

Administrative Council Zoom Meeting
February 23, 2021
10:00-12:00pm

Members Present: Dr. Carter, Vice President Dimkova, Dr. Haggray, Dr. Hilbert, Dr. Hill, Dr. Knights, President Kress, Dr. Leidig, Dr. Lynch, Vice President Partridge, Dr. Reaves, Dr. Robertson, Vice President Villagran-Glover

Standing Guests: Mr. Allen Sinner, Deputy CIO, Ms. Charlotte Calobrisi, Associate Vice President of Human Resources, Ms. Corinne Hurst, Executive Office Manager, Ms. Lindsay Mills, Executive Assistant and Recorder

Update from Provost Reaves

Dr. Reaves shared with the Administrative Council that she has accepted an offer to serve as the Executive Vice President at Wake Tech Community College, serving with past president Dr. Scott Ralls. She expressed her appreciation for the opportunity to serve as the Provost of the Medical Education Campus and to grow as a leader. Dr. Reaves will be returning to her home state of North Carolina where she will once again be closer to her family and friends. Dr. Reaves will continue to serve in the role of Provost until the end of April and she will be working closely with Dr. Kress on a transition plan. The Administrative Council congratulated Dr. Reaves and thanked her for her service.

SACSCOC Update

Associate Vice President Calobrisi shared an update with the Administrative Council stating Mr. Allen Sinner completed the transfer of documentation from Compliance Assist to thumb drives as required. All materials will be packaged and mailed out to this afternoon (February 23) with an expected delivery date of February 24 Dr. Steven Sheeley, a Vice President with SACSCOC, and each one of the Committee members.

Ms. Calobrisi expressed her gratitude for Ms. Kama Storie and Ms. Jamie Ellis both of whom were vital team members working tirelessly throughout days, evenings, and weekends on the documentation and credentialing process. In addition, Ms. Calobrisi thanked the Provosts for their time and for assisting with any additional documentation that was needed.

Dr. Hilbert stated many people across the College laid the groundwork for the accreditation but wanted to ensure Ms. Calobrisi and Dr. Robertson were recognized for their overwhelming contributions highlighting how Ms. Calobrisi read every single sentence numerous times and confirming the evidence is intact and accurate throughout the document.

The accreditation review team is set to meet at the end of April and Ms. Calobrisi anticipated receiving the focused report by June 2021. Dr. Hilbert confirmed the dates of the reaffirmation visit is planned for October 25-28 with the chair being Dr. Serrata, President of El Paso Community College.

Dr. Reaves also confirmed the QEP team has further revised and fleshed-out sections of the QEP which includes a more clearly defined purpose and student learning and success outcomes. The QEP Team shared the updated version with Dr. Kress, Dr. Robertson, Dr. Hilbert and Ms. Calobrisi. Dr. Kress will provide edits by the end of the week.

Asynchronous Course Design Recommendation

Dr. Sheri Robertson presented the Administrative Council with specific recommendations for Asynchronous Course Design listed as follows with NOVA's Asynchronous Learning Ad Hoc Committee's full executive summary attached.

1. Re-Launch a central Global Priorities List to drive college-wide course revision priorities.
2. Implement a Flex-Plate Template Process for greater instructional differentiation in online courses.
3. Create alternative/start-up development process for low enrollment courses to come online sooner.
4. Reduce Lock Settings in existing course templates under guidance of pathway/discipline groups.
5. Appoint Discipline Lead(s) to take on more active role in online course updates/content ownership.
6. Offer Innovation/Mastery Online Faculty status and process for highly skilled online instructors.
7. Seek and apply additional resources for NOVA Online staffing and college faculty design work.

As Dr. Robertson provided an overview of the outlined recommendations, she noted some course revisions will be required given the changes occurring to Transfer VA. In addition, Dr. Robertson explained the deans and faculty, not just NOVA Online (NOL) representatives, were involved in these decisions and recommendations.

Provost Lynch served on this ad hoc committee and noted faculty had made a request to develop their own asynchronous courses which was never an option in previous years. She praised the committee for finding a very good balance in letting the faculty develop their own asynchronous courses while still in compliance and following legal requirements of asynchronous education. She stressed the importance, however, of maintaining oversight of such courses given the Department of Education's new guidelines on the level of engagement needed to be considered an online course and/or a 'correspondence' course. If such courses are considered 'correspondence' courses a reduction in Pell would occur.

