused peer-to-peer discussions among faculty members and among academic administrators. An email listserv and online discussion forum supplemented the face-to-face workshops for participants, periodic contacts by CIC and Ithaka S+R staff, and webinars on course design and intellectual property issues.

The Consortium developed and offered an initial cycle of 41 online and hybrid courses during the spring 2015 semester. Enrollments were limited to undergraduate students enrolled in home institutions. More than half of the courses offered were in a fully online format, and the rest were offered as hybrid courses. Twenty-five of the courses were revised versions of courses that had been offered in a face-to-face or online format previously; 16 were completely new courses. During the semester, CIC hosted a webinar for participating faculty members to share details about the progress of their courses.

CIC contracted with Ithaka S+R at the start of the Consortium to serve as project consultant and evaluator. Ithaka S+R based its evaluation of the initial round of courses on detailed surveys of students and faculty members, weekly reports of faculty time devoted to developing and teaching the courses, faculty assessments of learning outcomes for students enrolled in their own courses, and assessments of student learning outcomes by faculty peer assessors using a rubric developed for the project by a committee of participating faculty members.

The staff of Ithaka S+R presented their evaluation of the initial round of courses during a national workshop for program participants held in Washington, DC, in 2015. This workshop also enabled participants to prepare to revise their courses for spring 2016 through peer reflections on successes and challenges and a facilitated workshop led by prominent education technology expert Bryan Alexander; to address remaining questions about student registration procedures and inter-institutional cooperation during the 2015–2016 academic year; and to consider the sustainability of this Consortium and explore other forms of collaboration.

Project participants used the summer and fall of 2015 to revise the online courses, to recruit students from their own campuses and other Consortium members to enroll in the online courses, and to finalize procedures for enrolling students and transmitting registration details. In September 2015, CIC convened a working group of registrars from participating institutions to help identify remaining challenges to course sharing, propose solutions to those challenges, and share recommendations with other registrars and academic administrators in the Consortium. Based on their advice, CIC substantially revised the registration information contained in an online catalog of Consortium courses. (See the Appendix for a list of courses taught as part of the Consortia.)

Extension of Consortium I

The evaluation results were so encouraging—and the participants so persistent in their desire to extend the Consortium—that CIC appealed successfully to the Mellon Foundation for a supplemental grant to support the initial group's work for another year. One of the most active members of the Consortium agreed to serve as a part-time coordinator to facilitate open

communications, maintain the catalog of courses, and manage effective processes for cross-registration. Of the original 21 institutions, 16 stepped forward with a commitment to share resources, including modest financial support contributed by all participating institutions, for the continuation of Consortium I's work.

Consortium I members offered six courses in fall 2017 and an additional six courses in spring 2018. Kevin Gannon, professor of history and director of the Center for Excellence in Teaching and Learning at Grand View University (IA), offered this observation about the offerings: "The enrollment patterns affirm one of the key strengths of the Consortium; the classes that saw cross-enrollment typically were those that students did not have access to within their own institution (for example, Chinese history)." In addition, access to Consortium I courses allowed several institutions to meet the specific curricular needs of students who might not otherwise have been able to progress without such flexible alternatives. Gannon also reported that "a centralized coordinator and a common registration form made the cross-enrollment process significantly easier" than it was in the earlier phase of the Consortium. An attractive catalog page with instructors' photographs, biographies, and links to syllabi made it easier to publicize course offerings and facilitate student enrollments. This work demonstrated that by working together, independent colleges can broaden the scope of learning experiences available to their students, improve pedagogy through innovation, and create efficiencies in instruction without sacrificing the values that define the sector.

Lessons Learned in Consortium I

The Ithaka S+R findings at the end of Consortium I were limited but very promising. CIC learned critical lessons that would help staff and participants conceptualize a second consortium with a more complete understanding of the effectiveness of online instruction at liberal arts colleges. Among other lessons, we determined that the selection process for the next consortium should focus on faculty members and institutions with more comparable experience in offering online coursework than the heterogenous group of participants in Consortium I. This uniformity of experience would help save valuable time that otherwise would be used to help some participants climb a steeper learning curve. We also learned to be more explicit and rigorous about our preference for courses that could substitute for required courses in most collegiate humanities majors instead of courses that were idiosyncratic to particular colleges or faculty members. We also decided to select concentrations of courses in a smaller number of humanities disciplines to ensure that all faculty participants could benefit from peer-to-peer interactions. Perhaps the most important lesson was that campus registrars are essential to effective institutional collaboration; involving them in the project early would have helped Consortium I avoid some of the thorniest issues it faced—those that involved the nature of the consortial relations and the mechanics of cross-enrolling students.

Consortium II

CIC launched Consortium II in 2016 with three main goals: to explore how online humanities instruction can meet desired student learning outcomes, especially in under-enrolled majors; to determine whether smaller independent liberal arts institutions can make more efficient use of instructional resources and reduce costs through online humanities instruction; and to promote institutional collaboration around shared curricular offerings.

The second Consortium built on the successes of and lessons learned from the first cohort. CIC selected another 21 institutions to participate in Consortium II. A four-person team consisting of a senior academic officer, two faculty members in the humanities, and the registrar represented each college or university. This Consortium enjoyed the added benefit of working with a team of nine mentors drawn from the first Consortium who were particularly successful in the development, teaching, and sharing of courses.

The institutional teams met for a national workshop in Alexandria, Virginia, in August 2016. Prior to the workshop, CIC collected and circulated a preliminary list of "institutional challenges and goals" identified by each team as the basis for further discussion during the workshop. The content of the workshop was developed with input from nine veteran participants of Consortium I—six faculty members and three academic administrators—who, in most cases, served as advisors and mentors for the remainder of the project. The workshop began with an overview of lessons learned from Consortium I, including a presentation by Ithaka S+R staff and reactions from a panel of mentors. Other sessions included workshops and small-group discussions devoted to course planning (for the faculty members) and the practical and policy issues involved in institutional support for online instruction (for the administrators and registrars); a discussion of evaluation strategies; and a panel on successful models of institutional collaboration. Participants also heard presentations by three experts in online pedagogy for the liberal arts: Kenny Morrell, associate professor of classics at Rhodes College (TN) and a founder of the Sunoikisis, the virtual classics department; Bryan Alexander, a prominent blogger and consultant in the field; and Rebecca Frost Davis, director of instructional and emerging technology at St. Edward's University (TX).

Thirty-nine online or hybrid courses in the humanities were offered at 21 institutions during the spring 2017 semester. Enrollments again were limited to undergraduate students from the home institutions, with an overall completion rate of more than 90 percent (representing 546 students).

CIC offered faculty members two webinars that supported their teaching during the semester, one focused on intellectual property issues for online education (January 31, 2017, featuring Melissa Levine, lead copyright officer at the University of Michigan library) and the other on building student engagement in online classrooms (February 7, 2017, featuring Kelvin Thompson, director of the Center for Distributed Learning at the University of Central Florida).

The institutional teams met for the second of three annual workshops in Washington, DC, in August 2017. Workshop participants included six mentors from Consortium I who served as session panelists, discussion leaders, and peer advisors to the present cohort.

The workshop began with another review of evaluation findings by Ithaka S+R staff and reactions from a panel of faculty peer evaluators and Consortium I mentors. Other plenary sessions focused on the successes and challenges faced in 2016–2017, a demonstration and critique of several online courses offered in spring 2017, cost containment, and institutional collaboration. Participants met in smaller groups by institutional role to discuss online pedagogy and course revisions (faculty), institutional resources and strategies for supporting online instruction (academic administrators), and practical and policy issues related to course sharing in 2017–2018 (registrars). Participants also heard presentations by three experts in higher education, online learning, and the liberal arts: Bryan Alexander, Kathleen Fitzpatrick (then associate executive director and director of scholarly communication for the Modern Language Association), and Catharine Bond

Hill (former president of Vassar College and now managing director of Ithaka S+R).

Faculty members used the summer and fall of 2017 to revise their online courses and prepare to welcome online students from other Consortium II institutions into their courses in 2017–2018. Participants reported that the session on course revisions during the August workshop, along with the opportunity to compare notes with colleagues in their own discipline from the other colleges, greatly advanced the revision process. Faculty members also took advantage to some extent of the email list and online community developed for the project.

The registrars and academic administrators developed a framework for enrolling and supporting students from other institutions in the Consortium. To this end, a committee of registrars developed a common registration request form and a model registration workflow. To facilitate communication and collaboration among the colleges, the registrars asked CIC to add drop and withdrawal dates, final grading deadlines, and other important information for advisors and registrars to the web-based catalog.

Refining the policies and procedures for cross-enrollment, while vital, was just part of the preparation for sharing students and courses in 2017–2018. On October 19, 2017, CIC hosted a webinar on "Overcoming Barriers to Cross-Campus Enrollments," featuring a presentation by Andrea Lanoux, professor of Slavic studies at Connecticut College and a mentor from Consortium I. Lanoux offered examples of how faculty members and administrators in Consortium I promoted course offerings at the other colleges. She also highlighted the importance of faculty buy-in and the vital role of academic advisors in focusing on the student experience and emphasizing flexibility to students as a key feature of online learning.

An important benefit of both Consortia was the opportunity for participants to collaborate with other faculty and staff members from colleges and universities throughout the country. Participants also had a chance to work with national experts in online pedagogy as well as CIC and Ithaka S+R staff members during all three national workshops held in 2016, 2017, and 2018 as well as through a series of webinars.

This report is the story of 42 independent colleges and universities whose faculty members, administrators, and registrars entered into a collaborative venture to offer shared online courses in upper-level humanities disciplines, the difficulties they encountered and mostly overcame, and the lessons they learned through the process. The next three sections of this report describe lessons learned from the perspectives of three key groups: students, instructors, and administrators. The lessons are a mix of quantitative findings from Ithaka S+R's surveys over a four-year period, comments made at the workshops, and both formal interviews and informal discussions with participants in the project. We are pleased to share these results with the higher education community.

Terms Used in This Report

Flipped courses: Courses in which students are expected to acquire subject content outside of class meetings while in-class time is spent on deepening understanding through discussions, problem-solving, and interactive engagement with the subject content. If the subject content is delivered online and face-to-face time in the classroom is reduced, these courses can be called hybrid courses.

Hybrid courses: Courses in which some of the instruction is delivered online, such as lectures on the subject content, and some instruction is provided in class, usually focused on more interactive activities and discussions.

Massive open online course (MOOC): An online course that has start and end dates; is free to students, at least for those who are not seeking a certification, and open to anyone; and uses social media and automated grading technologies to enroll large numbers of students. Permutations include synchronous massive online course (SMOC) and distributed open collaborative course (DOCC).

Online learning: Instruction that is delivered over the internet instead of in a traditional classroom. It includes delivery of course content—for example, through online video lectures or asynchronous discussion boards—as well as more interactive technologies focused on problem-solving or skills practice. Basic uses of a learning management system such as posting a course syllabus and assignments for a classroom-based course are not typically considered "online learning."

Open educational resources (OER): This term is frequently used to describe online educational content or tools that are free to end-users (who may be students) and use open copyright licenses that allow for reuse and repurposing by other instructors.

Synchronous vs. asynchronous: Synchronous components of a course are those in which all students in a course participate together at a specific time. Asynchronous components are available to students at any time or within a given window of time.

Adapted from a glossary prepared by the staff of Ithaka S+R.

LESSONS LEARNED:

Student Learning and Satisfaction

The Council of Independent Colleges' 658 member institutions are primarily small private colleges whose origins and missions are firmly planted in the liberal arts and whose current strengths are still in the humanities, social sciences, and sciences. As institutions with low student-to-faculty ratios and a primary commitment to providing education to undergraduate students, they are committed to the primacy of teaching and learning in a setting in which students are assured of having close and frequent interaction with faculty members.

Given the importance of providing a strong education in the humanities at a time when the number of students choosing to major in the humanities and the number of upper-level courses in the humanities are both in decline, CIC's primary motivation for creating the Consortium for Online Humanities Instruction was to provide students in small independent colleges with a wider variety of upper-level course offerings in the humanities. The project achieved this aim along with a number of other anticipated (and a few unexpected) achievements. Over the four-year period, the project staff was surprised to learn that students valued the convenience of online courses even more than the increased course offerings. Students performed well in the online humanities courses, as evidenced by the consistently high grades they earned. Contrary to the expectations of some Consortium participants at the outset of the project, students embraced, even expected, opportunities for online courses as part of their curricula.

Student Performance

Not all faculty members in the CIC community were convinced that online instruction, especially in the humanities, could ever be as effective as face-to-face instruction. The Consortium project rigorously assessed student learning outcomes and presented the results at the annual workshops, with the aim of providing the CIC community with quantitative and qualitative information about student performance in online humanities courses.

Lessons Learned

- Faculty members found that their students achieved the learning objectives set for each online course. This was true when enrollment was limited to students from the faculty member's own institution (see Figure 1) and when the courses were open to students from other institutions (see Figure 2). The large majority of students met or exceeded the expectations defined by instructors' own specified learning outcomes.

