Wayne State University Dissertations

1-1-2011

Best practices, leadership strategies and a change model for implementing successful online programs at universities

Sangeetha Gopalakrishnan
Wayne State University,

Recommended Citation

BEST PRACTICES, LEADERSHIP STRATEGIES AND A CHANGE MODEL FOR IMPLEMENTING SUCCESSFUL ONLINE PROGRAMS AT UNIVERSITIES

by

SANGEETHA GOPALAKRISHNAN

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2011

MAJOR: INSTRUCTIONAL TECHNOLOGY

Approved by:

_____

Advisor   Date

_____

_____

_____

DEDICATION

To

The memory of my dearest father, Gopal,

My mother Chellam,

My sister Shammi,

My nieces Thrushna and Shruthi, and

My uncle Taj –

for all their boundless love.

ACKNOWLEDGMENTS

Writing this dissertation has been the largest exercise in persistence and self-discovery in my life thus far. This eight year voyage would have been an insurmountable challenge had I not had the support of my committee, colleagues, friends and family.

My advisor, Dr. Rita Richey, consented to work with me despite her decision to retire from the university. She could have been riding off into the sunset, but she agreed to see me past the finish line. Painstakingly she went through countless revisions of my, as it turned out, rather voluminous manuscript, and provided detailed feedback each time. Without her insights and insistence on maintaining academic rigor, this work would have surely suffered. I am truly grateful to her for guiding this research. I am also appreciative of the contributions of my committee members Dr. James Moseley, Dr. Timothy Spannaus and Dr. Thomas Naughton in shaping my dissertation.

Obviously this study would not have been possible without the one individual who consented to pilot it and the ten that participated in it despite their extremely busy work lives. They enthusiastically shared their rich experiences in and perspectives about implementing online programs, which helped inform my investigation in powerful ways.

My peers Drs. Susan Hart, Maria Kokas, Beverly Mihalko, and Mary Saffron willingly shared their own experiences in completing their Ph.D.s and provided me with many invaluable pointers about dealing with the various aspects of this process along the way. My peer Doris Walters helped me in getting my data analysis started.

Many colleagues in the Department of Classical and Modern Languages, Literatures and Cultures and elsewhere at WSU and friends in the academic community elsewhere have been interested in my progress with my research. Haiyong Liu and Sandra Hobbs, boosted my morale,

patted me on my head and provided me the much-needed levity, countless times. From sharing their writing strategies to offering words of practical wisdom about taming the dissertation beast, these friends and colleagues have supported me in different ways.

Pam, Muhammad and Dean, the members of my work family at the Foreign Language Technology Center, listened empathetically to accounts of my progress with my dissertation, and, sometimes, the lack of it. The highly functional and congenial work environment they created for me preserved my sanity as I labored over my research.

I am fortunate that my circle of family and loved ones is large and includes uncles, aunts, cousins and friends in India, in the U.S. and elsewhere who have cared a lot about my success in this endeavor. Their love has been a constant source of reassurance and cheer.

My mother's indefatigable optimism and energy helped me through times when mine flailed. My sister was unwavering in her faith that I could finish this task. Through the challenges of the past years my sister was a tireless cheerleader and the confidante to whom I shared the trials and tribulations of my research. My nieces Thrushna and Shruthi were the bright spots in my life during these past years. My sister, her husband, Basanth, and my nieces opened their home to me (and my paraphernalia of computers, papers, books and flash drives), and provided me many a welcome respite from my academic musings.

All these people played different roles in helping me bring this momentous journey to a finish, and to them I express my deepest gratitude.

TABLE OF CONTENTS

vi

LIST OF TABLES

LIST OF FIGURES

xiii

CHAPTER 1

STATEMENT OF THE PROBLEM AND REVIEW OF RELATED LITERATURE

Over the past decade there have been dramatic increases in online enrollment at academic institutions (Allen & Seaman, 2008, 2010; Green, 2010), and online education is increasingly being accepted as a legitimate and effective means of facilitating learning (Allen & Seaman, 2010). Several institutions now believe that online learning (OL) is of strategic importance to them (Allen & Seaman, 2010; Association of Public and Land-Grant Universities [APLU], 2007). Consequently, many in higher education today are interested in knowing how to succeed in OL and how leadership can be deployed to this end. However, planners of online initiatives are confronted by many barriers (Allen & Seaman, 2007; APLU, 2007; Green, 2010; Hawkins, 1999; Levine & Sun, 2002; Moloney & Oakley, 2006/2010). Researchers cite faculty resistance to online education as the most significant obstacle (Green, 2010; Hartman, Dziuban & Moskal, 2007; Jaffee, 1998; Neal, 1998). The literature also describes multifarious organizational issues that arise when courses and programs are offered fully online. A planned and comprehensive approach to implementing OL which addresses these barriers and issues is needed (Ertmer, 1999; Hawkins, 1999; Hitt & Hartman, 2002; Levine & Sun, 2002; Moloney & Tello, 2003; Noblitt, 1997; Otte & Benke, 2006). Several benchmarks and guidelines for achieving quality in distance education (DE), and success factors for online education are described in the literature (Abel, 2005; Bates, 2000a, 2000b; Hartman et al., 2007; Kim & Bonk, 2006; Krauth, 1996; Moloney & Oakley, 2006/2010; Moloney & Tello, 2003; Osika, 2004; Phipps & Merisotis, 2000; Western Cooperative for Educational Telecommunications [WCET], 2002). However, only a few studies situate these quality characteristics and success factors for OL within a theoretical framework (Keaster, 2005; Osika, 2004; Owen & Demb, 2004; Pisel, 2001). Also, the literature does not

adequately clarify how success in online education can be defined or measured. Although some models for OL exist, there is still a need to determine how to integrate individual quality criteria and success characteristics into a comprehensive approach for OL implementation.

Establishing institution-wide online programs may be regarded as an organizational change initiative. Practices and leadership strategies that bring about organizational change in businesses could also be effective in establishing successful online ventures in academia, but only a few scholars regard the large-scale migration of courses and programs online as a matter of leading organizational transformation (Keaster, 2005; Owen & Demb, 2004). Although leadership is important to any organizational transformation, little is known about the particular role of leadership in setting up large-scale online programs at academic institutions (Beaudoin, 2002; Duning, 1990). Researchers stress that the academic context and culture be taken into consideration in determining appropriate interventions to institute academic change (Alavi & Gallupe, 2003; Bates, 2000b; Jaffee, 1998; Miller & Schiffman, 2006). In response this study sought to first determine the best practices and leadership strategies used for achieving sustainable success in online education, and then to integrate these practices and strategies into a model for OL implementation in higher education. This model is based upon a framework of organizational change and stresses useful academic contexts and culture.

<center>Implementing Online Learning Programs</center>

Online Learning Today

Growth trends. Online education has shown unprecedented growth in higher education during the past decade. Allen and Seaman (2010) report that over 5.6 million students were enrolled in at least one online course in Fall 2009 representing nearly 30 percent of all U.S. higher education students. Furthermore, the OL sector is growing much faster than the rest of higher education. The number of online enrollments grew by 21 percent in Fall 2009; whereas,

the annual increase seen in the overall higher education student population was less than two percent (Allen & Seaman, 2010). Among the different modalities for delivering DE the online format is the most common. The National Center for Education Statistics (NCES) reports that of the nearly 12.2 million enrollments in DE courses, 77 percent are in fully online courses (Parsad & Lewis, 2008).

About two-thirds of all higher education institutions now have some form of online offerings, with the majority providing fully online programs (Allen & Seaman, 2008; Parsad & Lewis, 2008). The greatest number of online enrollments is in institutions under public control and with over 15,000 total enrollments (Allen & Seaman, 2008). About 50 percent of all online students comes from associate degree programs, 20 percent from doctoral/research institutions, and 20 percent from master's institutions with the overwhelming majority (over 80 percent) of students in online courses at the undergraduate level (Allen & Seaman, 2008). Many institutional planners of OL believe that the upward trend in online enrollments will continue (Green, 2010). In their most recent report Allen and Seaman (2010) state that there is still no overwhelming evidence that online enrollment has reached a saturation point.

Reasons for moving to online learning. A vast majority of institutions cite increasing student access as one of the most important factors in their decision to provide online education (Allen & Seaman, 2007; APLU, 2007; Miller & Schiffman, 2006; Parsad & Lewis, 2008). However, the NCES findings also report "meeting student demand for flexible schedules" (p. 16) to be as major a factor, and in fact marginally more, as increasing access to education. According to Miller and Schiffman (2006), most institutions move to OL with one of two goals: to provide new off-campus students access to existing degree programs, or to enhance the quality of teaching for existing on-campus students. Other significant reasons motivating institutions to

enter the online arena include expanding geographic reach, i.e., attracting students from outside the traditional service area (Allen & Seaman, 2008), making more courses available (Parsad & Lewis, 2008), seeking to increase student enrollment (Parsad & Lewis, 2008; Schiffman, 2005), and meeting student needs and accomplishing institutional mission (Abel, 2005; Schiffman, 2005). Some institutions, faced with the necessity for physical expansion of classrooms to cope with increased student demand, choose the online delivery mode to avoid the cost of building new classrooms (Dasher-Alston & Patton, 1998; Schiffman, 2005). Other studies suggest that, contrary to common perception, reducing costs is not an important objective for moving to online (Allen & Seaman, 2007; APLU, 2007).

Increase in legitimacy of online education. Online education is being increasingly seen as a legitimate means of providing instruction. In a recent study contracted by the U.S. Department of Education (USDOE) Means, Toyama, Murphy, Bakia, and Jones (2010) report that OL appears to be as good as traditional face-to-face instruction. Such studies help establish the effectiveness of OL. The percentage of academic leaders who believe the learning outcomes of online courses to be the same or superior to those of face-to-face instruction increased from 57 percent in 2003 to 66 percent in 2009, and particularly public institutions seem to have more positive perceptions about the efficacy of online education (Allen & Seaman, 2010).

Strategic importance of online education. The importance of online education today is also evidenced by its inclusion in institutional strategic plans. More than 60 percent of the chief academic officers and top executive leadership at academic institutions state that OL is critical to the long-term institutional strategy (Allen & Seaman, 2010; APLU, 2007). Moreover, public institutions are more likely to believe in OL's strategic importance (Allen & Seaman, 2008). In the current economic downturn OL is of increased significance because one impact of the

recession is an increase in adult learners seeking out educational opportunities to improve their chances for employment and career advancement (Allen & Seaman, 2008; Betts, Hartman & Oxholm, 2009). Furthermore, constituencies outside higher education regard OL as the most burgeoning segment of the education market (Betts et al., 2009; Levine & Sun, 2002; University of Illinois Faculty Seminar [UIFS], 1999).

In sum, there is unarguably a rapid increase in online enrollments in higher education institutions. Online education is now viewed by many in the academic community as a legitimate mode of delivering instruction. Furthermore, there is recognition of the importance of OL as evidenced by its inclusion in institutional long-term strategic planning. Particularly, public institutions are key players in the online arena and account for the greatest number of online enrollments. The vast majority of public institutions views OL to be effective, and strategic.

Barriers and Issues in Online Education

Despite the promise of online education, there are numerous barriers to its widespread implementation (Allen & Seaman, 2007; APLU, 2007; Green, 2010; Hawkins, 1999; Levine & Sun, 2002; Moloney & Oakley, 2006/2010; Muilenburg & Berge, 2001). The barriers to distance learning are both within academia, and outside (Green, 2010; Levine & Sun, 2002). The obstacles encountered inside the academy include: higher education's acceptance of DE as a legitimate teaching method, financial constraints, and the slow-paced governance style typical of academia (Levine & Sun, 2002). Barriers to DE that stem from outside the academy include "regulations, laws, policies, and practices imposed by congressional and state legislators, accreditors, and professional associations" (Levine & Sun, 2002, p. 1). A recent survey of OL providers indicates that the most significant institutional factors impeding the expansion of online programs are faculty resistance, lack of key resources, and institutional budget cuts

(Green, 2010). In comparison, external factors such as accrediting issues or agencies, state regulations, federal aid regulations, and union agreements pose fewer obstacles to growing online programs (Green, 2010). Thus, the major impediments to online program growth are internal, rather than external to the institution (Parry, 2010). The barriers to the widespread implementation of asynchronous learning networks could be institution specific, according to Arbaugh and Benbunan-Fich (2005). All the same, they identify three critical institutional areas that typically present barriers to OL: technological support, administrative support for faculty, and policy issues. According to Moloney and Oakley (2006/2010), the main obstacles to online program expansion are:

- a lack of institutional mission to serve off-campus students;

- a predominantly research focus;

- costs involved in program development and lack of capital;

- limitations of technology infrastructure;

- cuts in state funding; and

- faculty resistance.

Of all the barriers the lack of faculty acceptance of online education is cited more frequently than factors such as cost, student retention rates, and acceptance of OL by potential employers (Allen & Seaman, 2007). Jaffee (1998) notes that contrary to the assumption that "the major obstacles to organizational change and technology adoption reside in the realm of technological feasibility and cost-benefit analysis", they have to do with "a set of social and human factors and dynamics that are much more difficult to manage and manipulate" (p. 23). Drawing attention to the faculty Jaffee argues: "In academia, obstacles to change are closely associated with the established practices and cultural traditions of the teaching faculty" (p. 23).

To effect any kind of academic transformation, the focus should be accordingly on faculty (Jaffee, 1998). Faculty-related issues such as faculty resistance, engagement, development and support are some of the most critical for OL planners, and are explored in further detail next.

Faculty resistance to online learning. Faculty resistance poses a major hurdle to the implementation of OL in higher education (Green, 2010; Hartman et al., 2007; Jaffee, 1998; Neal, 1998). Faculty resistance is cited as the biggest impediment to their institutions' efforts to grow its online programs by almost three-fourths of the senior campus officials responsible for online and DE programs (Green, 2010). Faculty acceptance of online education, Allen and Seaman (2007) point out, has been a concern since their first survey in 2002 and has remained unchanged. They report, "only one-in-three academic leaders (33 percent) currently believe their faculty 'accept the value and legitimacy of online education'" (p. 18).

The reluctance of faculty to teach online could be ascribed to the presence of numerous barriers. Ertmer (1999) states that the barriers to technology integration faced by teachers "range from personal fears…to technical and logistical issues…to organizational and pedagogical concerns" (p. 48). The time and effort required to design, develop and deliver online courses emerged as the top demotivator for faculty to teach online in many studies (Hiltz, Shea & Kim, 2007; Jacobsen, 1998; Wickersham & McElhany, 2010). Concerns about the quality of online teaching and learning and constraints of the medium are also dominant demotivators (Hiltz et al., 2007; Wickersham & McElhany, 2010). The lack of rewards and recognition are also prominent barriers since many institutions do not recognize faculty instructional technology interventions in tenure and promotion decisions (Chisholm, 2006; Hershfield, 1980; Hiltz et al., 2007; Jacobsen, 1998; Rao & Rao, 1999; Rogers, 2000), and "established institutional norms relating to teaching methods, faculty autonomy, and notions of productivity" (Rogers, 2000, p. 20) can deter faculty

from integrating technology in their teaching. Faculty pedagogical beliefs can also be a powerful barrier to technology integration (Cuban, 1998; Ertmer, 1999).

Issues surrounding the technology itself present many challenges to faculty. A lack of technical expertise, a paucity of technology resources, the difficulty in getting continuous technical support and the challenge of finding qualified technical assistants and trained instructional technologists are also significant barriers (Hershfield, 1980; Jacobsen, 1998; Rao & Rao, 1999). Technology is intimidating to some faculty also because it inherently represents constant change (Blake, 2001). The life span of each new technology is short, often between 12 and 18 months (Rao & Rao, 1999). Consequently, keeping abreast of emerging technologies and envisioning their application in educational settings can be daunting, because it "requires constant renovation" (Blake, 2001, p. 95). Blake notes, "this vertiginous pace of technological change inhibits the acceptance of change in and of itself" (p. 95).

In establishing institution-wide online programs some of these obstacles are more difficult to address than others. According to Ertmer (1999), first-order barriers to technology integration are "extrinsic to teachers" and include "lack of access to computers and software, insufficient time to plan instruction, and inadequate technical and administrative support" (p. 48). Second-order barriers are "intrinsic to teachers and include beliefs about teaching, beliefs about computers, established classroom practices, and unwillingness to change" (Ertmer, 1999, p. 48). Second-order barriers can be more challenging to overcome "because they are less tangible than first-order barriers but also because they are more personal and more deeply ingrained" (Ertmer, 1999, p. 51). Planners of online initiatives should address not only first-order barriers but also second-order barriers. This can be accomplished through comprehensive faculty development programs.

Faculty engagement with online education. Researchers also specify conditions that are conducive for faculty to teach online. Factors motivating faculty to teach online differ according to the individual adopter, institutional setting, and the technology (Hiltz et al., 2007). However, the top two motivators, by far, are the flexible schedules and the ability to teach any time, any place and the pedagogical advantages of the medium (Hiltz et al., 2007). Other incentives for faculty include the personal gratification of learning new technologies and developing new pedagogical techniques (Hiltz et al., 2007; Jacobsen, 1998), increasing students' access to higher education (Thompson as cited in Dziuban, Shea & Arbaugh, 2005), and increased opportunities for quality interaction with students and perceived positive learning outcomes (Dziuban et al., 2005).

Faculty adoption of OL can also be attributed to their individual innovativeness. Rogers (2003) states that any social group can be divided into five categories based on individuals' innovativeness, i.e., on how soon they adopt innovations relative to the members in their social system. The five categories are: Innovator, Early Adopter, Early Majority, Late Majority and Laggards. Faculty also have different personas and that could explain their decisions to teach online. Hagner and Schneebeck (2001) describe four different faculty types: Entrepreneurs, Risk Aversives, Reward Seekers, and Reluctants.

To promote faculty engagement with OL, system-wide initiatives should be designed that are informed by insights about factors that hinder and motivate faculty technology integration, the needs of different faculty groups, and faculty preferences for learning about and seeking assistance with technological innovations (Dziuban et al., 2005; Hagner & Schneebeck, 2001; Jacobsen, 1998; Woodell & Garofoli, 2003).

Faculty development, training, and support. Success in online education is dependent on the institution's commitment to preparing faculty for and supporting them in teaching online (Alavi & Gallupe, 2003; Dziuban et al., 2005; Moloney & Tello, 2003; Green, 2010; Rogers, 2000). Despite its criticality, many institutions underestimate or fail to recognize the need for faculty development, training and support in the move to online education (Alavi & Gallupe, 2003; Levine & Sun, 2002); even those institutions that appreciate its importance often fail to commit adequate resources to it (Camp, DeBlois, & the EDUCAUSE Current Issues Committee, 2007). Some OL providers discern that the online environment is different and are investing significantly in preparing their faculty to teach online; the average duration of the mandated training is 22 hours, an indication of both substantial allocation of institutional resources and faculty commitment (Green, 2010).

Lack of appropriate training for teaching online leads to poorly designed courses that fail to take full advantage of the potential of the internet as a medium to enhance pedagogy (Alavi & Gallupe, 2003; Carmean & Haefner, 2002; Chickering & Ehrmann, 1996; Ehrmann, 1999; Levine & Sun, 2002). Most faculty lack pedagogical insights on how to effectively use online technologies so as to actually improve learning (Levine & Sun, 2002; Rogers, 2000). Yet, only some universities with online offerings require their faculty to go through an orientation before they teach an online course (Green, 2010; Levine & Sun, 2002).

Faculty training for online teaching should cover both the technology tools as well as their pedagogical applications (Arbaugh & Benbunan-Fich, 2005; Ertmer, 1999; Moloney & Tello, 2003; Noblitt, 1997; Rogers, 2000). The focus of faculty development efforts should not be "on technology per se" but on enabling "new visions for teaching and learning, made possible with technology" (EDC as cited in Ertmer, 1999, p. 59). Furthermore, many faculty also lack

expertise in instructional design, strategic planning of educational technology interventions, and project management (Bates, 2000b; Rogers, 2000). Systems to prepare and support faculty teaching online should be comprehensive (Arbaugh & Benbunan-Fich, 2005; Fredericksen, Pickett, Shea, Pelz & Swan, 1999; Moloney & Tello, 2003; Rogers, 2000; Wickersham & McElhany, 2010; Wolff, 2008; Woodell & Garofoli, 2003).

Other institutional issues. Besides faculty factors the literature highlights numerous other institutional issues that impact the migration of courses and programs online at higher education institutions. For instance, Hawkins (1999) provides a "laundry list" of twelve institutional challenges that need to be addressed, and these include library issues, faculty workload, faculty incentives, faculty support structures, intellectual property, articulation agreements, financial aid, pricing, cross-subsidization of programs, institutional loyalty and philanthropy, technology infrastructure, and organizational structures and governance. Since my study focuses on the broader picture of implementing large-scale online programs, a detailed discussion of the many barriers and issues is beyond the scope of this chapter. However, some of the critical issues pertaining to OL implementation emerging in the literature are briefly described next.

Business models. The type of business model adopted by an institution for its online initiative can present both challenges and opportunities. The different business models for establishing online education at brick-and-mortar institutions include for-profit subsidiaries and cost-recovery centers (Miller & Schiffman, 2006). In the cost-recovery model the OL unit "operates within the administrative structure of the larger institution, but functions as a separate budget center" (p. 16) and recovers operational costs from tuition revenue (Miller & Schiffman, 2006). A for-profit subsidiary is a stand-alone OL entity that is auxiliary to the institution (Lynch, 2005). While the cost-recovery models have been adopted by institutions that already

committed to continuing or distance education, the for-profit models have been risky and not sustainable (Miller & Schiffman, 2006). Several brick-and-mortar traditional institutions established for-profit online entities, also called "spinoffs" (Arnone, 2001; Blumenstyk, 2001; Carlson, 2001; Carlson, 2003; Carlson & Carnevale, 2001; Carnevale & Olson, 2003; Garrett, 2004; Kolowich, 2009; Lynch, 2005; "NYU", 2001). While the structure of these online education ventures, gave them the freedom and leverage to be market-oriented and entrepreneurial, it also disconnected them from their parent institutions and its core mission, which ultimately led to their unsuccessful foray into the online arena (Carlson & Carnevale, 2001; Lynch, 2005; Miller & Schiffman, 2006). On the other hand, the cost-recovery models were tied to the institution's core mission and the institution's non-profit mainstream (Miller & Schiffman, 2006).

Business practices. To be financially viable and to better respond to the needs of the market, i.e., students, academic institutions offering online programs should adopt business practices and be entrepreneurial (Lynch, 2005). Administrative structures need to be reconfigured to be more flexible and dynamic in environments providing online education (Arbaugh & Benbunan-Fich, 2005; Kang, 2001; Levine & Sun, 2002; Lynch, 2005). However, universities should adopt business principles without losing their identity as institutions of higher education (Lynch, 2005), and their focus on quality (Bates, 2000a; Lynch, 2005).

Quality assurance. Despite the increase in the perceived legitimacy of online education several in the academic community remain skeptical about OL. Institutional planners of online initiatives should address quality concerns of stakeholders about the effectiveness of online education (Dasher-Alston & Patton, 1998). Drawing on the large body of research on best practices in online pedagogy (Bourne & Moore, 2005; Chickering & Ehrman, 1997; UIFS, 1999)

institutions should design guidelines, standards, and criteria for assuring and evaluating the quality of their courses delivered online (Sener, 2006; Quality Matters [QM], 2010).

Cost-effectiveness. To be sustainable online initiatives need to be cost-effective (Robinson, 2005; Twigg, 2003). The complicated processes involved in online course design, production, delivery, and marketing need to be managed to maximize efficiency and achieve cost-effectiveness (Bates 2000a, 2000b; Lynch, 2005; Moloney & Oakley, 2006/2010).

Program expansion and growth management. Institutions need to know how to grow their existing online offerings and add new ones (Hartman & Betts, 2009), "without further burden on instructional resources" (Snider, Perkins, Holmes & Lockee, 2003, p. 122). However, the desire for expansion should be balanced with that for providing quality and individualized learning (Laws, Howell & Lindsay, 2003). The ramifications of an increase in online offerings should be gauged at multiple levels (Laws et al., 2003; Snider et al., 2003), rather than merely determining if the technology infrastructure can cope with an increased load on the system (Snider et al., 2003).

Marketing. Marketing of online programs demands a strategic campaign and nontraditional marketing practices (Beesley & Cavins, 2002; Lynch, 2005), and appreciable resources (Beesley & Cavins, 2002; Carnevale & Olsen, 2003; Hiltz & Goldman, 2005; Lynch, 2005; Moloney & Oakley, 2006/2010). Marketing includes identifying students and their needs, and providing them access to education (Lynch, 2005), and studying trends in the online education market (Moloney & Oakley, 2006/2010). However, the major challenges in adopting marketing principles are that academia, when compared to businesses, is not good at selling the services it offers (Lynch, 2005; Shaik, 2005; Stein, Wanstreet, Saunders, & Lutz, 2009).

Furthermore, DE units and personnel typically lack the required expertise in marketing (Beesley & Cavins, 2002).

Institutional policies. The online delivery of instruction precipitates a rethinking of traditional university policies, specifically those pertaining to faculty workload and compensation, intellectual ownership of online courses and course materials, and the parity between the traditional and online offering of degree programs (Alavi & Gallupe, 2003; Arbaugh & Benbunan-Fich, 2005; Levine & Sun, 2002; Twigg, 2000a). Institutions should acknowledge the extra effort and time required of faculty in designing and delivering online courses through workload adjustments, intrinsic rewards, teaching incentives, release-time, and in promotion and tenure decisions (Arbaugh & Benbunan-Fich, 2005; Levine & Sun, 2002). Unless appropriate policies are drafted, faculty concern about the increased workload associated with teaching online, and the impact on their careers can be a significant barrier (Levine & Sun, 2002).

Student support systems. For the system-wide migration of courses and programs online to be successful comprehensive support services for online students are vital (Alavi & Gallupe, 2003; Bates, 2000a; Green, 2010; Guri-Rosenbilt, 1999; Otte & Benke, 2006; Scarafiotti & Cleveland-Innes, 2006; Wickersham & McElhany, 2010). Such support systems should be part of an institution's mainstream operations, and within the purview of senior administration (Otte & Benke, 2006). Providing robust support systems to online students is a major challenge for many OL providers and only a third of those surveyed provide 24x7 support (Green, 2010).

Student retention in online courses. There is growing concern over online student retention. The literature on OL reports student dropout rates in the online classroom to be higher than in face-to-face settings (Allen & Seaman, 2007; APLU, 2007; Boston, Diaz, Gibson, Ice,

Richardson & Swan, 2008/2010; Patterson & McFadden, 2009; Willging & Johnson, 2009). Planners of online initiatives should understand the causes and deploy appropriate interventions.

In sum, there are numerous institutional barriers and issues that confront those looking to establish large-scale online initiatives in higher education. Any comprehensive approach for OL implementation must incorporate strategies to overcome these impediments. Hawkins (1999) emphasizes that institutional challenges and issues should be considered as part of strategic planning and "before entering the business of distributed learning" (p. 2). An understanding of the institutional sources of resistance to asynchronous learning networks can be helpful in developing strategies for organizational change (Jaffee, 1998). Next, it may be useful to discuss what the characteristics of successful online initiatives are and how they can be measured.

Characteristics and Measures of Successful Online Initiatives

Various studies describe the components of quality DE programs and success factors for OL programs (Abel, 2005; Bates, 2000a, 2000b; Hartman et al., 2007; Kim & Bonk, 2006; Krauth, 1996; Moloney & Oakley, 2006/2010; Moloney & Tello, 2003; Osika, 2004; Phipps & Merisotis, 2000; WCET, 2002). Benchmarks and standards used for evaluating DE and online programs also serve purposes of planning OL initiatives. Some researchers use the terms "quality" and "success" in DE and OL interchangeably; however, few describe how to measure success in online programs. Some of these studies are briefly discussed next.

Distance education benchmarks and standards. The "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs", drafted in 1995 by the Western Cooperative for Educational Telecommunications (WCET), is one of the earliest set of guidelines to assess the quality of electronically delivered programs (Krauth, 1996). WCET's efforts are directed at providing multiple constituents (state agencies charged with approving programs, regional accrediting associations, institutions delivering DE programs, and distance

students) guidance for judging the quality of programs delivered through technology. Widely cited in the DE literature, WCET's principles served as the basis for DE quality standards developed in later years by the eight regional accrediting commissions. To guide institutions in planning new and in evaluating existing DE initiatives the commissions developed "Best Practices for Electronically Offered Degree and Certificate Programs" (Middle States Commission on Higher Education [MSCHE], 2002; WCET, 2002). These best practices describe how existing regional accreditation standards for institutional quality are applicable to new modes of learning (WCET, 2002; MSCHE, 2002). These best practices are sorted into five different components:

1. Institutional context and commitment;

2. Curriculum and instruction;

3. Faculty support;

4. Student support; and

5. Evaluation and assessment.

The Institute for Higher Education Policy (IHEP) sought to ascertain if existing benchmarks for quality in distance learning were appropriate and necessary for Internet-based DE as well. IHEP conducted first a comprehensive literature search to identify existing benchmarks for quality in DE. Then six institutions showing leadership in DE and drawn from all classifications were surveyed to validate the presence and importance of these benchmarks. IHEP published a final listing of 24 benchmarks for success in Internet-based DE (Phipps & Merisotis, 2000). The benchmarks are grouped into seven categories which broadly correspond with the key components of the best practices mentioned earlier. The Phipps and Merisotis study treats quality and success in Internet-based DE interchangeably.

Osika (2004) asserts that the literature does not adequately clarify the question of what constitutes quality in DE. She first proposes a definition for a quality DE program:

> A quality distance learning program focuses on and supports the needs of the people it is intended to serve. Therefore, it has at its core the interaction between faculty and students, surrounded by pedagogically appropriate content presented through a stable technology platform that is supported, both technically and programmatically, to provide knowledge and/or training that is accepted and desired by the larger community (Osika & Camin, 2002, p. 282).

Then Osika identifies several support elements that should be present in a successful DE program and groups them into seven broad categories:

1. Faculty support;

2. Student support;

3. Content support;

4. Course management system support;

5. Technology support;

6. Program support; and

7. Community support.

By Osika's definition, an institution successful in OL would provide all the seven types of support. Although Osika (2004) defines the components of a quality DL program, she uses the term quality to also mean success. The seven categories of support identified by Osika (2004) also correspond broadly with those listed in the best practices described above.

Success factors of online initiatives. Other studies focus specifically on the online delivery of instruction. For instance, Abel (2005) examines twenty one institutions drawn from

all classifications describing themselves as successful in e-Learning. Through surveys and interviews Abel identifies factors that correlate strongly with an institution's success in Internet-supported learning and these include:

- Its motivation for moving online;

- Leadership and strong commitment from its administrators and faculty;

- What is measured in and its expectations for outcomes of its Internet-supported initiatives;

- Quality of support it provided to both students and faculty; and

- The delivery format it adopted.

While many institutions enter the online arena with unclear objectives, Abel (2005) determines that all of the successful institutions in his study have clear, compelling motivations to provide online education. Key leaders are committed to and involved in online initiatives at institutions successful in e-Learning. Outcomes are measured in a variety of ways on what the institution considers important. In addition to providing a robust technology infrastructure for OL, these institutions also offer a variety of support services for faculty and students. Abel also finds that a "programmatic approach" – which involves moving entire programs online, rather than just courses – is adopted by a majority of the successful institutions. Furthermore, faculty teaching online are supported with incentives, rewards, and in other imaginative ways. In addition to the common success factors for successful adoption of Internet-supported learning, Abel also specifies "the most important ingredients for success" (p. 34) in OL to include:

- Executive leadership and support;

- Faculty and academic leadership commitment;

- Student services;

- Technology infrastructure;

- Course/Instructional Quality;

- Financial resources and plan;

- Training;

- Adaptive learn-as-you-go attitude;

- Communication; and

- Marketing.

These ingredients of success, according to Abel, provide a framework for seeing why some online initiatives are successful, when others are not.

Based on a survey of about 500 instructors and administrators engaged in OL at postsecondary institutions in the U.S. Kim and Bonk (2006) predict factors that will significantly influence the success of online programs in the future. These success factors include:

- Monetary support;

- Pedagogical competency of online instructors;

- Technical competency of online instructors;

- Improvements in online technologies;

- Marketing; and

- Rigorous quality management in the accreditation process.

The top two factors are cited by about half of the respondents in their study.

Upon examining several institutions under both public and private control and at all levels that have achieved significant growth in their online programs, Moloney and Oakley (2006/2010) determine common factors that contribute to the success of these institutions. The institutions in their investigation also include a number of virtual institutions that have achieved

very large growth in online enrollments. According to them the characteristics of successful OL implementations are:

1. Strong institutional support;

2. Specialized units dedicated to online programs;

3. Financial models that encourage scaling of programs;

4. Emphasis on developing complete online degrees as opposed to online courses;

5. Pedagogy and course design emphasizing interaction;

6. Marketing initiatives;

7. Faculty training and support;

8. Student support services;

9. Ability to scale online faculty;

10. Emphasis on teaching and/or outreach and continuing education.

Furthermore, successful institutions have "a clear institutional mission to serve off-campus, and non-traditional students" (Moloney & Oakley, 2006/2010, p. 62) and integrate online programs into the institution's mission and strategic plan. It appears that Moloney and Oakley (2006/2010) view the achievement of significant growth in online programs to signify successful implementation.

Hartman et al. (2007) extract a set of eleven critical success factors by deconstructing the success of their own institution's online initiative and comparing it with online programs that are not successful. Hartman et al.'s critical success factors are similar to those described by Abel (2005) and Moloney and Oakley (2006/2010). These critical success factors are:

1. Linkage to core institutional mission;

2. High quality professional development;

3. Online learner support;

4. Proactive mechanisms for policy formation;

5. Executive sponsors and champions;

6. Adequate resources;

7. Online support services;

8. Continuous quality improvement through evaluation;

9. Growth management;

10. Assessment, student learning outcomes and information fluency; and

11. Systemic opportunities and challenges in the online environment.

Hartman et al. do not offer specific information about criteria used to differentiate those online initiatives that have achieved a measure of success from the ones that did not.

In sum, the literature describes quality and success elements for online initiatives. Some researchers treat quality and success in DE and OL interchangeably. The studies differ in their research methodology, the populations of institutions and individuals studied, and their sample size. The various lists of critical success factors for OL in the literature also vary in the level of specificity. However, the characteristics of successful online initiatives described in these studies can be viewed as belonging to the broad categories of:

- Institutional commitment and support;

- Faculty support;

- Student support;

- Course development support;

- Technology support; and

- Evaluation and assessment.

Within these broad categories some of the specific success characteristics commonly listed include:

- Adequate resources;

- Technology infrastructure;

- Course and instructional quality assurance;

- Marketing;

- Institutional policies; and

- Ability to expand online offerings and manage growth.

In reviewing these OL success characteristics it appears that many of them correspond with the significant barriers and issues in online education described earlier. This suggests that effectively addressing institutional barriers and issues in online education leads to OL success. Although these studies specify the components of a quality or successful DE or OL initiative they do not describe how success in online education is defined, or measured. Next measures of success in online programs are discussed.

Measures of success. Some academic institutions adapt evaluation models meant for business organizations to measure their performance in OL implementation. For instance, to measure the success of their online initiative Bishop's (2005) institution adapted the "Balanced Scorecard", Kaplan and Norton's (1996) model for helping business organizations achieve competitive success. At Bishop's institution four areas to measure outcomes in OL were identified: the student perspective, the financial perspective, the internal perspective, and the learning and growth perspective. Adapting such business frameworks offers a way to evaluate outcomes in an academic setting using market-sensitive measures of effectiveness (O'Neil,

Bensimon, Diamond & Moore, 1999). Schiffman (2005) proposes the following set of business-related metrics to gauge the success of an institution's online initiatives:

1. Penetration and growth measures such as percent of "market" captured and rate of growth for: courses/degrees/programs online, students, faculty teaching online, market segments;

2. Financial and operation measures such as top line measures of revenue, bottom line measures, surplus or deficit, investments; and

3. Other measures such as satisfaction, "repeat" customers, retention, rankings, awards, grants, and giving, measures of competition.

However, the literature questions whether a generic set of measures can be used to evaluate the success of online initiatives. Some researchers assert that success measures are closely aligned with the institution's objectives for moving to OL, are mission-specific and therefore unique to each institution (Abel, 2005; Schiffman, 2005). Nevertheless, Abel (2005) affirms that there are commonalities in how institutions measure the success of their online initiatives, and these relate to the following categories:

- Student outcomes;

- Student satisfaction;

- Growth in enrollment;

- Faculty satisfaction;

- Return on investment; and

- Number of courses/sections.

The top three categories account for about 70 percent of the measures used by the successful institutions to measure their OL initiatives. Only 10 percent of the deployed metrics relate to

faculty satisfaction, and a mere 5 percent fall into the categories of return on investment and number of courses/sections. So the primary emphasis is on student outcomes and student satisfaction, and enrollment growth is only a secondary focus (Abel, 2005).

On the one hand Abel (2005) believes that institutions would be best served by identifying their own mission-specific measures of success for their online initiatives. However, Abel also notes that institutions experience the need to measure their success relative to peers and proposes a set of metrics for providers of online education to benchmark their performance against like-institutions. This list includes:

- Student retention in online programs vs. on-campus programs;
- Student completion in online programs vs. on-campus programs;
- Learning outcomes;
- Enrollment growth of students served by selected online programs;
- Student e-Learning satisfaction;
- Online course quality as determined by students; and
- Total enrollment gains for the institution regardless of delivery format.

Even for such benchmarking purposes, Abel points out, "the measures considered most useful are those concerning learning outcomes and quality as perceived by the students" (p. 26). One of the characteristics of institutions successful in OL implementation is that they measure themselves in a variety of ways (Abel, 2005). As critical as the measures themselves are it is imperative that institutions evaluate the effectiveness of their online initiatives if they want to remain competitive and thrive (Bishop, 2005).

Clearly, the field has some understanding of what constitutes quality or successful DE and OL initiatives, and how to measure this success. The benchmarks and critical success factors

described in these studies provide insight about conditions conducive for OL success. However, there is a need to know more about how to incorporate these individual success elements into a comprehensive approach for establishing large-scale online programs. Yet, few researchers integrate these quality and success characteristics into a theoretical framework for implementing online education. In addition to incorporating critical success elements for OL such a comprehensive approach should also include strategies for addressing the institutional barriers and issues in OL.

Comprehensive Approaches and Models for Online Learning Implementation

Several researchers and institutional planners recognize that implementing institution-wide online programs is a huge, complex and multifaceted undertaking requiring a comprehensive approach (Cheldelin, 2000; Danielson & Burton, 1999; Ellsworth, 2000a, 2000b; Ertmer, 1999; Fullan, 1996; Hawkins, 1999; Hitt & Hartman, 2002; Kim & Bonk, 2006; Levine & Sun, 2002; Lucas, 2000a, 2000c; Moloney & Tello, 2003; Noblitt, 1997; Otte & Benke, 2006; Scarafiotti & Cleveland-Innes, 2006). However, institutions wanting to build sustainable online programs are confronted with a dearth of detailed information on effective models, strategies, methods, benchmarks and success stories related to such an endeavor (Arbaugh & Benbunan-Fich, 2005; Bates, 2000b; Jaffee, 1998; Osika, 2004; Schiffman, 2005; Vignare, Geith, & Schiffman, 2006). Some comprehensive approaches and models for planning DE and OL programs exist in the literature (Hartman et al., 2007; Keaster, 2005; Osika, 2004; Owen & Demb, 2004; Pisel, 2001). Hartman et al. (2007) recommend institutional planners of OL address a set of key questions about their institution's goals and objectives in entering the online market. These questions are:

- What student populations do we wish to serve?

- What student support services will be required?

- How can quality be assured?

- What accountability issues must be addressed?

- What technology and infrastructure issues must be considered?

Osika (2004) identifies the most critical elements involved in the planning and evaluation of DL programs and organizes them into seven essential categories in "The Concentric Support Model" (see figure 1). Within this model each category is further constituted by other elements. Osika explains that faculty and students are represented as being in the core of this model, since they are at the heart of the actual distance courses. Because it is the faculty who do the actual teaching, it is essential that they succeed as online instructors. Like faculty, students in the DL environment have needs that must be addressed. The quality of courses and programs correspond directly with the level of interactivity of students, with students, faculty, and the content. Quality also has to do with incorporating sound instructional design principles in developing the courses. A robust, versatile and user-friendly course management system needs to be selected. The institution should provide the technical infrastructure and the technical support for DL. Programmatic issues have to do with providing support to faculty and students outside the classroom and include instructional support, student support, policy and procedural issues and executive support. Finally, to sustain a quality distance program the institution needs the support of the larger community as well.

Figure 1. The Concentric Support Model
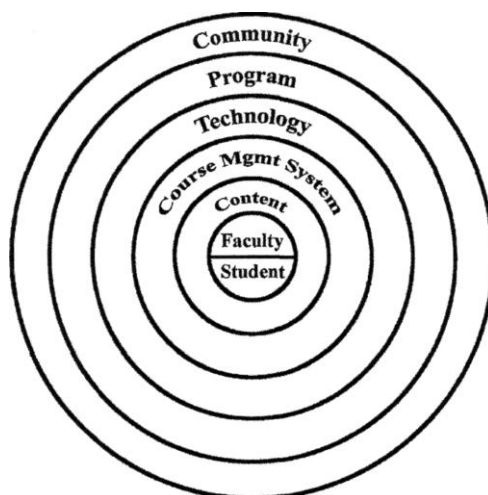
Note. From "The Concentric Support Model: A Model For The Planning And Evaluation Of Distance Learning Programs," by E. R. Osika, 2004, unpublished Thesis/dissertation.

A strategic planning model for the implementation of DE in higher education was developed, refined and validated by Pisel (2001) (see Figure 2). Firstly, Pisel developed a straw model for strategic planning based on models found in the literature. A panel of experts in DE was asked to review the model and refine it based on what they think the strategic process of planning for DE implementation should be. Secondly, while the expert panel agreed that most of the steps in the straw model were necessary, they felt that steps could be collapsed and that in actual practice the distinction between the steps blurred. The final model was then validated by the expert panel based on what they think the process should be. The underlying assumption of Pisel's study is that the use of a strategic planning model (such as the one proposed by him) would lead to successful DE programs.

Figure 2. Distance Education Strategic Planning Process Model.
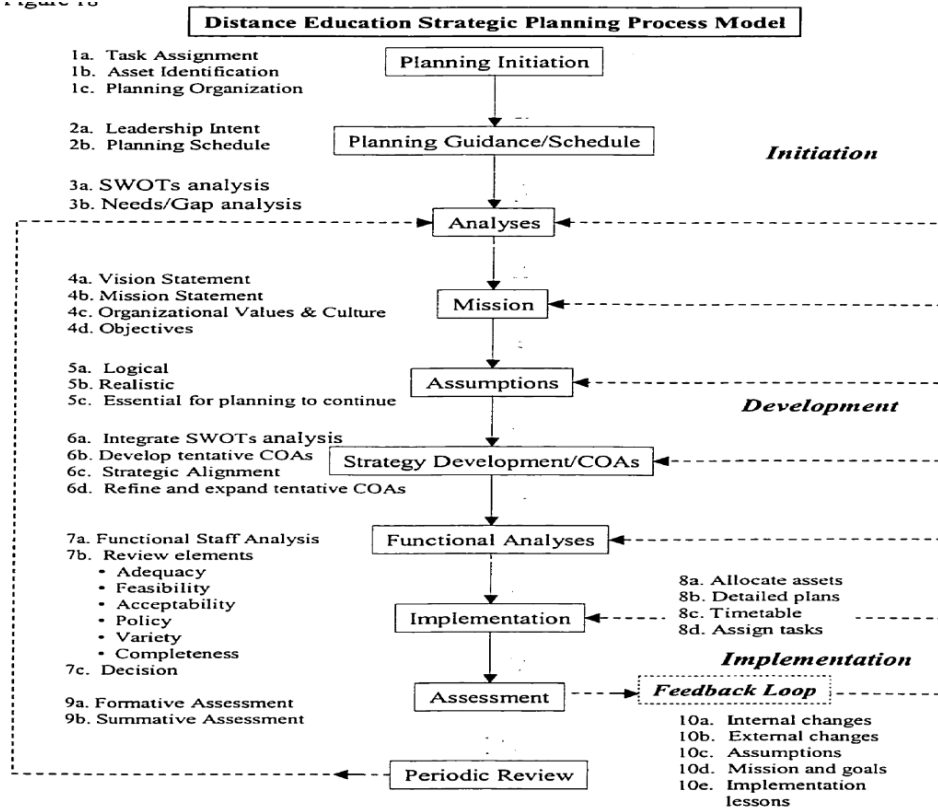
Note. From "The validation of a detailed strategic planning process model for the implementation of distance education in higher education," by K.P. Pisel, Jr., 2001, unpublished Thesis/dissertation.

Some existing models for setting up institution-wide online initiatives are based on the notion of organizational change. For instance, Owen and Demb (2004) examine the process of technology change at a community college by focusing on leadership issues and the change process. In another case study Keaster (2005) states how his "department got from no online courses to a robust online element is a story of change management" (p. 49). Based on his experiences Keaster recommends "meticulously" applying "The Sacred Six" steps to any change effort, including the implementation of online programs, to increase the organization's chances for success. The six steps are:

1. Create a context for change;

2. Clarify a shared vision and goals;

3. Provide for planning and resources;

4. Provide for training;

5. Monitor progress; and

6. Provide continual assistance.

Despite the few comprehensive approaches and models for planning online initiatives, there continues to be a need for models to guide the move to online education. Perhaps, regarding the implementation of institution-wide online programs as an organizational change initiative may offer ways to conceptualize theoretical frameworks for OL implementation.

Innovation and Organizational Change

Nature of Online Learning and Change

Many researchers regard technological innovations in general, and networked learning in particular, to be a driver of change in the educational setting (Bates, 2000a, 2000b; Beaudoin, 2002; Brown, 2000; Daniel, 1997; Felder & Brent, 2000; Green, 1997a; Green & Hayward, 1997; Hanna, 2003; Hawkins, 1999; Hitt & Hartman, 2002; Jaffee, 1998; Lucas, 2000b; Miller & Schiffman, 2006; Owen & Demb, 2004; Scarafiotti & Cleveland-Innes, 2006; Zemsky, 1996). Watkins and Kaufman (2003) remark that the expansion of conventional universities and the appearance of virtual universities to support the distance delivery of education have "altered the foundational frameworks on which the administration and management of higher education in the United States and around the world have operated and relied" (p. 507). Felder and Brent (2000) believe that "the rise of instructional technology and distance learning signals the end of higher education as we know it" (p. 326). Beaudoin (2002) remarks: "Few institutional leaders today would not acknowledge that technological innovation is perhaps the single most

compelling factor that is driving them toward new organizational structures and new pedagogical models" (p. 134).

Restructuring academic environments. The changes heralded by online education are broad and deep within the institution and call for reconfiguring the entire academic environment (Barone & Hagner, 2001). Bates (2000b) notes that the effective use of web-based technologies in instruction by universities involves "more than minor adjustments in current practice" (p. xiii). He argues that it actually requires a "revolution in thinking about teaching and learning", and asserts: "Part of that revolution necessitates restructuring universities and colleges—that is, changing the way higher education institutions are planned, managed and organized" (p. xiii). When OL is implemented in a brick-and-mortar university, for the administration it means reconfiguring the way in which the business of education has traditionally transpired (Beaudoin, 2002; Scarafiotti & Cleveland-Innes, 2006). Delivering instruction fully online has wide-reaching organizational, business and cultural implications (Hawkins, 1999) and a multitude of issues such as faculty development and support for teaching online, online student support, staffing, faculty course loads, student advising, teaching assistant roles and need to be reconceptualized for the online environment (Levine & Sun, 2002). Technology-mediated learning initiatives redefine the administration's responsibilities and power relationships within the institution (Alavi & Gallupe, 2003) and transform the institutional culture (Alavi & Gallupe, 2003; Bates, 2000b). To exploit the full potential of online education institutions must rethink their business strategies and restructure themselves (Graves, 1997; Moore, 1999).

Changes in pedagogical approaches. Effective uses of online technologies require, and enable, a rethinking of core pedagogical beliefs, educational values, and teaching practices (Brown, 2000; Buckley, 2002; Carlson, 1999; Cuban, 1998; Dasher-Alston & Patton, 1998; Hall,

1998; Otte & Benke, 2006; Phipps & Merisotis, 2000; Rogers, 2000; Sammons, 2003; UIFS, 1999). Jacobsen (1998) observes: "New tools both provide and require a new approach to teaching and learning" (p. 5). Sharing a similar perspective Otte and Benke (2006) comment: "teaching online is not merely using a different medium; the medium itself has a transformative effect" (p. 24). Barr and Tagg (1995) believe that a paradigm shift from teaching to learning is taking place in education and that online technologies are facilitating this change. The primary pedagogical implication of online technologies is that no longer does instruction need to be synchronous and bound to a time and place (Hartman et al., 2007). Teaching can be asynchronous; learning can take place anytime, anyplace and need not be instructor-dependent. Consequently, instruction for the online classroom needs to be organized differently and new instructional design models need to be explored (Kang, 2001). Instructors need to rethink pedagogical aspects such as curriculum, course organization, classroom practices, instructional activities, interaction with students, and assessment of learning (Dziuban et al., 2005; Ertmer, 1999). To be effective in the online classroom instructors, even those who excel in teaching face-to-face, must devise new strategies and techniques (Dziuban et al., 2005; Rogers, 2000).

Changed roles of faculty and student. Much has been written about the changed role of instructors and students in the online environment (Moore & Kearsley, 2005; Sammons, 2003; Scarafiotti & Cleveland-Innes, 2006). Primarily, the literature suggests a shift in the role of the instructor in the online classroom from the primary source of knowledge or principal performer to that of a moderator, facilitator, and co-investigator (Alavi & Gallupe, 2003; Kang, 2001; Sammons, 2003). The role of the instructor changes from being the "sage on the stage" in face-to-face instruction to the "guide by the side" online (Harasim, Hiltz, Teles & Turoff as cited in UIFS, 1999). Learning in technology-mediated environments can be more empowering for

students, because they are no longer solely dependent on their instructors to be their only source of knowledge (Alavi & Gallupe, 2003). However, in the online environment students also need to be more self-regulated (Allen & Seaman, 2007; APLU, 2007).

In sum, the online modality of delivering instruction precipitates widespread change that runs broad and deep within the institution and calls for major restructuring. Online technologies impact the entire academic environment including administrative and management structures, pedagogical practices, the role of administrators, faculty and students, and the institutional culture. The implementation of large-scale online programs in an academic institution is tantamount to effecting organizational transformation. Consequently, strategies that are effective in bringing about organizational change may be imperative for succeeding in online education. Yet, although some frameworks and models exist for DE and OL, only few scholars are of the notion that implementing OL is tantamount to leading organizational change. Practices used to bring about organizational transformation could help establish OL ventures in academia.

Models for Leading Organizational Change

Systemic strategies, frameworks, and models for planning, leading and managing organizational change abound in the literature. The processes and steps described in four prominent organizational change models are described in this section of the review: Kotter's Eight-Stage Process, the Cummings and Worley Model, the Whetten and Cameron Model, and Pascale and Sternin's Positive Deviance Model.

Kotter's Eight-Stage Process. Kotter (1996) asserts that although change is always accompanied by pain, much of the "waste and anguish" (p. 4) is avoidable if organizations follow his Eight-Stage Process for organizational renewal:

1. Establish a sense of urgency;

2. Create the guiding coalition;

3. Develop a vision and strategy;

4. Communicate the change vision;

5. Empower employees for broad-based action;

6. Generate short-term wins;

7. Consolidate gains and produce more change; and

8. Anchor new approaches in the culture.

Not establishing a sense of urgency in fellow managers and employees, according to Kotter, is a fatal error because transformation efforts completely fail when high levels of complacency prevail in the organization. Although for major change to occur the active support of the head of the organization is necessary, there has also got to be a powerful coalition formed by people of various titles, expertise, experience and leadership qualities coming together as a team. In every successful transformation a sound and sensible vision directs, aligns and inspires the actions of all the people involved in and affected by the change initiative. He emphasizes that vision is the "central component of all great leadership" (p. 68). But merely creating a vision for change is inadequate. Kotter explains that for people to believe that change is beneficial and achievable, the vision has to be communicated credibly, effectively, and abundantly. The next stage involves identifying and removing the typical barriers of structures, skills, systems and supervisors that hinder the implementation of change and empowering employees to act on the vision. Major change cannot be effected without employees actively participating in the transformation effort. He argues that short-term wins that are visible, unambiguous, and clearly related to the change effort need to be planned for, and achieved. Insightful change agents, according to Kotter, are aware that effecting change is not accomplished in one sweeping move,

but is rather the culminating result of several smaller changes. While it is essential to define short-term goals and celebrate their wins, complacency and the forces of tradition can return with remarkable vigor if the declaration of victory is premature, he warns. He observes that leadership is crucial at this stage to consolidate gains and produce more change. Contrary to popular belief, cultural change does not come first, but last, and only at the end of the transformation process, according to him. Norms and values have to be changed to anchor transformation.

Cummings and Worley Model. Cummings and Worley (2005) describe five major activities that contribute to managing change effectively:

1. Motivating change;

2. Creating a vision;

3. Developing political support for change;

4. Managing the transition; and

5. Sustaining momentum.

Cummings and Worley state that motivating change involves creating a readiness for change and overcoming resistance to change. An environment where people accept the need for change and commit energy to it should be established. People need compelling reasons if they are to change the preferred state of status quo, they assert. Creating a vision is closely connected with leadership strategies and provides the "why" and "what" of planned change. Often, powerful individuals and groups in an organization can block change efforts. To increase their effectiveness and reach change agents need to garner political support to legitimize the need for change, according to them. The fourth phase in their model is managing the transition from the current state to the desired future by creating a plan and special organizational structures for the changed future state as well as for the interim states. The final activity is concerned with

sustaining momentum by "providing resources, for implementing the changes, building a support system for change agents, developing new competencies and skills, and reinforcing the new behaviors needed to implement the changes" (Cummings & Worley, 2005, p. 156).

Whetten and Cameron Model. Whetten and Cameron (2005) present a framework containing five key management skills and activities to effectively lead positive change:

1. Establishing a climate of positivity;

2. Creating readiness for change;

3. Articulating a vision of abundance;

4. Generating commitment; and

5. Institutionalizing the positive change.

Whetten and Cameron assert that a leader of positive change can be any individual who is taking a leadership role, such as a change agent involved in diffusing and implementing an innovation. To establish positivity the leader of positive change needs to be a source of positive energy, help establish positive networks, focus on strengths and talents, celebrate successes and recognize good performance, according to them. This is one way to reduce resistance and negativity towards change initiatives. Creating readiness for positive change involves finding ways to unleash positive motivations and optimism rather than resistance and fear. Whetten and Cameron also state that "making people uncomfortable is a frequent prescription for getting people ready for change, and it often works" (p. 504). They emphasize that for positive change to occur, a leader has to articulate a vision of a positive future, which provides a sense of direction, optimism and glimpses of new possibilities. The next challenge for a leader is to get organization members to commit to the vision by having them sign-up for, adopt and work towards this vision. Effective leaders communicate this vision repeatedly, because otherwise the power of and

commitment to the new vision dissipates. Finally leaders of positive change need to institutionalize the change by integrating the change into the existing organizational life and by inspiring everyone in the organization to articulate their commitment to the vision to others, thus creating protégés of themselves.

Pascale and Sternin's Six-Step Positive Deviance Model. Pascale and Sternin (2005) propose a somewhat different strategy for creating organizational change, the Positive Deviance model. In contrast to traditional approaches to creating organizational change, they assert, their model is "bottom-up, inside out, and asset based" (p. 75) and drives change from within the organization by recognizing and celebrating innovators within the community. They argue that the traditional change process is "typically top-down, outside in, and deficit-based" (p. 75), and focuses on what is not working. The conventional change process involves best practices and benchmarking, and relies on emulating success models and templates from outside the community to stimulate change. Furthermore, in the conventional model leaders assume primary responsibility for championing the change and generating momentum. However, such an imposition of a superior model by a leader, according to Pascale and Sternin, limits acceptance and creates palpable resistance to change. Their empirically proven model involves a six-step approach:

1. Make the group the guru;

2. Reframe through facts;

3. Make it safe to learn;

4. Make the problem concrete;

5. Leverage social proof; and

6. Confound the immune defense response.

Step 1 in the Positive Deviance model consists of making the members of the community the guru. Pascale and Sternin (2005) note, "because the innovators are members of the community who are 'just like us' disbelief and resistance are easier to overcome" (p. 74). Step 2 of creating organizational change involves reframing the problems in diffusing innovation by focusing on instances of positive deviance, an individual or groups of people internal to the organization that are already doing things radically differently. Step 3 involves making it safe for people engaged in the change process to learn new ways. Fear of the unknown is a major cause for resistance to a change initiative, according to Pascale and Sternin. Step 4 has to do with focusing attention on what is not working by "portraying or dramatizing a pivotal issue in a compelling way" (p. 8). Step 5 is providing proof of the success of the change efforts to the community. Step 6 involves introducing ideas that already exist in the community into the mainstream, rather than imposing ideas from outside the organization.

Change management framework. These four models are unique in their features, emphases, and context. Kotter's model is stated to be more appropriate for radical change, while the Pascale and Sternin positive deviance approach is best for effecting attitudinal or behavioral change. Kotter's Model has eight steps and is somewhat more detailed as compared to the five-step models of Cummings and Worley and Whetten and Cameron. Kotter's model may have advantages over the others because of its level of specificity. Kotter's framework emphasizes communicating the vision, planning for and achieving short-term goals, and building on successes. Whetten and Cameron stress creating a positive climate. The Pascale and Sternin model may be more conducive than the other models for leading academic change because of its focus on driving change from within the organization by members of the community. Despite their distinctiveness it can be readily seen that the four models for leading organizational change

have more similarities than differences. Table 1 provides a summary of these four models for leading organizational change and the individual steps contained therein.

Table 1

Organizational Change Models

Kotter's Eight-Stage Process	Cummings and Worley Model	Whetten and Cameron Model	Pascale and Sternin's Six-Step Positive Deviance Model
1. Establish a sense of urgency	1. Motivating change	1. Establishing a climate of positivity	1. Make the group the guru
2. Create the guiding coalition	2. Creating a vision	2. Creating readiness for change	2. Reframe through facts
3. Develop a vision and strategy	3. Developing political support for change	3. Articulating a vision of abundance	3. Make it safe to learn
4. Communicate the change vision	4. Managing the transition	4. Generating commitment	4. Make the problem concrete
5. Empower employees for broad-based action	5. Sustaining momentum	5. Institutionalizing the positive change	5. Leverage social proof
6. Generate short-term wins			6. Confound the immune defense response
7. Consolidate gains and produce more change			
8. Anchor new approaches in the culture			

As one of the first phases in implementing change the models recommend engaging in activities that prepare the target group for change. While Kotter recommends establishing a sense of urgency, Cummings and Worley suggest motivating change, and Whetten and Cameron prescribe establishing a climate of positivity and creating readiness for change. Pascale and Sternin's measures of making the group the guru, reframing through facts, and making it safe to learn, help overcome resistance and create a readiness for renewal. Likewise their step of making

the problem concrete, which entails depicting the real issues at hand in compelling ways, also goes to establish the need for change. Also Pascale and Sternin's sixth step, "confounding the immune defense response", is about overcoming the typical negative reactions to change such as avoidance and resistance.

A second commonality among the models is a vision for the change initiative. While Cummings and Worley emphasize creating a vision, Whetten and Cameron underscore articulating a vision of abundance. Kotter includes both steps in his approach, develop a vision and strategy and communicate the change vision.

The models also prescribe getting support for the change initiative. Kotter refers to this stage as creating the guiding coalition, Cummings and Worley calls it developing political support for change and Whetten and Cameron as generating commitment.

The phase of managing the change processes is also common to these models. Cummings and Worley suggest managing the transition. Two of Kotter's stages, empowering employees for broad-based action and generating short-term wins, may be viewed as measures to manage the transformation efforts.

As one of the final steps in leading organizational change these models suggest undertaking measures to sustain the renewal. Kotter recommends consolidating gains and producing more change, and anchoring new approaches in the culture. Cummings and Worley prescribe sustaining momentum, while Whetten and Cameron call for institutionalizing the positive change. To anchor change Kotter also suggests that the change champion show how the change initiative is actually helping improve organizational performance. Pascale and Sternin suggest taking a similar step in their model namely, leveraging social proof.

The commonalities among these models indicate that many components are core to any organizational change process. A framework for studying the implementation of OL can be derived by combining the common core elements of these four models. Such a framework could have the following components:

- Creating a vision for change;

- Communicating the vision for change;

- Motivating change;

- Creating a coalition of support for the change;

- Managing the transition; and

- Sustaining the change.

Leadership is also cited often in the literature as being a key component of any organizational change process and the next section discusses its role in establishing online programs.

Role of Leadership in Implementing Online Learning

Leadership is imperative to the success of any major organizational change initiative. Kotter (1996) describes leadership as the engine that drives change. Dodd (2004) states that "a leader is an agent for change" and, furthermore, has "the responsibility to work for change" (p. 61). Senge (2000) notes that leadership is "about building critical mass for change" (p. 295). Keaster (2005) underscores the important role of academic leadership in fostering and supporting educational technology innovations. To ensure that web-based technologies achieve strategic objectives and are means to an academic end, Bates (2000b) calls for "aggressive intervention" (p. xiii) from academic leaders. The large-scale adoption of new technologies also represents a major cultural change, and exceptional leadership is necessary to successfully effect such an organizational transition (Bates, 2000b). Furthermore, DE leadership is important, because it

could be even instrumental for institutional success (Beaudoin, 2002). Specifically, institutional transformation involving the institutionalization of online education requires leadership (Miller & Schiffman, 2006).

Despite the importance of leadership in effecting institutional transformation, there is a paucity of literature on the specific subject of leadership in implementing OL at universities. In the for-profit corporate sector much has been published about organizational leadership (Beaudoin, 2002; Bennis & Nanus, 1997; Green, 1997b). While there is abundant literature on leadership in higher education, inadequate attention is paid to the roles of leaders in institutions embracing new DE delivery modes (Beaudoin, 2002; Duning, 1990). Furthermore, Beaudoin notes that there is undeniably a lack of empirical research that contributes to theory building on DE leadership and best practices.

Leadership levels and roles. Leadership for creating system-wide online programs can, and should, emanate from multiple places in an institution (Bates, 2000b; Beaudoin, 2002; Green, 1997a; Otte & Benke, 2006; Senge, 2000). About where leadership for change will come from, Senge (2000) remarks, "the 'leader must drive change' mind-set is bankrupt" (p. 287), and asserts "leadership for profound change is too important, too multifaceted, and too demanding of day-to-day attention to be left to executives alone. Such leadership must come from many places, including where no one is looking" (p. 293). In the context of establishing online education, leadership is not limited to the president of the university, or the provost or those in administrative positions (Bates, 2000b; Beaudoin, 2002; Senge, 2000). In implementing technological change leadership is two-pronged, and includes both executive leadership of the organization, and project leadership (Ely, 1990, 1999). Leaders such as the chair of a program play a crucial role in institutional transformation by gaining the attention of and conveying

organizational change directives to their constituencies and making the case for change (Bates, 2000a; Keaster, 2005; Lucas, 2000a, 2000b; Otte & Benke, 2006; Sayles, 1993; Zemsky, 1996). Faculty play a key role in the spread of innovation, because they "operate at the heart of the value creation process in colleges and universities" (Senge, 2000, p. 283). However, although it is faculty who carry out the actual work of teaching online, academic leaders, such as chairs, have the power to either facilitate or hinder faculty involvement in OL (Keaster, 2005; Lucas, 2000c; Otte & Benke, 2006). Any change agent takes on a leadership role. An individual formally entrusted with implementing wide-scale online program is the principal change agent. The project leader, typically, is the closest to the end user and is involved in the day-to-day activities such as providing encouragement, training, resources, rewards and incentives (Ely, 1990, 1999). Each of the different players performs a specific role in the establishment of OL (Miller & Schiffman, 2006; Otte & Benke, 2006). The different leadership roles are discussed in further detail next.

Role of executive leadership. Institutional leaders play a critical role in academic change (Green, 1997b). Particularly in internet-supported learning, executive leadership and support determines institutional success (Abel, 2005). Presidential leadership of prominent providers of online education value OL as an essential part of the future (UIFS, 1999). Otte and Benke (2006) assert that if institutions want to grow their online offerings the attention of top-level administration is imperative.

High ranking administrators play a key role in prioritizing the focus of the implementation activities for OL at successful institutions (Abel, 2005), and are needed to approve strategic plans for change initiatives, but are seldom directly involved with implementation activities (Cleveland-Innes, Emes, & Ellard, 2001; Otte & Benke, 2006). Hitt

and Hartman (2002) note that "the president must lead the campus in developing a systematic, comprehensive technology agenda to achieve institutional goals for student learning, productivity, and cost-effectiveness" (p. 4). Hitt and Hartman (2002) emphasize that it is the president that should ensure that the institution rigorously questions its rationale for embarking on distributed learning. The president and senior administration should ascertain that the heavy upfront investment in technology infrastructure and personnel that any institution typically needs to make to run a large-scale distributed learning program is worthwhile in terms of costs, institutional mission and student learning outcomes (Hitt & Hartman, 2002). Presidents should lead the discussion about how their institutions should establish quality standards for and determine procedures to assess their distributed learning programs (Hitt & Hartman, 2002).

Role of chairs and academic departments. A mandate to establish institution-wide online initiatives should find acceptance at the department level as well. Department chairs and program heads also play a crucial leadership role in effecting academic change, and in the transition to online education (Bates, 2000a; Keaster, 2005; Lucas, 2000a, 2000b; Otte & Benke, 2006; Sayles, 1993; Senge, 2000; Zemsky, 1996). Researchers assert that academic change needs to originate at the department level (Lucas, 2000a, 2000b; Zemsky, 1996). To achieve a large-scale migration of courses and programs online a critical mass of faculty need to be willing to teach online and it is the department that plays a pivotal role in fostering faculty adoption of OL. The department can influence faculty engagement also because it is often "the unit for reward and punishment" (Zemsky, 1996, p. 7). The department can offer faculty incentives for teaching online such as remuneration, course load reduction, and course release. Chairs can set "the tone and context" (Zemsky, 1996, p. 10) for the departmental move to online courses and programs by providing the rationale (Bates, 2000a). As a catalyst for OL chairs could facilitate

departmental conversations about the potential of online education, its impact on teaching and learning, and strategies to exploit its strengths and overcome its limitations.

Role of online learning leader. The OL leader, the individual charged with implementing large-scale online initiatives in a university setting, essentially functions as the principal change agent. There is little literature on the specific role of the OL leader. However, there is a significant amount of research about the diffusion of innovations and the role of the change agent in their implementation. Some of this work can be instructional in understanding the leadership provided by the principal change agent in establishing online programs at universities.

Rogers (2003) defines a change agent as an "individual who influences clients' innovation-decisions in a direction deemed desirable by a change agency" (p. 366). Ely (1999) states: "Most professionals in the field of educational technology have served as change agents….since they introduce concepts, procedures and products that are foreign to those with whom they work" (p. 23). An innovation champion or a change agent is a crucial contributor to the success of an innovation in an organization (Rogers, 2003). The change agent is essentially a linker and, "As a bridge between two differing systems, the change agent is a marginal figure with one foot in each of two worlds" (Rogers, 2003, p. 368). In the context of implementing online programs, the OL leader may be perceived as bridging faculty, the administration, course design and development teams, student and faculty support personnel, technology staff, and other stakeholders.

Change agents are involved in executing an array of tasks. A DE leader's tasks include, according to Beaudoin (2002), "needs assessment, market analysis, strategic planning, fitting technology to needs, operationalizing ideas, resource mobilization, implementing online infrastructure, policy formulation, training and support for faculty, collaborating with partners,

program evaluation and accreditation, and mentoring the next generation of leaders" (p. 142). At an academic institution adopting online education, the OL leader is engaged in advocating online instruction to executive leadership, faculty and other constituencies, facilitating its adoption, integrating it with the larger academic enterprise, providing academic and curricular leadership, program building and change management, liaising with information technology and managing a new delivery of instruction, and faculty development (Otte & Benke, 2006). According to Rogers (2003), the change agent takes on seven roles while introducing an innovation to clients and these roles can also be ascribed to the OL leader in the context of establishing OL at a university. The seven roles of the change agent are to:

1. Develop a need for change;

2. Establish an information exchange relationship;

3. Diagnose problems;

4. Create an intent to change in the client;

5. Translate an intent to change in the client;

6. Stabilize adoption and prevent discontinuance; and

7. Achieve a terminal relationship.

With regard to establishing online initiatives the OL leader helps faculty and other stakeholders understand the need for the move to online courses and programs. The OL leader establishes relationships with faculty and other constituencies so as to be able to exchange information. To be effective change agents require both personal credibility and respect (Cleveland-Innes et al., 2001) and to be accepted they need to be "perceived as credible, competent, and trustworthy" and empathize "with the clients' need and problems" (Rogers, 2003, p. 369). The OL leader gains acceptance from the academic community by being

empathetic to faculty and stakeholder concerns about OL. The OL leader diagnoses problems by analyzing institutional issues, faculty concerns and student needs as they impact the implementation of OL. Gaining such insights helps the OL leader provide the rationale for why online education is an appropriate solution for each client. The OL leader motivates faculty and other stakeholders to adopt OL. The OL leader works indirectly through peers, opinion leaders and networks to influence faculty opinion of online education. Once a critical mass of faculty adoption has been achieved the change agent devises ways to sustain the migration to teaching online. By distributing leadership and sharing ownership of the online initiative an OL leader ultimately makes constituents self-reliant.

In sum, while leadership is indispensable in bringing about any major organizational change, it is particularly critical in implementing technology innovations at academic institutions. However, there is a paucity of research on the role of leadership in establishing large-scale online programs. Leadership for the move to online education can and should emanate from different sources in the institution. The president of the institution, the department chairs, and the OL leader perform specific leadership functions.