Dr. Kress indicated there is a considerable amount of CRRSSA funds available to fund the redevelopment of these courses and eventually, not immediately given the hiring processes in place, hire instructional designers to assist with the process. Students should have the same experience whether attending a class on campus or in a remote format.

Dr. Nathan Carter inquired about the assessment of NOVA's ability and effectiveness at implementing the outlined approach if the revised processes will run simultaneously and not on an individual basis. Dr. Robertson clarified that student outcomes will play a large role in assessing the effectiveness of these new approaches.

Dr. Kress, with no objection from the Administrative Council, agreed to move forward with the recommendations. In reference to Step 7: Resource Review, she stated it is imperative to work on this step and complete as much as possible now while NOVA has the resources explicitly dedicating to serving online students. Moving forward, a budget will be identified and allocated for instructional design, quality assurance, and for faculty to engage in course development work. In addition, it should be articulated that a fair and equitable process will be created by which faculty could potentially access the funds available.

Curriculum Committee Items

Dr. Robertson distributed the Curriculum Committee recommendations for review in advance of the February 23, 2021 Administrative Council meeting. She explained all recommendations have been approved by the Pathway Council and the discipline groups. Dr. Robertson noted that although there was some controversy surrounded the first proposal, she emphasized the need to revise the Construction Management AAS as it currently lacks key subject areas required to pass the Virginia Department of Professional and Occupational Regulation (DPOR) exam, which grants contractor licenses for the Commonwealth. She went on to explain all recommendations ultimately garnered support. These were:

- Construction Management AAS Revisions
- Credit for Prior Learning for ITP 170 for Project + Certification
- Credit for Prior Learning for SAF 130 for OSHA 10 Certification
- Computer Science AS Revisions
- Discontinuance of the Automotive Technology AAS Emissions Specialization

The Council also discussed the ESL discipline review and action plan. Dr. Carter asked if direct enrollment would impact the statements outlined. A general discussion took place regarding both direct enrollment and ESL. Dr. Kress discussed two specific areas of concern related to ESL which are enrollment and the efficacy of the program. Dr. Kress also stressed the importance to clarify to ESL faculty members that direct enrollment is going to happen along with the need for certain discussions to take place regarding these recommendations and future expectations prior to the items coming to the Administrative Council. She also confirmed the need for a new data-driven, streamlined program review process that will ultimately reduce the workloads many encounter now.

The Administrative Council recommended approving the Curriculum Committee items with the addition of an addendum acknowledging upcoming changes that will be implemented that affect the ESL discipline review and action plan.

College Catalog Directory Listing Recommendation

Dr. Robertson asked the Administrative Council for input on what, if any, contact information is necessary to keep in the directory section of the College Catalog.

Dr. Kress proposed a review and revision of the catalog's content by a group who can analyze and compare designs and informational structure. She confirmed involvement from VP Partridge (marketing), Provost Hilbert (accreditation), VP Villagran-Glover (student success) and Dr. Robertson (academics) and noted certain requirements that need to remain intact.

Revised Class Attendance Policy

Dr. Lynch provided the Administrative Council with a revised Class Attendance Policy that included language for non-credit courses for review and approval.

Recommendations were made including looking at the scope of the policy and updating some terminology. More generally it was recommended that all policies be reviewed to reflect changes due to the recent reorganization and ensuring the policies are written with a student focus in mind.

Dr. Lynch will take these recommendations back to the Policy Work Group. An updated class attendance policy will be brought back to the Administrative Council at a future date.

Student Travel Policy

Vice President Villagran-Glover presented the Student Life Travel Policy and the Assumption of Risk form (125-152) to the Administrative Council for review and approval. The policy identifies the types of travel covered and includes procedures for planning, approving, and paying for student life travel.

Members of Administrative Council requested more details such as clarification regarding the classification of a 'Trip Leader', distinction between currently enrolled credit students and non-credit students, what form(s) is/are needed to submit and who oversees approval of requests.

Dr. Villagran-Glover will return the policy and 125-152 and request a revision. She will bring the updated documents to the Administrative Council at a future date.

Ruffalo Noel Levitt (RNL) Update

Dr. Villagran-Glover provided the following progress report on work conducted with Ruffalo Noel Levitz (RNL) as six SEM summits have been held to date with the next summit being held on February 25 and 26, 2021.

Throughout each consultation with NOVA's RNL consultant, much time has been dedicated to understanding current and planned recruitment and admissions strategies. As noted from other reports over the last six years and NOVA's shared remote experience the past year, it is clearly apparent that the College's processes, procedures, and supporting documentation vary from campus to campus. Progress is already being made in these areas and with streamlining the recruitment and admissions process.