Figure 1: Students Achieved the Desired Learning Outcomes
Consortium I, Year One

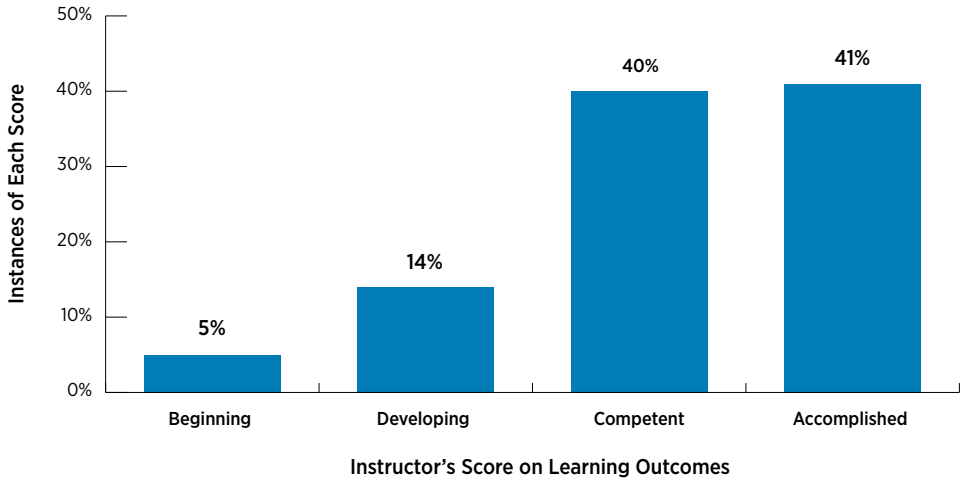
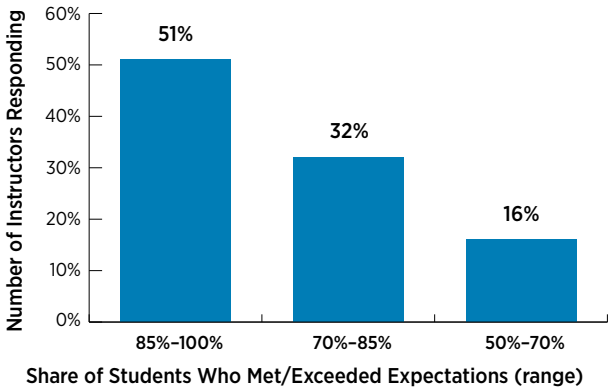


Figure 2: Students Met or Exceeded Learning Expectations
Consortium I, Year Two

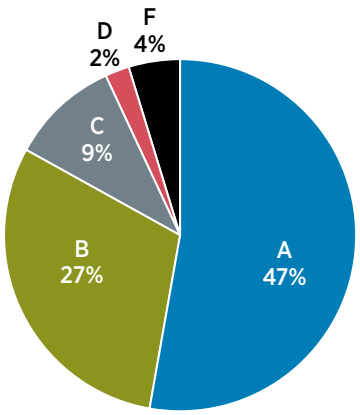


One academic administrator told an evaluator:

> *I believe absolutely that we can deliver high-quality, upper-level courses in the humanities in an online/hybrid format. Course design is critical, as is a willingness to invest considerable "upfront" time at the beginning. When done properly, however, online/hybrid courses can engage students and help them develop the skills they need for life-long personal and professional success at the same rate as traditional courses.*

- Grades awarded to students in online courses were consistently high through the four years of the project. In Consortium II, for example, the distribution of grades for the initial year of courses can be seen in Figure 3 (mostly As and Bs). During the second year of Consortium II, which included students from other campuses, the grades were even better (see Figure 4).

Figure 3: Grade Distribution for Online Courses Not Shared with Other Institutions
Consortium II, Year One

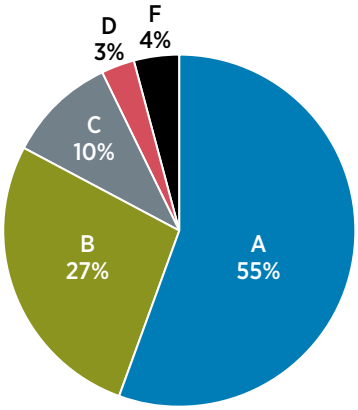


- Teams of faculty members from other participating institutions reviewed and rated student learning outcomes consistently at the "competent" or "accomplished" levels.

- Some faculty members, however, reported that students who chose to enroll in a Consortium course because it was offered in an online format did not fare as well as those who selected the course because they were interested in the topic.

- Students who do not work well independently or who are not disciplined can fall behind in online coursework, so they must be encouraged to log into course sites regularly.

Figure 4: Grade Distribution for Online Courses Shared with Other Institutions
Consortium II, Year Two



Student Satisfaction

Students, even more than faculty members, found advantages offered by online humanities courses. Many students expressed appreciation for the variety of courses available to them through the Consortium. Nontraditional students, many of whom have family and professional obligations in addition to their courses, valued the flexibility offered by online courses. Perhaps most importantly, students who find it difficult to engage in dialogue in the classroom found it easier to take part in class discussion in the online format and reported that they had time to form their thoughts and offer considered opinions in the online format.

Lessons Learned

- In the first year of Consortium I, students indicated that taking courses required for their major was their first reason for choosing online courses (see Figure 5). Students consistently reported that their top reasons for choosing online courses included flexible scheduling, filling a major requirement, and the reputation of the instructor.

- Eighty percent of students in Consortium I indicated that their online courses motivated them to explore questions raised by the course.
- Sixty percent of students in Consortium I reported that online courses were valuable in helping them appreciate different perspectives.
- From the very first offering of online humanities courses in Consortium I, students consistently rated the online courses favorably (see Figure 6).
- In Consortium II, 88 percent of students rated their online courses the same as or better than traditional classroom courses.
- Students reported that having the option of enrolling in more humanities classes online gives students more options and helps them complete their programs in a more timely fashion. Typical comments made by students enrolled in Consortium courses included:

> *My home university offers almost no specialized humanities courses. I like having access to these more narrowly focused courses from another university without having to "transfer" credits.*
>
> *[My home institution] doesn't have these courses, and I think taking this class really helped advance my knowledge in something I am actually interested in. I was excited when I saw this course offered and am glad I got to take it as I would have not had an opportunity to learn about the art in such great depth.*

Figure 5: Students' Top Reasons for Enrolling in Consortium Courses
Consortium I, Year Two

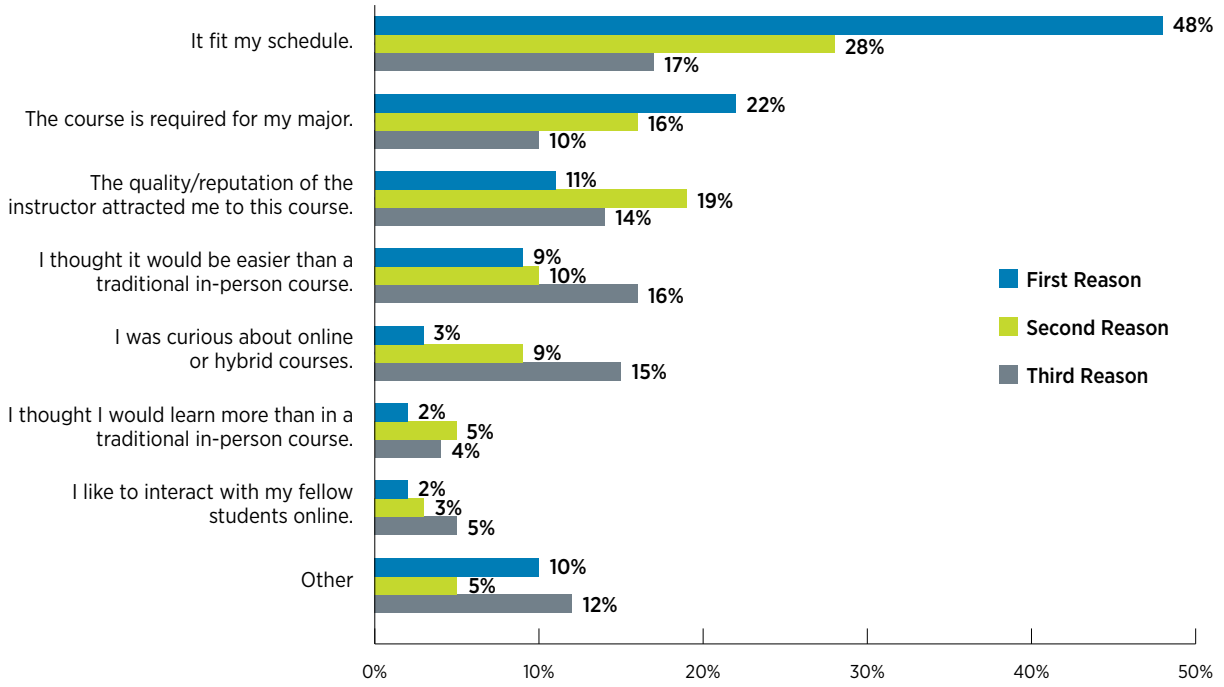


Figure 6: Students Rated Online Courses Highly
Consortium I, Year One

- Students found value in new teaching methods and media.

  > *[This course] was set up in such a way that I felt like I got to experience the course in more dimensions than I would have in a more traditional course setting. There were tons of opportunities for interactions with other students in a variety of mediums and always some way to participate.*

- Yet there was a common perception among students that online courses would (or should) be easier than traditional courses. One typical comment made by a disappointed student was this: "This course was just very hard to keep track of and in my opinion way too demanding for an online course."

Student Engagement

Faculty members reported some concern about a lack of student engagement in online courses, but students saw very little difference in their level of involvement in online courses compared with traditional courses. Perhaps most notably, students who have difficulty speaking up in the traditional classroom found it easier to participate in online discussions.

Lessons Learned

- Students said that they were able to engage more with course content and to perform better in the course because they were more comfortable participating in an online than an in-class environment (see Figure 7).

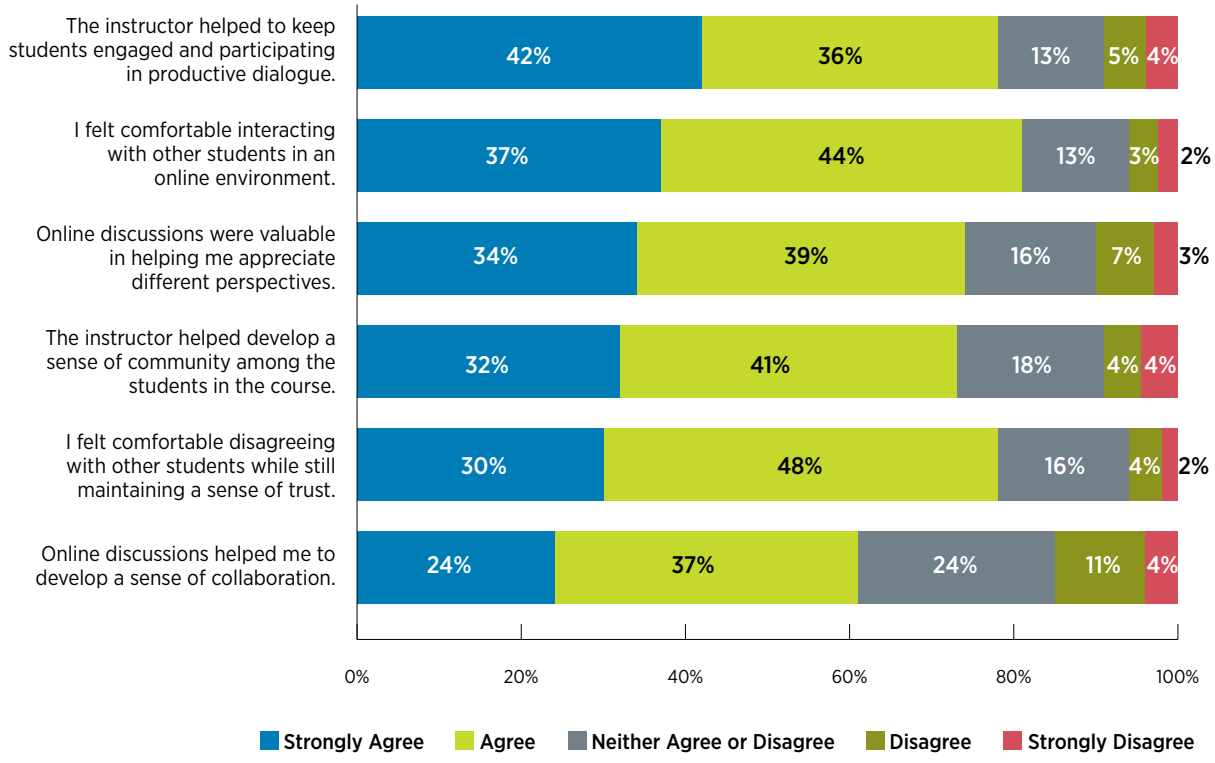
As one student reported:

> *I think learning online with other students lets me be open more in my discussions because the fear of others' opinions of my views was decreased due to not having to be in a classroom face-to-face with my classmates.… I also think I learned to motivate myself and [developed] more discipline having to do work on my own and meeting deadlines.… Online classes require more work because you're not in a traditional classroom where time is limited, so you have to use different methods to make sure you're learning what you need to learn.*

- Students and faculty members alike indicated that student learning improved when instructors provided a substantive introduction to an online course, explaining how it might differ from traditional courses and how students could learn well and efficiently in this setting.

