Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Foley, Vice President Gabriel, Vice President Gary, Dr. Hill, Dr. Leidig, Dr. Ramsammy, Vice President Sachs, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Dr. Templin introduced the Distance Learning Work Group and the charge they were given to design an outline for discussion on broadening NOVA’s educational access through online learning. He emphasized the importance of going “outside the box,” and intentional in creating a blueprint for greater educational access.

Distance Learning Work Group Report and Discussion

NOVA Online Learning Data: Dr. Sachs provided data and led the discussion on the collaborative effort done by the Administrative Council Distance Learning Work group to develop an initial framework for an online learning discussion.

The current data shows that NOVA is serving 23,000 students online per year in approximately 400 courses in 60 disciplines, 1100 or more sections per semester and with 40 degrees or certificates available entirely online. If this were a campus, it would be NOVA’s third largest campus in headcount. Adjunct faculty members make up 70% of the online instruction. The estimated new annual net revenue by 2016-17 will be 10 million dollars. Online adult students, ages 25 to 45, increased 48 percent from 2009. From 2011 to 2012, the percentage of online-only students was 47.8 percent and students combining online and campus courses were 52.2 percent.

Summary of the Workgroup Discussion about Online Learning at NOVA:

The charge to the workgroup was to explore and respond to a series of questions that concentrated on seven major areas:

- What will the 2015-16 distance learning/dl student population look like and the services and facilities needed to support them?
  - More adult students and students in general will be taking online coursework and the instruction will likely be primarily done through adjunct faculty.
  - NOVA needs to become more virtual, increase testing capacity, and implement advising for online-only students, with a full range of support services.
  - The GPS effort needs to help students decide whether online coursework is appropriate.
  - There will be a need for campus space so students can access virtual services, and use student-owned laptops and other personal devices.
  - Every class should be on blackboard with at least a syllabus, contact information, and links to virtual services, and with all faculty blackboard competent.
• What kind of collaboration should take place between and among ELI and the campuses?
  o The first priority is to support student choice. The Provosts and ELI need to work together to divide responsibilities for online targets and develop two-year online projections and enrollment trends.
  o ELI & TAC need to provide more technology support to the campuses for hybrid coordination and accountability and virtual services to all students.
• What policies/procedures need to be developed on faculty workload, compensation, and the role of the campus Deans in connection with online learning?
  o Workloads should be consistent across ELI with online faculty reporting to their campus Deans, with the only exceptions approved by the Provosts.
  o A process and guidelines should be developed for creating a cadre of qualified online faculty in advance of need.
• How will faculty be recruited for online instruction and assigned to campuses? What relationship will be defined with ELI?
  o Faculty should be recruited nationally, and it should be recognized they may not be onsite.
  o Provosts should work with ELI to determine how targets will be met and faculty needs addressed.
• How will online learning be marketed and what will the impact be on enrollment and services?
  o There is a need for proactive marketing of online courses, to include promoting online degrees.
  o Training in online learning options is needed for Student Services staff.
  o Additional virtual services will be needed for all students.
  o ELI may need to be renamed.
• What is the role for hybrids and other new instructional models and how will they be supported? What will the impact be for online learning?
  o There is a need to increase the number of hybrid courses offered, with more support from ELI and TAC.
  o Guidelines and standards for hybrids need to be developed.
• How should the impact of the new Associate Instructor role be defined and assessed?
  o The new entry-level position could be moved initially into online instruction within ELI.

Dr. Templin addressed the issue of the continued gap in student success rates between face-to-face and online coursework. He recommended disaggregating the data to see if all students were ready to do work online, look at elements of student success issues connected to online learning, and consider the possibility of required assessments, such as exists for math and English.

Dr. Templin asked Council members to consider joint ownership of common targets and cited two possible examples: a Financial Aid target to ensure students get through the college “maze,” and into classes, and a GPS target established and monitored to move students into fall classes. Common strategies are needed to respond to student demand for 8-week classes and hybrids, shorter sessions and combinations. The biggest growth area is currently in hybrid courses.
Next Steps:

Dr. Templin asked that a straw proposal be developed to look at priorities, to address them, and look at timelines. The proposal includes:

- Formalize the online enrollment targets, courses, campus responsibilities, and rules for allocations by the end of January. (Provosts with Drs. Sachs and Lerner, with assistance from Drs. Schiavelli and Gabriel)
- Identify and formalize the rules with respect to the management and growth of online learning by the end of January. (Provosts with Drs. Sachs and Lerner, and Drs. Schiavelli and Gabriel)
- Draft a document on the roles of the AVP for eLearning and the Deans on growing and managing online instruction by the end of February. (Provosts with Drs. Sachs and Lerner) The Provosts will follow-up with their Deans and finalize with Drs. Sachs, and Lerner.
- Define the roles for the two Associate Instructor positions for Fall 2013 by the end of January. (Provosts with Drs. Sachs and Lerner)
- Define the role of the two new ELI faculty coordinator positions, (funded by the Vice President for Information Technology) and their relationship to the campuses by the end of February. (Drs. Sachs and Lerner in consultation with the Provosts and Deans).
- Provide a follow-up report on the status of discussions on remaining issues identified by the Work group by the end of March. (Dr. Sachs)

Dr. Templin thanked the Work group for their intensive efforts and the progress made to date. He called for an additional conversation on virtual coursework, concurrently with the development of a long-term strategy on dual enrollment, and emphasized the importance of overall collaboration on funding resource allocation.

The meeting adjourned at 12:35 p.m. The next Administrative Council meeting is scheduled for December 4, 2012, in the large board room of the Brault building.

Tracking

- Enrollment Planning – Dec 18
- Clarus Corporation Planning
- GPS for Success Planning Report
- ELI Associate Instructor Positions
- SySTEMic Solutions
- Workplace Violence Prevention & Threat Assessment Policy Guidelines
- AD/PH Release Time Work Group