NOVA's enrollment teams are working on collaborating across all platforms, redesigning recruitment and outreach events using zoom and recorded sessions, developing a centralized transcript processes, and enrollment reporting.

With the recent college reorganization redesign, the enrollment planning working groups composition has changed and efforts have shifted in helping the new team members become familiar with observations and progress to date.

Next Steps:

- Identify and define prospect sources and how they will be managed moving forward.
- Develop of a sequential communication plan per student (type) population - written, electronic, phone, text
- Design and conduct ongoing training and team members, with a student-first mindset to provide excellent customer service.
- Leverage current technology platforms

Dr. Kress encouraged conversations regarding communications from the campuses to ensure a more focused, strategic approach is implemented. She stated when there is an influx of emails received many may go unread and end up discarded.

In addition, Dr. Villagran-Glover will take the lead in resuming parent zooms to highlight discussion points regarding college updates, financial aid, direct enrollment and more.

Cares Act and CRRSSA Status Report

Vice President Dimkova provided the Administrative Council with a status report on the Cares Act and CRRSSA funds.

Ms. Dimkova stated after an additional allocation of 2.5 million dollars was provided to student aid from institutional allocation only \$188,143 is remaining in Cares Act dollars with two months remaining in the budget and grant period. She is confident the remaining funds will be

spent down on allowable expenses. In addition, just over 44 million dollars remain from the CRRSSA funds and her department is ready to work on allowable and eligible funding requests.

Enrollment Reports

Vice President Partridge presented the Administrative Council with the following three enrollment reports

- **NOVA Online Headcount Enrollment: 2016-17 through 2020-21**
 - Tables present campus headcount enrollment by term for students enrolled in NOVA Online (NOL) courses.
 - The total registered headcount is unduplicated and reflects a College wide headcount comparison as follows:
 - Summer 2016 totaling 10,333
 - Summer 2020 totaling 12,052
 - Fall 2016 totaling 12,983
 - Fall 2020 totaling 13,874
 - Spring 2017 totaling 13,465
 - Spring 2021 totaling 11,597

- **Contract Dual Headcount Enrollment: 2016-17 through 2020-21**
 - Tables present campus headcount enrollment by term for students enrolled in contract dual enrollment courses offered at area high schools.
 - The total registered headcount is unduplicated and reflects a College wide headcount comparison as follows:
 - Summer 2016 totaling 104
 - Summer 2020 totaling 2,599
 - Fall 2016 totaling 4,951
 - Fall 2020 totaling 12,715
 - Spring 2017 totaling 6,339
 - Spring 2021 totaling 10,044

- **Campus Headcount Enrollment: Excluding NOVA Online and Contract Dual Enrollment: 2016-17 through 2020-2021**
 - Tables present campus headcount enrollment by term for 2016-17 through 2020-21. Enrollment in IET courses is counted at the campus on which the course was offered. The tables exclude students enrolled in NOVA Online (NOL) courses and contract dual enrollment courses offered at area high schools.
 - The total registered headcount is unduplicated and reflects a College wide headcount comparison as follows:
 - Summer 2016 totaling 17,988
 - Summer 2020 totaling 18,442

- Fall 2016 totaling 39,803
- Fall 2020 totaling 34,467
- Spring 2017 totaling 36,504
- Spring 2021 totaling 31,277

The Administrative Council expressed their appreciation for seeing the enrollment report excluding NOL and Contract Dual Enrollment and being able to see the breakdown of those reports independently. Mr. Partridge indicated these reports should provide a closer alignment with what the VCCS reports on enrollment.

For enrollment planning purposes, the Administrative Council were encouraged by Dr. Kress to analyze what courses students are not taking and what courses reflect popularity and successful completion rates. The Provosts have requested the ability to pull data by campus as they move through the enrollment planning process.

President's Update

Dr. Kress informed the Administrative Council of the VCCS's plan to implement a new tool that will assist the NOVA Board in creating its annual presidential summary evaluation this year. The Chancellor has indicated the new review protocol is a modified 360 evaluation which will allow everyone among the College's fulltime faculty and staff the opportunity to participate. All responses will be compiled into a high-level summary report and shared with the Board in advance of Dr. Kress' evaluation.

Dr. Kress also thanked Mr. Allen Sinner for serving on the Administrative Council while representing IIT and for assisting with the transition following Dr. Steve Sachs' retirement and for his leadership during the remote working, teaching and learning status.