Importance of Academic Context in Online Learning Implementation

Strategies for leading change should take into account the specific nature of the organization. For transformation efforts in higher education institutions to be successful the culture of academia must be considered and strategies must be aligned to it (Alavi & Gallupe, 2003; Bates, 2000b; Birnbaum, 1992; Jaffee, 1998; Miller & Schiffman, 2006). Institutional culture, rather than costs, is the biggest obstacle to transitioning to technology-mediated learning, according to Alavi and Gallupe (2003). As social organizations universities are "characterized by traditions, cultures, norms, and institutional missions" (Jaffee, 1998, p. 23). Consequently, any

approach to implementing OL needs to consider the values, norms and realities of academia as a social institution (Jaffee, 1998).

Characteristics of academic institutions. Academia is unlike any other organization and has unique traits which influence the manner in which the move to online education can be made. Eaton (2000) states that academia is defined by six core values: institutional autonomy, collegiality and shared governance, intellectual and academic authority of faculty, the degree, general education, and site-based education and a community of learning. The "predominant characteristics" of universities are, according to O'Neil et al. (1999), "the extraordinary amount of autonomy and professional discretion enjoyed by faculty, decision-making by compromise and bargaining, and the limits on administrator's formal authority" (p. 34). Particularly in unionized university settings, faculty typically enjoy great autonomy (Bates, 2000b). Speaking to the importance of the professoriate, Bishop (2005) notes: "…there is widespread agreement that faculty are at the core of the academic enterprise…" (p. 198). Universities have a "culture of shared governance" (Cheldelin, 2000, p. 59) and faculty "expect to have a major voice in managing the enterprise" (Green, 1997a, p. 1). Traditionally universities have a much more distributed power structure than businesses. Power is decentralized and the professoriate is interested in advancing their individual goals (Hardy, 1991). Because of their unique characteristics universities have been described as "organized anarchies" by several researchers (Bennis, 1976; Cohen & March, 1986; O'Neil et al. 1999).

Academic culture and change. These unique characteristics of universities particularly impact the way in which change in general and OL in particular can be implemented in the academic setting (Green, 1997a; Jaffee, 1998; O'Neil, et al., 1999). Green and Hayward (1997) note that higher education is paradoxical in adapting to change. On the one hand the academic

culture is inherently more inclined to preserve tradition than to undergo transformation; however, higher education is also constantly responding to a range of external forces and circumstances (Beaudoin, 2002; Green & Hayward, 1997; Jaffee, 1998; Zemsky & Massy, 2004). While some academics may embrace technological innovations, others may resist them vehemently (Green & Hayward, 1997). Distance learning challenges the set of values that have traditionally formed the core of the academy, because it "introduces new and unfamiliar conditions and structures to the higher education environment" (p. 1), according to Eaton (2000). While some academics regard DE as an evil threatening higher education that must be strongly opposed, others, convinced of its potential to enrich education, champion it vigorously (Eaton, 2000).

Because power is decentralized a university president, for example, cannot simply mandate change. Senge (2000) asserts, "… the power structure of most universities and colleges makes the 'leaders driving change' image virtually impossible anyway. Faculty with tenure are hard to 'drive'" (p. 288). Jaffee (1998) notes: "While the administration is 'formally' in a supervisory and authoritative role, in actual practice the system of faculty governance, alongside a weak enforcement and discipline structure, render many administrative directives impotent" (p. 23). Various scholars have applied different organizational theories, metaphors and models to explain the structure and workings of educational institutions. Weick (1976) suggests that educational institutions may be regarded as loosely coupled organizational systems. Such loose coupling of organizational elements may inhibit an academic institution's ability to respond to changes in the environment (Weick, 1976). Scholars emphasize that as organizations universities differ from corporations in many ways (Bates, 2000b; Green, 1997a; O'Neil et al., 1999), particularly in the way transformation efforts occur in academia. Green (1997a) remarks:

…change in higher education is not a straightforward process that results from

edicts by government or institutional administrators (though these can be

powerful forces). Change occurs from the bottom up, as well as from the top

down. Universities do not "restructure" or "reengineer" the way that corporations

do; their habits and processes are simply different. (p. 2)

As a consequence of the inherent power they wield in an academic institution, faculty can thwart, or facilitate change initiatives. So, faculty cannot be conceptualized as representing the group that is "down". The concepts of "top-down" and "bottom-up" spoken of in business settings cannot be applied in a similar fashion to academia. Faculty autonomy influences the manner in which online education can be established on a campus. Jaffee (1998) underscores the importance of focusing on faculty when developing strategies for widespread OL implementation:

In order for institutions of higher education to undergo significant transformation,

changes must be approved, accepted, and ultimately put in practice by the

teaching faculty. Top down initiates and administrative directives, assuming they

can even be proposed without faculty consent, have little chance of being

translated into action without faculty compliance. (p. 23)

Green (1997b) observes: "changing the culture of an institution in order to effect deep and lasting change is a long-term effort, and one that requires working within the framework of the existing culture, rather than going to war with it" (p. 49). Strategies for implementing OL should be in alignment with the characteristics of academic organizations, particularly with faculty autonomy.

Approaches to Online Learning Implementation

    Faculty-led approach. A faculty-led approach to establishing online education would receive faculty support because it is compatible with the culture of universities, where the professoriate enjoys considerable academic freedom. Often universities attempt to promote the instructional use of technology by awarding grants to individual faculty members. Bates (2000a, 2000b) observes, typically faculty use these funds to develop technology-based instructional interventions by hiring a graduate "techie" student assistant and procuring equipment. Bates (2000b) claims that this strategy, called the "Lone Ranger and Tonto approach" (p. 59), is the most common approach to introducing technology in higher education. "Using grant monies to support individual proposals from faculty could be considered a laissez-faire, or bottom-up, approach to planning, compared with strategic investment, or a top-down approach" (Bates, 2000b, p. 60). The bottom-up approach has several advantages such as it encourages diverse faculty to become involved in technology initiatives, gives faculty autonomy and a sense of independence, and it fosters innovation (Bates, 2000b). Some researchers, according to Beaudoin (2002), think that "this incremental process of individual initiatives becoming increasingly prevalent within an institution is what will eventually lead to a critical mass of participation which ultimately creates the demand for more institutional commitment and support" (p. 141). Also Green (1997b) is of the view that successful transformation in higher education can occur independent of leadership and be brought about by individual faculty actions.

    Advocates of the Lone Ranger strategy maintain that "premature administratively driven initiatives will only generate further faculty resistance and impede prospects for longer-term change" (Beaudoin, 2002, p. 141). The sense that the move to OL is an external imposition can be one of the most powerful disincentives for faculty (Otte & Benke, 2006). When politicians,

university administrators or multimedia companies aggressively propose the reshaping of the academy with technology it provokes faculty hostility (Chisholm, 2006; Neal, 1998; Noblitt, 1997). Faculty become indignant about not being consulted about the pedagogical implications of technology and being excluded from the institutional decision making process to invest time and money in technology (Chisholm, 2006; Neal, 1998; Noblitt, 1997). Senge (2000) argues that typically the diffusion of radical innovations is "unplanned and uncontrolled" (p. 295) and tends to occur through informal channels rather than result from formal hierarchies and management's actions. Most higher education institutions today have adopted the Lone Ranger approach to establish DE (Beaudoin, 2002).

However, there are many disadvantages to the laissez-faire Lone Ranger approach, Bates (2000a, 2000b) points out. Typically, such funded projects become too time-consuming for the individual faculty who often get involved in resolving technical aspects for which they have little expertise. Faculty should not try to acquire these skills, Bates (2000b) argues, because "the prima donna shouldn't paint the scenery" (p. 61). Such projects often do not come to fruition, instructional materials produced appear amateur, and completed projects are often not deployed due to inadequate planning for implementation (Bates, 2000b). Hitt and Hartman (2002) state that without the intervention of institutional leadership and comprehensive support systems there would be substantial variations in individual faculty efforts with regard to instructional design, quality, cost, and effectiveness. They believe that this would lead to students having vastly different and perhaps, poor learning experiences. Furthermore, from an institutional perspective, there are inherent difficulties in scaling up individual faculty projects and replicating them for university-wide implementation (Bates, 2000b; Beaudoin, 2002). Dissemination of knowledge gained from successful faculty projects and of lessons learned from failed attempts is often

scattershot and ineffective, and so typically few other faculty benefit from Lone Ranger projects (Bates, 2000b). Administrators are wary of supporting individual instructional technology interventions that cannot be expanded (Noblitt, 1997). Thus, without institutional support the phenomenon of lone faculty members pioneering the use of new technologies in their individual classrooms does not necessarily lead to wide-scale integration, nor is it financially viable (Beaudoin, 2002). Institutional support is crucial "to harness and develop individual commitment and talent to move in the direction of the university's goals" (Rogers, 2000, p. 24). However, efforts to scale individual innovation into system-wide initiatives and to reap institutional benefits need to be carefully and strategically guided so as to not stifle innovation (Otte & Benke, 2006).

In sum, the faculty-led approach involves waiting for faculty groups to innovate, and a critical mass of adopters to emerge and grow. It argues against a leadership-driven approach to implement OL, because it will result in turning faculty against teaching online. In the faculty-led approach change is allowed to happen by itself without any intervention on the part of leadership to bring about transformation. However, researchers also question the faculty-led approach and contend that pockets of faculty innovation do not lead to system-wide adoption of new technologies. The institutionalization of innovations of individual faculty requires leadership action, strategic planning and organizational support. Faculty leadership, while indispensible, is insufficient to establish a large-scale online initiative in an institution.

Combination approach to implementing online learning. To bring about institution-wide academic change shared leadership, collective ownership and broad-based participation of stakeholders is imperative (Bates, 2000b; Cleveland-Innes et al., 2001; Hanna, 2003; Miller & Schiffman, 2006; Owen & Demb, 2004; Senge, 2000; Twigg, 2000b). Twigg (2000b) asserts:

"Substantive changes in the way courses are offered cannot rely on faculty initiative alone. They are systemic and involve changes in such institution-wide areas as policy, budgeting, administrative procedures, and infrastructure" (p. 48). Institutions must recognize that a cohesive and partnership approach is needed instead of individuals working in isolation (Twigg, 2000b). A combination of top-down and bottom-up approaches is needed for a wider diffusion of instructional technologies (Jacobsen, 1998).

For online initiatives to be successful the two groups, faculty and administrators, must not only actively participate, but also be interdependent (Cleveland-Innes et al., 2001; Jacobsen, 1998; Noblitt, 1997; Twigg, 2000b; Wickersham & McElhany, 2010). Both the administration and faculty in higher education are concerned about online modalities of delivering instruction, however, their perspectives differ (Neal, 1998; Noblitt, 1997; Olson & Hale, 2007; Wickersham & McElhany, 2010). The faculty-administrator divide can be a serious impediment to academic change and must be bridged (Green, 1997b; Wickersham & McElhany, 2010). A shared vision for OL including its design, development and delivery should exist between these two groups (Kang, 2001; Wickersham & McElhany, 2010). Academic administrators are critical in fostering faculty engagement with OL (Olson & Hale, 2007).

If OL is to be implemented institution-wide, leadership needs to be distributed throughout the institution at the college, department and program level. A critical mass of department chairs should be generated (Lucas, 2000c). Not recruiting chairs as change agents from the outset would cause renewal efforts to fail (Lucas, 2000c). Besides the chair, other individuals at the department level also need to share the institutional vision for OL and chairs should develop strategies to bring about this collective involvement (Bates, 2000a, 2000b). In successful change and online initiatives leadership is also distributed through champions and key individuals

functioning as catalysts for transformation (Green, 1997b; Owen & Demb, 2004; Schiffman, 2005). The largest cohort of champions and informal leaders could and should come from faculty (Lucas, 2000c; Owen & Demb, 2004).

OL experts call for engaging the entire academic community in the transformation effort and building a collaborative culture, because it is a necessary ingredient for profound change (Cheldelin, 2000; Cleveland-Innes et al., 2001; Miller & Schiffman, 2006; Senge, 2000). Successful large-scale redesign of courses using technology calls for engaging diverse members of the institution such as faculty, administrators and IT staff in both planning and executing phases (Miller & Schiffman, 2006; Twigg, 2000b). Specifically, the design of online courses calls for a collaborative model, because it is a complex and creative process involving multiple areas of expertise and requiring decision making and intervention at the institutional, program, course and faculty levels (Kang, 2001; Owen & Demb, 2004). A broad base of involvement can be achieved by constituting cross-functional teams of faculty, staff, and administrators to guide course design, development and delivery (Owen & Demb, 2004; Twigg, 2000b). Such broad-based involvement can also be effective in overcoming fear and opposition to technology integration from faculty (Owen & Demb, 2004). Moreover, Twigg (2000b) notes that institutions that fail to see the inherent interdependence among units will view such course redesign efforts using technology as primarily a faculty matter, and predicts that such "efforts will be undersupported and incapable of generating a return on institutional investment" (p. 51).

While emphasizing the need for collaboration to carry out an institutional OL agenda, Cleveland-Innes et al. (2001) also note that such collective action needs to be orchestrated. They assert that it falls upon change agents invested in institutional renewal to facilitate collective action by identifying key players, scripting roles and building relationships. To orchestrate such

collective engagement change agents need to adopt appropriate leadership strategies (Beaudoin, 2002; Otte & Benke, 2006). Otte and Benke state that "given the need for players at every level, leadership is much more about orchestrating the interaction of all the stakeholders than providing direction in a top-down manner" (p. 23). Otte and Benke (2006) assert that the leadership provided in OL "is a matter of bridgework as well as trailblazing" and emphasize that "the people who carry it out need to be aware of complex tasks and multiple roles" (p. 24).

A combination of "central support" and "decentralized action" is called for (Cleveland-Innes et al., 2001). In this combination approach the impetus to undergo transformation emanates from central administration, the strategic direction and the vision for change are set by institutional leadership and decentralized collaborative efforts are forthcoming from faculty and students (Cleveland-Innes et al., 2001). The administration encourages early adopters and lone rangers to begin exploring the use of instructional technologies by offering seed money and equipment (Owen & Demb, 2004). In addition, several faculty champions emerge and serve as a "grass-roots impetus for change" (Owen & Demb, 2004, p. 645). The leadership of faculty champions can be effective only if institutional leadership is behind it and the college administration, by providing ongoing support, is "the leadership 'behind the leadership'" (Owen & Demb, 2004, p. 645). Abel (2005) concludes in his study that "the most successful institutions have done a balanced and masterful job of combining top-down and grass-roots leadership, achieving strong faculty buy-in" (p. 22).

Summary of the Study

Purpose of Study

In this investigation I sought to gain insights about implementing institution-wide online programs by examining the online efforts of universities successful in online education. The purpose of this study was to first identify best practices and leadership strategies for establishing

sustainable online initiatives, and then to develop a model for moving to OL that encapsulated these practices and strategies. A framework for leading organizational change was used to guide this research. The specific research questions that guided this study and the phases of this investigation are described next.

Research Questions

Best practices and leadership strategies. The first phase of this investigation involves identifying best practices and leadership strategies for OL implementation. The research questions pertaining to the first phase are:

1. Who are the change agents leading the establishment of OL initiatives?

2. What strategies help motivate the move to OL?

3. What are the goals for OL and what strategies are used to communicate them?

4. What strategies help develop political support for OL?

5. What strategies are used to manage the transition to OL?

6. How are the outcomes of the OL initiative measured?

7. How is the quality of the OL initiative ensured?

8. What strategies sustain the implementation of OL?

9. What is the role of institutional leadership in establishing successful OL initiatives?

10. What is the role of the OL leader in establishing OL initiatives?

11. What approaches do institutions use to implement online initiatives? Approaches to be considered include:

   - A faculty-led approach;

   - An executive leadership driven approach;

   - Other approaches to be identified.

12. How do institutions define and measure success in OL?

Model development. The research question for the second phase which involves model building is:

13. What is the model for OL implementation that encapsulates best practices and leadership strategies?

Definition of Terms

Important terms used in this study with a specific meaning are:

- OL Leader - A person with the responsibility of implementing online courses and programs institution-wide.

- Online Course - A course where 80% or more of the course content is delivered online with no face-to-face meetings (Allen & Seaman, 2007).

- Online Program - Entire programs of study that are available online and can be completed fully by taking online courses.

Limitations of the Study

Eleven institutions successful in implementing large-scale online courses and programs and ten individuals heading the online initiatives at these institutions were included in this investigation. Three of the participating institutions were university systems, four were master's and four research level universities. As such this sample size was small, but also the number of participants in each category was small. Participating institutions were chosen, primarily, on the basis of their reputation as successful providers of online education. No other objective measures of success in OL were applied in making the participant selection. It is assumed that an institution is spoken of as a leader in OL because it actually excels in delivering instruction online. It is entirely possible that an institution's reputation is not borne out by actual data.

Consequently, this research may contain a selection bias. Participating individuals were asked to describe their experiences in migrating courses and programs online during one-on-one interviews. Due to time constraints all the participants were not able to address all the interview questions and describe their practices exhaustively. This study identified best practices and leadership strategies for establishing online programs based on the experiences of institutions successful in OL. Admittedly there might be institutions that remain unsuccessful in their online efforts despite deploying similar practices and strategies. Since only successful institutions were included in this study, this likelihood could not be explored.

Significance of Study

This study is of interest to universities, departments, programs and institutional leaders already engaging in or desiring to embark on online education. Several researchers list success factors for OL, but few provide a theoretical framework for establishing institution-wide online initiatives. Also, many of these studies are not based on the premise that establishing large-scale online programs is a matter of leading organizational change. This investigation is different from some of these studies in that it not only identifies best practices and leadership strategies for OL implementation but it also encapsulates these practices and strategies into a model. This research is also significant because it focuses on the notions of change and leadership, and offers a comprehensive approach for the migration to OL that is rooted in principles of leading organizational transformation. Furthermore, this investigation redresses the dearth of literature on the topic of OL leadership; it particularly sheds light on the leadership provided by the principal change agent, i.e., the OL leader. Aspiring and existing OL leaders could adopt the leadership strategies described in this research to be more effective in planning wide-scale online initiatives. Measures for OL success identified in this study complement the existing meager

literature on this topic. Institutions already engaging in OL and those planning new online initiatives may use this study's findings to measure and enhance the success of their online efforts.

CHAPTER 2

METHODOLOGY

The primary purpose of this study was to determine best practices and leadership strategies for the successful establishment of online learning (OL) at universities. The second objective in this study was to develop a model for implementing OL, encapsulating these practices and strategies. Using a framework for leading organizational change, universities with sustained successes in OL, and individuals with lead responsibility for diffusing OL at these institutions were examined. This chapter describes the selection of participants, the research design, the instrumentation, and the procedures for data collection and data analysis.

Participants

The participants in this study were both institutions, and individuals. Eleven universities successful in providing online education and ten individuals leading the implementation of OL at these institutions participated in this study. The participants were located in different parts of the United States.

Selection criteria. Participating institutions were selected on the basis of their reputation as key players in the online education arena. In addition, participating institutions needed to be under public control, and at the research or master's level as per the Carnegie classification. Selected institutions should also have been in the business of OL for at least five years. One exception was made by including an institution that had established its first online offering only about four years prior to the time this study was conducted.

Specifically, the selection criteria stipulated participating institutions:

1. Have the reputation for being a leading provider of online education;

2. Offered their first online program at least five years prior to the date of the study;

3. Be under public control; and

4. At the research or master's level as per the Carnegie classification.

Ten individuals in leadership positions, and directly involved at the institutional-level in establishing online courses and programs at these institutions were selected for participation in one-on-one interviews. Individuals needed to hold lead responsibility for institution-wide implementation of the online initiative to be eligible for participation in this study. They could be high-level administrators, department heads, or faculty but the critical aspect was that they functioned as institutional change agents in the transition to online education. Specifically, in selecting the participating individuals the main criteria were that these individuals were:

1. In leadership positions, and directly involved at the institutional-level in establishing OL at their institutions; and

2. From universities under public control and at the research or master's level deemed successful in the OL arena.

Additionally, individuals selected:

1. Were recognized for their contribution to the field of online education with awards;

2. Presented and/or published about OL and leadership strategies at national and international conferences on OL; and

3. Were involved in leading cross-institutional studies on OL initiatives.

Participant selection. Participant selection was completed in several iterations. To begin with I compiled a preliminary list of ten potential participating institutions and individuals leading the OL initiative at these institutions, i.e., the OL leaders. This preliminary list was refined after the pilot study. The pilot study participant proposed the names of other institutions and individuals for inclusion in the study. Based on the selection criteria six institutions and OL

leaders were chosen in the first iteration, and these individuals were contacted via email. Three of these individuals consented to participate in this study. The remaining seven participants were selected in subsequent iterations.

Each OL leader that was interviewed suggested the names of other potential participating institutions and individuals. Some names were proposed by more than one OL leader. A few times only the institution was named. In such instances, I pursued several leads and identified the individual charged with implementing OL at that institution. Each time, from the names recommended, I made a selection. While some institutions proposed by the OL leaders enjoyed the reputation of being successful providers of online education, they were either under private control, or were baccalaureate, associate or special focus institutions according to the Carnegie classification. These institutions were not considered for inclusion in this study.

Likewise, some of the individuals proposed did not match the selection criteria. For example, the names of some individuals who established online offerings at the college, department or program level were recommended for inclusion in this study. Also, individuals renowned for expertise in online pedagogy, and, or extensive experience in teaching online were recommended. But such individuals were not responsible for the institution-wide adoption of OL and so were not considered for this study.

In all instances an email soliciting participation in an in-depth interview was sent to each of the prospective participants of the study (see Appendix B for a copy of this email). The email provided information about the researcher, the purpose of the study, and the anticipated duration of the interview. An informed consent form was attached to this email as well (see Appendix C for a copy of this form). Participants were assured of confidentiality and anonymity of responses.

Where the prospective participants did not respond to the first email solicitation, follow-up emails were sent. At least four individuals expressed their willingness to participate, but ultimately did not. While three of them failed to respond to subsequent emails, the fourth person was unavailable for an entire semester. A total of ten OL leaders were interviewed for this study.

Research Design

This research was designed as a qualitative study and was comprised of two phases. During the first phase I was interested in identifying best practices and leadership strategies for OL implementation, while the second phase of this study had to do with model building. In Phase One in-depth, one-on-one interviews with the ten participating OL leaders were conducted, and rich descriptive information about their experiences in establishing online education were collected. Using qualitative methods these data were analyzed to identify themes and patterns. Best practices and leadership strategies were identified from the emerging commonalities in the data. During Phase Two the practices and strategies identified in the first phase were synthesized and a model for implementing online initiatives was developed.

Instrumentation

The primary instrument used for data collection in this study was a one-on-one interview of the OL leaders. Four prominent change management models (Kotter's Eight-Stage Process, the Cummings and Worley Model, the Whetten and Cameron Model, Pascale and Sternin's Positive Deviance Model) served as a framework for building the interview questions and a guide for data collection. The interview questions were closely related to the steps and strategies for leading organizational change. Additionally, these questions also sought to gather information about the institution, its online offerings, the principal change agent (i.e., the OL leader), and institutional leadership. Lastly, information was sought about the approach taken by

the institution for OL implementation, and how it defined and measured OL success. Specifically, the interview instrument was used to gather information about the:

- Demographics of the participating institution;

- Size, scope, and history of the online initiatives of the participating institution;

- Principal change agent leading the diffusion of OL, i.e., the OL leader;

- Implementation process, which included, but was not limited to the following:

    ❖ Motivating the move to OL;

    ❖ Creating and communicating goals for OL;

    ❖ Developing political support for OL;

    ❖ Managing the transition to OL;

    ❖ Measuring outcomes of the OL initiative;

    ❖ Ensuring quality of OL; and

    ❖ Sustaining the implementation.

- Role of institutional leadership in establishing successful OL initiatives;

- Role of the OL leader in the institution's online initiatives;

- Type of approach taken by the institution to implement OL; and

- Definition and measures of success in OL.

See Appendix D for a copy of the interview instrument.

Data Collection

The primary data source was the one-on-one interviews with the ten individuals leading OL implementation at their institutions. Four interviews were held via videoconferencing using the software Skype and had both video and audio elements, while the fifth interview had only audio. The remaining five interviews were conducted over the telephone. All the interviews were

recorded, albeit only the audio portions, using digital audio recording software and devices. The duration of the interviews ranged from 88 minutes to 45 minutes, with the average length being 60 minutes. The shortest interview lasted only about 45 minutes, because the participant indicated, during the course of the interview, that he had other commitments and had to leave. As a result some interview questions were not presented to this participant. The interviews were transcribed by me. All of the participants, with the exception of one, were situated at their place of work during the interview. Where necessary, additional information was requested or clarification was sought from the OL leader via email. The one-on-one interviews took place on a date and at a time convenient to the participants. The ten interviews took place over a span of about four months, from December 2008 to March 2009. Extant data about the participants were also collected from the institution's website, and other online sources.

Pilot Study

A pilot study of the first phase (the one-on-one interview, and the data analysis) was conducted. For the pilot study an institution with the reputation of sustained success in OL, and an individual with lead responsibility for establishing online education at this institution was selected. The institution selected was under public control, classified as a Research I institution, and had been offering online programs for more than five years. The individual selected for the pilot study was distinguished for his contributions to the field of DE and OL, was an active participant in and organizer of conferences on OL, was involved in different studies about OL, and had published on the implementation of OL. An email explaining the nature of the study and with a request to participate in an interview for the pilot study was sent to this individual (see Appendix A for a copy of the email).

Pilot data collection. The one-on-one interview was held in September 2008 at a time and place convenient to the pilot study participant. It took place via videoconference, using the software Skype, and was recorded using a digital audio recording device. The interview lasted 67 minutes. At the conclusion of the interview the pilot participant was asked to critique the set of questions posed during the interview, and to comment on its duration. The pilot participant indicated that the interview questions helped provide the necessary structure for eliciting pertinent information for the purpose of this study, and that the interview length was appropriate. The pilot participant also agreed to review the preliminary list of participants compiled by me. Upon doing so, the pilot participant provided in a subsequent email a list of eight institutions and individuals for inclusion in the study.

No major changes were made to the list of interview questions. However, the sequence of interview questions was changed to allow a better flow of conversation with the participant and a more natural progression of the interview questions. The version of the software used for audio recording this interview entailed some technical limitations. So changes to the software were made based on the pilot study. Also, two other devices for digital sound recording were selected for use in subsequent interviews.

Pilot data analysis. Upon completion of the pilot interview, a transcript was produced. The transcript was read, and parts of the interview text representing a theme or a strategy relating to OL implementation were highlighted. The key themes were then entered into a Microsoft Word document along with the corresponding text from the interview. The themes were then clustered together and mapped to the research questions. Based on the data analysis of the pilot interview an attempt was made to draft a preliminary version of a model.

In reviewing the data analysis of the pilot interview I saw the need to break the transcript into smaller chunks of text. This allowed a greater number of themes to be identified. Using a Microsoft Word document to code the data proved to be cumbersome and tedious. After the pilot data analysis a decision was made to use a Microsoft Excel spreadsheet for coding the data.

Data Analysis

The primary data analyzed were the one-on-one interviews with the OL leaders. First, each interview transcript was read, and the data searched for evidence of a practice, strategy or phenomenon pertaining to OL implementation. When such evidence was found the text was highlighted and ascribed to a tentative theme describing the OL practice, strategy or phenomenon. Examples of themes are "selling OL", or "dealing with resistance to OL". A Microsoft Excel spreadsheet was created to organize the data. One column was created for each of the ten OL leaders. Each piece of highlighted text representing an implementation practice, a strategy, or phenomenon, was entered into the Excel spreadsheet. In most instances the theme was also entered along with the text in the cell. Each cell also had numbers referring to the page number and line number on the transcript from which the highlighted text was extracted. Thus, each cell in the Excel spreadsheet had evidence of an OL practice, a strategy, or a phenomenon along with the theme description and reference numbers.

All the ten transcripts were analyzed in this manner. The transcripts were read several times to identify similarities and patterns. OL practices, strategies, and phenomena with similar themes were grouped together and then assigned to a preliminary category. The category names were entered as the row headings in the left-most cell on the spreadsheet. In most instances there were multiple rows of data in the Excel spreadsheet for each category. Related categories were then clustered together in the Excel spreadsheet and each of these groupings was given a section

heading. The section heading was entered into an entire row on the spreadsheet after the cells in that row were merged. The research questions influenced these groupings. Related categories, along with the section heading were mapped to a research question. The procedure for analyzing and coding data followed loosely the following steps:

First analysis.

1. Read transcript.

2. Highlight text providing evidence of a practice, a strategy or a phenomenon.

3. Identify a tentative theme that describes the highlighted text.

4. Finish steps 1 and 2 for all transcripts.

Coding.

5. Enter highlighted text into Excel spreadsheet.

6. Also, enter the line number and page number into the cell.

7. Write down the theme of each segment of highlighted text, i.e., each cell, if readily apparent.

8. Identify a tentative category for the theme and enter it as a row heading.

9. Assign the cell to a particular row, i.e., a category.

10. Group related categories.

11. Create a section heading for related categories.

12. Assign related categories, along with the section heading to a research question.

These steps were iterative and repetitive. Having the data on a spreadsheet enabled me to recognize existing patterns in the data. By being able to move the cells around, I also found new themes and categories, and new ways to group the categories. Groupings and relationships that were not readily apparent after processing the transcripts became more discernible on the

spreadsheet. As the data analysis progressed some of the themes and categories originally identified were renamed; some of them were collapsed, and some new ones emerged. The spreadsheet also showed gaps in the data analyzed, leading me to go back to the transcripts and review the raw data. The information gathered from the institutional websites, and other online resources helped me gain background information about the participants.

The categories (i.e., the row headings) described in the Excel spreadsheet led to identifying the best practices and leadership strategies for OL implementation. Once the major practices and strategies were identified, using the evidence in each cell, the frequencies of these practices and strategies were noted down and depicted in tabular form in Chapter 3: Results.

Phase Two of this study involved the synthesis of the data and model development. The categories on the Excel spreadsheet (i.e., the row headings) and the groupings (i.e., the section headings) helped form the structure of the model for establishing online education. The development of the Leadership and Change Model for OL implementation is described in detail later (see "Model Development", Chapter 4, p. 311).

Summary

Eleven institutions with the reputation for being successful in online education, and ten individuals charged with establishing OL at these institutions were selected to participate in this study. This research was designed using qualitative principles and was comprised of two phases. During the first phase best practices and leadership strategies for implementing OL were identified. Phase Two involved developing a model encapsulating these practices and strategies. Data were collected predominantly through one-on-one interviews with the ten participants. Qualitative methods were used to analyze data. A pilot study was conducted with one institution

and one individual meeting the selection criteria. Table 2 provides a summary of the research

questions, the corresponding data collection instrument and analysis technique.

Table 2

Research Questions, Data Collection Instrument and Analysis Technique

Research Question	Data Collection Instrument	Analysis Technique
Pre-Study Background Investigation	1. Participant's website 2. Other online sources such as press releases, newsletters, and interviews 3. Journal articles and other publications	Material was reviewed to gain an impression of study participants
Phase One: Best Practices and Leadership Strategies		
1. Who are the change agents leading the establishment of OL initiatives? 2. What strategies help motivate the move to OL? 3. What are the goals for OL and what strategies are used to communicate them? 4. What strategies help develop political support for OL? 5. What strategies are used to manage the transition to OL? 6. How are the outcomes of the OL initiative measured? 7. How is the quality of the OL initiative ensured? 8. What strategies sustain the implementation of OL? 9. What is the role of institutional leadership in establishing successful OL initiatives? 10. What is the role of the OL leader in establishing OL initiatives? 11. What approaches do institutions use to implement online initiatives? Approaches to be considered include: • A faculty-led approach; • An executive leadership driven approach; • Other approaches to be identified. 12. How do institutions define and measure success in OL?	1. One-On-One Interview 2. Follow-up questions	1. Interview transcripts were searched for themes 2. Themes were grouped into categories 3. Categories were grouped and mapped to research questions 4. Frequencies noted
Phase Two: Model Building		
13. What is the model for OL implementation that encapsulates best practices and leadership strategies?	1. One-On-One Interview 2. Follow-up questions	Synthesis of Phase One data

CHAPTER 3

RESULTS: BEST PRACTICES AND LEADERSHIP STRATEGIES

This study examined the online activities of eleven institutions successful in online education. Participants in this study were both institutions successful in OL, and individuals that led the online initiatives at these universities. As a first step in this research best practices and leadership strategies for implementing online learning (OL) were identified. Next, a model for establishing sustainable online programs, encapsulating these practices and strategies, was developed.

From existing change management models five major phases involved in leading organizational change were identified and used, loosely, as a framework for examining participants' move to OL. These five phases included motivating change, creating and communicating goals, developing political support, managing the transition, and sustaining the implementation. In addition, to understand participants' migration to OL how participants measured outcomes and ensured quality, the role of institutional leadership in, the role of the OL leader in, and the institutional approach to establishing OL, and how participants defined and measured OL success were also reviewed.

The results presented in Chapter 3 are organized according to the research questions 1 – 12. First, I describe the study participants in Chapter 3. Then I present best practices and leadership strategies for OL implementation as they relate to: motivating the move to OL, creating and communicating goals for OL, developing political support for OL, managing the move to OL, measuring outcomes of OL, ensuring its quality, and sustaining it. Then, I discuss commonalities corresponding to the role of institutional leadership, the role of the OL leader, the institutional approach to establishing OL, and defining and measuring OL success. Chapter 4 will describe model development and the components of the model.

Participants

Participating Institutions

In this section eleven institutions successful in providing online education and their online initiatives are described. First I will provide an overview of the participating institutions. I have changed the names of participating institutions, their campuses, and their OL centers; the names of the States in the U.S. in which they are located have been withheld.

Overview of participating institutions. Eleven institutions were included in this study and they were all under public control. Three of the participating institutions were university systems and eight were individual universities. Four of the individual institutions were classified as research institutions and four were at the master's level as defined by the Carnegie classification; the three university systems included institutions from both classifications.

The three university systems participating in this study have been renamed as US1, US2, and US3 (for e.g., US1 means University System 1). The four research institutions participating in this study are referred to as R1, R2, R3, R4 (for e.g., R1 stands for Research Institution 1). The four participating institutions at the master's level are called M1, M2, M3 and M4 (for e.g., M1 is Master's Institution 1).

Ten of the institutions had tenure-track faculty, while only one institution had a non-tenure system. The institutions varied in size from 5000 to 196,000 students. At eight participating institutions there was an institutional history of involvement with distance education (DE). At nine participating institutions there were specific centers or units that had oversight for all aspects of OL implementation. Some of these centers were dedicated for OL, while others were DE, distance learning, professional development or instructional technology entities. Some of these DE/OL units were responsible for the online programs of their individual

institutions, or campuses; others had jurisdiction for all the campuses that were part of their university system. Refer to Table 3, p. 75 for more specific information.

The first online program was established between the mid and late 1990s at seven participating institutions, in the early 2000s at three, and in 2005 at one. Thus seven institutions in this study have been in the business of OL for more than 10 - 15 years, two for about nine years, and the remaining two for about five years.

Online enrollments at participating institutions ranged from 3368 to 196,000. There was also a wide range in the number of online programs offered by the institutions. M4 offered a little over 115 fully online programs, while M1 had only two online programs. Even though there are significant differences in the number of online programs offered and the number of online enrollments, all the participants had experienced an unprecedented increase in online enrollment since establishing their first online program.

The online degrees offered at participating institutions ranged from PhD, master's, and undergraduate degrees to certificate programs. While US1 offered online programs at all the levels, R1 did not offer any PhD online programs, and M1 offered only one graduate program online. The first online program established at participating institutions was in a variety of disciplines including Business, Educational Technology, Social Science, and Liberal Studies. In most cases the first program that was moved online was chosen strategically and this is discussed later (see p. 155).

Table 3 presents the details of the participating institutions and their online initiatives. Specifically, Table 3 describes the:

- Institution's size, details of its OL unit, and the OL unit's scope;
- Presence of an institutional history in DE;

- Discipline of the first online program;

- Date when the first online program was established at these institutions;

- Number of years these institutions have been in the business of OL; and

- Number of online enrollments and online programs.

Following Table 3 the individual institutions participating in this study are profiled.

Table 3

A Description of Participating Institutions

Institution[1]	Category	No. of Students[2]	No. of Campuses	OL, DE or IT Unit	Scope	History of DE	1st Online program area	Year of 1st online programs	Yrs in OL	Online Enrollment in Year 1	Online Enrollment 2008-2009	No. of Online programs[2]
US1	research and master's	196,000	15	OL	all campuses	Y	MBA (Mgmt.), Master's (Ed. Tech.)	1999	10	800 (1999 - 2000)	16,000	30
US2	research and master's	61,000	5	OL	all campuses	Y (CE)		2001[3]	8	5009 (2001-2002)	40,020	over 80
US3	research and master's	70,000	3	OL	all campuses	N	Liberal Studies & MIS	1998	11	___	___	103
R1	research (very high)	23,000	4	DE	Campus 1	Y	Social Sciences	Mid 1990s	14	2,322 (ca. 1997-1998)	13,115	11
R2	research (very high)	22,500	39 sites	DE	all sites	Y	Parks & Recreation Mgmt.	2000	9	261 (2000-2001)	3368	64
R3	research (high)	50,000	10	[4]	R3	N	Education	1996	13	645 (1996-1997)	53,000	17
R4	research	27,000	60 locations	DE	all R4 locations	Y	degree completion & Audiology	2003	6	7000 (ca. 2006)	14,000	6

[1] Names of participating institutions have been changed.
[2] Source of all figures in this Table is either the university's website or the participants.
[3] Campus 1 of US2 offered its first online program in 1996.
[4] Three units are associated with OL. See profile of R3.

75

M1	master's (larger programs)	10,000	2	IT	M1	Y	Education	2005	4	1098 (2005-2006)	4545	2
M2	master's (smaller programs)	9750	34 locations	DE	undergrad. programs at M2	Y	Business Programs	1996	13	100 (1996 Fall)	25,000 seats	11[5]
M3[6]	master's (larger programs)	5000	1	IT	M3	N	Liberal Studies & MIS	1998	11	less than 500 in 1998	10,000	16
M4	master's (larger programs)	50,707 (USA) 86,471 (USA, Asia & Europe)	150 locations	no specific unit	all M4 locations	Y	Account. & IT	1994	15	110, 1994	196,000	117

CE – Continuing Education

Ed. Tech. - Educational Technology

MIS - Management Information Systems

IT - Information Technology

Mgmt. - Management

Account. - Accounting

Undergrad. - Undergraduate

---

[5] 11 areas of study, but multiple degrees are possible.
[6] M3 is one of the three campuses of US3.

Next, I will present a profile of each of the eleven participating institutions.

University system 1. Every one of the University System 1 (US1)'s fifteen campuses has a president, a provost, and unique faculty; each campus is also individually accredited. US1's OL unit is not an individual institution but an "aggregator", a unit that is central in the US1. It works with all of US1's campuses and helps them put their programs online. Although the individual institutions comprising the US1 are not required to go through US1's OL unit, about 98% of the fully online degree programs of the US1 are offered through US1's OL unit. The institution has a history in DE and had been offering videoconferencing courses. The first online programs were a MBA in General Management, and a Master's degree in Educational Technology. The online enrollment at US1 has increased exponentially, from about 800 in the academic year 1999-2000 to about 16,000 in 2008-2009.

University system 2. The University System 2 (US2) has four campuses and the fifth is a medical school. US2's OL unit is an umbrella organization for the US2 and works with all five campuses to put their programs online. Historically, all the campuses in this university system had very strong Continuing Education operations. US2's OL unit has enjoyed a growth of 20-30% a year since its inception in 2001. US2 started with an online enrollment of about 5000 during the academic year 2001-2002, and had an online enrollment of about 40,000 during the academic year 2008-2009.

University system 3. University System 3 (US3) has three campuses. The individual who had lead responsibility for the online initiatives of the entire system for ten years has more recently been closely involved in championing OL at one of the three campuses of US3, Campus 3. Therefore, both the university system, US3, and the individual campus, Campus 3, have been

included in this study as separate institution data. US3's OL unit was responsible for the online programs of all three campuses in the system.

Campus 3 of the University System 3, referred to as Master's Institution 3 (M3), is also included in this study. M3 had an online enrollment of about 10,000 in the academic year 2008-2009, amounting to about a third of all enrollments at M3. At this location the online enrollment was less than 500 when they first moved to OL during the academic year 1998-1999. The Instructional Technology Unit at Campus 3 facilitates the creation of online programs at M3. M3 went online with a Bachelor's degree completion program in Liberal Studies, and a graduate program in Management Information Systems (MIS).

Research institution 1. Research Institution (R1) has four campuses, but only the one at Campus 1 (the main campus) is included in this study. The DE unit at R1 works primarily with the Campus 1 to put programs online. It has also just started helping their other campuses with OL. R1 is a land-grant institution serving large rural areas. At R1 a distance degree program was established in 1992 that used a combination of pre-produced video and telephone-conferencing. The first asynchronous distance degree program that it offered was in Social Sciences. It has experienced an enrollment growth of about 22% in recent years and online enrollment has significantly increased from about 2,322 during the academic year 1997-1998 (this was not the first year of its online offerings, but this time period is close to the beginnings). In the 2008-2009 academic year it had about 13,000 online enrollments.

Research institution 2. With a 40-year history in outreach and distance learning Research Institution 2 (R2) has 39 physical sites throughout the state. While some of the campuses have as many as 1200 students, others in rural locations have as few as 20 or 30 students. At R2 the distance learning entity is responsible for DE programs at all of its physical sites. Because of the

mandate within its mission to serve an outreach function R2 has had an institutional history of moving faculty first in buses, and then in airplanes to remote parts of the state to provide instruction. In 1989-1990 a videoconferencing system was created at R2 to connect various physical sites around the state. The first online program that it offered was in Parks and Recreation Management. About a decade ago approximately 12% - 15% of R2's enrollments came from off-campus students. In the last 9 years the number of off-campus students has doubled, accounting for approximately a third of the total student population. In the year 2000-2001 the number of students served by online programs was 261, and this grew to 3368 in the year 2008-2009.

Research institution 3. The Research Institution 3 (R3) has grown rapidly to be the sixth largest university in the country by enrollment. R3 was established about 43 years ago and is relatively a young institution. Despite its Carnegie classification as a Research 1 (High) institution, faculty are focused more on teaching rather than research. At R3 three units are associated with the online initiative. One entity focuses on distributed learning, the second on course development and online services, and the third unit is devoted to research on teaching. The current economic hardships have not slowed down the rapid growth of the institution, brought about predominantly by online enrollment. R3's earliest online programs were in Education. The number of online registrations at R3 has grown from about 645 in 1996-1997 to about 53,000 in 2008-2009.

Research institution 4. Research Institution 4 (R4) has sixty locations in the U.S., Canada and Mexico. R4's DE entity serves both non-traditional and military students as well as traditional students. R4 was one of the early leaders in DE. Although R4's online offerings are not as large in scale as some of the other participating institutions, it specializes in identifying

unique programs and capturing niche markets. R4's earliest online programs were undergraduate degree completion programs and a doctorate in Audiology. Recently it has had about 10,000-11,000 online enrollments a year. Online enrollment has grown from about 7000 registrations 2.5 to 3 years ago to 14,000 registrations currently. Growing at a rate of about 20-30% a year, their online enrollment has almost doubled in this time period.

Master's institution 1. Master's Institution 1 (M1) is a part of the seven universities that comprise the state university system. Each university has its own distinct mission. The System has a chancellor and the individual universities are headed by a president. M1 is predominantly a commuter campus with only 1500 of its 10,000 students being residential. The Instructional Technology Unit of M1 is responsible for delivering all OL at M1. With a history in DE, M1 has been heavily involved in the use of delivery formats such as ITV and compressed video. The institution has currently only two online programs, but is working on adding more. The first online offering was a graduate program in Teacher Education and Human Development. Its strategic approach for increasing the number of online programs consists of fostering the growth of online and blended courses. It started with 53 online courses in 2005-2006, which increased to 279 online courses in 2008-2009. This strategy has resulted in rapid increases in online enrollment. M1 had about 1098 online enrollments in 2005-2006. This increased four times to 4545 in the year 2008-2009.

Master's institution 2. Master's Institution 2 (M2) is a part of the state university system and is primarily geared towards non-traditional students. Every online program offered by M2 at the undergraduate level runs through its DL unit. At M2 there is considerable variation with regard to the design and title of degrees. Although there are 11 areas of study, students have the flexibility to put together their own degree programs. An exact count of online programs offered

by M2 cannot be arrived at, because multiple degrees can be created by students. The OL unit at M2 is also unique in that it hires and oversees an entire cadre of full-time and adjunct faculty to teach online. M2 has a history in DE and had been offering a small and successful correspondence program until the early to mid 1990s. M2 moved to OL first with its business programs, and with 100 online enrollments. In the last five years M2's online enrollment has grown at 15% per year. It was 25,000 during the academic year 2008-2009.

Master's institution 4. Master's Institution 4 (M4) was established to serve non-traditional students and this has greatly influenced the mission of the institution. Although many traditional institutions in public control may also serve the non-traditional student population, they do so primarily through their continuing education or other such units. In the for-profit sector, institutions, such as the University of Phoenix, have sprung up that meet the needs of adult working students. M4 is unique, in that, it is an entire university in the public sector that is devoted to such students. However, it is highly entrepreneurial in nature, and is therefore set up differently from some of the other participating institutions.

M4 has world-wide operations with those in Europe and Asia being its most prominent global presences. It has about 87,000 students globally and a little less than half of these students are with the U.S. Military or U.S. Government. Most of M4's programs are for-credit, degree programs and not training or non-credit programs. M4 also has a strong tradition in distributed and distance education and it is an integral part of its culture to reach students in remote rural areas. The institution is primarily focused on teaching as opposed to research, and although public does not have a tenure-track system of faculty. Faculty are full time, but are contracted. 80% of M4's offerings are online, with about 95% of its graduate and 85% of undergraduate enrollments online. M4 moved to OL by first offering a graduate course in Information

Technology and undergraduate courses in Accounting. M4's online enrollment has grown significantly from the 110 it recorded in the fiscal year 1994 when it first moved to online programs. During the fiscal year 2009 online enrollments numbered 196,000.

In the next section, the individuals responsible for leading OL at these successful institutions are described and the first research question is addressed.

Participating Online Learning Leaders

The first research question in this study asked "Who are the change agents leading the establishment of OL initiatives?" Ten individuals from the participating institutions were selected to be interviewed for this study. All the ten headed centers or the entities responsible for implementing OL for either the university's entire system or an individual university. These participating individuals are referred to as "OL Leaders" in this study. In this section I will describe OL leaders in terms of their:

- Their current titles;

- Their position in the organizational hierarchy;

- The number of years they have been both with their institutions and in their leadership positions;

- Experience in DE; and

- Educational background.

The names of all the OL leaders, and the gender, in some cases, have been changed.

Position in institution. Participants were situated fairly high in the organizational hierarchy as is evident from their titles (see Table 4, p. 85). Two OL leaders reported to presidents, while five reported to provosts, one to the executive vice-chancellor of the system, and one to the CEO of the OL entity. Their functional areas within the university encompassed

Off-Campus programs, Outreach, Distance Education, Professional Education and Academic Affairs. Two participants started out as faculty members before they took on the role of the champion for OL and of these two, one was a tenured professor. Five of these leaders were female, and five male.

Institutional affiliation. The majority of the participants have a long institutional affiliation. Four participants have been with their institutions for 20 years or more, four for a period of about 10 - 15 years or more and two for less than 5 years. See Table 4, p. 85 for more details on the participants' institutional affiliation.

Online learning leadership experience. Seven of the participants had served in a leadership capacity for the implementation of DE/OL for about a decade or more. In some cases (Ted, Maggie, Dave, Wendy, George) the position held by the OL leader underwent a title change during their tenure, but their jobs as the head of the DE/OL unit remained unchanged. Eight participants have been involved from the time the online initiative was conceived at their institutions. Out of the two remaining OL leaders, one participant, Maggie, has been with US2's OL unit since its second year. The other, Jane, has been at her current position at R4 for only about 2.5 years. Prior to her current position at R4, Jane worked at M4 for ten years during its growth period in online education. Tom headed the move to OL for the US3 for about ten years. Post-retirement from US3 Tom was appointed as a Visiting Research Professor at University System 3's Campus 3 (M3 in this study), where he has been championing OL for the last two years. George oversaw the online initiative at M4 first as dean of the graduate school and then as provost and chief academic officer for a total of about 13 years. For the last two years he is serving as provost (emeritus) and a collegiate professor.

Educational background and experience in DE. While the OL leaders' educational backgrounds varied somewhat, they all had earned a doctorate. Notably, two earned their doctorate in Instructional Technology, with one of the two having completed a dissertation study on the history of development of OL at her institution. One OL leader had a doctorate in DE. Five participants have been in the field of DE for over 20 years and five for about 10 years or more. Thus, either by virtue of their education or their work experience, all the participants had a very strong background in the field of DE. Table 4 provides a summary of participants' educational background, their years of experience and their positions.

Table 4

Background Characteristics of OL Leaders

Participant	Affiliated Institution	Position Title	Position Reports to	Years with Institution	Years in Position	Years in DE	Doctorate in
Ted	US1	Asst. Vice-Chancellor for Academic Affairs and Exec. Director	Exec. Vice-Chancellor	20	About 12	20	Instructional Technology
Maggie	US2	Assoc. Vice President and Chief Academic Officer	CEO, US2's OL unit	About 10	As CAO 4.5 years, as AVP 1.5 years	25 in CE	Adult Learning
Tom	US3	Assoc. VP for Acad. Affairs	Vice president for Academic Affairs	27	10	16	Bioengineering
	M3	Visiting Research Professor			About 2		
Wendy	R1	Dean	Provost	26	About 14	25	Vocational Technology Education
Dave	R2	VP and Dean	President	9	About 9	About 30	Higher Ed Public Policy and Philanthropic Studies
Carrie	R3	CIO and Vice Provost	Provost	About 14	About 14	At least 13	Instructional Technology
Jane	R4	VP and Exec. Director	Provost	2.5	2.5	At least 10	Urban Services
Paul	M1	Associate Provost	Provost	4.5	4.5	9 in CE	English
Beth	M2	Dean	Provost	16	About 10	16	Distance Education
George	M4	Provost and Chief Academic Officer	President	22	About 9	26	Public Administration (DPA)
		Provost Emeritus and Collegiate Professor			2		

Motivating the Move to Online Learning

The second research question in this study asked "What strategies help motivate the move to OL?" In the first part of this section I describe the triggers and motivators that created a readiness in participating institutions for the transition to online education. In the second half I discuss how OL leaders dealt with resistance for the implementation of OL and what they did to sell OL to stakeholders.

Triggering Events and Motivating Reasons

To gain an understanding of participants' motivations and reasons behind the decision to establish online education I asked them: "What triggered the implementation of OL initiatives at your university?" Specific events triggered the institutional move to OL at many participating institutions (US1, US2, US3, R1, R3, M1, M4). At two institutions (US1, US2) external agencies made recommendations that led to the online initiative. In 1996 a system-wide study at the US1 looked at where information technology was headed and proposed using DE to lead a Virtual University (Ted, 88[7]). In the case of R1 a state-wide omnibus survey established both a need, and a market for DE (Wendy, 1731), and the move to online followed almost seamlessly. A senior executive at the US3 had the vision of delivering instruction using online modalities (Tom, 1162). Enrollment decline and shortfall in state funding were triggers for establishing online education at M1 (Paul, 3712). Several thousand students acclimated to learning through technology and at a distance were transferring each year into R3 from the state's community colleges. R3 felt a compelling need to offer these students the same distance learning options that they were used to (Carrie, 2623). For M4 the triggering event was the confluence of three factors, institutional culture, student needs and technology advancements. George explained:

---

[7] The code within the parenthesis refers to the source of this information. For example, in this case this information can be found in the interview transcript of Ted beginning with line 88.

There was an element of opportunity there, we were the right institution, at the
right place, in the right time….you have an institutional culture of trying to serve
students, …, you have a great demographic taking place in North America and
that is the return of the baby boomers to school to further their careers. There
was a great need and demand. And the third factor that was there is ... the
Internet .... It began to become popularized in the early 1990's. (George, 4580)

So M4 simply seized the opportunity and made the move to OL. George remarked: *"Basically, I*
think you could say that we saw the need and responded to it" (George, 4681).

OL leaders indicated that specific motivations were behind their institution's decision to
become providers of online education. The primary reasons included:

- Making education accessible to student populations;

- Making education affordable to students;

- Making pedagogical improvements to enhance quality of instruction;

- Meeting student needs;

- Increasing enrollment and revenue;

- Availability of internet technologies; and

- Being innovators and visionary.

Most participating institutions could avail of start-up funds (see p. 152) which increased their
readiness for moving to OL. I will discuss these reasons for OL implementation in detail next.

Increasing access. Participants believed that OL offered ways to increase access to
education for many of its student constituencies (Maggie, Tom, Wendy, Dave, Carrie, George).
Providing access to education has traditionally been an important part of the mission of those
participating institutions that serve large rural populations (for e.g., R1, R2, and M4). In the early

1990s people in rural areas in the state could get started on a degree, but had no way of finishing it. Going online helped these institutions reach rural populations. George stated *"…it was part of our culture to try to reach students out in the boondocks and in the rural areas…and we thought this [OL] would be a good way of doing it"* (George, 4564).

The US2 felt that establishing an umbrella organization for online education for the entire university system would help extend the reach of its individual campuses. Maggie stated:

> *…the need was seen for a unified brand. The Chancellor at … [Campus 1 of US2]*
>
> *was interested in going beyond what he called his Zipcode-Reach. And the other*
>
> *Chancellors also bought into that. They saw the need for it.* (Maggie, 507)

Maggie pointed out "*we could have fallen into the trap of doing it [OL] only for the money*" but the biggest reason for pursuing the online initiative was the fact that "*we really did see that it [OL] was a very unique way and a very good way to provide access to a [US2]… education to people that we ordinarily would not reach*" (Maggie, 501).

Increasing affordability. Making education affordable to students was another motivator (Dave, Carrie, Jane, George). George pointed out that *"you are not accessible if your programs are out of everybody's reach. So, the affordability goes along with access"* (George, 5037). However, according to George, *"using the technology as a leverage and using some good systems thinking as a leverage"* (George, 5036) programs can be made affordable. Going online not only helped institutions achieve their mission of reaching people but it enabled them to do so in a cost-effective way. Dave explained:

> *…since we are serving so many rural areas around the state, the web is an ideal*
>
> *way to aggregate students, one here and two there and one over there and be able*

to bring them together in a large enough cohort to make it financially feasible to offer the degree programs. (Dave, 2215)

Likewise, Jane noted:

Scale is nice, because with face-to-face we do, especially if you do extended learning, we bring up different sites, some of those classes you really want to offer, but you are never going to get more than five or ten people in them. So it is not efficient to offer them anywhere. At [R4] … we fly our faculty out when teach a course…. So it can get rather expensive…. And, so online gives you an opportunity to do that with a little bit less of a travel. (Jane, 3292)

R3 also experienced a 42% shortage of classroom space in 1995, and it had the same scarcity of classrooms even at the time of this study despite adding new buildings (Carrie, 2659). OL offered a way for R3 to be unhampered by this paucity of physical space and to continue to make education accessible in an affordable manner.

Pedagogical improvements. Academic motivations and pedagogical reasons also drove the decision to pursue the online initiative (Wendy, Carrie, Beth). Institutions that were already engaging in DE, such as R1 and M2, were driven to OL primarily by the aspiration to improve the quality of instruction in their existing DE courses. Beth noted "*we continued to believe that in order to provide a quality education we needed to move to the online environment, not with the correspondence*" *(Beth, 4038)*. The reason for adopting online modalities for delivering instruction, Wendy stated, was "*the recognition that pedagogically there were a lot of things we could do online that we couldn't do with pre-produced videotape*" *(Wendy, 1712)*.Two participants stated that they were looking to improve student interaction in the instructional setting (Carrie, Beth). While Carrie was particularly interested in increasing interaction in large

enrollment classes (Carrie, 2657), Beth was interested in improving both student-student and faculty-student interaction in their existing correspondence courses (Beth, 4012). Furthermore, Carrie sought to improve student learning outcomes (Carrie, 2657), and Beth was interested in increasing course completion and degree completion rates (Beth, 4114). OL, they realized, would offer them opportunities to bring about the desired pedagogical improvements.

Meeting student needs. Wanting to meet students' needs for convenience and flexibility influenced the transition to online education as well (Wendy, Carrie, George). Participants wanted to accommodate students' preferences for not having to be on campus. George observed that when they put their first courses online intending to reach their rural students:

> *...surprise, surprise the first wave of online enrollments didn't come from those*
>
> *students. It came from students who are located around the ... area and normally*
>
> *went to our on-the-ground classes. They discovered that ... it is more convenient*
>
> *not to ride .... They can do it anytime they want to, online. (George, 4565)*

So, in addition to reaching remote students, OL allowed participating institutions to meet the needs of student populations from their traditional geographic service area as well. Carrie observed: *"...essentially online learning allows you to focus programs on all three constituents..."*, On-campus, Near-Campus and Far-from-Campus (Carrie, 2782). Students' preferences for technology-mediated learning could also be addressed by delivering instruction online. R3 established online education as a way of meeting the learning preferences of the incoming student population that was used to learning through technology (Carrie, 2628).

Increasing enrollment and revenue. The desire to increase enrollment and revenue drove some participants to pursue the online initiative (Maggie, Wendy, Paul, Beth). When asked about the trigger for M1's move to OL Paul responded:

Enrollment. We have had an enrollment decline, our funding from the state has remained flat, which means over time it is a smaller and smaller percentage of our overall budget, which means we are more and more tuition dependent than we ever have been. We have seen eroding enrollments, particularly in our commuter population…. The vast majority of our students are commuters, and they are leaving us at the rate of 1% or 2% a year for more attractive options, presumably for online competitors and to a certain extent they are going to community colleges if there is a lower division for cheaper alternatives. We see online enrollment as really a strategy for…first, stabilizing and then reversing our enrollment decline. (Paul, 3712)

M2 believed that transitioning to an online delivery of instruction would increase the marketability of its DE programs and so it was also a marketing decision (Beth, 4030).

Even though Maggie stated that reaching people was the primary objective in providing online programs, the revenue, it could be surmised, was a secondary reason. Maggie remarked, "*The revenue is a nice piece of that [OL], and god knows we love it*" (Maggie, 503). Falling enrollment was not the main factor that preempted the move to OL at Wendy's institution; however, it strengthened the motivation to continue with it. Wendy stated:

…not so much when we started in early 90's, but certainly by the mid to late 90's ….The enrollments on the campus were falling … as an institution we would have to give money to the legislature had we not had the online programs and the growth from those programs. (Wendy, 1809)

Availability of technology. The rapid popularization of the internet as a technology tool in the mid 1990s was the primary triggering factor for OL adoption at many of the participating

institutions (Ted, Wendy, Dave, Beth, George). George stated *"...you have an institution ready to respond, you have the technology revolution and you have a great demand. So, that was the boost that put us at the forefront in the 1990s"* (George, 4596). Wendy reflected that *"...just availability [of internet technology]"* (Wendy, 1712) influenced the shift to delivering instruction online at R1.

Being innovators and visionary. The adoption of OL also resulted from the fact that many of the participants were visionary and far-sighted about the internet revolution (Ted, Tom, Wendy, Carrie, Beth, George). Wendy recalled making the case for the change to OL to students by presenting the viewpoint: *"[OL] is the future, you need to do it"* (Wendy, 1719). OL leaders were innovators that saw early on that online education was going to be dominant in the future of higher education and so they essentially *"ran with it"* (Ted, 97). Beth stated: *"We really did believe that this [OL] was where institutions were going to be heading and ... that we needed to keep ahead of a wave"* (Beth, 4030).

Summary of triggering events and motivating reasons. Increasing access (n=7) and the desire to be innovators and visionary (n=7) emerged as the top two motivators for OL implementation in this study. The third most frequently cited reason was the availability of technology (n=5). Making pedagogical improvements, and meeting student needs were the least frequently cited motivators (n=3).

Out of the total seven reasons that emerged in the data, R1 had the highest number of reasons (six) for establishing online education, followed by M4 and R3 with five reasons each suggesting that these institutions had strong motivations for entering the online arena. Table 5 provides a summary of the triggering events and primary motivations that led to the move to OL.

Table 5

Triggering Events and Institutional Reasons for OL Implementation

Institution	Triggering Event	Reasons for OL Implementation						
		Increasing access	Increasing affordability	Improving pedagogy	Meeting student needs	Increasing enrollment/Revenue	Availability of technology	Being innovators and visionary
US1	System-wide study by external consultants						x	x
US2	System-wide study by external consultants	x				x		
US3	Presidential mandate	x						x
R1	State-wide survey	x		x	x	x	x	x
R2		x	x				x	
R3	Student needs	x	x	x	x			x
R4			x					
M1	Enrollment decline					x		
M2				x		x	x	x
M3	Presidential mandate	x						x
M4	Confluence of institutional culture, student needs, and technology advances	x	x		x		x	x

In the first half of this section I presented data about what motivated institutions to begin offering online courses and programs. In the next part of this section I will discuss how OL leaders motivated others at their institutions to adopt OL.

To ascertain measures participants took to motivate their constituencies to move to OL I asked them: "How did you establish a need for OL? Was a sense of urgency created? If so, how was this done?" Strategies deployed by participants to motivate the move to OL could be grouped into two categories and included:

- Overcoming resistance to OL; and

- Selling the move to OL.

First, I will describe strategies in the category "Overcoming Resistance to Online Learning".

Overcoming Resistance to Online Learning

Most OL leaders experienced strong opposition to the implementation of online education (Ted, Tom, Wendy, Jane, Paul, Beth), while a few participants encountered little or no resistance (Wendy, Dave, Carrie, George). Strategies deployed to overcome resistance to OL included:

1. Understanding reasons for resistance; and

    a. Understanding reasons for lack of resistance;

2. Allaying fears about OL by directly addressing concerns; and

    a. Showing that quality education can be achieved in OL.

These strategies are described in greater detail next.

Understanding reasons for resistance. OL leaders located sources of resistance to the online initiative, and made a concerted effort to understand the reasons for opposition and overcome it (Ted, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). Resistance to online education came from various fronts at participating institutions. Sources of resistance encountered by OL leaders at their institutions were similar and included faculty, faculty senate, administrators, and students.

In general, the greatest resistance to the online delivery of instruction came from faculty at participating institutions. About establishing a need for online education Tom responded, *"...quite frankly, a number of the faculty were very resistant to moving in this direction" (Tom, 1195).* When Wendy sought to establish their first asynchronous DE program she met with tough resistance. The university advisory committee that needed to approve it, she explained, *"...included some very skeptical faculty who questioned everything, playing devil's advocate -*

not just devil's advocate…they meant it, they were very skeptical" (Wendy, 1761). In addition, the state board opposed it as well (Wendy, 1751).

The faculty senate posed one of the biggest hurdles to OL implementation in the case of some participants (Wendy, 1764; Paul, 3838). Paul remarked:

We have not yet been successful in – and I am not sure how difficult this would be, maybe very difficult – in getting … the faculty senate to, for example, say in an official statement, "we support online learning as the key facet of what we do". They haven't done that. (Paul, 3834)

Administrators too voiced initial concerns about online education at Tom's institution. These were that, Tom explained…

…the students who come to our campus are just going to switch into the online program…that we were going to cannibalize our on-campus students by the online program. And at the end of the day, we wouldn't have any more students and it would cost us more money to develop these programs. (Tom, 1310)

Some existing distant students with no internet access were also reluctant to learn online (Wendy, 1718). Some opposition to the online delivery of instruction was forthcoming at M4; however, this was primarily from its overseas constituencies (George, 4798). M4's operations in the U.S. had a tradition of using technology for instruction, while the culture in Europe and Asia was different. George explained:

I think in the States-side operation, going online was never resisted by our faculty and our staff here to any real degree because we had such a culture of using technology already. In Europe and Asia it was somewhat different because they

were used to the on-the-ground operation over there and there was resistance to

go onto our learning platform. (George, 4797)

OL leaders noted that encountering such opposition from faculty posed major challenges. Paul commented, *"…when you are starting to build something like this and faculty are either indifferent or hostile to it, except for a few outliers, it is really not easy…"(Paul, 3760)*.

Lack of resistance. At some of the participating institutions little or no resistance to the implementation of OL was experienced (Wendy, Dave, Carrie, George). Three of these institutions had a tradition of engaging in DE. When asked if he had encountered a great deal of resistance from faculty or the departments, Dave responded:

No, … I am just trying to think through a lot of the different departments… there were a couple [of departments] that had some strong supporters and others who would have preferred not to be doing it, but that was an unusual situation. (Dave, 2280)

Dave noted that at R2 *"…there were already so many faculty who had been teaching at a distance in different ways for a long time, including the TV system" (Dave, 2224)*. Thus, faculty and administration were already half-way sold on delivering instruction online. Dave explained:

…there are two parts to selling faculty. One part is getting the buy-in to the mission of the institution to provide access to the students which we already had. So what we had to do was to convince them [the faculty] that the web was a possible way to reach them [the students] effectively and pedagogically sound and so that is what we did. (Dave, 2225)

Furthermore, at R2 there were quite a few innovators and early adopters amongst faculty already teaching online and consequently, Dave pointed out, moving to an online format *"...wasn't a hard sell" (Dave, 2273)*.

Similarly R1 with its history in DE already had a faculty that accepted the concept of teaching at a distance. With respect to establishing the need for OL Wendy stated, *"I think that establishment was not so much with the online. The establishment was with the asynchronous [distance degree program] in 1992" (Wendy, 1725)*. So a part of the work involved in selling faculty on delivering instruction online had already been completed, even before the onset of online technologies. Contrastingly, even though M1 had prior experience with DE there was formidable resistance to the online initiative. Paul remarked, *"I think that the trajectory is very steep right now" (Paul, 3707)*.

The lack of major resistance to the online initiative was also explained by a factor other than the institutional background in DE. No major resistance to OL was experienced at R3 (Carrie, 2863). Notably, unlike R1 and R2, R3 did not have an institutional history in DE. The reason for this low resistance was attributed to the approach taken by R3 for the implementation of OL (see p. 293). Carrie explained that at the time when the institution decided to adopt OL, there were only few faculty in R3 teaching online. Carrie believed that had there been a larger number of faculty innovators at R3, they would have faced greater resistance from these faculty about having to assimilate into an institutional online initiative (Carrie, 2864).

Faculty concerns and addressing fears. OL leaders provided several explanations for the opposition that they faced from faculty to OL implementation. However, the vast majority of them indicated that faculty resistance stemmed from concerns about OL (Ted, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth). OL leaders allayed faculty concerns about online education by

directly addressing these fears (Ted, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). Next, I will present the various concerns expressed by stakeholders about OL and discuss ways in which these fears were addressed.

A major concern was the quality of online instruction. Faculty at participating institutions questioned the quality of OL (Ted, Tom, Wendy, Dave, Carrie, Jane, Paul). In the mid-1990s there was a great deal of uncertainty about online education, because in large part it was new (Tom, 1190). Whether students were going to learn online was suspect to faculty and others. Tom stated: "*Ten years ago, people were very concerned that this [OL] was going to be second-rate, and that it would be too easy, that students really couldn't learn" (Tom, 1360)*. Faculty compared online instruction with traditional classroom teaching and asked "*Is this [OL] going to be as good as face-to-face?" (Ted, 125)*. Carrie remarked:

> *...initially people had a lot of questions about [OL], can you do X, Y, Z on the*
> *web that you can do in the classroom. Will students learn? Will they drop out at a*
> *higher rate? Lots of doubts. (Carrie, 2946)*

OL leaders (Tom, Wendy, Dave, Carrie, Jane, Paul, Beth) conveyed to faculty that high quality education can indeed be achieved in the online environment. For instance, Wendy clarified the basic concept of the DL program to faculty and informed them that it would have the same quality, same faculty, same credits on transcript and same degree as a traditional program. These concepts, according to Wendy, *"...helped the faculty feel comfortable with the direction we were going" (Wendy, 1794)*. Faculty concerns about learning effectiveness in OL were addressed in many ways. Tom explained:

> *...we did things to document learning effectiveness; we did all kinds of things. We*
> *encouraged faculty to do research, to look at a portfolio of work from the online*

course, and compare it to a portfolio of work from an on-campus course. So we did a lot of that stuff early on to try to convince our faculty about learning effectiveness. (Tom, 1316)

Participants convinced faculty and others that the quality of instruction delivered online can be as good as face-to-face teaching. When faculty raised questions about OL's weaknesses Jane showed faculty how to use good pedagogy to overcome OL's limitations (Jane, 3316). However, Carrie argued that face-to-face instruction should not be the standard against which online education is measured (Carrie, 2668). Some OL leaders went a step further by showing how instruction delivered in the online format can actually be better than face-to-face teaching. Jane explained the pedagogical strengths of the online modality and showed faculty how it can enhance teaching and enrich learning in ways face-to-face cannot (Jane, 3306). Jane remarked:

...normally, when you work through those things [faculty concerns], faculty start to realize, hey...– there are a lot of opportunities that you never have in face-to-face...They start to realize the strengths of online and see ways that they can highlight those to make up for some of the weaknesses of face-to-face; [they see that]... there are pros and cons in online or face-to-face, and they start to realize how you can leverage a strength to make whichever one you are doing stronger. (Jane, 3169)

In addition, Tom observed that teaching online led faculty to integrate online components into their face-to-face instruction, and teach their traditional courses more effectively (Tom, 1404). Showing that the online delivery of instruction can actually improve the quality of teaching and learning was a strong selling point (Carrie, 2910).