- Frequently, students reported that taking online courses increased their interactions with faculty members. According to one student: "Taking online courses is like having several independent studies at the same time because faculty members spend more time with each student."

Figure 7: Student Perceptions of Social Presence in Consortium Courses
Consortium II, Year Two



Visiting Students and the Online Classroom

The Consortium project was designed to offer the online courses on the local campus in the first year and then open them to all students from participating institutions in the second year. In Consortium I, relatively fewer students took advantage of courses on other campuses, but by the second year of Consortium II, 84 students (13 percent) had enrolled in courses offered by other institutions. While more research would be needed to understand fully the differences between the learning experience for local students and for visiting students, for the most part, the two groups of students learned equally well. Overall, instructors reported no perceived difference in performance between locally and cross-enrolled students. Course grades reported by registrars corroborate this observation and reported that locally enrolled and cross-enrolled students tended to perform equally well (averaging a B grade), with no noticeable differences between them.

In many cases, faculty members reported their appreciation for the fresh perspectives that visiting students brought to their classes. Interestingly, students quite frequently did not even know which students were visitors and which were students at their own institution.

Lessons Learned

- Faculty perceptions of the performance of external students were mixed, with over half reporting essentially no difference between home and visiting students' performance, 13 percent reporting better performance by visiting students, and 31 percent reporting a poorer performance by the visitors (see Figure 8).

- More study is needed to determine whether different academic calendars, different cultural norms, or different academic expectations account for somewhat more difficulty experienced by external students.

- Local students and their instructors viewed the cultural experience of having students from other institutions taking courses with them as a benefit. One student put it this way:

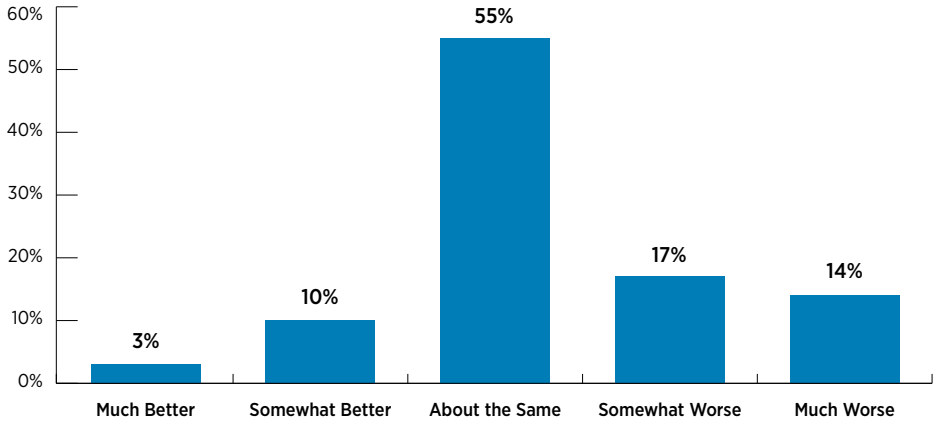
  > *It was interesting to gain perspectives from people outside [of my home institution] community. [My home institution's] demographic tends to be similar (mostly young women), but students from other schools gave me the opportunity for new insight in online discussions.*

- One finding of the project—that home campus students performed slightly better than external students in online courses—warrants additional study. In the second year of Consortium II, we found that visiting students' performance based on grades was slightly below that of the local students. More visiting students earned the grade of D, F, or W (withdrew) in the courses (17.8 percent) compared with home students (11.4 percent).

Flexibility, Diversity, and Access

Students valued the flexibility of online instruction above all else. Especially for the "new traditional" students, who often have home and professional responsibilities in addition to their coursework, the online courses often meant that they could continue their education uninterrupted. Colleges and universities that have offered only traditional instruction until now are recognizing that online instruction may provide new opportunities for recruiting a broader range of students and for developing new kinds of programs more aligned with professional development for adult students.

Figure 8: Instructor Perceptions: Performance of Visiting Students vs. Home Students
Consortium II, Year Two



Some students appreciated the benefits of online courses and saw no reason to make comparisons with traditional face-to-face courses. Both instructors and students also indicated that determining whether online or hybrid formats were objectively or measurably more effective than traditional face-to-face courses was a futile endeavor: The two experiences are too different to be comparable, and the experiences within each context are different as well. There are simply too many variables—such as instructor, subject matter, level, and course materials—to be able to claim that traditional and online courses are equally effective or that one approach is more effective than the other. To be sure, they are different, but, like lecture courses and seminars, each has an important role to play in the curricula of small independent colleges and each has value.

Lessons Learned

- Students who ranked online courses as better than classroom-based courses most commonly gave as their reason the flexibility of scheduling that this format affords.

> *Being a mother of four children and working [in] a high-stress full time job, I prefer online courses. It is not always easy or convenient for me to drive to campus because of my work schedule or family obligations. I am thankful for the few opportunities I have had to take an online course. I only wish more online courses were offered on a more consistent basis.*

- The availability of online courses, especially those that are offered for eight or so weeks, may help students who start a course with a poor performance to drop that course, add a course online, and stay on track for graduation within four years. Eventually, colleges might see related improvements in graduation rates.

- Some students who took online courses from another college enjoyed the diversity of the experience offered by the Consortia and compared doing so to a kind of "study away" opportunity. For example, one student enrolled in a women's college found

herself in a coeducational class for the first time and considered it enriching and enlightening.

- Students also found that online courses provided unexpected benefits. A student enrolled in a Consortium II course made this observation:

> *I think this class was better than a traditional in-person class because it raised more challenges. For example, at times we would have group projects in which we would be challenged with the task of communicating with students we never met before—and it worked out. It helped improve my communication skills, take constructive criticism (discussion board posts), and study independently.*

- Instructors reported that students with different abilities were treated more similarly in online courses. This was reflected in remarks by Bryon L. Grigsby, president of Moravian College (PA), at the final workshop for Consortium participants, as he described his first time teaching an online course:

> *I quickly realized that the technology created a kind of access that we had not had before. It enabled the ten-second thinkers in the class to be able to get into the conversation on a threaded discussion where previously they had been silenced by the two-second thinkers who dominated a face-to-face class. It made for a richer discussion and a deeper understanding of the text from 100 percent of the class members.*

- Similarly, many faculty members found that usually quiet students spoke up and "became stars online."

LESSONS LEARNED:

Teaching Outcomes and Faculty Perceptions

Each institution that applied to participate in either Consortium I or II put forward a team that included two faculty members who would develop and teach an online upper-level humanities course. In some instances, faculty members volunteered to participate, some because they saw an opportunity to learn more about online instruction, and some because they were excited about developing a course in their area of specialization. In other instances, presidents, provosts, or deans asked specific faculty members to take part in the project as a way to promote faculty development or to recognize excellence in teaching.

At the beginning of Consortium I, relatively few faculty members had engaged in online instruction previously. By the time CIC launched Consortium II, more small independent colleges had introduced online courses, so many more of the participating faculty members came to the project with experience. Even more noteworthy was the number of CIC institutions that had hired instructional designers who could assist faculty in developing online courses and advising which software would enhance the learning process.

Many faculty members in small independent colleges have chosen to teach at these institutions because they place a high premium on interaction with their students. They value small classes that allow for intensive discussion. Not all faculty members involved in the Consortia wanted to relinquish that close student-faculty relationship that has been the hallmark of their institutions for decades. Others, seeing that online instruction was becoming more commonplace on other campuses, wanted to learn more about the possibilities for reaching more students in new ways.

Most of the faculty members who experimented with online teaching during the Consortia found it to be a valuable experience. Faculty members appreciated the benefits of online courses for their students, as well: Students performed well in online courses, they valued the flexibility of courses that did not require a set time to attend class, and they enjoyed the interaction they had with fellow students and their instructors. Several of the participating faculty members were excited by the opportunity to explore new pedagogical approaches, which also had a significant impact on their face-to-face classroom teaching.

The Role of Technology

Faculty members cited their relative unfamiliarity with online instructional software, and many of them acknowledged that limited experience with technology and tools was one of the key reasons they had been slow to create online courses. Instructional designers

can play a central role in helping faculty members create engaging and effective online courses; especially among faculty with limited online instruction experience, having assistance from an instructional designer was invaluable. The CIC annual workshops provided some assistance for members of the faculty, but the on-campus assistance made the greatest difference in bolstering faculty members' comfort with online teaching. In both Consortia, faculty gratefully acknowledged the assistance they received from instructional designers and IT staff as they created new online courses.

CIC and Ithaka S+R staff assumed at the beginning of the project that it would help both students and faculty members to identify a few high-quality software packages that could be used for creating online courses. The assumption proved to be wrong. Instead, we found that both faculty and students adapted easily to a wide range of technology and software. Faculty members worked with local IT staff and instructional designers to match the aims of a course with the appropriate software. In the yearly evaluations of the project, we found that dozens of applications had been used effectively. For synchronous classes, Zoom, Skype, Google Hangouts, and Adobe Connect were especially popular. For asynchronous classes, a wide range of tools—Google maps, virtual reality, video, podcasts, and games—was found to be successful.

Lessons Learned

- Faculty members benefited enormously from the assistance of instructional designers. The most successful courses were often created by teams of instructors and designers.

- Faculty members relied on features available through standard learning management systems (LMS) such as Blackboard, Canvas, Moodle, and Jenzabar. Even when they complained about specific features and constraints of the various LMS alternatives, they were able to work through or around these systems, sometimes by relying on supplemental software. Although, in principle, the proliferation of software runs the risk of making online courses burdensome for students (who must learn to use new software for every course) and more difficult to share among institutions, it did not turn out to be a significant challenge in practice.

- Faculty easily adapted to a wide range of software relevant to the objectives of their courses. They incorporated such technologies as web pages, videos (created by the instructors or linked from across the internet), podcasts, blogs and microblogging platforms, shared text-annotation tools (such as Hypothes.is), and more.

- They also incorporated video conferencing and communications tools, such as BlueJean, Voicethread, Zoom, and Adobe Connect, and content sharing tools, such as YellowDig; screencast tools, including Screencast-O-Matic and Camtasia; and other interactive tools, such as TimeToast and ThingLink. This was in addition, of course, to more traditional academic content delivered to students as downloadable documents, internet links, subscription-based library databases, or open educational resources.

- At least half of all participating instructors relied on common commercial platforms, such as Skype, Spotify, WordPress, YouTube, and Twitter, and reported that these systems worked well in the online classroom setting—especially given the familiarity that students had with these platforms from other aspects of their lives.

- Instructors made especially effective use of video-conferencing software to add a sense of presence among students and between students and the faculty member.

- Many participating faculty members subsequently incorporated digital tools into face-to-face classes; still others reported that their campus colleagues had been encouraged by their success and had started using digital tools as well.

- Paula Reiter, associate professor of English at Mount Mary University (WI), expressed a surprising conclusion that was probably shared by many of the other participating faculty members: "I thought my tech skills would become amazing and my teaching wouldn't change much. In fact, it was the opposite."

Training and Preparation

Small independent colleges rightfully take pride in their classroom teaching and the close personal interactions between faculty instructors and students. In 2014, few CIC institutions had programs to train online instructors in place. Faculty members who previously taught at other institutions sometimes brought online teaching experience with them, and sometimes instructors who were curious about the new methods learned about online instruction on their own, from colleagues on other campuses, or from disciplinary associations or organizations that promote online instruction.

The Andrew W. Mellon Foundation's grant to CIC included annual workshops for institutional teams during which recognized leaders in online instruction provided expertise that helped novice online teachers develop their courses and provided information about tools and best practices for student engagement and pedagogy. Most of the participating institutions realized that any sustained effort to offer online courses would require more campus support, and several hired instructional designers to train and assist faculty members with online pedagogy.

Lessons Learned

- When administrators offer financial incentives and technology support or both, faculty members are more motivated to experiment with new pedagogy and new learning technologies.

- Workshops with peers are invaluable for creating communities of instructors who are developing online courses for the first time. Consortium participants especially valued opportunities to interact with more experienced peers, for example during detailed "walk-through" demonstrations of successful online courses that examined both the practical and theoretical aspects of online pedagogy.

- Investments in faculty training in online instruction and support from technical experts gave faculty confidence in teaching online courses.