Upcoming Meetings

March 16, 2021, 9:30-11:30am – Formal/Action
April 6, 2021, 9:30-11:30am - Informal/Non-Action
April 20, 2021, 9:30-11:30am – Action/Formal
May 4, 2021, 9:30-11:30am – Informal/Non-Action
May 18, 2021, 9:30-11:30am – Formal/Action
June 1, 2021, 9:30-11:30am - Informal/Non-Action
June 15, 2021, 9:30-11:30am - Formal/Action



NOVA Asynchronous Learning Ad Hoc Committee

Committee Executive Summary

January 2021

An ad hoc committee was formed in late Fall 2020 with representation from the college senate, college leadership (provosts and academic deans), NOVA Online (NOL) faculty, and NOL staff to review the current operating parameters of asynchronous online learning at the college, benchmark online organizational structures and practices from like-sized and well-established online higher education providers (e.g. UMGC and APUS) and to make recommendations for how the college could offer greater flexibility in its online learning model. Recommendations were finalized immediately before Winter Break.

Guiding Questions

- What portion of the college's online courses should be run by NOVA Online?
- For courses that are centrally hosted by NOVA Online, to what extent will a course template be offered and required? How do we best plan for adjunct workload if we do not use a template?
- To what extent should faculty be allowed to edit course content within assigned templates?
- How do we best add flexibility to our online course model while preserving online course quality?
- What training and resources are needed to support the recommendations we develop?

Summary of Findings

- Centralized online program reporting to Academic Affairs unit is reinforced by best practice research.
- Greater flexibility in course templating and alternative avenues for course design is possible.
- Greater online design flexibility should be explored at NOVA through three avenues:
 - Flex-plate templating (100% built templates with structured differentiation opportunities)
 - Alternative route to get start-up or lower enrollment courses online sooner
 - Innovation/mastery process for successful/experienced online faculty
- NOVA Online should continue to lead the organization of asynchronous course scheduling, render design support, and provide faculty mentorship/feedback to ensure online quality and compliance.

Named Recommendations

1. Re-Launch a central Global Priorities List to drive college-wide course revision priorities.
2. Implement a Flex-Plate Template Process for greater instructional differentiation in online courses.
3. Create alternative/start-up development process for low enrollment courses to come online sooner.
4. Reduce Lock Settings in existing course templates under guidance of pathway/discipline groups.
5. Appoint Discipline Lead(s) to take on more active role in online course updates/content ownership.
6. Offer Innovation/Mastery Online Faculty status and process for highly skilled online instructors.
7. Seek and apply additional resources for NOVA Online staffing and college faculty design work.



NOVA Asynchronous Learning Ad Hoc Committee

Activities Report and Recommendations

January 2021

Committee Context/Charge

At the request of the president, an ad hoc committee was formed in late Fall 2020 with representation from the college senate, college leadership (provosts and academic deans), NOVA Online (NOL) faculty, and NOL staff. This group's task was to review the current operating parameters of asynchronous online learning at the college, benchmark online organizational structures and practices from like-sized and well-established online higher education providers (e.g. UMGC and APUS) and to make recommendations for how the college could offer greater flexibility in its online learning model respective of those findings and the verbalized wants of the college community no later than the start of the Fall 2021 semester.

Committee Membership

Category	Representative	Campus	Title
Committee Leadership	Sheri Robertson	CAO	Interim Chief Academic Officer
	Molly Lynch	MA	Provost, Manassas Campus
	Jennifer Lerner	NOL	Associate Vice President, eLearning
	Alexander Case	NOL	Interim Director of Student Services

Academic Deans	Kat Hitchcock	LO	Pathway Dean for Social Sciences
	David Epstein	WO	Pathway Dean for Arts

Provosts	Pam Hilbert	AN	Provost, Annandale Campus
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College Senate Representatives	John Schmitz	AN	History Faculty
	Nakul Kumar	AL	Economics Faculty
	Lisa Fitzpatrick	LO	Interior Design Faculty
	Alicia Tucker	MA	History Faculty
	Mette Harding	MEC	Health Sciences Faculty
	Julie Quinn	WO	English Faculty

NOL Faculty Representatives	Nauri Ahmed	WO	Accounting Faculty
	Martha Davis	AL	Spanish Faculty
	Stephen Wissing	AN	Physics Faculty



	Katherine Burton	AL	Chemistry Faculty
	Heather Jeddy	LO	English Faculty
	Sherri Vaseashta	IET	IET Faculty