OL leaders noted that faculty fears about the quality of online education had often no experiential basis whatsoever. The majority of administrators and faculty had neither taught online nor taken a class online, and their resistance reflected this lack of experience (Jane, 3341). Dave noted that those opposing OL at R2 were *"...especially traditional faculty, mostly faculty who do not participate in delivering via distance learning, they are on-campus faculty only. Generally those who are teaching at a distance are supportive of it"* (Dave, 2347). Faculty doubts and questions about online education, according to Carrie, are based on the experiences of large online ventures that emerged rapidly and then failed completely several years ago (Carrie, 2948). Showing faculty, administrators and others that their fears about the quality of OL were unfounded proved to be useful in countering objections. Jane explained:

...a lot of times I will start to say, "Who has taught an online class in the past 3 years? Who has taken an online class?", and ... nobody will raise their hands, so [I say] "I just want to understand the baseline of education we have", and sometimes that helps, because then they do feel a little bit silly. If they start to complain about how online is a quality issue, I say, "but how do you know that?" (Jane, 3347)

Other faculty concerns, besides quality, were discernable in the data. Jane observed, "*…unionized faculty have a number of concerns that they want addressed"* (Jane, 3165). Some faculty concerns about online education were ideological in nature. For instance, faculty in the US1 worried OL would make them redundant. Ted explained:

…We went to the campuses and talked about it [OL] and went through the trials and tribulations of faculty saying that we were just trying to get rid of them, why

don't we just come out and say it. But we [were] trying to convince them that

actually we need more faculty [for OL]. (Ted, 122)

Some faculty held the view that OL threatened the foundations of research institutions. Jane remarked:

...some [resisting faculty] may be strong in that they feel like it [OL] supports

adjuncts, and by supporting adjuncts you are undermining the full-time tenure

foundation of education. So they project it out to yet a different argument. (Jane,

3359)

In some instances the notion of delivering education through a technology-based medium caused anxiety. Beth noted: *"Early on there was negativity related to technology-based education and a feeling that it was making a move to industrialization" (Beth, 4050).* Explaining her strategy for countering resistance she stated: *"the faculty of the center and myself had to work hard to describe what we were doing as actually promoting greater individualization, greater ability to reach students, greater personalization" (Beth, 4052).* By keeping class sizes small, having a very personalized approach to OL, and transferring the key principles about adult education to the online environment Beth mitigated faculty concerns (Beth, 4059). Negativity also stemmed from the fact that the online delivery of instruction would prevent students who did not have access to the internet, some of whom were currently being served by other DE delivery modes, from getting an education (Beth, Wendy, George). In the case of M4 it was the military, one of its primary audiences, and their overseas operations which had several reservations. George stated:

...as we went online in the 1990's we pushed hard to use online delivery. It was

slower overseas because the military in the beginning had concerns about

security, and also there were technological issues to overcome to ensure that

students had access online and it was cheap access. (George, 4521)

Some faculty fears were more pragmatically oriented. For instance, Jane noted that faculty concerns at R4 included…

...teaching load, who is going to teach it, who is going to have control of the

curriculum….it tends to be seen almost always as "my" class, how they [faculty]

are going to control that, how they are going to keep knowing what is going on.

Assessment is obviously a big concern. (Jane, 3165)

To address concerns about cannibalizing existing student populations, Tom demonstrated that they were reaching new audiences of students through online education. Tom explained, *"...so we had to show, by the mailing addresses and zip codes, that these were new students that we were bringing in" (Tom, 1314).*

Summary of reasons for resistance and concerns about OL. In this study the greatest source of resistance for OL was faculty. Although OL leaders provided several explanations for the opposition that they faced to OL implementation, the vast majority of them indicated that faculty resistance stemmed from fears and concerns about OL (n=8). About half of the participants mentioned resistance and or a lack of interest from administrators and other stakeholders as well. An institutional history in DE emerged as a reason for lack of resistance to OL (n=3). Table 6 provides a summary of reasons for resistance to OL.

Table 6

Reasons for Resistance to Online Learning

Reasons for Resistance	Participants	Frequency
• Faculty have fears and concerns about OL.	Ted, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth	8
• Administrators and other stakeholders had concerns about /were not interested in OL.	Tom, Wendy, Jane, Paul, George	5
Reasons for Minimal or No Resistance		
• Institutional history in providing DE.	Wendy, Dave, George	3
• Institutional online initiative was started early.	Carrie	1

Faculty in a majority of the participating institutions were apprehensive about the quality of online education (n=7). The top strategy deployed by OL leaders to address faculty concerns involved conveying to faculty that quality can be achieved in OL (n=7). Other faculty misgivings about OL were multifarious in nature. The wide assortment of faculty fears suggests that some concerns were idiosyncratic and unique to individual faculty members. Consequently, OL leaders tailored strategies to allay the specific fears about OL of faculty at their institutions. Table 7 provides a summary of concerns about OL and Table 8 describes some of the specific ways in which OL fears were addressed.

Table 7

Concerns about Online Learning

Concerns about OL	Participants
• Faculty were concerned about the quality of OL.	Ted, Tom, Wendy, Dave, Carrie, Jane, Paul
• Concern that students should have access to the internet, and it should be affordable.	Wendy, Beth, George
• Faculty were skeptical if students were going to learn in this format.	Tom, Carrie
• Faculty lacked experiential knowledge about DE/OL.	Dave, Jane
• Faculty did not like technology-based education.	Beth, George
• Faculty asked if OL is going to be as good as face-to-face	Ted, Carrie
• Faculty worried that students will drop out at a higher rate	Carrie
• Faculty were skeptical because of large online ventures that emerged rapidly only to fail.	Carrie
• Faculty were fearful that OL will make them redundant.	Ted
• Faculty believed that OL supports adjuncts and undermines the full-time tenure foundation of higher education.	Jane
• Faculty believed that a move towards OL is a move towards the industrialization of education.	Beth
• Faculty asked, "Who is going to teach the online course?"	Jane
• Faculty asked, "Who is going to have control of the curriculum?"	Jane
• Faculty asked, "How are faculty going to know what is going on? Who controls what?	Jane
• Faculty asked, "How can learning be assessed in OL?"	Jane
• Fear about online courses cannibalizing on-campus courses and students.	Tom
• Fear about losing money with OL.	Tom
• Concerns about security issues in technology-based education.	George

Table 8

Ways of Addressing Concerns about Online Learning

Ways in Which Concerns Were Addressed	Participants
• Conveying to faculty that quality can be achieved in OL	Tom, Wendy, Dave, Carrie, Jane, Paul, Beth
• Showing how OL can improve quality of teaching and learning	Carrie, Tom
• Showing faculty how to use good pedagogy to overcome OL's limitations	Jane
• Showing how OL can actually be better than face-to-face instruction	Jane
• Clarifying the concept of OL and saying that it would have the same faculty, and be the same degree as the traditional program	Wendy
• Documenting learning effectiveness in OL	Tom
• Showing that some faculty fears were unfounded	Jane
• Convincing faculty that more rather than less faculty are needed for OL	Ted
• Reassuring faculty that OL can lead to greater individualization, ability to reach students and personalization of learning	Beth
• Keeping class sizes small, adopting a personalized approach, and incorporating key principles of adult education in OL	Beth
• Demonstrating that new audiences were being reached with OL	Tom

Besides directly addressing faculty fears and mitigating their anxiety about online instruction participants also publicized the positive outcomes of adopting OL. Next, I will describe strategies that pertain to "Selling the Move to Online Learning".

Selling the Move to Online Learning

Participants were asked if at the beginning of the OL implementation process they had had to establish a need for OL or create a sense of urgency. Ted responded, *"Oh, yes, we had to sell it. Absolutely! We had to sell it" (Ted, 120)*. Many OL leaders explicitly talked about having engaged in "selling" OL (Ted, Maggie, Wendy, Dave, Jane, Paul), while all of them did it. Paul remarked, *"I definitely had to ... sell it [OL]. I am not sure how much I created a sense of urgency, but I certainly did an awful lot of politicking" (Paul, 3724)*. Making the case for OL,

Jane noted, *"...is a constant argument, or selling it is the right word, you are constantly selling it" (Jane, 3287).*

Most participants did not create any sense of urgency to start providing online courses and programs. The lack of urgency was attributed by Tom to the fact that in 1997 and 1998 it was not certain that teaching online would be successful (Tom, 1194). Tom explained…

...there wasn't a sense of urgency in [Campus 1] and in [Campus 2]...I don't know [if] it was urgency... if you go back to 1997, a lot of faculty were very concerned about online education at the time....rather than a sense of urgency that they have to get involved, it was much more, well, this would be a good experiment to try to see if students could learn online, maybe we could teach a full course online, we could offer an entire degree online. But it was not a given that this would work, that it would succeed, that we would actually enroll students this way....I don't think that there was that type of urgency in 1997, 1998. (Tom, 1188)

Contrastingly, Wendy noted that there had been an urgency, although it was for the establishment of their first asynchronous distance degree program. Wendy explained…

Well, I think that establishment was not so much with the online....But, yes, there was a sense of urgency in the early 90's, where the state had established some branch campuses in various parts of the state so the urban parts of the state were well served by public education, but those rural areas ... you could get started but couldn't finish. That was the urgency. (Wendy, 1725)

To create a readiness for the move to OL, participants conveyed to their stakeholders positive and credible expectations of what such a move would accomplish. Using a wide variety

of strategies OL leaders made the case for online education to stakeholders both within and outside the institution. Strategies included:

1. Educating faculty, administrators and other stakeholders about OL;

2. Providing incentives to faculty;

3. Establishing trust and credibility with stakeholders;

4. Using credible sellers to sell OL;

5. Using faculty to influence faculty;

6. Showing that institutional problems are addressed by OL;

7. Showing each constituency how OL will benefit them;

8. Providing market research data about need and demand for OL;

9. Having the support of top leadership and key individuals;

10. Establishing a dedicated unit for OL;

11. Being persistent with selling OL; and

12. Realizing the limitations in selling OL.

I will explain each of these strategies in greater detail next.

Educating faculty, administrators and stakeholders. OL leaders engaged in conversation with faculty and other stakeholders and educated them about the advantages and pedagogical strengths of OL (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth). It helped clarify faculty misconceptions about OL and bring to light the many opportunities OL presented.

Establishing a need for OL had to do with helping faculty understand the potential and possibilities of OL. It involved, according to Jane:

…talking to the faculty, building up support that they believe that it can be taught

well in the online format, helping them understand what online means, especially

online of today, that is got to be online, even if they have taught online 4 years

ago, the tools available now are not at all, it is not your Momma's online class, it

changes all the time. So letting them see what is out there, letting them see what

we think we can do, then helping them understand what is the value of it. (Jane,

3159)

Similarly, Maggie engaged faculty in conversation about OL. She stated, *"We try to go to faculty*

meetings, just to talk in general about the advantages of online learning" (Maggie, 579).

Educating faculty also involved showing them how to leverage the pedagogical strengths of OL

to offset weaknesses of face-to-face instruction (Jane, 3171).

When it came to talking about OL with stakeholders, participants underscored the need

for finesse (Jane, Paul, George). Paul recommended showing empathy and support by actively

listening to faculty concerns about OL, but also adopting a nuanced approach:

...you really got to charm them [faculty]. You have to understand what their

concerns are, and you don't dismiss it and you try to make them see you are one

of them, but you try to let them see the possibilities instead of telling them what to

do. [I say] here is one thing you can do, here is another thing you can do, here is

something else you can do, and then they are bright that you can just see the

wheels turning. (Paul, 3771)

Jane also underscored the importance of letting faculty see the possibilities with online education

(Jane, 3163). Paul cautioned against taking a very aggressive salesman-like stance when it came

to selling OL to faculty:

They [the faculty] are not used to thinking in terms of product or market, they

really can't think that, they don't like the terms product or market, that is what

you are selling them and it is not easy to sell them on that. But, you know, it can

be done. (Paul, 3775)

The need for sensitivity in selling the online initiative was alluded to by George as well. George recommended: *"You have to keep talking, you keep pressing and keep convincing and yet not push to the point where everything blows apart. And somehow we managed to do that. But it consumed enormous parts of energy"* (George, 4810).

Offering faculty incentives. Participating institutions offered faculty incentives to engage them in online instruction (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth). Jane observed…

…you know you cannot ignore the fact that faculty want to be incentivized, and if

you haven't heard that from other people they are holding back on you! Faculty

want to know, "What is in it for me? Where is my incentive for doing this?"

(Jane, 3182)

Dave remarked, *"I think that the best way to encourage adoption of any new idea is to provide the funding to go along with it, though we were lucky enough to have that funding"* (Dave, 2269). He stated that faculty willing to move forward with online courses are provided a $5000 incentive for developing and teaching a course (Dave, 2248). Similar to R2 faculty at most participating institutions were offered monetary incentives for course design, development and delivery, including course-release time (see "Faculty compensation", p. 180).

Financial incentives were targeted at encouraging not only faculty but also their departments to offer online courses and programs. Paul explained:

…because in some cases the departments were an obstacle to the faculty member

who was interested in developing the course, we thought that if we bought off the

faculty, or the department that would really grease the skids a little bit, and it did,

and it worked wildly well. (Paul, 3651)

Institutional recognition, rewards and teaching awards also served as incentives for faculty to explore OL. Carrie described the efforts taken to overcome faculty resistance and the impact on faculty motivation:

...We not only did faculty development, we had lunches where they [faculty] could

talk to each other about their experiences....And what the faculty liked about it

[faculty lunches] was [that it was] one of the first and only opportunities they had

had to really think about and talk about teaching and learning. One of the only

times they had the ability to do that across disciplines, outside their own

departments. And they had the attention of the university, they had support, so it

is recognition, it is reward, it is the reflection on that, it is helping them improve

and the large number of faculty who have gone through faculty development and

done this have later qualified for university's teaching awards, which is a $5000

permanent boost in your salary... So, there is both recognition, and both kinds of

reward – financial and other kind of reward... (Carrie, 2916)

Establishing trust and credibility. Earning the trust and credibility of faculty and administrators was a crucial pre-requisite to being successful at selling online education to them (Ted, Tom, Wendy, Paul). OL leaders recognized that administrators or non-faculty were least credible in the eyes of faculty. Paul stated:

I have met with many departments, who when I go and meet with them, they think

of me as a real-estate salesman - a guy trying to sell them a business plan. And

they are hostile, and distrustful of people who try to sell them business plans,

because they are academics and although, my background is academic, they perceive me as somebody who is trying to sell them something. (Paul, 3765)

OL leaders took efforts to increase their own credibility and trustworthiness as change agents for the institutional transition to online education. Ted explained that US1's OL unit strived to establish trust and credibility with all its campuses and constituencies.

...we spend a great deal of time proving ourselves to the campuses. So that there was a trust level that was established where the campuses knew that if they did put their programs up and they put them up ... going through [US1's OL unit] ..., they knew that the services were going to be in place and quality standards were going to be in place and they had to have the security of knowing that. (Ted, 45)

Tom earned the trust of faculty, because he came from the ranks of the professoriate. As a change agent for teaching online Tom was credible. Tom stated:

I came from faculty, and I had faculty credentials, I had won teaching awards on ... [Campus 1 of US3] for distinguished undergraduate teaching, and so I was a trusted person rather than an administrator who was trying to force something on someone. I had credibility with the faculty. (Tom, 1250)

Gaining external validation helped OL leaders gain internal credibility. For instance, Wendy's professional credibility and that of her OL unit increased when their second president came to realize, through his peers, that R1 was regarded as a leading provider of online education (Wendy, 1877). Wendy noted that their OL unit ensured the quality of all their internal communication materials. This in turn, she felt, helped the OL unit and OL gain credibility and visibility within her institution (Wendy, 1835).

OL leaders recognized the limitation of their own powers to influence faculty and administrator opinion of OL, and sought other credible sellers. However, recruiting the right people to motivate faculty was critical. Paul observed that it required finesse:

I think you need somebody who is not a techno-geek. You need somebody who can talk to them [the faculty] in their own language, but who knows enough about the business of online education to speak at least coherently about the dynamics of online learning. (Paul, 3778)

OL leaders sought the support of other people, within and external to the institution, to help influence faculty.

Using credible sellers. OL leaders brought in credible experts from outside the institution to talk about online education (Maggie, Tom, Dave, Carrie, Paul). Two external guest experts were invited to a deans' retreat as part of Carrie's efforts to interest faculty in teaching online during the initial days at R3. Carrie explained that one was an administrator and *"worked with the deans and the administration" (Carrie, 2904)*, and the other was a faculty member *"who had open sessions with the faculty. So, we had an administrator to administrator, faculty to faculty" (Carrie, 2905).* Carrie pointed out *"...having peers talk about this as opposed to we in the technical community or the provost as an administrator it immediately sort of established a zone of credibility" (Carrie, 2912).* Similarly at US3, speakers were invited to a university-wide seminar on OL and to regular faculty retreats in the early days to show that one could teach online and do it well (Tom, 1352).

Participants also talked about the effectiveness of high-level intervention in selling online education. Top executive leadership got involved in persuading faculty groups to offer online courses and programs (Maggie, 587; Dave, 2274; Carrie, 2821). Carrie alluded to the

involvement of leadership in selling OL at R3 by noting: *"The graduate dean is pushing master's level programs and the way to push them is to put them online, because once you do they tend to grow on their own very rapidly. Anything that goes online grows" (Carrie, 2826).*

Spokespeople from successful online programs were recruited to sell the online initiative. The MBA degree is one of US2's most successful online programs (Maggie, 532), so the dean of the School of Management was a good spokesman for OL. Maggie remarked:

> *... the dean of the School of Management would tell you that the revenue that he gets from the MBA program is really what supports his doctoral program and without that he wouldn't be able to run the doctoral program. So ...that dean is a very good dean for us in terms of speaking to others. So we also do that...the successful programs will share their best practices and what they have gotten out of [their online programs]. (Maggie, 562)*

Faculty influence faculty. Participants used faculty to exert influence on faculty (Maggie, Tom, Carrie, Jane, Paul, Beth). OL leaders identified faculty who exemplified making the transition to teaching online and used these faculty role models to entice other faculty to teach online. Maggie stated that the early adopters, faculty who have been teaching online since the establishment of US2's OL unit, are *"...the ones who really do the best with us in terms of building other faculty support" (Maggie, 824).* Beth explained her strategy: *"We have tried to tap into faculty leadership and [have made] not always the obvious choices...for who those faculty leaders might be" (Beth, 4078).* Faculty who were not technically savvy, but otherwise strong intellectuals, were partnered with instructional designers to create an online course template for their discipline, which was then named after the faculty member (Beth, 4068). In addition, Beth also selected obvious faculty leaders i.e., technically strong instructors already

moving towards OL, to develop online courses and named models after them (Beth, 4072). When R3 began with the institutional effort to provide online education, one lone innovating faculty member's online model was adopted by the institution; this professor and his graduate assistants were eventually hired to head R3's three units responsible for OL (Carrie, 2641). This professor and his graduate students became poster children and spokespeople for OL (Carrie, 2646).

Increasing the number of champions for OL (people who are proponents of OL, and campaign energetically and enthusiastically for it) was also considered necessary. Maggie looked for people, within her constituencies, who could strengthen her efforts by campaigning for OL. Maggie stated:

> *I have been lucky - for instance, there is someone now in [Campus 2] … And she is a real go-getter and she has the advantage of having the on-campus presence that on a regular basis that I don't have and she is just out there all the time representing the value of workforce development through online degrees and getting revenue … So, she has been, what I call, my energizer bunny. There is nothing that stops her. So, I try to find those people who are my advocates. (Maggie, 568)*

Also speaking about such advocates Paul noted, *"we have been successful at dramatically increasing the number of faculty champions of OL" (Paul, 3833).*

Institutional problems, market demands and needs. Showing how online programs were addressing specific institutional problems and departmental needs helped secure buy-in for the online initiative (Maggie, Wendy, Dave, Carrie, Jane, Paul, George).

An increase in enrollment and associated revenue had resulted from OL implementation at all the participating institutions and this was a powerful selling point. Both Wendy and Dave stated that DE/OL programs were generating new enrollment during a time when numbers were declining at their institutions. Dave pointed out that faculty were supportive of online education at R2 because *"...the [enrollment] decline on-campus was offset by the increase off-campus" (Dave, 2316)*. Dave explained:

> *The university on-campus, the [Campus 1], we had about 10 straight years of decline of student enrollment, ... and we saw declines in the on-campus enrollment and during that time ... the off-campus growth even though it was at 10% and they were losing smaller percentages each year, that kind of covered the gap, meaning that we had about the same number of students every year even though the [Campus 1] was declining. So during that time I think the faculty recognized that we were bringing in resources to the campus that otherwise wouldn't have been here and would have required cuts in university's budget. (Dave, 2296)*

Implementing online education addressed the issue of dwindling enrollment at M1 as well. Paul remarked, *"…although they [faculty] didn't really understand online, they perceived that it would be one of a handful of strategies that would be effective in addressing our enrollment problems" (Paul, 3736).* OL leaders also widely publicized the impact of OL on increasing revenue (Dave, Wendy). This enabled stakeholders to appreciate how they and the institution were benefitting from online courses and programs. Jane used OL's potential to make education affordable as a selling point when convincing stakeholders about the value of OL. R4 already provided extended learning opportunities at different sites and the online delivery of instruction

provided a more cost-effective way to scale their existing distance learning offerings (Jane, 3292).

Focusing on benefits for each constituency. OL leaders conveyed to each stakeholder group how it would directly benefit from the online initiative and tailored conversations to the specific needs of each audience (Maggie, Carrie, Paul). Carrie explained:

> *...the conversation with students is different from the conversation with faculty, is different from the conversation with deans, is different from the conversation with the provost and the president and so on and so forth, and other administrators. And we focus the conversation with them around their needs, their challenges, their issues. (Carrie, 2978)*

When Maggie talked to deans she emphasized to them that revenue from OL could help them support programs in their colleges that they cannot otherwise support. Maggie remarked:

> *...oftentimes what we are doing is going out and talking with deans, and trying to say to them "this is a very good way for you to go, you can do outreach, your faculty can earn extra money, you can get some of the revenue brought back to your department or your school. (Maggie, 559)*

Providing market research data. To persuade various constituencies about the need for delivering instruction online, data were presented to them about market needs (Maggie, Wendy). Maggie explained:

> *...we have worked with different research groups and also we have our own research analyst now, so we will try to provide market data. You know, showing what trends will be, what the market seems to be demanding, so we will provide data to deans. (Maggie, 577)*

To establish the need for their asynchronous distance degree program Wendy conducted a state-wide telephone survey and used the data gathered to convince their audiences about the demand for the program (Wendy, 1731).

Leadership support. OL leaders believed that having the support of executive and academic leadership and key players helped in making the case for online education. All the participants enjoyed the full support of the university president and other top administrators. (See "Role of Institutional Leadership", p. 273).

Launching an online learning unit. Founding a unit solely for online initiatives served to draw the attention of powerful stakeholders within the academic community. As many as five participants (Ted, Maggie, Tom, Carrie, Paul) created entities dedicated for OL at their institutions (see Table 3 on p. 75). Ted remarked that establishing US1's OL unit …

… brought it [OL] to the forefront to all of the campuses. I don't think that they [leadership and faculty] were necessarily thinking about it [OL] individually so much until … [US1's OL unit] started being filled. (Ted, 110)

Similarly leadership and faculty were not thinking about online education at M1 either. According to Paul, OL *"…was seen as something that was very 'Other'. The university was not interested in moving in that direction, in general, and the university administration – it was not on their radar screen" (Paul, 3639)*. The establishment of the Instructional Technology Unit (ITU) at M1 created visibility for OL and helped focus the institution's attention on it (Paul, 3636). Paul noted *"…not only did we launch the Center but we launched it in the most visible place in [Campus 1] …, so that everybody could see it; faculty could see it" (Paul, 3646)*. According to Paul, launching their OL unit in the beginning stages of OL implementation at M1 had clearly a huge impact. Before the ITU was founded, Paul noted, there were only about 10-12

online courses; three years after the ITU came into existence, they had about 106 online courses (Paul, 3657). Founding US2's OL unit, Maggie stated, *"…really, kicked it [OL] off for the other four campuses" (Maggie, 485)*. The online initiatives of the rest of the participating institutions, with the exception of M4, were housed within existing DE units.

    Persistence in selling OL. Participants had to persevere in their efforts to overcome resistance and sell OL to faculty, administrators and other stakeholders (Maggie, Wendy, Carrie, Jane, Paul, George). Establishing a need for OL and selling OL were ongoing processes. Jane alluded to the persistent nature of selling OL and remarked: *"It is harder to sell internally than externally...The external world knows that they want it. It is a constant argument… you are constantly selling it" (Jane, 3285)*. Maggie noted, *"...for every program that we add there are probably five more that we are still trying to get online" (Maggie, 543)*. Maggie visited the campuses constantly and presented ideas to them (Maggie, 736). She remarked: *"My job is to work with the five campuses, to encourage, beg, cajole, [and do] whatever it takes to get their programs online" (Maggie, 442)*.

    There was no single method for winning over faculty and so the OL leaders were imaginative about trying various approaches. In addition, multiple people in the academic community talked to faculty about OL. Jane stated:

> *It depends on the faculty member… there are no two that are the same. You know, sometimes it is the deans, sometimes it is the provost, sometimes it is somebody in my group in Instructional Design, talking to them and just helping them realize what is out there. (Jane, 3557)*

To seek approvals for their new distance degree program Wendy worked for a year trying to prepare answers for every question that faculty could raise about DE. Wendy stated: *"We did a*

lot of homework, we talked to a lot of people ahead of time" (Wendy, 1766). She got unanimous approval from the committee and subsequently from the faculty senate as well (Wendy, 1767). Overcoming resistance to OL, particularly in M4's overseas operations, involved changing the mentality and deep-rooted beliefs of many in the organization (George, 4764). George remarked:

> *...it is tough to change that culture. And you try to do it by picking out a handful of things that are really important and communicating those things again and again at every opportunity that this is important and why it is important and how it relates to the changing environment and how it will serve the student that everybody loves and knows is really our purpose for being. You keep doing it and doing it, and sometimes it works, and let us be candid, sometimes it doesn't work. (George, 4774)*

George noted, that it required sustained effort, "*...to win acceptance of these sorts of new things [OL]....But it consumed enormous parts of energy. They say, you never underestimate the power of organizational culture (George, 4810).*

Limitations to selling online learning. Although OL leaders deployed several strategies to sell OL and invested heavily in the effort to motivate the move to OL, they recognized limitations about selling OL to faculty (Ted, Jane, Paul, George). Such a limitation, Paul pointed out…

> *...is not so much a failure of ours to educate and champion the importance of this initiative. It is really a reflection of the fact that that is not what they [faculty] do. They tend not to support positively initiatives like that. They see themselves more in the role of eternal critics. (Paul, 3840)*

Jane observed that some faculty, despite all attempts, will never be sold on teaching online. She stated *"…sometimes they [some faculty] are never going to come on board….In which case, we eventually realize that and we move on"* (Jane, 3560).

The realization that the support of some faculty for online education can never be secured did not stop OL leaders from establishing OL. They simply recognized this limitation as a reality and strategized accordingly. Jane stated:

> *…I try and go with the third, third, third – a third are going to do it, a third going to hate it no matter what, and it is that middle third that you are trying to educate. If somebody doesn't want to be teaching online we don't want them online. So it is a very mixed bag. (Jane, 3362)*

On a similar vein Ted noted: *"There are plenty of people that will say that I will never do it online, good, fine, no, it [OL] is not for everyone. It doesn't have to be (Ted, 250).* If some faculty do not want to do it, Ted recommended, *"forget them! Go to somebody else! Because, if they don't want to do it, I mean, you are just in for a nightmare"* (Ted, 240). Ted declared *"…we don't work with anyone who doesn't want to do this [teach online]"* (Ted, 248). George argued that sometimes when you cannot change people's beliefs, you just have to replace people (George, 4782). Despite the fact that you cannot get everyone on board, Paul noted, you can still implement OL institution-wide. He remarked, *"We have done it without them [those opposed to OL]….We don't really need them, to be honest"* (Paul, 3848).

Summary of overcoming resistance to and selling OL. The top two strategies to overcome resistance to OL were understanding reasons for resistance and allaying faculty fears and concerns about online education and were deployed by almost all the OL leaders (n=10). The data indicated that participants deployed a great number and a wide variety of strategies to sell

the move to OL. The most common among factors that helped OL leaders make the case for OL was having the support of top leadership and key individuals (n=11). Two of the second most-deployed selling strategies were educating about OL (n=10) and providing incentives to faculty (n=10). A majority of the participants also resorted to using faculty to influence faculty (n=7), showing institutional problems can be addressed by OL (n=7), using credible sellers to sell OL (n=6), and being persistent in their efforts to sell OL (n=6). Less than half of the participating institutions established a dedicated unit for OL (n=5), and less than half of the OL leaders tried to establish trust and credibility as change agents (n=5). The least deployed selling strategy was to show data about market demands in an effort to sell the move to OL (n=2).

Out of the 17 strategies M1 and R3 deployed 15 and 14 respectively indicating that these participating institutions invested heavily in overcoming resistance to and selling OL. Table 9 provides a summary of strategies deployed by participants to overcome resistance to OL and sell OL to their constituencies.

Table 9

Strategies Deployed to Overcome Resistance and Sell OL

Institution	Understanding reasons for resistance	Understanding reasons for lack of resistance	Allaying fears about OL	Showing quality education can be achieved online	Selling the move to OL	Educating about OL	Providing incentives to faculty	Establishing trust and credibility	Using credible sellers to sell OL	Using faculty to influence faculty	Showing institutional problems are addressed by OL	Showing each constituency how OL will benefit them	Providing market research data	Having the support of top leadership and key individuals	Establishing a dedicated OL unit	Being persistent with selling OL	Realizing limits in selling OL
US1	x		x		x	x	x	x						x	x		x
US2					x	x	x		x	x	x	x	x	x	x	x	
US3	x		x	x	x	x	x	x	x	x				x	x		
R1	x	x	x	x	x	x	x	x			x		x	x		x	
R2	x	x	x	x	x	x	x		x		x			x			
R3	x	x	x	x	x	x	x		x	x	x	x		x	x	x	
R4	x		x	x	x	x	x			x	x			x		x	x
M1	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x
M2	x		x	x	x	x	x			x				x			
M3	x		x	x	x	x	x	x	x	x				x			
M4	x	x	x		x						x			x		x	x

Creating and Communicating Goals for Online Learning

For the third research question participants were asked if their institution had set any specific goals for its online initiatives at the outset, if there had been short-term and long-term goals, and if so, to describe them. Next, they were asked about how these goals for OL were communicated. In this section I will first review the specific goals that were established. In the second part of this section I will describe how these goals were communicated.

Creating Goals

All participating institutions had a vision of what the adoption of online education would accomplish for their institution. R4's vision for its online initiative was two-fold as Jane explained …

> *There are two different sides from my unit. One is more of an ... access piece. We do a lot of military education, non-traditional education, and then we have the online piece, which serves the non-traditional student, but also serves the traditional student. So there are different visions for those two pieces. For the on-campus traditionally aged student, we are looking to giving them some of the flexibility of online….For the non-traditional student ...we are using it if they are geographically bound, if they are time-bound… and if they want some programs where we have real strengths, but we just couldn't get them out to the field. So the vision is a little bit different, depending on the audience I am talking to. We are not using the online delivery mechanism the same for both audiences. It serves different purposes. (Jane, 3227)*

Some participants pursued specific quantitative goals with OL, while others established goals that were qualitative in nature. Some OL leaders began with just general directions for their online initiative rather than concrete goals.

Quantitative goals. Some OL leaders indicated that they set clear quantitative targets (Ted, Maggie, Tom, Beth) for their online initiative in the beginning. Table 10 describes the specific numeric goals of these participating institutions.

Table 10

Initial Numeric Goals Set By Participating Institutions

Institution	Numeric Goals
US1	Enrolling 1000 students
US2	To add about 10 programs a year and 10,000 enrollments a year (Maggie, 639)
US3	To find funding to develop and deliver four degrees, and get 10,000 enrollments in two years. The goal after that was 20,000 and then it was 25,000 (Tom, 1275).
R1	
R2	
R3	
R4	
M1	
M2	To reach 100 enrollments for the first year in their Business program (Beth, 4152)
M3	
M4	

OL leaders (Ted, Tom, Beth) indicated that they had been conservative in setting their initial numeric goals, and that these had been reached without any issues. About his institution's modest goal setting Tom commented: *"We never had a goal like some people had - well, we'll have, like 50,000 students enrolled. It was never anything like that grand"* (Tom, 1278).

Qualitative goals. Many OL leaders indicated that when they made the decision to implement OL they set qualitative rather than quantitative goals. For example, when asked about starting goals for OL, Wendy answered:*"I can't remember that we ever had any specific numbers that we were going for" (Wendy, 1806)*. However, even in the absence of numeric targets, many participating institutions had well defined goals for their transition to online education. To the question on R3's reasons for the move to OL, Carrie responded:

...to accomplish a specific series of goals: One of them was to increase accessibility to higher education, improve convenience for students, improve faculty teaching, improve student learning outcomes, increase interaction in large enrollment classes and then later as the blended load was developed it was to make more efficient use of scarce classroom resources. (Carrie, 2655)

Carrie stated that their initial goals *"...weren't specific in terms of metrics, they were more directions in which we wanted to move" (Carrie, 2775)* and were continuous improvement rather than *"…an arbitrary standard to which we adhere" (Carrie, 2804).* R2 started its online initiative with specific goals that helped fulfill its mandate to serve an outreach function. Dave explained, *"the goals were to provide work-force development degree programs to people throughout the state" (Dave, 2251).*

Setting short-term goals. In addition to describing some of the broad goals they established at the outset for their online initiative, participants mentioned setting short-term goals as well (Ted, Maggie, Tom, Carrie, Paul, Beth, George). OL leaders alluded to a two-year or a three-year plan. Some of their immediate targets were the addition of online programs and increase in enrollment. In other instances their intermediate goals were more strategic. For instance, the main objective of OL leaders (Ted, Paul) in the early days of OL was to get their faculty to become involved with OL. During the initial days Ted's efforts had been focused on getting all the 15 campuses to work with US1's OL unit. Similarly, Paul stated that his primary goal in the initial stages of establishing OL at M1 *"...was to build faculty interest and capacity, because we had so few faculty involved" (Paul, 3651).* To achieve their goal of making M4 a global university one of their intermediate goals was to implement a Global Information System. Disparate parts of their world-wide operations were linked enabling more efficient record

keeping of student information (George, 4704). (Also see "Phasing Transition to OL", p. 212.)

OL goals of participating institutions were similar and included:

- Achieving growth;

- Achieving quality;

- Generating revenue;

- Increasing access;

- Increasing flexibility and convenience; and

- Becoming a leading provider of OL.

I will review these goals in detail next.

Achieving growth and quality. Achieving growth of both enrollments and programs was a goal alluded to by almost all the OL leaders (Ted, Maggie, Tom, Wendy, Dave, Jane, Paul, Beth, George). Even so, OL leaders stressed the importance of keeping the focus on quality (Maggie, Wendy, Carrie, Jane, Beth). Achieving growth and quality were Wendy's initial goals. She remarked: *"...it [the goal] was always let's grow this as well as we can, in a scalable way, so that we were not compromising the quality of either the services or the programs themselves" (Wendy, 1807).* Expressing a similar emphasis on quality Jane stated:

> *I have set my own goals, though it is also got to be quality, it is not just about the*
> *numbers. It is really about getting full programs, and getting the right*
> *programs... you can't necessarily say that you want x number of programs. (Jane,*
> *3210)*

About US2's OL goals, Maggie noted: *"...we wanted to be able to provide high-quality programs that were mirror-images of the face-to-face programs, in the sense, that they provided the level of interaction, the level of responsiveness,[and] level of opportunity for students"*

(Maggie, 633). Although R2's objective was to achieve an increase in enrollment, Dave clarified: *"...enrollment growth was part of what we wanted to accomplish, not just because it is more enrollment, but because it was our responsibility to reach those students with opportunities" (Dave, 2258).*

With the evolution of their online initiatives even those participating institutions that started out with a primary focus on program expansion transgressed to more qualitative goals (Beth, 4172; Maggie, 652). Having realized the consequences of rapid, uncontrolled growth on quality, these institutions changed their emphasis and operating style. Beth talked about a transition point when their focus changed from merely achieving growth and a competitive edge to becoming a quality provider of online education. Beth explained:

> *So, a period in that early 2000s we were fairly quickly adding sections, and then*
> *adding adjuncts. At some point, we decided that wasn't going to allow us to do*
> *that with quality, that adding late sections was not a good idea. (Beth, 4162)*

Their goal now, Beth explained, was to do whatever programs they offer with quality, and only to offer that many programs, and take in that many students as they can with quality. Reflecting a similar change in perspective, Maggie stated *"[Our goals] are more qualitative in nature - which is not to say that we don't still want to have the enrollment growth and the program growth, but we don't think as numerically" (Maggie, 657).*

Generating revenue. Bringing in net new revenue was another goal for some OL leaders (Maggie, Tom, Paul, George). Tom stated about M3: *"... when we started a program we had a specific goal that we don't want it to lose money; we wanted to at least break even, and maybe generate some additional revenue" (Tom, 1280).* Paul's objectives were doing better than just breaking even: *"...my ultimate goal was to develop programs that would attract net new*

students….So the long range goal was to bring in net new revenue" (Paul, 3753). A major goal for M4 was to change their revenue dependency on one client, the U.S. Government and Military, and to thereby reduce institutional risk. George remarked: *"…we knew we had to diversify and basically we did that by growing online very fast and broadening our revenue base" (George, 4699)*.

Increasing access. Many participating institutions wanted to reach wider and nontraditional student populations (Maggie, Dave, Carrie, Jane, George). R3's goals for the online initiative were *"… to increase access and flexibility to the institution" (Carrie, 2776)*. Carrie explained:

> *…we have an 11-county pretty large service region here in…[the state], and the idea was that our main campus which is in [Campus 1]…, our regional campuses which are scattered throughout the 11-county area, and online would become a way that we could guarantee the ability to deliver programs to students throughout the region, no matter where they happen to live. (Carrie, 2777)*

US2's OL unit had been created to extend the reach of the individual campuses of US2 and increase access to an education from US2 to student audiences. Its initial goals included developing a unified brand for all the online courses and programs that were offered under US2's OL unit umbrella (Maggie, 636). With 60 locations around North America providing its geographically and time-bound non-traditional students and military audiences access to its signature programs was R4's primary objective for its online initiative (Jane, 3238).

One of M4's goals was to build a global university with a world-wide curriculum. According to George they realized: *"We can't have three separate operations in Europe, Asia, and State side" (George, 4692)*. So they set some goals to consolidate operations and build a

global curriculum that enabled *"…building all the services we needed around our programs that went on" (George, 4705)*.

Increasing flexibility and convenience. Participants wanted to give students flexibility and convenience in accessing educational opportunities (Carrie, Jane, George). Jane explained that the goals set for R4's online initiative included addressing students' preferences…

> *For the on-campus traditionally aged student, we are looking to giving them some of the flexibility of online, so in their scheduling if they have to hold down a job, or can't or really don't want an early Friday morning meeting or … class or whatever it is, they can add an online class to their schedule…. (Jane, 3231)*

Being a leading provider of online learning. Becoming a major player in OL was a goal for some participants (Maggie, Beth). Maggie stated: *"…one of the broad goals was to become one of the leading providers of online education" (Maggie, 630)*. M2 had a similar goal. Beth remarked:

> *…one of my goals, and the goals I think of the president, was to increase the visibility of M2 nationally. We did have some visibility as an adult learning institution, but we wanted to establish our presence on the growing, sort of, online competitive. (Beth, 4158)*

Summary of creating goals for OL. Most participating institutions embarked on their online initiative with qualitative, rather than quantitative goals. Only four participants set specific numeric goals for OL at the outset; they targeted a certain number of online enrollments and programs. In addition to establishing broad goals, the majority of the participants (n=8) alluded to creating short-term goals for OL in the beginning as well.

Among the initial goals set by the participating institutions for their migration to online education achieving growth, both in enrollment and programs, emerged as the top goal (n=10). Achieving quality in their online activities was cited by a little less than half of the OL leaders (n=5). Increasing access and generating revenue were initial goals for OL for less than half of the participating institutions (n=5). Surprisingly, giving students flexibility and convenience in accessing educational opportunities was one of the goals that was ranked really low (n=3).

Out of the six total initial OL goals that emerged in the data US2 had five, R4 and M4 had four each indicating that these institutions had multiple objectives for the move to OL. Table 11 presents the key goals of the participating institutions when they began with OL.

Table 11

Key Aspects of Initial Goals of Participating Institutions

Institution	Key Aspects of Initial Goals		Initial Goals					
	Setting numeric goals	Setting short-term goals	Achieving growth	Achieving quality	Generating revenue	Increasing access	Increasing flexibility and convenience	Becoming a leading provider of OL
US1	x	x	x					
US2	x	x	x	x	x	x		x
US3	x	x	x		x			
R1			x	x				
R2			x			x		
R3		x		x		x	x	
R4			x	x		x	x	
M1		x	x		x			
M2	x	x	x	x				x
M3	x	x	x		x			
M4		x	x		x	x	x	

Participants made the decision to implement online education with specific objectives. Next, I will discuss how OL leaders communicated information about the online initiative within the institution.

Communicating Goals

Participants were asked, "How did you communicate your vision, goals, and plans to the academic community?" All the OL leaders apprised institutional leadership, key individuals and stakeholders of the vision, goals and strategic plan for the online initiative (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). US1's OL unit attached great importance to the role of communication in OL implementation. Ted remarked, *"...we are very big on communicating to the campuses and we were from the very beginning, from the beginning we felt that communication was key" (Ted, 182).* R4 had two different visions for their traditional and military audiences and this was communicated to the academic community. Jane stated: *"We do [communicate the different visions], to the faculty, to the council of deans, to the senior officers" (Jane, 3244)* and emphasized the need to have a shared vision (Jane, 3159). With regard to communicating M1's strategic plan for the move to OL Paul remarked:

> *My plan has always been in my head and I share it with everybody I talk to. So, if*
>
> *it is the deans' council I share my Phase I, Phase II philosophy. I have shared it in*
>
> *the Sloan proposal that was what we have done, I share it with the faculty senate*
>
> *the one or two times that I have talked to them. So, I share it with a wide variety*
>
> *of folks. (Paul, 3740)*

When asked about strategies used to communicate their OL vision George stated, *"[we used] every trick that we could think of, to pull it off" (George, 4764).* The key strategies deployed by participants for communicating their OL vision, goals and strategic plan are as follows:

1. Establishing a dedicated department and or personnel for communication;

2. Communicating with leadership;

3. Communicating with different constituencies;

4. Publicizing activities of the OL unit and showcasing OL success stories; and

5. Engaging in an on-going, continuous communication about OL.

I will discuss these strategies in detail next.

Dedicated personnel for communication. Participating institutions established a dedicated department or had personnel to focus on communication (Ted, Maggie, Wendy, Dave, Jane). Ted recognized the crucial role of communication in OL implementation at the outset itself. Ted stated, *"... as a matter of fact one of the things we established very quickly was a department for communications…" (Ted, 175).* Wendy realized the importance of communication early on in the implementation process as well (Wendy, 1834). Having a dedicated team focusing on internal communication, according to Wendy, *"has really made a difference" (Wendy, 1860).* At most participating institutions the communication personnel were part of the OL unit's marketing unit. They were also involved in marketing online offerings to students and gauging market demands for online programs .

Communicating with leadership. OL leaders communicated their vision, goals and strategic plan for the online initiative to executive and academic leadership (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). OL leaders were part of high-level committees and councils constituted by key individuals such as the president, the provost, deans, chief information officer, chief financial officer and other heads of campus constituencies. At the regularly held committee and council meetings OL leaders informed leadership about online activities. For instance, Maggie was on the Academic Affairs Council, which included the

provost. She shared her plans for OL at the beginning of the academic year with the council, and also gave them updates during their monthly meetings (Maggie, 670). Paul communicated directly to the university president the activities of the OL unit (Paul, 3813). Likewise, Beth remarked: *"I report to the provost, and I serve as a member of the president's council. So, many of my planning is very public with that president's council (Beth, 4193).* Beth stated that she typically set goals and priorities together with the cabinet and the office of enrollment management, and then communicated these to the president's council and deans (Beth, 4196). Similarly, Wendy conveyed to the provost and the deans the direction and activities of her unit (Wendy, 1922). Wendy stated: *"... I am on the council of deans, and I try to keep that council of deans aware of where we are going, and what we are doing" (Wendy, 1921).*

Communication about the vision and the plans for online initiatives happened at multiple levels and was undertaken by individuals other than the OL leaders as well (Maggie, Wendy). Maggie stated: *"The CEO is part of the Chancellors' group, so he is communicating at that level. Our Chief Technology Officer is communicating with the CIOs. So it [communication] is at a lot of different levels" (Maggie, 678).* Key staff of Wendy's unit worked closely with associate deans, and program chairs from each of the colleges at R1 (Wendy, 1924).

Communication with different constituencies. OL leaders established communication channels with different constituencies on campus (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul). They went to faculty meetings, faculty senate sessions and met regularly with a variety of groups on campus. When asked about the measures taken to communicate the vision for OL, Ted responded:

> *We go to campuses and we do town hall meetings, ... we do planning meetings,*
> *we try to visit every campus, every year we do one, we host an annual conference*

for faculty … they present on a lot of things but also hear about what is going on with us. We do … an email communiqué that goes to all of our stakeholders every month. (Ted, 178)

Maggie pointed out that the Continuing Education Council constituted by the heads of Continuing Education from all the campuses in the US2 was her *"primary communication link with the campuses. They are the ones that communicate back our plan to the key people that they work with on their campuses" (Maggie, 668).* When Maggie meets with the Continuing Education council, she informs them about what each campus is planning so they can avoid duplication of online programs across campuses (Maggie, 726). About periodic meetings with various campus constituencies Maggie noted: *"Sometimes we have to wait to be invited, other times we invite ourselves, so it just depends on the actual issue on hand" (Maggie, 677).*

Publicizing activities and showcasing success stories. The activities of the OL unit were publicized to internal audiences (Ted, Maggie, Wendy, Carrie). Ted stated *"Basically, what we are doing is, we are sort of marketing [US1's OL unit] I guess" (Ted, 196).* At town hall meetings faculty came in and learned about US1's OL unit, what it did, what services it provided, how to work with it, what its quality oversight standards are and how it worked with accreditation agencies (Ted, 193). US2's OL unit also publicized online activities in a similar fashion. Maggie remarked: *"We do show-and-tell on the campuses to kind of talk about what [US2's OL unit]… and what their particular campus has been doing and what they have gained out of it"(Maggie, 580).* Wendy's internal communication included publicizing success stories about online faculty and online students through newsletters and other means. Wendy stated:*"…we let people know that we are not only doing [online education] but we are winning awards for the programs, the courses, the faculty and the students" (Wendy, 1831).* At R3, the

units associated with online instruction helped faculty with not only course design, development, delivery, and assessment, but also with making all online activities *"visible to the college"* *(Carrie, 2836).*

Continual communication. Communicating the vision for OL once or infrequently was ineffective. OL leaders underscored the importance of communicating the vision, goals, and strategic plan for OL in an ongoing manner to their stakeholders, and creatively finding different forums to do so (Ted, Maggie, Wendy, Carrie, Jane, Paul, George). George emphasized selecting key messages that convey the vision for the change initiative, and conveying them, repeatedly:

> *You try to communicate that [your vision], every opportunity. People can only hear so many different messages and my view as well, you try to send that message, communicate that message. People always want to know what is important. Well, if you select the things that you can count on one hand, and keep talking about those again and again eventually you are going to get change. (George, 5043)*

Summary of communicating OL vision, goals and strategic plan. There was strong evidence that all OL leaders communicated the vision, goals, and strategic plans for their online initiative. Among strategies, communicating directly with leadership emerged strongly as the most deployed (n=11). Communicating with different campus constituencies was the second most-adopted practice (n=9). The majority of the participants alluded to engaging in ongoing communication (n=7). About half of the participants had a dedicated unit or group for communication activities (n=5).

US1, US2, and R1 deployed all the six strategies in this category indicating the strengths of their OL operations in communication. Table 12 summarizes strategies deployed by participants to communicate OL vision, goals and strategic plan.

Table 12

Strategies to Communicate OL Vision, Goals and Strategic Plan

Institution	Communicating vision, goals, and strategic plan for OL	Establishing a communication department or personnel	Communicating with leadership	Communicating with different constituencies	Publicizing OL unit's activities and showcasing success stories	Engaging in continual communication
US1	x	x	x	x	x	x
US2	x	x	x	x	x	x
US3	x		x	x		
R1	x	x	x	x	x	x
R2	x	x	x	x		
R3	x		x	x	x	x
R4	x	x	x	x		x
M1	x		x	x		x
M2	x		x			
M3	x		x	x		
M4	x		x			x

Next, I will review ways in which participants garnered support for OL implementation.

Developing Political Support for Online Learning

The fourth research question asked, "What strategies help develop political support for online learning?" Participants were asked if they created a coalition of supporters for OL and how they obtained support for efforts related to OL. The strategies OL leaders adopted to garner the support of stakeholder groups included:

1. Building relationships with powerful individuals and groups;

2. Eliciting stakeholder participation;

3. Increasing status of OL leader;

4. Promoting faculty satisfaction; and

5. Fostering research on OL.

In the following section I will review these strategies in detail.

Strategies for Developing Political Support

Building relationships with powerful individuals. OL leaders cultivated relationships with lead players within the institution (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). Maggie noted that US2's OL unit enjoyed all the benefits of *"having friends in high places" (Maggie, 803)*. Maggie remarked:

...my CEO now, who is also the vice-president for Information Technology for the

System, is about to become the Chief Financial and Technological Officer and a

senior vice-president. So, now, I will have two very powerful people in my camp

and then I have a dotted-line relationship to the senior vice-president for

Academic Affairs. So, we are pretty well represented in terms of being on the

radar screens of the policy makers. (Maggie, 805)

Having direct access to key decision makers at their institutions such as the president, provost, deans, chief financial officer, chief information officer and others in higher administration enabled OL leaders to cultivate relationships with them. When asked if he took efforts to build a coalition of supporters for OL, Ted remarked:

Oh, I think we did....the fact that on the campuses we do visit with the presidents

and provosts that they know us, they can talk about us, we don't right now but we

used to give regular presentations to the board of regents, so, they know who we

are. (Ted, 214)

Wendy took similar measures and remarked: *"We have close relationships with the provost's*

office and we meet regularly with the senior vice-provost to make sure that we are staying in

tune there" (Wendy, 1922).

This direct access also gave OL leaders better leverage to influence key individuals about

the role of OL. For instance, Wendy stated:

We get a new vice president, they are on my list immediately. I go meet with them

right off the bat, and introduce myself, talk to them about our programs, how we

can work with them to help in information technology, in enrollment management,

in university development, all of these things we have a role to play and I am

making sure that the leaders in all of those areas know what that role can be.

(Wendy, 1972)

This direct access to key decision makers was enabled by OL leaders being on the

president's cabinet, council of deans, and committees constituted by higher administration. For

instance, Dave had direct access to the council of deans and stated: *"Since at that time I was*

reporting to the provost and sat on the council of deans, I had pretty open access to that group

and I meet with the deans on a regular basis still" (Dave, 2289). (As discussed earlier, OL

leaders also used this access to top executives to communicate their vision, goals and plans for

online courses and programs directly to them, see "Communicating with leadership", p. 132.)

Not only the OL leader but others associated with the OL unit also cultivated

relationships and created networks of influence. Wendy explained:

...we have an associate dean in my area, and the director of Distance Degree

Programs – between the two of them, they are also the liaison's to the various

colleges and they meet regularly with those associate deans and some program

chairs. We also work now with ... our regional campuses to help them take

programs that they have on their campuses and move them to distance learning

where they are interested in doing so. So, that is a fairly new thing. So, we make

those connections and once you have got those people working with you on

things, then you have got kind of a natural group of supporters. (Wendy, 1924)

Participants recognized that powerful individuals and groups at their institutions cannot be compelled about committing to OL, and securing their broad-based support demanded finesse. Underscoring the importance of building social networks and the intricacy involved in doing so Ted commented:

You can't force them [executive leadership]. But, I personally probably have

spent more time building those relationships than anyone else. So, there is a lot of

massaging of egos, trying to be humble about what we are doing, but still be

demonstrative that we do know how to do this- without insulting the people on the

campuses. There is a fine line. (Ted, 227)

An integral part of the finesse involved in building these relationships with powerful individuals and groups, Ted noted, has to do with the ability to read *"the political climate" (Ted, 205)*.

Eliciting stakeholder participation. OL leaders elicited the participation of key leaders and stakeholders in the online initiative (Ted, Maggie, Wendy, Carrie, Jane, Paul, Beth). OL leaders established bodies, such as advisory boards, planning committees, task forces, and cross-

functional teams, comprised of policy makers and lead players. Such groups helped secure a high level of involvement in implementing OL from multiple constituencies across the institution.

OL leaders created opportunities for key people to participate in the planning processes, and provide advice. For instance, an advisory group was commissioned at M1. Paul explained:

We actually established an Advisory Council for [ITU- the Instructional Technology Unit]. So, it is an [ITU] Advisory Council and it is half Administrators and half faculty members. And that helps a lot politically, because they are all ambassadors then within their schools and colleges. I think that is an important – we have learned a lot, they have got good ideas, so we adjust our thinking, based on their feedback and that is an important strategy. (Paul, 3787)

Similarly, an academic advisory committee comprised of key individuals was formed right at the outset at R1. To the question about measures taken to garner political support for OL Wendy responded:

Well, I guess there are a couple of ways that we do that. We have an advisory committee. We have had this from the very beginning, since 1992, an academic advisory committee, it includes…an associate dean in each college that offers distance programs, an associate dean whose responsibility is to sort of coordinate the colleges' efforts in distance learning and so we have all those associate deans and some faculty and some department chairs who are part of this advisory committee. We don't meet often, but we meet at least once a semester. (Wendy, 1912)

At R3 a planning committee constituted by key leadership was established. Carrie explained:

And we have a planning committee… [the] undergrad dean, grad dean, and regional campus VP, our key staff, we meet once a month and we have an agenda. We all go out and talk to the dean, we have agenda. I brief the provost and the president, we have agenda so on and so forth. We do faculty development, there is an agenda. (Carrie, 3017)

Beth described how the involvement of key stakeholders in the online initiative at M2 was brought about:

…my planning is the cabinet's planning. The cabinet, the Office of Enrollment management, myself are setting goals together for, I tell them what it is I think I can do with quality. And, they together with me move that forward. We together discuss issues about, in-state, out-of-state balance, how much we are going to push on international students, we together set those priorities. (Beth, 4196)

Stakeholder involvement was evident in both advisory and planning functions at US2 as well. A task force constituted by faculty, union representatives, and administrators was formed early on in the OL implementation process at US2. Maggie remarked:

It was a large group and …they broke it down into sub-groups and they all had different things that they would look at. So, that kind of started the ball rolling for involvement. And we have continued that. (Maggie, 779)

In addition, at US2's OL unit the Continuing Education Council, an advisory council made up of all heads of Continuing Education from each campus, regularly met at a planning retreat, set and reviewed strategic goals for a two-year period (Maggie, 646). Furthermore, faculty input was solicited to help plan the technology infrastructure for OL at US2 as well. Maggie remarked:

...we have got some terrific faculty around too, who ...have been involved in some of the selection of learning management systems. They have been part and parcel of some of the decisions that we have tried to involve people in. (Maggie, 825)

Clearly, bodies such as advisory boards, planning committees, taskforces and cross-functional teams served political purposes of establishing coalitions with individuals and groups who had the power to inform, facilitate, shape or thwart OL implementation. In addition, they also helped in forming alliances with other functional areas in the institution. In turn, such alliances created a more powerful lobby for OL and exerted more influence on policy makers. For instance, Jane put together a cross-functional executive team for the establishment of OL constituted by the VP for Academics, the Chief Information Officer of R4 and herself (Jane, 3249). Jane pointed out…

...because of this executive committee we have when I make an argument...I argue for the entire gamut, not all of it in my shop but it helps forward a unified front to what we need in the online environment. (Jane, 3278)

However, the constitution of these task forces and committees was strategic not just from a political perspective but also from a pragmatic point of view. In fact, Dave believed that such committees were less useful politically, but rather more helpful in ensuring the smooth functioning of the online environment:

We did have several different committees at different times. I don't know that they were all that fundamentally important to the success of what we have done. It was something that we needed to do for different reasons. But it was more of a logistics sort of an issue than a trying to build support for whatever it was we were trying to [do]. (Dave, 2291)

Typically, members of these bodies represented various functional areas within the institution and brought forward diverse viewpoints. For example, Jane noted that the executive team for OL provided her with access to multifarious information that was essential for building the online environment (Jane, 3249). Such cross-functional teams facilitated the sharing of resources and responsibilities. (See "Sharing Resources and Responsibilities", p. 196.)

Increasing the status of online learning leader. During their tenure many of the OL leaders experienced a change in title and promotion within their institutions (Ted, Maggie, Wendy, Dave, Beth, George). Promoting OL leaders to more powerful positions in the organizational hierarchy strengthened their influence within the institution. Ted remarked: *"I think the fact that my title changed to assistant Vice-Chancellor in 2001, that was a pretty big thing; that sort of brought us up a level" (Ted, 214)*. Promoting the OL leader also increased the status of the OL unit and heightened attention on OL within the institution.

Promoting faculty satisfaction. OL leaders sought to gain an understanding of factors that led to faculty satisfaction with teaching online (Tom, Wendy, Carrie). According to research conducted at R3, Carrie noted:

> *There are only two factors that have a statistically significant correlation with positive faculty satisfaction over the years, all the time: "the amount of interaction in my online course is higher", and "the quality of interaction in my online course is higher than any other courses I teach" (Carrie, 2929)*

Faculty who derived satisfaction from teaching online became committed to the online initiative. About faculty satisfaction with the online delivery of instruction at his institution Tom recounted: *"...faculty would say, yeah, 'I certainly enjoyed teaching online, it's working well, I'll come back to teach the course next semester'..." (Tom, 1322)*. Faculty became satisfied with

teaching online when they succeeded in engaging their online students, and so by helping faculty succeed in online instruction their commitment to OL was engendered. Wendy noted:

> *Getting them onboard is mostly helping them design a good course. Once they have done that and they are successful in making the course work - that kind of is what gets them on board. Once…a faculty member is involved with adult students who are really motivated, they generally really like it you know. And then they become supportive. (Wendy, 1987)*

To help faculty succeed in achieving optimal interaction and quality in their courses they were provided training in and support for course design, development and delivery (see p. 166).

Promoting research on online learning. At research institutions faculty are rewarded more for conducting research than for teaching (Tom, 1047). The online initiative is primarily associated with teaching, so research-oriented faculty are less inclined to get involved with it (Tom, 1047). OL leaders sought to promote opportunities for faculty research on OL (Tom, Carrie, Beth). At R3, online education has been made the *"…subject of directed research" (Carrie, 2704)* and has been *"…folded into the university's scholarship of teaching and learning initiative" (Carrie, 2700)*. Carrie explained that they support faculty in all aspects of OL research including defining research questions, developing instruments for data collection, collecting and analyzing data, finding publication outlets, reporting processes, and funding for conference travel (Carrie, 2686). On a similar note Tom remarked, *"…we've also been able to engage the faculty … in scholarly activities related to their online teaching" (Tom, 1477)*. Faculty were urged to produce *"at least a conference paper…as part of their scholarship" (Tom, 1484)*.

This approach has been successful at engaging faculty and garnering their support at R3, M3 and elsewhere. Carrie noted, there are *"…about 40-45 faculty members who are working on*

these directed research projects at any given time" (Carrie, 2699). Tom explained the success of this strategy at M3: *"...I heard from the provost that last year when faculty were promoted from Assistant Professor to Associate Professor, all of the faculty members in that group that year had at least one publication about online education" (Tom, 1478).*

Summary of developing political support. Building relationships with powerful players emerged strongly as the most common strategy with all the OL leaders deploying it (n=11). Two other strategies, eliciting stakeholder participation (n=7) and increasing status of OL leader (n=6), were also indicated by a majority of participants. The two faculty-related strategies, promoting faculty satisfaction with teaching online, and fostering research on OL, were alluded to by less than half of the participants (n=4). Three OL leaders (Wendy, Carrie, Beth) adopted 4 of the 5 strategies for developing political support indicating their strong emphasis on garnering support for OL. Table 13 summarizes strategies to gain political support for OL implementation.

Table 13

Strategies Deployed by OL Leaders to Develop Political Support

Institution	Strategies for Developing Political Support				
	Building relationships with powerful players	Eliciting stakeholder participation	Increasing status of OL leader	Promoting faculty satisfaction with teaching online	Fostering OL research
US1	x	x	x		
US2	x	x	x		
US3	x			x	x
R1	x	x	x	x	
R2	x		x		
R3	x	x		x	x
R4	x	x			
M1	x	x			
M2	x	x	x		x
M3	x			x	x
M4	x		x		

Managing the Move to Online Learning

The fifth research question in this study asked, "What strategies are used to manage the transition to OL?" Participants were first asked how they managed the move to OL, and if they provided specific resources to faculty and students to facilitate this transition. They were also asked to describe their student support services and their technology infrastructure for the online initiative. This phase of implementing OL had to do with actually migrating courses, programs, faculty, students, administrators, support services for faculty and students, and the technology infrastructure to the online environment and finding resources to fund these components.

To manage the transition to online education participants needed to address several key questions and set policy on a number of critical issues. Table 14 describes the key issues and questions addressed by the OL leaders in managing the move to OL.

Table 14

Key Issues and Questions to Manage the Transition to Online Learning

Issues	Key Questions Addressed
1. Strategic planning	1. What kind of a roadmap should be drafted for the move to OL? 2. What should be the components of the plan?
2. Getting started	1. What special steps need to be taken to get the online initiative started?
3. Selecting programs	1. What factors need to be considered in selecting programs to offer online? 2. Which programs are going to be put online? 3. Who is going to decide which programs are to be offered online?
4. Marketing programs	1. How will the needs of existing and potential students be identified? 2. How will online offerings be marketed to new and existing students? 3. Who will do the market research and marketing?
5. Faculty selection	1. How many faculty will be needed to teach the online courses? 2. Who will select the faculty to teach online?
6. Faculty training	1. How will faculty training be provided? 2. Who will provide it? 3. What areas will training cover? (e.g., online pedagogy, technology tools)
7. Faculty support	1. What support services will be offered to faculty for teaching online? 2. Which campus entities will be involved in supporting faculty?
8. Faculty remuneration, incentives and rewards	1. Will faculty be paid for online course design and development? 2. Will faculty be paid for online course delivery? 3. Will faculty be offered course-release time?
9. Course design and development	1. Who is going to design the online course? 2. Who is going to develop the online course? 3. What kind of processes, procedures and timelines are needed?
10. Institutional policies	1. Who is going to teach online? Full-time or part-time faculty or a mix? 2. Is teaching online considered in-load or out-of-load? 3. Who will own the online courses once developed?
11. Student support	1. What support services will be needed and offered to online students? 2. Which campus entities will be involved in supporting online students?
12. Technology infrastructure	1. What kind of infrastructure is needed? 2. What course management system should be selected? 3. Who is going to run the technology infrastructure?
13. Sharing resources and responsibilities	1. What resources are going to be shared? 2. What responsibilities are going to be shared? 3. How is this sharing going to be orchestrated?
14. Funding the online initiative	1. What is the annual budget for OL? 2. What are the sources of revenue for OL? 3. What resources, financial and personnel, will be committed to OL? 4. What additional revenue streams can be established? 5. How will revenue from OL be apportioned within the institution?
15. Phased approaches	1. What sort of intermediate goals can be set? 2. How can the implementation be phased?

Strategies that participants adopted for managing the transition to online courses and programs address these key questions and can be mapped to the issues described above. The strategies can be grouped into the following categories:

- Strategic planning;

- Getting started with OL;

- Selecting and marketing online programs;

- Faculty development and support;

- Formulating institutional policies;

- Student support services;

- Technology infrastructure;

- Sharing resources and responsibilities;

- Funding the online initiative; and

- Phasing transition to OL.

Next I will discuss the strategies for managing the move to OL pertaining to each of these categories. I will begin with the category "Strategic Planning".

Strategic Planning

Drafting a roadmap. OL leaders engaged in planning activities as they began moving courses and programs online (Ted, Tom, Wendy, Dave, Carrie, Paul, Beth, George). Tom described the strategic planning process for the online initiative:

...you have to come up with a budget, some target, some projection how many

students you're going to enroll, how many new faculty you have to hire, what kind

of support people you need, and you need to put all that together into a package,

with a budget to say, here's how we're going to do this. (Tom, 1282)

Rather than focusing on just the resourcing aspects of OL, Paul outlined a more systemic approach, consisting of a set of strategic initiatives, to accomplish the migration to the online environment. He stated:

...I put together a very comprehensive package of how we would make this happen ...which is, establishing a Center, having it be in a visible place, bringing in a visiting scholar, who would be able to talk to faculty members as a faculty member, address their concerns about quality, establishing the online fee to provide a revenue stream, [and] instituting the course development grant program to lure faculty who are on the fence into developing and delivering a course. (Paul, 3728)

However, these steps were not formalized as an official plan, Paul noted. About his roadmap for establishing OL Paul commented:

...We don't have an official strategic plan that formally documents that strategy. I have actually been meaning for some time to make that happen....But, in some ways, I haven't had it because we have been growing so fast, that any strategic plan that I develop is almost obsolete within a matter of months. (Paul, 3743)

Like Paul, Tom was also of the opinion that drafting strategic plans for OL implementation was somewhat redundant. Tom remarked: *"...I don't know that strategic plans really do all that much. It's a nice exercise to go through. But it's much more, how are going to make this thing successful next week and next month" (Tom, 1289)*. Dave's perspective was somewhat different. He pointed out that financial considerations were an integral aspect of strategic planning at R2. Consequently, from Dave's viewpoint, the strategic plan was *"...real,*

because the strategic planning process is where the budget decisions [are made], [and] budget allocation decisions follow the strategic plans" (Dave, 2437).

There is evidence that suggests participants engaged in strategic planning half-way through the implementation process as well. About six years after they moved their first program online M2 made a decision to deliver all its courses and programs online. Beth drafted a 5-year plan for this migration initially and subsequently accelerated the timeline to two years. Beth described her planning processes at that time:

Actually in 18 months we moved everything. I laid out a resource plan for him [the president], he got me the resources, we designed formulas on how to make sure that we had enough faculty, to make sure that we had the operational staff based on credit modules, he and I worked together with the provost to make sure that we weren't going to be over-reliant on adjunct faculty, that we could actually ramp up and hire full-time faculty should we get anticipated growth. So, I think that was a key institutional point. (Beth, 4129)

Goal setting was an integral aspect of the strategic planning process. As discussed earlier, many participants began the implementation process with well defined short-term and long-terms goals. For instance, under its new institutional leadership M4 put together a very specific strategic plan, which included short-term and long-term goals. George stated:

...the new president got everybody together and we have a new strategic plan....There are very specific goals where we want to be in five, and even looking out ten years, trying to read what is happening in the technology and the global higher education world down the road. (George, 4752)

In sum, nine of the eleven participating institutions engaged in strategic planning activities. For the most part strategic plans focused on resource-related components such as budgets and projections about the number of students to be enrolled, number of faculty needed to teach and to be hired, and types of support staff required. Planning processes, in a few instances, were also strategy-oriented in that they outlined a comprehensive approach to bringing about OL implementation. For example, Paul's roadmap included a specific set of steps that would be taken such as creating a center for OL, creating visibility for OL, and bringing in scholars to talk to faculty, addressing faculty concerns about OL, establishing revenue streams and offering faculty incentives for online course development and delivery. Some OL leaders expressed skepticism about the effectiveness of strategic plans for implementing OL. Next, I will discuss the strategies for "Getting started with OL".

Getting Started with Online Learning

Participants took special measures to set the move to online education in motion. For instance, Tom took several steps to give the online initiative some initial momentum. His early efforts included:

...trying to coax them [faculty] along, give them some resources, give them some assistance, set up an office on the campus that would support the faculty, and support them with pedagogy, make sure that they had a good technology infrastructure so that they could try this experiment. (Tom, 1196)

To get the migration to the online environment started OL leaders deployed the following strategies:

1. Making start-up funds available;

2. Identifying innovators, early adopters, and faculty willing to experiment with OL;

3. Offering financial incentives for early online programs;

4. Meeting with and involving key stakeholders;

5. Choosing strategically the first programs to move online; and

6. Establishing a dedicated OL center.

I will discuss these strategies in greater detail next.

Start-up funds. The availability of start-up funds facilitated participating institutions to get started with their online initiative. US1's OL unit received dedicated funds from the US1 for setting up US1's OL unit. US2's OL unit was provided two sources of funding at its beginnings. One was a grant from the state for the infrastructure and the other was access to a loan of several million dollars from US2's Board of Trustees. About 2 million dollars of discretionary money was invested in the campuses for starting the OL initiative at US3 (Tom, 1235). A local telephone company granted about $300,000, over three years, for the establishment of the asynchronous distance degree program at R1 (Wendy, 1752). This allowed them to *"hire support personnel, and get programs and courses up and going"(Wendy, 1753)*. In 2000 R2 had a 3.9 million dollar funding source for developing web-based programs as well as other types of distance delivery courses (Dave, 2233). Paul received funding from the Sloan foundation to be awarded as grants to faculty for developing blended courses (Paul, 3662). M2 received funding from the Sloan Consortium (Sloan C) for three successive years to build the OL platform and that allowed them to move forward (Beth, 4230).

No specific start-up funds had been available for the implementation of online initiatives at some participating institutions (R3, R4, M4). However, their initiatives were still funded by operational funds. While R4 chose to repurpose operational funds, M4 budgeted for the OL

operations from existing funds as a strategic initiative. Table 15 presents a summary of the start-up funds that were available to the institutions.

Table 15

Start-Up and Other Funds Available To Participating Institutions

Institution	Start-Up funds (Yes/No)	Start-Up Funds/Other Funds
US1	Yes	Dedicated funds from the System office for US1's OL unit
US2	Yes	Several million dollars loan from Board of Trustees and grant from the state
US3	Yes	2 million dollars discretionary funds
R1	Yes	$300,000 over three years
R2	Yes	3 million dollar funding source
R3	No	Normal university growth funding
R4	No	Redirected operational funds
M1	Yes	Funding from Sloan C for course development grants
M2	Yes	Funding from Sloan C for three years
M3	Yes	Same as US2
M4	No	Budgeted from existing funds as a strategic initiative

Identifying innovators and early adopters. In the beginning stages of OL implementation participants focused on finding innovators and early adopters amongst faculty, and getting some early online programs going (Ted, Tom, Wendy, Dave, Carrie, Jane, Paul). Jane, and other OL leaders, believed that to get the online initiative started…

> *You have to get some key faculty, some championing faculty who want to put some classes online, and then maybe there is enough of them that you get an entire program online, and that is how the momentum starts. (Jane, 3116)*

Getting faculty to at least experiment with online instruction helped set the ball rolling for the online initiative. Ted remarked: *"Certainly in 97, 98, 99 we were soliciting like mad, trying to get early adopters, [by asking] 'who wants to try this?'" (Ted, 131)*. About the early days of the online initiative Ted noted, *"We did have to do quite a bit in the late 90s to get people to jump on board" (Ted, 127)*. Similarly, early on Carrie identified an initial "*experimental group*"

of faculty willing to teach online, and provided them opportunities for peer support, and faculty development (Carrie, 2912). In the initial days of OL, participants also looked for faculty already teaching online at their institutions and provided them support (Carrie, Dave).