- The opportunity to revise and repeat their online courses gave faculty members increased confidence in their ability to teach online courses as well. According to one faculty member:

> *I incorporated what I learned from the first iteration relative to designing online assignments/activities that really exploited the learning situation and tools, rather than simply taking things I would have done face-to-face and placing them online. I challenged myself to think more about the match between the desired outcome of an assignment/activity and the online context for learning.*

The Challenge of Student Engagement

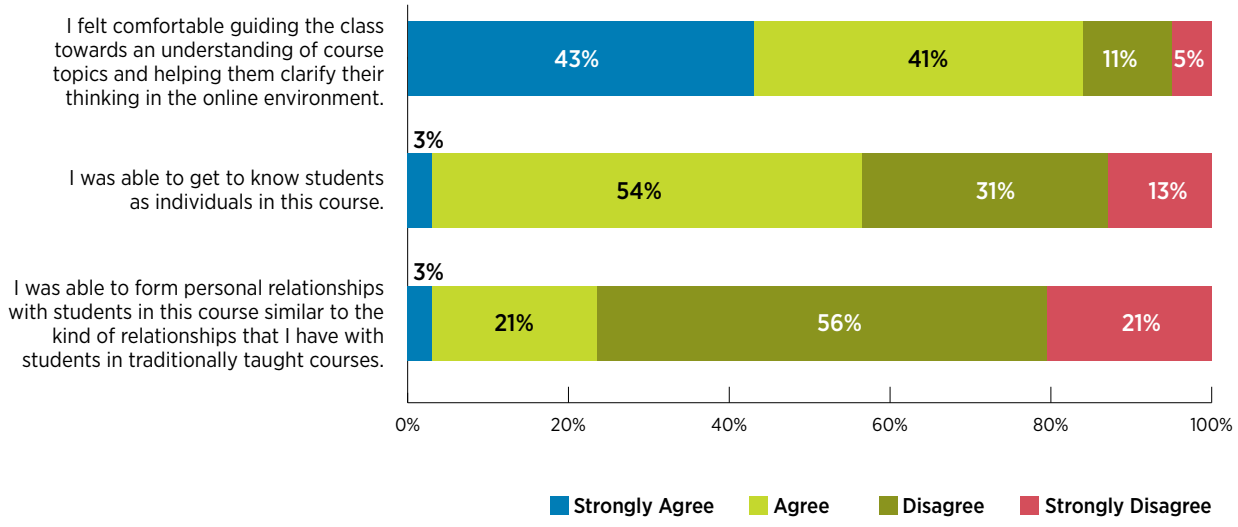
Throughout the Consortium project, faculty members indicated that their students were achieving the intended learning outcomes. They believed that their students had engaged effectively with the course material, and the students' grades (which were on par with grades achieved in comparable face-to-face courses) certainly supported this perception.

Withdrawal rates for students in the online courses were quite low, typically fewer than 10 percent of the students in each cohort. Students rated their experience with online courses as equivalent to or better than their experience with comparable traditional courses.

Over time, faculty members found that their increasing capacity to use online tools and to teach online helped them enhance student learning and engagement. Experience taught instructors more about multimedia and software tools that led to enhanced social interaction with and among their students.

While students reported high satisfaction with the level of social presence in their online courses, faculty members found this to be the most challenging aspect of online humanities instruction. Most instructors thought that the level of social presence in their online courses did not match the level achieved in their traditional classrooms. Teaching and interacting with students is highly motivating for liberal arts faculty, and even though their students do well in online courses, the faculty members miss the personal interaction they are used to having on a regular basis.

Figure 9: Instructors' Interactions with Students in Online Courses
Consortium II, Year Two



Lessons Learned

- While students seemed quite satisfied with the level of engagement in online courses, a majority of instructors believed that the online format did not allow them to form personal relationships with students that matched the relationships formed during in-person courses (see Figure 9).

- Faculty members in Consortium I reported that they increased their specific capacity to use online tools and the online format to enhance student learning and engagement.

- More than 80 percent of student survey respondents in the second iteration of Consortium I agreed or strongly agreed that online discussions were valuable in helping them appreciate different perspectives, that they felt motivated to explore questions raised by the course, and that they could apply the knowledge created in this course to other contexts.

- Several instructors in the second iteration of Consortium II noted that the inability to form personal relationships with their students and not being able to engage in "before class casual conversation" are the least satisfying aspects of teaching online courses. As one faculty member said:

  > *Discussion was not nearly as good as in a face-to-face class. Students are comfortable asking questions about topics they genuinely do not understand in a face-to-face class where their words are ephemeral and they get immediate feedback. They are unwilling to post what they feel might be "dumb questions" to a discussion board where their words are eternal.*

- On the other hand, another instructor reported, "Teaching online works particularly well for a facilitation model in which you want every student to contribute." Indeed, several faculty members reported that students who normally would be reluctant to speak in class felt more comfortable in online classes asking questions and contributing to discussions.

- Several strategies emerged as successfully engaging students in course material, such as the use of short videos/mini-lectures, discussion boards, Google Hangouts (or equivalent group chats), and assigned blogs or learning logs.

- Instructional designers are instrumental in helping faculty members find tools that enhanced student engagement.

Pedagogical Lessons: What Works in the Online Humanities Course

The faculty members who taught online courses confirmed that good teaching is good teaching, and the move to an online format did not change that—except to the degree that it encouraged instructors to think about their pedagogical assumptions and practices for all modes of instruction. This is unsurprising. Linda McMillan, provost of Susquehanna University (PA), summed it up well when she said, "We are less interested in whether online courses are as good as face-to-face courses than in leaning how these tools can complement traditional teaching to provide a high-quality education."

Lessons Learned

- Faculty members reported that the most successful courses were highly structured and included early advising on how to learn most effectively in online courses.

- Instructors emphasized the importance of methodically guiding students through levels of learning, maintaining contact with individual students, starting discussions with students online, and responding to student questions within 24 hours.

- Some instructors simulated office hours by scheduling students for "virtual office visits."

- Some participating faculty members took advantage of the flexible scheduling made possible in online courses to use different formats for their courses. For example, Gretchen McKay, professor of art history at McDaniel College (MD), recommended that other faculty members consider an approach that worked well for her: "Chunk your class to encourage students to spend more time thinking deeply, reflecting, and synthesizing information when class is not in session."

Unexpected Results of the Project

CIC began the Consortium project with the expectation that an online community would serve as the primary mechanism for peer-to-peer advising. In the end, the online community did not fully meet this expectation, however. To fill in the gap, the regional and national workshops always included structured opportunities for peer-to-peer advice. Then, at the start of Consortium II, CIC recruited mentors from Consortium I to help with the informal learning that took place at the annual workshops. With the mentors' help, peer-to-peer relationships continued on an informal basis among participating faculty throughout the life of the Consortia and helped faculty members find answers to specific problems, gain ideas about appropriate technology and software to achieve specific goals, and build confidence among neophyte online instructors.

The project evaluators relied on peer-reviewed student artifacts (namely, examples of student work) to discern whether students had met the desired learning outcomes in each online course. Knowing that their students' work would be presented to a group of faculty peers for assessment served as motivation for participants to spend more time than usual thinking through course objectives and indicators of student success. Many participants reported that this had a positive effect on their other teaching as well.

Perhaps the most interesting outcome was that nearly all the faculty members reported that teaching online courses had helped them become better instructors in their face-to-face courses as well. They found that creating an online course forced them to develop and structure the entire course before they started teaching it, so the learning objectives were clearly articulated from the beginning. This helped faculty members explain performance expectations more clearly to their students.

In a few cases, faculty members also reported that they were surprised that they had substantive and more personal interactions with their students online than they had achieved in their traditional courses. They pointed

specifically to the ability to engage the quieter, more reticent students in online discussions than they had been able to achieve in the regular classroom.

Lessons Learned

- Opening courses to students from other institutions can have a positive impact on students, instructors, and the institution itself. Student responses to peer diversity are discussed elsewhere in this report, but faculty members also benefited from the opportunity to engage with students from other colleges and universities who brought different backgrounds and interests into their classrooms. One participating faculty member happily reported:

  > *I had one student from another campus who enrolled in the course for its duration, and I met with her via Skype weekly for 30–40 minute conversations; thus, I had a much higher level of one-on-one interaction with her than the students on my own campus.*

- Online instruction worked for a wide variety of students. A faculty member shared this experience:

  > *The final essays, in which the students reflected on what they learned and discussed the benefits and limitations of the overarching conceptual framework of the course, showed the development, insight, and appreciation among all of the students (the highly and less highly engaged). This was incredibly rewarding at the end of the semester.*

- Several instructors said that the online format pushed them to be creative and to expand their pedagogical approaches.

- Nearly universally, participating faculty members cited meaningful interaction with faculty from other institutions as a benefit of the Consortia. Among the advantages were sharing course materials, learning to appreciate each other's expertise and teaching effectiveness (and hence feeling comfortable recommending peers' courses to students and colleagues at home), exchanging teaching techniques, and experimenting with new ideas.

- Many participants reported being surprised that teaching now seems more like a team effort—including internal colleagues, external colleagues, course designers, IT staff, librarians, and academic officers. One college president (Bryon Grigsby of Moravian College) even reported that a team effort can—and did, at his institution—lead to a sense of ownership by the institution and its leaders.

- A major lesson learned by many participating faculty members was that face-to-face classes may not be the "gold standard" many thought before teaching an online course. As Kevin Gannon, professor of history and director of the Center for Excellence in Teaching and Learning at Grand View University, suggested: "We should ask what pedagogical approaches will improve faculty teaching and student learning regardless of whether the courses are online or not."

Other Best Practices—and Lingering Challenges

During the national workshops, faculty members discussed a number of teaching practices that seemed to be especially successful for online instruction. They also considered some of the lingering challenges.

Successful Instructional Approaches and Lingering Challenges

Approaches That Worked Well

Faculty members recommended:

- Giving weekly updates or overviews to the whole class to help them understand what the class as a group needs to focus on;
- Requiring regular interactions in a weekly pattern—for example, posts due on Mondays and Wednesdays, reading quizzes due on Thursdays, and replies to posts due on Fridays;
- Giving targeted responses to individual students on each assignment performed—for instance, pointing out certain tendencies or a misunderstanding of the course material, urging students to make more meaningful responses to others' posts, and providing helpful hints about how to approach a particularly difficult reading; and
- Presenting a mix of resources and a variety of assignment types each week to help make the learning experience more interesting and engaging.

Lingering Challenges

Faculty members reported:

- The asynchronous nature of some online courses makes it difficult to implement certain disciplinary practices—for example, it is difficult to model practices to students online for disciplines, such as theology, that are more reflective than discursive.
- The asynchronous nature of online courses poses challenges for entry-level language courses in which students could benefit from meeting the instructor and other students face-to-face to practice using the language.
- Projects or assignments that require synchronous participation are especially challenging for visiting students.
- Research projects or longer-term assignments that need to be done more independently pose challenges for weaker students who could benefit from more one-on-one guidance through class interactions.

LESSONS LEARNED:

Administration and Institutional Impact

When Consortium I was formed, online learning was relatively novel on the campuses of small independent colleges. News of MOOCs, in which large numbers of students could be educated online by some of the world's leading educators and scholars, prompted a blend of concern and disbelief that students in CIC institutions would ever choose that form of education. Some faculty members rejected outright the notion that students could learn effectively in online courses; some were intrigued, wanting to know more about the process of online education; others believed that, while online instruction might work adequately for introductory courses in computer science or other technical subjects, it was not suited for upper-division courses in the liberal arts. For administrators, the questions about online learning had more to do with reducing costs and expanding opportunities. When the Council of Independent Colleges offered administrators funding to support faculty members in an experiment with a new pedagogical format, they were eager to take advantage of it. For some administrators, participating in a grant-funded project provided the cover they needed to make the case for online learning to faculty.

Small independent colleges have experienced a general decline in the number of students who major in the humanistic disciplines. It is increasingly difficult to offer highly specialized humanities courses, particularly at the upper level. Faculty members who enjoy teaching courses in their area of specializations, more often than not, are required to teach introductory or general education courses instead because of low enrollment numbers for their specialized courses. The Consortia offered opportunities for faculty members to design new upper-level humanities courses, to teach a broader range of students, and to supplement the courses available to their own students.

Presidents and other academic administrators decided to use the Consortia as an opportunity to learn as much about online teaching and learning as possible, recognizing that with experience and practice, faculty members would become more comfortable with this new form of instruction and costs savings could be realized through time savings and increased efficiency. Administrators hoped that offering upper-level online courses could assist their colleges in two major ways—to increase the offerings available to students and to reduce personnel costs. Administrators were especially hopeful that online instruction could be used to fill in for faculty members on sabbatical or leave, avoiding costs of hiring additional adjuncts. In fact, the Consortia were part of a national movement toward collaborations among colleges to save on administrative costs and to demonstrate to the public that the sector is serious about restraining costs.[6]

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6 Ben Gose, "How Colleges Cut Costs by Embracing Collaboration," *Chronicle of Higher Education* (March 26, 2017): *www.chronicle.com/article/How-Colleges-Cut-Costs-by/239580.*

At the first national workshop in 2014, discussions among faculty participants made it clear that their greatest fear was that online learning would be used to reduce their numbers. Some feared that administrators viewed the Consortium only as a cost-savings program. Once faculty members had the first year of experience with online teaching behind them, they could argue that developing online courses took more time, not less, and that administrators were not being realistic in viewing the Consortium in terms of cost reduction. Administrators acknowledged that even though they had recruited a few faculty members to experiment with online learning, there were significant numbers of skeptics on their campuses that caused them to minimize the cost-reduction aspects of the project.