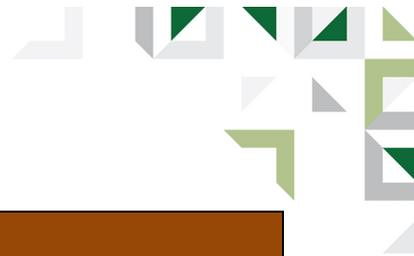
Instructional Designers	Caryn Sever	NOL	Interim Associate Director of Instructional Design
	Kim Grewe	NOL	Instructional Designer
	Rong Zhu	NOL	Instructional Designer

Meeting Schedule

- Meeting # 1 – November 4, 2020 *Purpose:* NOVA Online’s Current Form and Function
- Meeting # 2 – November 16, 2020 *Purpose:* Benchmarking Large Online Programs
- Meeting # 3 – November 18, 2020 *Purpose:* Opportunities & Models of Greater Flexibility
- Meeting # 4 – December 11, 2020 *Purpose:* Decision Points and Draft Recommendations
- Meeting # 5 – December 15, 2020 *Purpose:* Finalizing Recommendations for Leadership

Studied Questions, Findings, and Recommendations

Underlying Questions
<ul style="list-style-type: none"> • What portion of the college’s online courses should be run by NOVA Online? All as in present, or otherwise (face-to-face, remote synchronous, and hybrid courses are hosted by campuses)? • For courses that are centrally hosted by NOVA Online, to what extent will a course template be offered and required? How do we best plan/program for adjunct workload if we do not use a template given that 60 percent of NOVA Online faculty are typically adjuncts? • To what extent should faculty be allowed to edit course content within assigned templates? Are current lock restrictions in NOVA Online courses too restrictive? Our current practices support the size/scale of NOVA Online which administers an average of 1,200 sections/semester. • How do we best add flexibility to our online course model while preserving online course quality? • What training and resources are needed to support the recommendations we develop?



Review and Findings

- A centralized online program reporting to the college's Academic Affairs unit affords a strong opportunity for shared-leadership, collaboration, and support of academic pathway/discipline groups' online programming needs. The structural configuration presently used is reinforced by online program structure best practice research (Drysdale, 2019).
- Decisions about what courses to teach online are made by pathway/discipline groups in conjunction with Academic Affairs.
- Greater flexibility in course templating and alternative avenues for course design are reasonable to consider and would address the context and concerns raised about NOVA Online by faculty.
- Greater online design flexibility can be explored through three specific actions/strategies:
 - Flex-plate templating (100% built templates available for faculty as a baseline and when needed and adding differentiation opportunities, when approved by pathway councils/discipline groups, to meet faculty preference around certain course components)
 - Alternative route to get start-up or lower enrollment courses created for online sooner
 - New innovation and mastery process that gives the greatest latitude in course design to successful and experienced online faculty.
- NOVA Online is staffed and charged with providing course design and development support, online faculty mentorship/on-boarding, online instructional delivery guidance, and performance feedback to online teaching faculty and their leaders. Online quality remains paramount.
- NOVA Online should continue to facilitate all online course offerings (design/redesign, scheduling, and delivery) for the college following programming determinations by pathway/discipline groups and associated leadership about what to offer and when.
- Additional resources may be required to achieve this committee's charge of adding greater flexibility in its online course design process (NOVA Online staffing and faculty design work).



Specific Recommendations

- 1. Re-Launch Global Priorities List:** Begin in Spring 2021 with NOVA Online and Academic Affairs initiating an all-encompassing review of online course offerings by academic pathway/discipline group. Make a holistic list of future online needs for development and revision for the college, including a level of priority (1, 2, 3). New course development and redesign priorities from each pathway will be merged onto a college-wide Global Online Development Priorities List, enacted to the extent NOVA Online staffing resources allow, and reviewed annually by college leadership.¹
- 2. Launch Flex-Plate Template Process:** Starting in Spring 2021, through both regular-cycle course design projects as well as Global Priorities List projects, NOVA Online will commence converting traditional course templates into flex-plate templates. All NOVA Online courses will still be fully (100 percent) developed. Those full or traditional templates are most appropriate in some disciplines/subjects and for some faculty (e.g. adjunct and new to teaching online). Flex-plate templates will, however, offer a minimum standard of required course elements (assessments, discussions, etc.) from the traditional template and the opportunity to select among optional course elements and/or bring in faculty-choice activities to allow greater flexibility for instructors to tailor content to their own teaching styles and areas of greatest expertise. Flex-plate use will be in courses deemed eligible by pathway councils/discipline groups and may vary depending on course assessment and program accreditation requirements. This strategy comes from the University of Maryland Global Campus' (UMGC) recent undergraduate course redesign process.
- 3. Create Alternative Route/Start-Up Course Process:** NOVA Online will create and advertise a mechanism by which pathway council/discipline faculty may be appointed to independently develop an all-online course in instances where enrollment is anticipated to be low in initial offering semesters and NOVA Online staff are not available to partner with the faculty in the traditional development process. NOVA Online training (pre-course development) and consultation services (during design and creation) will be required. Approval of independently designed online course content prior to teaching includes approval of Pathway Dean and a quality assurance review from Associate Vice President for eLearning (or designee). Courses developed in this manner would function like a "295" curriculum course and be reviewed after two years to assess efficacy and/or need to elevate to traditional course status and maintenance.