Financial incentives for early programs. Financial incentives were offered for the development of early online programs (Ted, Maggie, Tom, Dave, Carrie, Paul, Beth). Dave noted that innovators and early adopters were sought and given funding:

> *...2000 was really when we really started to expand. We, of course, had faculty going back to probably 1996 maybe, or 1995... who were sort of the pioneers and had been developing web courses on their own. What we did was, we started to provide incentives to faculty who were willing to move forward [to OL]. (Dave, 2243)*

Similarly, in the early days of OL Tom also solicited proposals from campus units, and offered them funding to develop some initial online programs (Tom, p. 8-290).

Meeting with and involving key stakeholders. To get the online initiative started OL leaders met with powerful stakeholders at the outset and involved them in planning OL (Ted, Maggie, Tom, Carrie). Ted stated that *"in order to get it off the ground we knew we had to have face time with the key players on each campus" (Ted, 1236)*. So Ted visited all the 15 campuses to meet with them. Carrie got the deans on board with a retreat. Carrie stated: *"When we began in the early mid-1990s ... we got the president and the provost to agree to dedicate a dean's retreat, in part, to this topic [OL]" (Carrie, 2901)*. Two external guest speakers with expertise in OL were invited to speak at this retreat. Undoubtedly, this retreat helped set the online initiative in motion, because *"...the administration got the colleges to agree to some early online programs, [and] early faculty" (Carrie, 2914)*. During the initial years of online education in the

US3 two initiatives served to elicit stakeholder involvement. One was *"...a university-wide seminar for faculty, where faculty would get together...discuss issues, and they would have speakers, and they would study online education" (Tom, 1345).* The second initiative was regularly held system-wide retreats for faculty in 1997 and 1998 when they first embarked on OL (Tom, 1352). These steps seemed to have had a significant impact in the early days. Tom stated *"...that was a big thing of what we did, to try and generate this enthusiasm, generate the confidence, generate that people thought they could do this" (Tom, 1359).*

Choice of first online offerings. OL leaders indicated that their choice for the first programs to be moved online was strategic (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). For instance, at M3 they started with two programs. One was a Bachelor's degree completion program in Liberal Studies, because it was *"...easy to find one professor"* from multiple "*departments to put a program online" (Tom, 1134)*, and the second a degree in Management Information Systems, *"... because the faculty there were very used to using computers and were very excited about going online" (Tom, 1137).* Tom explained, "*… what happened was that, that was a great starting point to have a very general degree in liberal studies, because then we could develop from that a number of other degrees ..."(Tom, 1143).* M2 started by putting their business programs online, because it was a high enrollment area, and business faculty believed that OL was the new wave (Beth, 4021). The first distance degree program that R1 offered was in Social Sciences. They made this selection, Wendy noted, because the degree is very flexible and students are able to integrate courses from a variety of disciplines. Also because, she added, *"We had established that was a degree we could do" (Wendy, 1742)*. R2 moved the Parks and Recreation Management program online, because it was *"close"* (Dave, 2171). The first online programs at both R3 and M1 were programs in Education,

because there were innovative faculty already pioneering in OL. (See Table 3, p. 75 for participants' first online programs.)

Dedicated center for online learning. Many participating institutions established a dedicated center for OL (Ted, Maggie, Tom, Carrie, Paul). (See p. 117.) Doing so helped jump-start the OL initiative in a big way.

Summary of getting started with OL. Three of the strategies for getting started with OL were strongly indicated. The most common practice was to strategically chose the first programs to move online (n=11). The majority of the participating institutions made special start-up funds available for the online initiative (n=8). An equal number of OL leaders offered financial incentives for early online programs (n=8). A little more than half of the participating institutions established a dedicated center for OL in the beginning (n=6).

US1 and US3 deployed all the six strategies indicating that they their efforts to get the OL started were strong. Table 16 provides a summary of the strategies deployed by participating institutions to get the online initiative started and give it initial momentum.

Table 16

Strategies to Get Online Learning Started

Institution	Strategies for Getting Started with OL					
	Making start-up funds available	Identifying innovators, early adopters, and faculty willing to experiment with OL	Offering financial incentives for early online programs	Meeting with and involving key stakeholders	Choosing strategically the first programs to move online	Establishing a dedicated OL center
US1	x	x	x	x	x	x
US2	x		x	x	x	x
US3	x	x	x	x	x	x
R1	x	x			x	
R2	x	x	x		x	
R3		x	x	x	x	x
R4		x			x	
M1	x	x	x		x	x
M2	x		x		x	
M3	x	x	x		x	x
M4					x	

Next, I present the strategies for managing the move to OL relating to the category "Selecting and marketing online programs".

Selecting and Marketing Online Programs

Participants carefully considered several factors before making a decision to migrate a specific program online. Once programs were selected to offer online concerted efforts were made to publicize them. The key considerations involved in selecting and marketing online programs included:

1. Impetus for creating an online program came from academic units;

   a. OL unit urged academic units to offer specific programs online;

   b. Most favored approach was for the academic units to propose an online program;

2. Before an online program was offered its need and marketability was established;

3. If no market existed no support was provided;

4. Approvals were secured for online programs;

5. The decision to migrate a program online resulted from a confluence of factors;

6. Trained marketing professionals were on staff; and

7. Online offerings were marketed to student audiences.

I will discuss these considerations in detail next.

Impetus for program creation. OL leaders indicated that the impetus for creating an online program came most often from the academic unit (Ted, Maggie, Wendy, Dave, Carrie, Jane). At R4, decisions about which programs to put online were initiated by faculty. Jane remarked: *"... [it is] faculty who say 'hey, we think we can really put this online and make a good program of it'" (Jane, 3127).* Jane pointed out, *"...the faculty control the curriculum and so ... you need to find the faculty that are really interested in doing that [teaching a program online]" (Jane, 3124).*

Online programs also got initiated in another way, which involved the OL unit going to the academic side and urging them to offer specific online programs (Maggie, Carrie, Jane). Maggie noted, *"...oftentimes what we are doing is going out and talking with deans, and trying to say to them - this is a very good way for you to go" (Maggie, 559).* Maggie stated that when they go to a campus, they encourage faculty to propose online programs by offering financial

incentives (Maggie, 723). Occasionally, US2's OL unit persuaded the chancellor of a particular campus in the US2 to intervene and urge an academic unit on that campus to offer specific programs online (Maggie, 587). Maggie remarked:

> *Once in a great while, my boss has gone to the chancellor on the campuses and said, "hey, look, everybody else is up there and running well, what is it going to take for your campus?"... (Maggie, 587)*

Even when the OL unit recommended the creation of a particular online program, it was still the prerogative of the academic unit to make the final decision.

Participants indicated that it was preferable for online programs to get initiated by the academic unit, because there were then fewer hurdles for the migration to the online environment (Maggie, Carrie, Jane). Jane remarked: *"...normally, if a department is championing something going online, other people normally aren't going to argue with it" (Jane, 3370).* Carrie explained her rationale for wanting the academic side to propose offering a program online…

> *...many things where the information technology folks are pushing it, are suspect from the beginning. So, we try to actually, instead of our pushing on the string, we try to get the academic community pulling on the string. (Carrie, 3025)*

Illustrating an instance of the academic side "pulling on the string" Carrie remarked: *"...our graduate dean, particularly, is encouraging the colleges to move programs online as a way of enhancing the growth of our master's level programs" (Carrie, 2821).* Carrie explained that expanding graduate level programs was the current focus at R3 and since their graduate dean believed that OL offered the best way to achieve this growth, he was providing the impetus for creating programs at the master's level online.

Although online programs got initiated in many different ways at US2, Maggie preferred for the academic unit to pursue US2's OL unit about putting a program online (Maggie, 551). Maggie commented, *"Probably the first approach is the one that works most successfully - when they come to us" (Maggie, 721).* She explained:

On occasion, we get approached directly by a dean or a program head [about the creation of an online program] – that is the ideal. You know that they [the deans or program heads] see that there is a way that they can sell what they have to offer, and, if we could marry that to good market analysis and good competitive analysis, then that is really ideal, because everybody is buying and right from the beginning, and we don't have to do the begging and cajoling, and all the other things that I sometimes feel like I am doing – walking around on my knees. (Maggie, 551)

As Maggie's comment suggests, marketability of the online program was a major criterion that was also considered. As favorable as it was for the academic unit or an individual faculty member to express a desire in migrating a program or a course online, that taken by itself was inadequate justification for an online offering.

Marketability of an online program. Before the decision to offer a particular online program was made, its marketability was ascertained. Participants established the viability for a proposed online program by conducting market analyses (Maggie, Wendy, Dave, Jane, Paul). Marketing professionals scanned the market for unexploited opportunities. They ascertained if there was a need in the higher education market that was not being well addressed, or if a student population was not being adequately served. For instance, R4 polled multiple constituencies to uncover gaps that could be filled by OL. Jane explained:

We do needs assessment. We talk to employers, we go around the state, we talk to our alums who are in senior positions in corporations and talk about what they need, we use advisory groups, we talk to students on campus… what are they looking for online, we do it from a whole host of different areas. (Jane, 3221)

M1's selection of proposals for blended courses that were to be funded were based on several well defined criteria (Paul, 3867). One criterion involved showing a niche for the proposed online initiative at the national or at least regional level (Paul, 3892). Conducting market research also helped determine the size of the audience for a particular program. Dave explained: *"…once we get a lot of anecdotal evidence [about the need for an online program] … then we'll do a harder sort of market analysis to figure out how big is this market" (Dave, 2386).*

Lack of market demand. If it emerged from the market analysis that there was really no market for a particular online program, no support was provided by the OL unit (Maggie, Wendy, Dave). Wendy remarked: *"…we really won't get involved, we won't even support it, if there is no evidence that there is really going to be a demand" (Wendy, 2009).* On a similar note Dave remarked:

…now if there is a department that wants to put out a degree program that we don't have an interest in …they can do that. But we won't provide funding for a course that we don't necessarily need. (Dave, 2376)

US2's OL unit avoided duplication of online programs across campuses in the US2, unless a campus substantiated its proposal with an increase in demand, or it came up with its *"own flavor"* of the program (Maggie, 733).

Obtaining approvals. Approvals had to be obtained from entities within the institution such as the faculty and academic senate, and from outside such as state boards and accrediting

organizations before a program could go online (Maggie, Wendy, Jane). Data about the market demand and viability of a program helped in getting this approval (Wendy, 2011). Wendy explained: *"...you have to get faculty senate and state board approval for a new program to go online. You have to pretty much have that [data] and we can provide that [data]" (Wendy, 2011).* Market data were presented to deans and others as evidence of a gap that OL could fill (Maggie, 578).

Confluence of factors. The creation of an online program appeared to result from a confluence of several factors (Maggie, Carrie, Jane, George). Jane remarked:

> *We work with the department, either they come to us and say "hey, we think this should go online" or we go to them and then we work with them on the development and curricular process and say, "ok, we want to go ahead, we need to get it developed and we need to get it through the curricular process and approved". And we tend to do them in tandem. (Jane, 3374)*

The data suggest that the most common way that online programs came into being was when academic units or the campuses proposed the creation of an online program, the marketability of the program was established by the OL unit, and the necessary approvals were obtained. To bring online programs to life Jane recommended:

> *You really have to constantly be looking for the opportunity and say, what do students need and want, what do employers need and want, and what can we do well. And when you start to see those three align, you just got to get on it like a dog with a bone. (Jane, 3215)*

Dedicated marketing professionals. Many participants had a dedicated marketing department and, or personnel (Ted, Maggie, Wendy, Dave, Jane). OL leaders ascribed great importance to marketing. Dave believed that marketing initiatives impacted program success:

... we take marketing seriously, we do, and I think that for a successful program that marketing will become more and more important if they want to stay successful, because the competition has increased. Almost everyone is in the online market now, at one time it was just few of us, now there are a lot so that marketing and student services are differences that you can point to, and that students recognize and find useful. (Dave, 2473)

Besides recognizing the need for market research, participants also saw the value of engaging qualified marketing professionals. About their marketing personnel Maggie remarked: *"...the world of online marketing is something that you really have to have special expertise for, and, so we have a director of marketing" (Maggie, 741)*. Maggie commented:

Our marketing person, for instance, who is by far probably one of the most gifted web-based marketers I have seen. She came to us from corporate levels, and we have had good marketing people all the way along. (Maggie, 704)

R2 also had dedicated personnel for marketing; it had an associate VP for marketing, and at least 4 full-time and several part-time people reporting to her (Dave, 2390).

Marketing personnel did marketing research, i.e., they analyzed students' needs and gathered data about market trends. Market research helped OL leaders make informed decisions about online course and program offerings (Maggie, Wendy, Jane). Maggie noted that their marketing person is able to do *"...a lot of analysis of prospective students, and what they are*

looking for…"(Maggie, 706). Marketing personnel also performed the actual marketing of the online courses and programs.

Marketing online offerings. The function of marketing also encompassed the promotion of online programs to new and existing student audiences (Ted, Maggie, Tom, Wendy, Dave). Dave explained, *"...they [the marketing personnel] don't just do the research side, they do the whole marketing too. Well, we have right now just over 7000 students, so it is on a different scale than most universities…"(Dave, 2395).*

Some institutions focused heavily on branding as part of their marketing strategy. Marketing at US2's OL unit, according to Maggie, happened at two levels: at the OL unit and at the campus level. Their marketing director, Maggie explained, *"is not marketing individual programs. She is really marketing … [US2's online initiative]" (Maggie, 747).* The US2's OL unit's brand was enhanced through international and national branding using unique and innovative approaches. The marketing of the actual online programs was done by the individual campuses: *"The campuses continue to do the marketing of their programs in the way that they always have, a combination of web-based, and advertising them" (Maggie, 748).*

Tom stated that US3 adopted a centralized marketing approach for its online programs, with the OL unit marketing the online programs of all its campuses. He explained: *"US3's OL unit…had a central website where we listed degrees, we did centralized marketing, trying to promote online on all three of our campuses" (Tom, 1215).* Tom stated that a centralized marketing approach was particularly helpful in the beginning days of OL. He explained:

> *The idea is if you have a big catalog with lots of programming in it, everybody*
>
> *will do better. So you want to have the biggest catalog you can have, rather than*

just a catalog with three things in it from one campus, especially when you're just

getting started and you only have a few programs. (Tom, 1244)

For some OL leaders, marketing also included promoting the role of the OL unit to internal constituencies (Ted, Wendy). For instance, the marketing department in Wendy's unit helped both with external marketing and the internal communication. It ensured that through their marketing materials, they were perceived as *"high-quality"* by both their internal and external audiences (Wendy, 1837). Ted explained that through town hall meetings, email communications, and documentation they marketed the role of US1's OL unit to stakeholders (Ted, 179). (See "Communication with different constituencies", p. 133).

Summary of selecting and marketing online programs. The incidence of practices and strategies for selecting programs to move online and marketing was relatively low. One of the two most common strategies involved allowing the impetus for creating an online program to originate from the academic units (n=6). The second most frequently deployed strategy had to do with marketing online offerings to students (n=6). Less than half the OL leaders indicated that they established the marketability of programs before they put them online (n=5). Qualified marketing professionals were hired by less than half of the participants (n=5).

Out of the total nine strategies in this category US2 and R4 deployed nine and seven respectively, indicating that they placed considerable emphasis on selecting and marketing online programs. Table 17 presents the key considerations involved in selecting and marketing programs to be migrated online.

Table 17

Key Considerations Involved in Selecting and Marketing Online Programs

Institution	Key Considerations in Selecting and Marketing Online Programs								
	Impetus for creating an online program came from academic units	OL unit urged academic units to offer specific programs online	Preferred approach was academic units proposing an online program	Establishing need and marketability	No market, no support was provided	Securing approval for online programs	Creation of online programs resulted from a confluence of several factors	Engaging qualified marketing professionals	Promoting online offerings to student audiences
US1	x							x	x
US2	x	x	x	x	x	x	x	x	x
US3									x
R1	x			x	x	x		x	x
R2	x			x	x			x	x
R3	x	x	x				x		
R4	x	x	x	x		x	x	x	
M1				x					
M2									
M3									x
M4							x		

Next, I will present strategies pertaining to the category "Faculty development and support".

Faculty Development and Support

OL leaders recognized that the outcome of their online endeavors hinged heavily on faculty, and consequently they invested heavily in faculty efforts at teaching online. Practices adopted to orient faculty to and support them in OL included:

1. Training faculty before they teach online;

2. Making faculty training on OL obligatory;

3. Providing faculty insights into what teaching online entails;

4. Training trainers engaged in faculty development;

5. Orchestrating procedures for moving programs online;

6. Providing faculty instructional design support;

7. Varying extent and type of course development support according to faculty needs and course nature;

8. Providing faculty a variety of support services; and

9. Staffing OL unit with instructional designers.

I will discuss each of these strategies in detail next.

Faculty development and training. Faculty at participating institutions received training before they began working on their courses (Ted, Maggie, Dave, Carrie, Jane, Paul, Beth, George). Underscoring the fact that faculty need an orientation on delivering instruction online, George pointed out: *"You can't just take faculty and put them in an online class. You have to have required training" (George, 4804)*. Carrie also made the case for faculty training and noted, *"...most faculty have not had significant faculty development about how to teach effectively, how to assess effectively, how to engage students effectively" (Carrie, 2673)*.

In addition to providing an orientation on technology tools, faculty development covered online pedagogy as well. Carrie explained R3's approach to training faculty for OL:

... as one of our faculty members put it, in describing his own teaching, is we do to our students what our teachers did to us. Basically, we emulate their model of teaching which is at core, an instructivist approach. The online environment is a constructivist approach. And what we have attempted to do is to help faculty understand the difference, redesign their course – deconstruct their course – and redesign it in a constructivist environment. (Carrie, 2675)

Some participating institutions made training obligatory for faculty teaching online (Ted, Carrie, George). For instance, faculty at M4 went through a mandatory 5-week orientation. George remarked:

We have a required online training program for all our faculty, before we will put them in an online course, and then there is a required mentorship. There is monitoring to make sure that things are happening that should be happening. (George, 4805)

At R3, faculty training was provided as soon as the faculty member was selected by the department to teach online (Carrie, 2841). Carrie explained:

Once a faculty member is nominated [by their college/academic unit to teach online]…. they begin faculty development. They go through an 8-week process … and at the end of that, they have created one module of their new online course, and afterwards they finish the course and offer it. (Carrie, 2841)

While faculty at M1 were strongly urged to attend this training, it was not mandatory. Paul stated: *"...we have an online course, designed to help faculty learn how to teach online. And we strongly recommend that faculty take it" (Paul, 3904)*. However, Paul pointed out, *"...most faculty take the course, they don't necessarily finish it. But they take it and they get something out of it at various levels" (Paul, 3905)*.

OL leaders believed that faculty who commit to teaching online knowing what it entails are better positioned to succeed. So, part of faculty development was aimed at providing faculty with this understanding (Ted, Jane). At US1's OL unit, faculty developing online courses were required to attend training not only to gain insights into online pedagogy, but also to *"know going in, what the expectations are" (Ted, 331)* in teaching online. Doing so provided for fewer

surprises, and problems along the way (Ted, 261). Jane expressed similar views about making expectations clear. Jane remarked:

I work quite a bit with faculty development to make sure that we are in line and we understand two-ways, I understand what faculty are telling them they want to be developed on, they understand, kind of, where we are going with online. (Jane, 3550)

Trainers that were engaged in faculty development were also trained (Ted, Maggie). Whereas faculty were trained by continuing education units on the individual campuses, those providing faculty development were trained by US2's OL unit (Maggie, p. 853). About the arrangements at the US1 Ted commented: *"we ... [US1's OL unit] provide the training for the people on their campus, they are going to help them [faculty] develop a course, [and] we teach them to separate course development from course production" (Ted, 272).*

In some instances faculty development was provided to lone faculty innovating in technology. By bringing them into the fold of OL they were mainstreamed and were able to integrate technology components more successfully into their courses *"than if they existed isolated on their own" (Carrie, 2760).*

Preemptively locating, and eliminating impediments also helped faculty succeed in the online environment (Carrie). Carrie stated:

...we looked at all those points of friction and make a conscious attempt to identify them and try to fix them. So, essentially we try to help faculty use technology effectively. We try to use that as a way to help them become better teachers, certainly, more modern teachers using more modern tools. (Carrie, 2882)

OL units went through a series of well orchestrated steps to work with the individual academic units and faculty to migrate courses and programs online.

Orchestration of procedures. Special structures were in place for the manner in which proposals for online programs were solicited and selected, approvals were sought, stakeholder involvement was elicited, and courses and faculty were developed (Ted, Maggie, Wendy, Carrie, Jane). Timelines and quality criteria were also established. Ted explained the processes at US1's OL unit …

> *…if there is a program that is going to go up on [US1's OL unit]…, folks that are going to be involved in that have to submit a proposal. In that proposal has to be outlined who is on board, who is doing what, letters of support, I's are dotted, and T's are crossed for people to put a program up and the provost has to sign off on it. So everyone is in the loop. And we have very definite timelines for the production of courses and we have very clear benchmarks for quality, quality standards. (Ted, 255)*

Carrie explained that the process for migrating programs and courses online at R3 involved an orchestrated sequence of steps. As part of this process, Carrie met periodically with the deans and the vice-provost of regional campuses, and talked about graduate and undergraduate programs that were to be offered online (Carrie, 2812). Carrie explained:

> *We have with each college a kind-of a three year planning window, within which we try to map out the things we have to do, the faculty that have to be developed, the courses that have to built, [and] the sequence in which those are done to take a program from fully face-to-face, to fully online or from fully face-to-face to*

blended. And so we have an agenda with each college and work with them.

(Carrie, 2817)

These steps followed a preordained sequence, and adhered to specific timelines as well. Carrie elaborated further on steps involved:

...once we commit to a college to put a program online, there is a person in the dean's office with whom we work who nominates faculty in the order that their courses had to be built. We schedule them for faculty development that we do three times a year, Fall, Spring Semester. We create the courses, complete the courses, we put them online and we assess them and we report back on the enrollments trends and so on. (Carrie, 2832)

Course design, development and delivery support. At all participating institutions faculty received comprehensive support during the design, development, and delivery of online courses. Wendy remarked:

...we've got all the resources they [faculty] need. We have got an instructional design team that helps them...develop their courses, we've got good support for while they are delivering their courses, if they have problems, we've got people to help them with that. (Wendy, 1984)

OL leaders used different terms, such as course design, course development, and course production to identify various phases involved in building an online course. Specific activities for managing each of these phases were evident. Responsibility for each phase was carried by someone specific in the OL environment such as the faculty, the OL unit, the academic department, or some other entity.

Although participants used these terms differently, they made a clear distinction between conceptualizing the course and its elements, and actually creating the various course components. For instance, Ted distinguished *"course development"* from *"course production"* and stated that faculty were primarily responsible for *"...thinking about the content, the pedagogy, the assessment, [and] the way they might interact" (Ted, 275)*. For the course production phase, Ted explained, *"...they [faculty] are working with course production people on their campuses, which would be the designers, the multimedia people, etc. who actually produce the course" (Ted, 275)*. Typically, faculty involvement in creating the content was higher than theirs in creating the multimedia components.

Instructional design support. Faculty at almost all the participating institutions received a full range of instructional design support services (Ted, Wendy, Dave, Carrie, Jane, Paul, Beth, George). About the services provided by M2 to their faculty Beth commented: *"It is a heavy model of support" (Beth, 4362)*. She explained:

> *...every time a course gets developed there is a curriculum instructional designer assigned to it. There is a library person, there is a media person, and there is an instructional technologist. So that team helps the faculty member develop the course. (Beth, 4359)*

Furthermore, at M2 each instructional designer was assigned to a specific discipline and worked with faculty from that area (Beth, 4334).

Although faculty received support in all phases, the extent and type of support provided varied according to faculty needs, and the nature of the course (Wendy, Jane, Paul, George). Wendy explained that a range of support was provided depending on faculty needs:

We have got … a range so that if a faculty member just says, "I just want to be the

content person. I have got the learning objectives, I know what I want the students

to do, but I don't want to have to get in and put all this stuff in the computer", [we

say], "No problem. We've got people who could do that for you". But, if you are

a techie person and you say, "I know how to do this and I really want to", then

we will still work with you, but you do what you want to do, and we will fill in the

rest. (Wendy, 1996)

Only minimal course development support was provided to faculty who were technically

competent and or had experience with teaching online (Jane, 3392). The support extended to

faculty also depended on the make-up of the course. Jane explained:

Some [courses] are highly intensive with online tools, and take a very long time to

develop, and then some are not as intensive….I guess it depends on the faculty.

The more they develop the less …they need us. (Jane, 3383)

George noted that the extent of course development support extended to faculty at M4

varied and this impacted the costs incurred for developing online courses. Two models of course

development, the course team approach and the craft model approach, have sprung up at M4,

according to George. In the Course Team approach *"…you have the subject matter expert,*

faculty, probably peer mentor, then you have got technologist, graphics designers, instructional

designers, editors, and publications experts to help them put this together" (George, 4889).

Most of the participating institutions seemed to be primarily adopting this approach, although

they did not refer to this model by name. George observed that the course team approach is very

expensive and recommended: *"…you want to do that only when you have got a course where*

you are going to have many sections. You get your return on your investment that way" (George, 4895). The Craft Model, George explained:

> *...is where you have an individual faculty [who], perhaps, with the help of a technologist basically develops the course and the material on their own. Not as elegant probably, but very quick, and certainly cost-effective when you are dealing with fewer sections. (George, 4896)*

At M4, George noted, the *"undergraduate programs went up online using the team approach, and graduate programs went up online using the craft, the faculty approach" (George, 4900).* In addition to course design and development support OL leaders provided a wide range of support services to faculty.

Faculty support services. Support services for faculty teaching online courses included: access to a digital library and librarians, a 24x7 Help Desk or a Call Center for technical support, and consultation on a host of academic issues (Ted, Wendy, Dave, Carrie, Beth, George). Faculty teaching online were provided *"...comprehensive faculty development services and corresponding staff support" (Beth, 4349)* at M2. When asked about resources provided to faculty Ted remarked: *"... [support] services are built into every course. We have a pretty extensive portal that keeps the faculty informed of what's going on, what is available and so forth" (Ted, 282).*

One of the most robust 24x7 librarian services was provided by M4 to its faculty. George stated:

> *...I think there is nothing like it in the U.S. that I know of. The faculty can get whatever they need. If they want a hard copy book, books can be delivered to their door with overnight delivery services from the systems consortium.*

Electronics resources - we have…probably approaching a 100 different online journal databases. So faculty can get articles, do research, have stuff inserted in their classroom, reserve readings,[and] reserve readings staff will take care of that for them, help them set it up, contracts, that is all done online. So, it is a pretty complete array of service. (George, 4881)

The range of librarian services provided to M4's faculty also included securing copyrights for course material. Addressing the issue of copyrights for material used in the online courses was considered an essential part of the transition to the online environment. George explained:

You know [there are] copyright issues with all the eJournals coming out and so forth. Faculty need – if you rely just on your faculty to think about copyright it won't happen. So you get into trouble. So, if faculty needs an article, which is not already accessible to them through the eJournals, then our librarians will get it. They will take care of the copyrights and it appears virtually in their classrooms. So we solved that problem. (George, 4625)

Technical support was provided to faculty teaching online. For instance, at M2 there were two Call Centers; one dealt with technical help, and the other helped *"support adjunct faculty who are working at a distance and who have questions"* (Beth, 4353).

Faculty were supported in doing research on online education at R3. Carrie explained:

And then the research initiative for teaching effectiveness makes an offer to our faculty who are teaching online that goes like this – if you as a faculty member are interested in doing research about your innovative teaching and learning, we the research initiative for teaching effectiveness will help you flesh out the

research question. We will either obtain or develop the protocols, the instruments

for you to collect data. If you would like we will actually collect the data for you,

we will statistically analyze the data for you and we will give it back to you in

publication quality format and it is your intellectual property to do with what you

wish. If you want to produce a journal article, we will help you find the journal.

We are not going to write the article for you, but if you want to write one, we have

an editor who will help you tune it up. If you want to go present it we may have a

little travel money to send you to the conference... (Carrie, 2687)

Instructional designer staffing. OL leaders indicated that their own units were staffed by instructional designers, web designers, graphic and multimedia experts and others engaging in course development (Wendy, Carrie, Jane, Paul, Beth). For instance, Jane stated: "*We have a Center for Instructional Design which is in my shop and so they [faculty] get assigned a designer" (Jane, 3381).* Often, although many of the OL units in this study had instructional designers on staff, they also availed of the university's central instructional design resources for online initiatives. However, doing so made them compete for these resources with everyone else on campus (Beth, 4340). Speaking to this conflict, Wendy noted: *"We do have our designers, and that has been crucial in terms of controlling our output and our destiny. We have tried other methods that didn't work" (Wendy, 2088).* Sharing institution-wide resources is also discussed later in this section (see "Student Support Services", p. 183). At M4 there are instructional designers on staff (George, 4891), but there is no separate OL unit at M4. At US1's OL unit the course production team is on the individual campuses (Ted, 272).

Summary of faculty development and support. The most frequently cited strategies in this category are offering faculty training before they teach online (n=8), and providing them

instructional design support (n=8). Less than half of the participants indicated that they had well orchestrated processes and procedures for moving programs online (n=5), and that they offered a variety of support services to faculty (n=5). Out of the total nine strategies in this category US1, R3 and R4 seem to have deployed six of the strategies for developing and supporting faculty in OL. This is indicative of the strengths of their online operations in providing faculty development and support. Table 18 presents a summary of strategies involved in faculty development and support for teaching online.

Table 18

Strategies Involved in Faculty Development and Support for Teaching Online

Institution	Strategies Involved in Faculty Development and Support								
	Training faculty before they teach online	Making faculty training on OL obligatory	Providing faculty insights into what teaching online entails	Training trainers engaged in faculty development	Orchestrating procedures for moving programs online	Providing faculty instructional design support	Varying extent and type of support provided	Providing a variety of support services to faculty	Staffing OL unit with instructional designers
US1	x	x	x	x	x	x		x	
US2	x			x	x				
US3									
R1					x	x	x	x	x
R2	x					x		x	
R3	x	x			x	x		x	x
R4	x		x		x	x	x		x
M1	x					x	x		x
M2	x					x		x	x
M3									
M4	x	x				x	x		x

The move to OL also entailed drafting institutional policy about a number of key issues. Next, I will discuss strategies corresponding to the category "Formulating institutional policies".

Formulating Institutional Policies

Online education raised a whole range of issues for the participants and they needed to draft institutional policies for them. To manage the implementation of OL participating institutions set policy on a variety of issues including:

1. Status of faculty teaching online;

2. Teaching assignments;

3. Faculty workload;

4. Faculty compensation; and

5. Intellectual property.

I will describe each of these issues in detail next.

Status of faculty teaching online. At many of the participating institutions (Tom, Dave, Jane, Paul, Beth, George) online courses were taught by both full-time faculty and adjunct faculty. About the situation at R2 Dave commented:

> *...it is a mix of faculty. Some are tenured in departments, some are paid by us; most of the ones that we pay for are not tenure-track....But the majority of the courses are taught by full-time on-campus faculty. (Dave, 2351)*

There were more full-time faculty teaching online at M1 as well. Paul stated: *"...I believe that we have a higher percentage of our online courses taught by full-time faculty than our face-to-face courses" (Paul, 3851)*. The rationale for this included a quality consideration, as explained by Paul:

> *...departments get a little nervous about quality issues, as I have said. So, online is already is a stretch for them; so when you add the uncertainty of an adjunct teaching online, they get even more nervous. So, outside of the College of*

Education, almost all of our online courses are taught by full-time faculty. In the

College of Education, where online is institutionalized, they have the same mix

that any other program would have, because it is not, there is no taboo for online,

and they have institutionalized online and embraced it. (Paul, 3853)

At M3, Tom noted that online students *"are taught by the same faculty who teach on the*

campus" (Tom, 1399). M2 also had a combination of full-time and adjunct faculty teaching

online, however, the teaching arrangement was unique. M2 had forty full-time faculty who

taught solely online. Beth explained:

They report to me, they are colleagues with people around the College, but these

40 folks act as sort of mini-department chairs with…a number of adjunct faculty

working for them, or other faculty from other parts of the College working with

them. So, while we do have many, many adjunct faculty, having 40 full-time

faculty dedicated to this program I think really has made sure that we have the

interest of quality there. (Beth, 4186)

Evidently, having full-time faculty teach the online courses seems to be a decision

influencing quality as well (see "Ensuring Quality of the OL Initiative", p. 233). Similarly, at M4

too both full-time and part-time faculty taught online. George pointed out that they have 3400

faculty worldwide, of which, 600 are full-time, and many of these are in Europe and Asia

(George, 4904). Since there is no tenure system at M4, even the full-time faculty are contracted

(George, 4647).

Teaching assignments. The academic unit, and not the OL unit, decided which faculty

member was going to actually teach a particular online course (Maggie, Wendy, Dave, Carrie,

Paul, Beth). Dave explained:

...generally the way it works is that there is a faculty, college and departmental

commitment to offer an entire degree program. And so then from that internally

they figure out who is going to teach what course. (Dave, 2368)

Getting faculty to commit to teach online, according to Wendy, is the academic unit's responsibility. Wendy explained: *"...we don't try to work directly with faculty until they have been assigned by the department chair to develop a course or to deliver a course" (Wendy, 1983)*. Since M2 had forty full-time faculty for teaching online who reported to Beth, it can be assumed that teaching assignments in this case were made by Beth and the OL unit.

Faculty workload. There was some variation among participating institutions about whether online course development was considered in-load, or out-of-load (Ted, Jane, Beth). Jane explained, course development of an online course was considered out-of-load, and faculty signed a separate contract, unless the department hired faculty to develop courses as part of their load; in this case, of course, faculty were not paid extra for it (Jane, 3400). Beth stated while adjunct faculty are paid for course development, for full-time faculty it is part of what they do (Beth, 4349). Ted noted, *"They [faculty] are teaching in-load"(Ted, 287)*.

Faculty compensation. At many participating institutions faculty got paid for course development, typically in the form of grants (Ted, Maggie, Dave, Jane, Paul, Beth). At almost all participating institutions online course development was funded mostly by the OL unit and in some instances by university-wide resources as well. Dave pointed out *"...we provide the majority of the funding [for online course development]" (Dave, 2373)*. Dave stated that a $5000 course development and teaching support is available at R2, which could be provided in two ways: *"...the campus has some funding for faculty to develop courses and the eLearning Center ... administers that. I think they usually do it as a sort of like a grant program" (Dave, 2371)*.

The other way was through Dave's OL unit: *"...once we get an agreement with a department that they are willing to offer something that we have identified needs to be offered, then we provide the funding" (Dave, 2374)*.

US2's OL unit went through its campuses to provide resources to faculty for the transition to OL. Funds given to campuses for new program development typically were *"put towards faculty support, getting them to get their courses developed online" (Maggie, 833)*. At US2 faculty got between $3500 (undergraduate) and $7500 (graduate) for course development and training (Maggie, 838). At M1, Paul explained: *"we created a course development grant program that would award $3500 for each course that was developed, $2500 went to the faculty member, $1000 went to the department" (Paul, 3649).* Faculty were sometimes compensated with course-release time. Ted stated *"We offered incentives, financial incentives, for the faculty member to have time. So they could have a course release and to build a course" (Ted, 127)*.

Intellectual property. Ownership of online content was a pivotal issue to many faculty considering teaching online. Unionized faculty, Jane pointed out, have various reservations about OL (see "Motivating the Move to OL", p. 86) and intellectual property concerns were amongst them (Jane, 3188). The question of *"who is going to own the content"*, Jane observed…

> *...that seems to be [of] varying degrees of interest. Some faculty very much understand that within the web, and this whole iterative development of content and research there is not that sense of intellectual property that there was 15 years ago, and then other faculty members are very tied to it, [and say] you can't put my syllabus on the web, you can't put – whatever. (Jane, 3188)*

At least three participating institutions (Jane, Carrie, Beth) mentioned having unambiguous policies about intellectual ownership of online courses. For instance, at R4

institutional intellectual property policies, addressed through the faculty agreement for faculty association members, were in place (Jane, 3194). Jane stated: *"...they [faculty] do retain ownership to their materials, and we retain the right to use it" (Jane, 3194).* Similarly, about their view at R3, Carrie noted: *"we honor the role of faculty as owners of the intellectual content, as controllers of the course" (Carrie, 2876).* Beth explained the policy at M2:

> *We have a policy of shared ownership of course design, so the intellectual content is shared...they [faculty] have complete intellectual copyright and we have the same ability to use it overall. (Beth, 4344)*

A differentiated approach to intellectual property was adopted at R4. Jane explained:

> *...we try and break it out by almost the level and [its characteristics] ...if it is text based, we don't treat it the same way as if it is a Media Site lecture, and it is their [faculty's] face. We give them [faculty] most respect to the stuff that shows a likeness of them, that is very personal, and then the least respect ... you could say, or lower spectrum of respect to stuff that is really more standard and not so unique to them. (Jane, 3195)*

Summary of institutional policies. A majority of the OL leaders indicated that at their institutions online courses are taught by both full-time and adjunct faculty (n=7). The least frequently mentioned policy pertained to intellectual property (n=3). From the data it is evident that M2 had institutional policies for all the issues indicated, while M1 set policy for most of the key issues. Table 19 presents a summary of key institutional policies for OL.

Table 19

Key Institutional Policies for OL

Institution	Key Issues in Institutional Policy				
	Online courses taught by full-time and adjunct faculty	Academic unit decided on teaching assignments for online courses	Faculty workload issues were addressed	Faculty got paid for online course development	Policies about intellectual property are in place
US1			x	x	
US2		x		x	
US3	x				
R1		x			
R2	x	x		x	
R3		x			x
R4	x			x	x
M1	x	x	x	x	
M2	x	x	x	x	x
M3	x				
M4	x				

Participants fully supported students learning online. Next, I will discuss strategies pertaining to the category "Student support services".

Student Support Services

Comprehensive support was provided not only to faculty teaching online, but also online students. Participating institutions had set up special structures in the online environment to support the online student in every conceivable way. Almost all OL leaders described support services provided specifically for students learning online (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Beth, George). Wendy ascertained, early on, that extending strong support to students in the online environment was crucial. She remarked:

...even in 1992 we recognized [the importance of student services], and this was not a common concept. Most institutions that were looking at distance learning in the early 1990s didn't even think about student services, all they thought about was the courses and the programs. We just recognized these [distant] students are going to need the best student services they can get. (Wendy, 2091)

Likewise, George also emphasized that there was more to building a robust OL environment than the online courses and programs themselves…

You know from the beginning we took the view that it is not just putting up a course online ... or even a program online because - and I think that is one of the secrets of our success - we had to think in terms of wrapping all our services around it so that a student truly could study from the distance. (George, 4604)

Carrie stated that at R3 there was an institutional commitment to provide *"very, very deep support"* that was *"student-centric"* (Carrie, 2873).

Key practices pertaining to support services for online students at participating institutions included:

1. Providing full range of support services for online students;

   a. Providing a call center or a help desk for technical support;

   b. Providing 24x7 technical support;

   c. Providing access to advising services;

   d. Provide opportunities for financial aid;

   e. Providing access to library services;

2. Enhancing on-campus students' experiences through online services;

3. Enhancing the quality of online students' experience (convenience, flexibility);

4. Gauging online students' satisfaction; and

5. Setting policy on and standards for support services for online students.

I will discuss these practices in detail next.

Full range of services. OL leaders believed that to effectively support distance students, all essential student support services should be fully incorporated into the online environment. George remarked:

> *It is no good to have an online program if your students are mainly located away*
>
> *from you and they have to come to a physical place to get their library services, to*
>
> *get their advising, to pay their bills and so forth. (George, 4607)*

Beth shared a similar viewpoint and had advocated for comprehensive support for online students from the time M2 was *"up and running"* with online offerings. Beth stated:

> *… as soon as we had the capability to deliver a full business program online, I*
>
> *wanted to make sure that from the student perspective we had full virtual student*
>
> *services. So we did not go through a stage where we only delivered, say, partial*
>
> *student services. (Beth, 4095)*

Participants underscored the importance of making sure that the amount and types of support available to on-campus students were there for online students as well (Tom, Wendy, Jane, Beth, George). Wendy stated: "…*we always had the model that says, we are going to have the same level of service for distance students as we do for on-campus students (Wendy, 2094).* Tom noted, at M3 they made sure that the experience of online students paralleled that of on-campus students. Tom remarked: *"students [online students] apply the same way, they get admitted the same way" (Tom, 1419)*, so much so OL is mainstream at M3. Student support

services for online students at M2 have *"evolved"*, Beth noted, to *"robust and integrated systems" (Beth, 4107)*.

Participating institutions provided a variety of services to support online students including advising, registration, financial aid, library services, technical support, tutoring and career services. For example, Jane explained:

...we do have a [R4 Online] ... which provides student services for any students enrolled in an online class. For, if you are a truly online student, then there is everything, registration...we have virtual advising for truly online students, we have a library services ...we [are] trying to do virtual career services for online students. So we really run the gamut of whatever they may need online. (Jane, 3430)

Some of these services are reviewed in further detail next.

Call center and help desk support. At many of the participating institutions (Ted, Maggie, Wendy, Dave, Jane, Beth, George) there was a Call Center or a Help Desk for online students with technical and other issues. Providing 24x7 technical assistance was one of the most critical services extended to virtual students. Underscoring its importance George remarked:

...first of all, you have got to have 24 x 7 technology help, because students are going to be logging on and they are going to encounter problems now and then at any time of the day. So, you have got to have 24 x 7 technology help. (George, 4612)

At least three participants (Ted, Maggie, George) provided 24x7 technical support.

Advising services. Advising emerged as an important way to support online students (Maggie, Tom, Wendy, Dave, Jane). At R1 there were *"specific advisors for distance degree*

students" (Wendy, 1899). At US2 online students received initial program advising from the Continuing Education units on the individual campuses, while in-depth advising was provided by the academic units (Maggie, 855).

Financial aid support. Participants believed that distant students have the same need for financial assistance as traditional students and offered online students scholarships and other funding resources (Wendy, Dave, Beth, George). Wendy pointed out that online students are best served only with the availability of financial aid, and stated, *"... having the scholarship [opportunities] for [online] students who couldn't afford it otherwise"* (Wendy, 2047), was *"crucial"*. Wendy endeavored to secure financial assistance for distance students, and stated that an advisory group of alumni was spearheading efforts to raise money for scholarships for distance degree students (Wendy, 1946). Details about Wendy's efforts are discussed later in this section (see "External fund raising", p. 208). Beth emphasized the need *"… to make sure that distance learning programs are provided the same level of support and access to financial aid as traditional adult serving programs"* (Beth, 4408).

Library services. Providing online students access to library services was imperative for some OL leaders (Ted, Jane, George). George emphasized the utmost importance of offering 24x7 library services:

> *we believe a library is a very important part of the academic enterprise. So that*
> *means you have got to think in terms of moving towards 24 x 7 library services.*
> *We belong to the University System Library Consortium, which means students in*
> *… [the state] have access to 12 million hard copies of books and services of*
> *librarians at any campus. That doesn't do a student in [the] western …[part of*
> *the state] any good, or somebody out in Nevada, or somebody over in Afghanistan*

any good as one of our students. So you have got to think in terms of how you reach them with Library Services ….So, that means you have got to think in terms of moving towards 24 x 7 library services....I think we probably have the strongest virtual library in the nation. I really do think ... you have got to provide 24 x 7 service for your students. (George, 4615)

Online services support on-campus students. The support services extended to online students paralleled those for on-campus learners; in some instances, they were actually better. Wendy noted that their online student support was recognized as innovative, effective and efficient by the rest of the institution. So much so, their online support services became a model for supporting on-campus students. She remarked:

...honestly, a lot of times, we are ahead of the university. You know, we had online services way before the university did, and just various things that we have had to do, and the university has sort of resisted, resisted, and then they see what we are doing and say, ah, we should be doing that too, and pretty soon they are doing it in the same way. (Wendy, 2096)

OL leaders pointed out, on-campus students can avail of some of the online student support services as well (Tom, Wendy, Jane). Participants observed that the services intended primarily for online students have made the learning experience for on-campus students better too. Tom noted:

...a commuter student that lives 30 miles in the country can get the same online resources that somebody who lives in California can get. So… this integration has made everything better. It's made the library support better; it's made student services better. [With] the tutoring center now you can get English tutoring and

Math tutoring online, and it doesn't matter if you live 10 miles from campus or 1,000 miles from campus. So everything we do [for the online environment] has helped the whole package. (Tom, 1421)

Enhancing student experience. Participants took various steps to enhance the quality of students' online experience (Ted, Maggie, Tom, Dave, Carrie, Jane, George). For example, they ensured that their online students did not have to fend for themselves in navigating the online environment. M3 did this by providing a 'den mother' to all their online students. Tom explained:

...when we start an online program, every online program has ...an online program coordinator. And this person handles the, if you will, the customer relationship. They talk to students, before they would apply for admission, they help them with the admission process, they make sure they're getting into the right program, they help them once they're admitted to get in the right courses. I use the terminology that they're like a den mother....So we have this program coordinator, they get to know the students very well, they get to know if they're having problems, they help them through everything. (Tom, 1599)

Tom stated that their emphasis was on caring about students' needs and not on making the sale (Tom, 1619). Another instance of this kind of support was evident at US1's OL unit. Ted remarked:

We also have a liaison in every campus, in every department. So if the student is enrolled in, taking a course in [US1, Campus 5] ..., and they have a question about their bill, there is someone in the bursar's office at [US1, Campus 5] ... that knows about [US1's OL unit] ... who can answer the question. And then the

admissions' office, and then the Registrar's office, and then the Financial Aid

office, and the Veterans Affairs' office. So, [at] every office, where our students

might need to make contact… [and do business] with the campus, there is a

person there that they can talk to, that will understand why they are not campus,

and that they are enrolled in online. (Ted, 317)

To gain a better understanding of factors influencing student affect, R3 conducted targeted research. Carrie discussed their findings:

…our research unit says, the top three things students like are convenience,

convenience and convenience. But we have also done some deeper investigation

…. of what really underlies the student affect of their experience with online

learning. And you find things such as the following [student statements]: "I feel

good when I am more in control of my learning – not only time, but the learning

experience itself. I have learned some very valuable technology skills that will

benefit me in other ways beyond this. The institution is responding to my needs by

making my learning more flexible. I can learn when I am ready to learn and party

when I am ready to party…"(Carrie, 2886)

Using such insight about online students' needs and preferences participants found ways to improve the convenience and flexibility factors in OL. To make the navigation in the online environment more convenient for online students, US1's OL unit ensured that everything that the student needs is just a click away (Ted, 280). Ted explained:

…we really use the portal. We build things in so that there is a single sign-on. If

the student goes into their course, from their course they can go straight to the

libraries, straight to Smart Banking, straight to the Help Desk without signing on

again. (Ted, 304)

By upgrading the transfer credit system M4 improved the services it was providing to incoming distant students. George explained:

We knew we had to do something about our archaic transfer credit system. It was

all paper. For a student coming to us – a lot of our students are transfer students

– and they want to know how many credits they are going to get, what kind of

courses do they have remaining to get their degree from us, it was taking months

to ... evaluate these transcripts and figure out and give them an accurate idea.

(George, 4718)

To address this short-coming, M4 revamped their paper-based system with an electronic one. With their new system, George remarked, *"We can pretty much give a student an evaluation, I think it is down to around 48 hours now. That is a revolution!" (George, 4734).*

Gauging student satisfaction. Participants were interested in ensuring the quality of the support that they provided to their online students. They gauged the satisfaction of their students in learning online and measured it in different ways (Maggie, Tom, Dave, Carrie, Jane, George) (see "Measuring Outcomes of the OL Initiative", p. 224).

Setting policy and standards. OL leaders helped shape federal and state policy and national standards for support services for distant students (Wendy, Beth). As part of her agenda, Beth worked with both state and federal agencies to effect changes in federal financial aid policy. Their understandings of distant learners' needs helped participating institutions provide exemplary student support services that won national acclaim. For example, the OL unit at R1

played a leadership role in establishing national benchmarks for distance learning advising (Wendy, 1899).

Summary of student support services. There was strong indication that almost all the participating institutions provided support services for their online students. The top two most frequently cited strategies were providing a call center or a help desk for technical support (n=7) and enhancing the quality of students' experience online (n=7). Out of the total 11 strategies in this category M4 and R4 deployed eight, while R1 had 7 indicating their emphasis on student support services. Table 20 provides a summary of the key aspects involved in providing support services for online students.

Table 20

Strategies in Providing Support Services for Online Students

Institution	Strategies in Providing Support Services for Online Students										
	Providing support services for online students	Providing full range of online support services	Providing a call center or a help desk for technical support	Providing 24x7 technical support	Providing access to advising services	Providing opportunities for financial aid	Providing access to library services	Enhancing on-campus students' experiences through online services	Enhancing the quality of online students' experience (convenience, flexibility)	Gauging online students' satisfaction	Setting policy on and standards for support services for online students
US1	x		x	x			x		x		
US2	x		x	x	x				x	x	
US3	x	x			x			x	x	x	
R1	x	x	x		x	x		x			x
R2	x		x		x	x			x	x	
R3	x								x	x	
R4	x	x	x		x		x	x	x	x	
M1											
M2	x	x	x			x					x
M3	x										
M4	x	x	x	x		x	x		x	x	

Next, I will describe strategies corresponding to the category "Technology infrastructure".

Technology Infrastructure

The most prominent aspects that emerged regarding the technology environment for OL

at participating institutions included:

1. Selecting a single Course Management System;

2. Sharing the responsibility for providing the technology environment; and

3. Bringing on-campus technologies on par with online.

Selecting single course management system. Most of the OL leaders indicated that the course management system (CMS) used for online students was the same as for on-campus students enrolled in an online course or in a blended course. Tom remarked: *"...the infrastructure in [Campus 3] is just the same old [Campus 3 infrastructure]. I told you they have Blackboard, so they have Blackboard for everybody, it doesn't matter if it's online or not" (Tom, 1587).* Most of the institutions used Blackboard as their CMS (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane).

Participating institutions, including the three university systems, have a single CMS at all their campuses (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Beth). For instance, each campus of the US1 as well as US1's OL unit had its own instance of Blackboard (Ted, 35). US2, now, also has a single Learning Management System (LMS), Blackboard. However, at the outset it had started with 8 different LMS and transitioning to a single LMS was fraught with challenges, political and technological. Clearly, there are advantages to having a single LMS for their online environment as Maggie pointed out: *"...what we are able to do is really provide very good service, because it is a consistent platform and when we do upgrades, everybody gets them, everything is done for all 5 campuses" (Maggie, 940).*

Responsibility for technology environment. OL leaders collaborated with the information technology unit at their institutions to provide the technology infrastructure for the online initiative and the technical support for online students and faculty (Maggie, Wendy, Jane). This sharing of resources and responsibilities is discussed in detail later (see "Sharing Resources and Responsibilities", p. 196).

Parity between online and on-campus technologies. OL leaders also observed that the technologies for OL drove the on-campus technology. Efforts were made to make the two comparable by bringing the on-campus technology infrastructure up to par to meet faculty needs (Tom, Carrie). Carrie remarked…

> *Our other primary venture on campus is that we have put advanced multimedia facilities in about 95% of our classrooms and auditoriums. The original thought was that we would do multimedia for the classrooms and online for out of the classrooms - one physical and one virtual, and as the blended model took off it turned out that the blended model and the multimedia classrooms went together and accelerated each other, because if the faculty member has a blended course, what do they want in their classrooms? They want computing and projection, and out of the classroom they want the same resources. (Carrie, 2761)*

Summary of technology infrastructure. The greatest commonality that emerged in this category had to do with selecting and using a single course management system for the entire institution for OL (n=9). Except for US1, R2, M1 and M4 all the other participants deployed at least 2 of the 3 strategies in this category. Table 21 presents a summary of aspects pertaining to the technology infrastructure for OL at the participating institutions.

Table 21

Aspects Pertaining to the Technology Infrastructure

Institution	Selecting single Course Management System	Sharing responsibility for technology environment	Bringing on-campus technologies on par with online
US1	x		
US2	x	x	
US3	x		x
R1	x	x	
R2	x		
R3	x		x
R4	x	x	
M1			
M2	x		
M3	x		x
M4			

Although the OL unit was responsible for most functions in the OL environment, it did not work in isolation. In the next section I will discuss strategies pertaining to the category "Sharing resources and responsibilities".

Sharing Resources and Responsibilities

Managing the move to online education had also to do with planning what and how resources and responsibilities would be shared within the institution with various entities. The OL unit collaborated with various units within the institution to provide support services,

measure outcomes, and ensure quality of OL. Sharing responsibility for assessment and evaluation, and quality control are described in detail later (see p. 238). The key strategies in sharing resources and responsibilities with other entities on campus included:

1. Availing of existing campus-wide resources;

2. Collaborating with different entities to provide the technology infrastructure and technical support;

3. Coping with challenges of collaborating with other campus entities; and

4. Creating special structures to facilitate sharing of resources and responsibilities.

I will discuss each of these strategies in detail next.

Availing of campus-wide resources. At most participating institutions the OL unit had dedicated resources, both personnel and financial, to execute the various functions for OL. Participants also availed of existing university-wide resources and avoided duplicating services (Maggie, Wendy, Dave, Jane, Paul, Beth). Wendy explained:

…any place that the larger university personnel can handle these things and are willing to handle them - great! The library does a wonderful job of serving distance students, we used to have our own financial aid person, but now financial aid has seen that this is something they need to do, and so we sort of share a person. We've got a person who focuses on distance students, but they are really part of the financial aid team. We sort of jointly supervise that. Same for career services – we have got a career services person, works with career services but serves distance students. We've got our own recruiters that…work with the community colleges and business and government agencies in promoting

our programs. But we work as closely as we can with enrollment services for the

university. (Wendy, 2109)

At US2 three entities collaborated to execute functions for OL, and support both faculty and students in OL. Maggie explained the role of the three entities in providing support services:

... [US2's OL unit] provides the Learning Management System. We do offer 24 x 7 Technical Support, which is basically the beyond business hours, after 5.00 p. m. and nights and weekends. The marketing is what we provide, and program development support in a general way, we do train the trainer of tech people and faculty development people. The Continuing Ed units then have their functions, which are fairly standard. They do registration, they do initial program advising, they do the faculty training on their campuses, they do the business hours technical support and then at the program level .... they deal with the real in-depth advising of students. (Maggie, 850)

OL leaders worked together with the institution's information technology unit for providing both the technology infrastructure and technical support for OL (Maggie, Wendy, Jane). US2 had one centralized information technology (IT) department, and each campus had its own IT unit too (Maggie, 986) and together they carried the responsibility for the technology infrastructure for the OL environment.

Providing technical assistance for online students and faculty was a joint undertaking between multiple entities (Maggie, Jane). For instance, Jane worked very closely with the institution's Chief Information Officer (CIO) and the campus IT unit to provide technical support for online students. Jane explained the division of responsibilities:

I do have what we call Level 2 Support in my building, or my shop, he [CIO] has

Level 1 and Level 3. So the Help Desk itself is under him and we use one Help

Desk for anything, it could be a student calling for whatever. And then Level 2 for

the Blackboard environment comes over to me, and Level 3, now that you are in

the actual hardware, goes back to his shop. (Jane, 3444)

The technology platform was also shared with entities outside the participating

institution. US2's OL unit shared the costs for the LMS with other institutions in the state.

Maggie explained: *"...we host… 11 other colleges around the state, they are both private and*

public. So we have them on our Learning Management [System]. The more institutions we have

sharing the cost, the more it goes down" (Maggie, 950).

Such sharing of resources and responsibilities was done with an eye on making the

student experience in the online environment hassle-free (Maggie, Beth). US2's OL unit

provided the after-hours technical support and did so by outsourcing that function (Maggie, 970).

Maggie explained:

From the student point of view they don't know that they might be getting a

different provider. For them it is always the same email address that they use or

phone number that they use. So it is seamless as far as they are concerned.

(Maggie, 977)

Challenges in sharing resources and responsibilities. Sharing of resources and

collaborating with other entities in the institution to provide services to students and faculty was

not without problems (Maggie, Wendy, Jane, Beth). It was a balancing act as Beth indicated:

… there are always tugs and pulls. A challenge, and I think this is true in many

institutions, a challenge is educational technology resources, and balancing in the

institution how much of this sort of educational technology resource is dedicated to online programs, and how much is dedicated to other parts of the College. And that has probably been one of my biggest challenges throughout the history ...making sure that adequate technology resources are available for the faculty and students to move forward. (Beth, 4314)

Maggie alluded to the challenges in getting people to work together towards a common goal:

...the first couple of years of bringing that group [Continuing Education Council] together were very painful. Basically, Continuing Education people are very competitive, they are not used to sharing their wares, they are not used to sharing their secrets, they are not used to liking each other, because they compete with each other. (Maggie, 769)

However disparate these entities were, there was a common goal that united them and that was their interest in student success.

Facilitating sharing. OL leaders took special measures to better facilitate the sharing of resources and responsibilities (Maggie, Jane, Paul). They created special structures such as advisory groups, users groups, cross-functional teams, and committees to help in planning and executing functions for OL. Building such groups also helped garner political support for the online initiative (see "Eliciting stakeholder participation", p. 139). Jane believed that it is critical that the key players work together and achieve transparency in the online environment. She explained:

One of the things we did in the organization is we created what we call [an executive team for] the online learning environment, and I chair it, and it has our

...vice provost for Academics on it, ...faculty development falls under her, so, and then the CIO is also on ... that executive team for that and obviously a lot of the technology falls under him, there is some that falls under me. And we work very closely together and trying for a lot transparency across the environment, to say ok, are all the pieces working together, ... do we know it is up and running, do we know we have the student services in place, do we know we have the faculty development in place, do we have the course – and course development happens to fall under me - but do we have the course development in place.... So it is kind of a good opportunity, instead of sticking within our own silos, so we built support that way and it gives us far more resources as far as staff goes, because I don't have to have the staff in my shop, I can go borrow it from another department, another college, something like that. (Jane, 3248)

In addition to an advisory council for OL, Paul constituted an informal think-tank constituted by key players to enhance collaboration. He explained…

...it is a small group of 4-5, and we met fairly regularly, like every week almost for the first year, as we built the architecture for the Center. We thought, having an advisory council is wonderful to bounce ideas off of, on a quarterly basis, but there are so many complications to this that we felt that we needed a small working team that met three, or four times a month in the formative stages. (Paul, 3799)

At US2's OL unit those responsible for running the technology environment and those using it were brought together. Maggie noted:

...the Users Group, that is another group that meets fairly regularly, at least

twice, if not three times a semester, they get together. And they can identify issues,

needs, concerns on this basis, learn from each other…So, I think it has been a

very effective model. (Maggie, 987)

Because of the inter-connectedness and reliance on multiple entities to create an effective and efficient online environment, keeping all the players on the same page was a major challenge. Jane underscored the importance of communication and collaboration between the key stakeholders during the implementation process (see "Creating and Communicating Goals for OL", p. 123). She explained…

...we have a technology team within that [the executive team for OL] and it has

got some of my people on it, it has actually got some of the faculty development

people on it too, because they do some technology stuff, and it has got his [CIO's]

people on it. We have really realized that we have got to work across the various

environments and try and stay in-sync…. because [for instance] we have

somebody working in faculty development and they start using some type of

streaming server and we are not using it in course development and then we don't

have the hardware to support it, we need to keep communications going, and try

and butt heads as little as possible. (Jane, 3450)

Summary of sharing resources and responsibilities. Although the most frequently cited strategy pertained to availing of existing campus-wide resources for OL, only about half the participants indicated this (n=6). US2 and R4 deployed all and R1 and M1 most of the strategies in this category indicating that they had strong practices in place for sharing resources and

responsibilities. Table 22 provides a summary of the key strategies for sharing resources and responsibilities with different campus entities.

Table 22

Strategies for Sharing Resources and Responsibilities

Institution	Availing of existing campus-wide resources	Collaborating to provide technology infrastructure and technical support	Coping with challenges of collaborating with other campus entities	Creating special structures to facilitate sharing of resources and responsibilities
US1				
US2	x	x	x	x
US3				
R1	x	x	x	
R2	x			
R3				
R4	x	x	x	x
M1	x		x	x
M2	x			
M3				
M4				

A major component of managing the move to OL was to fund the various aspects of OL. Next, I will describe strategies relating to the category "Funding the online initiative".

Funding the Online Initiative

Participating institutions, and their OL units, needed financial resources for all aspects of online education including delivering instruction, course development, doing market research,

conducting needs analysis, performing program assessments, faculty development, and the technology infrastructure. Strategies pertaining to funding the online initiative were:

1. Committing significant amount of institutional resources to OL;

2. Providing central funding for OL through annual operational budgets;

3. Garnering state funds and directing it towards OL;

4. Establishing additional revenue streams for OL;

5. Soliciting external support and raising funds from external agencies; and

6. Using revenue from OL to support OL.

I will discuss each of these aspects in further detail next.

Committing significant resources. OL leaders indicated that their online initiatives were significantly large undertakings both within the institution and in comparison to other universities (Dave, Jane, Beth, George). For example, Jane stated: "*I am a pretty big unit. I have several hundred people working for me. So, I work on a base budget*" *(Jane, 3412).* Dave stated that R2 had a large scale DE operation and remarked:

> *...my budget authority is about 38 million. It is a big operation that, in comparison to a lot of universities where it is sort of the Continuing Education arm, and it is kind of run on a shoe-string, we long ago got beyond that, it is like an university within a university. (Dave, 2399)*

The size and scope of their online operations indicate that these participating institutions committed significant amount of institutional resources to the online initiative.

Allocation of central funding. OL units received an annual budget from their institutions to cover their operating expenses, and were centrally funded (Ted, Wendy, Dave, Jane, George). For instance, Wendy's DE unit requested funds from the university's central administration, and

received a certain amount that was not enrollment-based (Wendy, 2030). Likewise, US1's OL unit received support from the US1 (Ted, 378). OL was a strategic initiative for M4 and so it received dedicated annual funding.

State appropriations. Being under public control, participating institutions also received state funding that was directed towards the OL initiative (Dave, Jane, Beth, George). Dave remarked:

> *... we were very fortunate in that in 2000 the voters of the ... [state] approved a sales-tax for education and the universities. Both K-12 and the universities get a portion of that sales tax. But R2 used part of our allocations to start developing web courses, not exclusively web courses, and not exclusively that sort of delivery, we are still using TV, but mostly aimed at development of web-based programs. And that was at that time, in 2000 I think, that was 3.9 million dollar funding source. It has since been reduced down to - I think it is 2.9 million. It was sort of seed money, but that has continued. (Dave, 2229)*

In addition to the annual revenue from the sales tax for education, Dave stated that R2 has been successful in securing additional sources of state funding as well. In all R2 is garnering about 5 million dollars a year to support its online and other distant students (Dave, 2238). About M2's successes in securing funding from the state for OL Beth remarked:

> *A distance learning program is – an odd way to say it – it is sexy with potential funders. I am now moving into my ... third new building .... different presidents have either gotten money from [the] state or money from foundation, but the program that they were selling was the [OL unit]. (Beth, 4293)*

As a public institution M4 received support from the state, however, this was limited. George remarked:

We are unique from the point of view that of our budget, which is approaching 300 million, only about 7% of it comes from tax payer revenues, which means, we have to be very entrepreneurial and operate kind of like a business. Most of our revenue comes in from tuition and fees, our market is what used to be called the non-traditional student. (George, 4470)

Like George, even with the allocation of institutional funds and availability of state funding, most OL leaders were challenged by shortfalls in funding for OL. Jane pointed out: *"We have limited resources and online is not cheap, no matter what anyone says to you, you need to fund it and resource it appropriately" (Jane, 3288)*. Funding was a major issue particularly during the ongoing economic downturn (Ted, Wendy, Dave, Jane, Paul, Beth, George). Almost all the OL leaders alluded to state funding for public institutions being particularly tight in the current climate. Funding OL adequately and continuously determined not only the success, but also the long-term survival of the online initiative (see "Sustaining the OL Initiative", p. 246).

Additional revenue streams. To address these shortfalls in funding, some participants established additional sources of revenue for their OL enterprise (Ted, Maggie, Tom, Wendy, Paul, George). For instance, OL leaders (Tom, Paul) instituted a $25-per-credit-hour fee to take an online course (Tom, 1629; Paul, 2680). Paul explained:

… one of the things that we did…was to institute an online course fee, $25 a credit hour. The theory being, we were an extremely cash strapped institution and we still are today, and I had no faith really in the institution continuing its

commitment to support the online initiatives, because we just had no money. I

realized that we pretty much had to be self-funded. (Paul, 2566)

Distant students were assessed student activity fees for the student government (Wendy, 1934) and the revenue generated was used to directly support distant students. US1's OL unit found avenues for generating additional funding as well. Ted remarked: *"...we do a lot of contract work for both within the system and outside the system that makes up the difference" (Ted, 379).*

To address shortfalls in funding M4 broadened its clientele by achieving rapid growth and moving to OL.

...in 1998 roughly 75% of our revenue depended somewhere on one client, the

U.S. Government, that was very risky ....[because] all it takes is losing one of

those contracts, or some change in Government Tuition policy. So we knew we

had to diversify and basically we did that by growing online very fast and

broadening our revenue base. So now, we are down to roughly 23% of our

revenue actually comes from the U.S. Government...so it is a relatively small

proportion of our revenue now. So it is a much healthier situation from our

revenue point of view for an institution that depends on its tuition and fees.

(George, 4697)

Some OL units generated revenue for themselves from the online courses (Ted, Maggie). Ted explained: *"We actually go to the campuses each year and we bill them based on the number of courses that they offer through us in the year before. So that is part of our income" (Ted, 376).* When asked about the funding model for US2's OL unit, Maggie explained:

...because we work through the campuses, the basic money for tuition and fees

[from online students] is collected by the campuses and retained there. To

support the cost of the learning management system and the cost of marketing and brand development and the costs of all the centralized functions that we provide, we charge them 10% of their revenue. (Maggie, 375)

M4 had a revenue model that was based on differentiated tuition. George explained:

...we built the model that if we went outside the state and competed nationally - of course, the tuition is much higher - that we would bring revenues in and [this] enables us to serve the citizens of the state at a much lower tuition. I still believe that it is a valid model and basically that is the way we are operating now. Citizens of the state come first. (George, 4854)

Creating additional revenue streams for OL helped address gaps in funding. It also made these OL initiatives financially viable, and therefore more sustainable (see "Sustaining the OL Initiative", p. 245).

External fund raising. OL leaders also solicited external support and raised funds from external foundations, alumni and other agencies (Tom, Wendy, Carrie, Paul, Beth). Several participants received funding from the Alfred P. Sloan foundation (Tom, Carrie, Paul, Beth). Tom remarked: *"we receive lots of funding from the Sloan Foundation" (Tom, 1308*). In addition to funding from the Sloan foundation Beth stated that they *"received a grant from a private foundation where we really focused on improving quantitative and scientific literacy in our adult courses" (Beth, 4272)*. Much of Wendy's fund-raising efforts were focused on their distance learner alumni. She explained:

The support we are working on externally is with some of our alums, in terms of fund-raising. We have just in the last two years really gotten into development. We don't have the development officer per say for our unit, but what we have

done is contributed financially to the College of Liberal Arts development team. We work in concert with them ... And what we are doing is basically raising money for scholarships and we have been successful. Because we have a student government group for distance degree, and those students, the student activity fees that they pay, a large majority of those come back to the student government to decide how to invest those monies to support the students in the program. And they have invested a lot of it in scholarships. And so what we have been able to do is, using that group of scholarships as seed, go out to some of the alums who have the capability of giving back and getting them to add to those funds to allow us to do more scholarships. Also, we have an advisory group of those alums to work primarily on fund-raising. (Wendy, 1934)

Funds raised by and from the alumni and the student activity fees were directed back into DE and used to support online students through scholarships.

Revenue apportioning. Revenue generated from online courses and programs was utilized in different ways, but most of it went back into the central pool, and eventually to the academic units. This revenue was used to support OL (Ted, Maggie, Tom, Wendy, Dave, Jane, Paul). For example, at R1, Wendy explained:

...the way the funding model works here is that [online] programs are all part of our regular enrollments for the university. They are all part of the state-supported enrollments. So, the tuition [from OL] goes centrally, and money comes back to the colleges, sort of according to how much enrollments they get in those distance programs. So they have got money that they can pay the faculty to develop the courses, money that they can pay the faculty to deliver the courses. (Wendy, 2001)

Tom noted that a portion of the income generated from the $25-per-credit-hour fee for an online course was used to support that specific online program (Tom, 1628). He elaborated on how that income is apportioned at his institution:

...a little bit of it supports the library, a little bit of it supports the faculty development center, and 60 percent of it goes back to the dean of the college, to hire the program coordinator, to develop another course, so they can pay a faculty member a stipend to develop another elective, or even start a whole new degree program....And that money comes back to the online program to help sustain it. (Tom, 1633)

Tom stated that about 25% of the revenue from the online course fee goes to the Instructional Technology unit at Campus 3, which supports faculty in many ways (Tom, 1639). Revenue from their online course fee, Paul explained, was used *"...as the seed money to pay for the course development grant, as well as to pay for technologies that we had been using such as Elluminate and other kinds of technologies"* (Paul, 3691).

At some institutions adjustments to the existing institutional financial model needed to be first made, before the revenue from OL could be directed to the academic programs. For instance, Paul stated: *"We changed the budget structure, to provide a percentage of net revenue that will go back to the colleges and schools that participated [in OL]"* (Paul, 3648).

While the revenue earned from OL was primarily pumped back into the online initiative, it was the campuses and academic units that decided how they want to spend that income. Maggie stated:

What each campus decides to do with the remainder of the 90 % of the revenue [from OL] that they retain is their decision. Obviously, some of it has to go to

support direct costs. But the indirect, which could be substantial in some cases,

can be used as a campus, a program, a school, a college, a department sees fit.

