

INDEX

- Administration, university
 - and, 158–160
- Agenda, for feedback meeting, 75
- Alumni, 159
 - of Master's in HR program, 162
 - students, 160
 - and business professionals, 162
- Asynchronous technology, 182, 188
- Audit form, organizational assessment and, 127–132
- Babson Survey Research Group Survey, 9–10, 38
- Barriers to the creation of swift trust in virtual teams, 105–114
 - individual barriers, 106–107
 - organizational barriers, 107–108
 - team barriers, 109–110
 - technological barriers, 108–109
- Bill & Melinda Gates Foundation, 35–39
- Brick-and-mortar institutions, 39
- Brown's School of Professional Studies (SPS), 18
- Brown University, 18–19
- Business professionals, alumni students and, 162
- CEUs. *See* Continuing education units (CEUs)
- Civic responsibility, 5, 46, 158–159
- Client
 - communication with, 135–136
 - and community, 163–164
 - consultant relationship closure, 139–143
 - first draft of the consulting work to, 136–138
 - resetting goals and expectations, 138

- Client–consultant calls, 121
- Client–consultant relationship development, 101–103
- Client-organizations, 151–153
 - in Master of Science in Human Resources (MSHR), 152–153
- Client’s and consultant’s assumptions, 100–101
- Collaboration platform, 63–64, 89, 94, 99–100, 111–112, 126, 133–134, 169–170, 171–173, 181–182
- Columbia University, 19–20
- Columbia Video Network, 19–20
- Communication
 - with client, 135–136
 - face-to-face, 63
- Community, client and, 163–164
- Community college students, 2
- Community involvement, 5, 52
- Community partners, 5–6, 46, 48–49, 51, 52, 54, 155–156, 173–174
- Community service, 4–6, 45, 46–47, 49–50, 155–156, 158–159, 187
 - activities, 5
 - traditional, 155–156, 173–174
- Competencies, clear statement of, 177–178
- Confidentiality, 63–64, 172–173
- Consultancy
 - goals of, 68
 - people involved in, 68
 - preparing for, 122
 - stages of, 68–77, 121
- Consultant
 - effective, 59–60
 - external, 60–61, 62
 - internal, 60–62
 - self-reflection, 142–143
 - skills and experience, 125
 - students as, 77–80
 - traits and skills, 59–60
- Consulting
 - for-profit vs. not-for-profit organizations, 66–67
 - in-person vs. virtual, 63–64
 - internal vs. external, 60–62
 - model, HR-related projects, 148–150
 - pro bono vs. paid, 64–66
 - stages, 67–77
 - action, 76

- data collection and diagnosis, 72–73
- entry and contracting, 69–72
- evaluation and withdrawal, 76–77
- feedback and design for action, 73–76
- Consulting process
 - addressing low client and student engagement, 132–134
 - client's resistance to change, 134–135
 - compliant client, 135
- Consulting project draft, 138–139, 140
- Consulting team, 87–100
 - consultant, 97–100
 - student teams, 97–100
 - faculty, 89–91
 - project manager, 91–94
 - job description, 95–96
 - selection, 91–94
 - team leader, 94–97
 - job description, 98–99
- Continuing education units (CEUs), 22
- Contract
 - entry and, 69–72
 - formulation, 71
 - ground rules for, 71–72
 - learning, 122, 172–173, 181–182, 188
- Conventional control mechanisms, 107–108
- Cornell University, 20
- Corporate social responsibility, 162
- Course release, 168, 174
- Creators' intention, 10
- Credibility establishment, 103–104
- Credit-bearing course, 46
- Critical analysis, 52
- Critical thinking, 147–148
- Cultural factors, 109
- Dartmouth College, 20–21
- Defensive routines, 107
- Dewey's theory, 46
- Digital learning, 39
- Distance education
 - current trends in United States, 9–23
 - outside the United States, 33–40
- Distance learning program, phone-based, 15
- Doctor of Physical Therapy program, 40
- e-Consulting, 51–52, 87
 - benefits of, 156–158
 - faculty, 160
 - project manager, 160–161
 - team leaders/students, 161–163
 - university and administration, 158–160
- initiative in an online degree program, 147–150