Institutional Considerations

CIC staff and Consortium participants learned that each institution needed to address particular cultural and institutional constraints—from the profound to the mundane—for an online consortium in the humanities to be successful. But importantly, an institution that chooses to move into the online environment for some, perhaps even all, of its undergraduate instruction does not have to abandon its mission or core values. To the contrary, online teaching is most effective when it helps advance the traditional goals of liberal arts colleges, such as frequent student and faculty interaction and encouraging students to learn in different environments. One of the early surprises of the Consortium project was that technology itself would not be a major problem and that students adapted easily to different online technologies. Another surprise is that we still do not know how to weigh all the economic costs and benefits of online humanities instruction: Online teaching and learning may be cost effective over the long run, but it did not lead to savings in time or money in the shorter run.

Curriculum Planning

Consortium participants recognized that curriculum planning is the same in the digital world as it is in the traditional classroom world. Joshua Kim, director of digital learning initiatives at Dartmouth College and a speaker at one of the Consortium workshops, highlighted the importance of using new technology "to do what we do best, which is offering a relationship-based mode of learning." This was further reinforced by a panel of participants at the opening workshop for Consortium II in which they addressed the overarching principle of retaining what is best about liberal arts colleges as they incorporate digital learning into what they have always done well: "Keep a focus on student needs and what we owe our students for the future."

Lessons Learned

- Course sharing can help each institution offer specialized courses less frequently but more efficiently, on a more predictable rotation, and with specialized courses from other institutions rounding out a shared roster of offerings.

- Many participating institutions used Consortium courses to fill gaps in their own curricula for humanities majors caused by insufficient numbers of faculty or a lack of particular expertise among their faculty members.

- Course offerings should be determined over at least two years to help rotate courses with similar subject matter (such as women's studies) through the semesters and to meet clearly determined student curricular needs.

- Faculty members should construct a curriculum that offers the courses that students are most likely to need rather than seeing the consortium as an opportunity to teach a pet subject.

Costs: Time and Financial Resources

The original hope was that online courses might help colleges contain or reduce costs. During the first year of the project, however, faculty spent more time—not less—on developing online courses, at least in the early stages. During the four years of the project, faculty members found that in repeat iterations of an online course, they did, in fact, save time, thus saving financial resources. As time passed, participants learned that saving money was not a key indicator of success. As Cynthia Kosso, provost of Moravian College, explained, "We did not save a penny. We expended resources and will continue to expend resources because we have to ... in order to prepare our students for a digital future." Still, administrators point to the need to find ways to improve the bottom line. According to Moravian's president, Bryon Grigsby, "The investment in the [online] course product is immense, and the institution is both going to want to protect its investment and have a sizable return on this investment. Administrators need to realize there is no simple or universal solution and enhancing online learning will be costly but is very much needed for our continued futures."

Our assumption is that if the Consortia had operated for longer periods, a gradual decrease in costs would have been realized.

Lessons Learned

- It is important to compare time spent developing an online course with the time spent both before and during the teaching of a face-to-face course.

- Using online courses offered by other colleges saves salaries that otherwise would be used to replace faculty members on sabbatical or leave. The availability of online courses offered by other institutions also allows faculty members to spend more time on other assignments, such as course development or teaching interdisciplinary courses.

- The most significant cost savings for colleges are likely to accrue when no faculty member on staff has the expertise to offer courses important in humanities disciplines.

- Cost savings accrue to students who are more likely to finish their programs of study in a more timely fashion because they have access to online courses.

- Equally important are the implicit cost savings from expanding enrollment or improving retention through more flexible course offerings for students.

- Some evidence shows that students can save money by not purchasing expensive textbooks when enrolled in online courses because faculty members are more likely to make all of the course materials available through the local learning management system.

- Over time, institutions may contain costs by increasing retention and decreasing time to degree.

- Most important, participating in a consortium enables colleges and universities to maintain smaller departments while still offering high-quality majors.

- Finally, as one administrator astutely noted: "Online learning offered opportunities for us to extend educational programs to new audiences."

Technology Capacity

A key question for small independent colleges is whether technology can be used effectively for teaching. President Grigsby argued that, "Broadband [a high-capacity transmission technique using a wide range of frequencies, which enables a large number of messages to be communicated simultaneously]… makes our type of learning possible in very manageable, scalable ways. It makes possible rich, challenging discussions and debates; it makes possible authentic group assignments; and it makes possible knowing one another and knowing the professor."

Lessons Learned

- Institutions that have instructional designers on staff shared this valuable resource with other institutions. Besides having indispensable expertise, the designers enable faculty members to focus on their specialties—course subject matter and how best to share it with students—and less on the technical aspects of teaching online.

- Colleges that participated in the project are at different levels of technological sophistication, but all were able to accommodate the many different software platforms needed for the courses.

- Faculty members learned from their colleagues about software programs that could be used in their courses and readily adopted those new programs to benefit their students. While an early concern for the Consortium in its planning stage was to identify a common learning management system, we soon learned that students easily adapted to the different learning management systems used by participating colleges.

Administrative Structure for Course Sharing

Each Consortium provided a centralized structure that would have been difficult for the participating institutions to manage on their own. Project coordination by the Council of Independent Colleges was invaluable for building a functioning consortium for online learning in the humanities. Without external grant funding, the colleges will need to develop a coordinating structure for sharing and developing new courses in the future.

Lessons Learned

- A person or office on each campus must be responsible for coordinating the schedule, the faculty members teaching the courses, and promotion of the courses. A small committee from different institutions should oversee the curriculum and schedule of courses. A college registrar commented, "The more online courses are treated the same as local face-to-face courses, the better for students, faculty members, registrars, and the institution."

- The annual national workshops provided much needed professional development for faculty and a forum for exchanging information about online teaching. Institutions may need to join together to fund the continuation of the professional development aspect of the program. As seen through the eyes of an academic dean:

  > *Collaboration between and among faculty members has been the biggest highlight for us. Our faculty members were willing to step out of their comfort zone to try new things. The workshop hosted by CIC was especially helpful in promoting collaboration. Our faculty gained lots of new ideas from talking with other faculty [from the Consortium].*

Helping Students Succeed

Participants spent a good deal of time during the first Consortium pondering the many problematic intricacies of course registration. Should we treat students from other colleges as transfer students or the same as our own students? What do we do about some institutions offering three-credit and other institutions offering four-credit courses? How do we deal with radically different registration and credit recording schedules? Most of these questions were pondered in the absence of campus registrars, who were not consulted by CIC's project staff until well after the first Consortium had been launched.

Perhaps the most important change CIC made for the second Consortium was to bring registrars into our meetings and onto our communication links. Almost magically (or so it seemed to CIC staff), the registrars quickly developed basic agreements among themselves and seamless systems for the Consortium so that faculty members could focus on creating and teaching classes while other administrators addressed marketing the Consortium and helping students and faculty succeed in this new enterprise.

Registration

The participating colleges agreed in the initial stages to accept other institutions' courses as they were offered locally; that is, if the course was a three-credit course on the local campus, it would be accepted as a three-credit course on other campuses. This solution was deemed not viable for a sustained collaboration, and credit awarded was brought into consistency with the student's home insitution.

Lessons Learned

- Collaboration is easier among institutions with similar academic calendars and credit stuctures.
- Similarly, visiting students followed the schedule and policies of the home institution's courses, examination schedule, absences, and submission of grades.
- Institutions learned that Consortium courses are more effective when they are treated the same as other courses natively offered by an institution—not as transfer courses.
- Bringing registrars of all of the campuses together to work out procedures for accepting external courses was essential for the success of the project. The registrars found creative ways to accommodate the differences in procedures among the colleges. This comment reflected the predominant opinion of registrars:

  > *We were concerned that it would be difficult to deal with registering and recording grades for students from other institutions, but the process proved to be surprisingly easy. Everything worked well. If the project continues, we'll need to develop some procedures, but this pilot project was so easy.*

- Participating registrars suggested that establishing a listserv for the exclusive use of registrars from the onset of the Consortium would have helped students and faculty members register and receive grades more efficiently.
- Participating institutions agreed that students would earn credits from each successfully completed course, but home faculty would determine which curricular requirements would be met by which courses (answering questions such as: Would the course count toward the major? Which major? Toward core requirements? Which categories?).

- It is important for members of a consortium to reserve some spaces for visiting students and a date by which those spots would be reopened to home students.

- If institutions in a consortium plan to share online courses on a continuing basis, registrars should develop a single registration form for all colleges to use.

- Enrollment minimums should be uniform, established early, and published in a common catalog.

- Individual institutions should determine whether auditing of courses would be acceptable.

- The more participating institutions fold consortium courses into their own registration systems, the greater their ability to monitor, for example, the number of credits a student has taken online, the courses students are mostly likely to take online, and the faculty members who are most likely to attract visiting students.

Marketing Courses across the Consortium

When advisors took a strong interest in the opportunities made available through the Consortium, students more readily participated in courses offered from other institutions. In a broad sense, this project demonstrated that good advising is good marketing and vice versa.

Lessons Learned

- Students' advisors are critical in alerting students to new opportunities for online courses from other institutions.

- Colleges that added the online courses offered by the Consortium in their own course catalogs saw better enrollments in those courses by their students. Students are more likely to take courses that appear to be "native" to their home institutions.

- Consortium II developed comprehensive online and print catalogs of Consortium courses, including course outlines and biographies of instructors, and circulated their availability widely on campus. Displaying highlights of some courses helped make them more appealing to students.

- Getting students to enroll in online programs requires active recruitment. Some institutions created eye-catching posters that listed the online courses available through the Consortium, often with photographs of faculty members and students engaged in coursework. Participating institutions also emailed advisors about the availability of Consortium courses.

- Participants reported that the most effective mechanism for attracting enrollment was personal interaction with students and faculty colleagues. The faculty members involved in the Consortium were often the most effective recruiters, drawing upon their personal knowledge (initially developed during the annual workshops) of the other faculty members and colleges involved in the initiative.

- One effective "selling point" to encourage students to enroll in Consortium courses was for advisors to emphasize the value of diversity in an undergraduate education, of learning from a different faculty member, from learning in a new way, or from being in a class with students in, for example, historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), a women's college, a New England college, or a Southern university.

- Advisors should emphasize the advantages of online courses to students who are active in co-curricular activities, athletics, work-study assignments, or

internships, who require medical leave, or who have other conflicts in their schedules.

- To be maximally effective in helping students graduate on time, consortial courses must be offered on a dependable and predictable rotation.
- Faculty and staff members should enroll in online courses to learn more about the actual student experience in an online course.
- Some institutions were able to interest honors students in particular to explore courses offered by other institutions; in many cases, these students are already adventuresome learners.
- Participating institutions routinely shared faculty development opportunities with others.
- Some institutions listed shared courses in their own catalog so that students and prospective students could see a more robust set of courses being offered.

Using the Consortium to Market the Institution

Ironically, marketing online courses offered through a consortium by *other* colleges and universities can be a way to emphasize an institution's attention to the needs of its own students.

Lessons Learned

- Students and their families see being able to take courses online from other institutions for no additional tuition as a significant benefit.
- Participation in an online consortium enhances the appeal to student populations that are increasingly recruited by smaller liberal arts colleges, such as working students and adult students. Ease of access and scheduling are attractive to adult students. As said by Christine Evans, chair of the humanities division at Lesley University (MA):

> *Families and students want to be assured that a wide network of resources will be available to students even in a small college. Students want a rich array of courses, something that we can offer more easily through a pooling of expertise and curricular resources. Recruitment and retention of students in the long run have a far greater impact on our bottom line than efficiencies in our adjunct budgets.*

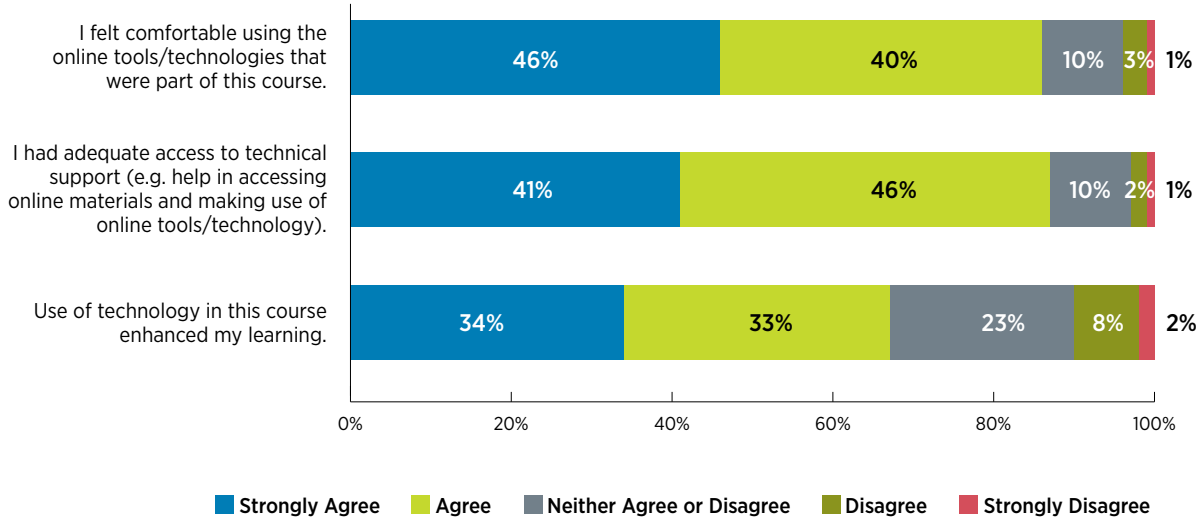
Providing Student Support

A legitimate concern for participating institutions was making sure that students, and especially visiting students, received the support they needed before and during each online course. This included technical support across campuses (such as access to learning management systems and gated library resources) as well as advising and monitoring student progress.