So, we don't make that decision for them. (Maggie, 861)

Summary of funding the online initiative. The majority of the participants indicated that revenue from online offerings was used to support the online initiative (n=8). The second most frequently deployed strategy in this category, and by a majority, was establishing revenue streams for OL (n=7). A common concern shared by most participants had to do with funding OL during the ongoing economic crisis (n=7).

R1, R2, R4 and M4 deployed five out of the six strategies in this category indicating that they had sound practices in place for their funding model. Table 23 presents a summary of the key strategies associated with funding the online initiative.

Table 23

Strategies Associated with Funding the Online Initiative

Institution	Strategies Associated with Funding The Online Initiative					
	Committing significant amount of institutional resources to OL	Providing central funding for OL through annual operational budgets	Garnering state funds and directing it towards OL	Establishing additional revenue streams for OL	Soliciting external support and raising funds from external agencies	Using revenue from OL to support OL
US1		x		x		x
US2				x		x
US3				x	x	x
R1		x		x	x	x
R2	x	x	x			x
R3					x	
R4	x	x	x			x
M1				x	x	x
M2	x		x		x	
M3				x	x	x
M4	x	x	x	x		

The next section in managing the move to OL discusses the strategies pertaining to the category "Phasing transition to online learning".

Phasing Transition to Online Learning

Participating institutions implemented online education in a phased manner. Three approaches to this phased migration of courses and programs online were discernable in the data and included:

1. Migrating programs online in an incremental manner;

2. Fostering the creation of fully online courses; and

3. Fostering the creation of blended courses.

I will discuss each of these three approaches in further detail next.

Incremental online offerings. The first approach to a phased OL implementation involved starting with an initial goal of offering a small number of online programs in the first two years. After this milestone was reached, participating institutions moved more programs online in increments. George's comment illustrated this phased approach:

> *...in 1994 we put up our first undergrad online...four sections [were put up] ... In January 1995 we put up our first graduate course online....So that was the first rush and growth wave in the online students. So we put up more courses and they filled up. We put up more and they filled up, and before we knew it, we had a revolution taking place. (George, 4560)*

Similarly, M2 began its online initiative by putting a small selection of programs online. Because of M2's initial successes, about six years after it began its online initiative, all remaining programs were migrated online (Beth, 4128).

Creating fully online courses. The second approach for a phased transition to online education involved targeting the creation of online courses rather than entire programs as an intermediate goal. A critical mass of online courses, it was believed, would eventually lead to the ultimate objective of full-fledged online programs. Paul noted that at M1 *"the trajectory"* for moving to fully online programs was *"steep"* (*Paul, 3707)*, and so he set different types of interim goals. His immediate objective was to increase faculty interest in teaching online and increasing the number of online courses. He explained his approach:

> *Our goal in this first phase was to build faculty interest and capacity, because we had so few faculty involved [in OL]. And within about ...maybe one and a half years, we had about ...40 new faculty [who had] developed [online] courses. And now, we had just three years ago, three Springs ago, we had 12 courses, we are*

up to a 106 this Spring. So the increase has been very dramatic, clearly Phase I

has been successful. Now, we have got a critical mass of faculty, who are not only

interested, but active in delivering online courses. (Paul, 3654)

Building on the successes of the first phase, Paul transitioned to Phase II, for which his goals were to increase the number of online programs.

Unlike Paul, most of the other participants adopted a programmatic approach to OL implementation. Reflecting on M2's approach Beth noted: *"We developed a strategy when we were starting our programs to go programmatic rather than course by course which, I think, was a key institutional decision" (Beth, 3974).*

Creating blended courses. A third way to phase the implementation of institution-wide online programs was to begin by fostering the creation of blended, as opposed to fully online, courses. A few participants (Maggie, Tom, Carrie, Jane, Paul) adopted the strategy of getting faculty involved in creating blended courses as a first step. OL leaders believed that integrating online components into traditional courses would familiarize faculty with and interest them in teaching online. Blended courses allowed faculty who did not want to teach online *"...to realize the strengths of online and see ways that they can highlight those to make up for some of the weaknesses of face-to-face" (Jane, 3171).* Faculty become motivated to teach online when they begin to see that *"...there are pros and cons in online or face-to-face and they start to realize how you can leverage a strength to make whichever one you are doing stronger" (Jane, 3172).* In addition, creating web-enhanced courses encouraged faculty to integrate online components into their face-to-face instruction as well (Carrie, 2767).

Teaching in the blended format was viewed as an intermediate step, which would enable faculty to better transition to delivering fully online courses. Paul promoted the creation of blended courses with the goal of building faculty interest in teaching online. Paul reasoned:

> *...our theory ... is that the blended format is both, good in and of itself, because it expands the convenience to our working adult audiences, but we also like it because, it is necessary first stage or transitional stage towards fully online anyway. The more faculty get involved in teaching online, even if it is in a blended format, we think that they will fall in love with it, the students will fall in love with it, and x percentage of those faculty and departments will move towards a more fully online or fully online format in the coming years. (Paul, 3666)*

Faculty were also provided with grant incentives for creating blended courses. Paul stated:

> *We received a grant from the Sloan foundation in the Summer to target programs that would move to a blended format, blended meaning a minimum of 50% online, and if they did more than that, that would be even better and they might get more money for it. (Paul, 3662)*

A similar viewpoint prevailed at US2's OL unit as well and led them to promote blended courses. Maggie explained that at US2's OL unit the former CEO…

> *...decided early in the game, that we would provide free of charge to the campuses the ability for faculty to web-enhance their courses, because he knew that if the faculty started using it for that reason, they would also get acclimated to how they can use fully online courses. And that has become a huge part of our repertoire - these web-enhanced courses. (Maggie, 945)*

Summary of phased transition. The strategy with the strongest indication was that participants migrated programs online in an incremental manner (n=11). About half of the OL leaders stated that they were fostering the creation of blended courses as well (n=6), because they believed that doing so would foster first the development of fully online courses, and then entire online programs. By adopting all the three practices in this category it was evident that M1 strongly espoused a phased transition to OL. Table 24 summarizes the key aspects of the approaches adopted by the participating institutions for phasing the move to the online environment.

Table 24

Key Aspects of Approaches for the Phased Transition to OL

Institution	Migrating programs online in an incremental manner	Fostering the creation of fully online courses	Fostering the creation of blended courses
US1	x		
US2	x		x
US3	x		x
R1	x		
R2	x		
R3	x		x
R4	x		x
M1	x	x	x
M2	x		
M3	x		x
M4	x		

Measuring Outcomes of the Online Learning Initiative

This section addresses the sixth research question: "How are the outcomes of the OL initiative measured?" During the one-on-one interview OL leaders were asked if they evaluated their online activities, and if so, to describe how they measured outcomes. This section describes ways in which participating institutions assessed and evaluated their performance in the online arena.

Participating institutions assessed multiple areas of their online enterprise including online students' learning, online courses and programs, and services provided to online students and faculty (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Beth, George). Tom remarked, *"...we have lots of measures of what we're doing" (Tom, 1455)*. Some participating institutions had more detailed mechanisms than others for capturing outcomes data, for instance, R3 and M4. The R3 assessment model, according to Carrie, *"...was one that looked at several elements on an ongoing basis"* such as:

> *...student success, student withdrawal rates, student satisfaction as self reported,*
> *factors that associate with successful student outcomes, to discover what works*
> *but doesn't work, and success segmented by gender and ethnicity, as well as*
> *year...(Carrie, 2680)*

Carrie noted that *"more recently"* they took *"generational snapshots... [of] baby boomers, genXers, Millenials...and [then] compared generations" (Carrie, 2684)*. R3's ability to capture and analyze OL outcomes data is enabled by dedicating a unit to the research of teaching effectiveness (Carrie, 2687).

Some participants did not gather such extensive data and viewed evaluation as an area for improvement within their online initiative. When asked how US2's OL unit was measuring

outcomes of OL Maggie responded, *"That has to be unfortunately -that is where we feel we are a little weak"* (Maggie, 702). Speaking to the challenges of assessment Maggie commented:

> *Continuing Education historically is weaker on that than, you know, the day operations, the traditional operations. But I think overall accountability is becoming such a by-word on campuses that they [Continuing Education units] are doing a pretty good job with them. (Maggie, 1010)*

Strategies deployed by participants to measure the outcomes of their online initiatives could be grouped into the following categories:

- Overall outcome measures;

- Online students' learning;

- Student support services;

- Online courses and programs;

- Faculty experience; and

- Sharing outcomes data.

I will discuss the strategies and practices in these categories in further detail next. First, strategies pertaining to the category "Overall outcome measures" are discussed.

Overall Outcome Measures

Ways to measure the overall performance of the online initiative included:

1. Ascertaining if institutional goals for OL have been reached; and

2. Benchmarking against leading providers of online education.

Achieving online learning goals. OL leaders checked to see if the goals established for their online initiative had been met (Dave, Carrie, Beth). Dave remarked: *"...we have a strategic plan at the institution and we have our own strategic plan for the organization. And we are*

evaluated on our success in meeting our planned goals" (Dave, 2435). Metrics closely tied to R3's OL goals were established and used to assess its online enterprise (Carrie, 2974). Carrie explained: *"....once we decide to pursue them [goals for OL] we collect metrics on them, we can evaluate our performance, and that is what we have done" (Carrie, 2974).* For example, improving student learning outcomes was one of R3's OL goals (Carrie, 2655), and, consequently, R3 measured students' learning online.

Benchmarking. Benchmarking was another way participating institutions measured their overall performance (Ted, Wendy, Jane, Beth). Ted stated *"we have very clear benchmarks for quality [and] quality standards" (Ted, 259).* Jane explained that R4's efforts to gauge the strengths of their online efforts involved:

> *... staying up with what is happening in the industry, what are other people doing,*
>
> *what is happening in the field, what are concerns, what are new breakthroughs,*
>
> *and [asking ourselves] are we bringing those back to R4 and what are we doing*
>
> *with them. (Jane, 3509)*

However, R3 seemed to place less emphasis on measuring up to external benchmarks. Carrie stated: *"The idea is not to have an arbitrary standard to which we adhere but rather continue to maintain or improve our past performance" (Carrie, 2804).*

Achieving and maintaining a reputation as a leader in online education was another way to benchmark the online enterprise. For Beth, maintaining the standing of the state university system and M2 as *"an expert in quality of delivery of online education" (Beth, 4377)* was crucial. She wanted M2 to be on the top-ten list of best online education institutions in the U.S. (Beth, 4383), and be distinguished, not only for growth and size, but also for quality (Beth, 4385). Next, measurement practices in the category "Online students' learning" are discussed.

Online Students' Learning

Strategies for evaluating OL outcomes pertaining to students' learning included:

1. Assessing student learning in OL;

2. Measuring student success in OL; and

3. Tracking student withdrawal and retention rates.

Student learning. Participating institutions adopted different approaches to assess online students' learning (Tom, Carrie, Jane, George). Assessing student learning was an important aspect of outcomes measurement at M4. George noted that the oft posed question about online education is whether students actually learn in the online format, and remarked:

...there is no way to answer the question, when everybody pointed their finger at online education and said, "oh, that is inferior to sitting in a classroom", you can't answer that unless you look at outcomes and you have some good empirical data that show on some basic things, what are students learning. So, we did start – my administration, pretty ambitious learning outcomes programs that are still being carried out. There are no silver bullets here or single answers. I think you've got to have multiple approaches but you got to do something. (George, 4958)

Regarding online student assessment Tom commented, *"...we have a lot of feedback from faculty, anecdotal evidence about how well students are doing….we do have a lot of data and it's all very positive, that we're doing a good job with our online program"* (Tom, 1461).

Some participating institutions were rigorous about collecting learning outcomes data and had developed detailed instruments. For instance, M4 deployed a specific instrument that measured multiple student competencies. George explained:

We used the MAP assessment instrument from Princeton and basically I thought that it was a good place to start, because it looks at written communication skills, critical thinking, quantitative fluency, we have a set of prescribed learning outcomes, both graduate and undergraduate, and they include the ones I just mentioned, oral communication is in there, which we have not implemented yet, information literacy is a big one for us, technology fluency is one which our Regents mandated for all University System institutions, the scientific fluencies is in there further back on that… (George, 4964)

Jane indicated that assessment was built into each online course at R4…

… we encourage our people to do quite a bit of assessment in the online classes, especially because the feedback is so fast, for the non-proctored online testing, they can use a variety of lockdown, non-lockdown, timed, whatever, testing. We get almost instantaneous feedback and a lot of our faculty do that almost weekly. Then we do have proctored exams available for final and mid-term exams if they choose to do that. (Jane, 3464)

To create a suitable instrument for assessing learning outcomes George suggested mining extant data:

…we have to mine the database that our online delivery system has, because we have got every paper any student ever submitted to us, [it] is somewhere in that database, great opportunity to mine that and do research on it and convert that into your learning outcomes assessment program. (George, 4984)

Regardless of the assessment instrument that is selected, George emphasized that it needed to correspond with the curriculum (George, 4971). Rather than develop specific assessment

instruments and pursue specific outcomes (Carrie, 2804), R3 adopted a different approach. Carrie explained: *"What we have attempted to do is to take the metrics that we discovered, and work to continually improve or maintain them" (Carrie, 2794).*

Student success. Student success[8] was measured at R3. To measure student success at an institutional level R3 did not use traditional grades. Carrie explained:

> *...teaching and grading tend to be so different between departments and colleges that if we used As, and Bs, and Cs and Ds as specific metrics you would be mixing apples and oranges across the institution. And statistically if you treat A, B and C as success, that is what our research folks call de-classifying grades[9], you almost completely eliminate the differences between academic programs and departments in terms of the comparisons we make. (Carrie, 2797)*

Student retention. OL leaders believed that student retention in online courses and programs was an important outcome measure (Ted, Maggie, Tom, Carrie, Beth, George). George noted*, "Tracking retention is another very important thing for us" (George, 4992).* George remarked, *"Retention, I think, is a very explosive issue, it is going to shake higher education when the politicians find out just how bad it is across higher education in the U.S., it is going to get worse" (George, 4992).* Beth noted that traditionally adult learning programs were poor at tracking program retention, and stressed the need to improve in that regard (Beth, 4415).

Tom' institution tracked student persistence. Tom explained:

> *... persistence is, if a student starts [now], how many of them are still around in 3 years, how many of them in 4 years and how many graduate and how many are still persisting, working toward the degree, and how many have disappeared?*

---

[8] While it is evident that "student success" is an outcome measure, it is unclear how this measure is defined.
[9] A more specific explanation for "de-classifying grades" was not forthcoming in the data.

How many have we lost? And, we've actually showed that our online students have a higher persistence than the students who are on the campus. That is, they either graduate, or they're still going to school to get their degree at a higher rate than students who just come to the campus and would drop out and disappear. So, that's again a measure, an objective measure of how we're doing. (Tom, 1446)

Course completion rates were measured by at least two participants (Ted, 369; Beth, 4116). M2's goals for moving to OL included increasing course completion, and so it was important, Beth noted, for the institution to be *"...making sure we started to see the increased completion rates" (Beth, 4112).* Beth explained:

In the olden days of correspondence education we actually had ... good rates of completion for correspondence programs, like 50%.... One of the reasons we moved to the online education was that we were hoping we would increase our course completion rates, which are now in some programs up into the 85, 90% rates. You know, part of that goal was to show that we could improve the quality of instruction, student completion rates, degree completion rates.(Beth, 4113)

By measuring course completion rates M2 also ascertained if its goals for OL had been reached. Next, two strategies in the category "Student support services" are reviewed.

Student Support Services

The outcomes of support services provided to online students were measured by:

1. Measuring student satisfaction with OL; and

2. Benchmarking various student support services against best practices and those of other leading providers of online education.

Student satisfaction with online learning. Participants ascertained the extent to which students were satisfied with various aspects of their OL experience, including support services (Maggie, Tom, Dave, Carrie, Jane, Beth, George). Jane explained …

> *...we do get into "how did you find services?", we look at…the whole package of*
> *"what were your issues [with] library services, registration, and if you had to*
> *drop, if you had to add, seeking an advisor", but that we are looking mostly at*
> *our truly online student to make sure that we are covering all their services that*
> *they would get in a face-to-face environment. (Jane, 3485)*

M4 sought student feedback both during the time they were enrolled, and after they graduated. George remarked:

> *The students are surveyed a couple of times during their stay with us, they are*
> *surveyed, a sample is taken of the graduates and then a sample is taken one year*
> *out and five years out. We have the attitudinal data[10] which has its own value, it is*
> *not the whole story, but it has its own value. (George, 4989)*

Participants also tracked students' experiences in the online environment, and gauged students' satisfaction with learning online (Maggie, Dave). For instance, Dave noted:

> *...a certain percentage of the students that we have contact with we call back on*
> *to find out if the issue that they were trying to deal with, whether we were able to*
> *get them to a resolution to that issue. (Dave, 2453)*

US2's OL unit starts tracking students' experiences even before they register for courses. Maggie explained that they do: *...a lot of analysis of prospective students, and what they are looking for and how we are able to serve them and their follow-up with campuses, because they generally have to then go through the campuses for actual registration (Maggie, 706).*

---

[10] It is not entirely clear what "attitudinal data" encompasses.

M2 participated in empirical research on factors underlying student satisfaction. Several studies on the topic of online student satisfaction were undertaken in the state university system. These researchers, Beth explained, *"...collaborated with faculty and staff at ... [M2] and they developed a research agenda together. So they looked, for example, at issues of student satisfaction across all of the ...schools [in the state university system]" (Beth, 4246).*

Benchmarking support services. Participants benchmarked the various support services offered to online students against existing standards and those of other successful providers of OL (Ted, Wendy, Jane, Beth). For instance, Wendy benchmarked their student services against established criteria for best practices in supporting distant learners (Wendy, 1893). In fact, Wendy's unit was playing a leadership role in establishing national benchmarks for DE advising (Wendy, 1900). Similarly, Beth wanted for M2 to be a leader in influencing policy in DE, particularly with regard to matters such as academic quality and financial aid (Beth, 4406). Next, strategies belonging to the category "Online courses and programs" are reviewed.

Online Courses and Programs

Participants measured the outcomes of online courses and programs by:

1. Assessing online courses and programs;

2. Adopting same evaluation processes for online as face-to-face programs; and

3. Comparing outcomes of online offerings with face-to-face courses and programs.

Course and program assessments. Assessments were conducted to see if the objectives at the programmatic level were met (Wendy, Jane, Paul, George). Jane explained:

...we also do program analysis at the end of the program on our larger programs.

We do that more to see if the outcomes of the entire programs...as a whole are

met, not course by course. It is really designed for the purposes of the program

and we do that longitudinally. (Jane, 3468)

To measure the quality of online courses and programs at R1 peer-review processes such as the "Quality Matters" program and other rubrics were deployed (Wendy, 1897). The assessment tool selected by M4 was used not only for measuring learning outcomes, but for program assessment as well. George remarked:

…So you have to have those [fluencies that are to be measured], and then they

have to be mapped into your curriculum, so that it makes sense that the learning

objectives in your courses in a program match the learning objectives for the

program as whole. And then you try to assess on a very broad basis, particularly,

with the undergraduate programs what is happening, whether they are making

progress or not. And I thought that the MAP gave us a good foothold. (George,

4971)

Program assessments were also done by surveying students after their graduation and conducting employer surveys. The effectiveness and adequacy of courses and programs were measured in terms of business results. For instance, Jane explained:

…we compare them [program outcomes] across face-to-face vs. online, but we

will do them right after you graduate, we will do them a year after you graduate,

we have done employer surveys, so we are pretty comprehensive there…. It [what

is measured] depends on what the program is, so we say,… this was an outcome

that was expected from the program, to what extent are you using this in X, and to

what extent are you using this in [Y], and then we will go to the employer, where

people take these programs,[and ask] to what extent are they using this. (Jane, 3471)

Same evaluation processes. OL leaders (Maggie, Dave, Beth) argued that the same evaluation processes for instruction delivered online and face-to-face be adopted, particularly because the two programs were identical. Maggie pointed out that US2's OL unit built on the quality and credibility of their on-campus programs in establishing the online counterparts (Maggie, 526). She argued that the quality of their online programs compared well with that of the traditional, face-to-face offerings, and noted:

It does not say anything about it being online on either the transcript or the diploma. It [the online degree] is considered to be exactly the same degree and in fact, some would say that it is a harder degree to obtain, including the students. (Maggie, 534)

However, Maggie also alluded to the issue of tailoring evaluation processes to incorporate the idiosyncrasies of delivering instruction online. She noted…

…we need to work on a better understanding of the quality control measures and help the campuses develop mechanisms for doing that. Most of them do; they do use the standard student evaluation process, but to that they add questions that deal with the use of Learning Management System, [and] the online experience. (Maggie, 1005)

Using the same norm for evaluating both formats also helped establish quality credentials of the online programs. Dave pointed out:

I have pushed very hard over the years that we use the same evaluation processes for a degree that is offered on-campus, as we do for the same degree that is

offered off-campus. And so we have done that, and have been very successful

with, in this case, the North Central Association primarily, although some of the

other accrediting groups as well have been very pleased with what we have been

able to do to ensure the academic quality of what we do off-campus. (Dave, 2428)

Beth made the same argument for equity in evaluation standards:

...when we look at regulation or look at accreditation issues, we should be

treating distance education like we treat classroom-based education, and we

should judge academic quality by the same measures that we judge academic

quality in site-based programs, and that creating standards that are somehow

more stringent for distance education doesn't make sense to me. (Beth, 4396)

Comparing outcomes. Participating institutions also compared outcomes of online

courses with those of their face-to-face counterparts (Tom, Jane). Tom remarked:

Somebody just did a study of scores on a final exam ... when they taught the

course face-to-face, blended, or fully online, and they've given common exam

questions across all three of those modes, and they were just able to publish a

paper about that, showing that the students did just as well. (Tom, 1455)

Next, I will present a way to measure OL outcomes relating to the "Faculty experience".

Faculty Experience

Participating institutions gauged the experiences of faculty teaching online by:

1. Measuring faculty satisfaction with teaching online.

Faculty satisfaction. Faculty satisfaction with OL was also used as a measure of the

performance of the online initiative. Participants indicated that they tracked how faculty felt

about their experiences teaching online (Tom, Carrie, Beth). Efforts were made at participating

institutions to understand factors that led to faculty satisfaction (see "Promoting faculty satisfaction", p. 143). Beth noted that M2 was included in several studies conducted by researchers within the state university system evaluating faculty satisfaction in online instruction across all of the schools within the system (Beth, 4248). Next, I will discuss a way for measuring outcomes belonging to the category "Sharing outcomes data".

Sharing Outcomes Data

A practice for ascertaining OL outcomes in this category included:

1.   Sharing responsibility for measuring outcomes.

Shared responsibility. Some outcomes were measured by the academic programs, whereas other data were collected by the OL unit (Maggie, Tom, Jane, Paul). Outcomes related to course content and teaching were typically within the purview of the academic units. Typically, it was the academic unit that administered course surveys, and conducted program assessments. However, OL units also performed these assessments, if necessary. Jane alluded to this…

> *We work with the department and it sort of depends on the department. If they have program assessments, we use those. We obviously do the end of course survey, like everybody does, but we do programmatic surveys as well. (Jane, 3461)*

At US2's OL unit outcomes pertaining to OL were measured at two-levels, by US2's OL unit, and by the individual campuses (Maggie, 702 - 716). US2's OL unit, through its marketing personnel, collected data on a variety of aspects such as enrollment and revenue. It also gathered information about the experiences of prospective students from the time they make their initial

contact with US2's OL unit, through advising, to registration (Maggie, 706). The campuses, for their part, tended to gather data about program retention, and other aspects.

A common occurrence in many of the institutions studied was that the OL unit did not have access to certain types of data that the academic departments was privy to. Tom commented:

I don't know that we ever had any real formal surveys. Because we were not, in my office, we were just helping the campuses with their programs. It wasn't that we were collecting the tuition, we weren't hiring the faculty, we weren't enrolling students. We were just helping the campuses do that. So, we didn't have a list of the online students, we didn't have a list of the online faculty, we didn't, we only could rely on the campuses to give us some information. The office was very small, but it was there to help the campuses do what they would do better. (Tom, 1323)

Having different entities collect outcomes data on OL had significant disadvantages. Maggie explained:

When it comes to outcome data, we have to let our campuses do that. And, we are trying to change that a little bit, so that we could take a look at the students and what the retention-levels are. Right now if our programs don't tell us about retention, we don't know, because we don't have access to that data. (Maggie, 711)

Summary of measuring outcomes. All the participants measured the outcomes of multiple aspects of their online initiative. Two measures were almost twice as often mentioned than others. One was related to the category "Student support services" and involved gauging student

satisfaction (n = 8). The other had to do with online students' learning and involved measuring student retention, withdrawal, course completion and persistence (n = 7). Although one way to evaluate performance was by checking to see if the overall institutional goals for OL had been met, OL leaders did not mention this as frequently. Less than half the OL leaders mentioned that sharing the responsibility for evaluating the online initiative with the academic departments and other campus entities presented many challenges in performance evaluation.

The most number of practices for measuring outcomes pertained to online students' learning and totaled four. Out of the total thirteen practices US3, R3, R4, M2, and M3 deployed seven suggesting that they placed a moderate emphasis on measuring outcomes in OL. Table 25 presents a summary of the key practices associated with measuring outcomes in OL.

Table 25

Key Practices in Measuring Outcomes in OL

Institution	Overall Outcomes			Online Students' Learning			Student Support Services		Online Courses and Programs			Faculty Satisfaction	Sharing Outcomes Data
	Measuring outcomes of multiple aspects of OL	Benchmarking against leading OL providers	Achieving goals for OL implementation	Assessing online students' learning	Measuring student success in OL	Tracking student withdrawal and retention	Measuring student satisfaction	Benchmarking support services against other OL providers	Assessing courses and programs	Adopting same evaluation processes for online and face-to-face programs	Comparing outcomes of online offerings with face-to-face	Measuring faculty satisfaction	Sharing responsibility for measuring outcomes
US1	x	x				x		x					
US2	x					x	x			x			x
US3	x		x			x	x				x	x	x
R1	x	x							x	x			
R2	x		x				x			x			
R3	x		x	x	x	x	x					x	
R4	x	x		x			x	x	x			x	x
M1								x					x
M2	x	x	x			x	x	x		x		x	
M3	x			x		x	x				x	x	x
M4	x			x		x	x			x			

In the next section quality control measures are described.

Ensuring Quality of the Online Learning Initiative

This section addresses the seventh research question: "How is the quality of the OL initiative ensured?" Participants were asked to describe the ways in which they checked the quality of their online initiatives. Participating institutions ensured quality of both the online courses and programs, and the services provided to faculty and students. The practices pertaining to quality control could be grouped into four categories as follows:

- Overall quality;

- Online courses and programs;

- Support services; and

- Shared responsibility.

I will review the quality control measures pertaining to these categories in further detail.

Overall Quality

Participating institutions' strategies for ensuring the overall quality of their online initiatives included:

1. Attaching importance to achieving quality; and

2. Managing growth of enrollments and programs.

Importance of quality control. Participants attached great importance to achieving quality (Ted, Tom, Wendy, Carrie, Jane, Paul, Beth, George). From the outset, quality was one of the major goals of the OL leaders (see "Qualitative goals", p. 124). George underscored the importance ascribed to quality:

In terms of my role as a provost, for nearly approaching a decade, I think the
view was that yes, we must serve our students, we must serve them with a quality
product, and as a public institution it is a higher aspiration, there is an aspect of

> *responsibility that goes with that, it is our responsibility to give them a quality*
>
> *product. (George, 5020)*

This attention to quality is evident in Tom's statement as well: *"... we've always emphasized quality, we've always emphasized doing it [OL] the right way" (Tom, 1233)*. Likewise, Wendy also alluded to an early focus on quality and remarked: *"...we wanted to do it right, we wanted to have good quality programs, but we also wanted very good quality support services" (Wendy, 1776)*. Paul considered the matter of quality at the beginning stages of OL implementation itself, and consulted with an external expert *"...to help address the quality issue" (Paul, 3684)*.

Quality control was exercised over aspects such as course content, program curriculum, course delivery, the "look and feel" of the course, the student experience in the online environment, and all support services. Quality control of student support services covered the entire gamut in the online environment starting from registration, and advising, through financial aid, librarian services to help desk and the technology infrastructure. About ensuring quality Wendy remarked, *"...we try to look at every aspect of our programs"* (Wendy, 1898).

Managing growth. In the interest of quality participating institutions decided to control growth (Tom, Wendy, Carrie, Jane, Beth). In as much as OL leaders were looking to increase enrollment, they also recognized that unbridled growth would be at the expense of quality. Beth remarked, *"...we don't ... add sections willy-nilly just because we have the enrollment" (Beth, 4167),* and stated that their mantra was *"...with quality do tend..." (Beth, 4170)*. Beth set their current growth to cap at 150,000 credits and explained: *"...we are delivering a program of quality with the resources we have. Growth much beyond what we have for the next two years would not allow us to do that with quality" (Beth, 4430)*. OL leaders were not interested in achieving rapid growth that would jeopardize quality, which in turn, would also put their long-

term existence in peril (see "Achieving and managing growth", p. 259). Next, quality control measures belonging to the category "Online courses and programs" will be discussed.

Online Courses and Programs

Participants' strategies for ensuring the quality of their online offerings included:

1. Recognizing that the academic unit bears responsibility for content;

2. Reviewing courses for adherence to quality standards before they go online;

3. Establishing processes, and timelines for course development; and

4. Providing training to faculty on online pedagogy and technology tools.

Course content. Unanimously, OL leaders acknowledged that it is the faculty member that unilaterally determines an online course's content, and that it is the academic department that designs an online program's curriculum (Ted, Maggie, Wendy, Dave, Jane, Paul). This had implications on quality control. Dave noted, *"The faculty are responsible, as they are at all institutions, for the academic quality, and so the department at the university that is responsible for the degree program, is responsible for quality control" (Dave, 2425).* OL leaders reasoned that since this responsibility rested with the faculty for traditional, face-to-face courses, they saw no reason for it to shift for the online delivery of the same courses. Paul remarked:

…we are relying upon the departments themselves, so we don't see this [OL] as any different than anything else that they should be doing. They should be evaluating the quality of their programs anyway, so this [OL] shouldn't be any different. (Paul, 3909)

Similarly, Ted recognized that content was completely the prerogative of the academic unit, and so was course quality. Ted remarked, *"As far as overlooking the different courses, we don't*

[view it] as a business [of controlling] the quality of content. That is something for the academic unit themselves to do, to determine" (Ted, 331).

Course review. Courses are checked before they are put online by both the academic and the OL unit. At the end of the course development phase and before the courses went online, the OL unit ascertained if essential online pedagogical elements were present (Ted, Wendy, Jane). Various rubrics and evaluation tools were used for this quality control. For instance, US1's OL unit conducted a quality check on the course design using a specialized tool. This, Ted explained, enabled them to *"...go in and basically look at the elements of the course - from syllabus all the way to interaction level, assessments and grade it basically before the course is ever offered" (Ted, 335)*. Furthermore, the first time a course was offered, a copy editor reviewed every page and every part of the course (Ted, 341). And every time a course was offered a technical review was undertaken to check links, interactive and multimedia elements, discussion boards and other elements (Ted, 345). If errors were found or something was not working it was communicated to the faculty member and problems were rectified before the course was made available (Ted, 348). Similarly, at R4, once online courses were developed and before they were put online, they were checked to see if they measured up to a certain look and feel. Jane explained:

> *... [we ask] does it flow freely from beginning to end, do we have assessment in*
> *the right place, did your syllabus clearly communicate to a student who is online*
> *[and] not looking at you face-to-face asking questions. We go through it that way.*
> *(Jane, 3389)*

Online courses were reviewed using rubrics and standards at R1 too (Wendy, 1897).

From faculty to administrators and those in course production, everyone involved was made aware of quality standards, and this enabled them to work together to meet these

expectations (Ted, 260). Not only have quality standards been established, they are strictly enforced by US1's OL unit. Ted remarked, *"If they [courses] don't meet the standards that we look for…we won't run it" (Ted, 349)*. This is also further testament to US1's OL unit's commitment to quality.

Specific timeline and processes. Establishing a definite timeline and specific processes for course development were steps that helped achieve program quality as well (Ted, Maggie, Wendy, Carrie, Jane). Ted explained that online course production typically took about 9-12 months, and was *"not rushed" (Ted, 267)*. Requests to put a course online at short notice and to hasten course production were firmly turned down in the interest of quality (Ted, 262). Communicating these timelines to his constituency, and making them aware of all that is involved in developing, and teaching, an online course also helped in reaching quality objectives (Ted, 260). Because of these quality control measures, Ted explained, *"…when the courses go live, they are robust, they are clean, they are grammatically correct, everything works and then we feel good" (Ted, 348)*. Processes which structured online course development and review were in evidence at participating institutions. For instance, Jane stated: *"…there is a sign-off process at the end to say we all agree, that it [the online course] hits the pedagogical online pieces, as well as the content, discipline content pieces" (Jane, 3393)*.

Faculty training. Faculty were trained before they began developing their courses (Ted, Maggie, Dave, Carrie, Jane, Paul, Beth, George) (see "Faculty development and training", p. 167.) When asked about steps taken to ensure quality Ted responded:

> *First of all, we have a very clear timeline for course development and faculty are*
> *required to come to training….or to attend some type of training on their campus.*
> *So, they really know going in what the expectations are… (Ted, 328)*

Next, I will present two steps for quality control from the category "Student support services".

Student Support Services

Practices that ensured the quality of support provided to online students included:

1. Ensuring student satisfaction with learning online; and

2. Benchmarking student services against best practices and or those of leading OL providers.

Student satisfaction. OL leaders focused on providing quality support to students. To gauge student satisfaction with their online experience OL leaders tracked students' experience in the online arena, and surveyed students (Maggie, Tom, Dave, Carrie, Jane, Beth, George) (see "Student satisfaction with OL", p. 224).

Benchmarking. Benchmarking the online initiative with other leading providers of OL was also a way to ensure its quality (Ted, Wendy, Jane, Beth) (see "Benchmarking support services", p. 225). Next, practices for quality control in the category "Shared responsibility" are discussed.

Shared Responsibility

Steps that ensured the quality of the online initiative in this category included:

1. Sharing the responsibility for quality control with the academic department and other campus entities;

2. Ensuring that academic decisions are made by the academic units;

3. Recognizing that the role of the OL unit in ensuring quality is enabling, rather than enforcing; and

4. Addressing quality concerns through appropriate channels.

Role of academic unit. At participating institutions the responsibility for quality control was shared between the academic department, the OL unit, and other campus entities executing specific functions for OL. OL leaders made a distinction between "academic decisions" (i.e., decisions made by the academic program) and non-academic decisions (i.e., decisions made by the OL unit, or other entities on campus) (Ted, Maggie, Wendy, Dave, Jane, Paul). Quality was strengthened by ensuring that curricular and programmatic issues were addressed by the academic units, and not by those in the OL unit. Wendy emphasized this:

> *We want to make sure that any academic decisions that are made, are made by this committee [the advisory committee]. They are not our decisions, the programs belong to the Colleges, and the academic decisions and policies need to be reflective of the academics who are responsible for those programs. (Wendy, 1917)*

In addition, decisions about which programs to move online, who develops the programs, which faculty teach the online courses, and what their course loads are, are also made, typically, by the academic unit, department, or college. Maggie explained the role of the academic unit in ensuring quality:

> *…at the program level…they are the ones who are doing the quality control. They hire the faculty, they select the faculty I should say, they make sure that they get trained, they make sure that their academic protocols are being followed. (Maggie, 856)*

The case of M2 was somewhat different in this regard, because the OL entity had the responsibility to hire the faculty teaching online. Beth explained:

...I have 40 full-time faculty who are just dedicated to online learning.... They report to me, they are colleagues with people around the College, but these 40 folks act as sort of mini-department chairs with a number of adjunct faculty working for them, or other faculty from other parts of the College working with them. So, while we do have many, many adjunct faculty, having 40 full-time faculty dedicated to this program I think really has made sure that we have the interest of quality there. (Beth, 4182)

Although the OL units did not typically get involved with curricular issues and teaching assignments, they and other campus entities nevertheless played an important role in quality control as discussed earlier.

Role of online learning unit. Participants indicated that there were limitations to their role in achieving quality (Ted, Maggie, Wendy, Paul). A shared responsibility for quality control in the OL environment presented several difficulties. Questions about what quality control measures should be centralized, which ones should fall within the purview of the OL unit, and what should be the sole prerogative of the academic unit needed to be addressed.

In responding to the question about ensuring quality Maggie indicated that there were challenges. She stated that they were having *"a harder time"* with the quality issue, because, according to her, *"the quality control ultimately rests with the campuses and if we are talking about the academic side, they are responsible for faculty" (Maggie, 992)*. Wendy recognized and accepted the role of her unit in ensuring quality as one that is enabling, rather than enforcing. Wendy remarked:

I think we get frustrated a little bit, because we have got good rubrics about what a good course should be, and all the things that should be in it, and yet the final

decision about what goes into a course is the faculty member's decision. And some of them are just not willing to do some of the things that we think would make the course the best quality. But, now we recognize that on-campus there is a variation as well, and that, we don't want to be the Course-Nazi that are telling everyone what to do. It is their course, and we are here to make it as good as we can do, but those decisions are theirs and if there are problems, we try to work with the associate dean or the department chair to improve those things. And there are times that major changes get made, that is just something that you have to keep working on it. (Wendy, 2068)

If errors were found during course review, students experienced difficulties with the quality of the courses, or the support being provided, the OL unit worked with the academic departments, and other campus entities to have them addressed (Ted, Maggie, Wendy). Maggie alluded to this…

On rare occasion one of the not-so-pleasant parts of my job is that I will get students who email me and they have a complaint about somebody. Well…usually it is around a lack of concern for students who are external to the campus as much as anything. If I feel as though as there is something that is not dealt with properly, … I will go in the appropriate channel, depending on, sometimes it is the Student Affairs person, sometimes it is the Registrar, sometimes it is… an academic person, you know, we'll do that. So, once in a great while we will have a group of students who will say that this isn't right, you know, we need to have this taken care of and I will help them find the avenues to do that. But I can say it is not a major thing, thank God, so far. It is not a major part of my job. But, we

need to work on a better understanding of the quality control measures and help

the campuses develop mechanisms for doing that. Most of them do. (Maggie, 993)

Even when the academic unit was responsible for teaching assignments, according to Ted, having unwilling faculty teach online was detrimental to quality. Ted warned: *"...you do not want faculty to be doing this [teaching online] who do not want to do this" (Ted, 239)*. Ted argued that having reluctant faculty on board is a *"bad situation"*, because of the serious repercussions on quality. He observed: "*They [unwilling faculty] never get engaged ... their courses don't come out very well. Their teaching is not very good and it just doesn't work" (Ted, 246)*. In the interest of quality, Ted declared, they *"don't work with anyone who doesn't want to do this" (Ted, 248)*.

Paul indicated that working with the academic units on quality matters called for finesse and agreed that it was akin to *"tight rope walking" (Paul, 3928)*. Paul commented:

...I get very skittish, about getting involved in, or interfering with their [academic

program] evaluative processes... they[faculty] are very uptight if you get involved

in their world and their issues, they will say, mind your own business, and when

you mind your own business, and you don't do it, then they complain that there is

no centralized way to assess online programs and [ask] why don't you get

involved in that, do you not care about quality...(Paul, 3911)

Summary of ensuring quality. An overwhelming majority of the participating institutions attached importance to ensuring quality in all aspects of their online initiative (n=9). The top two strategies for achieving quality were providing faculty training on online pedagogy and technology tools (n=8) and ensuring student satisfaction in learning online (n=8). The second most frequently occurring practice corresponded to the category "Support Services" and

involved negotiating effectively the sharing of responsibility for quality control in an appropriate manner (n=7). The least cited quality control measure was associated with the category "Online courses and programs" and had to do with reviewing courses before they were put online (n=3).

The categories with the most number of strategies had to do with ensuring the quality of online courses and programs and sharing the responsibility for it, both of which had four strategies each. US1's OL unit deployed nine out of the ten strategies for achieving quality, while R1 and R4 had eight quality control measures in place suggesting that these institutions placed an emphasis on quality control. Table 26 provides a summary of the strategies deployed for ensuring quality.

Table 26

Strategies Deployed For Achieving Quality

Institution	Overall quality		Online courses and programs				Support services			Shared responsibility		
	Attaching importance to quality	Managing growth of enrollment and programs	Recognizing quality of content is academic side's responsibility	Reviewing courses before they went online	Establishing processes and timelines for course production	Providing faculty training on online pedagogy and technology tools	Ensuring online student satisfaction	Benchmarking against other OL providers	Sharing responsibility for quality control	Ensuring academic decisions were made by the academic dept., not by the OL unit	Recognizing role of OL unit as enabling, rather than enforcing	Addressing quality concerns through appropriate channels
US1	x		x	x	x	x		x	x	x	x	x
US2		x			x	x	x		x	x	x	x
US3	x	x					x		x			
R1	x	x	x	x	x			x	x	x	x	x
R2			x			x	x		x	x		
R3	x	x			x	x	x					
R4	x	x	x	x	x	x	x	x	x	x	x	
M1	x		x			x			x	x	x	
M2	x	x				x	x	x				
M3	x	x					x					
M4	x					x	x					

Measuring outcomes of and achieving quality in all aspects of the online initiative contribute significantly to its long-term survival. I discuss sustainability of OL next.

Sustaining the Online Learning Initiative

One research interest in this study was to determine how participating institutions sustained the success of their online initiative. The eighth research question in this study asked: "What strategies sustain the implementation of OL?" The issue of sustainability is reviewed in this section.

When asked about the measures taken to sustain the success of their online initiatives, participants remained optimistic about OL's long-term survival. They predicted that the future prospects for online education at their institutions were bright, the current economic crisis notwithstanding. Wendy believed that given the growing demand, online programs will *"...sustain themselves" (Wendy, 2037)*. Jane affirmed that growth trends for OL at R4 would continue: *"I don't see it [OL] slowing down anytime soon ..." (Jane, 3528)*. About the online initiative at M3 Tom noted, *"It would not go away right now" (Tom, 1651)*.

Almost all the participants referred to the ongoing economic hardships, and described their survival strategies for the current context. A major concern was the availability of financial resources. In general, the limitation experienced by most participants was one of funding OL. Wendy remarked:

> *I think the biggest challenge is everywhere, is a funding challenge. I mean, I don't think anybody has definitive answers about how these [OL] can successfully be funded. All of us are constantly tweaking our budget models, and we are no exception. (Wendy, 2038)*

Even so, OL leaders' ultimate objectives remained essentially the same as those during good economic times: sustaining the successes of their online initiative. Speaking to this point, Dave noted: *"... whether you have more money or less money at any given time - what you should be doing is trying to position the organization to move forward in different ways" (Dave, 2507).*

Strategies that helped participating institutions sustain the success of their online initiative could be grouped into four categories:

- Providing continuing resources;

- Institutionalizing OL;

- Consolidating and expanding gains in OL; and

- Maintaining focus and momentum.

I will describe the strategies in these categories in detail next.

Providing Continuing Resources

The practices deployed by participating institutions to provide continuing resources included:

1. Adapting to the economic crisis;

2. Adjusting funding models; and

3. Becoming self-supporting.

Adapting to the economic crisis. The long-term survival of online courses and programs was contingent upon securing financial resources for all aspects of OL, in a continuous manner, environmental upheavals notwithstanding. Funding was of even greater concern particularly now because of the ongoing economic crisis (Ted, Maggie, Wendy, Dave, Jane, Paul, Beth, George). Wendy remarked, *"...at a time like now, when budgets are being cut everywhere, it [funding] is particularly a challenge, I think" (Wendy, 2040).* State funding for public institutions was significantly tight in the current climate. Beth remarked:

... [the state university system] is very affordable and we are able to maintain

basic quality and delivery standards. But it is getting tougher. The state resource

dollar is now below 20% of what it takes to deliver, so we are at some level, we

are becoming a state-affiliated and not a state-supported educational program.

(Beth, 4422)

About the challenges of securing funding for OL from the state during these times Jane remarked: *"...as far as pushing for resources, financial resources - that is a constant battle!"* *(Jane, 3270)* and explained:

...you are in the queue with all the other initiatives in public education right now

that are just not getting funded, and state support is going down and the push to

keep the cost of education down, you have to make the case just like everybody

else and I do that on a very regular basis. I am constantly arguing where online

should fall in the queue. (Jane, 3274)

Such arguments for online education needed to be made within the institution as well. Reflecting on their present budget situation Dave noted:

...the revenue [from DE and OL] ... goes into the central budget. And so just like

everyone else, I sit at the table and make my justification for budget increases in

the current climate, my justification for not being cut as much as the others.

(Dave, 2412)

Clearly, the ongoing economic crisis has exacerbated the funding challenge for the online initiative, and threatened continued financial resourcing for it.

Adjusting funding models. Participants strategized about not allowing the economic crisis to jeopardize the long-term survival of their online programs. Participants constantly adjusted their funding models to ensure continuing resources for OL (Ted, Maggie, Tom, Wendy, Dave, Paul, Beth, George). Dave remarked:

...this is a particularly difficult time in that we are going through massive budget cuts, and yet we certainly don't want to hurt the organization. So at this point it is trying to figure out how to cut budgets without impacting enrollment as little as possible, and trying to make sure that the organization is positioned for when we come out of this budget cycle. (Dave, 2500)

Sustainability of OL, according to Wendy, *"... is just continually ... adjusting your budget models, so that it fits where the society is going anyway. It depends on the economy of the state, it depends on the economy of the people" (Wendy, 2044).* By establishing additional revenue streams for the online initiative, soliciting external support, and generating income from online education OL leaders adapted their funding models (see "Funding the Online Initiative", p. 203). Explaining US2's OL unit's response to the economic crisis, Maggie alluded to a new found emphasis on generating revenue and a change in their funding model. She remarked, *"...And again revenue production was never our first goal, but it maybe" (Maggie, 894).*

A decrease in budget allocations for US1's OL unit was precipitating a change in its funding model as well. Ted explained that US1's OL unit was increasing its share of the revenue earned by the campuses from OL (Ted, 375) to offset the loss of university funding. Ted stated:

We are about to change the models so that they [the campuses] are paying us more, since they are making a lot of money. And then [US1] ... has been providing support that is now being, we are being weaned off of that support. (Ted, 376)

M1 changed its budget structure to provide a percentage of the revenues from the online course fee to the departments (Paul, 3648) (see p. 210), and M4 decided to broaden its revenue base (George, 4700) (see p. 207). In the past Beth was allowed to hire faculty only after

demonstrating growth; upon changing their funding model she is now able to anticipate growth, make projections and hire preemptively (Beth, 4178).

Becoming self-supporting. To ensure continued resources for all components of OL, participants aimed at becoming financially self-supporting (Ted, Tom, Paul). When asked about measures for sustaining OL at M3, Tom responded, *"I think, certainly the program at … [Campus 3] is now self-sustaining. And it's self-sustaining financially"* (Tom, 1627).

To become financially self-supporting participants established additional revenue streams, e.g., an online course fee, and used the income generated from OL to fund various aspects of their online initiatives (see "Additional revenue streams", p. 206). For instance, Paul recognized institutional budgetary constraints and planned for their online initiative to be self-supporting right from the outset.

> *…one of the things that we did…was to institute an online course fee, $25 a credit hour. The theory being, we were an extremely cash strapped institution and we still are today, and I had no faith really in the institution continuing its commitment to support the online initiatives, because we just had no money. I realized that we pretty much had to be self-funded. (Paul, 3679)*

Establishing the online course fee helped M3 become financially self-sufficient as well (Tom, 1628). As noted earlier, US1's OL unit also transitioned towards less dependency on central funding by making adjustments to their funding model (Ted, 376). Next, three strategies for sustaining OL belonging to the category "Institutionalizing online earning" are discussed.

Institutionalizing Online Learning

Steps taken to institutionalize online courses and programs included:

1. Mainstreaming OL;

2. Making OL a strategic asset to the institution; and

3. Aligning the OL initiative with institutional mission and culture.

Mainstreaming online learning. Online education was mainstreamed in many different ways (Ted, Maggie, Tom, Carrie, Jane, Beth, George). First, the structure of the online initiative paved the way for it to become institutionalized. The decision for an OL entity that was part of the institution and serving a support function was common to many participants (see "Structure of the Online Initiative", p. 299). OL leaders were against an independent OL enterprise that was auxiliary to the institution.

Second, online teaching and learning were integrated into the primary teaching and learning activities of the participating institutions. Online students were not differentiated from the traditional, on-campus, students by way of their enrollment, degree track, or the faculty that taught them. About the integration of OL into the mainstream at M3 Tom remarked:

> *I'm proud of … [my institution] and we talk about … [my institution's] model, which is integrated into the main teaching of the campus. So we don't have a Continuing Education unit, we don't have a separate faculty, we don't have a separate enrollment for these students or a separate degree track for these students. These are … [M3] students, period. And, they're taught by the same faculty who teach on the campus. (Tom, 1396)*

Likewise, there was no separation between on-campus and online students at R4 as well. Jane pointed out:

> *… [my institution], like I said, has a very, very integrated faculty model. It is not – this isn't something happening out on the side. When you graduate, you get the*

degree from ... [R4], you don't get it from the School of Extended Studies or

something else. (Jane, 3522)

This integration was a pivotal factor in mainstreaming online education. Tom noted, OL is *"...integrated into what we do. That's something, I think, is critical for the future of online"* *(Tom, 1402).*

A third way in which online education was mainstreamed was by assimilating it into the institutional culture. Both faculty and students regard teaching and learning online as an integral aspect of the academic experience. Speaking to the acculturation of online education at M3, Tom explained:

... now when we hire new faculty, there is an expectation that they will teach

online....[now]it has become part of the culture [of the institution] that you teach

online.... it is ingrained in what they do. (Tom, 1467)

Tom noted that a critical mass of faculty and students are now engaging in OL:

...over the course of the year, more than half of the faculty at the institution teach

online, [and] by the time the students graduate 80 or 85 percent of all the students

have had an online course, whether they're campus students or distant students, it

doesn't matter. (Tom, 1393)

Similarly, the OL initiative at R3 was made broad and deep within the institution (Carrie, 2870). Carrie remarked, *"… we have attempted to make OL something the university is, as opposed to something the university does (Carrie, 2868).*

Fourth, visibility for OL was provided in the mainstream of higher education rather than in educational technology sectors. In fostering faculty research on teaching online a discipline-specific approach was encouraged by both Beth and Tom. Beth emphasized the importance of

showcasing faculty research on OL within their academic disciplines (Beth, 4268). Previously faculty at M2 were encouraged to present at instructional technology conferences, however, Beth subsequently changed her emphasis. Beth explained:

> *I have drifted as far as my own research and promotion. What I believe is that it is important for faculty to be doing research on online education, but more connected to their academic areas…. And I think that has had some success. (Beth, 4261)*

Tom stated that faculty were urged to produce a *"disciplinary publication" (Tom, 1484).*

Additionally, Beth wanted M2's president to make known M2's standing as a leading provider of online education in presidents circles. Not only that, Beth continued:

> *I want that message out in a variety of places in higher education, not just in the educational technology divisions. I want it out at the presidents' level, and I also want it out in the Arts sector. (Beth, 4386)*

> *Strategic role of online learning.* At participating institutions OL played a strategic role in various ways (Maggie, Wendy, Dave, Carrie, Paul, Beth) and this helped institutionalize it as well. For instance, Carrie noted that at R3 online education *"…has become so large, it is an engine that the university could apply towards some high-level strategic objectives" (Carrie, 2962).* There are many ways in which the online initiative gained this strategic importance at R3. Elaborating on online education's strategic role, Carrie stated, OL has emerged as …

> *… a way the institution can manage growth, it is a way that we can meet competition, it is a way we can compensate for our limitations in classroom space, it is a way we can enhance graduate credit hours, it is a way we can improve and enrich our regional campus system, it is a way we can ensure*

students have greater opportunities for completing their general education requirement, which before web courses they could not, it is a way of improving teaching, it is a way of increasing student learning outcomes and flexibility and decreasing time to degree. And so, we really think of all of those things as things to be pursued. (Carrie, 2967)

This critical role played by online education has made it core to the institution and rendered it indispensible.

By bolstering falling enrollment, OL was linked to institutional survival, and its rescue (Wendy, Dave, Paul). Paul noted: *"We see online enrollment as really a strategy for…first, stabilizing and then reversing our enrollment decline" (Paul, 3719).* Because of this strategic importance of online education, institutional resources were repurposed towards OL at M1. This redirection of funds, in turn, helped sustain the online initiative. Paul stated:

She [the president] is committed to expand the amount of resources that go into online, as soon as our strategic plan is finalized. And that will serve as the basis for reallocating our resources, so that we disinvest in some things, and invest more resources in other initiatives, and online is emerging as one of the key priorities of the strategic plan. (Paul, 3826)

OL leaders believed that in the current recession OL played an even greater strategic role at their institutions, because it enabled institutions to meet newly precipitated student needs (Wendy, Maggie). The bad economy created new student markets and renewed opportunities for enrollment growth (see "Identifying new student populations", p. 258). Wendy observed that *"when people lose their jobs, they tend to want to come back to college" (Wendy, 2047).* Expressing a similar viewpoint Maggie remarked, online education *"… is more a strategic way*

to best serve students who are going to be needing us in ways that we can't even imagine right now...public colleges usually come under high demand during bad times" (Maggie, 895). Maggie pointed out that OL is of strategic value also because it can be used for generating revenue during these difficult times (Maggie, 894).

The strategic value of OL within the institution was enhanced because multiple constituencies directly benefited from it, Beth observed. Different functional areas at M2 recognized how they would gain from online education and therefore fully supported it. Beth stated:

> *The easiest support for online education often is from the administration area. They understand the value of programs that are growing and contributing...But also in the development area...a creative program helps to promote a development agenda....The enrollment management area sees this as a way to build support within the enrollment area. The technology area we partner with doing creative things. (Beth, 4308)*

Faculty interests were also going to be well served by delivering instruction online, particularly during these troubled times, according to Maggie. She explained:

> *...faculty, probably, are not going to get raises for a while, but they can earn extra money through teaching online. So, they [institutional leadership] will see it [OL] as a way to throw up carrots to faculty who may otherwise be pretty discouraged about the fact that their income level is going to stay pretty stagnant. (Maggie, 909)*

Alignment with institutional mission and culture. Moving to OL brought the participating institutions in complete alignment with their mission (Wendy, Dave, Beth, George). For

example, providing access to adult learners was part of M2's core mission and OL offered a natural way for the institution to fulfill that objective (Beth, 4208). As Beth stated:

...one [reason for success] is the foundation in commitment to access for adult learners. That was already there, it is core to our mission. So reaching adult learners through technology is an easy step, and I think that closeness to the core mission of serving adult learners allows us to be successful. (Beth, 4207)

Likewise, R2's mission involved contributing to work-force development in the state and faculty became convinced that the online delivery of instruction would enable R2 to achieve its mission and provided strong support for OL (Dave, 2225).

To become institutionalized online education also needs to be aligned with the institution's culture. Placing students' needs above other institutional priorities was a long-held tradition at M4 and this culture was one of the reasons for M4's success in OL, according to George. He explained:

There was an element of opportunity there, we were the right institution, at the right place, in the right time. But the institution has to take credit also, because, first of all, the university had a culture of serving students. Being at the right place in the right time. So, if we didn't have that culture, if we were a different institution, we would have moved much slowly, or perhaps ignored that window of opportunity. (George, 4581)

Online education allowed M4 to meet student needs in unprecedented ways, and was therefore, in complete alignment with the institutional culture. Next, I will describe five practices relating to the category "Consolidating and expanding gains in OL".

Consolidating and Expanding Gains in Online Learning

Strategies deployed to consolidate and expand gains made in OL included:

1. Pursuing continuous improvement;

2. Identifying new student populations;

3. Achieving and managing growth;

4. Achieving cost-effectiveness; and

5. Continued selling of OL's role.

Continuous improvement. Participating institutions optimized every facet of their online environment in an ongoing manner (Ted, Maggie, Wendy, Dave, Carrie, Jane, Beth, George). Carrie stated that right from the outset of OL implementation their goal was to *"...continue to maintain or improve our past performance. It is continuous improvement more than a specific target" (Carrie, 2805).* Wendy pointed out that though they were recognized as leaders in DE and being innovative, they were not complacent about their reputation. Wendy stated: *"[We] are always doing new things, we are not just resting on our laurels, we have got creative people that are constantly doing new things…"(Wendy, 1873).*

Participating institutions continuously benchmarked themselves to stay abreast of best practices, trends and innovations in the OL arena. Jane explained:

> *We are really trying to look at what is out there, what technology is out there, is it just bells and whistles or does it really add pedagogical value, looking at what people are doing in faculty support, looking at what people are doing in faculty preparation and student preparation, [and] what is working to help a student understand what it takes to be successful online. So, we do quite a bit to make sure that it [the online initiative] is going to stand the test of time. (Jane, 3514)*

The desire to learn from the experiences of other institutions and improve their own online initiative was common to participants. Wendy stated: *"...every part of what we do, we try to look and see, what others are doing and see how we can measure up, and improve" (Wendy, 1902).* Jane remarked: *"...if you hear about any mistakes, please tell us, because we don't want to make [the mistakes made by] somebody else. We would rather learn from their mistakes and move on, and share what we have learned" (Jane, 3512).* Reflecting a similar philosophy Wendy remarked, *"...we borrow good things from other institutions and share whatever we have with other institutions..." (Wendy, 1875).*

Improvements were made in all aspects of OL implementation. The quality of the online courses and programs was an aspect that was constantly enhanced. For instance, Beth explained that they were currently focusing on pedagogical improvements in Science and Math education and were trying to make courses "*more visual, more engaging, more interactive, to promote better access to online labs, to promote better access to more comprehensive data sets for analysis"(Beth, 4272).* Efforts were also directed at broadening the reach of the OL unit and increasing its influence. Maggie explained:

> *We are just at the point right now, ... we think we actually need a larger group*
>
> *that doesn't meet as frequently ... as the Continuing Ed council ... but which*
>
> *would help us have a broader reach [to communicate our message] ....And also to*
>
> *give some groups that feel that they are not necessarily represented by the*
>
> *Continuing Ed folks very well on their campus...we give them a little bit of a voice*
>
> *at the table. (Maggie, 781)*

These steps strengthened stakeholder involvement as well. Ted explained: *"we are moving into sort of what is called a shared services model ....which is where all of the people who are the*

players in offering courses have more of a voice than they have in the past"(Ted, 383. Measures described by Beth included improving the tracking of program retention, their capability to describe to students how long it will take to complete a program, and the capability of students to finish in a reasonable amount of time (Beth, 4416). M4's commitment to continuous improvement can be discerned from its desire to grow faculty research on DE (George, 4910).

Identifying new student populations. To sustain their growth participants continually sought out new student markets (Ted, Maggie, Tom, Wendy, Dave, Carrie, George). When asked if they were looking to increase enrollments, Ted stated a future goal would be targeting a new student population of 3.5 million adults in the state, who have some college credits, but need degree completion programs (Ted, 385). Ted also indicated that US1's OL unit may be moving beyond its original mission by seeking more entrepreneurial opportunities (Ted, 388). Wendy observed: *"There is a lot of opportunity out there that we could do, if we did invest in some of these programs, we could get new enrollments" (Wendy, 2042).*

The current economic crisis created new market conditions and presented new student audiences. Maggie explained:

...students who aren't going to be able to afford to go to college full-time may now at least have this as a way to access programs, maybe to finish degrees, because they have had to drop out as full-time students....It [online education] is still a way to deal with [working] professionals who may find they need to make career changes because their own career path has gotten interrupted; and it is also for public colleges whose enrollments are going to be probably going up, or the demand is going to be going up. It is going to be a way to serve students who won't be able to fit into the physical classroom. (Maggie, 884)

Participating institutions also honed relationships with community colleges and built a pipeline of students coming to them (Tom, Carrie, Beth). Tom explained:

...we try to develop partnerships with community colleges all over the country, really from Maine to Colorado to California, so that students in those districts when they get a degree can pursue their bachelor's degree online, at [M3]....So, [we are] building that pipeline of students that we would have coming to us, who want to come to us, who want to get a degree with us. (Tom, 1150)

Similarly, Carrie also noted, *"...we have strong relationships with our regional community colleges that are feeder institutions to us. In fact, our university...admits about 25% of all the community college transfers in [the state]..." (Carrie, 2614).* Investing in new markets offered a way to sustain the growth of online initiatives, and in addition it also helped the institution survive.

Achieving and managing growth. Participants aimed at expanding their online initiatives. OL leaders succeeded in increasing both student enrollment figures and the number of their online offerings (Ted, Maggie, Tom, Wendy, Carrie, Jane, Beth). About the ways in which US2's OL unit achieved growth Maggie commented:

I inherited some good programs, but in the time that I have been doing this job, we have probably put on about 40 - 50 new programs. We know that our growth is going to be best done through the addition of programs all the time. You can't just depend on beating your existing programs to death - you have to bring in new things. (Maggie, 443)

Maggie indicated that there was a constant emphasis on growing their online offerings. She remarked: *"You know, for every program that we add there are probably five more that we are*

still trying to get online" (Maggie, 543). Similarly, when asked if he were looking to increase enrollment, Ted responded *"Oh, always!" (Ted, 393).*

However, most participants planned and managed their OL growth. Describing how M3 monitored its online growth Tom remarked:

> *... when I said they [the M3 campus] have a quarter of their students online, they could easily have half their students online, if they opened up more sections of classes. But they don't want to let online get too big. They don't want to let, we call it 'the tail wags the dog', so we don't want it to get so big that it dominates everything else. (Tom, 1531)*

After having doubled their online enrollments in the last five years, Beth decided against further expansion. She explained:

> *... pretty much that is what we have been doing, is about 15% growth plan per year, capping out, I am thinking, at about 150,000 credits in about 2 years. And there, then what I want to do is sort of maintain it at about a 150,000 credits. That is where I think I want to be. (Beth, 4145)*

Similarly, Jane indicated that she was interested in growing, but not unconditionally. On the question about growth she responded: *"We are growing in numbers and in programs, I am excited about that, I want to grow with the right programs"* (Jane, 3525). Growing online offerings and enrollment was contingent on finding new student audiences.

Growth in OL was not sustained in one instance. Tom remarked:

> *the ... big campuses in ... [Campus 2] and in ... [Campus 1]...those campuses have not stepped forward with as big an online program as I certainly would have*

liked to see 10 years ago. They started very fast, they started growing, and then

they just stopped, and they found they had other things to do. (Tom, 1292)

Achieving cost-effectiveness. The issue of expansion in OL was interconnected with ensuring quality and maintaining cost-effectiveness. OL leaders were interested in achieving cost-effectiveness in their online activities (Carrie, Jane, Beth, George). Lowering costs at the expense of quality, or achieving quality at a very high price, for both the institution and the student, would not make for a sustainable OL initiative. Carrie explained:

As we watched it [OL] grow significantly we spent the first several years

grappling with scalability issues. It was growing at 20% a year, our budgets were

growing at 5% a year, how do we scale the thing up and maintain quality and so

on. So, we spent a lot of effort developing ways to do more with less, or to do

more with a little more. (Carrie, 2957)

Effective use of technology, according to George, can help expand operations while making processes efficient and containing costs. Using a principle which he called mass customization George believed that technology could individualize instruction, while achieving cost-effectiveness. George explained:

The idea is, you use the technology to build a foundation… you use scale to

uniform standards, standardization to reduce your costs of production per unit.

And that creates a margin, you can then go back in and on the basis of your

technology platform, you can customize it so your student, your customer or

whatever can have it in many different ways to meet their needs, which you can

afford to do it then. (George, 4745)

Some of the issues involved in balancing growth and quality objectives with cost considerations were brought to light by Beth. She explained…

[The paucity of state funding] is partially why I have set growth caps, because I need to look at things beyond that, should I grow beyond to 150,000 credits. That when you get to that point, unless I want to change the [financial] model – which we haven't currently wanted to do – with 20 students sections and heavy engagement by full-time faculty, I am not sure that I could do that without other additional support, with quality. (Beth, 4426)

Beth made careful projections to gauge the optimum growth of their online offerings that would also enable her to meet quality goals. Projecting growth also helped in planning the number of online faculty that would be needed. Beth explained: *"I needed a formula for building faculty that allowed me to anticipate growth, and for them [the administration] to trust me to hire faculty as we were growing" (Beth, 4178).*

Continued selling of online learning. Selling OL was not a onetime endeavor confined to getting the move to OL started. OL leaders (Ted, Maggie, Wendy, Carrie, Jane, Paul) reported selling the strategic value of online education repeatedly. When asked about measures taken to sustain OL, Jane responded: *"I cannot tell you how much I speak to online across the… [institutional] environment" (Jane, 3508).* Particularly as the institutional context for OL changed, there was need for continued selling of online education. Carrie narrated an incident that illustrates this need for ongoing selling of OL:

…we had a meeting with our dean of our College of Hospitality Management earlier this week and we even stopped meeting with him for a while, because every time we meet he used to say…"we are not interested, we are not

interested", and so I said to our person who schedules "let us go back and talk to him again this year and see what happens", and so we walked in and ... he was there and he had three department chairs there. One of them who had been through faculty development and was teaching online. And he said, "here is what I need – I have to solve this problem, I have to solve that problem, I have to solve that problem, I think we can do it with blended courses, let us talk". And he got it. For the first time ever, we now had an agenda with that college that put them on the track to develop blended courses to meet a specific set of requirements. You might be amused at what the trigger was – the hospitality campus is a beautiful campus....And they have a lot of classroom space, they have a lot of facilities, he said "but we are out of space in parking. We have no more parking and students can't get here and they can't take a shuttle, because they cannot afford it, we need a way to reduce cars on the campus. Blended learning will help us do that". So, parking became the trigger to build in online learning. (Carrie. 2982)

When the economy took a downturn, and funding for OL became scarce, some participants saw an opportunity. OL leaders became convinced that online education was a strategic asset in this down economy, and communicated this to the rest of the institution. Wendy reported telling different constituencies, repeatedly, *"...hey, we are part of the solution, we are not the problem, we are the solution" (Wendy, 2042).* Maggie met with the president's council, consisting of the president and the chancellors of each campus, and the provosts, *"...to talk about the strategic value of online learning in this difficult time" (Maggie, 880)* and what OL can do for each constituency. The potential role that online education could play in the current crisis was highlighted to executive leadership. Maggie remarked:

...I think that this [the budget problems] is going to be a little hard for everybody.

....So, we are going to be presenting on the strategic value of online learning and

how to make best use of it, and how to use it for revenue production in this

difficult time. (Maggie, 892)

Next, two strategies that help sustain OL implementation by "Maintaining focus and momentum" during the transition to OL are described.

Maintaining Focus and Momentum

The steps taken to maintain the focus and momentum of the online initiatives included:

1. Planning for shared ownership and leadership succession; and

2. Adapting to change.

Shared ownership and leadership succession. OL leaders strived to impart a sense of shared ownership of and mutual responsibility towards OL within the institution (Ted, Maggie, Carrie, Jane, George). One way they did this was by collective engagement, i.e., by involving members of the academic community in performing functions for the online environment. Although OL leaders were the principal change agents, they recognized that a single entity or person cannot orchestrate the migration of online programs. Speaking about the importance of collective engagement Jane remarked:

I think if somebody were to say to … [my institution], who is online, they would

say that it is… [Jane]. I don't think that there is any question there. Though that

said, I think it is a broader role of the university to help – nobody owns [online]

education as a whole for the university, so we need to start realizing that it is a

university wide tool, and distribution method, and everybody owns a piece of it.

(Jane, 3535)

OL leaders actively recruited champions and got multiple people involved with OL (see "Collective engagement", p. 283). Carrie stated: *"…part of what I attempt to do is to get others to be engaged….So, it is a way of keeping a level of activity, an energy focused on this initiative…"(Carrie, 3016).* Describing the steps taken at R4 to create a sense of shared responsibility toward OL Jane remarked:

> *Well, part of what we did was by bringing together this kind of three-legged stool for the … online learning environment, which by the way … is more than just the Blackboard shell …. It is the entire online learning environment that our students face and bringing that group together to say that we are all responsible for this and we are making it a key initiative for all of our departments. (Jane, 3503)*

Without a sense of shared ownership the future of the online initiative would be insecure, because it would be associated with just one individual. Leadership succession at the institutional level was critical in sustaining online education. Ted recognized that after his time there could be a leadership vacuum that threatened the future survival of the successful online programs that he initiated. When asked about sustaining the success of US1's OL unit, Ted replied:

> *… needless to say, I think it [US1's OL unit] … was my baby at one point. And I just have really forced it to not be my baby as it began to grow. So, now…it is something that everybody owns. I am still tied closely to it, because I was here as it started, and [am] still the Director…. I want this thing to live way beyond me, and if it is probably too close to me that makes it harder for the future. So I have worked hard to spread the wealth. (Ted, 136)*

When asked about how they planned to sustain the success of OL, George responded:

...you do that by continuing to focus on the mission, by having a strategic plan,

communicating those values to everyone, by trying to build leadership

succession…. I think that is how an institution continues to survive…and to thrive.

(George, 5050)

In finding successors, George emphasized, that it is important that *"that the future leaders …*

will continue to believe in those things and attempt to pursue those things" (George, 5051) that

are important to the organization. Successive leadership at M4 equally valued OL and George

noted: *"...we are fortunate in having a new president … who fit right into those values and ideas*

and she is trying to continue to pursue them" (George, 5053).

    Adapting to constant change. OL leaders indicated that the ability to adapt to constant

change was key to long-term survival in online education (Ted, Maggie, Tom, Wendy, Dave,

Carrie, George). During the move to OL, participants continuously monitored the environment,

shifted emphasis, and regrouped.

    Implementing OL had to with leading change. However, the data indicated that the online

environment at the participating institutions was itself subject to the forces of change. First,

institutional growth, brought on by online education, was a catalyst for major change. The fact

that R3 has been continuing to experience *"dynamic growth" (Carrie, 2546)* in spite of the

ongoing economic crisis resulted in a rapidly changing environment unfurling at R3. Carrie

remarked, *"… [we are] still building a young institution. The joke was our staff refers to their*

jobs as being laying track in front of a bullet train" (Carrie, 2546).