- legal considerations, 173
- limitations, 170–173
- model, 80–82, 119, 150
- plan for long-term sustainability, 168–169
- problem-solving
 - environments with, 56
- projects, 147–148
- student, client, and faculty satisfaction, 164–168
- eCornell program, 20
- Education development, 26–33, 36–38
 - education 1.0, 28–29
 - education 2.0, 29
 - education 3.0, 29–31
 - education 4.0, 31
 - education 5.0, 31–33
- EdX, 11, 12
- Effective consultants, 59–60
- e-Learning market, 16–17
- Emotional web, 25–26
- Emotiv Systems Inc., 25–26
- Employee, marketability and social responsibility, 56
- Employment and wages, 3
- Engagement
 - client and student, 132–134
 - community service, 51–52
- e-Service learning, 5–6, 46–52, 56, 159
 - benefits of, 53–56, 155–156
 - communication, 181–182
 - components, 179, 188
 - consulting projects, 117
 - cost, 169–173
 - courses
 - clear statement of competencies, 177–178
 - design, 183–185
 - digital access, 51–52
 - employee marketability and social responsibility, 56
 - initiatives, 177–180, 188
 - limitations, 170–173
 - metrics of success, 185–187
 - opportunities, 174
 - people, roles and responsibilities, 180–181
 - program, 174
 - projects by degree level, 79
 - skills acquired through, 55
 - technology, 182–183
 - typology, 47–50
 - value of, 55
- Expert skills (expertise), 59–60
- External consultants, 60–61, 62

- External consulting vs.
 - internal consulting, 60–62
- Extreme Service-Learning, 50
- Face-to-face
 - communication, 40, 63
- Faculty, e-consulting, 160
- Fathom, 19
- Flawless Consulting* (Block), 102
- For-profit organizations vs.
 - not-for-profit organizations, 66–67
- Gamification, 40
- Gen Z, 31–32
- Grading rubric, 91, 92
- Graduate school students, 2
- Ground rules, for
 - contracting, 71–72
- GuideStar.org, 89–90
- Harvard University, 21
- Higher education
 - institutions, online-learning enrollments in, 45–46
- Human Resources (HR), 163–164
 - consultants, 147
 - e-consulting course, 127–132
 - projects, consulting model, 148–150
 - See also* Master of Science in Human Resource (MSHR)
- Hybrid Type I, 47–48
- Hybrid Type II, 47–49
- Hybrid Type III, 47–48, 49–50
- Hybrid Type IV, 47–48, 50
- ILN. *See* Interactive Learning Network (ILN)
- In-person consulting vs.
 - virtual consulting, 63–64
- In-person service-learning, 155–156, 173–174
- Interactive Learning Network (ILN), 15
- Internal consultants, 60–62
- Internal consulting vs.
 - external consulting, 60–62
- Internship, 163
- Ivy Leagues, 17–23
 - students, 2
 - universities
 - Brown University, 18–19
 - Columbia University, 19–20
 - Cornell University, 20
 - Dartmouth College, 20–21
 - Harvard University, 21
 - Princeton University, 21–22
 - University of Pennsylvania, 23
 - Yale University, 23, 40
- Job seekers, 162
 - internship & student, 163

- Learner-centered approach, 3–4
- Learner-centered higher education system, 3–4
- Learning
 - habits, 28
 - See also specific types of learning*
- Learning Agreement, 175
- Learning Contract, 122, 172–173, 181–182, 188
- Legal considerations, e-consulting, 173
- Massive open online courses (MOOCs), 10, 11–13, 21–22, 23
 - advantages, 13
 - disadvantages, 14
 - dropout rates, 14
- Mass-scale distance education, 39
- Master of Health Care Delivery Science, 21
- Master of Liberal Arts in Extension Studies, 21
- Master of Science in Human Resource (MSHR), 147–150
 - client-organizations in, 152–153
 - e-consulting initiative, 153
 - program at Western Carolina University, 151–153
- Medical schools, 40
- Meeting
 - agenda for feedback, 75
 - one-on-one, 63
 - Purpose of the Meeting, 73
- Millennial generation
 - learners and workers, 56
- MITx platform, 12
- MOOCs. *See* Massive open online courses (MOOCs)
- MSHR. *See* Master of Science in Human Resource (MSHR)
- Multi-course certificate programs, 20
- Nanodegrees programs, 42
- National Center for Education Statistics (2016), 2–3
 - “The next web”, 25–26
- Non-profit corporations, 66
- Non-profit executive directors, 64–65
- Non-profit organizations, 65, 66
- Not-for-profit
 - organizations vs. for-profit organizations, 66–67
- On-demand learning, 13
- One-on-one meetings, 63
- Online courses, 10
 - service-learning in, 80–82