¹ NOVA Online courses adhere to NOVA Course Content Summaries and are subject to system priorities (e.g. TranseVA) which may influence planned design projects on the Global Online Development Priorities List. This includes elevating or lowering certain approved course design needs in tandem with system priorities.



4. **Reduce Lock Settings:** Pathway council/discipline groups will be offered the opportunity during the Spring 2021 semester to set a priority list of existing online courses it would like to assign discipline faculty to work with NOVA Online instructional designers to review and re-set current lock settings in Summer 2021. Courses under redesign or advanced from the Global Priorities List will automatically undergo this review. This process is an opportunity to reduce/lighten current locked settings and document for online faculty why those specific determinations were made (e.g. higher enrollment or pathway courses might not want content editable for quality control).

5. **Appoint Discipline Lead(s):** Pathway council/discipline groups will be offered the opportunity during the Spring 2021 semester to identify a faculty lead(s) who would receive training from NOVA Online about course templates or development sites and be empowered to support and accelerate content changes directly within those templates thereafter. This role, a new take on the historic add-on responsibility titled “course coordinator”, is envisioned as a faculty point of contact within the discipline who can improve and accelerate communication between online faculty and NOVA Online staff about minor course update needs. They can also advocate with leadership for more substantive revision and a course’s future inclusion on the Global Priorities List.

6. **Offer Innovation/Mastery Online Faculty Status and Process:** In Fall 2021, after the implementation of earlier recommendations such as the new Global Priorities List, NOVA Online will roll out a process by which senior online-faculty may request latitude to independently develop an all-online course otherwise separate from the grouping of courses served by a traditional or flex-plate template. This avenue will seek to promote excellence and innovation in online teaching and can be requested when faculty have received multiple positive online reviews through feedback from NOVA Online and their campus leadership and the faculty have completed a mastery training/certification from NOVA Online which demonstrates competency/understanding of programmatic compliance requirements (e.g. SACSCOC) to create courses independently. Approval of independently designed online course content prior to teaching includes approval of Pathway Dean and a quality assurance review from Associate Vice President for eLearning (or designee). Instructional Designers will seek regular opportunities to view course elements developed in innovation/mastery templates for possible inclusion in traditional templates and/or can be consulted for design assistance.



7. **Resource Review:** NOVA must plan for the resources needed to accelerate the pace of college design priorities and workload. NOVA Online requires additional staffing in the areas of instructional design and quality assurance to support greater flexibility and expedited design work. This includes three instructional designers, two quality assurance specialists, and one quality assurance coordinator/trainer. It is important to note that two instructional design staff positions are funded by contract dollars expiring at the start of 2021.

Additionally, there is no compensation structure for faculty to engage in course development work at present (the industry standard is a budget of about \$3-4K per 3-credit course developed). Creating a regular funding stream for course development is recommended. A budget allocation of \$90K by Interim President Schiavelli allowed development work in excess of 80 out of 367 NOVA Online courses in 2019-2020. This figure may be considered as a ball-park allocation, if available. Any funds secured should be focused on projects from the Global Priorities List and not be all encompassing of design work undertaken by NOVA Online. If compensation is not available and is not foreseeably available in the near-term, incentives (e.g. reassigned time, reward and recognition, etc.) must be selected, promoted, and accepted across the college community.

Regardless of regular and approved funding streams, many instances of online courses needing development are presently taught only by adjunct faculty members. If compensation cannot be assured in all instances for faculty, we recommend that a pool of funding be available to NOVA Online and pathway council/discipline groups each year in order to assign faculty for those urgent development needs provided they are on the Global Priorities List.