    A second catalyst for change was institutional leadership. OL leaders experienced

several different presidents, provosts and senior administrators during their tenure (see

"Changing presidential leadership", p. 276.) For example, during his nine years at R2, Dave

stated, *"...there were a number of different changes"* (Dave, 2160), including five different provosts and a couple of presidents. Every change in leadership necessitated realignment of the online initiative. In the case of Wendy the tenure of a new president made her realize that their online activities were no more aligned with the institution's direction. She noted:

> *I had to admit that we had a new president now, and kind of a new direction for the institution. So the ways that we had been the fair-haired kids because we were bringing in enrollments, enrollments weren't that important anymore. Other things were important. We probably weren't as in-sync with that as we needed to be. And, so we had been kind of put on the back burner in terms of visibility etc. with the institution and so, this just gradually became noticeable to me. (Wendy, 1850)*

To better align the online initiative with the direction set by the new institutional leadership, Wendy undertook several measures. She explained…

> *…we worked with a group of educational consultants to come in and take a pretty objective look at who we were, what we did, how we fit with the institution etc., and found that we needed to make some change. We needed to redo our strategic plan, we needed to redo our marketing materials, we needed to upgrade our internal communication, all of those things, I mean it is what led to our development of our marketing team etc. (Wendy, 1855)*

About undertaking this restructuring of her organizational unit Wendy commented: *"When you made the kind of changes we did it was tough for everyone. But, you know, it is working just right now"* (Wendy, 2063). The changes, Wendy reflected, have *"really made a difference"* and have resulted in her unit having *"higher visibility"* with the new president (Wendy, 1860).

Wendy noted that she now checked frequently to ensure that her online efforts were *"staying in tune" (Wendy, 1923)* with current leadership. Underscoring the constancy of change, Wendy noted, *"I am sure that we will continue to change" (Wendy, 2065).*

Similarly, US2's OL unit had not only experienced leadership changes in the past, but with the arrival of a new CEO they were imminent as well. Speculating about its repercussions, Maggie stated:

> *... obviously, there is going to be a bit of a hiccup here and I think there is going to be some disbelief, you know, because there has been some stability in [US2's OL unit] ... for a while now. So I think that this is going to be a little hard for everybody. But it is also part and parcel of all the changes that our systems are going through because of the budget cut-backs. (Maggie, 874)*

A change of presidential leadership brought forth a radically different vision and direction for the online initiative at US3. Tom explained: *"...we got a new president a couple years ago, and the new president thought we should be like the University of Phoenix, a very different kind of model, and so, he actually promoted ...[US3's Virtual] Campus" (Tom, 1500).* The new president moved to establish a for-profit entity for OL that would function as a fourth campus, auxiliary to the institution, have its own degree-granting authority and be separately accredited (Tom, 1505). Tom was philosophically opposed to the proposed new model for OL (Tom, 1511). That and the fact that the growth at two of the three campuses in the US3 could not be sustained influenced Tom's decision to give up his role as OL leader. Tom stated:

> *...essentially I stayed in that position ten years, but at the end of the ten years, there wasn't much more I could do. The campuses were either successful on their own like [Campus 3] is, or had a program and wasn't going to take it much*

farther, like we were in [Campus 2] and in [Campus 1]. And at that point, there

wasn't much more for me to do in that position, which is one of the reasons I

retired. (Tom, 1495)

A third catalyst for change in the online environment was competition from other providers of online education. M4 faced stiff competition from for-profit virtual universities, especially in their overseas military market (George, 4529). George explained that with the way contracts were drawn up, military students could choose from other, cheaper, OL alternatives (George, 4546). George pointed out, consequently, *"...it is not a very level playing field" (George, 4548)*, and stated:

...that is the contracting game, those things always come up and you deal with

them....[that is] an example of how the world changes, the environment changes.

The university's enrollments are really fast going online, either to us or to other

institutions. (George, 4555)

In response to competition, the economic recession and other changes in the environment participating institutions made adjustments to their approaches. For instance, one way US1's OL unit was adapting to the ongoing economic downturn was, Ted noted, *"...to seek more entrepreneurial opportunities beyond what [our] original mission is ..."* (Ted, 388). US2's OL unit was responding to the budget crisis by considering different delivery formats. Maggie noted *"...blended approaches are going to be very useful in this time" (Maggie, 890)*.

The repercussions of upheavals in the online arena were experienced by the OL leaders in their role as well. Maggie described her job at US2's OL unit as anything but boring and predictable, and one that needed to be redefined, constantly (Maggie, 614). Wendy alluded to the same phenomenon when she noted:

You have to be flexible and you can't just say this is how we do it, and just assume

that it is going to work. Every year we have to change. We don't hire anybody in

this office without having them recognize, your job is not going to look the same

in 6 months as it looks now. And in a year it is going to look different, and it could

be completely different, and you need to be open to that. Things are constantly

changing! (Wendy, 2049)

The inability to be responsive to environmental changes, and react swiftly had drastic consequences for both the institution, and its leaders. George stated: *"in 1998 we had a leadership transition at … [my institution] in which the president, executive vice president and vice president for Academic Affairs were swept away in about 2 months" (George, 4450)*. The reason for this dramatic change, George speculated:

… is probably the fact that the previous administration - even though our learning

platform was started under them - they gave the impression that they were not

responding to what was happening, and I think that was one of the reasons they

were swept out. (George, 4684)

The perils of not adapting to change are evident in the complete overhaul of institutional leadership that occurred at M4.

Migrating to OL did not happen in one clean sweeping motion at any of the participating institutions. There were several challenges along the way and institutional change to OL happened in small increments and was continuous rather than radical. Carrie remarked: *"…in order to change a large institution you can't do it with a single event. It has to be something that is continuous and ongoing and at multi-level" (Carrie, 3015)*. Changing organizational culture, George reiterated, is enormously difficult and time consuming. He remarked:

... if you want to make change in a large organization, particularly in a global organization, a complex organization never ever underestimate the power of culture to either help or thwart what you want to do. We spent a lot time on it. (George, 4765)

Summary of sustaining the online initiative. Two strategies for providing continuing resources for OL emerged strongly. The first was to keep adjusting funding models (n=9) and the second was to adapt to the economic downturn (n= 8). Only a minority of OL leaders indicated that they tried to become financially self-supporting (n=4).

Of the three strategies that helped institutionalize OL the one that was indicated the strongest had to do with mainstreaming OL (n=8). A majority of the OL leaders also mentioned making OL a strategic asset to the institution (n=6).

Of the five strategies that were associated with consolidating and expanding gains pertaining to OL, three were deployed by a majority of participants. Most OL leaders pursued continuous improvement (n=8), and identified new student populations (n=8). Most participating institutions also paid attention to achieving and managing growth (n=7). Less than half of the participants referred to achieving cost-effectiveness (n=5), and the need for continued selling of OL (n=5).

To maintain focus and momentum participants deployed two strategies. The top-most strategy involved adapting to change and was indicated by a great many OL leaders (n=8). In contrast, only about half the OL leaders underscored the importance of planning for shared ownership and leadership succession (n=5).

Of all the categories, the most number of strategies for sustaining OL pertained to "Consolidating and expanding gains", which had five. US1 had ten out of the thirteen strategies,

while US2, R1, R3 and M4 had nine practices in place indicating the strong attention they devoted to sustaining their online initiative. Table 27 presents a summary of the strategies participating institutions deployed to sustain the move to OL.

Table 27

Strategies for Sustaining the Online Learning Initiative

Institution	Providing continuing resources			Institutionalizing OL				Consolidating and expanding gains				Maintaining focus and momentum	
	Adapting to the economic downturn	Adjusting funding models	Becoming financially self-supporting	Mainstreaming OL	Making OL a strategic asset to the institution	Aligning OL with institutional mission and culture	Pursuing continuous improvement	Identifying new student populations	Achieving and managing growth	Achieving cost-effectiveness	Continued selling of OL's role	Planning for shared ownership and leadership succession	Adapting to change
US1	x	x	x	x			x	x	x		x	x	x
US2	x	x		x	x		x	x			x	x	x
US3		x	x	x				x	x				x
R1	x	x			x	x	x	x	x		x		x
R2	x	x			x	x	x	x	x				x
R3				x	x		x	x	x	x	x	x	x
R4	x			x			x		x	x	x	x	
M1	x	x	x		x						x		
M2	x	x		x	x	x	x		x	x			
M3		x	x	x					x	x	x		x
M4	x	x		x		x	x	x		x		x	x

Next I will discuss the role of institutional leadership in the implementation of OL.

Role of Institutional Leadership

One research interest in this study was to ascertain the role of institutional leadership in implementing online education at successful institutions. The ninth research question was, "What is the role of institutional leadership in establishing OL?" I asked participants to describe the support and commitment received from executive and academic leadership for the move to OL. This section describes the role played by the university president, governing bodies, provosts and other senior administration in offering online courses and programs.

Executive leadership support and commitment, according to Ted, "*is critical*" for the success of OL *(Ted, 224)*. In talking about the commitment of their presidents, governing bodies, and provosts to OL, participants remarked that they were "lucky", or "fortunate", or "at an advantage" to have received such support and how it was "important" to the online initiative and how it "helps". For example, Dave stated, "*I have been very fortunate that there have been two presidents [who were supporters of OL]....[and] supportive of what I was doing. I think that it has made it far easier" (Dave, 2328).* Institutional leadership support put these participating institutions at an advantage for the implementation of OL.

Presidential Support

At participating institutions presidents provided strong support for the online initiative (Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George). OL leaders had experienced presidents, who were in favor of DE, technology-based education and OL. When asked about executive leadership commitment, Paul stated that both the presidents he experienced viewed OL as strategically important to M1. About the first president and provost during his tenure Paul noted, *"...they didn't really understand online education. They had a sense that we needed to do it" (Paul, 3726).* About the current leadership, Paul remarked: *"We*

got a new president. She is in her first year and she is extremely interested in, and supportive of online education" (Paul, 3705). Even before this president arrived, she met with Paul and external funding agencies to secure funding for M1's online initiative (Paul, 3813). Paul pointed out, *"So that tells you her level of commitment" (Paul, 3814).*

The initiator of OL went on to become the president of the university system in at least two instances (US2, US3). When the leader of US2's OL unit subsequently became the president of the US2 (Maggie, 437), this relationship with the highest executive leadership in the institution provided a powerful boost to the online initiative. Maggie remarked, *"...right now, we definitely enjoy the benefit of the - now president of the System having been our former Chief Executive Officer. So, we enjoy having friends in high places" (Maggie, 802).* In the case of R3 it was their university president that initiated the move to OL. Carrie pointed out that at R3 the *"sense of interest [for OL] came from the president, which was a good thing to happen" (Carrie, 2650).* At M4 the OL leader, who was the dean of the graduate school, went onto become the provost and chief academic officer, the second highest ranking administrator in the institution (George, 4450 - 4455). George constituted the top executive leadership at M4 and stated *"...the leadership, particularly the new leadership in the transition, we saw what was happening and… we believed that we were right and that this [OL] was big and we had to capitalize on it" (George, 4682).*

Also the OL leader had complete presidential support. In some instances the OL leader was hired or moved into the position by the president for the express purpose of establishing online education (Maggie, Tom, Dave, Jane, George). Jane commented about both her current position at R4 as well as her previous one at M4:

I was hired by the president [of R4] largely because of my online experience, so I have had fantastic support and before that at [M4]... we had fantastic support, because the university [M4] was largely going online. So, I have been very fortunate there. (Jane, 3330)

President's background. At least five presidents (Maggie, Wendy, Dave, Paul, George) had some background knowledge of DE or prior experience establishing DE or online education at another institution. For instance, in Wendy's case the president's previous tenure was at an institution with a strong history in DE. Consequently, he was *"more familiar perhaps with the concept of branch campuses and Distance Learning than most presidents would have been at that time" (Wendy, 1786).* This president was not merely a quiet supporter, but was very vocal and made sure stakeholders understood the strategic importance of OL to the institution (Wendy, 1815). Wendy stated: *"It really helps to have a president who is talking positively about this at a time when others are very skeptical"* (*Wendy, 1788).* The president of the US2, who was formerly the CEO of US2's OL unit, had a background in online technology. Maggie explained:

...before he [the president] came to [US2's OL unit]…, [he] invented the prototype for live online technology. He really is an academic first, but ... he understands it [technology] pretty well. (Maggie, 957)

One of the two presidents Dave experienced was a well-known national advocate of DL (Dave, 2322), while the other had established DL programs at another institution (Dave, 2325). The current president of M1 was previously vice president for Academic Affairs and Chief Academic Officer of US2 during the time when US2's OL unit and the first online program were established in 2001. At M4 one of the previous presidents had been responsible for establishing a

for-profit online subsidiary at another institution (George, 4859). Besides understanding the critical aspects of online education presidents also showed great engagement in implementing it.

Securing and providing resources. OL leaders indicated that their presidents played an active role in securing funding for OL from the state or private agencies (Dave, Carrie, Paul Beth). Carrie distinguished between getting approval from leadership and being actually provided with resources and noted:*"...actually we got approval [for the online initiative] from the president and the provost and the support came in the form of allowing me to enhance and grow the units to support the faculty (Carrie, 2939)*. Beth remarked: *"...different presidents have either gotten money from [the] state or money from foundation, but the program that they were selling was the Center for Distance Learning" (Beth, 4295)*. M2's presidents have been successful in garnering state funding for online education even at a time when state resources have been scarce (Beth, 4298). Resources were made available by the Board of Regents at R2 (Dave, 2339). At M1 besides actively courting funding agencies, the current president approved a $25 online course fee to serve as a revenue stream for OL (Paul, 3689).

Changing presidential leadership. OL leaders experienced multiple presidents during the course of OL implementation at their institutions (Tom, Wendy, Dave, Paul, Beth, George). Each president played a different role in influencing and shaping online education at participating institutions.

At M2, for instance, Beth had experienced three presidents since the time their first online program was offered. Beth reflected on the part played by each of these presidents in establishing OL at M2:

I have been lucky in that all three presidents with whom I have worked during this transition have all been very supportive of online education. The first president was an initiator and interested and let us do what we needed to do. (Beth, 4289)

The second president was primarily responsible for the decision to migrate all of M2's programs online in two years, rather than five years, which resulted in exponential growth at M2 (Beth, 4127). Beth observed…

…the executive kind of leadership that I got … from that second president was not just talk and support, verbally. It really was resources. The current president is fairly new. He has been here a year, but he is very supportive of adult centered and distance education and I believe will help to move us forward. (Beth, 4305)

In the case of Wendy, the first president she worked for was more than an enthusiastic supporter; he was an active proponent of distance degree programs. Underscoring the need for presidential support during the early stages of OL implementation Wendy remarked:

I think it was really important in the beginning to have somebody who was just actively out there talking about our programs and bragging about them….You know that is where we needed the support, getting it up and going and establishing [it]. (Wendy, 1953)

About the role of subsequent presidents she remarked:

The next president and then the next president came, and they came and saw us as this successful contributing unit. So, it was much less important to have somebody out there waving the flag for us, as it was at the beginning. (Wendy, 1964)

A change in presidential leadership brought about dramatic consequences for the institution and OL implementation in at least two instances (Tom, George). As discussed earlier,

the most recent president of the US3 envisioned a new direction for their online initiative when he arrived. According to Tom, this president wanted US3 to pursue a diametrically different model for OL and promoted the idea of a fourth campus for US3, which would function as a virtual university, much like the University of Phoenix (Tom, 1501). At M4 there was a radical change in institutional leadership in which the president and top administrators were replaced, partly, because they had failed to seize opportunities presented by OL. George remarked: *"...the previous administration gave the impression that they were not responding to what was happening and I think that was one of the reasons they were swept out"* (George, 4684).

Support from Governing Bodies

OL leaders indicated that there was commitment to online education at the level of the institution's governing bodies (Ted, Maggie, Dave). At R2 the governing bodies exerted significant influence on the online initiative. Dave remarked: *"...the Regents have been very supportive with funding and with policy support to allow us to accomplish what they wanted. It wasn't like we were driving the boat; they wanted that done"* (Dave, 2339). Such support provided a major boost to OL at R2. Dave remarked, *"...we have had a real advantage in that the Board of Regents recognized the value of distance learning to reach certain populations (Dave, 2331)*. US2's OL unit was important to not just the system president, but also to its Board of Regents. Maggie stated: *"Because [US2's OL initiative] ... was created by, or advocated for, by the Trustees and by the Chancellors, and seen as a top priority of the system, we probably always have pretty good guidance"* (Maggie, 799). Ted reported to the Board of Regents; he kept them apprised of the direction of US1's OL unit and ensured that they were happy with it (Ted, 88).

Support from Vice Presidents, Provosts and Senior Administration

OL leaders received support from the level of vice presidents as well (Maggie, Wendy, Beth). For example, Beth stated: *"I have also had very, very good vice presidents" (Beth, 4308).* At least two participants (Carrie, Paul) stated that their provosts supported OL. Maggie noted that while she had regular interactions with all the provosts of the different campuses (Maggie, 450), their support for OL varied. Maggie observed:

> *I would say that if provosts are committed to good teaching and learning they are*
>
> *committed to OL. If they are not, if they are much more research-oriented, then*
>
> *OL is going to be seen as – that is what other people do, not them. So we have*
>
> *had mixed levels. (Maggie, 819)*

Furthermore, Maggie noted that a commitment from the provost of a campus to OL impacted the success of its online efforts. Besides the president, vice presidents and provosts OL leaders also enjoyed the support of others in leadership positions. Wendy remarked, *"I think we get pretty good buy-in from the senior administration" (Wendy, 1971).*

Summary of role of institutional leadership. All the participants indicated strong presidential support for the online initiative (n=11). A second commonality that emerged in the role of institutional leadership was that the majority of the OL leaders were hired by the presidents (n=7). Strong support from VPs, provosts and others in senior administration was indicated by a little less than half of the participants (n=5). The role of institutional leadership was very strongly indicated at R2 and M1. Table 28 provides a summary of the key aspects of the role of institutional leadership in OL implementation.

Table 28

Key Aspects of Role of Institutional Leadership

Institution	Key Aspects about Role of Institutional Leadership						
	Presidential support for OL	Support from governing bodies	Support from vice presidents, provosts & senior administration	President hired OL leader	President had a background in OL	President secured funding for OL	Changing presidential leadership
US1	x	x					
US2	x	x	x	x	x		
US3	x			x			x
R1	x		x		x		x
R2	x	x		x	x	x	x
R3	x		x			x	
R4	x			x			
M1	x		x		x	x	x
M2	x		x			x	x
M3	x			x			x
M4	x			x	x		x

Role of Online Learning Leader

A major research interest in this study was to determine the leadership strategies deployed by the primary change agent in implementing institution-wide online programs. The tenth research question in this study asked, "What is the role of the OL leader in establishing OL initiatives?" The data indicated that OL leaders played a crucial role in their institutions' migration to online education. In this section I will describe the role played by the OL leaders.

Online Learning Leaders' Titles and Roles

OL leaders used different titles to describe their roles in implementing OL at their institutions and these included: *"an institutional advocate for OL"*, "*a salesperson*", "*an*

architect", *"a financier"*, *"a strategist"*, *"an enthusiastic zealot"*, *"Sisyphus"*, *"a participant"*, *"a Johnny Appleseed for OL"*, *"a cheerleader",* and a *"champion for OL"*.

Among the various roles played by the OL leader, being a sales agent for OL was perhaps the most crucial. Wendy remarked: *"Well, I think that internal selling to the faculty was probably the most important role that we played" (Wendy, 1784).* While some OL leaders referred explicitly to their role as a salesperson for OL (Ted, Maggie, Wendy, Dave, Jane, Paul), all the OL leaders engaged heavily in selling OL (see "Selling the Move to OL", p. 105).

One participant described her role as that of an architect and strategist (Carrie). As architects and strategists, many of the OL leaders were directly involved in strategic planning for their online initiatives (Ted, Maggie, Tom, Wendy, Dave, Carrie, Paul, Beth, George) (see "Strategic Planning", p. 148). Also, at least four participants (Ted, Tom, Carrie, Paul) were directly responsible for establishing a dedicated unit for OL (see "Launching an Online Learning Unit", p. 117).

All OL leaders were "financiers", playing a key role in securing funding for all online activities. When asked about his role in bringing about the success of R2's online initiative Dave remarked:

I spent most of my career in distance learning and I think that when I came here – what I would say is that I pushed to professionalize what we were doing. It was a lot of people trying to do the right thing. It really wasn't organized in a very productive manner and so my job was to one, organize it first. And then with those successes work towards getting more funding so that we could support the expansion that we were able to create. And that means, when you say resources,

first it is money, and then it is the right people to get done the things that needed

to be done. (Dave, 2485)

As Dave indicated, garnering human resources for the online environment was an essential function of the OL leader. Collins (2001) stated that leadership has to do with getting the right people on the bus. Citing Collins Dave explained his role in OL implementation as:

It is getting the right people on the bus. That is an important part, and having a

bus to get them on - that is the resource side. But that has been my role really,

where it is kind of professionalizing and getting the resources and then getting the

right people involved so that we can be successful. (Dave, 2494)

The key functions performed by the OL leaders in this study included: creating a vision and communicating it, managing the technology infrastructure, providing faculty and student support, seeking financial, human and various other resources, measuring outcomes, ensuring quality, achieving success and sustaining the momentum of the move to OL.

Facilitation role. The OL leaders in this study operated in many ways like a 'hub' and orchestrated the performance of different entities in the online environment. OL leaders brought together multiple constituencies, functional units, and resources and ensured that these entities provided specific services and fulfilled their assigned roles for OL. About her role Jane observed: *"I am probably the centralized point person, and I pretty much represent the university when we speak about online. With that said, I pull on a whole lot of people throughout the university" (Jane, 3543).* Although the core of her job involved creating new programs, Maggie stated: *"I also help campuses look at faculty development needs; I help them look at incentives for new programs to get started. So, it really is a facilitation role in a lot of ways" (Maggie, 447).*

Building relationships. To perform a facilitation role in migrating courses and programs online, OL leaders needed to create networks of influence. OL leaders focused the bulk of their efforts at building relationships with different stakeholders and constituencies within their institutions (see "Building relationships with powerful individuals", p. 137). About building relationships with executive leadership and faculty Ted commented: *"I personally probably have spent more time building those relationships than anyone else" (Ted, 227).* Ted remarked that his role entailed keeping a lot of people happy, particularly top executives such as the vice-chancellors, the Board of Regents, and the campus presidents.

Collective engagement. In as much as the OL leaders were passionately engaged in diffusing OL at their institutions, they also considered it crucial to create a sense of shared ownership (Ted, Maggie, Carrie, Jane, George), and plan for leadership succession. An important aspect of her role as a champion for the online delivery of instruction, Carrie stated, was to recruit others so as to sustain the momentum of the transition to online education. She stated:

…part of what I attempt to do is to get others to be engaged….So, it is a way of keeping a level of activity, an energy focused on this initiative …. It is a matter of – any successful major project has champions, people who are behind it, and push it and steer it and guide it and protect it so and so forth. That is pretty much what I do. (Carrie, 3016)

Reflecting about his role, Ted remarked:

Well, when the … [US1's OL unit] started we had a staff of one, and it was me. Now we have a staff of 25. I have been the Director since we started…. But I tried very hard to separate things, like the … [US1's OL unit] from any one

personality…. It now belongs to all of the staff here just as much as it belongs to me. (Ted, 135)

Ensuring longevity of online learning. All OL leaders strived to ensure the longevity of the online initiative (see "Sustaining the OL Initiative", p. 245). OL leaders were faced with several situations that threatened the survival of the online initiative and needed to make tough decisions during OL implementation. This included working in an organizational culture that was opposed to OL and all that it embodied. George stated:

There are some people that are so set in the old culture and so resistant to their ways, and you are always pressed by the urgency of the situation and how much time you are going to give these folks to try to see it your way. Sometimes very tough decisions have to be made. Personnel changes have to be made. To be very candid about it, I am one that I am willing to listen, willing to engage, to negotiate, to find a way to accomplish everybody's goal, but at some point in time if it is not happening, you are talking about the survival of the institution. (George, 4779)

Maintaining the focus and momentum of the online initiative in the current economic downturn was also a major challenge that confronted OL leaders (see "Maintaining Focus and Momentum", p. 264.) Dave reflected on his role during these difficult times:

…the hard part really is that it [decisions] impacts people's lives; people will lose jobs. And yet, as a manager you have got to make those hard decisions not to just circle the wagon and try to protect everyone but to make decisions about what we keep doing the way we are doing them, what we change to do a different way, and

what things can be eliminated because they are not as important as the other

things we are doing. (Dave, 2513)

However, Dave did not see his role in a tough economy to be different from his regular functions. Dave explained that protecting the interests of the institution and ensuring its progress *"… is what every manager should be doing all the time. It is particularly I think important when you are in this difficult budget times"* (Dave, 2518).

      Leadership in field of online learning. OL leaders sought to influence and shape the field of online education (Ted, Tom, Wendy, Dave, Carrie, Jane, Beth, George). When asked about her role in the move to online education, Beth responded: *"I was definitely an institutional advocate" (Beth, 4088).* Wendy also described herself as an institutional advocate for OL, distance learners and adult students (Wendy, 1970). However, OL leaders advocated for online education not only within their own institutions, but were also proponents at the national and international levels. Tom described himself as the "Johnny Appleseed" for OL and explained:

I gave presentations about online and how online could work, and I did a lot of

demonstrations, not just within the university, but really around the country....I've

always traveled around and given talks on college campuses….Johnny Appleseed

went around the country planting apple seeds to grow into big apple trees, so that

people would have apples. And so I went around planting the seeds of online

education, so that people would grow online programs, and they would then reap

the benefits of having online programs. (Tom, 1221)

Tom was the external guest speaker invited to talk to faculty at two of the other participating institutions in this study (Carrie, Paul). This is further testament to the fact that Tom was regarded as an expert on OL by professionals in the field of DE. On a similar vein, Carrie was

recognized for her leadership in OL and received a leadership award from a professional organization (Carrie, 3044).

Besides being a proponent of OL, Beth's personal agenda included effecting reform in DE and OL. In addition, she wanted M2 to play an important role in influencing DE policy. She explained:

> *I am particularly concerned about regulation and policy in distance education....My personal point of view, and one that I have permeated throughout this institution, is that when we look at regulation or look at accreditation issues we should be treating distance education like we treat classroom-based education....So I am trying to work with accreditors and others to set policy to make that kind of support real....I personally believe [M2]… should be a leader on helping to set policy in these kind of areas. (Beth, 4391)*

Sharing a similar viewpoint about the need for parity between face-to-face and DE, Dave has also been working with accrediting agencies and pushing for having the same evaluation processes in both delivery formats (Dave, 2428). George showed innovation in the field of online education when he pioneered the application of engineering and business concepts to OL implementation. He suggested:

> *Use the technology, use good systems thinking, use the hard work and good ideas of everybody in a way in which you deliver quality programs on a mass basis making accessible to everybody at a price that is affordable. That was my mantra. (George, 5038)*

His use of the principle of mass customization in the educational setting offered a way to use technology to leverage operations to achieve affordability and individualization.

Evolving role. OL leaders indicated that their role evolved as the migration of online courses and programs went through different phases (Ted, Maggie, Tom, Wendy, Dave, Carrie, George) (see "Maintaining Focus and Momentum" in p. 264). When asked about her specific role in R3's move to OL Carrie responded:

> *Cheerleader, essentially; well, actually the role has changed. The initial role was a combination of participant and architect, working with administrators to shape it, to get the activities going, to seed it, so and so forth. The second one was financier. I had to find the money to grow it and scale it up. And the third one has been one of more, strategist. (Carrie, 3011)*

OL leaders noted that the online environment was dynamic and subject to constant change, and consequently their roles varied. Maggie stated:

> *...it is an evolving job. I almost don't know from one year to the next what the points of emphasis would be, but it is basically a program development role. That is the broadest responsibility that I have. And under that it just depends on what the year is. (Maggie, 600)*

Persistence in leading change. In this study perseverance was required of OL leaders in their roles as change agents. OL leaders underscored the importance of having to be "*relentless*", "*persistent*" and "*continuous*" in their endeavors to overcome resistance and sell OL, communicate with stakeholders, build relationships with key players, manage the transition, achieve success and sustain the momentum of the online initiative (Maggie, Wendy, Carrie, Jane, Paul, George). Paul stated: *"I was just relentless in my campaigning for it [OL]" (Paul, 3728).* Jane talked about having to make the case for OL "*constantly!*" (Jane, 3285). Carrie likened her role to "*Sisyphus pushing a rock up the hill forever and ever and ever" (Carrie, 3022).* Maggie

observed that she was *"out there"* in the campuses *"all the time suggesting ideas" (Maggie, 736)*. She remarked: *"My job is to work with the five campuses, to encourage, beg, cajole - whatever it takes to get their programs online" (Maggie, 442)*.

Success Factors and Background

Several factors seem to have contributed to the success of the OL leaders as change agents in this study including their individual innovativeness, educational background, experience in DE, their knowledge about the diffusion of innovation, their institutional affiliation, and their position in the organization.

Participants shared unique traits that were influential in leading the move to OL. OL leaders were innovators and early adopters of OL (Ted, Tom, Wendy, Carrie, Beth, George). Participants talked about having been among the first to adopt online education, of needing to experiment and establish the norms. For instance, Ted stated: *"There wasn't anybody to call and say, 'how did you all do this'? We just had to make it up as we went along" (Ted, 147)*. OL leaders chose to ride the OL wave and were convinced that establishing OL would help their institutions meet strategic objectives. Beth remarked: *"We really did believe that ...we needed to keep ahead of a wave" (Beth, 4030)*.

In this study OL leaders also had certain core competencies that were critical to their change agent roles. Through a combination of work experience and education OL leaders had a deep understanding of the concepts of DE, and extensive experience with providing DE to predominantly adult non-traditional students. OL leaders had between 10 and 30 years of experience in DE (see "Participating OL Leaders", p. 82.) The implication of this was that as change agents for OL they were already aware of the multifarious issues involved in creating a robust learning environment for and meeting the needs of students learning at a distance.

Likewise they were also familiar with supporting faculty in the DE setting. Beth stated: *"I think the key element that I might have brought is a real strong understanding of student services and distance education" (Beth, 4093).* Right from the outset, her emphasis was on full support for online students. Beth remarked: *"I think, a particular level of advocacy and leadership that I have provided is making sure that the adult learner in the distance situation received comprehensive services and timely services in a way that was appropriate" (Beth, 4107).* The core competencies that Carrie brought to the job were an understanding of how new ideas propagate through organizations (Carrie, 2718), and a *"depth of understanding about the institutional dynamics of diffusing this [OL] through a large institution" (Carrie, 2856).* Similarly, Dave stated that his background in educational technology contributed to the success of R2's online initiative. He noted that it provided him with the insight that implementing OL was not primarily about the technology and nor did it merely involve putting courses online (Dave, 2467). Undoubtedly, the educational backgrounds of Ted and Maggie also served them well in their efforts to establish online education. Ted and Maggie had doctorates in Instructional Technology, and Adult Learning respectively. (See "Background Characteristics of OL Leaders", Table 4, p. 85.) Jane noted that she was hired by the president at R4, because of her prior experience at a university that had made the move to OL (Jane, 3330). Tom's strengths lay in his faculty credentials and in the distinctions he received for his teaching (Tom, 1250). These qualifications enabled Tom to earn faculty trust and be effective as a change agent for the transition to online education. In addition to coming from faculty ranks, George brought into his role a sound understanding of how businesses operate, become profitable and thrive. He employed systems and software engineering principles in OL implementation, and used the principle he called *"mass customization"* (George, 4743) (see "Achieving cost-effectiveness", p.

261). He stated: *"I think I was one of the first in higher education to use that term" (George, 4743).*

Most OL leaders in this study had a long affiliation with the institution, and the online initiative (see "Institutional affiliation", p. 83). Given the fact that establishing OL in an institution takes a very long time, the long-standing relationship of the OL leaders with the institution helped them to steer the migration through the various phases and sustain the momentum.

Both from their job titles and their reporting lines it is evident that OL leaders in this study were in prominent positions in the organizational hierarchy and wielded considerable power (see "Position in institution", p. 82). They had control over resources, both budgetary and personnel, and the leverage to effect change. Table 29 provides a summary of the roles played by the OL leaders.

Table 29

Roles Played by Online Learning Leaders

Titles used by participants to describe their roles	Participants	Frequency
• Institutional advocate for OL	Beth, Wendy	2
• Cheerleader	Carrie, Tom	2
• Facilitator	Maggie	1
• Architect	Carrie	1
• Financier	Carrie	1
• Strategist	Carrie	1
• Sisyphus	Carrie	1
• Enthusiastic Zealot	Tom	1
• Johnny Appleseed for OL	Tom	1
• Salesperson for OL	Maggie	1
• Participant	Carrie	1
Key Functions	Participants	Frequency
• Selling OL to faculty, and others	Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George	10
• Securing financial resources	Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George	10
• Securing human resources	Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George	10
• Building relationships and networks of influence	Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George	10
• Ensuring longevity and survival of OL	Ted, Maggie, Tom, Wendy, Dave, Carrie, Jane, Paul, Beth, George	10
• Drafting strategic plan	Ted, Maggie, Tom, Wendy, Dave, Carrie, Paul, Beth, George	9
• Providing leadership in the field of OL	Ted, Tom, Wendy, Dave, Carrie, Jane, Beth, George	8
• Creating a sense of shared ownership of OL	Ted, Maggie, Carrie, Jane, George	5
• Establishing the online learning unit	Ted, Tom, Carrie, Paul	4
Characteristics of Role	Participants	Frequency
• Evolving Role	Ted, Maggie, Tom, Wendy, Dave, Carrie, George	7
• Need for exercising persistence	Maggie, Wendy, Carrie, Jane, Paul, George	6

Background and Success Factors	Participants	Frequency
• Innovators and early adopters	Ted, Tom, Wendy, Carrie, Beth, George	6
• Degree in Instructional/Educational Technology	Ted, Dave, Carrie,	3
• Credibility as a faculty member	Tom, George	2
• Educational background in Adult Learning	Maggie	1
• Degree in Vocational Technology Education	Wendy	1
• Strong understanding of how new ideas propagate through institutions	Carrie	1
• Strong understanding of the institutional dynamics of diffusing technological innovation	Carrie	1
• Prior experience with OL implementation	Jane	1
• Strong understanding of student services and distance education	Beth	1
• Strong understanding of how businesses operate, become profitable and thrive	George	1

Institutional Approaches to Implementing OL

This study also examined the types of approaches adopted by participating institutions for establishing large-scale online programs. The eleventh research question asked, "What approaches do institutions use to implement online initiatives?" Specifically, it sought to determine if the move to online education was driven by executive and academic leadership, faculty or other stakeholders. In this section these perspectives for establishing OL will be discussed.

Leadership-Driven Approach

Institutional leadership was one of the major drivers of the move to OL at all participating institutions. Most notably, strong presidential support was in evidence; presidents

were proponents of and cheerleaders for online education (see "Role of Institutional Leadership", p. 273). Such support, Ted argued, was critical: *"... [implementing OL] is not a grass roots kind of endeavor. If you want it to work, it has got to have support top-down" (Ted, 225).*

Many presidents were themselves knowledgeable about distance learning, and were responsible for hiring the OL leader. Not only did they provide financial resources for OL, many presidents helped secure funding from external agencies and build political support for OL within the institution. Executive leadership intervention influenced OL implementation in other ways as well. For example, Maggie explained that *"...sometimes the pressure comes from on high"* (Maggie, 589) to initiate a specific online program. The CEO of US2's OL unit *"...once in a great while"* will approach a Chancellor, the head of each campus, and persuade him or her into establishing an online program in a particular discipline at a campus (Maggie, 587). In addition to presidential support, at most participating institutions, online education was also strongly endorsed by provosts and others in upper administration. This strong support from the leadership propelled the online initiative forward.

Carrie suggested that an institution-led approach to implementing OL was not only viable, but also advantageous under certain circumstances. Carrie explained:

...we got this initiative [OL] started early enough that we were able to do it from an institutional perspective. Many institutions find faculty in different areas become engaged, or the colleges or departments have become engaged. We have all these little pockets of initiatives and should the institution decide to take this on, you have got to change everything everybody is doing, and bring them in to the central tent, so to speak, and people will resist that change. (Carrie, 2863)

The fact that R3 is a relatively young institution, with only few pockets of faculty innovating in OL, Carrie observed, helped in leading the move to OL from the top.

Faculty-Led Approach

On the other hand, despite the huge involvement of institutional leadership, participating institutions' success depended on securing buy-in from faculty. Maggie stated that a leadership-driven approach was neither favored, nor effective. At US2 instances of leadership pressuring the academic units to offer specific online programs were few and far between. Reflecting on how online programs come to life, Maggie stated that the impetus:

> *...usually, most of it does come from the Campus level; it is more of an up to us, rather than us reaching out to them in terms of the actual development to implementation. That is not to say that I am not out there all the time suggesting ideas. But development to implementation, majority of it is campus to [US2's OL unit]. (Maggie, 734)*

In her view, the faculty-led approach is better. Dave also held a similar viewpoint, and suggested that establishing OL was more a faculty-led initiative. He remarked:

> *...although in a few cases the president did put pressure on faculty groups to provide certain sorts of programs at a distance, but I don't think it was anything. I would say it was more of a sort of a mid-level[11] initiative rather than a top-down initiative. (Dave, 2274)*

An entirely top-down initiative, OL leaders believed, was completely untenable in the academic context. Ted pointed out: *"...it [implementing OL] needs to be grass roots in the sense that you have got to have faculty that, they want to try it, want to do this. You can't force them"* (Ted, 226).

---

[11] Presumably, by "mid-level" Dave is referring to a faculty-led approach.

Combination Approach

At all eleven participating institutions leadership-driven approaches for OL implementation were in strong evidence. Equally indicated was strong faculty leadership at all the other ten participating institutions with the exception of M4. The data suggest that at almost all the participating institutions OL implementation resulted from a combination of leadership-driven and faculty-led approaches. Reflecting on the way some of the major decisions regarding OL were made at R2, Dave noted:

> *…certainly the decision to use the funding for that purpose [OL] was a top-down decision, but then it was really up to the faculty and departments to propose what they wanted to do for the most part. (Dave, 2276)*

This type of combination approach for the move to OL called for orchestration of activities at both the leadership and faculty levels. Undoubtedly the OL leader fulfilled a critical function by being the principal change agent bringing about this orchestration. (See "Facilitation role", p. 282.) Illustrating the pivotal role she played by facilitating activities at multiple levels Jane stated:

> *…I pull on a whole lot of people throughout the university….When you pull on people you really pull across, I pull on the provost, I pull on the academic deans, so they understand where we have needs in online learning, and where we can use some help trying to get the faculty on board. (Jane, 3545)*

Entrepreneurial perspectives. Not only did the move to OL involve adopting both leadership-driven and faculty-led approaches, it also required integrating academic and business perspectives. Jane explained:

*Because it is not a business model, it is an academic model, but there is business
logic to it, you can't just do it because it makes sense from the business side; the
pedagogy has to be there, the strength has to be there and the learning. But why
would you go through the task to learn all this new stuff and put in these
resources that you…can't make a business case for it? So you really need to have
both. (Jane, 3335)*

According to Jane, to fully understand the intricacies of OL implementation, executive
leaders needed to have a certain mindset. Jane noted: *"I have tended to work for presidents that
are a combination of academic and business minded" (Jane, 3332).* Participants approached the
move to OL with this dual viewpoint.

Not only the institutional leadership, but OL leaders also incorporated both academic and
entrepreneurial perspectives in establishing OL. Participants recognized that to sustain the
success of their online efforts placing academic considerations at the core of the OL enterprise
and ensuring quality of programs and services was paramount (see "Ensuring Quality of the OL
Initiative", p. 233). On the other hand, participants were also entrepreneurial. They drafted
funding models, established additional revenue streams and solicited funding from external
agencies (see "Funding the Online Initiative", p. 203). OL leaders were concerned with planning
and managing the growth of their OL enterprise. To be financially viable they needed to balance
OL operational costs with the return on investment. Participants' strategies for making online
education affordable, achieving quality and enrollment growth reflected an entrepreneurial
mindset (see "Consolidating and Expanding Gains in OL", p. 256). For instance, George
strongly recommended adopting a business model for OL: *"We have to do that like a business,
you can't, we can't, we get so little of our tuition from our state, so we have to operate like a*

business" (George, 4741). This concern with the return on investment was also evident when George compared the costs of the two approaches to course development (see "Instructional design support", p. 172).

Another instance of applying business logic to the OL implementation process was in the consideration of the cost factor. For instance, Carrie compared the costs of supporting innovation by individual faculty with the impact of their efforts on teaching and learning. Making the case for bringing isolated pockets of faculty innovation under the institutional OL umbrella Carrie remarked:

> *... The problem is that if you looked across an institution that is as large as yours or mine you can't afford to put this level of support into all of those [individual faculty projects] .... So what does that mean? It means that they are all idiosyncratically different – means that they don't have instructional design. It means that they don't have rigorous assessment, and when you sum all that up, you get something out of their use, but you have substantially increased costs and you can't go back and prove what impact you have had on teaching and learning.*
> *(Carrie, 2744)*

Institutional Characteristics

Whether a leadership-driven or faculty-led approach was adopted had to do with the classification of the institution as research or teaching, whether it was a tenure or non-tenure, a profit or non-profit type of institution.

Institutional classification. At research institutions with tenure systems the locus of control rested with the faculty and this was the key consideration in determining their approach to OL implementation. Jane stated:

...in the very traditional schools they are very faculty-driven. You have to get

some key faculty, some championing faculty who want to put some classes online,

and then maybe there is enough of them that you get an entire program online,

and that is how the momentum starts. (Jane, 3116)

Whereas in an institution that did not have a tenure-track system, the parameters with regard to implementing OL were different. M4 is one such institution. Describing the defining characteristics of his institution George remarked:

We are not a research institution. We have no tenure here for our faculty. And we

have for our full-time faculty, we have multiple renewable contracts which can go

up to five years, but there is no tenure. We all serve at the pleasure of the

president, basically. (George, 4646)

Such institutions can adopt more institutionally driven or leadership-driven approaches to OL implementation, according to Jane. She pointed out that…

…a school that is less traditional, so it can be ... [M4], which is a public

institution but doesn't have tenured faculty, it doesn't have the same faculty

strength of a faculty association. So they can better mandate. [It is the] same

thing with a Phoenix, or a Capella. Any of your non-union faculty association

institutions can better regulate what gets put online. (Jane, 3119)

As an institution M2 also had unique characteristics that influenced the manner in which it was establishing online education. For instance, the OL unit had authority to hire 40 full-time and adjuncts for teaching online, who essentially reported to the OL leader, Beth (Beth, 4182).

Unlike the University of Phoenix and Capella University and like all the participating institutions in this study, M4 is a public university. However, M4, similar to Phoenix and

Capella, does not have much of an on-the-ground presence like traditional schools. George remarked: *"...we own very little real estate by the way....we lease the property....But, by and large, we are Virtual now" (George, 4673).* Thus, as a public nearly virtual university with no tenure system dedicated to non-traditional students, some of the parameters for implementing OL at M4 were different from those at other participating institutions.

Institutional focus. Another institutional characteristic that influenced the OL implementation approach was the institution's focus. The teaching focus of an institution can enable the adoption of a more institution-led approach to OL implementation. For example, a strong emphasis on teaching was placed at R3 even though it was classified as a research institution. Carrie explained:

> *There is a difference between [R3]... and perhaps your institution or others, which is - we are young. We are only like 43 years old. We are entrepreneurial and we are not yet as research-intensive as some other institutions are. So faculty are still to a large extent devoted to teaching, as opposed to not devoted to teaching and doing research. So, teaching is still something that is mainstream here. (Carrie, 2858)*

At most research-intensive institutions, as discussed earlier, teaching typically tends to be viewed as less of a priority; faculty are committed to and rewarded for research activities. Consequently, at research institutions faculty are reluctant to engage in OL because it tends to be regarded as a teaching-related initiative (Maggie, 820-822).

Structure of the Online Initiative

The approach taken by an institution to implement OL is also influenced by the organizational structure of the online initiative. None of the participating institutions chose a for-

profit model for implementing OL. George recounted that in 1999, under the leadership of a president who had set up a for-profit online subsidiary at another institution, M4 was also poised to structure its online initiative as a for-profit, stand-alone virtual entity (George, 4859-4863). Recalling a similar experience, Maggie remarked that at the outset of OL implementation external consultants recommended a *"what we now call the Cookie cutter approach to what they saw was a good way to do online learning" (Maggie, 516)* and *"projected, wildly, optimist enrollment and budget things" (Maggie, 520)*.

OL leaders noted that several of these for-profit online ventures started in the 1990s by traditional brick-and-mortar institutions were not successful. Carrie noted, *"...several years ago, in the 1990s, a number of these large online ventures that boomed and then collapsed for a variety of reasons" (Carrie, 2949)*. All the institutions that failed in OL shared *"common failure factors"* (Carrie, 2952). Carrie explained:

> *The initiatives that are based on internal needs of the institution, doing things for ourselves and our students, as opposed to selling something to somebody else, have been over the years the most successful, because they are based on reality as opposed to supposition. And many of the suppositions of these programs proved to be exaggerated or false. So, we decided to make it an institutionalized initiative, as to say, to mainstream what we did as one of the legitimized ways that our university offers programs to our students. (Carrie, 2952)*

In lieu of such failed enterprises, Maggie remarked *"... thankfully, we didn't follow their [consultants'] recommendations" (Maggie, 517)*. After a significant initial investment of start-up resources and efforts, M4 abandoned the idea to create a for-profit subsidiary. George explained, *"the Department of Education would not give us a clear answer that what we were doing would*

be sanctioned from the point of view of not threatening federal financial aid for the students" *(George, 4866).* George remarked: *"... it was not a loss, we learned from it. We learned a lot from it actually" (George, 4871).*

At a time when several institutions that wanted to move to OL thought that the best approach was to create virtual spin-offs, the institutions in this study decided against adopting a for-profit, stand-alone model. Instead, they created an entity for online education that was an integral part of and played a support role to the rest of the institution. This integrated structure of the online initiative was instrumental in leading the participating institutions to sustained successes in OL. Maggie pointed out:

> *... the biggest thing was not to become a degree-granting entity that was separate*
> *from the other five campuses. But, instead to integrate the degree programs that*
> *are offered from our campuses and let them have a lot of the action, a lot of the*
> *core function of what [US2's OL unit]... is all about. So, [US2's OL unit]...*
> *really, in many ways, serves as a service bureau. (Maggie, 686)*

Only one participating institution, the US3, recently commissioned such a spin-off, the US3's Virtual Campus. Tom compared this model with the "integrated model" adopted for OL by M3 (Campus 3 of the US3):

> *... the ... [Virtual Campus] is really now the 4th campus of the university, so we*
> *have ...[Campus 3, Campus 1, Campus 2] and now we have the ... [Virtual*
> *Campus] which will have its own faculty, largely adjunct faculty, it will now have*
> *its own degree-granting authority, it will have separate accreditation, and it will*
> *have a separate faculty that only teach online. And that's as far away from the ...*
> *[Campus 3] model as you can get. And we're going to still continue with what*

we're doing at ... [Campus 3], and the ... [Campus 3] faculty don't want to have anything to do with the ... [Virtual Campus], because it is a totally different model instead of the integrated model. It is a totally separate model where the teaching is all done by adjunct faculty, who don't have a long-term relationship, a tenured faculty whatever, it's just a very different model. (Tom, 1502)

For this model to be financially viable, the Virtual Campus would need large enrollments. Tom observed: *"But so far, they do not have the numbers of students to help pay for the cost involved in that infrastructure" (Tom, 1503),* and pointed out that *"...with 121 students, they're losing a lot of money"* (Tom, 1522). Tom questioned the veracity of US3's recent decision to create its Virtual Campus, historical evidence of the failure of such ventures notwithstanding.

Summary of the institutional approaches to OL implementation. The key aspects concerning the approaches taken by participating institution to implement OL are as follows:

- Institutional leadership was one of the major drivers of the move to OL at all participating institutions.

- The success of the OL initiative was greatly dependent on securing buy-in from faculty and the academic departments.

- The implementation approach was influenced by institutional characteristics.

- Implementing OL was a combination of leadership-driven and faculty-led approaches.

- This combination approach required OL leaders to orchestrate events at both leadership and faculty levels.

- Implementing OL required a combination of both academic and business models.

- Implementing OL required a combination of academic and business minded institutional leadership.

- OL leaders incorporated both entrepreneurial and academic perspectives in establishing OL.

<div align="center">Defining and Measuring Success in Online Learning</div>

This study also sought to gain an understanding of what constituted success in online education. The twelfth research question was, "How do institutions define and measure success in OL?" During the one-on-one interview participants were asked to explain why they considered their online initiatives to be successful.

Participants considered their online courses and programs to be a great success. When asked if he considered his institution's online efforts to be successful, Ted responded: *"I think that we are hugely successful" (Ted, 360).* Paul answered, *"I would say it has been wildly successful. It has been the most satisfying and rewarding achievement of my career" (Paul, 3936).* However, Tom painted a success picture somewhat different from the others. He indicated that the success of the US3 with OL was varied. At M3, the Campus 3 location of US3, OL saw vast expansion; the growth at the other two campuses, according to Tom, was limited. He noted:

…the big campuses in … [Campus 2] and in … [Campus 1], I mean, … [Campus 2] has 30,000 students, …[Campus 1] has 40,000 students, those campuses have not stepped forward with as big an online program as I certainly would have liked to see 10 years ago. They started very fast, they started growing, and then they just stopped, and they found they had other things to do. The … [Campus 3] started, and of course, is very small, with just under 5,000 students and many of

those students are part-time, but that campus has done wonderfully, in terms of

online. (Tom, 1292)

Unarguably, success in OL was linked with program growth, but not exclusively so. About R4's move to OL Jane remarked, *"…it is clearly successful. It is not as large in scale as some, where it is really making its mark, … is in unique programs…" (Jane, 3492).* OL leaders explained their success in different ways. In response to the success question Wendy noted, *"… you can look at it [success] from various perspectives" (Wendy, 1870)*, and other OL leaders did so too. Only some OL leaders responded to the success question by providing both qualitative (e.g., internal recognition) and quantitative (e.g., enrollment and program numbers) measures of their success.

In explaining the success of their online activities OL leaders cited the following indicators of success:

1. Program growth;

2. Winning critical acclaim as a leading provider of OL;

3. Internal acceptance of value of OL;

4. Students' academic success; and

5. Student retention.

I will discuss these measures of success alluded to by participants next.

Program Growth

The online initiatives of the participating institutions have expanded substantially since the time when they first embarked on OL. This growth is evident in online enrollment figures, the number of online courses and programs, revenue generated, and resources allocated to the online initiative.

Online enrollment. Participating institutions' current and initial online enrollment numbers show phenomenal growth (see Table 3, p. 75). About R2's increase in enrollment Dave noted: *"I came …nine years ago. In that length of time, we little over doubled the number of off-campus students. Our off-campus students now make up approximately a third of the total student body" (Dave, 2156).* OL leaders noted that even the current economic downturn has not hindered this intake in online students. Maggie observed, *"…our enrollment growth has always been about 20 - 30 % a year. It has been quite phenomenal actually. Even in this peculiar time, we still have enjoyed good growth" (Maggie, 641).* Likewise, Wendy noted that they experienced 22% enrollment growth from last Fall to this Fall (Wendy, 1692).

Number of courses and programs. The number of online courses and programs is an indicator of success as well. Where participating institutions started with one or two online offerings in their first OL year, they have rapidly expanded (see Table 3, p. 75). M4, for example, after having started in 1994 by putting one undergraduate course online, has now 80% of its offerings, amounting to about 117 programs, online (George, 4465).

Revenue generated. Increase in revenue earned from OL was a measure of success as well. Ted explained the successes of US1's OL unit by providing measures of the revenue earned from OL. Ted pointed out that where the US1 has invested 21 million on OL since their first online offering in 1997, online courses have generated 51 million dollars in tuition in that time (Ted, 360). About the revenue generated from the fees assessed for online courses, Tom remarked, *"this last year it raised $900,00, which on a campus with only 4,700 students is a lot of money, almost a million dollars" (Tom, 1636).*

Resource allocation. The growth of the online enterprise is also evident through increased allocation of resources for it. Beth talked about having moved into three new buildings

in the last 10 years (Beth, 4301).The size and scope of the OL units also grew. For instance, Ted noted that since its inception US1's OL unit has grown from a staff of one, consisting of just himself, to 25 (Ted, 135).

Winning Critical Acclaim

Participating institutions enjoyed the reputation of being leading players in the online arena (Ted, Maggie, Tom, Wendy, Carrie, Beth, George). Winning critical acclaim was a hallmark of program success for OL leaders. Ted believed that US1's OL unit was successful because it has *"...won a lot of awards - from the state, national, and international levels - for everything from courses, to services to faculty and students, to programs, and marketing" (Ted, 218).* Meritorious distinctions awarded to faculty and students for their performances in the field of DE and OL was also a testament of program success. Wendy reported, *"...we have had several students who won national awards as outstanding distance education students. We have had faculty who have won those awards from the university continuing education association" (Wendy, 1829).*

Being distinguished for innovation was another measure of institutional success in OL. Wendy remarked:

> *...I think we have a national, even an international reputation as an institution that got started early, but has continued to innovate. When we go to a national conference, my colleagues and I, when we meet colleagues from elsewhere they'll say, "What are you guys up to? You are always doing new things! (Wendy, 1870)*

Participating institutions were also recognized for the quality of their online offerings. M2 is a part of the university system of the state, which is seen by many as a leading provider of high-quality online education. The university system's standing, according to Beth, tends to

enhance M2's own status as an online player, and conversely, M2's successes help strengthen the state university system's reputation in the online arena (Beth, 4211-4216).

Success is also signified when other providers of online education view a participating institution as a model and use it as a source of benchmarking. For instance, US1's OL unit served as a benchmark for various national and international organizations (Ted, 368). US2's OL unit was approached by institutions from different states in the U.S. that *"… want to try to now centralize what they are doing" (Maggie, 695)*. Maggie remarked:

…they are all trying to take a look at this and we say to them, this is not without pain. It is not that it is the easiest way to do business, but we think it has been the most effective way to do business, that it has been worth, it has been worth the investment of time and pain. (Maggie, 697)

Participating institutions also received distinction for engaging in scholarship on online education. For instance, together the state university system and M2 established a research-agenda on OL which provided more visibility and greater recognition to both (Beth, 4246).

Gaining Acceptance and Value

In the early days the academic community questioned the legitimacy of online education. Almost all participants campaigned extensively for and courted faculty to solicit their participation in the online initiative. Gradually, faculty and administrators came to value OL as a strategic asset and started actively seeking out the OL leaders to put their courses online (Ted, Tom, Wendy, Dave, Carrie). To many participants such an appreciation and acceptance of the value of online education by the primary stakeholders and leadership was a turning point signaling success of the online initiative.

For instance, Ted had to canvass quite extensively to interest faculty in teaching online in the beginning. However, *"...now"*, Ted remarked, *"they come to us! It has been that way probably for about I believe five or six years" (Ted, 132)*. Likewise, Wendy remarked:

> *...we are at a point right now where college administrators are coming to us. We are not having to go to them, they are coming to us saying we want to put this program online, can you help us, and so I feel that is also a measure of our success. (Wendy, 1887)*

It also took time for OL to become recognized as strategically important at participating institutions. According to Wendy although their first online program was offered in the mid 1990s, it was the late 1990's by the time they were saying everything is going to be online (Wendy, 1705). It took three years after the first online program was offered through US1's OL unit for acceptance of OL. It took about 8 years for the entire migration of online courses and programs at M2. After about 6 years after the first online program was established, the remaining offerings were moved online in about 2 years in one big transition (Beth, 4122-4129). The migration to the online delivery of courses and programs took about 10 years at the US3. Tom stated:

> *Because we built it from nothing, ten years ago, eleven years ago ...there was faculty resistance, faculty [said] students won't be able to learn this way, we'll cannibalize our campus classes, and so on. And, we've come a long way to address all those issues, so that now the campus is very supportive.(Tom, 1463)*

At R3 online education experienced growing pains during the initial years; then about five years ago OL became so large at R3 that it was actually powering the institution.

Opportunities afforded by online education came to be recognized by the executive leadership at R3. Carrie observed:

> *...the president, he talks about OL and the Provost think of it [OL] as an essential resource necessary for institutional success and advancement today, as opposed to that thing they are doing with the web. It [OL] is sort of shaping the conversation. (Carrie, 2975)*

At R1 also there was a turning point when its new president came to recognize the institution's standing as a leading provider of online education (Wendy, 1884).

Academic Success and Retention

Ted reported high course completion rates, and that students finished with high academic success. He elaborated, *"Course completion rates run 88% to about 96 % and successful, which is a C or better in undergraduate and B or better in graduate school, runs about 86-94 or 95%. That to us means a lot." (Ted, 369).* Ted counted this outcome as a significant indicator of the success of their online programs. Tom also cited student retention and academic success as a measure of success in OL. About M3's move to OL Tom commented, *"... then you look at the retention, you look at course grades, you look at these other things, I'm very proud of that program" (Tom, 1391).*

> *Summary of defining and measuring success.* Of the five measures of success in OL the top indicator of success was program growth (n=11). Winning critical acclaim (n=8) and internal acceptance of the value of OL also emerged as the most frequent measures of success (n=7). US1, US3, R3 and M3 used the most number of measures to define their success. Table 30 presents a summary of the measures used by the participating institutions to describe their success in OL.

Table 30

Measures of Success in Online Learning

Institution	Program growth	Winning critical acclaim	Internal acceptance and value of OL	Academic success of students	Student retention
US1	x	x	x	x	x
US2	x	x			
US3	x	x	x		x
R1	x	x	x		
R2	x		x		
R3	x	x	x	x	
R4	x				
M1	x				
M2	x	x	x		
M3	x	x	x	x	x
M4	x	x			

The best practices and leadership strategies for implementing OL that emerged in this chapter are used to develop a framework or a model for establishing OL in the next chapter, "Results: A Model for OL Implementation".

CHAPTER 4

RESULTS: A MODEL FOR OL IMPLEMENTATION

The objective of this study was to first determine best practices and leadership strategies for implementing online learning (OL) at institutions of higher education, and then to build a model embodying these strategies. This chapter addresses the thirteenth research question, "What is the model for OL implementation that encapsulates best practices and leadership strategies?" and model development. First the steps taken to develop the model are outlined and then an overview of the model is presented. Following that is a visual depiction of the model, and lastly, the components of the model are described in detail.

Model Development

In Chapter 3, based on the experiences of eleven institutions successful in providing online education and ten individuals responsible for establishing large-scale online programs at these institutions, best practices and leadership strategies were identified. These practices and strategies were essentially organized into several major topics which included motivating the move to OL, creating and communicating goals, developing political support, managing the transition, measuring outcomes, ensuring quality, and sustaining the OL initiative (see Chapter 3, p. 71). Other categories included the role of institutional leadership, the role of the OL leader and the institutional approach to OL implementation. The final topic in Chapter 3 was the definition and measurement of success in OL. These results categories led to the creation of the major components and phases of the Leadership and Change Model for OL implementation.

The findings discussed in Chapter 3 suggest that for sustained success with the implementation of OL the following six conditions need to prevail:

1. Leadership Support - Top institutional leadership (particularly the university president, the provost, vice presidents and other senior administrators) must strongly support online education.

2. Faculty Support - Faculty support for the online initiative must be present.

3. Change Agent Deployment - A change agent, in a high position in the organizational hierarchy, must be charged with the responsibility of establishing OL at the institution. The change agent must work at both the executive leadership and faculty levels.

4. Institutional Importance - Online education must be viewed as an institutional priority and an important way for the university to achieve its strategic mission.

5. Size and Scope - The online initiative should be adequately resourced with a sizable budget and personnel. It cannot be a one-person operation.

6. Structure - The online initiative should be a non-profit, integral part of the institution rather than a stand-alone entity that is parallel to the institution.

These conditions have influenced the parameters of this model. The first three conditions are integrated into and represent the major components of the Leadership and Change Model for implementing online education.

Overview of the Leadership and Change Model for OL Implementation

The Leadership and Change Model for implementing OL consists of three components and nine major phases. The three components are:

1. Institutional leadership;

2. Faculty leadership; and the

3. OL leader.

Institutional leadership should drive the implementation of online education and provide strong support for it. At the same time the transition to OL should be propelled by faculty. Thus, there should be a combination of both leadership-driven and faculty-led approaches. The move to the online environment should be orchestrated by a principal change agent, i.e., by an OL leader.

There are nine major phases in the Leadership and Change Model for OL implementation. Many of the phases are further constituted by various elements. Best practices and strategies are associated with each of the elements. The phases are:

1. Create a vision and goals for OL;

2. Draft a strategic plan;

3. Motivate the move to OL;

4. Communicate vision and goals for OL;

5. Develop political support for OL;

6. Manage the transition to OL;

7. Measure outcomes of OL;

8. Ensure quality of OL; and

9. Sustain the OL initiative.

At the outset a vision for what is to be accomplished with the adoption of online education is created and specific goals are set. There is a strategic planning process during which several key questions about the online modalities of delivering instruction are addressed. The adoption of OL is sold to faculty, administrators and other stakeholders. The OL goals that have been created are communicated to stakeholders. Political support for the online initiative is engendered. The actual transition to the online environment is orchestrated. Outcomes of the

online enterprise are measured and quality is ensured. Once the move to OL is underway efforts are made to sustain the momentum of initial successes.

Some of the model phases are sequential, while others are concurrent. All the phases are iterative and repetitive over the course of OL implementation. The model along with its three components and nine phases is visually depicted in Figure 3. In Figure 3 the oval, shadowed boxes represent each of the three components. The square boxes represent each of the nine phases and are numbered. The line arrows indicate the sequence of the phases, and the arrows along the oval indicate their cyclical nature.
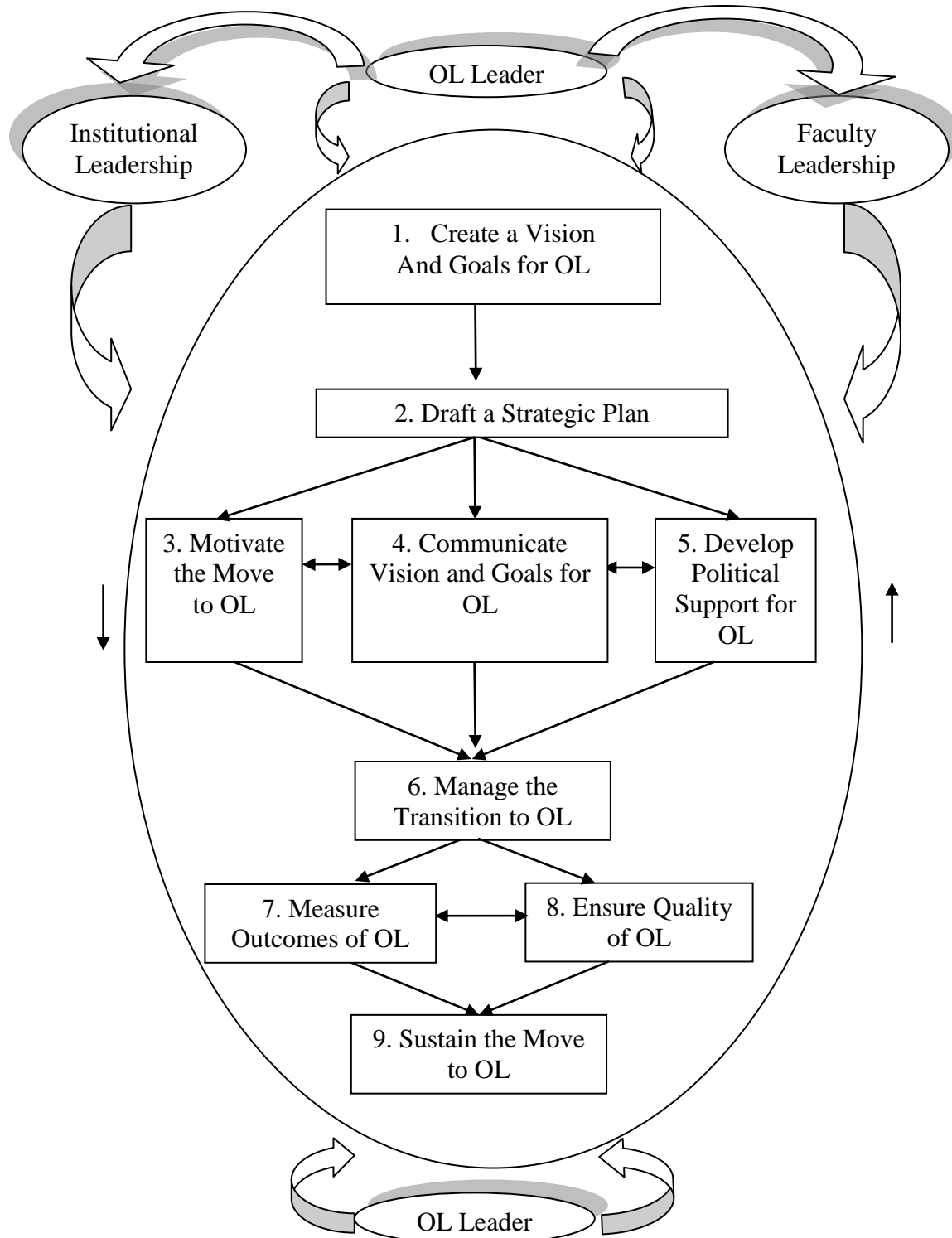
Figure 3. Leadership and Change Model for OL Implementation

The Leadership and Change Model for implementing OL is described in detail next. First

the model's three components are discussed and then the nine phases of the model are reviewed.

Institutional Leadership

The first component of the model indicates that institutional leadership must drive the online initiative by propelling it forward, and bolstering it in every conceivable way. Leadership should firmly believe in the strategic importance of OL to the institution. Presidential commitment to OL should be strong and consistent through all phases of implementation. Support for online education should also be forthcoming from governing bodies, vice presidents, provosts and others in senior administration.

If the president has a background in DE or prior experience with OL, it can be very conducive for establishing online education. The president should preferably be directly involved and invested in the decision to hire the OL leader. In addition to being supportive of online efforts, leaders should make institutional resources available for OL. It would be favorable, if presidents played an active part in securing external funding for the online initiative. Presidents should also have the ability to integrate academic and entrepreneurial perspectives.

If during the course of OL implementation there are changes in institutional leadership, the role of each successive president in shaping the online initiative may be different. Presidents could take on the role of initiators, active proponents, enthusiastic cheerleaders, and fund raisers. However, for the online initiative to have sustained success presidential support must continue even with changing leadership.

Faculty Leadership

The second component of the model indicates that faculty need to advocate online education as much as the university administration. The transition to online modalities of delivering instruction cannot be solely driven by top administrators. A critical mass of faculty buy-in for the online initiative is imperative. For this, it is crucial that faculty share the

institutional vision for online courses and programs, and are convinced that the adoption of OL is strategically advantageous not only to the institution, but also for themselves. The Leadership and Change model of OL implementation stipulates that an institution's approach to establishing online education reflects a combination of leadership-driven and faculty-led initiatives.

The Online Learning Leader

The third component is the OL leader serving as the principal change agent in the institution-wide implementation of online courses and programs. To establish online education the OL leader should orchestrate activities at the levels of executive leadership, faculty and other stakeholders. Various titles can be used to illustrate the role of the OL leader. For example, the OL leader can be called the chief "architect" of the online initiative, because it is the OL leader who is principally responsible for drawing a strategic plan for it. The OL leader can also be regarded as the "financier", because he or she is the one that secures the funding for the entire online enterprise. Getting the right people involved in OL and garnering human resources is also a core function of the OL leader. Thus the titles are reflective of the multifarious functions executed by the OL leaders to bring about the move to OL. OL leaders would in many ways operate like a "hub" bringing together different constituencies, entities and resources and take on a crucial facilitation role. How the OL leader performs some of these functions becomes apparent as the various phases of OL implementation are described next. In addition to playing a role within the institution, OL leaders could also seek to influence the field of online education and work towards shaping policy and regulation.

The role of the OL leader would typically evolve with the progression of the implementation process. The adoption of online education could encounter resistance from faculty, and take time. The OL leader needs to be relentless in his or her efforts and exercise

persistence. In addition to perseverance there are several other factors in the background of OL leaders that would increase their success as change agents for OL. These success factors include their individual innovativeness, educational background, experience in DE, their knowledge about the diffusion of innovation, their institutional affiliation, and their position in the institutional hierarchy. In addition, OL leaders also need to be both academic and business minded, integrating entrepreneurial approaches with academic considerations. Table 31 below summarizes the role of the OL leader.

Table 31

Key Aspects of the Role of the OL Leader

Titles of Role
• Architect
• Facilitator
• Financier
• Salesperson for OL
• Cheerleader
• Strategist
• Institutional Advocate for OL

Key Functions
• Drafting a strategic plan
• Establishing an online learning unit
• Creating a sense of shared ownership of OL
• Securing financial resources
• Securing human resources
• Selling OL to faculty, and others
• Championing and promoting OL
• Building relationships and networks of influence
• Ensuring longevity and survival of OL
• Providing leadership in the field of OL

OL Leader's Background and Success Factors
• An educational degree in Instructional/Educational Technology, Adult Learning, Vocational Technology Education or allied fields
• Prior experience with OL implementation
• An innovator and early adopter of OL
• In-depth knowledge of student services and distance education
• In-depth knowledge of how businesses operate, become profitable and thrive
• In-depth knowledge of how new ideas propagate through institutions
• In-depth knowledge of the institutional dynamics of diffusing technological innovations
• Experience as a faculty member
• Institutional credibility
• Ability to apply business principles to OL implementation

Next the nine phases of the Leadership and Change Model for OL implementation are described in detail. Many of the phases are further constituted by elements, and practices and strategies are mapped to the elements. The phases and the elements are concomitant, repetitive and iterative. (Although specific practices and strategies are to be deployed during each phase, they may be applicable to more than one phase.)

Phase 1: Create a Vision and Goals for Online Learning

During the first phase of the Leadership and Change Model, the OL leader should create a vision of what the implementation of OL would accomplish for the institution. The OL leader should do this in concert with top leadership at the institution. OL leaders should clarify the institutional reasons driving the adoption of online education, because they would shape vision and goals for OL. Specifically, planners of online initiatives should ask:

- What exactly is triggering the institutional move to OL?

- What reasons, motivations and objectives are driving the institution to OL?