- Online degree program, e-consulting initiative in an, 147–150
- Online education, 10, 33, 35–39, 46–47
- Online environments, building relational bonds in, 110–112
- Online learning, 51–52
limitations, 53–55
- Online schools, 40
- Online service-learning, 56
- Online students, 150–151
- Open distance education universities, 35
- Organizational barriers, 107–108
- Organizational leaders, 59–60
- Paid consulting vs. pro bono consulting, 64–66
- Pedagogy, service-learning as, 53
- Personality-based trust, 106
- Pew Research Center survey (2016), 3
- Philadelphia College of Osteopathic Medicine, 40
- Phone-based distance learning program, 15
- Press release, 121, 141
- Princeton University, 21–22
- Pro bono consulting vs. paid consulting, 64–66
- Project Manager, 91–94, 180
e-consulting, 160–161
job description, 95–96
selection, 91–94
- Psychosocial trait, 105
- Publicity, 159
- Reading habits, 28
- “Read-Only” web, 23–24
- “Read-Write-Publish web” era, 24
- Reflection papers, 185
end-of-course, 165–167
self, 142–143
- Remote technology, 40
- Retention, student, 53
- Risk-taking behavior, 107
- Samepage, 63, 171–172, 182
Samepage.io, 169–170
virtual chat, 170
- Self-fulfillment, 160
- Self-reflection
consultant, 142–143
students, 185
- Self-reflection paper, 142–143
- Semantic Web, 24–25
- Semester-long courses, 78
- Service. *See specific types of service*

- Service-learning, 53–55,
159
defined, 158–159
definition, 45–46
enhance relationships, 53
in-person, 155–156,
173–174
offerings in online
environments, 46–47
in online courses, 80–82
as pedagogy, 53
practices, traditional,
183, 188
practitioners, 46–47
traditional, 46, 48
value of, 55
See also E-service learning
- Skills
acquired through e-
service-learning, 55
expert, 59–60
- Small Business
Administration's
website, 89–90
- Social responsibility, 5, 56,
151, 159
corporate, 162
- Student
as consultants, 77–80
retention, 53
self-reflection, 185
- Student–consultant, 55,
101–102
teams, 117
- Swift trust, 104, 105
situations, 107
in virtual teams,
105–114
client commitment,
112–114
individual barriers,
106–107
organizational barriers,
107–108
team barriers,
109–110
technological barriers,
108–109
- Symbiotic educational
relationship,
51–52
- Synchronous
communication, 172,
174
- Synchronous technology,
182, 188
- Taproot Foundation, 65
- Team leader (consulting
team), 94–97
job description, 98–99
- Team leaders/students,
e-consulting,
161–163
alumni students and
business professionals,
162
internship & student job
seekers, 163
- Technology
asynchronous, 182, 188
based tools, 54
e-service learning,
182–183
remote, 40
synchronous, 182, 188

- Three-step e-consulting
 - model, 117
 - action, 120
 - communication with the client, 135–136
 - consultancy preparation, 122
 - during the consulting process
 - addressing low client and student engagement, 132–134
 - client's resistance to change, 134–135
 - compliant client, 135
 - discovery and dialogue, 119–120
 - entry and contracting, 119
 - evaluation and withdrawal, 120–122
 - feedback and design for action, 120
 - first “meet & greet” call with the client, 122–132
 - call preparation, 122–124
 - client's needs and expectations, 125
 - consultant's skills and experience, 125
 - organizational assessment and audit form, 127–132
 - post-consulting
 - implementation and client–consultant relationship closure, 139–143
 - closing the relationship, 140–141
 - consultant's self-reflection, 142–143
 - ensuring successful implementation, 139–140
 - presenting the final consulting project draft, 138–139, 140
 - presenting the first draft of the consulting work to the client, 136–138
 - dealing with the client's demands, 137
 - resetting goals and expectations, 138
 - Traditional community service, 155–156, 173–174
 - Traditional distance learning models, 33
 - Traditional service-learning, 46, 48
 - Traditional service-learning practices, 183, 188
- Trust
 - development, 104–114
 - personality-based, 106
 - See also* Swift trust
- TXT, 63

- Udacity, 11, 12
- United States
 - current trends in distance education, 9
 - distance education
 - outside the, 33–40
 - growth rate of online enrollments in, 9–10
 - higher education
 - institutions, online-learning enrollments in, 45–46
- University
 - and administration, 158–160
 - Brown University, 18–19
 - Columbia University, 19–20
 - Cornell University, 20
 - Harvard University, 21
 - Princeton University, 21–22
 - Yale University, 23
 - See also* specific types of university
- University of North Carolina Engagement Report (2015), 45
- University of North Carolina system, 148–150
- University of Pennsylvania, 23
- University’s McGraw Center for Teaching and Learning, 21–22
- Virtual consulting vs. in-person consulting, 63–64
- Virtual environment, challenges of working in, 109
- Virtual teams, swift trust in, 105–114
- Volunteerism, 4–5
- Web development, 24–26, 34–35, 36–38
 - 1990–2000. Web 1.0, 24
 - 2000–2010. Web 2.0, 24–25
 - 2010–2020. Web 3.0, 25
 - 2020–2030. Web 4.0 and 5.0, 25–26
- WeFeelFine.org, 25–26
- Western Carolina University, MSHR program at, 151–153
- Workforce, highly-skilled, 1–2
- Yale University, 23