Lessons Learned

- The technology used by the Consortia supported student learning (see Figure 10).
- The availability of shared online courses is likely to help students stay on track to graduate, especially students who choose to study abroad, engage in internships, take a semester off, or double major.
- Some institutions found that offering short orientation courses for students prior to their enrollment in online courses was helpful in preparing students for the experience. The courses also can "weed out" students with insufficient motivation to learn well in online courses.

Figure 10: Students' Reported Experience with Technology
Consortium II, Year One



Helping Online Faculty Members Succeed

Online instructors need effective support from academic administrators, just as online students do.

Overcoming Faculty Resistance

The external assessment of the Consortium project concluded that students can learn effectively in online courses and be as engaged as they are in face-to-face courses as well as that faculty members can design online courses that result in good learning outcomes for their students. Faculty readily noted that online instruction is most effective when support structures are firmly in place. All participants in the Consortium valued the experience, but they also noted that it may take some time for online learning to become an accepted part of the academic program among all small colleges and universities.

Lessons Learned

- Online learning continues to be a subject of debate on campuses of small independent colleges. Administrators need to communicate with faculty members about why online learning can be an important component of the curriculum.

- Faculty members seek reassurance that they will not be replaced or their autonomy as instructors reduced through online instruction, and administrators must recognize that faculty members' concerns are not unfounded. Kevin Gannon, professor of history and director of the Center for Excellence in Teaching and Learning at Grand View University, put it this way: "This is not a replacement for faculty … [or] the backdoor to major curricular change. It's about effective teaching and learning."

- Institutions should begin online instruction programs with volunteers who wish to experiment rather than by forcing specific faculty members to create online courses.

- Chief academic officers generally agreed that offering incentives made online teaching more appealing to faculty members. According to one CAO, "At least some faculty members were skeptical about online learning, so I used the possibility of a grant to encourage risk-free experimentation by the faculty."

- Faculty members benefit when they have support from instructional designers when they begin to develop online courses. This may be an additional institutional expense, but it is one that pays large dividends in gaining acceptance for online instruction.

Faculty Development and Support

Several institutions in the Consortium already offered introductory workshops or online courses for instructors who are new to online instruction. This can be a very effective approach to professional development. It also can be a cost-effective approach if institutions open their training opportunities to faculty members from other institutions, as several Consortium members did.

Lessons Learned

- Some institutions offered local workshops on the use of online tools in which many faculty members participated. One administrator offered this encouraging suggestion:

  > *When the institution highlighted some of the tools that had been developed and how faculty members were using them, this, in turn, led to full faculty discussions about how they want to use online courses and online tools, especially in upper-level humanities courses, and went a long way toward removing some of the misgivings originally shared by some faculty members.*

- Faculty members find it useful to learn from their peers how online learning is used on other campuses. An administrator from Grand View University said, "Grand View University has been teaching online for years but benefited from tangible examples from other institutions how best to preserve core educational values in an online environment."

- Some colleges invited faculty members from other campuses to share what they learned about online teaching in demonstrations for faculty committees, which had a positive impact on attitudes toward online instruction in general; institutions should support opportunities for online instructors to review the content and mechanics of specific online courses with their peers.

- Other colleges asked instructional designers to offer half-day faculty workshops on online teaching and learning.

- A core of "true believers" among the faculty can champion the value of upper-level courses offered online to students, advisors, and other faculty members.

Sustaining a Consortium

Consortia do not build themselves. Grant support from the Andrew W. Mellon Foundation enabled CIC staff to work with Ithaka S+R staff and faculty members and administrators from 42 independent colleges and universities to create the two Consortium cohorts. Perhaps the most significant result of this joint effort was that participants found the experience so rewarding that the single most often-voiced concern during workshops and on the community listserv was how the effort would be sustained beyond foundation funding.

Role of Consortium Workshops in Building Community

CIC and Ithaka S+R staff held one national workshop during summer 2014 to introduce the goals of the project and staff and participants to one another. Among the topics covered at this first convening was what was known and still unknown about online teaching and learning, course and curriculum development of online courses, and the fundamentals of participating in a consortium. During the following academic year, three regional meetings of participating institutions were held. Since relatively few of the faculty members in Consortium I had experience with online teaching, the purpose of the regional workshops was to develop skills. External experts and the experienced online instructors in the groups offered helpful tips and best practices to those just beginning their experience with teaching online. Faculty members also began to discuss what they wanted to accomplish in their courses while their colleagues offered suggestions and volunteered resources from their own campuses that might be helpful.

By the time all of the teams met for the second national workshop in Washington, DC, during summer 2015, faculty members had spent a year developing and teaching courses for students on their home campuses. By then, it was evident that faculty members had already been collaborating and that trust had been developed. In the earliest days of the Consortium, participants questioned the necessity of offering all of the courses supplied by other institutional members. Some expressed doubts that academic departments, faculty committees, or even full faculties would support making a significant number of online humanities courses from multiple other institutions available to their students. Among their concerns were that the courses would compete with their own for enrollment, that not all courses would be equally rigorous as their own courses, or that the courses would not reflect the home culture. By the end of the first workshop, participants from every college and university had agreed to

institute mechanisms, such as treating the courses as transfer courses or obtaining faculty approval that this would be a pilot or experiment, to ensure that all of the courses developed as part of the Consortium would be available to all of their students.

The discipline-based sessions at the workshops increased the trust that developed into collaboration to design courses, offer critiques and feedback to one another, share techniques and even course modules, and experiment with pedagogical methods. This level of collaboration only expanded over the course of the Consortium project.

As the project progressed, experienced faculty members from Consortium I served as mentors for participants in Consortium II. In addition to providing useful tips about online teaching during the workshops, they served as informal consultants during the year. This kind of collaboration was not limited to the mentors. Faculty members generously shared ideas, curricular content, and results of their courses at the workshops and the collaboration grew organically.

Increasing Collaboration across Institutions

Since their founding, small private colleges have highly valued and deeply cherished their independence. In more recent years, competition with each other and with public institutions for enrollment and other sources of funding has exacerbated their perceived need to be self-sufficient. In addition, their missions frequently are strongly tied to a particular philosophy of education, religious denomination, or set of beliefs that reinforces the importance of demonstrating their ability to stand alone. A remarkable aspect of the Consortium project has been the willingness of the participating institutions to work together to solve a common problem despite their long-standing traditions of autonomy.

The experience of sharing courses, enrolling students from one another's institutions, and collaborating on processes and best practices provided empirical evidence that these institutions that had been self-sufficient could benefit significantly from working together. Despite concerns about different academic calendars, variations in the credit hours awarded for different types of classes, and cultural differences that could arise when external students enrolled in courses, the participating institutions quickly realized that they could easily manage these concerns, at least within the short term of the grant-funded project. When registrars began to meet as a group in Consortium II, they made all of the necessary arrangements for the project to be successful and advocated for a standard registration form to be used by all of the institutions.

Faculty members benefited from the advice and experience of their colleagues, and the discipline-based discussion groups at the annual workshops were especially helpful in building collaborative bonds. The informal networks strengthened over time, but all of the participating instructors recommended that opportunities for face-to-face meetings continue in the future. They recognized that for sharing of online courses to be helpful to the institutions over time, additional planning and coordination of the online courses was necessary.

The Consortial Experience

During the final national workshop, Consortium faculty, administrators, and registrars shared tangible results of the project.

Lessons Learned

- Taking advantage of other institutions' courses was more effective than looking for adjuncts to offer needed courses.
- The experience helped participants become more receptive to online learning, more willing to teach asynchronous courses, and more open to new modes of teaching and learning.
- Participation in a course-sharing collaboration has a positive impact on institutional attitudes and policies toward online instruction.
- Students were excited about the array of different courses available to them in the humanities.
- Participants' experiences led colleagues on their campuses to become more interested in incorporating online education in their own courses.
- Institutions located near one another have started to consider developing regional foci—developing individual curricular strengths and sharing coursework with one another. This is especially true in foreign languages and literatures.
- The example of the Russian departments in two participating colleges coming to act as a single unit —and later adding another liberal arts college and international courses to their offerings—was one of the most important breakthroughs achieved by the Consortium. Three very small humanities departments that were vulnerable to budget reductions now thrive as a single curricular entity with a rich curriculum and a strong and diverse faculty.

Impact on the Humanities

The Consortium project grew out of a need to help small independent colleges bolster their humanities programs, especially at this time when enrollments in these programs are declining. Colleges are having trouble continuing to offer specialized upper-level humanities courses when there are fewer humanities majors. This means, of course, that the number of students who choose to major in a humanities discipline may continue to decline and that students in all fields will be deprived of the opportunity to take humanities courses as electives. Because the humanities are central to the mission of these colleges, CIC designed this project to help preserve the humanistic core of their curricula.

The ability to share online, upper-level humanities courses means that small independent colleges can offer more learning opportunities for their students without increasing their costs. Humanities students, no matter where they are enrolled, may be able to find courses through a consortium to meet their graduation requirements, ensuring that they can finish their course of study without having to wait for particular courses to be offered on their home campus. This availability, in turn, translates into cost savings for individual students.

Key Lessons

CIC staff members learned a lot from the Consortia experience with 42 independent colleges and universities. While CIC's priorities included strengthening the humanities in independent colleges and universities, developing effective strategies for teaching online courses, and enriching humanities majors through the availability of richer and more diverse upper-level offerings, staff also came to understand

better how to organize a consortium of institutions that are dedicated to offering the best possible education to undergraduate students. The simple lesson is that all participants need to agree upon and follow clearly articulated procedures. Institutions must make the available consortium courses widely known to students, as well as to faculty advisors. Faculty members need to work together to agree upon courses that are needed by their institutions rather than having interested faculty develop courses that are personally intriguing. Finally, administrators (presidents, deans, registrars, and instructional designers) must be fully integrated into the planning and implementation processes.

Through observation, informal feedback from particpants, and the systematic evaluation of both Consortia by Ithaka S+R, the CIC staff has learned a great deal about creating and sustaining consortia of courses and programs offered online. In the spirit of sharing this information, we offer the following advice.

The Consortium

- A single person or organization should coordinate the consortium itself.

- A small group of participating faculty and staff members should provide advice and counsel to the coordinator or coordinating organization.

- This steering committee should conduct a thorough assessment of participating institutions' curricular needs and ability to contribute courses to the consortium. The results should form the basis of the course offerings and schedule.

- Working with individual campuses, the coordinator and steering committee should develop a clear and predictable cycle of course offerings that cover at least two academic years. Given the wide range of registration dates among institutions, the schedule should be available up to a year in advance. Flexibility among rotating courses is necessary, with some courses being offered every semester and others less frequently, depending on the extent of need and student interest.

- The consortium should consider developing shared minors, concentrations, or majors so that students throughout participating institutions have access to more and more diverse academic programs. This approach might be most fruitful in such interdisciplinary programs as women's studies, where complementary topics and approaches may be available at different colleges, and programs that are relatively rare, such as Arabic and Chinese languages.

- The consortium would be well-served with a multifaceted marketing plan through which all constituencies on all campuses would learn about its work and its value.

- Once developed, a common registration form can make the cross-enrollment process significantly easier.

- It can be helpful to produce information that participants can use to share the value of the project with others on campus, especially other members of the faculty. For example, one faculty member involved in the Consortium used data drawn from the collective experience to convince his administration to hire a full-time course designer.

The Institution

- The institution and its faculty should develop efficient ways to accept credits from the consortium without being bogged down in several levels of approval from departments and committees.

- It is most effective if a "champion" for the consortium works with faculty and staff members participating in the consortium to develop awareness of the consortium and its benefits to students, faculty, and the institution.

