Beyond Disruption: Delivering on OHIO’s Promise of Transformation
Senior Vice Provost for Instructional Innovation

• New position for OHIO
• Aligns Center for Teaching and Learning, Elearning, and Academic Technology Instructional Designers
• Better coordinate instructional support and provide strategic focus around instructional innovation
Agenda

• Framing the need for innovation
• Notions of transformation
• Expansive thinking about innovation
• A vision for online learning at OHIO
• The role(s) of RHE
### The Decade Ahead: 5 Disruptive Forces

<table>
<thead>
<tr>
<th>Completion</th>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low completion rates</td>
<td>More diversity</td>
</tr>
<tr>
<td>More skilled jobs</td>
<td>Less prepared</td>
</tr>
<tr>
<td>Flat attainment</td>
<td>The swirl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sea of Red Ink</th>
<th>Improved Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional debt</td>
<td>Next generation learner</td>
</tr>
<tr>
<td>State role in higher ed</td>
<td>Flipped classroom</td>
</tr>
<tr>
<td>Family ability to pay</td>
<td>The great unbundling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>What am I learning?</td>
</tr>
<tr>
<td>Will I get a job?</td>
</tr>
<tr>
<td>Make enough to pay debt?</td>
</tr>
</tbody>
</table>

Jeff Selingo
Frame: End of (Public) Universities?

The End of College
Creating the Future of Learning and the University of Everywhere
KEVIN CAREY

College Disrupted
THE GREAT UNBUNDLING OF HIGHER EDUCATION
RYAN CRAIG

The best student-centered learning experience in America
OHIO UNIVERSITY
Frame: The Iron Triangle

**Figure 1: Three challenges for the next decade**

**ACCESS**
- Enrollment caps
- Course availability
- “Non-traditional” new normal

**QUALITY**
- Low completion rates
- Unclear learning outcomes

**COST**
- Tuition increasing 3% over inflation
- State budget cuts
- Limited student ability to pay

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The best student-centered learning experience in America

Ohio University
Transformative Education

FIGURE 2.1. TAXONOMY OF SIGNIFICANT LEARNING.

Learning How to Learn
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

Caring
Developing new:
- Feelings
- Interests
- Values

Human Dimension
Learning about:
- Oneself
- Others

Foundational Knowledge
Understanding and remembering:
- Information
- Ideas

Application
- Skills
- Thinking
  - Critical, creative and practical thinking
  - Managing projects

Integration
Connecting:
- Ideas
- People
- Realms of life

Dee Fink, A Self-Directed Guide to Designing Courses for Significant Learning
Transformative Education

There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says "Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes "What the hell is water?"

— David Foster Wallace, This Is Water: Some Thoughts, Delivered on a Significant Occasion, about Living a Compassionate Life
A Key to Transformative Learning

The connection between integrative thinking, or experiential learning, and the social network, or participatory culture, is no longer peripheral to our enterprise but is the nexus that should guide and reshape our curricula in the current disruptive moment in higher education learning.

--Randy Bass,
http://www.educause.edu/ero/article/disrupting-ourselves-problem-learning-higher-education
Expansive Innovation

- Learning Spaces
- Integrated Places
- Technologies, expertise, partnerships...
The Triangle, Revisited

• Efficiency
  – Unbundling, flipping, curricular modularization

• Quality
  – Learning spaces/places, merging the mission, authentic learning and assessment

• Access
  – Extending our reach via technology, stackable certs, scaffolding and readiness, partnership
Elearning Update

• April 14 mini-retreat
• Ongoing task force includes Exec Dean Willan
• Projected 3-5 year phased plan to position OHIO for sustained growth with mature online learning operation
• Draft vision shared with academic leadership
  – Guiding principles
  – Aligning functions and services
  – Challenges
Guiding Principles

1. Online learning should be thought of as a modality, like a classroom option, that is available at the course and program level.

2. Online learning should be treated, to the greatest degree possible, in the same way traditional academic operations are treated.

3. Students enrolled in wholly or largely online programs should experience a high quality of care and made to feel a part of the OHIO community.
## Aligning Function and Services

<table>
<thead>
<tr>
<th>Service/Function</th>
<th>Description</th>
<th>Responsible Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic program lead and instructors</td>
<td>Program initiator, academic lead and manager of program, and recruitment of instructors responsible for courses</td>
<td>As is with traditional operation (Academic Unit)</td>
</tr>
<tr>
<td>Seed funding for program startup</td>
<td>Funds to support initial environmental scan and preliminary market analysis, project planning, and associated start up costs</td>
<td>SVPII</td>
</tr>
<tr>
<td>Market analysis</td>
<td>Preliminary analysis to determine whether and what kind of market there is for a proposed program</td>
<td>Enrollment management</td>
</tr>
<tr>
<td>Budget plan for new programs</td>
<td>Up front planning to estimate launch and ongoing costs, anticipated revenue, and distribution to cover resource needs</td>
<td>SVPII (of course, this will involve working closely with academic units, budget and finance, and other support units)</td>
</tr>
<tr>
<td>Enrollment planning</td>
<td>Managing the student recruitment funnel from lead generation to the point of program enrollment</td>
<td>As is with traditional operation (Enrollment management)</td>
</tr>
<tr>
<td>Marketing and recruitment</td>
<td>Executing the enrollment plan, including search optimization and other digital first messaging strategies to attract student interest from lead generation to the point of program registration</td>
<td>Enrollment management</td>
</tr>
<tr>
<td>Enrollment and registration</td>
<td>Ensuring smooth handoff from recruitment to facilitate student matriculation</td>
<td>As is with traditional matriculation (program manager, advisors in academic unit, registrar’s office, perhaps with high volume call center triage in eLearning?)</td>
</tr>
<tr>
<td>Student orientation online</td>
<td>Ensure smooth handoff from enrollment, successful registration, community building and</td>
<td>As is with traditional engagement. (Institutional designers and OIT specialists may</td>
</tr>
</tbody>
</table>

*The best student-centered learning experience in America*
Challenges

• Graduate vs. undergraduate operations
• AthensOnline vs. ECAM vs. RHE Online
• Budget/financial model complexity
• Change Management
Next steps

• Ongoing task force includes Exec Dean Willan
• Projected 3-5 year phased plan to position OHIO for sustained growth with mature online learning operation
The Role(s) of RHE

• Distinctive programs
• Alignment to open access mission
• Curricular innovation
• Community-centered partnerships
• ...<insert your ideas here>...
Questions?

THANK YOU!

cohenb@ohio.edu