Recommended Resource Additions/Budget Considerations

Resource Requirement	Projected Costs	Timeline
<p>3.0 Instructional Designer FTEs: Increase NOL capacity and accelerate speed with which the college is able to address projects added to the new Global Priorities List. Additional man-power is also needed to facilitate college faculty moving into flex-plate and innovation/mastery processes. NOL is presently staffed at 6.0 instructional designers maintaining a portfolio of 367 online courses. This is supplemented by two contract instructional designers whose funding expires in Spring 2021 and a 1.0 FTE from the state's Online Virginia Network (OVN) authority which may be assigned to some NOVA work.</p>	<p>\$343.2 K Total (\$240K total salary assuming \$80K per/designer; 43% benefits \$103.2K)</p>	<p>Spring 2021</p>
<p>2.0 Quality Assurance Specialist FTEs: Right-size the staffing needed to provide evaluative feedback on online instructional delivery and ensure capacity for pre- and post-assessment of online course quality. This is critical as the typology of online courses increasingly becomes differentiated with flex-plate and innovation/mastery processes and a template is not assured across all sections of a course (simplifying quality assurance).</p>	<p>\$185.9 K Total (\$130K total salary assuming \$65K per/specialist; 43% benefits \$55.9K)</p>	<p>Spring 2021</p>
<p>1.0 Quality Assurance Coordinator FTE: Create and add capacity to deliver and administer training for new online course types to include flex-plate and innovation/mastery models and monitor and report on the certification processes needed (similar to how hybrid course teaching is coordinated for the college). Whereas instructional designers and quality assurance specialists could be reassigned to cover training needs historically, the ramp-up of their respective areas warrants a dedicated resource to focus on training and faculty support by a knowledgeable online learning quality assurance expert.</p>	<p>\$128.7 K Total (\$90K total salary; 43% benefits \$38.7K)</p>	<p>Spring 2021</p>
<p>Supplemental Work Agreement/Hourly Funding for Online Course Design and Redesign: A centralized college pool focused on accomplishing the Global Priorities List design projects negotiated by NOVA Online, Academic Affairs, and Pathway/Discipline councils. This pool would be administered by NOVA Online through standard college processes (full engagement with campus leadership, Human Resources, and Finance). A like allocation in 2019-2020 by Dr. Schiavelli allowed close to 80 design projects to be staffed and completed in short order. Funding faculty workload for course design matches industry standards (\$3-4K per 3 credit course) and allows the college to instill high expectations for project deliverables and greater course quality.</p>	<p>\$90K Total/Year (recurring expense) (This would allow 30 Global Priorities List projects per semester for fall, spring, and summer at \$3K per project)</p>	<p>Spring 2021 and subsequent fiscal years</p>
<p>\$576.8K Total Investment</p>		



Understanding Online Course Types Recommended

	Traditional NOVA Online Course	Flex-Plate NOVA Online Course	Innovation/Mastery Course
Definition	<ul style="list-style-type: none"> Administered and hosted by NOL, a 100 percent developed online course provided to faculty in the college's learning management system Faculty follow the course design created by their faculty and use the entirety of course content modules The flex-plate template, where available, will be visible and accessible in the traditional template so faculty can see potential latitude they would have in subsequent semesters 	<ul style="list-style-type: none"> Administered and hosted by NOL, a 100 percent developed online course provided in the college's learning management system with opportunities and instructions certain course content to be customized Faculty select content modules or options from pre-designed choices and/or follow set standards for what percentage of the course will be used (e.g. 75 percent). Typical content variants include projects, assessments, and/or discussions for instructor preference 	<ul style="list-style-type: none"> Administered and hosted by NOL, this course shell has required NOL elements but its content may be edited and vary totally from the traditional template and will be retained as a faculty-specific course template Faculty will have access to the traditional template for ideas Innovation/mastery-developed course content will be reviewed periodically for possible inclusion in the traditional course and/or as flex-plate course options.
Target Faculty	<ul style="list-style-type: none"> New Online Faculty (less than one year experience teaching for NOVA Online) Adjunct Faculty Faculty who prefer a full template (e.g. for workload reasons) Faculty assigned to teach an online course close to course start-date Online faculty without favorable online teaching reviews and feedback 	<ul style="list-style-type: none"> Online faculty who have successfully completed at least one year of teaching with NOVA Online in a traditional course template to favorable review and who are requesting the ability to teach flex-plate Pathway/Discipline approves the course for flex-plate offering; this will not be universal depending on accreditation/curriculum needs. 	<ul style="list-style-type: none"> Senior or experienced online faculty with successful online evaluations, a pattern of innovative behavior, and independent want to develop their online content Leadership should review and following initiative implementation if the current pro-rating system (in part because course design is not required at present) applies to innovation/mastery faculty.
Eligibility	<ul style="list-style-type: none"> N/A -- all online courses will have a full template available to faculty The pathway/discipline will designate if an online course should remain with just a traditional template and not be offered in flex-plate format 	<ul style="list-style-type: none"> Faculty interest and request Supervising (campus) dean approval of faculty request to teach flex-plate. Access to on-demand NOVA Online Training topics and support 	<ul style="list-style-type: none"> Academic Dean approval of faculty request to teach this format NOVA Online Mastery Certification (training on design standards) Quality Matters (QM) Experience/Familiarity Flex-plate content creation experience
Instructional Design Support	<ul style="list-style-type: none"> Full instructional design support to the faculty development team for creation of the entire online course 	<ul style="list-style-type: none"> NOVA Online consultation available dependent on staff resources Discipline-specific best practice training/consultation with discipline leads 	<ul style="list-style-type: none"> NOVA Online consultation available dependent on staff resources Discipline-specific best practice training/consultation with discipline leads
Quality Assurance	<ul style="list-style-type: none"> NOVA Online New Faculty Mentorship NOVA Online Faculty Review Process 	<ul style="list-style-type: none"> NOVA Online Quality Assurance review and feedback before and after offering 	<ul style="list-style-type: none"> NOVA Online Quality Assurance review and feedback before and after offering