- The institution should provide administrative and financial support to sustain the consortium and provide support for curriculum development and technical support.

- Institutional leaders should define the work of the consortium in terms of the institution's mission and make this connection clear to all constituents, both inside and outside of the institution.

- Instructional technologists can be extraordinarily helpful to faculty members and save them valuable time. Therefore, participating institutions should consider sharing a position with other consortium members.

- Institutional representatives should take positive steps to educate academic advisors about the consortium and the value of the education its courses provide.

The Faculty

- Faculty members teaching in the consortium should interact with one another, preferably frequently and in person, to build trust and confidence in each other's ability to deliver high-quality courses. Long-term benefits will accrue to the stability and continuity of the consortium's curriculum.

All of the proceeding advice is grounded in hard evaluation data and direct observations over the course of four years. Our conclusion is that an online consortium sharing upper-level courses in the humanities among like-minded colleges and universities can benefit every institution and every person involved, as follows:

The Institution

- Smaller colleges can offer "big university" curricula and thereby become more attractive to students who want the small college experience that offers a comprehensive suite of courses.

- Colleges and universities will be able to offer more substantive majors, minors, and other programs without hiring additional faculty members.

The Faculty

- Faculty will be able to teach very different types of students so long as the missions and student composition of member institutions are diverse.

- Faculty members can use the abilities they have developed to teach effectively online to improve their face-to-face teaching. Many of the participating faculty members reported that the consortial experience had transformed the way they think about course design as well as the value of teaching students to develop habits of deep reading, learning, and thinking.

- Faculty members who are active in consortia may find a wider range of colleagues with similar disciplinary interests with whom they can share ideas and approaches to coursework. Some participants in the Consortia described here said they felt freer to innovate because they had each other's support (and often had little support from faculty on their home campus).

Students

- Students may acquire the skills to use the online digital information and tools they will be expected to use in the workplace.
- Students may have the opportunity to experience very different cultural milieu from their own campus, such as those offered by women's colleges, religious colleges, larger and smaller institutions, HBCUs, and HSIs.
- They may be able to take courses in fields or subject areas that are unavailable at their college.
- Students may have the opportunity to learn in different but complementary ways.
- The convenience of online courses may result in fewer scheduling conflicts among courses students need and/or want. This is especially true for adult and other working students, students with children at home, students who want to study abroad or experience internships without sacrificing credits, transfer students, students who "stop out" because of illness, and students who are athletes or otherwise active in co-curricular activities. It also is more likely that students who performed poorly in a given semester or set of courses can still graduate with his or her class.

Continuing Mechanisms for Course Sharing

Although the advantages of sharing online courses are clear, how do these colleges (and possibly others wishing to join the program) continue the project when the grant funding ends? The coordinating role of CIC has been invaluable, but it was never designed to be a permanent arrangement. Because Consortium I achieved a great deal in less than three years and because of participants' enthusiasm to extend the work of the Consortium beyond the formal grant period, CIC committed resources for two years to help sustain the progress participants had made in developing and sharing online courses in the humanities. CIC also identified a part-time coordinator among the Consortium faculty members who facilitated open communication, the sharing of administrative details, and effective processes for cross-registering students. An advisory committee of participants helped frame the role of a coordinator, define administrative priorities, and recommend other ways that CIC can encourage the ongoing work of the Consortium. CIC required that participating institutions commit some of their own resources as well.

New Initiatives in Collaboration: Building on the Work of the Consortium

During the final workshop of the Consortium, participants were vocal and adamant about continuing to explore new opportunities to work together, if necessary in smaller groups of institutions defined by mission, place, and/or specific curricular needs. CIC agreed to support a grant program to facilitate these explorations and issued a call for proposals. The basic parameters of the grant program were straightforward: Collaborators would include between two and ten institutions that participated in either cohort of the Consortium; the proposed projects would address the same general goals as the Consortium; the proposed activities would be completed by the end of the 2019–2020 academic year; and CIC would award up to $10,000 per institution in each funded project. Five proposals for smaller consortia, engaging

13 institutions from the original Consortia, were funded in January 2019:

- A partnership between Lasell College and Lesley University, which are both based in Massachusetts, will develop online versions of language courses that already exist in one or both of their institutions and open those courses to enrollment by students in both institutions. These shared courses will widen the range of languages and the depth of offerings available to students in both institutions, in two frequently taught languages (French and Spanish) as well as a pair of less frequently taught languages (American Sign Language and German).

- Claflin University, an HBCU in South Carolina, and Wesleyan College, a women's institution in Georgia, will build on a relationship begun during the Consortium II to work as a synchronous unit to share resources needed to improve the quality and quantity of online humanities instruction for their students. Early plans include Claflin faculty members creating five new and updating four existing online humanities courses while Wesleyan faculty members create four new online humanities courses.

- Three small, private, Catholic institutions located in western Pennsylvania and northeastern Ohio—Carlow University, Saint Vincent College, and Ursuline College—plan to advance the humanities by connecting them to other disciplines in new ways. Carlow will develop an online applied interdisciplinary humanities minor; Saint Vincent will promote the development of experiential courses that also include online components and that serve interdisciplinary humanities-oriented programs; and Ursuline will create a suite of classes around the theme of Rust Belt revival. All courses will be shared.

- A group of five institutions—Bloomfield College (NJ), Concordia College (MN), Elizabethtown College (PA), Hiram College (OH), and Moravian College (PA)—that offer four-credit courses conducted a thorough analysis of their curricular strengths and needs. On the basis of this audit, they have begun to develop online courses in modern languages, philosophy, and interdisciplinary studies and will begin their partnerships by offering specific courses in those areas.

- Under the leadership of Consortium participant Clarke University (IA), other members of the Iowa Catholic College Association that were not participants in the Consortium will extend the work of CIC's project by developing a shared "Best Practices in Online Teaching" course for faculty members and holding a series of joint meetings for CAOs, registrars, faculty members, and instructional designers.

We recognize that there are other opportunities for institutions to take advantage of ways to share online courses. CIC's Consortium I and Consortium II were highly collaborative and involved registrars, faculty members, academic officers, and other campus offices. Participants shared ideas for curriculum development, integrating online teaching and learning into the academic program, and resources. Much of this four-year experiment was devoted to technical issues such as registering students, transferring credits, and gaining institutional approval of courses offered elsewhere. But the focus always remained on broader matters of pedagogy, course content, and student learning. The CIC institutions that have committed to continuing and expanding the work of the two Consortia will maintain the collaborative spirit of this work as well.

Certainly, many CIC colleges and universities will continue to learn from the services offered by the Online Consortium of Independent Colleges and Universities (OCICU). One of the earliest consortia of online courses, OCICU is a virtual academic consortium in which member institutions collaborate in

sharing online, credit-bearing courses and programs. This consortium is managed by Higher Learning Partners of Regis in Denver, Colorado. Colleges and universities also may wish to take advantage of the Online Learning Consortium (OLC), which has been in place since 1999. OLC offers expert guidance, professional development, and resources to help higher education institutions excel in digital learning. In addition, smaller, sometimes regional associations of institutions work together to make online courses available to their students. One such association, the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE), is a collaborative community of eight independent colleges and universities in the Greater Philadelphia region that collaborate in many different ways, including the sharing of online courses.

Finally, CIC institutions should consider taking advantage of a new member service, the Online Course Sharing Consortium—which provides a flexible platform for online course sharing. CIC recognizes that an organization that specializes in the provision of technological and registration processes can handle these processes most expeditiously. By using the College Consortium as a platform for cross-registrations, CIC members that choose to participate can concentrate on providing other flexible course options to support students' timely academic progress. For more information about this member benefit, visit *www.cic.edu/OnlineCourseSharing*.

AFTERWORD:

A Focus on Learning

The CIC Consortium for Online Humanities Instruction was launched in 2014 with a series of specific questions about the quality, effectiveness, and efficiency of online teaching and learning. As this report documents, many but not all of the questions were answered during the course of the project. Students and faculty members from 42 independent colleges and universities benefited directly from the project. CIC hopes that other independent colleges and universities will take heart from their successes, will appreciate the challenges the Consortia members faced (and usually overcame), and will apply the lessons learned to their own campuses. This report offers good advice for institutions that are new to online instruction in the liberal arts as well as institutions with significant experience in the area.

The answers to a few key questions addressed by the Consortium are worth repeating: Yes, thoughtful instructors can develop and teach excellent online courses that support the same student outcomes as the upper-level humanities courses they have traditionally taught in classrooms. Yes, smaller independent colleges can find effective ways to share online courses, recruit and serve visiting online students from like-minded institutions, and collaborate to support the needs of students, faculty members, and institutions. No, online courses will not cut instructional costs immediately—indeed, it usually costs more to develop an online course than a traditional course. There are, however, clear indications of long-term gains in efficiency as students take advantage of flexible course scheduling to graduate on time and institutions take advantage of willing collaborators to coordinate course offerings and build richer, more sustainable humanities programs. Institutional collaboration and online instruction are tools that independent colleges and universities can use right now to attract more students to the humanities by offering a wider range of advanced courses than most small institutions can provide on their own while offering students the flexible scheduling they desire.

Perhaps the most important lesson learned from the Consortium is that online instruction can help small liberal arts colleges "do what we do best, which is offering a relationship-based mode of learning" (to quote again one of the workshop speakers). Students can succeed in small, focused, upper-level courses, whether the courses are offered in classrooms or through online platforms. Faculty members were rightly concerned about the limits of student engagement in online courses, but they found innovative, replicable ways to make sure that students remained engaged with the subject material, the instructor, and other students. The result was that most students, even visiting students from other campuses, felt just as engaged by online humanities courses as they did by traditional classes.

In the end, the Consortium reminded us that "good teaching is good teaching." Many participants in the project found, to their surprise, that developing online courses forced them to think more clearly about pedagogical assumptions and best practices in every instructional setting. As one faculty member concluded, "I thought my tech skills would become amazing and my teaching wouldn't change much. In fact, it was the opposite." That is a positive benefit for instructors, their students, and any institution that prides itself on the quality of the learning experience it offers. Faculty members who still have doubts about the efficacy of online learning should listen to what their colleagues who participated in the Consortia have to say about online teaching—especially since many of them began as skeptics, too.

Richard Ekman

Richard Ekman is president of the Council of Independent Colleges.

APPENDIX A:
Overview of Evaluation Design

CIC's Consortium for Online Humanities Instruction began in 2014 at the height of media attention to MOOCs. Small independent colleges offered small classes with a high level of student-instructor interaction. It seemed inconceivable to most faculty on those campuses that online learning would be a reasonable substitute for excellent, personalized instruction. Still, with so much attention being paid to MOOCs, institutional members of the Council of Independent Colleges wanted to know more about this movement and to understand the implications for their institutions. With funding from the Andrew W. Mellon Foundation, CIC proposed a consortium of 20 member institutions to test the applicability of online courses for their students. The primary research question was: Can small independent colleges collaborate to develop online, upper-level humanities courses that would give students at these institutions a broader range of courses from which to choose, while maximizing the instructional resources of the participating colleges and universities?

CIC identified three goals for the project:

1. To provide an opportunity for CIC member institutions to build capacity for online humanities instruction and share their successes with other liberal arts colleges.

2. To explore how online humanities instruction can improve student learning outcomes.

3. To determine whether smaller, independent liberal arts institutions can make more effective use of their instructional resources and/or reduce costs through online humanities instruction by sharing courses with other like-minded institutions.

To realize these goals, a competitive process was established that encouraged applications from CIC member institutions that wished to experiment with online learning on their campuses. Upper-level humanities courses were selected as the focus for the program, as many of the member institutions reported having difficulty providing enough course options in this area for their students, especially as the number of humanities majors was declining.

In order to apply for participation in the program, institutions needed to submit letters of programmatic support from the president, a pledge to form a team made up of an academic officer and two faculty members, and a plan to create two upper-level online or hybrid courses. An important lesson from the first Consortium was that registrars played a crucial role in the project, thus CIC imposed the additional requirement of increasing the team to include the registrar. In the proposal narrative, the institutions described their experience (or lack of it) with online learning and their motivation for participating in the Consortium. They also described the courses that they planned to contribute. Participation included a required commitment to offering courses developed by other members of the Consortium to their students in the second year of the project.

Staff from CIC and Ithaka S+R comprised the selection committee. A total of 96 institutions submitted applications to participate in the first Consortium, and an additional 41 institutions applied to participate in the second Consortium. The selection criteria varied somewhat between the two Consortia. In the first, the selection committee sought institutions that had limited experience with online instruction, but that had a

strong motivation to do so. Courses that demonstrated a high level of creativity and seemed likely to attract students' attention received the highest marks in the evaluation process. By the time the second Consortium was launched, nearly all of the small independent colleges had at least some experience with online instruction. The selection committee gave priority to the proposals that suggested online courses that could be used to substitute for those that met graduation requirements on several campuses.

Data Collected

Throughout the four-year project, the Ithaka S+R research team collected a variety of quantitative and qualitative data.