- What student populations are being targeted?

Once reasons are clarified, goals for the online initiative, including short-term and long-term, should be established. Goals can be quantitative. Qualitative goals, however, are also essential and must be clearly articulated. The goals for OL implementation should correspond with the reasons behind the move to online courses and programs.

Defining and measuring success. When embarking on an online initiative OL leaders should have an understanding of what constitutes success in OL. Qualitative and quantitative indicators of success should be defined and measured. The following could serve as measures of success in OL:

1. Program growth;

2. Winning critical acclaim as a leading provider of OL;

3. Internal acceptance of value of OL;

4. Students' academic success; and

5. Student retention.

Growth can be measured in the number of online enrollments, the number of online courses and programs offered, revenue generated, and resources provided for OL. Hallmarks of success include a reputation for being a quality provider of online education, distinction for faculty innovation and student achievement in OL, being used as a model for benchmarking purposes, and recognition for research on OL. When a critical mass of faculty, administrators and other stakeholders come to accept the legitimacy of OL and recognize its strategic value it could be seen as sign of success. Online students' academic successes and their retention are strong indicators of success in providing online education. Defining and measuring success could be viewed as a way to assess and evaluate the online initiative as well.

Phase 2: Draft a Strategic Plan

This phase of the model involves creating a roadmap for how the migration of courses and programs online is to be accomplished, and estimating the resources needed. Strategic planning also entails identifying the core issues in the implementation of online education and raising key questions. Table 32 lists the crucial issues and questions that need to be considered in moving to OL. (This list is representative of issues and questions that need to be addressed and is not to be regarded as an exhaustive list.)

Table 32

Key Issues and Questions To Be Addressed during Strategic Planning

Issues	Key Questions
1. Getting started	1. What special steps need to be taken to get the online initiative started?
2. Selecting programs	1. What factors need to be considered in selecting programs to offer online? 2. Which programs are going to be put online? 3. Who is going to decide which programs are to be offered online?
3. Marketing programs	1. How will the needs of existing and potential students be identified? 2. How will online offerings be marketed to new and existing students? 3. Who will do the market research and marketing?
4. Faculty selection	1. How many faculty will be needed to teach the online courses? 2. Who will select the faculty to teach online?
5. Faculty training	1. How will faculty training be provided? 2. Who will provide it? 3. What areas will training cover? (e.g., online pedagogy, technology tools)
6. Faculty support	1. What support services will be offered to faculty for teaching online? 2. Which campus entities will be involved in supporting faculty?
7. Faculty remuneration, incentives and rewards	1. Will faculty be paid for online course design and development? 2. Will faculty be paid for online course delivery? 3. Will faculty be offered course-release time?
8. Course design and development	1. Who is going to design the online course? 2. Who is going to develop the online course? 3. What kind of processes, procedures and timelines are needed?
9. Institutional policies	1. Who is going to teach online? Full-time or part-time faculty or a mix? 2. Is teaching online considered in-load or out-of-load? 3. Who will own the online courses once developed?
10. Student support	1. What support services will be needed and offered to online students? 2. Which campus entities will be involved in supporting online students?
11. Technology infrastructure	1. What kind of infrastructure is needed? 2. What course management system should be selected? 3. Who is going to run the technology infrastructure?
12. Sharing resources and responsibilities	1. What resources are going to be shared? 2. What responsibilities are going to be shared? 3. How is this sharing going to be orchestrated?
13. Funding the online initiative	1. What is the annual budget for OL? 2. What are the sources of revenue for OL? 3. What resources, financial and personnel, will be committed to OL? 4. What additional revenue streams can be established? 5. How will revenue from OL be apportioned within the institution?
14. Phased approaches	1. What sort of intermediate goals can be set? 2. How can the implementation be phased?
15. Outcome measures	1. What outcomes will be measured? 2. Which campus entities will be involved?
16. Quality assurance	1. How will quality be ensured? 2. Which campus entities will be involved?
17. Measuring success	1. How is success defined for the online initiative? 2. How will success be measured for the online initiative?

Phase 3: Motivate the Move to Online Learning

This phase of the model primarily involves motivating faculty, administrators, students and other stakeholders to make the move to online education. This phase has two main elements and strategies can be mapped to each of them:

- Overcoming resistance; and

- Selling OL.

I will describe these two elements and the corresponding strategies next.

Overcoming resistance. Strategies for overcoming resistance include:

1. Identifying sources and reasons for resistance - Although resistance to the online delivery of instruction could stem from faculty, administrators and other stakeholders, faculty could pose the stiffest opposition. Each constituency's reasons for opposition should be understood. The primary cause for faculty resistance to OL could most likely be their fears, particularly those about the quality of online instruction. Institutional factors, such as an institutional history in DE, could reduce the resistance to teaching at a distance.

2. Allaying faculty fears and concerns about OL by directly addressing them, particularly those about the quality of online education.

Selling online learning. OL leaders should convey to stakeholders positive and credible expectations of what the transition to OL would accomplish. Strategies for making the case for online education include:

1. Educating faculty, administrators and other stakeholders about OL. OL leaders should reveal opportunities afforded by online instruction, clarify misconceptions about OL,

show faculty how to leverage the pedagogical strengths of OL to offset weaknesses of face-to-face instruction, and how to address OL's limitations.

2. Providing incentives to faculty to teach online. Faculty should be compensated for the design, development and delivery of online courses. Incentives include monetary awards, course-releases, rewards and recognition for OL efforts.

3. Establishing trust and credibility with stakeholders. A crucial prerequisite for OL leaders to be successful at selling OL is having the trust of faculty, administrators and other stakeholders. Gaining external recognition for expertise in OL from peer institutions can be helpful in this regard.

4. Using credible experts to sell OL. To supplement their limited powers to influence constituencies about online education OL leaders should recruit others with credibility to sell OL. Outside experts in online education can be invited to deliver talks. It would be best to have administrators talk to administrators, and faculty to faculty.

5. Using faculty to influence faculty about teaching online. OL leaders should use innovators and early adopters, and faculty who have made the transition to OL as role models to entice other faculty. Faculty champions should be increased.

6. Showing how the move to OL can address specific institutional problems, market demands and departmental needs.

7. Showing each constituency how OL will specifically benefit them.

8. Providing market research data about need and demand for OL.

9. Garnering the support of executive and academic leadership and key individuals.

10. Launching a unit dedicated to the online initiative to draw the attention of the academic community.

11. Being persistent with selling OL in an ongoing manner.

12. Realizing the limitations in selling OL. OL leaders should recognize that despite all measures some faculty may be unwilling to accept the legitimacy of online education and redirect their efforts at other faculty.

Phase 4: Communicate Vision, Goals and Plan for OL

This phase of the model involves disseminating key information about the migration to online education to the campus community. All constituencies need to know the rationale for the transition to OL, the institution's goals for and the progress of the online initiative. Strategies for communicating are:

1. Establishing a dedicated department or a group of personnel to focus on communication about the online initiative.

2. Communicating with leadership about the vision, goals, and strategic plan for OL. The OL leader should establish direct communication links with executive and academic leadership. Communication should happen at multiple leadership levels and should be undertaken by other individuals in the OL unit as well.

3. Communicating with different campus constituencies through multiple channels, venues and forums.

4. Publicizing activities of the OL unit and showcasing OL success stories to internal audiences.

5. Engaging in an on-going communication about OL.

Phase 5: Develop Political Support for OL

This phase of the model involves creating a coalition of broad-based support for the online initiative. Strategies for developing political support for OL include:

1. Building relationships with powerful individuals and groups. OL leaders should identify powerful players (e.g., executive and academic leadership, and faculty groups) within the institution that wield the power to facilitate, slow down or stall OL implementation and build relationships with them. Others in the OL unit should also cultivate relationships with key people.

2. Eliciting stakeholder participation in the online initiative. Creating bodies such as advisory boards, planning committees, task forces, or cross-functional teams would facilitate the involvement of multiple constituencies and form coalitions.

3. Increasing the status of OL leaders. Promotion to higher positions in the organizational hierarchy can strengthen OL leaders' influence in the institution.

4. Promoting faculty satisfaction through an understanding of factors contributing to faculty satisfaction with teaching online.

5. Fostering faculty research on OL by providing opportunities for faculty to engage in research and scholarship on OL.

Phase 6: Manage the Transition to OL

This phase of the model involves actually migrating courses, programs, faculty, students, administrators, support services and the technology infrastructure online, and funding all activities. The main elements of this phase are:

- Getting started with OL;

- Selecting and marketing online programs;

- Faculty development and support;

- Formulating institutional policies;

- Student support services;

- Technology infrastructure;

- Sharing resources and responsibilities;

- Funding the online initiative; and

- Phasing transition to OL.

Next, I will describe each of these elements and the strategies and practices associated.

Getting OL started. Special measures are needed to get the online initiative started. Strategies for getting OL started include:

1. Making start-up funds available for the online initiative.

2. Identifying faculty innovators and early adopters who are willing to experiment with OL and initiate some early online programs.

3. Offering financial incentives to encourage development of early online programs. Incentives could include course-release time.

4. Meeting with and involving key stakeholders. System-wide seminars and retreats for senior administration and faculty can help in garnering initial political support for online education.

5. Choosing strategically the first programs to be moved online. Early programs to offer online could be those that already have high enrollment, or are from a department where faculty already teach with technology.

6. Launching a dedicated center for online education.

Selecting and marketing online programs. OL leaders should consider several factors before choosing to migrate a program online, and publicize online offerings to students. Practices associated with selecting and marketing online programs include:

1. Understanding that ideally the impetus for putting a program online should come from the academic department. However, if there is an unmet need for a specific online program institutional leadership and the OL leader should urge a college or a department to offer it.

2. Establishing the need and market of an online program before a decision is made to put it online. If no market exists for a particular online program there is typically no reason for the OL unit to support its creation.

3. Securing necessary approvals for the proposed online programs from the academic senate, state boards, accrediting bodies, and other entities. Market data about the demand for an online program can be helpful in getting approvals.

4. Watching for the right confluence of factors to migrate a program online such as interest from the academic program, market data showing the need and viability of the program, and the necessary approvals.

5. Establishing a dedicated marketing unit or hiring a team of trained marketing professionals to conduct all marketing functions such as analyzing students' needs, gathering data about market trends, and publicizing online programming to new and existing student audiences.

Faculty development and support. Faculty should receive comprehensive training on and support for teaching online. Practices for providing faculty development and support include:

1. Providing faculty training before they begin working on their online courses on both online pedagogy and technology tools. Faculty orientation should be made obligatory or strongly encouraged. Those engaging in faculty development should be appropriately trained as well.

2. Orchestrating procedures for moving courses and programs online. From soliciting and selecting proposals for an online program, to getting necessary approvals, deciding which courses are to be moved online and in what order, designing and developing the courses, and faculty training, all activities should be sequenced and orchestrated. Timelines should be established. Quality criteria should be clearly defined.

3. Providing faculty a full range of instructional design services. The extent and type of support could be varied according to faculty needs and the nature of the course. The amount of support provided would impact course development costs.

4. Providing faculty a host of support services including access to a digital library and librarians, a 24 x 7 Help Desk for technical support, help with securing copyright permissions for online material, support for research on online education, and consultation on issues related to teaching online.

5. Staffing OL units with a host of instructional designers, multimedia and graphic experts, web designers and others engaging in course development. In addition, campus-wide resources of such professionals can be availed of for OL.

Formulating institutional policies. Institutions should set policy on a variety of issues that impact OL. Practices pertaining to formulating institutional policies are:

1. Online courses should be taught by the same mix of full-time and adjunct faculty as traditional courses.

2. Teaching assignments about which faculty member is to teach a particular online course should be made by the academic departments and not by the OL unit.

3. Institutions should set clear policy on whether online course development is to be considered in-load or out-of-load.

4. Faculty should receive compensation (monetary or course-release time) for online course design, development, and training.

5. Unambiguous institutional policies regarding intellectual property rights of online courses should be drafted.

Providing student support services. Practices for providing effective online student support include:

1. Fully incorporating all essential services into the online environment. The amount and types of support provided to online students should parallel those for traditional students. Online students need a variety of services from registration and advising, to library services (preferably 24 x7), technical support (preferably a 24 x 7 call center), financial aid, tutoring and career services. Often, services conceived for online students can be made available to on-campus students too.

2. Enhancing the quality of students' online experience. Ways to improve the student experience include ensuring that students are not left alone to fend for themselves in the online environment, and addressing students' needs for convenience and flexibility.

3. Gaining insights about factors underlying student satisfaction with OL and measuring it.

4. Setting policy for and standards for student support services.

Providing the technology infrastructure. Practices pertaining to building the technology infrastructure for OL include:

1. There should be one course management system selected both for the on-campus and the online environment, and for the entire institution.

2. The OL unit could work with the campus information technology entity to provide the technology infrastructure for the online environment and the technical support for online students and faculty.

3. The on-campus technologies should be on par with those for OL.

Sharing resources and responsibility. OL leaders should plan what resources and responsibilities need to be shared between the OL unit, the academic department, and other campus entities to provide support services, measure outcomes, and ensure quality of OL.

1. Even when OL units have dedicated resources, OL leaders should use existing university-wide resources for online programs and avoid duplication.

2. Inter-connectedness with and reliance on multiple campus units can pose challenges. OL leaders should take special measures to orchestrate this collaboration so that it is smooth.

3. Creating special structures such as executive teams, task forces, advisory boards, user groups or cross-functional teams can be helpful in coordinating the planning and execution of different functions.

Funding the online initiative. All aspects of the OL enterprise from offering faculty incentives, to supporting course development and offering student services like a 24x7 help desk require funding. Strategies for funding OL include:

1. Committing significant amount of institutional resources to OL. OL should be a relatively large undertaking for the institution.

2. Allocating an annual operational budget to the OL unit.

3. Seeking funding from the state and directing it towards the online initiative.

4. Establishing additional revenue streams (such as an online course fee, or student activity fees) to address any funding shortfalls. OL units could also accrue a percentage of revenue generated from online courses.

5. Seeking funding from external agencies. Distant learner alumni may also be approached to raise funds.

6. Apportioning revenue generated from online offerings between the academic department, campus entities that support online faculty and students, and the OL unit; most of it should be reinvested in supporting OL.

7. Securing adequate funds continuously, particularly during an economic crisis.

Phasing transition to online learning. The transition to online courses and programs can be accomplished in a phased manner. Three approaches to a phased OL implementation are:

1. Migrating programs online in an incremental manner. OL implementation can begin with an initial goal of offering a small number of online programs, say, in the first two years. Gradually more and more programs can be migrated online, in increments.

2. Fostering the creation of fully online courses. The creation of online courses, rather than entire online programs, can be targeted as an intermediate goal. A critical mass

of online courses should eventually lead to the ultimate objective of full-fledged online programs.

3. Fostering the creation of blended as opposed to fully online courses across the institution. Faculty should be encouraged to integrate online components into their face-to-face courses as a first step. Teaching in the blended format can familiarize faculty with the elements of online instruction, and facilitate the transition to fully online courses.

Phase 7: Measure Outcomes of Online Learning

This phase of the Leadership and Change Model for OL implementation involves measuring outcomes of various aspects of the online enterprise. The areas of assessment include online students' learning, online courses and programs, and services provided to online students and faculty. The main elements of this phase are:

- Overall outcomes;

- Online students' learning;

- Student support services;

- Online courses and programs;

- Faculty satisfaction; and

- Sharing outcomes data.

Strategies and practices can be mapped to each of these elements and are discussed next.

Overall outcomes. Strategies to measure overall outcomes of the online venture include:

1. Ascertaining if established goals for OL implementation have been reached.

2. Benchmarking against leading providers of online education. Achieving a reputation as successful in OL would be a measure of overall outcomes as well.

3. Measuring outcomes in all areas of the online initiative.

Online students' learning. Measures for how well students are doing in the online environment need to be identified. Strategies for evaluating student learning include:

1. Assessing student learning in OL. Detailed instruments for capturing learning outcomes need to be built into each online course, and program.

2. Tracking student withdrawal, retention, and course completion rates.

Outcomes pertaining to student learning are typically measured by the faculty member or the academic department.

Student support services. Planners of online initiatives should assess the effectiveness of all the support services provided to online students. Practices to assess student support services include:

1. Gauging student satisfaction by conducting surveys and tracking students' experiences in the OL environment.

2. Benchmarking online support services against best practices in supporting distant learners, and or against services offered by other institutions leading in OL.

Online courses and programs. Outcomes pertaining to online courses and programs can be measured using the following practices:

1. Conducting assessments of online courses and programs to see if the objectives at the programmatic level are being met.

2. Adopting same evaluation processes for online as face-to-face programs. However, assessment measures specific to the modalities of delivering instruction online need to be deployed as well.

3. Comparing outcomes of online courses and programs with face-to-face offerings.

Faculty satisfaction. Faculty satisfaction with teaching online could also be an objective measure of the online enterprise and strategies include tracking faculty experiences in the online environment.

Sharing outcomes data. Varying outcomes pertaining to the online enterprise are measured by different entities on campus. Student learning and course and program quality are typically assessed by the faculty member or the academic department. Data about student satisfaction with support services and their online learning experience are often gathered by the OL unit or other campus entities. To gain a comprehensive picture of the performance of the online initiative the academic department, the OL unit and other campus entities should agree to assess all areas of the online initiative and share outcomes data. The OL leader should negotiate with all entities to bring about this agreement.

Phase 8: Ensure Quality of Online Learning

This phase of the Leadership and Change Model for OL implementation involves ensuring the quality of the online initiative in both the online courses and programs offered, and in the support provided to online students and faculty. The elements of this phase are:

- Overall quality;
- Online courses and programs;
- Student support services; and
- Sharing responsibility.

Strategies are associated with each of these elements and I will describe them next.

Overall quality. The overall quality of the online initiative can be ensured by the following strategies:

1. Ascribing importance to ensuring quality, from the outset, in all aspects of the online enterprise.

2. Balancing growth of enrollment and programs with quality considerations. Projections should be made about the optimum growth that would enable quality goals taking into consideration available resources and the funding model.

Online courses and programs. Practices that help ensure the quality of the online courses and programs offered include:

1. Recognizing that the academic unit bears responsibility for quality of course content. Primary responsibility for course content in online instruction, as for face-to-face teaching, is carried by faculty and for program curriculum by the department. Faculty and the academic units will need to ensure the quality of content of online courses and programs.

2. Reviewing courses for adherence to quality standards before they go online. Using rubrics and evaluation tools the OL unit in tandem with the faculty teaching the course should ensure the online pedagogical soundness, instructional design elements, and technical aspects of online courses.

3. Establishing processes and timelines to streamline course development cycles. In addition, communicating quality standards, timelines and procedures to all involved can facilitate the achievement of quality goals as well.

4. Providing faculty training on both the online pedagogical elements, and in using the technology tools.

Student support services. The quality of support provided to online students can be ensured by the following practices:

1. Gauging student satisfaction with learning online by tracking students' experience in the online environment, and conducting student surveys.

2. Benchmarking online support services against best practices for online student support and or those of leading OL providers.

Shared responsibility. As with measuring outcomes, certain aspects of quality control would fall outside the purview of the OL unit. Practices that help with sharing responsibility for ensuring quality include:

1. Recognizing that the responsibility for quality control is shared between the academic units, the OL unit, and other campus entities.

2. Ensuring academic decisions are made by faculty and the academic departments, and not by the OL unit.

3. Recognizing the role of the OL unit in achieving quality is one of enabling, rather than enforcing. The OL leader should facilitate a shared understanding of what quality control measures should be centralized, which ones are the sole prerogative of the department, and which fall within the oversight of the OL unit. Working with academic departments to achieve quality would call for finesse on the part of the OL unit. The OL unit should also work with the academic department to dissuade unwilling faculty from teaching online.

4. Addressing quality concerns through appropriate channels. Issues with the course design, or course content, or problems with student support services should be communicated to the faculty member, academic department or campus entity and a resolution should be negotiated with all the stakeholders.

Phase 9: Sustain the Online Learning Initiative

This phase of the model involves taking measures to sustain the success of the online initiative long-term. The elements of this phase are:

- Providing continuing resources for OL;

- Institutionalizing the move to OL;

- Consolidating and expanding gains in OL; and

- Maintaining focus and momentum of the online initiative.

Strategies can be mapped to each of these elements and are described next.

Providing continuing resources. Long-term sustainability of the online initiative is contingent upon the continued commitment of institutional resources to all aspects of the online venture. Strategies for ensuring continued resources for OL are:

1. Adapting to environmental upheavals such as economic crises, shortages in state funding, and or institutional budgetary constraints by continually pushing for resources for online education both within and outside the institution.

2. Adjusting funding models to fit changes in the institutional context.

3. Making the online initiative ultimately financially self-supporting.

Institutionalizing the move to online education. OL can become a core part of the institution by:

1. Mainstreaming OL by the online initiative's structure, integrating online teaching and learning into the main teaching and learning activities, assimilating it into the institutional culture, and providing it visibility within the academic disciplines.

2. Making OL a strategic asset to the institution.

3. Aligning OL with institutional mission and culture.

Consolidating and expanding gains. Once some faculty, courses, and programs have been moved online and some initial success has been achieved, plans should be made to put more programs online and involve more faculty. These changes can be produced by:

1. Pursuing continuous improvement in every facet of the online initiative.

2. Identifying new student populations. Planners should regularly uncover changes in market conditions, survey employers and students about needs and identify untapped market niches.

3. Achieving and managing growth in OL. The online initiative should be capable of expansion to meet increasing student demands, while at the same time balancing the desire to growth with cost and quality considerations.

4. Achieving cost-effectiveness in OL.

5. Continued selling of OL. As the implementation progresses and or when the institutional context for OL changes, its strategic role and value in changed circumstances should be made known to leadership and stakeholders.

Maintaining focus and momentum. The online initiative has to be constantly pushed forward even through ensuing changes in the institution, its leadership, and its environment. This can be accomplished through:

1. Shared ownership and leadership succession. Collective engagement in planning and executing functions for the online initiative can be crucial in achieving a sense of shared ownership of and mutual responsibility towards OL. Equally critical is leadership succession at the institutional level that champions OL.

2. Adapting to constant change. Catalysts for change in the OL environment include institutional growth brought on by OL, changes in institutional leadership and

competition from other providers of online education. OL leaders should align the online initiative with the vision, and direction set by each new institutional leader.

Summary of Chapter 4

In this chapter I described the development of a model for OL implementation that incorporates the best practices and strategies identified in Chapter 3. The model is based primarily on the notions of leadership and change and is associated with six conditions that have influenced its parameters. The Leadership and Change Model has three main leadership components, and nine phases. Most of the phases are further constituted by elements. Best practices and leadership strategies are mapped to the elements.

CHAPTER 5

DISCUSSION

The purpose of this investigation was to identify best practices and leadership strategies for implementing online learning (OL), and to build a model for moving to online programs which incorporates these practices and strategies. I examined the online efforts of institutions which were successful in these innovations by interviewing those individuals with primary responsibilities for establishing institution-wide online initiatives at these campuses. In Chapter 2 data collection and analysis methods were described. The results as they related to best practices and leadership strategies for migrating to OL were presented in Chapter 3, and the model was described in Chapter 4. In this chapter the implications of the significant findings of this study are discussed.

Model Conditions, Components, and Phases

Questions could be posed about the Leadership and Change Model for OL implementation developed in this study and its related best practices and leadership strategies. One key question pertains to the relative importance of model conditions, components and phases. Are all the model phases equally critical to successfully establish institution-wide online initiatives? Which best practices and leadership strategies identified in this study are more influential in achieving OL success? Next, I'll discuss the relative importance of some of these model conditions, components, phases, elements, and strategies.

The Leadership and Change Model for OL implementation developed in this study is associated with six essential conditions, three components, and nine phases. The model phases are further constituted by elements to which best practices and leadership strategies are mapped.

Table 33 summarizes the conditions, components and phases related to the Leadership and

Change Model for OL implementation.

Table 33

Conditions, Components and Phases of the Leadership and Change Model

Conditions	1. Leadership support
	2. Faculty support
	3. Change agent deployment
	4. Institutional importance
	5. Size and scope
	6. Structure
Components	1. Institutional leadership
	2. Faculty leadership
	3. OL leader
Phases	1. Create a vision and goals for OL
	2. Draft a strategic plan
	3. Motivate the move to OL
	4. Communicate vision and goals for OL
	5. Develop political support for OL
	6. Manage the transition to OL
	7. Measure outcomes of OL
	8. Ensure quality of OL
	9. Sustain the OL initiative.

In examining the system-wide online initiatives of the successful institutions participating in my research I identified three principal sources of leadership, which form the core of the Leadership and Change Model for OL implementation. These will be discussed.

Presidential leadership. Kotter (1995) states: "It is often said that major change is impossible unless the head of the organization is an active supporter" (p. 62). Corroborating with the literature reviewed, there was irrefutable evidence of executive leadership support for OL, particularly that of the president, at all the institutions participating in this study. In Abel's (2005) study 21 institutions were asked to pick the three most important e-Learning success factors from a list of twenty. Abel (2005) notes that presidential leadership was ranked second

among the top three most important factors. One might expect that at large institutions, particularly those at the research level, the provost would lead the move to online programs. The data in this research countered expectations in this regard. When asked about the commitment of institutional leadership several OL leaders did mention the support of provosts, vice presidents, board of governors and others in senior administration. In fact, at least five of the OL leaders reported directly to the provost. However, the role of the president is cited many times more frequently than that of any other administrator in my investigation.

The importance ascribed to the president's role in the implementation of OL is warranted. The literature supports the viewpoint that establishing wide-scale online programs at an academic institution precipitates change, which runs deeply and widely through the organization (see Chapter 1). To bring about this level of change the sponsorship of executive leaders is imperative. Furthermore, the data indicate that presidents at the participating institutions are more than merely supportive; they view online education to be of strategic importance, are active proponents of OL and ensure adequate resources for it. From studying institutions successful in e-Learning Abel (2005) concludes that "the source of leadership was most varied in the non-profit public research/doctoral institutions where there was not only a mix of executive and faculty, but …student demands" (p. 22) as well. When respondents in Abel's study are asked to choose the principal source of leadership from among executive-driven, faculty-driven and student-driven factors, executive leadership is named as "the primary driver by a factor of three to one" (p. 21). While evidence to the contrary may exist, based on my research one could conclude that institutional success in OL in the absence of executive leadership commitment would be unlikely. Of course, even though executive leadership support for OL is in strong

evidence in my research, it is clearly not the only driver; both faculty and the OL leader play a leadership role as well.

Faculty leadership. Faculty led the move to OL as much as institutional leaders in my investigation. In Abel's (2005) study "faculty buy-in" is ranked as the most important e-learning success factor, followed in second position by "presidential vision/leadership". Notably "faculty leadership" is placed in the thirteenth position in this ranking of success factors. However, "executive leadership and support" and "faculty and academic leadership and support" are equally cited as the most important ingredients for success (Abel, 2005). The "most successful institutions", Abel concludes, "have done a balanced and masterful job of combining top-down and grass-roots leadership, achieving strong faculty buy-in" (p. 22). The implication is that faculty buy-in is a prerequisite for faculty leadership with regard to OL implementation. If faculty are to drive the move to online education a critical mass of faculty need to be engaged in delivering instruction online. As evidenced in this investigation, faculty adoption of OL cannot be driven solely by executive leadership. Faculty decisions to teach online are contingent upon a host of complex factors. Change agents involved in implementing online programs create conditions conducive for faculty adoption of OL. Planners of online initiatives consider reasons why individual faculty choose to teach online, identify and eliminate the barriers that confront faculty, and deploy effective strategies to motivate faculty.

Principal change agent. As the principal change agent the OL leader is indispensible in bringing about the success of the online initiatives in my study. Based on this investigation it is inconceivable that the migration of courses and programs online can be accomplished successfully without a principal change agent. Yet, there is a paucity of research on the specific

role of the OL leader in establishing large-scale online programs. By examining the leadership of the OL leader in implementing OL this study addresses a gap in the literature on that topic.

Even though OL leaders orchestrate the move to online programs at multiple levels, the leadership provided by them appears to be less than noticeable. Perhaps, this is one reason why little has been published about role of the principal change agent in OL implementation. This inconspicuous leadership style is more suited to the academic setting. In the corporate sector it is common practice to showcase a particular individual's leadership of an organization either as a good or bad example. In contrast, academia does not typically celebrate the leadership provided by any one individual (unless it is that of the institution's president). The academic culture "frowns on too-conspicuous leadership" (Green, 1997a, p. vii). Rather than adopting traditional leadership practices, Pascale and Sternin (2005) propose a new role for a leader championing change, that of "CFO - chief facilitation officer" (p. 81). They suggest that change leaders relinquish their "habitual identities" (p. 81) of being the chief discoverer, decision maker and the subject-matter expert who has all the answers. As the chief facilitation officer, the role of the change agent, according to Pascale and Sternin (2005), includes four primary tasks: "management of attention, allocation of scarce resources, reinforcement to sustain the momentum of inquiry, and application of score-keeping mechanisms to sustain attention and ensure progress toward goals once the community has chosen its course of action" (p. 81). The key functions performed by the OL leaders in this study correspond with these primary tasks and include: creating a vision and communicating it, managing the technology infrastructure, providing faculty and student support, securing financial and human resources, measuring outcomes, ensuring quality, achieving success and sustaining the momentum of the move to OL. By playing more of a facilitation role OL leaders provide leadership in a style more conducive to

the academic culture. Their leadership style, combined with the key functions they execute, is a significant factor accounting for the success of OL leaders.

Not only is it important to have an OL leader orchestrating the move to OL, he or she should have adequate power. The question could be raised about what factors contributed the most to the effectiveness of the OL leader as the principal change agent in this study. Of all the characteristics of the OL leaders, their power might have been the most important. The power of the OL leader is an aspect that is seldom discussed in the literature on DE leadership. OL leaders in this study were situated high in the organizational hierarchy at the participating institutions, with most of them reporting directly to presidents, provosts, and chancellors. They had both the stature and control over financial and human resources to facilitate the implementation of online programs. In short, they had the power to effect change. "Power represents the ability to influence others to do things they would not otherwise do, ideally for the common good" (p. 62) asserts Dodd (2004). He argues that "power is essential to leadership" and notes that "…it is impossible to effect change without power" (p. 62). It is doubtful whether OL leaders in this research would have had the ability to orchestrate an institution-wide change initiative if they did not sit as high in the organizational hierarchy as the participants did. It seems that an OL leader with inadequate sources of power can only be a weak change agent and not be completely effective in establishing wide-scale online programs.

Although OL leaders had significant power, they were also successful in engaging multiple people in the change initiative. Cleveland-Innes et al. (2001) recommend that change agents nurture strong social ties and use the power of others to further their agenda. For change agents to be effective, besides power, they need both personal credibility and respect (Cleveland-Innes et al., 2001). OL leaders worked to establish credibility in the academic community. A

major component of the Leadership Development Model developed by Bennis and Thomas (2002) is "Engaging others by creating shared meaning" (p. 123). Leadership has to do with "getting the right people on the bus", asserts Collins (2001). OL leaders created a sense of shared ownership of both the problem and its solution.

A large part of the success of the OL leaders in this study can be attributed to their ability to size up and adapt to the institutional context for establishing OL. Bennis and Thomas (2002) opine: "Leaders who succeed again and again are geniuses at grasping context" (p. 19). OL leaders foresee that online education is the future and that it would help the institution meet its strategic objectives. Dodd (2004) asserts that the "ultimate role of a leader is to envision a better future and work to make that vision a reality" (p. 61). OL leaders appreciate the necessity for faculty buy-in, gauge the unique needs of online students, adeptly identify the barriers to OL, and exploit the strengths of online education to achieve strategic objectives. This is not to say that OL leaders proceed along a clearly marked path to success. OL leaders in this study speak of their move to OL as being riddled with roadblocks, and of having to figure out strategies by trial and error. This suggests that OL leaders practice the "responsive leadership" that Bennis and Thomas (2002) describe, where a leader knows to "change direction based on what he or she had observed" and is "learning - in action" (p. 164).

In addition to the responsiveness of a leader, the literature also emphasizes persistence in transformation efforts (Cleveland-Innes et al., 2001; Cummings & Worley, 2005). Cummings and Worley (2005) assert: "Successful organizational change requires persistent leadership that does not waver unnecessarily" (p. 173). Many of the OL leaders in this study underscore the importance of having to be "relentless", "persistent" and "continuous" in their endeavors to

overcome resistance, sell OL, communicate with stakeholders, build relationships with key players, manage the transition, achieve success and sustain the momentum of the OL initiative.

Shared leadership. The combination of top-down and grass-roots leadership for OL implementation Abel (2005) observes at successful institutions is evident in this study as well. Furthermore, my investigation suggests that successful institutions combine institutional and faculty leadership in a manner that is in keeping with academic values. According to Eaton (2000), many academics are skeptical about distance learning because it threatens to destroy core academic values such as the "intellectual and academic authority of the faculty" (p. 5). Distance learning results in a decoupling of the curriculum and academic standards from faculty, Eaton notes. Participating institutions are successful also because they found ways to implement OL without undermining faculty authority. OL leaders in this investigation recognize the role of faculty in intellectual and academic decisions such as those about curriculum, quality control, and learning assessment. Collegiality and shared governance is another core academic value that higher education traditionally nurtures and cherishes (Eaton, 2000). The combination approach espoused by participating institutions reflects an adherence to the principle of shared governance.

Critical success factors. Best practices and leadership strategies for institutional success in OL emerging from this study both validate and add to the existing body of knowledge. Some of the factors identified in this study as critical to success in online education are not that frequently emphasized in the literature, e.g., communicating vision and goals for OL, and developing political support for OL. Conversely, certain aspects that are cited as important in the literature are not strongly supported by my data, e.g., faculty development and support, and marketing. Even when some of the best practices and leadership strategies identified in this study are discussed in the literature, they are typically presented as isolated events; this investigation,

on the other hand, offers a unique perspective by situating these OL success factors within a comprehensive framework for change.

Benchmarks for achieving quality in DE and factors for success in OL programs are specified by many researchers (Abel, 2005; Bates, 2000a, 2000b; Hartman et al., 2007; Kim & Bonk, 2006; Osika, 2004; Phipps & Merisotis, 2000; WCET, 2002). These benchmarks include:

- Institutional commitment and support;

- Faculty support;

- Student support;

- Course development support;

- Technology support; and

- Evaluation and assessment.

Institutional commitment and support emerge as crucial to OL success in this investigation as well. Consequently, institutional leadership is both a necessary condition and component of the model. Support for faculty, students, course development and technology use are also identified as critical success factors for online initiatives in this research and are included in the sixth phase of the model developed in this study, "Manage the Transition to OL". Evaluation and assessment are an aspect of "Measure Outcomes of OL", and "Ensure Quality of OL", the seventh and eighth phases respectively in this investigation.

Even when this study revealed hitherto unknown or underappreciated strategies for success in OL implementation, the relative importance of these strategies can be debated. During the one-on-one interviews participants did not all mention each of the strategies. The data indicate that some strategies were deployed by all the eleven participating institutions, and other practices by as few as two participants. Similarly, some model elements have strong support in

the data and are labeled as "high incidence", implying that more than half the number of strategies associated with that element was deployed by the majority of the participating institutions. For instance, the element "Selling the Move to OL", belonging to the third phase "Motivate the Move to OL", is associated with a total of thirteen strategies. Eight of these strategies are in evidence at a majority of the participating institutions. On the other hand, "Faculty Development and Support", a part of the sixth phase, "Manage the Transition to OL", is an example of a "low incidence" element in this study. Of the nine strategies in this category only three were deployed by a majority of the participating institutions.

The rationale for including strategies in this study with low frequencies can be explained. First, the sample size in this investigation was small. Second, the one-on-one interview was the only data collection instrument. Third, the interviews lasted on an average of only about 60 minutes, which did not provide adequate time for all participants to elaborate on all their practices for implementing OL. Excluding data which were not frequently mentioned, I believed, could imply a loss of valuable insight about participants' practices. Given these considerations I decided to include the entire data set, except in those instances where a strategy was reported by only one participant.

Motivating faculty. It can be argued that, perhaps, the third phase, "Motivating the Move to OL", is one of the most critical parts of the model. Of all the model elements "Selling the Move to OL" associated with the third phase had the most number of strategies, thirteen. In addition, this element can be considered "high incidence" because eight of its 13 strategies were deployed by a majority of the participants. Clearly, the thrust of the change efforts in this study revolved around faculty. More than on anything else, OL leaders in this research direct their attention to dealing with opposition from faculty and to motivating them.

This concern with faculty can be partly explained by the context in which the move to online instruction was made in this study. Most of the institutions represented in this research embarked on online education in the mid to late 1990s. At that time OL was an unknown entity in the educational landscape; the academic community, particularly faculty, had many concerns about it. Several articles published in the mid to late 1990s document the negative views held of DE (Jaffee, 1998; Neal, 1998; Noblitt, 1997). At this time many faculty were skeptical of integrating technology into the classroom. This sheds light on why OL leaders in this study needed to make major efforts to educate faculty about OL, elaborating on its strengths and weaknesses, and showing faculty how good pedagogy can overcome OL's limitations.

However, even in 2005, when online education was no longer an entirely untested mode of delivering instruction, many faculty resisted the move to OL. For example, although Paul's university embarked on its online initiative about a decade after many of the other participants, faculty at this school posed the same questions about OL that were asked ten years ago at other institutions. Since the late 1990's much research has emerged on the instructional uses of the internet, how it enables constructivist philosophies of learning, and how technology can be used to bring about higher-order skills like analysis, synthesis, and critical reasoning. Yet, in 2005 Paul encountered the same stiff resistance from faculty that the other OL leaders in this study did in the 1990s when they first began with OL. The fact that faculty concerns about the legitimacy, quality and strategic value of online education have been addressed adequately at other institutions does not seem to mitigate faculty opposition to online courses at schools currently making the move to OL.

Hannan and Silver (2000) provide a possible explanation: "An innovation in one situation may be something already established elsewhere, but its importance for this discussion is that

initiative takers and participants see it as an innovation in *their circumstances*" (p. 10). It appears that each institution must go through its own sequence of steps in dealing with change (from resistance, skepticism, and selling to acceptance) and learn its own lessons. The implication of this is that institutional planners and change agents charged with implementing OL have to reckon with faculty resistance and opposition, and devise strategies to sell OL, and establish its legitimacy and value within their own institutional context, the experiences of other institutions notwithstanding. Other institutions' experiences can inform leaders of online initiatives and help facilitate the change process, but cannot circumvent it.

Faculty were a formidable force to reckon with during this change initiative at all the participating institutions that had a tenure system for faculty. Planners of online initiatives must recognize that at tenure-track institutions, those strategies pertaining to securing faculty buy-in are most crucial to achieving success in online education. Factors that affect faculty technology integration are extensively discussed in the literature. However, the aspects of overcoming resistance to online education from faculty and selling OL to them seem to be given inadequate consideration. A general lack of appreciation of the importance of faculty resistance and motivation can lead to the downfall of OL in an institution.

Strategic planning phase. Some may wonder if the second phase of the Leadership and Change Model, "Drafting a Strategic Plan", is stipulating that institutions can proceed with the OL implementation process only when they have all the answers. The concept of "Drafting a Strategic Plan" may sound definitive and fixed and may not seem to allow room for the dynamic forces at play in the move to OL. Two participants in this study questioned the usefulness of strategic plans. Phipps and Merisotis (2000) note that some institutions successful in online education were migrating online even when they had not addressed all key issues at the outset.

According to Phipps and Merisotis (2000), these leading providers of DE "were moving ahead without all of the answers", and "policies are being developed to catch up with practice" (p. 14). At these institutions meeting students' imminent needs were a more important priority (Phipps & Merisotis, 2000).

Some inferences can be drawn from the debate over the usefulness of strategic planning in implementing OL. First, while strategic planning does not necessarily provide all the answers for how to address the challenges involved in the migration to online education, it can focus attention on the issues that need to be considered for establishing institution-wide online programs. It is imperative for OL leaders and planners to consider the multifarious and complex issues involved in an online initiative (Ertmer, 1999; Hawkins, 1999; Hitt & Hartman, 2002; Levine & Sun, 2002; Moloney & Tello, 2003; Noblitt, 1997; Otte & Benke, 2006). Second, institutions can proceed with establishing OL even when they have not resolved all issues during the planning phase (Phipps & Merisotis, 2000). Third, even the best made strategic plans need to be constantly reviewed and revised as the implementation progresses. Bates (2000b) underscores the importance of "'visioning' exercises and a flexible and continuous strategic planning process" (p. 2) when introducing new technologies for teaching, particularly, at a distance.

Managing the transition phase. This sixth phase of the model is perhaps the most elaborate during OL implementation. It has the most number of elements and best practices associated with it, and could be considered more important than the other phases. All the ten elements associated with this phase are not equally supported and this raises questions about their relative importance. Likewise, of the 57 strategies in this phase, only 26 were deployed by a majority of the participating institutions. Each of the remaining strategies was deployed by less

than six participating institutions. The elements in the sixth phase with high frequency of support were:

- Getting started with OL;

- Formulating institutional policies;

- Funding the online initiative; and

- Phasing transition to OL.

Surprisingly, the following elements in the sixth phase had minimal support:

- Selecting and marketing online programs;

- Faculty development and support;

- Student support services; and

- Sharing resources and responsibilities.

This low incidence is surprising because the literature suggests that several of these elements are important factors to be considered when establishing large-scale online programs. For example, several researchers consider marketing online offerings to be a significant success factor (Beesley & Cavins, 2002; Carnevale & Olsen, 2003; Hiltz & Goldman, 2005; Lynch, 2005; Moloney & Oakley, 2006/2010). Yet, the element "Selecting and Marketing Online Programs" in this study has only minimal support.

Several reasons could explain the low frequency of marketing strategies in the data. Not all OL leaders were asked specifically about their marketing efforts and this could explain the infrequent mention of marketing practices. The literature suggests that despite its huge influence on online program success, most institutions do not give adequate consideration to marketing activities (Beesley & Cavins, 2002; Moloney & Oakley, 2006/2010). Furthermore, universities, typically, are not in the practice of analyzing students' and market needs (Lynch, 2005; Shaik,

2005; Stein et al., 2009). Perhaps, the minimal support implies that participants overlooked or did not place that great an emphasis on marketing online programs and ascertaining students' needs. Participants may have also encountered challenges such as the lack of resources and expertise to execute well planned marketing campaigns.

Measuring outcomes phase. Although there were thirteen strategies associated with the seventh phase of the model, "Measuring Outcomes", only three were mentioned by the majority of the participants. Each of the remaining practices was evident at five or less of the participating institutions. Several explanations could be offered for this low incidence of strategies. Due to time constraints during the interview three participants were not specifically asked about how they measured the outcomes of their online initiatives. However, these OL leaders alluded to this issue in their answers to other questions. There could be other reasons for the low frequency of practices related to performance evaluation. The measurement of most outcomes pertaining to the online venture fell outside the purview of the OL units and the OL leaders. For instance, two elements of this phase "Online Students' Learning", and "Online Courses and Programs" are primarily the concern of the academic unit and faculty. OL leaders emphasized the responsibility of the academic unit in measuring outcomes related to student learning and curriculum. About half of the participants noted that sharing the responsibility for measuring outcomes with the academic units and other entities in the online environment was challenging.

The low frequency of strategies in this phase can also be explained by another phenomenon. Academic institutions do not typically measure their performance using clearly defined indicators. Jaffee (1998) points out that "there are great difficulties establishing a consensus over educational goals, or the means to measure them" (p. 29). Even institutions successful in providing online education tend to devote inadequate attention to evaluating the

effectiveness of their online initiatives. After reviewing several successful technology-mediated learning programs, Alavi and Gallupe (2003) conclude that program assessment was "the least developed of all the practices" (p. 151). Although the successful institutions in Alavi and Gallupe's (2003) study measure the effectiveness of their programs, these assessments are "ad hoc and informal" (p. 151). Contradicting Alavi and Gallupe (2003)'s findings, Abel (2005) affirms that institutions successful in OL measure themselves in multiple ways. Considering all these issues, the fact that many participants are limited in determining the outcomes of their online initiatives is not entirely surprising, nor should it be construed as implying that this phase of OL implementation is insignificant.

Ensuring quality phase. Different from the phase "Measuring Outcomes of the Online Learning Initiative" the phase "Ensuring Quality of the Online Learning Initiative" had strong support in the data. A majority of the participating institutions deployed at least seven of the twelve strategies in this phase. Even though many feel that online education could play a strategic role for many institutions and has pedagogical strengths, faculty concerns about quality pose significant barriers to OL implementation. OL leaders in this study devote a great deal of attention to mitigating and addressing faculty fears about the effectiveness of instruction delivered online. So, it is not surprising that participating institutions used multiple strategies to ensure the quality of not only their online courses and programs, but also their services. Surprisingly, quality assessment at the course level was discussed less frequently. Very few participants mentioned reviewing courses before they were put online.

Reflection. The low frequency of a particular practice or the low incidence of an element could lead to the conclusion that that strategy or element was relatively less important during the move to online programs. However, the low incidence could also be attributed to the limitations

of the data collection procedures. The one-on-one interviews with the OL leaders lasted on an average about 60 minutes. Given the constraints of time during the in-depth interviews it is entirely conceivable that participants did not address all of the questions, extensively and or discuss all the steps they took for establishing online programs. It should also be noted that the literature provides support for the importance of some of the low frequency strategies and low incidence elements in establishing OL. In light of these considerations, the low frequencies and low incidences of strategies should not be viewed as categorically implying that that element or strategy is unimportant or of lesser significance. There is insufficient data to draw inferences about the relative importance of these model elements and best practices. Further research is needed to determine the relative importance of each strategy, each element, and each phase in the Leadership and Change Model. The importance of the conditions, components, phases, and strategies may also vary according to the context in which the model is adopted.

Contextual Factors and Model Adoption

Another question concerning the Leadership and Change Model pertains to the contextual factors that should be considered in model adoption. The model for OL implementation developed in this study is conceptualized on the basis of the experiences of specific types of institutions successful in online education. As such my sample population was homogeneous in that all the institutions participating in this investigation were under public control. Participants also included university systems, and institutions at the research or master's levels; all but one had tenure systems. The characteristics of the institutions participating in this study have no doubt influenced the Leadership and Change Model and its related best practices and leadership strategies. Other types of institutions may have dealt with different circumstances in migrating courses and programs online and may have consequently adopted somewhat different processes.

While the experiences of the institutions participating in this study can be instructional to other public institutions considering OL, the applicability of the Leadership and Change Model for OL implementation across institution types can be debated. Abel (2005) noted that amongst institutions successful in OL there is much variation in the institutional contexts, motivations to adopt online education and in the way OL success is measured. Best practices and innovations, Abel notes, are numerous and "unique to the specific needs of an institution" (p. 36). There were commonalities in the best practices and innovations deployed by successful institutions, according to Abel, in that they aim at enhancing the student learning experience, the quality of content, instruction, student services and training. However, Abel asserts that the "'secret sauce' of achieving success in Internet-supported learning varies from institution to institution" (p. 2). Arbaugh and Benbunan-Fich (2005) note that several contextual or environmental factors influence the effectiveness of asynchronous learning networks. These factors included technological characteristics, the instructor's pedagogical practices, course and institutional characteristics. Nevertheless, many studies cited in Chapter 1 identify factors that are common to the success of the online initiatives of multiple institutions. Furthermore, these OL success factors are based on studies with sample populations that are not homogeneous. They include several different types of institutions, such as public and private (non-profit and for-profit), baccalaureate, master's, doctoral and associate-level institutions. This suggests that even though the approach chosen by an academic institution to establish online programs is likely to be influenced by its unique context and characteristics, models for OL implementation may be applied to varied institutional settings. However, all aspects of a model may not be appropriate for all settings.

The Leadership and Change Model may be deployed by different types of institutions; however, some components of the model may not apply in certain circumstances. Contextual factors must be considered. The Leadership and Change Model espouses a combination of leadership-driven and faculty-led efforts for the move to online education. It stipulates that six conditions need to prevail, and entails three distinct components and nine major phases. Some conditions, components and phases of this model may not be appropriate or as critical in particular contexts.

Organizational characteristics, such as whether or not an institution has a tenure track, is a profit or non-profit institution, has a teaching or research focus will influence the extent to which the model is appropriate. At research institutions with tenure systems faculty must not only accept, but also must drive the migration to online education. A more leadership-driven approach may be used at institutions which are not unionized or do not have tenure systems. Even so, instructors at these types of institutions cannot simply be told to teach online.

Some conditions, components and phases of this model may not be as critical in universities that are more teaching-intensive rather than research-intensive. For instance, securing faculty support, and ensuring faculty leadership seem to be more critical at research institutions. Since most teaching institutions do not have research requirements, faculty may be more willing to focus on teaching-related activities such as OL. In such situations the third phase of the model, "Motivate the Move to OL", may not demand as much time and effort during the implementation as it would at research institutions.

Adoption at the Departmental Level

Although intended for planning institution-wide online initiatives the Leadership and Change Model for OL implementation may also be adopted at the college, department or

program level. To be successfully deployed in any of these contexts the six conditions of the Leadership and Change Model should be met, and its three components and nine phases should be adapted. Applied to the department level the six conditions of the model would stipulate that:

1. The department chair should be committed to OL;

2. Department faculty support should exist;

3. A principal change agent should be entrusted with OL implementation at the department;

4. The online initiative should be a priority for the department;

5. Departmental resources, financial and personnel, should be committed to it; and

6. The online initiative should be structured as an integral part of the department.

The nine major phases of the model would be applicable to a departmental online initiative as well.

In the case of a departmental move to online courses and programs, the chair must provide critical leadership. The chair "must establish the tone and context" for such academic transformation (Zemsky, 1996, p. 10). According to Zemsky (1996), "A very good chair can be said to possess both vertical or 'outside' vision of the discipline and horizontal or 'inside' vision of the institution" (p. 10). Such vision is crucial when implementing OL. As with an institution-wide online initiative, it is unlikely that all faculty will buy into OL at the department level. It is also unlikely that most departments will be able to hire a change agent for the sole purpose of establishing online offerings, particularly in this time of shrinking budgets. A faculty member in the department who is a proponent of online education could assume responsibility for the online initiative; alternately, the department chair could function as the principal change agent for OL. As the principal change agent a department chair would:

- Play a key role in prioritizing OL in the department's strategic agenda;

- Gain an understanding of how online education can be used to advance the agenda of the department, within its discipline, and the institution;

- Facilitate dialog and discussion within the department for how OL could play a strategic role in advancing curricular and programmatic goals; and

- Be an advocate for faculty who adopt OL, and recommend salary increases and other incentives.

In the absence of any other principal change agent, the chair should convene conversations at the department level with faculty about the pedagogical benefits of delivering instruction online, and discuss strategies to exploit OL's potential and overcome its drawbacks.

However, it is doubtful that many departmental online initiatives can flourish without an institutional commitment to online education. While the department can be largely self-sufficient, there are several aspects of OL implementation for which institutional resources and support are imperative. These include course design and development, the construction of a technology infrastructure, technical support for online faculty and students, and online student services such as library services and registration. An online initiative at the college, program or department level is likely to grow only if it is part of an institutional strategy to move to online programs.

Future Research

In this study a model for OL implementation was developed, and best practices and leadership strategies were identified. This investigation could be furthered with the validation of the model and the associated best practices and leadership strategies by other successful providers of large-scale online programs. Only a small pool of institutions with successful online

offerings participated in this research. This study could be replicated with a larger pool of successful providers of online education to ascertain if best practices and leadership strategies similar to those identified in this investigation emerge. Questions about the relative importance of the model conditions, components and phases could not be adequately addressed in this study. Further research can determine the degree of importance ascribed to different aspects of the model.

Future studies could also explore the role of contextual factors in implementing the model. Eleven institutions, which included three university systems, four institutions at the research and four at the master's level, participated in this research. As such no distinct patterns emerged about the differences and commonalities among the various types of institutions with regard to best practices and leadership strategies for OL implementation. Other types of institutions (such as community colleges, privately controlled institutions, for-profit and non-profit, and those with non-tenure systems) were not included in this investigation. This study could be replicated with a larger sample of institutions, other types of institutions, and with a greater number of participants within each institutional category. Differences between institution types in how they move to online education could then be explored. Also, in this investigation the selection of successful institutions in OL was based primarily on their reputation as being successful providers of online education. In conducting future research the measures of success identified in this study could be used to identify institutions successful in OL.

This research reviewed the role of institutional leadership and the OL leader in establishing institution-wide online programs. It would be beneficial to examine the leadership provided at the department level by chairs in migrating to online courses and programs. Specifically, the question, "What is the role of academic departments and chairs in the

institution-wide implementation of OL?" could be explored. This study focused almost exclusively on the perspective of OL leaders about the implementation of OL. Best practices and leadership strategies identified in this investigation were predominantly based on information provided by these OL leaders. As the findings suggest, implementing OL is brought about by the collective engagement of the campus community. It would be useful to gather multiple perspectives and hear from other constituencies as well.

Summary of Discussion

The model developed in this study for OL implementation is based on the premise that establishing large-scale online programs is a matter of leading organizational change. Three principal sources of leadership, the institution's president, faculty, and the OL leader, emerged as being core to an institution's online initiative. Best practices and leadership strategies for implementing online programs identified in this research both validate and add to those cited in the literature. Even though several of these critical elements for OL success have been discussed in previous studies, this investigation offers a unique perspective by incorporating these isolated critical success factors for OL within a theoretical framework for leading change.

The practices and strategies that were identified in this research were mentioned with varying frequencies by the participants. As such, there is insufficient data in this study to ascertain the relative importance of the model conditions, components, phases, elements and strategies. Further research is needed to verify the presence and ascertain the importance of the practices and strategies associated with the model.

The Leadership and Change Model developed in this study is based on the experiences of specific types of institutions - public institutions, almost all of which have faculty tenure systems. While the experiences of the participants in this study can be instructional to other

public institutions considering OL, certain components of the model may not be applicable to different types of institutions. Contextual factors should be taken into consideration. Institutional characteristics such as tenure systems for faculty, control (public vs. private), and focus (teaching vs. research) may impact model applicability. The Leadership and Change Model for OL implementation may also be used by a college, department or program embarking on online programs; however, efforts at these levels may need to be a part of an institutional online initiative to be sustainable.

APPENDIX A

Email Soliciting Participation in Pilot Study

Hello __,

We met at the __ conference in __ last year and I spoke, very briefly, with you about my dissertation. I am writing to you to see if you would be willing to participate in the Pilot Study of my dissertation.

My proposed study seeks to develop a model of best practices and leadership strategies for implementing successful online initiatives in higher education by using a framework for organizational change. [Your institution] is a major player in the online arena and you have played a leadership role in implementing its online initiatives.

For my Pilot Study I would like to conduct a one-on-one interview with you via videoconferencing using a technology, such as, Skype. The one-on-one interview will be focused on gaining an insight into the step-by-step processes and leadership strategies employed by you in the implementation of online initiatives at your institution. The interview will be loosely structured around, but not limited to, a framework for organizational change.

I have attached an Information Sheet about this interview that contains further details about my study and the one-on-one interview.

If you are willing to participate, we can talk further about setting up a time for the interview that is convenient for you. Please let me know if you need any further information.

Thanks,

Sangeetha Gopalakrishnan

APPENDIX B

Email Soliciting Participation in Study

Hello __,

Your name was suggested by __. I am interested in talking to people in leadership positions at institutions that are successful in online learning, so __ suggested that I talk to you! From what I understand you played a leadership role in implementing online initiatives at your institution. I am writing to see if you would be willing to participate in an interview on the implementation of online learning.

My proposed dissertation study seeks to develop and validate a model of best practices and leadership strategies for implementing successful online initiatives in higher education using a framework for organizational change.

For my study I would like to conduct a one-on-one interview with you, which will be focused on gaining insight into the step-by-step processes and leadership strategies employed by you in the implementation of online initiatives at your institution. The interview will be loosely structured around, but not limited to, a framework for organizational change. The interview will be conducted via videoconferencing using a technology, such as, Skype and will last approximately 60 minutes.

I have attached an Information Sheet about this interview that contains further details about my study and the one-on-one interview. If you are willing to participate, we can talk further about setting up a time for the interview that is convenient for you. Please let me know if you are willing to participate. I would be happy to provide you with any further information.

Thanks,

Sangeetha Gopalakrishnan

APPENDIX C

Research Information Sheet

Title of Study: The Development and Validation of a Model For Implementing Successful

Online Programs in Research Universities

Principal Investigator (PI):   Sangeetha Gopalakrishnan

Instructional Technology

[Contact phone number]

Participation in Interview

Purpose:

This proposed study seeks to develop and validate a model of best practices and

leadership strategies for implementing successful online initiatives in higher education by using a

framework for organizational change. This study is being conducted at Wayne State University

and at locations where participants work.

You are being asked to participate in this research study. You are eligible to participate in

this phase of this research study because you meet one of the following criteria:

1. Individuals from universities very active and successful in the online learning arena;

2. Individuals in leadership positions such as department heads, administrators, faculty

   or people charged with faculty development all of whom have extensive experience

   with many aspects of online learning;

3. Individuals who have functioned as change agents by being responsible for or closely

   involved in implementing online learning initiatives at their institution;

4. Individuals who have been recognized for their contribution to the field of online

   education with awards;

5. Individuals who present and/or publish about online learning implementation and leadership strategies at national and international conference on online learning;

6. Individuals leading cross-institutional studies on online learning initiatives; or

7. Individuals from institutions which have been recognized for online learning initiatives.

Study Procedures:

If you take part in the study, you will be asked to participate in an interview. The interview will be for about 60 minutes and will be recorded on a digital audio recorder. This proposed investigation is a three-phase study and will employ mixed methods. The purpose of this phase is to gather information about the processes followed for the implementation of online programs from a small group of successful Research I institutions. During this phase of the proposed research key individuals who have been involved in championing the move to online instruction at universities will be interviewed. During this phase long-interview techniques will be employed.

The one-on-one interview will be focused on gaining an insight into the step-by-step processes and leadership strategies employed by the participant in the implementation of online initiatives. The interview will be loosely structured around, but not limited to, a framework for organizational change.

Benefits:

As a participant in this research study, there may be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks:

There are no known risks at this time to participation in this study.

Costs:

There will be no costs to you for participation in this research study.

Compensation:

You will not be paid for taking part in this study.

Confidentiality:

All information collected about you during the course of this study will be kept without any identifiers. You will be identified in the research records by a code name or number. There will be no list that links your identity with this code.

Voluntary Participation /Withdrawal:

Taking part in this study is voluntary. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates.

Questions:

If you have any questions about this study now or in the future, you may contact Sangeetha Gopalakrishnan at the following phone number _____. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Participation:

By completing the interview you are agreeing to participate in this study.

APPENDIX D

Phase One: One-On-One Interview Questions

Questions for one-on-one interview instrument in Phase One will include, but not be restricted to, the following:

1. Would you please begin by providing some background information about yourself, and describe your current role in your institution?

2. Describe your institution's online learning initiatives: How many programs do you offer online? What are they? How many online students do you have?

3. When was the first online program established?

4. What triggered the implementation of online learning initiatives at your university? When did this occur?

5. How did you establish a need for online learning? Was a sense of urgency created? If so, how was this done?

6. Did your institution set specific goals for its online initiatives?

7. If so, what was your institution's goal for the implementation of online learning? (e.g., student outcomes, student satisfaction, enhancing student enrollment, access, or teaching?)

8. Did you have both short-term and long-term goals? If so, what were they?

9. Did you communicate your vision and your plans? If so, to whom? And, when?

10. Did your institution create a coalition of support for efforts related to online learning initiatives? If so, describe how.

11. Describe the kind of executive leadership support and commitment that you have had during the course of implementing the online initiative.

12. Describe faculty and academic leadership commitment.

13. How do you manage this move to online? Do you provide specific resources to faculty and students to facilitate the move to online? If so, describe them.

14. What kind of student services do you have in place for online learning?

15. Describe your technology infrastructure.

16. Do you evaluate your initiatives? If yes, how do you measure outcomes?

17. How does your institution ensure quality of course content, and your online initiative?

18. Do you consider your institution to be successful in reaching its online learning goals? Why? Why not?

19. What was your role in this online initiative?

20. Did you take measures to sustain the success of your online initiatives? If so, what were they?

APPENDIX E

Transcripts of Interviews with OL Leaders

Ten individuals with lead responsibility for implementing institution-wide online programs at universities successful in online education were interviewed. In this section the transcripts of the interviews are provided.

The names of individuals, institutions, departments, centers and other identifying information have been changed in or removed from the interview transcripts. The gender of some individuals has also been changed. All side conversations not directly related to the purpose of the interview have been deleted as well. I introduced myself and the study at the beginning of every interview. This standard introduction has been deleted from all the interview transcripts except the first one. During the interview participants recommended the names of other individuals and institutions that could be included in this study. These suggestions have been eliminated too. The order in which the transcripts are arranged in this section is as follows:

1. Ted, US1
2. Maggie, US2
3. Tom, US3
4. Wendy, R1
5. Dave, R2
6. Carrie, R3
7. Jane, R4
8. Paul, M1
9. Beth, M2
10. George, M4

1	**Transcript of Interview with Ted**
2	Assistant Vice Chancellor for Academic Affairs and Executive Director,
3	University System 1's Online Unit
4	University System 1 (US1)
5	December 19th, 2008, 2.30 p.m. - 3.22 p.m.

6 S: Ok! As I said in my email my name is Sangeetha Gopalakrishnan. I work at Wayne State
7 University in Detroit, Michigan. I head the Foreign Language Technology Center here. I am also
8 doing my dissertation in Instructional Technology. I am looking at universities that have been
9 successful in implementing online programs and I am interested in finding out strategies that
10 they have used in implementing online programs. I am also looking at leadership strategies that
11 have helped in making programs successful. So I am interested in talking to people in leadership
12 positions to gain an understanding of what they did and how they did it. And your name was
13 suggested to me as a leader and someone I should definitely talk to. So that is kind of the
14 background. I wonder if you would begin by providing some background information about
15 yourself and - if you could talk a little bit about your current role that would be great.

16 T: Ok. Well, I have been involved in Distance Education since 1989 and my Bachelor's degree
17 was in Industrial Arts back in the early 80's. But then I shifted over to Instructional Technology
18 with my doctorate in the 80s and got involved distance education. And really been this has been
19 my career, distance education, my PhD was in Instructional Technology in 1992 from ...[US1],
20 Austin. [I] started in Audio-Conference Technology and Video-Conference Technology and now
21 online and have been here at ... [US1]. The ... [US1] is an entity that works with all of the …
22 Campuses, in all 15. So [Campus 1]… is only one of the 15. I work with all of them. We put
23 together online degree programs and courses for the campuses. So I don't know how much of
24 my background you wanted, but that degree kinds of things or how long I have been in the field.
25 And currently I am Assistant Vice-Chancellor for Academic Affairs and Executive Director for
26 the … [US1's online unit]. And I have been in this position since 1997.

27 S: Great! Thank you. Can you talk a little bit about your institution's online initiatives? I know
28 you said that you are responsible for all the 15 so I imagine that it is a fairly large, really large
29 scale operation. But if you could talk a little bit about your online initiatives in terms of how
30 many programs or how many students –

31 T: It is important to understand that the … [US1's online unit] is not an institution. We are an
32 aggregator. So we sit centrally in the … [US1] but we work with all of the campuses to help
33 them put their programs online. They Campuses in the ... [US1] are not mandated to put their
34 programs online through … [US1's online unit]. As a matter of fact every campus, every
35 institution in the ... [US1] has its own instance of BB or WebCT. The … [US1's online unit] has
36 its own instance of BB. So, with that said and while the campuses are not forced to put their
37 programs online through us they could do it on their own, 98% of the fully online degree
38 programs that are offered through the ... [US1] run via … [US1's online unit].

39 S: I see. Did you say 98%?

40   T: With that said we run about 30 programs.

41   S: I see. Sorry. Did you say about 98%?

42   T: Yes. About 98%. Yes, in other words there is a couple of programs that are fully online,
43   degree programs, they are mostly like Option 2 kinds of programs…, they are not running
44   through us. But everyone else in the campuses, they run their programs through us. And that is
45   partly, and this may get into some of your leadership stuff, because we spend a great deal of time
46   proving ourselves to the campuses. So that there was a trust level that was established where the
47   campuses knew that if they did put their programs up and they put them up through, going
48   through the … [US1's online unit], they knew that the services were going to be in place and
49   quality standards were going to be in place and they had to have the security of knowing that.
50   Yes, if it runs through the … [US1's online unit] we know that everything is going to be as it
51   should be for accreditors and for state agencies, etc.

52   S: And did you say that you had 30 programs online?

53   T: Yes, it is about 30. It depends on, you know, we have several Bachelor's Degree completion
54   programs, we have quite a few master's degrees, we have a PhD in Nursing Education that just
55   went up this Fall - our first PhD - and we have a lot of certificates and endorsements. And so
56   you know depending on how you build the degree program, if you add a certificate to it, well,
57   that makes it another program overall it is probably about 30 or so programs.

58   S: How many students would you say are your online students?

59   T: We run about 13,000 enrollments annually.

60   S: Wow. That is a lot. When was the first online program established?

61   T: With us?

62   S: Yes.

63   T: First one we established - we offered our first program in the Fall of 1999, actually, our first
64   few programs, one was an MBA in General Management and one was a master's in Educational
65   Technology. We had 189 enrollments.

66   S: Was that through the … [US1's online unit]?

67   T:Yes, all I can speak to is really what we run through the … [US1's online unit]. And the MBA
68   is a collaborative degree program that involves eight … [US1] institutions. And the master's in
69   Educational technology is also collaborative and it involves 4 institutions in the ... [US1]. And
70   these are individual institutions. While there is … [US1, Campus 1], [US1, Campus 2] is its own
71   institution. It is not a spin-off or a regional part of … [US1, Campus 1]. So, every one of these
72   campuses has a president, provost, [and] faculty that are their own. Each one is individually
73   accredited.

74   S: Wow.

75   T: I point that out, because a lot of times people hear …[US1, Campus 1] and they think that all
76   these others must be satellite campuses of …[US1, Campus 1] and they are not. They are all
77   individual.

78   S: Wow, that it is a different setup that way, I suppose. So, you would have to interact with each
79   of the presidents and each of the leadership -

80   T: Yup, Yup, Yup. So in addition to having an executive Vice-Chancellor as my boss,
81   theoretically, I am also responsible to the Chancellor as well as the Board of Regents as well as
82   each of the presidents of each of the campuses, a lot of people to keep happy.

83   S: That probably makes the challenge 15 times more or something like that.

84   T: Yes. I talk to my colleagues that are on the individual campuses and they start whining. I just
85   look at them and all they have to do is to look at me and go, oh, I am sorry, never mind.

86   S: What would you say triggered the implementation of online learning programs or initiatives at
87   the … [US1's online unit]?

88   T: Actually, it was a system effort in 1996. In 1996 there was a study that was done across the ...
89   [US1] that looked at information technology and where it was headed. And the consulting
90   company that did the study in the report, one of the things that they recommended was using DE
91   to lead sort of a Virtual University, they called it a Virtual University, we didn't. We didn't
92   become a stand-alone university, we became a support unit, which is better. That
93   recommendation came forward in 1996 and then I was actually on the … [Campus 1] at that time
94   and I chaired a system-wide committee that took that recommendation and kind of fleshed it out
95   into what became the master-plan of the … [US1's online unit].

96   So, I think it was the timing. You know 96, Online was just kind of, people were just beginning
97   to think about using the web for teaching, so that recommendation came forward [and] we ran
98   with it. We launched the ... [US1's online unit] in May of 98 and put our first courses up in the
99   Fall of 1999.

100   S: So, the ... [US1's online unit] was in May of 98. I was looking online to see if I could find
101   something about the System and you and I found some an interview of you with, a few years
102   ago, with this Distance Educator and in that -

103   T: With Saba!

104   S: And in that you mention something about, there was a history of Distance Learning at the
105   University, I am not sure if it was the entire system, I am wondering how much of a leg-up did
106   that give you or a jumpstart did that give this whole online, the fact that there was a functioning
107   distance education program.

108   T: Oh, yeah, there was a lot of videoconferencing that was going on across the US1 because we
109   had a dedicated T1 network. So, there were videoconference classes that were running across the
110   system. But I think bringing the ... [US1's online unit], you know, together in 97, 98 it brought it
111   to the forefront to all of the campuses. I don't think that they were necessarily thinking about it

112 individually so much until we started, till the ... [US1's online unit] started, you know, being
113 filled. And a lot of it is timing and a lot of it is just the way, you know, history. Online learning
114 exploded in the late 90s and on into the 2000s and, you know, it is still a very young delivery
115 mechanism. So, I think we are still in that explosive growth time frame where everybody, you
116 know, wanted to get onboard after about 5 years.

117 S: So, when the ... [US1's online unit] was established in 1998, around that time, did you have to
118 further establish a need for going online? Did you have to create some sense of urgency did you
119 have to -

120 T: Oh, yes, we had to sell it. Absolutely! We had to sell it.

121 S: How did you?

122 T: We went to the campuses and talked about it and went through the trials and tribulations of
123 faculty saying that we were just trying to get rid of them, [and asked] why don't we just come
124 out and say it. But we … [were] trying to convince them that actually we need more faculty and
125 we went through the whole quality issue of "Is this going to be as good as face-to-face?". You
126 know, we didn't want to say it, but we thought that it would be better and in some cases it is.
127 But, we did have to do quite a bit in the late 90s to get people to jump onboard. We offered
128 incentives, financial incentives, for the faculty member to have time. So they could have a course
129 release and to build a course. So we really worked in close partnership with each campus as they
130 built up the programs. But I think, you know, after about the 3rd year then the proposals started
131 coming to us. But certainly in 97, 98, 99 we were soliciting like mad, trying to get, you know,
132 early adopters, [by asking]"who wants to try this?". Now, they come to us. It is been that way
133 probably for about I believe five or six years.

134 S: What would you say was your particular role in all this?

135 T: My role? Well, when the ... [US1's online unit] started we had a staff of one, and it was me.
136 Now we have a staff of 25. So, I mean, I have been the Director since we started. So needless to
137 say, I mean, I think it was my baby at one point. And I just have really forced it to *Not* be my
138 baby as it began to grow. So, now, it is sort of in let us say, pre-adolescence, pre-puberty. It is
139 something that everybody owns. I am still tied closely to it. Because I was, you know, here as it
140 started and still the Director but I tried very hard to separate things, like the ... [US1's online
141 unit] from any one personality. You know, I want this thing to live way beyond me and if it is
142 probably too close to me that makes it harder for the future. So I have worked hard to spread the
143 wealth. It now belongs to all of the staff here just as much as it belongs to me.