Differentiation in Course Templates

	Traditional NOVA Online Course	Flex-Plate NOVA Online Course	Innovation/Mastery Course
Welcome page (banner)	Determined by design team; un-editable	Generic and editable	Generic and editable
Welcome page (content)	Determined by design team; un-editable	Required element but editable	Required element but editable
For instructors only module	Updated each semester by NOL	N/A	N/A
Welcome Module (Course Orientation)	Program-Wide Content for NOL with design-team decisions (e.g. syllabus quiz)	Program-Wide Content for NOL but editable by developing faculty	Program-Wide Content for NOL but editable by developing faculty
Syllabus	<ul style="list-style-type: none"> • Course Description and Prerequisites • Course Objectives • Time Expectation • Course Requisite Technical Skills • Textbooks and Materials • Course Grading • Course Policies <ul style="list-style-type: none"> ○ Attendance Policy ○ Late Work Policy ○ Grading Turnaround Time ○ Incomplete Policy ○ Withdrawing from the Course • Student Rights & Responsibilities • Overview of Assignments • Taking Proctored Assessments • Your Email Account • Student Resources • Accommodation Policy and Statements • NOVA Online Policies and Procedures 	<ul style="list-style-type: none"> • Course Description and Prerequisites • Course Objectives • Time Expectation • Course Requisite Technical Skills • Textbooks and Materials • Grading Turnaround Time • Incomplete Policy • Withdrawing from the Course • Student Rights & Responsibilities • Taking Proctored Assessments • Your Email Account • Student Resources • Accommodation Policy and Statements • NOVA Online Policies and Procedures 	<ul style="list-style-type: none"> • Course Description and Prerequisites • Course Objectives • Time Expectation • Course Requisite Technical Skills • Textbooks and Materials • Grading Turnaround Time • Incomplete Policy • Withdrawing from the Course • Student Rights & Responsibilities • Taking Proctored Assessments • Your Email Account • Student Resources • Accommodation Policy and Statements • NOVA Online Policies and Procedures
Announcements	Required element but editable	Required element but editable	Required element but editable
Discussions	Determined by design team; faculty cannot delete required elements, but may add discussions	Introductions and Ask Your Instructor forums required; all else determined by developing faculty	Introductions and Ask Your Instructor forums required; all else determined by developing faculty



Proctored assessments	Determined by design team; un-editable	Required element but editable	Required element but editable
Module Pages	Determined by design team; un-editable; faculty may add supplemental materials	Required element but editable	Required element but editable
Assignments	Determined by design team; un-editable	Required element but editable	Required element but editable
Quizzes	Determined by design team; un-editable	Required element but editable	Required element but editable
Core Instructional Materials (Textbook/learning resources (OER))	Determined by design team; un-editable	Required element but editable	Required element but editable
Grading/Grade Scale	Determined by design team/pathway; un-editable	Required element but editable	Required element but editable
Lock Settings	Determined by design team/pathway; un-editable	More limited because of free-choice elements in the course design	Courses are completely unlocked