During the first Consortium, instructors were asked to submit time sheets at the end of each week accounting for the time spent on developing online courses. Collecting time sheets proved to be an annoyance for the faculty and not truly indicative of the efficiency of online instruction, and that requirement was dropped at the end of the first year of Consortium I. During the four years of the project these data were collected:

Student Data

- Unique identifier (student IDs were anonymized)
- Home institution
- Student major field of study
- Student minor field of study (if applicable)
- Consortium course name and number
- Student final course grade
- Indicator of whether a student withdrew from the course
- If available, the student's withdrawal date
- Indicator of whether the course would count toward the student's major requirements (either core or elective)
- Indicator of whether a student was visiting or locally enrolled

Course-Level Data (for the years 2010–2011 to 2015–2016)

- Number of courses offered in-person at the institution
- Number of courses offered online at the institution
- Institutional spending on instruction

An important feature of the project was peer assessment of student artifacts against a rubric of two high-level goals for all of the humanities courses:

1. Interpret meaning as it is expressed in artistic, intellectual, or cultural works; and

2. Synthesize knowledge and perspectives gained from interpretive analysis (such as the interpretations referred to in goal 1).

Faculty members in the Consortia volunteered to serve as peer assessors, and instructors were selected on a random basis to use a prescribed method of selecting students whose work would be submitted for assessment by peer faculty.

Surveys of faculty members, students, registrars, and administrators were conducted to collect data from all participants. Instructors collected course evaluations from the students in their online courses and submitted the results to the Ithaka S+R research team. In addition, an Ithaka S+R staff member conducted personal interviews with a select number of faculty members, registrars, and academic officers as a way to validate the survey findings.

At the end of each year of the project, CIC convened a workshop for Consortium participants. All members of the team were required to attend, and the two-day meeting was used to gather additional information about successes, challenges, and needed adjustments to the program. These personal reflections from participants were added to the data analysis that had been developed from surveys and interviews to form a written report on the relevant year's accomplishments. These reports can be downloaded from the CIC website at *www.cic.edu/OnlineHumanities* or the Ithaka S+R website at *https://sr.ithaka.org*.

APPENDIX B:
Courses Offered through the Consortia for Online Humanities Instruction

These are the online courses offered during the second cycle of each Consortium, when courses were opened to enrollment by students from the other participating institutions. Instructors' names and affiliations are accurate as of the time each course was offered.

Consortium I, Courses Offered in Spring 2016 (Second Cycle)

Institution	Course Title	Instructor	Discipline(s)
Augustana College [now Augustana University] (SD)			
	A Revolutionary Time: Europe during the Modern Era	Margaret Preston	History
	Jeremiah: Justice and Judgment, Proclamation and Promise	Richard Bowman	Religion
Bethune-Cookman University (FL)			
	American Literature	Jan A. Holston	English and Literature
	Concepts of the Heroic	Stephen Jones	English and Literature
Bucknell University (PA)			
	Conviviality at the Table: Food Politics in French	Philippe C. Dubois	French
	Advanced Japanese: Literature and Media	Elizabeth L. Armstrong	Japanese
Concordia College (MN)			
	Race, Gender, and Power in the Francophone World	Gay Rawson	French/Gender Studies
	Topics in German: Twentieth Century German Literature	Stephen Grollman	German
Connecticut College*			
	Intermediate Russian *(same as RUSS 202 at Trinity College)*	Andrea Lanoux (Connecticut College) and Katherine Lahti (Trinity College)	Russian
	Advanced Russian: Cultures of Dissent	Laura Little	Russian
Elizabethtown College (PA)			
	Contemporary China	David Kenley	History
	Indian Philosophy	Jeffery Long	Philosophy/Religion

Institution	Course Title	Instructor	Discipline(s)
Gordon College (MA)			
	The Future of Reading	Andrew Logemann	English and Literature
Grand View University (IA)			
	20th Century Art History	Rachel Schwaller	Art History
	The Civil War and Reconstruction	Kevin Gannon	History
Hiram College (OH)			
	Dragons, Monks, and Maidens: Medieval Literature and Its Manuscripts *(offered in Fall 2015)*	Paul D. Gaffney	English and Literature/ Medieval Studies
	Slavery and Abolition	Vivien Sandlund	History
Lesley University (MA)			
	History of Humanitarian Organizations	Kimberly Lowe	History
	Medieval History and Literature	Mary Dockray-Miller	English and Literature/ History/Medieval Studies
McDaniel College (MD)			
	Ways of Seeing Byzantium	Gretchen McKay	Art History
	Emerging Religions	Jill M. Krebs	Religion
Moravian College (PA)			
	Meta-Ethics	Bernie Cantens	Philosophy
	Pilgrimage: Searching for God in a (Post)modern World	Kelly Denton-Borlaug	Religion
Otterbein University (OH)			
	The Era of the American Revolution	Jonathan DeCoster	History
	"A Sermon and a Striptease": 18th-Century British Literature	Margaret Koehler	English and Literature
Park University (MO)			
	Capstone Seminar	Emily Sallee	English and Literature
	Morality and Freedom: Kant's Ethics and Kantian Ethics	Adam Potthast	Philosophy
Saint Michael's College (VT)			
	History of the American Family	Susan Ouellette	History
	African American Spirituals and Gospel Song	William L. Ellis	Musicology/History

Institution	Course Title	Instructor	Discipline(s)
Saint Vincent College (PA)			
	Cultures of the Bible	Elaine M. Bennett	Anthropology/Religion
	Poetry of Response	Michelle Gil-Montero	English and Literature
Susquehanna University (PA)			
	Unpacking the Bookstore	Laurence Roth	English and Literature
	History Methods	Edward Slavishak	History
Sweet Briar College (VA)			
	Women Artists: A Global Perspective	Kimberly Morse Jones	Art History/Gender Studies
	A College of Their Own	Anthony Lilly	Gender Studies
Trinity College (CT)*			
	Intermediate Russian II *(same as RUS 202 at Connecticut College)*	Katherine Lahti (Trinity College) and Andrea Lanoux (Connecticut College)	Russian
	Russian Culture and Civilization	Katherine Lahti	Russian
University of St. Francis (IL)			
	Twentieth Century Europe: Reconciling the Paradox of Destruction and Promise	Debra Workman	History
	Philosophy of War and Peace	Timothy Weldon	Philosophy
Wartburg College (IA)			
	Global Environmental Literature and Film	Joyce Boss	English and Literature
	Magic and Witchcraft in British Literature	Rachel Clark	English and Literature

*These courses were offered in Fall 2015 to conform to the sequence of language courses at the partner institutions.

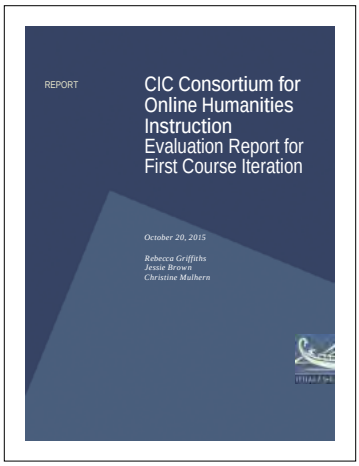
Consortium II, Courses Offered in Spring 2018 (Second Cycle)

Institution	Course Title	Instructor	Discipline(s)
Bloomfield College (NJ)			
	Women's Literature	Angela Conrad	English and Literature
	The Art of Drama/"Sticking it to the Man": Contemporary Social Drama, 1960-1999	Fiona Harris-Ramsby	English and Literature
Carlow University (PA)			
	Christianity and American Society	John Alverson	Religion
	20th Century Art in the United States	Sylvia Rhor	Art History
Carroll College (MT)			
	Modern Philosophy: Reason, Freedom, and Tolerance	Edward Glowienka	Philosophy
	Literature of the American Dream	Kevin C. Stewart	English and Literature
Carroll University (WI)			
	Ethics, Values, and Justice	Kevin Guilfoy	Philosophy
	Renaissance and Reformation Europe	Scott Hendrix	History
Claflin University (SC)			
	Introduction to Black Feminist Thought	Sherietta Lane	African American Studies/ Gender Studies
	Men and Masculinity in Literature	Douglas Root	English and Literature/ Gender Studies
Clarke University (IA)			
	Applied Ethics: Biomedicine	Kent Anderson	Philosophy
Concordia University Texas			
	Pursuit of the Invisible: Romanticism in Visual Art and Literature	Christopher Fitzgerald and Jeffrey Utzinger	Art History/English and Literature
	Shakespeare	Kelly Carolyn Gordon and Brenda Alba	English and Literature
Gettysburg College (PA)			
	Italian Culture: *Bella Figura, Sprezzatura, La Chiesa* and a Whole Lot More	Alan R. Perry	Italian Studies
	The Native American–European Encounter in North America	Timothy Shannon	History

Institution	Course Title	Instructor	Discipline(s)
Lasell College (MA)			
	Classics of World Literature	Jennifer Gerstel	English and Literature
	Advanced Spanish	José R. Guzmán	Spanish
Mount Mary University (WI)			
	Marriage, Money, and Mystery: Studies in the British Novel	Paula Reiter	English and Literature
	Power, Responsibility, and Exploitation: Britain's Age of Empire	Julie Tatlock	History
Northwestern College (IA)			
	Philosophy and Science Fiction	Randy Jensen	Philosophy
	Linguistic Perspectives on English	Michael Kensak	English and Literature
Randolph-Macon College (VA)			
	Introduction to Classical Myth	Bartolo Natoli	Classics
	Francophone Cinema from North Africa	Sandrine Teixidor	French/Film Studies
Rosemont College (PA)			
	Modern American Literature	Katherine Baker	English and Literature
	History of Gender in the United States	Michelle Moravec	History/Gender Studies
Shenandoah University (VA)			
	Gender and Women's Literature	Sarah Canfield	English and Literature/ Gender Studies
	Sex, Gender, and Religion	Meredith Minister	Religion/Gender Studies
Siena College (NY)			
	Spanish-Speaking World through Film	Marcela T. Garcés	Film Studies
	Québec Civilization	Janet Shideler	French
Simpson College (IA)			
	Growing up in WWII France	Sharon Wilkinson	French
	"That's Not Fair!": An Exploration into Theories of Justice	Allison B. Wolf	Philosophy
St. Edward's University (TX)			
	Legal Ethics	Jack Musselman	Philosophy
	Mexican Literature of the 20th and 21st Centuries: Revolutionaries, Visionaries, and Renegades	Georgia Seminet	Spanish

Institution	Course Title	Instructor	Discipline(s)
St. Olaf College (MN)			
	Jesus and the Moral Life	James Hanson	Religion
	Digital Asia in America *(offered in Fall 2017)*	Ka Wong	Asian American Studies
Ursuline College (OH)			
	The History of Christianity	Lisa Marie Belz	Religion
	Globalization and Place: Past, Present, and Future	Timothy Kinsella	History
Walsh University (OH)			
	The History of Medicine	Rachel Constance	History
	Bioethics	Leslie Whetstine	Philosophy
Wesleyan College (GA)			
	Greek and Roman Art	Libby Bailey	Art History/Classics
	American Wars in the 20th Century	Nicholas Steneck	History

Consortium for Online Humanities Instruction Evaluation Reports



Consortium I, First Course Iteration
(October 2015)

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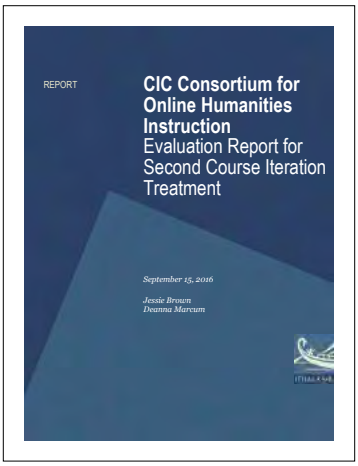

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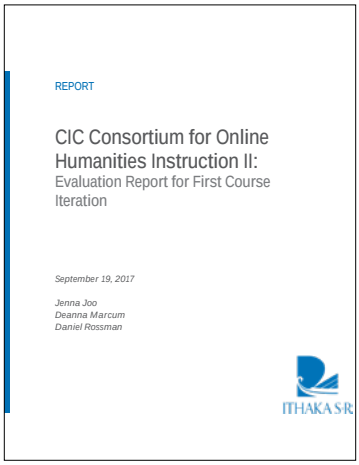

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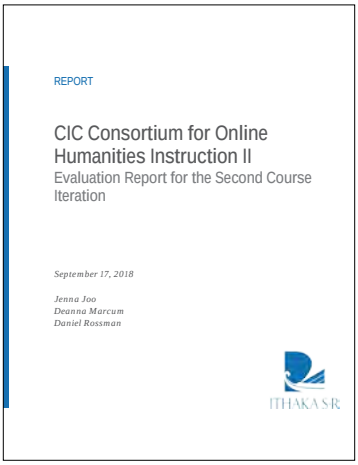

Consortium II, Second Course Iteration
(September 2018)

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