144 S: And when you talked about having to sell it, were there any specific steps or strategies that
145 you could talk about besides what you just mentioned?

146 T: You know, back then, no, I mean, there weren't any. I mean, there wasn't anything to look at.
147 There wasn't anybody to call and say how did you all do this? We just had to make it up as we
148 went along. If I were starting now, hmmm, I don't know if that strategy would be that different. I
149 mean, in order to get it off the ground we knew we had to have face time with the key players on
150 each campus. I guess, if I were in an institution it would have been the key players like the deans,
151 and the faculty, but we had to spread it out among 15 institutions. And go to each campus. And

152   here … [this state] is a big state. You can't just get in a car and drive across town….You fly. So,
153   you know, I think the biggest, the main strategy was that we stayed focused on service. We
154   stayed focused on service, and the idea was that we were serving the institution. We were not in
155   competition with the institution. We were here to serve them. We were here to serve the faculty
156   and the students. We were here to provide quality service. Whether that was courses or help desk
157   or library, we just have always looked at it as service. And I think that it makes a big difference.
158   We have tried very hard not to ever be arrogant or take anything for granted. So every time we
159   have a success we, you know, revel in it. We have a good time. And we go to happy hour and
160   celebrate figuring out, you know, that was great, that was a nice thing but let us now focus on
161   something else and make that better.

162   S: When you started out did you, I know you just said that you figured out a lot of things as you
163   went along, but did you set specific goals? Short-term and long-term goals?

164   T: Yes, we did at the beginning. We definitely had some where we were, I don't even know
165   what they were now, it has just been a long time. I think it was, you know, just try to get all 15
166   campuses to be engaged with us, to, I guess, to look back now, what would they have been, I
167   mean, they were all written down, but it has been 10 years. We passed them so early, probably
168   have a 1000 students or something like that. Or, we aimed low. It is always a good idea. Aim low
169   and then when you do well, it looks really good. Or target low. But, since then, I mean, we do
170   have, we have quite a few goals and strategies. They are all, I mean, they pretty long and they are
171   on our website… [US1's online unit's website]. So, if you are interested in seeing what they are
172   you can look up our website. You can find all of them. We have Vision, Goals, Strategies.

173   S: Ok. And, do you, do you, did you take measures to communicate your ideas or plans to the
174   fifteen systems, to the 15 colleges, universities within your system?

175   T: Yes, as a matter of fact one of the things we established very quickly was a department for
176   communications. We have three people that, we have an assistant records, communication
177   services, and we have two marketing research analysts that work with her. And so we prepare a
178   lot of documentation and …that we share with the campuses. We go to campuses and we do
179   town hall meetings, we go to campuses we do planning meetings, we try to visit every campus
180   every year we do one, we host an annual conference for faculty … from here and they present on
181   a lot of things but also hear about what is going on with us. We do a monthly communiqué that is
182   an email communiqué that goes to all of our stakeholders every month. So we are very big on
183   communicating to the campuses and we were from the very beginning, from the beginning we
184   felt that communication was key.

185   S: And you mentioned town hall meetings. What kind of information do you exchange during
186   those meetings?

187   T: Well this is such a large university system. There are plenty of faculty – there is probably
188   about 17000 or 18000 faculty across the entire system. They don't all know about the [US1's
189   online unit]… even though we have been around 10 years. There are plenty of faculty right here
190   in [US1, Campus 1]… in the same town where I am that don't know about us. There are about
191   7000 faculty just on that campus alone. So we do a town hall meeting, we work with somebody
192   on the campus and they'll send an announcement around, post posters, let them know that we are

193 going to be there. And then when they faculty come in we basically tell them what the [US1's
194 online unit]… is, what it isn't, how we are here to serve them, what we do, what we don't do,
195 how to work with us, what our quality oversight standards are, how we work with accreditation
196 agencies. Basically, what we are doing is, we are, we are sort of marketing I guess. We are just
197 trying to let them know that we are here, if they want to put something online a program this is
198 really the way to do it as opposed to doing it on their own in their own college and put a bunch of
199 PPT slides up, you know [and say] I have got a program. A town hall is usually about an hour
200 and hour half.

201 S: I see. And how often do you have those town hall meetings.

202 T: It depends. You know. We would love to do one on every campus. But that is 15. So we
203 don't. We aren't able to do that on every campus. We don't do one every year. So, we did
204 probably about 4 last year maybe, maybe 3 or 4 the year before. A lot of it depends on the
205 political climate, when it is right for us to be on a campus. You don't want to go down there
206 when they are in the middle of accreditation visit in the middle of an accreditation year. That is
207 not a good time to go down there, you know, and get in the middle of things. You let them get
208 past their accreditation visit. Then you go.

209 S: You talked about political climate, you mentioned it. Did you or the [US1's online unit]…
210 take some measure or efforts to build some more support for the [US1's online unit]. Did you do
211 anything?

212 T: What do you mean?

213 S: To have more of a clout, I would say, to create a coalition, to further your [agenda].

214 T: Oh, I think we did. I think the fact that my title changed to assistant vice-chancellor in 2001.
215 That was a pretty big thing. That sort of brought us up a level. And then the fact that on the
216 campuses we do visit with the presidents and provosts that they know us, they can talk about us,
217 we don't right now but we used to give regular presentations to the board of regents, so, they
218 know who we are. So, and the fact that we really have won a lot of awards from the state,
219 international, national, everything from courses to services to faculty to programs to marketing.
220 So when you get these kinds of awards that helps a lot.

221 S: You mentioned ah a few things already about your, relationship with the president. Would you
222 like to add something about the kind of executive leadership support and commitment that you
223 have had during say since 1998 or so.

224 T: I would say that it [executive leadership support and commitment] is critical. [Online learning
225 is] not a grass roots kind of endeavor. If you want it to work, it has got to have support top-down.
226 It needs to be grass roots in the sense that you got to have faculty that, you know, they want to
227 try it, they want to do this. You can't force them. But, yeah, I personally probably have spent
228 more time building those relationships than anyone else. So, there is a lot of massaging of egos,
229 trying to be humble about what we are doing, but still be demonstrative that we do know how to
230 do this - without insulting the people on the campuses. There is a fine line. But I absolutely
231 believe that one of the reasons we are successful is because we have those relationships with the

232 campuses and then with the executive officers on those campuses. [And] that makes a huge
233 difference.

234 S: My next question is about the commitment that you have engendered from the faculty and
235 academic leadership. Again I know that you have already mentioned a couple of points about
236 that already. Is there anything else that you would like to add about how you get commitment
237 from faculty and maybe other academic leaders?

238 T: I think one of the key things, and I think I said this a minute ago, we have found, we found
239 out the hard way with one provost several years ago that you do not want faculty to be doing this
240 who do not want to do this. They don't want to, forget them. Go to somebody else. Because, if
241 they don't want to do it, I mean, you are just in for a nightmare. We are fortunate you know,
242 there is 16,000 – 17,000 faculty across the entire system among the 15 institutions. Well, if
243 somebody in [US1, Campus 3]… doesn't want to develop a particular course, maybe someone in
244 [US1, Campus 4] … will do it. We have a pretty big pool to work with. But, our, what we have
245 found is, when the dean comes forward and says, we want to do this program and then you find
246 out that he hasn't told the faculty - very bad situation. So, it doesn't work. They never get
247 engaged and they don't want to do it and their courses don't come out very well. Their teaching
248 it not very well, not very good and it just doesn't work. So, we don't work with anyone who
249 doesn't want to do this. And I think that has helped, they know we don't force anyone to do this.
250 There is plenty of people that will say that I will never do it online, good, fine, no, it is not for
251 everyone. It doesn't have to be.

252 S: True. True. You just mentioned a situation where maybe the dean proposes something without
253 the support of his faculty. Is there anything that you do or any measure in place that will kind of
254 prevent such situations or?

255 T: We have a, if there is a program that is going to go up on … [US1's online unit] folks that are
256 going to be involved in that have to submit a proposal. In that proposal has to be outlined who is
257 on board, who is doing what, letters of support, we there is, we, I's are dotted, and T's are
258 crossed for people to put a program up and the provost has to sign off on it. So everyone is in the
259 loop. And we have very definite timelines for the production of courses and we have very clear
260 benchmarks for quality, quality standards. So, it is very clear to them that they are going to
261 commit to build a program, develop one and produce and put it online through us, they know
262 upfront all of our expectations. We are not into the we want to put up a program up and we want
263 it to go up in the Spring and it is December 18th or 19th. We are like No. The earliest you can
264 have a program up would be Spring 2010. We start now. So. And that is not even launching the
265 whole thing. That would be, maybe, launching the first third, and then another third, and another
266 third. We've been working… with the faculty and the campuses 9 – 12 months in the
267 development of the courses. These are not rushed. So something up there is – build it… as you
268 go along.

269 S: So, it seems like you have a specific plan for moving courses online.

270 T: Absolutely. And you can see that online as well, on the … [US1's online unit's website].

271 S: Do you provide any other specific resources to faculty to move online?

272   T: Well, I mean, we provide the training, we provide the training for the people on their campus,
273   they are going to help them develop a course, we teach them to separate course development
274   from course production so that faculty are responsible for thinking about the content, the
275   pedagogy, the assessment, the way they might interact, and then they are working with course
276   production people on their campuses, which would be the designers, the multimedia people, etc.
277   who actually produce the course, then we also provide them with 24 x 7 help desk, we provide
278   them with plagiarism … now and then Blackboard, we have a digital library that the librarian
279   working directly with the faculty to make sure that the library resources that that program needs
280   are just a click away from the students and our system of library we provide them with students
281   and faculty above … we online tutoring … and faculty can refer students to that, as a resource.
282   All of those kinds of services are built into every course. We have a pretty extensive portal that
283   keeps the faculty informed of what's going on, what is available and so forth. I mean, one thing,
284   the [US1's online unit] pretty much says everything to make the faculty and the students
285   successful that we just…everything is non-academic…

286   S: So, but they get, I am guessing that they get paid by their regular campuses.

287   T: They are teaching in-load.

288   S: Ok.

289   T: So, you know, if their load is 4 courses in a semester they'll teach 3 face-to-face and one
290   online or two online. I mean, it just depends on how the, you know, it is up to the campus
291   because campus, these are university courses. So they just have to schedule every semester based
292   on their need - if they need two sections of a course that is running through us then the faculty
293   member teaches two sections.

294   S: So, in terms of the technology infrastructure – you mentioned that you have your own BB
295   entity, and the campuses have their own BB entity, is there anything, how elaborate is your
296   infrastructure?

297   T: Well, the thing about the campuses is most of the campuses they use their BB or WebCT
298   instance mostly for technology-enhanced or hybrid courses and the great majority of them is
299   where a faculty might put their PPT slides so their face-to-face students can get to them. Which
300   they could just send in a file, they don't need to have a BB shell, but that is another story. And
301   then part of it is, because some of these faculty, they don't go to any kind of training, they have
302   no idea what all of the attributes are inside of the course shell. With us, we pretty much make use
303   of everything. So, it is not that our instance of BB is of different level, I think we are all on 8 or 9
304   or 7 or whatever it is now, just the fact that we really use the portal. We build things in so that
305   there is single sign-on. If the student wants to go, if the student goes into their course, from their
306   course they can go straight to the libraries, straight to Smart Banking, straight to the Help Desk
307   without signing on again. Those are the kinds of thing that we build in so that students will use
308   them. So, it isn't that we have, you know, a different version of Bb than maybe a campus, we use
309   it. We really use it fully. And for most of our campuses they don't. First of all, there is really no
310   need to do for what they are using it for. And second, 'cause they just don't know what is there.

311 S: You already mentioned that the focus, , right from, early on was on services to the students.
312 You have throughout our talk so far mentioned Student Services, what kind of Student Services
313 do you have in place? What are some of your key areas that you emphasize for online students?

314 T: We have the 24 x 7 Help Desk, 365 days a year, online tutoring is available to them, we have
315 the digital library that is targeted to their program. If they are in a master's degree in
316 Kinesiology they are able to access the most common digital resources for that degree program,
317 as advised by their faculty, in one place. So there are those kinds of things. We also have a
318 liaison in every campus, in every department. So if the student is enrolled in, taking a course in
319 … [US1, Campus 5] and they have a question about their bill, there is someone in the bursar's
320 office at [US1, Campus 5] … that knows about the [US1's online unit]…, who can answer the
321 question. And then the admissions' office, and then the Registrar's office, and then the Financial
322 Aid office, and the Veteran's Affair's office. So, every office, where our students might need to
323 make contact with business with the campus… there is a person there that they can talk to, that
324 will understand why they are not campus, and that they are enrolled in online. So those are the
325 kinds of things that we are always adding. There are many things. But those are the sort of big
326 ones.

327 S: You mentioned that you know the danger of putting programs online that are not maybe of the
328 most of the best quality. How does [US1's online unit] … ensure the quality of programs?

329 T: We have several things. First of all, we have a very clear timeline for course development and
330 faculty are required to come to training. They are putting courses on the [US1's online unit], they
331 are required to come to training or to attend some type of training on their campus. So, they
332 really know going in what the expectations are. As far as overlooking the different courses, we
333 don't [look at it] as a business [of checking] the quality of content. That is something for the
334 academic unit themselves to do, to determine. What we do get in to do is what a quality design
335 … would find. We have a system that we call CQUAL, that is a flash driven application that
336 allows us to go in and basically look at the elements of the course - from syllabus all the way to
337 interaction level, assessments and grade it basically before the course is ever offered. And [we]
338 look to see where there are gaps, what is missing, or is something not working, and then that
339 information goes back to the faculty member and if there is problems they have got to get that
340 figured out before we run it. We also do two things for the courses to ensure the quality: one is
341 before a course is offered for the first time, we search every page of the course, every part of the
342 course, we have copy editors that then go through and basically red light like that they would do
343 a manuscript. That goes back to the faculty [who decides]…which ones to keep, which ones to
344 toss, and there are course production people then making changes to different things. That
345 happens the first time a course is offered, you know for the first time. That time, from then on we
346 do a [technical] … review every semester. That is where we have a checklist that we have people
347 go in and they are looking for making sure the links work, make sure the interactive elements
348 work, and the multimedia, the discussion boards are open, so somebody goes through and checks
349 that every semester. So, when the courses go live, they are robust, they are clean, they are
350 grammatically correct, everything works and then we feel good. If they don't meet the standards
351 that we look for in the CQual we won't run it. And students at all the campuses know that. So the
352 course production people on the campuses that are working with faculty, they know what the
353 expectations are. So, they are working with them hand-in-hand to build it to meet these
354 expectations.

355 S: That is very impressive. We are coming to the last few questions. We are almost 45 minutes
356 into our conversation. I know you mentioned that the [US1's online unit] … has received many
357 awards so that is definitely a testament to its success. I want to hear from you why do you
358 consider – first of all, do you consider your institution to be successful, sorry - I know that you
359 said that it is not an institution - but the [US1's online unit] … to be successful and why do you
360 consider it to be successful? How do you measure its success?

361 T: I think that we are hugely successful. If you think of us as by [US1]… that invested about 21
362 million dollars since 1997. The courses that are offered through the [US1's online unit] … have
363 generated over 51 million dollars in tuition since 1997.

364 S: Sorry, Ted, can you repeat the last sentence?

365 T: That, the campuses have brought it over 51 million?

366 S: Yes.

367 T: Ok. So the system has invested about 20 – 21 million, the campuses have brought in 51 -52
368 million in tuition, state formula fees, that is all paid directly to the campuses. So that is a 2 – 1.
369 And then we look also at the fact that we are benchmarked against by other organizations like …
370 and nationally. We have very high course completion rates. Course completion rates run 88% to
371 about 96 % and successful, which is a C or better in undergrad and B or better in graduate
372 school, runs about 86-94 or 95%. So we have very high course completion rates, and successful
373 course completion rates. That to us means a lot.

374 S: In terms of, so when you say, you know, you have talked about the income generated by the
375 [US1's online unit]…. Are you able to hold onto a portion of that or how does that work?

376 T: We actually go to the campuses each year and we bill them based on the number of courses
377 that they offer us, offer through us in the year before. So that is part of our income. We are about
378 to change the models so that they are paying us more, since they are making a lot of money. And
379 then [US1]… has been providing support that is now being, we are being weaned off of that
380 support .We do a lot of contract work for both within the system and outside the system that
381 makes up the difference.

382 S: I see. So, where do you see, what are your goals for the future and what measures are you
383 going to take, are you taking to sustain your success?

384 T: The thing that is happening to us right now [is], we are moving into sort of what is called a
385 shared services model, starting next month. So, it can be a whole new set of goals that will be
386 established for us. But, I think primarily it is going to be, we are going to try to target the about
387 3.5 million adults in the [state] … alone, who have some college credit but no credentials. And
388 so we are going to be building some degree completion programs to target that population. That
389 will be one. I think another will be to seek more entrepreneurial opportunities beyond what our
390 original mission is, and other than that, you know, I can't really tell you, because until we get
391 together with all the other people that are going to make these decisions - it is hard to say. They
392 are going to have to have a say-so … in this as well.

393   S: Are you looking to increase enrollments primarily?

394   T: Oh, always!

395   S: And you said that you are going to move to a different model soon? Or what was that?

396   T: A shared services model, which is where all of the people who are the players in offering
397   courses have more of a voice than they have in the past, which is fine. I mean, we have evolved
398   to that point.

399   S: Well, that was the end of my list of questions. I am wondering if there is anything else you
400   want to add on either leadership or anything else.

401   T: No, not really. I think if you have more specific questions about things that we do you can
402   find out from our website. We really do put all of our documentation on the website.

Transcript of Interview with Maggie

Associate Vice President & Chief Academic Officer

University System 2's Online Unit

University System 2 (US2)

January 9th, 2009, 2.00 p.m. – 3.10 p.m.

403

404

405

406

407

408 S: It is nice to meet you too! Well, thank you for taking the time to talk to me. I can imagine that
409 you are a very busy person I really appreciate it.

410 M: Oh, no problem! It is getting busier for us because we have two key staff people who are
411 leaving [US2's OL unit]. So, it has been a little crazy.

412 S: Oh, wow!

413 M: Well, our CEO is stepping into a new position with the Central Office, and our Chief
414 Technology Officer is stepping into a new position. So, we have quite a bit going on. But Friday
415 afternoons are usually, even with all of that, are usually a good time for me, so -

416 S: Oh, good. I am glad to hear that.

417 M: Ok, sometimes I will be answering the question for me, sometimes for [US2's OL unit] and
418 sometimes for our other administrators or campuses. So, I will let you know each time which
419 voice I am using.

420 S: Ok! Sounds exciting! Maggie, would you begin by providing some background information
421 about yourself, and about your current role at [US2]?

422 M: I have been in what I call the Continuing Education arena for public higher education for
423 now, over 25 years, which is rather scary. And I started off working in a community college in
424 [the] central [part of the state]…. And during the time that I was there, I was already fascinated
425 by working with adult learners, but got more and more interested in it. And so I went to Teachers
426 College, Columbia University to get my doctorate in adult learning. It was in a non-traditional
427 program that now wouldn't sound so non-traditional because you could do it so easily blended.
428 We always met face-to-face, but we met one weekend a month and then did our residency
429 through summer sessions. That would be for three weeks in New York City, which was, of
430 course, fabulous. We could almost pretend that we were undergraduates again living in NY with
431 a little bit more knowledge and a slightly bit more money. Not much. But one thing led to
432 another and about 10 years ago, I made a decision that I had been at the Community College
433 long enough, and looked to join [US2]. I was lucky enough to be hired to open up a Center that
434 was, is, was located, and still kind of is in existence in [the] central [part of the state]…. Again, it
435 pre-dated online learning, but just about by two years. And we brought programs – there wasn't
436 – except from the Medical School, there really wasn't a campus located in the central part of [the
437 state]…. And, one thing led to another, [US2's OL unit] was in the process of being formed.
438 [President]…, who is now the president of the [US2], was hired to be the leader of [US2's OL

439   unit]. He came from … in New York and he hired me to do academic program development, and
440   I was looking back for several reasons, I always forget how long I have been doing this particular
441   part of my life. It has been about six years that I have been with [US2's OL unit] and I, went
442   from being the Director to being the Chief Academic Officer and then last year, was promoted to
443   being Associate Vice president and Chief Academic Officer. So, my job is to work with the five
444   campuses, to encourage, beg, cajole - whatever it takes to get their programs online. I inherited
445   some good programs, but in the time that I have been doing this job, we have probably put on
446   about 40 – 50 new programs. We know that our growth is going to be best done through the
447   addition of programs all the time. You can't just depend on beating your existing programs to
448   death - you have to bring in new things. So, that is the core of my job. I also help campuses look
449   at faculty development needs. I help them look at incentives for new programs to get started. So,
450   it really is a facilitation role in a lot of ways, I also have direct affiliation with the Central Office
451   of Academic Affairs, it is at the president's office, and therefore deal with all the provosts on a
452   regular basis. So, it is also to get the provosts enticed into supporting online education. And just
453   as a – one last thing to add before I stop talking – we made a conscious decision to go through
454   Continuing Education for the offering of our online programs. In [this state]…, Continuing
455   Education is where we can have most financial flexibility and also flexibility in other ways
456   because Continuing Education does not receive any state funding. And therefore, they have to be
457   self-supporting and that works well in the online arena, because that is where we can be
458   entrepreneurial and look at revenue-producing operations. So, I work also with the heads of
459   Continuing Education at the campuses. So, I'll stop there, because probably what I have said will
460   lead to other questions or I may be jumping the gun.

461   S: No, I think you are fine. You mentioned that well, maybe, I'll ask this question first - you
462   mentioned that you have about 40 programs online now, is that correct?

463   M: No, we have added in the time that I have been here, now, we have actually a little over 80
464   programs.

465   S: Oh, wow!

466   M: Those are the fully online ones. We also have some that are blended. So, there are about 10
467   that are blended as well.

468   S: Ok. Can you also talk a little bit about how many online students you have, maybe a little bit
469   about those kind of things.

470   M: Ok, we know better what our enrollment count is, because that is how Continuing Education
471   measures itself – as in enrollments, rather than head-count. And that last year, excuse me, up
472   through the Fall semester we had an enrollment of over 37,000 students – it is actually it is
473   getting closer to 38,000 enrollments. And we suspect although we haven't gotten the data yet
474   from our campuses, that probably represents about 12,000 – 13,000 headcount. But we'll have to
475   let you know about that. And our average age is mid to late 20's, more women than men, which I
476   think is reflective of the national pattern – about 69% or so comes from [the state] and another 10
477   – 15% comes from what we consider our contiguous area, which would be [the north eastern
478   region of the U.S.], and then the remainder comes from the rest of the country with probably
479   California and Texas leading the way, and then countries outside of the U.S.

480　S: When was the first online program established?

481　M: It was kicked off in 2001 and we basically had the one of our campuses – [US2's Campus 1]
482　… – actually had started 5 years before that. So they were up and going in 1996, basically. They
483　were a pretty large effort. They kind of got on – it's the online bandwagon early. And as you can
484　imagine it was a little hard for them to be brought into this umbrella organization. And [Campus
485　3] had a little bit going on, and the [Campus 2] campus had a little bit going on, but very little.
486　[US2's online unit], really, kicked it off for the other four campuses and in actuality, when I say
487　all 5 campuses one of our campuses is a Medical School. And so far, they don't have much going
488　on. They have a very successful online Smoking Cessation Counseling course. But that has been
489　about it. We are hopeful this year is going to change that (laughs)

490　S: (laughs) So, from what you said, in 1996 [US2's Campus1] had already established its first
491　online program and [US2's umbrella online unit]…was kind of, came into place around 2001?

492　M: Yes.

493　S: And after that, are all programs now offered through the umbrella or under the umbrella for all
494　the campuses?

495　M: Yes. A decision was made both by the trustees at that time – probably it was late 2000
496　actually – but the kick-off was 2001. The decision was made by them to have a central
497　organization and it was actually encouraged by a few of the chancellors, including the chancellor
498　at … [Campus 1]. He understood early that as soon as you get beyond the immediate area, [the
499　Campus 1 of US2] doesn't mean too much to anybody. But a central unified brand of the [US2]
500　does mean something. Again, I think for his practitioners that was a hard pill to swallow. But,
501　from a marketing point of view it has proven to be quite useful. The large reason for – we had,
502　we could have fallen into the trap of doing it only for the money, but we really did see that it was
503　a very unique way and a very good way to provide access to a [US2] education to people that we
504　ordinarily would not reach. So, that the revenue is a nice piece of that, and god knows we love it,
505　but we, we really, the philosophy was we could provide access.

506　S: So actually, that leads into my next question – I was going to ask you what triggered the
507　implementation of online learning initiatives.

508　M: That was basically it. It was seeing, the need was seen for a unified brand, that the chancellor
509　at [Campus 1of US2] was interested in going beyond - what he called - his Zipcode-Reach. And
510　the other chancellors also bought into that. They saw the need for it. There was actually a study
511　commissioned with Price Waterhouse Coopers, am I saying that right? Price, Waterhouse, there
512　is another addition to that name, now I am forgetting, isn't that awful? (laughs)

513　S: (laughs)

514　M: But at any rate, they did a complete study – they interviewed people on our campuses, they
515　interviewed people in the president's office, they interviewed employers etc., etc. And then they
516　gave us, I was not really working for [US2's online unit] at that [time], but I was peripheral and
517　saw what was going on and heard about it. They gave us what we now call the Cookie cutter
518　approach to what they saw was a good way to do online learning and thankfully, we didn't

519 follow their recommendations. Their recommendations were to create a whole free-standing,
520 almost like a 6th campus, and make it its own degree-granting entity etc., etc. So, that you would
521 have this great thing and they projected, wildly, optimistic enrollment and budget things. And,
522 for whatever reason the decision was made and I wasn't privy to it, but [our current president]
523 speaks of it still as, you know, this was not the only reason that we wanted to get into the
524 business, you know, to have this huge sucking noise made on the pocketbooks of people around
525 the country. But it really was again this access issue. And it was proved to be providential,
526 because the ones that tried to be these for-profits just simply didn't succeed. And in the
527 meantime, what we did was take advantage of what we have going on with our campuses, using
528 the credibility and the quality that they offer for programs on the ground and turn those into
529 successful online enterprise.

530 S: So, basically anybody that gets a degree through the [US2's online] umbrella gets a [US2]
531 degree ?

532 M: They get a [US2] degree and they will get it from whichever campus their program happens
533 to come from. So, let us take the MBA – I will probably refer to that often, because it is our most
534 successful program - that is owned by the [US2, Campus 2]…their degree is from [US2, Campus
535 2]. It does not say anything about it being online on either the transcript or the diploma. It is
536 considered to be exactly the same degree and in fact, some would say that it is a harder degree to
537 obtain, including the students.

538 S: Right. You kind of alluded a little bit to this by saying it in the beginning – [Campus 1], for
539 instance, was a bit reluctant to go under the umbrella. But in general how would you say you
540 established a need for online learning itself, for creating these online learning programs? Did you
541 have to sell it, did you have to create a sense of urgency or, if so, how would you say -

542 M: All of the above!

543 S: (laughs)

544 M: And is still going on actually – you know, for every program that we add there are probably
545 five more that we are still trying to get online. We have worked with the campuses to provide
546 financial incentives to departments, to programs. In the early days, we actually provided loans. I
547 have found that after a while that really wasn't as successful. But I will explain how that worked
548 in a minute. Are you going to be asking about the financial model at some point?

549 S: Just a little bit, not in very in-depth.

550 M: Ok, well, I will give you then a general idea about that one when we get back to talking about
551 the loan. But, you know, programs, and I think this is probably true of face-to-face programs as
552 well, they really, they get initiated in so many different ways and this is true of online. On
553 occasion, we get approached directly by a dean or a program head – that is the ideal. You know,
554 that they see, that there is a way that they can sell what they have to offer, and, if we could marry
555 that to good market analysis and good competitive analysis, then that is really ideal, because
556 everybody is buying and right from the beginning, and we don't have to do the begging and
557 cajoling, and all the other things that I sometimes feel like I am doing – walking around on my
558 knees.

559   S: (laughs)

560   M: But oftentimes what we are doing is going out and talking with deans, and trying to say to
561   them "this is a very good way for you to go, you can do outreach, your faculty can earn extra
562   money, you can get some of the revenue brought back to your department or your school".
563   Again, for instance the MBA program, the dean of the School of Management would tell you
564   that the revenue that he gets from the MBA program is really what supports his doctoral program
565   and without that he wouldn't be able to run the doctoral program. So, he is, you know, that dean
566   is a very good dean for us in terms of speaking to others. So we also do that. You know, the
567   successful programs will share their best practices and what they have gotten out of the –
568   whatever, so, whatever works I try. And you know and I'll try anything, you know, at least once
569   and see if it works. We'll try to do that. I have some real, I have been lucky, for instance, there is
570   someone now in the [Campus 2] campus who works in the degree completion program called ....
571   And she is a real go-getter and she has the advantage of having the on-campus presence that on a
572   regular basis that I don't have and she is just out there all the time representing the value of
573   workforce development through online degrees and getting revenue and …. So, she has been,
574   what I call, my energizer bunny. There is nothing that stops her. So, I try to find those people
575   who are my advocates.

576   S: Ok, you just mentioned that you sometimes have to cajole, do you use any particular, other
577   than what you already mentioned, is there any particular strategy or tactic that you try to [use] ?

578   M: Well, we will, we have worked with different research groups and also we have our own
579   research analyst now, so we will try to provide market data. You know, showing what trends will
580   be, what the market seems to be demanding, so we will provide data to deans. We try to go to
581   faculty meetings, just to talk in general about the advantages of online learning. We do show-
582   and-tell on the campuses to kind of talk about what [US2's online unit] and what their particular
583   campus has been doing and what they have gained out of it. So, you know, those are some other
584   approaches. Some of our campuses will have their own on-campus program development
585   process where they provide funding to get programs [online], even just to move into a blended
586   format, they'll do it. And if they involve us - and I usually am involved - we will try to match
587   what the campus is giving them, so that if a program gets 25,000 from the campus, they will get
588   another 25,000 from us. Once in-a-great while, my boss has gone to the chancellor on the
589   campuses and said, "hey, look, everybody else is up there and running well, what is it going to
590   take for your campus", and sometimes the pressure comes from on high. I have to say, I don't
591   think that is actually the most effective process but once in a while it is good to have the
592   chancellor be reminded that we have tried and that they need to find us other avenues, so.

593   S: Ok. My next question is – you again have mentioned a little bit about that - what exactly is
594   your role, how do you see your role in this, you know, you mentioned that you have to do some
595   cajoling and some convincing how would you describe your role?

596   M: This you know, is so funny, because my when my current CEO who is getting ready to take
597   on this other role first started, he took the place of [President]…. He said, you know, of all the
598   jobs within the [US2's online unit] team yours is the one that I don't understand. I said, well, that
599   makes two of us (laughs)

600   S: (laughs)

601   M: Because it is an evolving job. I almost don't know from one year to the next what the points
602   of emphasis would be, but it is basically a program development role. That is the broadest
603   responsibility that I have. And under that it just depends on what the year is – for instance, last
604   year I wasn't planning anything international but all of a sudden China became a big thing of
605   ours and we are actually looking at India.

606   S: Oh!!!

607   M: Which I think is your frontier, right? Your homeland?! (laughs)

608   S: Yes! Absolutely, it is! (laughs)I am glad to hear that!

609   M: And, for years when I was at the Community College, I worked for somebody …. He was he
610   was my boss and I loved working for him. He was a very, very bright man. It was wonderful!
611   But, so, anyways, so the international piece is all of a sudden there, you know, I have been to
612   China now twice, which I, you know, in my wildest dreams, a year ago would never have
613   imagined going.

614   S: (laughs)

615   M: But of course, right now, I am looking at yet another change. Because, I probably will take
616   over - for a while anyways - some of the operations responsibilities, which I blissfully not had to
617   be a part of, you know. And I haven't, I knew I had a budget to deal with, but I didn't have to
618   manage the purse strings. So, now that maybe added into it. So, it is a typical administrative role
619   more academic in nature, than technological. Once in-a-great while, I get involved in offering
620   workshops but I rarely do. I usually help the campuses find resources – I just don't have time for
621   that. But I like to meet with faculty now and then to find out what their issues are. It is a
622   constantly evolving role – makes it a nice job, frankly. You never know what each year is going
623   to bring, but that can also have its stresses.

624   S: Right, right. At least it doesn't get boring and predictable I suppose.

625   M: No, no. There is probably sometime in my life where I would like boring and predictable. But
626   I am not there yet. (laughs)

627   S: (laughs) When your institution started off with its online initiatives - I don't know if we
628   should refer to 1996 or 2001 - but did you or did [US2's online unit] set out with specific goals,
629   and say well, here are our short-term goals, and here are long-term goals or how did it start ?

630   M: Yes, there was a very broad mission that was established right from the beginning and that,
631   one of the broad goals was to become one of the leading providers of online education and now,
632   I think I am referring to the 2001 start.

633   S: Ok.

634   M: Within that goal, we wanted to be able to provide high-quality programs that were mirror-
635   images of the face-to-face programs, in the sense, that they provided the level of interaction, the
636   level of responsiveness, level of opportunity for students. So those were the broad goals, and oh,
637   I guess the third one was to be able to get this unified brand developed. The short-term goals had
638   to do really with the addition of programs, and I want to say that - again I am just, kind of,
639   reaching back in my memory and I was peripheral to it – but the goal was at one point to add
640   about 10 programs a year and probably about 10 thousand enrollments a year. And we pretty
641   much, that hasn't been an issue, and our enrollment growth has always been about 20 - 30 % a
642   year. It has been quite phenomenal actually - even in this peculiar time we still have enjoyed
643   good growth.

644   S: Wow! That sounds terrific!

645   M: Yes!

646   S: So, in the beginning it was 10 programs, and 10 thousand and you just kept adding onto that ?

647   M: Right, and since then, we have an advisory council that is made up of our Continuing
648   Education folks. Each campus, kind of, has a different title for, sometimes it is dean, sometimes
649   is director, sometimes it is a vice-provost, you know, whatever, but we call it the Continuing
650   Education Council and we now, we meet regularly, but in August we always have kind of a
651   planning retreat. And during that time we look at our strategic goals – in terms of what it is that
652   we want to accomplish for that year - and we tend to do them over, we set them for a two-year
653   period. So, we look at things now that aren't as concerned with numbers - it is more concerned
654   with qualitative things. This year, for instance, what we are working on is better student services
655   that are consistent across our campuses. And also, looking at our international development –
656   that obviously was a big piece - and I am trying to think of another example. I don't know - I am
657   blanking. Well, that is as far as I can get. But, you know, we have, it is like four major goals, but
658   they are more qualitative in nature, which is not to say that we don't still want to have the
659   enrollment growth and the program growth, but we don't think as numerically, so.…

660   S: Sure, sure.

661   S: We were talking about short-term goals and long-term goals and you were saying that you
662   know, now it is no more, the emphasis is no more on numeric goals, it is more on quality and
663   student services.

664   M: Right.

665   S: My next question is about, how did you go about communicating your plans or your goals to
666   the rest of the academic community, the campuses, the faculty and everybody else?

667   M: Well, again our Continuing Education Council …

668   S: Yes.

669   M: Ok. Our Continuing Education Council, in theory, is our communication link – our primary
670   communication link with the campuses. So they are the ones that communicate back our plan to

671   the key people that they work with on their campuses. But I also sit in on the Academic Affairs
672   Council - which is made up of the provost – and so I communicate at the beginning of the
673   academic year, what we are looking to do, and then we meet monthly. So, I am always giving
674   them updates. They probably get more packets of information from me than they ever asked for
675   (laughs)

676   S: (laughs)

677   M: And then we are going to be improving on this a little bit – but we do try to meet with
678   campus groups. Sometimes we have to wait to be invited, other times we invite ourselves, so it
679   just depends on the actual issue on hand. But, that is how we go about doing it. The CEO also is
680   part of the chancellors group, so he is communicating at that level. Our Chief Technology
681   Officer is communicating with the CIOs. So it is at a lot of different levels.

682   S: Ok. Ah obviously, you already talked about how successful [US2] is, why do you consider
683   [US2's online initiative] to be successful?

684   M: I think – and I can't take credit for this – but I think that [our current president] and others
685   who crafted out the early structure for [US2's online initiative] got it right, in the sense of
686   working with what our campuses do best and not trying to create a whole new organization that
687   would do something that that kind of duplicated an ongoing effort. So, the biggest thing was not
688   to become a degree-granting entity that was separate from the other 5 campuses. But, instead to
689   integrate the degree programs that are offered from our campuses and let them have a lot of the
690   action, a lot of the core function of what [US2's online unit] is all about. So, [US2's online unit]
691   really, in many ways, serves as a service bureau, but, because - we can be service bureau,
692   because we have good things going on at the campus level.

693   S: In other words, to fit in with the campuses, to help them do what they are doing better, rather
694   than -

695   M: Absolutely! You know, when we meet actually for some reason this past year, we have had
696   many states who have approached us. I guess they want to try to now centralize what they are
697   doing. So we have met either virtually, or in person with Oklahoma, Colorado, North Carolina,
698   Illinois, trying to think, Indiana, Connecticut and they are all trying to take a look at this and we
699   say to them, this is not without pain. It is not that it is the easiest way to do business, but we
700   think it has been the most effective way to do business, that it has been worth, it has been worth
701   the investment of time and pain. (laughs)

702   S: (laughs) How have you been measuring your initiatives or the outcomes of your initiatives?

703   M: That has to be unfortunately -that is where we feel we are a little weak. It has to be a two-
704   level process. We can measure the hard data and we can do that on a lot of different aspects. Our
705   marketing person, for instance, who is by far probably one of the most gifted web-based
706   marketers I have seen, she came to us from corporate levels, and we have had good marketing
707   people all the way along, but she is able to do a lot of analysis of prospective students, and what
708   they are looking for and how we are able to serve them and their follow-up with campuses,
709   because they generally have to then go through the campuses for actual registration. So, she, we
710   do a lot of data analysis on that. We have to - we could also just take a look at what our growing

711 numbers are, of enrollees. So, we could take a look at that, and of course, look at revenue
712 growth. When it comes to outcome data, we have to let our campuses do that. And, we are trying
713 to change that a little bit, so that we could take a look at the students and what the retention-
714 levels are. Right now if our programs don't tell us about retention, we don't know, because we
715 don't have access to that data. We do, you know, we do have some programs heads, who have
716 been wonderful about sharing that information with us. So, when we can, we talk about it, where
717 we can't, we don't.

718 S: (laughs) In terms of how the online program comes to life, do the campuses propose come to
719 you and say, hey, we want to put these programs online? You talked a little bit about, maybe,
720 you have identified a niche and then you go to the deans and say, hey, this is an opening for you
721 guys -

722 M: Probably the first approach is the one that works most successfully, is when they come to us.
723 We certainly have started – for instance we are in the process of getting a master's in Public
724 Administration in Public Policy started. We really went to one campus that was known for that
725 and strongly encouraged them through the form of financial incentives to do that. But for the
726 most part the campuses are proposing. One of the things that I provide – in fact I will be putting
727 it together for Monday – is something I call the Program Pipeline. So, when our Continuing Ed
728 Council meets I can show them what each campus is planning – we try not to have too much
729 duplication of programs – we do have one MBA program from [Campus 2]…, and another one
730 from [Campus 1]…, there are differences between them that are easily discernible to students.
731 We have duplication of the Nursing programs, but that is because of the huge workforce needs,
732 and there is usually some element of face-to-face time that nursing students have to have. So we
733 can afford duplication on that. But, just to give you an idea, another campus wanted to bring in a
734 generic MBA and I just said, no, we just can't market it. If you come up with your own flavor, so
735 to speak, then we are willing to talk with you. So far they haven't. But usually, most of it does
736 come from the Campus level, it is more of an up to us, rather than us reaching out to them in
737 terms of the actual development to implementation, that is not to say that I am not out there all
738 the time suggesting ideas. But development to implementation, majority of it is campus to
739 [US2's online unit].

740 S: You mentioned marketing, is that something that you handle?

741 M: Thank God, I don't! (laughs) I have always been – you can't be in Continuing ED without
742 being a salesperson. That is almost impossible. But the world of online marketing is something
743 that you really have to have special expertise for. And, so we have a Director of Marketing – she
744 basically works on the – well, the brand was created when she took over. But she is working on
745 enhancing that brand, making sure it is still out there, she does a lot with something called search
746 engines optimization, which is basically so that our programs always rise to the top, when people
747 are doing Google search processes. She does all the national and international branding and
748 marketing. She would say to you if she were here at this interview that she is not marketing
749 individual programs – she is really marketing [US2's online initiative]. The campuses continue
750 to do the marketing of their programs in the way that they always have, you know and it could be
751 a combination of web-based, as well as then advertising them. You know, all the things that they
752 do. We do something – and these are all new terms for me – we do something call Vertical
753 Marketing. So, for instance, it may be that there is a time when they want to look at all of our

754 Health programs in a particular publication. So, we will put all of those programs in there. But,
755 we wouldn't select out just one nursing program to, we just couldn't do it with the 80-90
756 programs that we have going at any time. So we do that and we have got interested in things like
757 Blogs. So, if you go into our website you will see a Blog that we have had – that gets us
758 exposure in a free kind of way. We have other things, you know, I can't even remember all the
759 things that she is doing. She is a wiz at it. One of the things that she is talking about doing is
760 having a virtual student union, as a way for prospective students to meet current students. So,
761 stay tuned, that may be coming up within the next year and a half or so.

762 S: That sounds very interesting!

763 M: But thankfully marketing is not part of my portfolio. (laughs)

764 S: One thing that you don't have to do! Did you, [did US2's OL unit] have to create – you talked
765 a little bit about the CEO [being] already on the council with chancellors and you are also part of
766 several councils. I am wondering how you created a coalition and support – coalition as in
767 creating some kind of a support for all your efforts.

768 M: It was actually quite easy once the decision was made to work through Continuing Education
769 it was a natural to have the deans, or directors of Continuing Ed be our primary council. It is
770 good, you know, and the first couple of years of bringing that group together were very painful.
771 Basically, Continuing Ed people are very competitive, they are not used to sharing their wares,
772 they are not used to sharing their secrets, they are not used to liking each other because they
773 compete with each other. But I think as time went on all of them would say that they have found
774 this – we have had change over, of course – but they have found this to be a useful resource. You
775 know, they could share issues with each other, they can help us plan, they can look to us for
776 leadership on things that they now recognize might benefit from a centralized solution. So, as I
777 said, that group was very easy to form. When [US2's online unit] was in the formation process,
778 there was something brought together called, let me think, well, I don't remember the name of it,
779 but it was a task force, essentially, that was made up of faculty, union representatives,
780 administrative representatives, academics. It was a large group and they all had different, they
781 broke it down into sub-groups and they all had different things that they would look at. So that
782 kind of started the ball rolling for involvement. And we have continued that. We are just at the
783 point right now, incidentally, of looking at, we think we actually need a larger group that doesn't
784 meet as frequently as this, as the Continuing Ed council, but which helps us. You know, you
785 talked about communication of our message so to speak, but which would help us have a broader
786 reach.

787 S: To leverage your efforts?

788 M: Yeah, right. And also to give some groups that feel that they are not necessarily represented
789 by the Continuing Ed folks very well on their campus, which is something we can't control. We
790 give them a little bit of a voice at the table.

791 S: Historically, has the [US2] with all the 5 [campuses] - have they had a very strong Continuing
792 Ed presence?

793 M: Yes. Yes, I would say that the Continuing Ed units have all been strong. It has varied from
794 campus to campus, and again, the weakest being the Medical School, because their thing is
795 Continuing Medical Education, which is a very different ball game, obviously, than Continuing
796 Ed for the other campuses. But, yeah, they have been very strong operations on all the campuses.

797 S: Ok. You mentioned that president [your current president] started, initially started the [US2]
798 online initiative. What kind of executive leadership support and commitment have you had
799 during the course of [US2's] online [initiative]?

800 M: Well, I think because [US2's online initiative] was created by, or advocated for by the
801 Trustees and by the chancellors, and seen as a top priority of the system, we probably always
802 have pretty good guidance. We have had changes over the years of chancellors and presidents
803 obviously. I mean, right now, we definitely enjoy the benefit of the now president of the system
804 having been our former Chief Executive Officer. So, we enjoy having friends in high places.

805 S: (laughs)

806 M: and my CEO now, who is also the Vice-President for Information Technology for the
807 System, is about to become let me see what, he is about to become the Chief Financial and
808 Technological Officer and a Senior Vice-president. So, now, I will have two very powerful
809 people in my camp and then I have a dotted-line relationship to the Senior Vice-president for
810 Academic Affairs. So, we have we are pretty well represented in terms of being on the radar
811 screens of the policy makers. It doesn't mean that again there aren't frustrating moments and
812 moments where we are forgotten or whatever. But, and sometimes you want to be forgotten and
813 …you just want to just hide out. But, you know, we are pretty lucky that way.

814 S: Excellent! So that CEO who is moving, is that …?

815 M: Yes.

816 S: Ok. Can you talk a little bit about the kind of commitment that you have been able to get from
817 faculty and maybe other academic leadership?

818 M: You know, it is varied, again. We have had some provosts who have been much more
819 enthusiastic than others. And it makes a difference if they are enthusiastic on their campus, we
820 are going to see results. If they see this as a flash in the pan or just, you know, I would say that if
821 provosts are committed to good teaching and learning they are committed to online learning. If
822 they are not, if they are much more research-oriented then online learning is going to be seen as
823 – that is what other people do, not them. So we have had mixed levels. We've had some faculty,
824 who have been teaching for [US2's] online programs since it started. We call them the early
825 adopters and they have been very loyal. But, they are the ones who really do the best with us in
826 terms of building other faculty support. But we have got some terrific faculty around too, who
827 are best cheerleaders, and have been involved in some of the selection of learning management
828 systems. They have been part and parcel of some of the decisions that we have tried to involve
829 people in.

830 S: You mentioned providing extra money for faculty teaching online or how do you how do you
831 manage this move to online? Or rather, do you provide extra money to faculty to teach online?
832 Or, [are there] any other resources that you provide for faculty?

833 M: We go through the campuses for this. So, the money that I talked about in terms of supporting
834 new program development, usually that is put towards faculty support, getting them to get their
835 courses developed online. We typically do not make a decision about how a campus or a
836 program is going to spend that money, but I can tell you 9 times out of 10, it goes to the faculty.
837 There may be a little bit for whatever …for the most part it is faculty training, faculty working
838 on course conversion.

839 M: And that, that by the way, that varies between undergraduate and graduate, it varies between
840 $3500 and $7500 for course development and training.

841 S: Maybe now is a good time to ask about your funding model or does that tie in with this?

842 M: Yes, it does in a way. Because we work through the campuses, the money, the basic money
843 for tuition and fees is collected by the campuses and retained there. To support the cost of the
844 learning management system and the cost of marketing and brand development and the costs of
845 all the centralized functions that we provide – we charge them 10% of their revenue. And, there
846 is usually a push-back when we first get involved with a program. Pretty soon, they begin to
847 realize that is a pretty good deal, because they couldn't, they couldn't do a third of what they get
848 for that deal. They wouldn't be able to get a Learning Management System, they wouldn't be
849 able to get the branding, they wouldn't be able to get the reaching-out-to-the-world kinds of
850 support. So they find that that is a pretty good [deal]. For that, there are different functions that
851 each entity plays. [US2's online unit] provides Learning Management System. We do offer 24 x
852 7 Technical Support, which is basically the beyond business hours, after 5.00 p.m. and nights and
853 weekends. The marketing is what we provide, and [we provide] program development support in
854 a general way. We do train the trainer of tech people and faculty development people. The
855 Continuing Ed units then have their functions, which are fairly standard. They do registration,
856 they do initial program advising, they do the faculty training on their campuses, they do the
857 business hours technical support and then at the program level, and that can vary, but we will call
858 it the Program Level for want of a better term, they are the ones who are doing the quality
859 control. They hire the faculty, they select the faculty I should say, they make sure that they get
860 trained, they make sure that their academic protocols are being followed, and they deal with the
861 real in-depth advising of students. So we all have our roles to play in that and the financial model
862 is tied to it. What each campus decides to do with the remainder of the 90 % of the revenue that
863 they retain is their decision. Obviously, some of it has to go to support direct costs. But the
864 indirect, which could be substantial in some cases, can be used as a campus, a program, a school,
865 a college, a department sees fit. So, we don't make that decision for them.

866 S: Ok.

867 M: I hope that helps. It is kind of a weird way to explain a financial model.

868 S: No, I think that is helpful. I know we are coming close to the end of our hour. I just have a few
869 more questions.

870   M: Sure.

871   S: Now you talked about all that you did to get the ball rolling and what measures, and then you
872   also mentioned that there is a change at the leadership, …, is going to move out, what kind of
873   measures are you taking to sustain the success, to sustain these online initiatives as you go
874   forward?

875   M: Well, we are, you know, obviously, there is going to be a bit of a hiccup here and I think
876   there is going to be some, some disbelief, you know, because there has been some stability in
877   [US2's online unit] … for a while now. So I think that this is going to be a little hard for
878   everybody. But it is also part and parcel of all the changes that our systems are going through
879   because of the budget cut-backs. So, I think it is part and parcel of a really big hiccup. But one of
880   the things that we are going to be doing is, actually putting together for early February meeting,
881   is meeting with the chancellors and the leadership people on the campuses as a whole to talk
882   about the strategic value of online learning in this difficult time. We see it as an asset to
883   campuses and in fact, there was just something that I noticed. I think the University of North
884   Carolina was cited as having good growth, and again the fact that it is a strategic asset to
885   campuses right now. It is a strategic asset in the sense that students who aren't going to be able to
886   afford to go to College full-time may now at least have this as a way to access programs, maybe
887   to finish degrees because they have had to drop out as full-time students. It is a way to still deal
888   with working professionals. It is still a way to deal with professionals who may find they need to
889   make career changes because their own career path has gotten interrupted, and it is also for
890   public colleges whose enrollments are going to be probably going up, or the demand is going to
891   be going up, it is going to be a way to serve students who won't be able to fit into the physical
892   classroom. Blended approaches are going to be very useful in this time. Because you can have, if
893   you cut down on the number of class meetings, you can actually fit then more classes into a
894   particular classroom. So, we are going to be presenting on the strategic value of online learning
895   and how to make best use of it, and how to use it for revenue production in this difficult time.
896   And again revenue production was never our first goal, but it maybe. Again it is not really the
897   first thing. It is more a strategic way to best serve students who are going to be needing us in
898   ways that we can't even imagine right now. But, public colleges usually come under high
899   demand during bad times.

900   S: Right, right. You were going to present this to - what body ?

901   M: It is called the President's Council, but it is the presidents and the chancellors of each
902   campus. Each of our 5 campuses has its own has a Chief Executive Officer so to speak, its own
903   chancellor. And in some systems, the head of the system is called the chancellor and the campus
904   people are called presidents. We have reversed that and our system head is called the president
905   and the campus heads are called the chancellors. So, it is that group of people primarily. And the
906   same probably presentation I will make then later in the month to the provost.

907   S: As a way to try and get some more momentum into the whole -

908   M: Just to continue the momentum. I don't think we are going to have a lot of problem with that.
909   But I am just guessing that I think for a lot of people this is going to be seen as a no-brainer for
910   them and a way to really get some ways of serving students. Also, this will sound like a really

911   weird thing - faculty probably are not going to get raises for a while, but they can earn extra
912   money through teaching online. So, they will see it as a way to throw up carrots to faculty who
913   may otherwise be pretty discouraged about the fact that their income levels is going to stay pretty
914   stagnant. I hope it won't last forever.

915   S: I hope so too. Maggie, I only have two final questions. I just want to – if you could talk one,
916   about the technology infrastructure that you have, and two, you have mentioned the importance
917   of quality. How are you ensuring quality of what you are offering?

918   M: The technology is easier to answer. We, when [our current president] took over [US2's online
919   initiative] or [first] started [US2's online initiative] he was always fond of saying that there 8
920   different learning management systems on our campuses of varying quality. Some of them were
921   home-grown, which was happening in the late 90s and in 2000. And some of them were good for
922   limited purposes or whatever. What he did was put together a group that looked at putting out a
923   bid and then selecting what should be ...they were looking at that time for one Learning
924   Management System. [Campus 1] put in a pretty strong stink – a selection was made by the
925   committee to be Prometheus, because they thought it – which was a product developed by
926   George Washington University, and that looked to faculty in particular as having the most
927   flexibility and ability to enrich but [Campus 1] was using something called IntraLearn and they
928   weren't going to switch no-way, no-how. It happened that IntraLearn and Prometheus could talk
929   to each other, so and I don't know what that means, I am only quoting, (laughs) but I guess if one
930   faculty member wanted to go from one to the other you could go transfer courses fairly easily.
931   And so we actually had, we went from 8 down to 2. And campuses were required to use what
932   was selected by the system. They could not go out on their own. As soon as the ink wasn't even
933   barely dry, with the Prometheus contract and Blackboard bought it. So Blackboard then bought it
934   with the idea of killing it. And so, we had to go out again, in a much shorter period of time, than
935   we wanted to, it is about 2 – 3 years, and have a bid processed again. And the same processes
936   followed and everything was… and we bought WebCT Vista, and we chose that because it is an
937   enterprise system. It can easily be developed with lots of different players in it and each campus,
938   it will have a little bit of the [US2's online initiative's] flavor but otherwise they can, they can
939   have their own look and feel. And the ink was barely dried on that and WebCT -

940   S: (laughs) bought -

941   M: Blackboard merged, with Blackboard being the lead. We now know that whatever we buy …
942   we know this. But what we are able to do is really provide very good service, because it is a
943   consistent platform and we are able to, when we do upgrades, everybody gets them, I mean,
944   everything is done for all 5 campuses. And one of the things – I probably should have said this
945   and I completely forgot about this, it had to do more with your question about incentivizing
946   faculty. But one of the things that our system is largely used for as well as the online programs,
947   are web-enhanced courses. [Our president] decided early in the game, that we would provide free
948   of charge to the campuses the ability for faculty to web-enhance their courses, because he knew
949   that if the faculty started using it for that reason they would also get acclimated to how they can
950   use fully online courses. And that has become a huge part of our repertoire – these web-enhanced
951   courses. And the other thing, just as an aside, the other thing we do also do with the enterprise
952   system that we have is that we host, I think it is a 11 other colleges around the state, they are
953   both private and public, so we have them on our Learning Management – the more institutions

954 we have sharing the cost, the more it goes down. So, we have done that. So I think that answers
955 the technology question. We are constantly – we have somebody who looks at emerging
956 technologies – so we are constantly looking at what can be blended in with Blackboard, so we
957 use Wimba -

958 S: Oh, yes.

959 M: for, so that we can have live online classes. [Our current president] interestingly, before he
960 came to [US2's online unit] invented the prototype for live online technology, so he that is where
961 … he has an interesting background. Because he really is an academic first, but he has this little
962 technology thing that he does (laughs) and he understands it pretty well. And then, you know, we
963 are doing things in Second Life, we are doing things with ePortfolio, you know, we are doing a
964 lot more with Wikis and Blogs so we are trying to find ways so that faculty can enrich the tools
965 that Blackboard provides with other tools. And Blackboard is pretty good it is about having lots
966 of ways to integrate external tools. So that is the technology. We feel pretty, pretty strong that we
967 do a good job and again, if we think our 24 x 7 Tech Support really helps us support students and
968 faculty.

969 S: Is that, sorry, sorry, I am sorry.

970 TM: No, that is alright. Go ahead.

971 S: Is that centralized or is that, or does each campus have its own?

972 M: Each campus will do the business hours for it. That we take over, [US2's online unit] does it
973 after hours. So we do the evenings and weekends, and we actually outsource that. We have a Call
974 Center that we use – actually we just switched companies. But both that we have used have been
975 extremely effective – they can serve at least 95% of the student needs. So, we have been able to
976 do very well with that. I just had one of those hanging thoughts…I have lost it.

977 S: Oh, maybe, because I asked you about centralized?

978 M: Oh, the centralized thing is if - we do feel that that is something we can do to help support
979 the campuses. From the student point of view they don't know that they might be getting a
980 different provider. For them it is always the same email address that they use or phone number
981 that they use. So it is seamless as far as they are concerned. It depends on the time of day and
982 where they are calling from in the world, as to which part of the system that it goes to. And we
983 have in our own operation, we have Tech Support people who will take care of the roughly 5%
984 of the problems that don't seem to be able to be handled easily. And sometimes, it is because
985 there is a glitch that nobody has identified before, whatever, so there are our Call as well as
986 Back-Up to the Call-In service that we have.

987 S: And you have one centralized IT department or IT wing that takes care of all the

988 M: We do. But again the campuses also have theirs. And you know, that is another we call them
989 the Users Group, that is another group that meets fairly regularly, at least twice, if not three times
990 a semester, they get together. And they can identify issues, needs, concerns on this basis, learn

991   from each other, we do train the trainer through that group. So, I think it has been a very
992   effective model.

993   To the second question about quality - you and I kind of talked about this before – that this is
994   where we have a harder time, because the quality control ultimately rests with the campuses and
995   if we are talking about the academic side, they are responsible for faculty. On rare occasion one
996   of the not-so-pleasant parts of my job is that I will get students who email me and they have a
997   complaint about somebody. Well, almost well, it is not almost always, I need to take them back
998   through the campus resources. We have had a couple of things that I have actually had to, if it
999   really doesn't get a particularly satisfactory response, I think that it shows – usually it is around a
1000 lack of concern for students who are external to the campus as much as anything. If I feel as
1001 though as there is something that is not dealt with properly, and I can count on one hand, the
1002 number of times that has happened, then I will go in the appropriate channel, depending on,
1003 sometimes it is the Student Affairs person, sometimes it is the Registrar, sometimes it is
1004 whatever an academic person you know, we'll do that. So, once in a great while we will have a
1005 group of students who will say that this isn't right, you know, we need to have this taken care of
1006 and I will help them find the avenues to do that. But I can say it is not a major thing, thank God,
1007 so far. It is not a major part of my job. But, we need to work on a better understanding of the
1008 quality control measures and help the campuses develop mechanisms for doing that. Most of
1009 them do. They do use the standard student evaluation process, but to that they add questions that
1010 deal with the use of Learning Management System – the online experience. And we, it is not that
1011 we trust that they take care of those things for us, but we just know that, by the feedback we get,
1012 that they are pretty much handling that. Continuing Education historically is weaker on that than,
1013 you know, the day operations, the traditional operations. But I think overall accountability is
1014 becoming such a by-word on campuses that they are doing a pretty good job with them.

1015 S: Well, that brings me to the end of my long list of questions.

1016 M: (laughs) It is a very comprehensive interview! I admire you!

1017

Transcript of Interview with Tom

Associate Vice President of Academic Affairs (Emeritus), University System 3 (US3)

Visiting Research Professor, US3, Campus 3 i.e., M3

December 5th, 2008, 2.00 p.m. – 3.30 p.m.

1018
1019
1020
1021

1022   S: Ok. So, how are you doing today in, are you in [Campus 3] today?

1023   T: No, actually, I actually live in [Campus 1], I was a professor on the [Campus 1] Campus of
1024   the [US3], the flagship campus, for 27 years and then I retired. And in my retirement I worked
1025   part time at [US3, Campus 3] helping with the online program.

1026   T: If your interest is more in research institutions, do you want me to suggest some other people
1027   you might speak with?

1028   S: Actually, that would be great, that would be wonderful. I meant to ask you for your
1029   suggestions yes, absolutely.

1030   T: Okay, maybe I can just e-mail them to you. I mean, I have some people in mind.

1031   S: That would be very helpful, thank you.

1032   T: As you may know, I think research universities, certainly the R1 universities, are lagging
1033   behind other sectors of higher education in online, in delivering online programming. The
1034   biggest providers are certainly the community colleges, and after that, kind of the regional
1035   schools, the regional comprehensive institutions, the master's degree institutions, then trailing
1036   behind that is the R1's and maybe even fewer, the 4-year residential schools.

1037   T: Okay, well, I was just saying that when you first sent me something in e-mail, talking about
1038   research universities and building online programs in research universities, my main comment
1039   about that was that, in fact that's been very difficult to do, research universities have not done a
1040   very good job with online programming. The main providers are community colleges, followed
1041   by, kind of, regional comprehensive schools like the [US3] at [Campus 3], and then maybe the
1042   research universities behind that, and even fewer online programs would come from the 4-year
1043   baccalaureate institutions, the residential campuses, the small private colleges - those kind of
1044   schools don't have much online at all.

1045   S: To follow up on what you just said, why do you or maybe we should do that at the end of the
1046   interview - my question was, why do you think that the research universities have not done a
1047   good job - but we can take up that question later on too.

1048   T: Well, let me just say that the research universities in general, they're called research
1049   universities, the faculty are rewarded for their research, and much less rewarded for their
1050   teaching. So, right away, teaching is less important than research, that's certainly true at a
1051   number of institutions that I know, and therefore the time commitment that it would take to
1052   develop an online program, the faculty simply don't have, and don't want to make and at the

1053 other extreme, community colleges that do very, very, little research their mission is teaching
1054 and working with students, and so they work very much to have online programs to meet the
1055 needs of their students. If you look at the [US3], [Campus 1], you know, they have huge numbers
1056 of applications both at the undergraduate level and at the graduate level it's very selective, very
1057 difficult to get in, they have all the student that they want and all the students they need, in a
1058 residential setting. On the other hand, a community college might serve students over a district of
1059 30, 40, 50 miles and students have a hard time getting to the campus, and it's not a residential
1060 campus where they're right there they're all commuting, not living in-residence makes it easier
1061 for them to do a course online it's flexibility, it's convenience, it's lack of commuting time, it's
1062 lack of needing a babysitter, and so on, and so community colleges have been very responsive to
1063 the needs of their students. But if you look at a campus, and I would say, probably, not knowing
1064 what it's like at Wayne, but certainly [knowing] what it's like at the University of …, where I
1065 went to school, and where my daughter got her Ph.D., they don't have much of an online
1066 program at all. Because that's not what the faculty are rewarded for, and they have plenty of
1067 people who want to come to the campus, and they can do all of the teaching they need on the
1068 campus. If you look at the [US3], [Campus 3], they serve a region but by … you know, if they
1069 want more students, they can get them online from…

1070 S: So can you continue with what you were just talking about, please?

1071 T: Well, again, I would just say that the research university, the R-1 universities, don't have as
1072 much of a mission of teaching and certainly distance education, teaching people at a distance,
1073 because they have so much demand people are willing to come to the institution and live. People
1074 go to Ann Arbor to get a degree, as an undergraduate it's a very desirable place to go to Ann
1075 Arbor, they attract students from all over the country. The same at the graduate level, they attract
1076 people from all over the world to come there for graduate studies.

1077 S: Right.

1078 T: They don't need to put their programs online to reach out to more students. But if you look at
1079 something like Oakland University up in Rochester – one of your people nearby - they are
1080 largely a commuter campus, they have students driving in, parking on the campus, it is much
1081 more convenient for them to have an online program. They can serve their students better, they're
1082 much more of a teaching institution … they're very involved in developing online programming
1083 to serve the needs of their students. And so when you look at, you think of the University of
1084 California at Berkeley, well, Berkeley, they made a big deal that they had *one* online course a
1085 couple of years ago and it was going to be their first online course, well, Berkeley Extension, the
1086 extension arm of the University of California, Berkley extension has been offering full degrees
1087 for a long time. But, they are ignored by the main research part of the campus, the main campus
1088 and the main campus thinks it's a big deal to have even one class online So, in general, research
1089 universities, I think it's the same across the State University of New York system they have 64
1090 campuses they have 4 research campuses in Stony Brook and Albany, Binghamton and
1091 somewhere else, maybe Buffalo, but those institutions have very little online programming, and
1092 within the State University of New York which has huge amounts of online programming,
1093 almost all of it comes from the community colleges. And again, I think it's very mission-specific
1094 the mission of the [US3], the mission of the University of Michigan in Ann Arbor, I mean, it's
1095 different than it is at a community college, for sure.

1096   S: Right, right. That makes sense. To go back to my questions, my first question was, of course,
1097   I think I did a little bit about that already, I was wondering if you could give me a little
1098   information about your background, and specifically what you're doing right now.

1099   T: Sure, my background is that you know, you can get my details off my website at …

1100   S: Yes, I took a quick look at that, too,

1101   T: I started at the [US3] in 1980. I was in the Electrical Engineering Department, Electrical and
1102   Computer Engineering department, I worked my way up to full professor, I became very
1103   involved in the use of computers for teaching, computer software, computer-aided tutorials, that
1104   led me to the Internet, that led me to online courses, and for ten years I ran the [US3 Online],
1105   which was all the online programming from all three of our campuses [Campus 2], [Campus 1],
1106   and [Campus 3]. I worked in the system office as the Associate Vice President running that
1107   program. In 2007, after I'd done that for 10 years, I took early retirement, so I could pursue other
1108   things that I'm interested in, and one of those things, of course, is online education. So, I
1109   continued to teach, and do research in online. I teach at the [US3] at [Campus 3], which has an
1110   extensive online program, I shared a PowerPoint about that with you, and I'm on the Board of
1111   Directors of the Sloan Consortium, which is an organization devoted to improving the quality,
1112   scale and breadth of online programming throughout the country. I do other things that I'm
1113   interested in, as well, like play golf, and other things.

1114   S: Great. Can you describe your institution's online initiatives, maybe talk about how many
1115   programs do you offer online, and how many online students you have, I did look at your
1116   PowerPoint and I also looked at your website, but I thought it would be nice to hear it from you.

1117   T: Sure, again, let me talk specifically about the [US3] at [Campus 3], because I do work there
1118   part-time now and I was involved from the inception of the program there, eleven year ago, I was
1119   involved in getting it started, so it's something that is very near and dear to me. The [US3] at
1120   [Campus 3] this past year, essentially 1/3 of all the credit hours were delivered by online courses,
1121   by fully online courses. The campus, about ¼ of all students by head count 1/4 of all students is
1122   an online major, that is, they're majoring in one of our 16 online degree programs, another 5% of
1123   the students by head count, only are taking online courses this semester even though they're not
1124   in an online program so about 30% of our students by head count are only taking online courses
1125   this semester. Another 20% of the students mix online and on-campus, so almost 50% of our
1126   students on the campus are taking at least one online course this semester. We have students in
1127   48 states as I said, we have 8 degree-completion programs at the undergraduate level, we have 8
1128   master's degrees. It's a very significant online presence. I don't know of any other brick-and-
1129   mortar institution, - that is an institution that has campus residential, campus dormitories, and
1130   buildings, and so on - I don't know of any other institution like that that has one-third of the
1131   enrollment through online courses.

1132   S: And when was the first online program established in [Campus 3]; focusing on [Campus 3].

1133   T: Right. Well, we started in 1998, and we started with two programs; we had a bachelor degree
1134   completion program in liberal studies, because the interesting history in liberal studies you might
1135   take one course in English, one course in history, one course in philosophy, one course in

1136   psychology, and so it's very easy to find one professor in each of those departments to put a
1137   course online and then we could have a degree program. We didn't have a lot of electives, but
1138   we could get all of their courses online. And at the same time in 1997-1998 we started a master's
1139   degree in Management Information Systems, an MIS degree because the faculty there were very
1140   used to using computers and were very excited about going online. And, having the
1141   undergraduate program in Liberal Studies it grew very large, and we developed, once we
1142   developed a few more English courses, then the English faculty said, well, let's put our English
1143   degree online, and then once we had a few more history courses, then they said, let's put the
1144   history program online, and once we had some more philosophy courses we put philosophy
1145   online, so what happened was that that was a great starting point to have a very general degree in
1146   liberal studies, because then we could develop from that a number of other degrees, and, as I
1147   said, we now have 8 degrees at the undergraduate level. I should add that, as I said, these are
1148   degree completion programs, it's the junior and senior year, and some upper-division general
1149   education and electives; it's not the regular Gen Ed courses that you would have in the first two
1150   years, like I take in a community college. So, we very much want students to go to a community
1151   college, get a two-year degree and the transfer courses, and then come in and get their major, so
1152   we try to develop partnerships with community colleges all over the country, really from Maine
1153   to Colorado to California, so that students in those districts when they get a degree can pursue
1154   their bachelor's degree online, at …[M3].

1155   S: Okay.

1156   T: So, building that pipeline of students that we would have coming to us, who want to come to
1157   us, who want to get a degree with us.

1158   S: You started your first program in 1998, what was the trigger for the implementation of online
1159   learning at [Campus 3].

1160   T: Well, in 1997 I took a full-time job and I left my position in Electrical Engineering on the
1161   [Campus 1] campus, and the vice president that we had at the time in the system office, the vice
1162   president for Academic Affairs, was a woman by the name of ….

1163   S: Was this at [Campus 3]?

1164   T: No, she was in the system office as the vice president for Academic Affairs and it was her
1165   vision that we should move into online education and so she hired me to come and work in her
1166   office and start an online program and she had some discretionary money that she could invest in
1167   the campuses in developing programs, and she subsequently from there went on to become the
1168   Chancellor of [US3] at [Campus 2] and, most recently in the last year, she's gone to the
1169   organization that accredits our institutions, the North Central Association Higher Learning
1170   Commission which accredits Wayne State as well, and so she but, it was interesting she was an
1171   English professor by training, and yet she had this vision of the Internet, that the Internet could
1172   provide access to people who couldn't come to the campuses so, again, she hired me, and had me
1173   come in, so I helped start programs at the [US3], at [Campus 2] … also an urban university, I
1174   think much like Wayne is, with a medical school and stuff and then also starting programs in
1175   [Campus 1], and programs in [Campus 3]. And over time the programs in [Campus 3] grew and
1176   we added many more programs, we did okay in [Campus 1], we did a little better in [Campus 2].

1177   [Campus 2] was much more receptive, they moved on in not only online education but in
1178   blended learning as well, but neither of the two large research campuses, for reasons I've
1179   mentioned, have done as well as, the comprehensive university if you will, the [Campus 3]
1180   campus, that really is a regional teaching institution.

1181   S: So you talked about it being her vision, and kind of she triggered, that was kind of the trigger
1182   for online learning at [Campus 3] .

1183   T: It was the trigger for online learning across the university system, our system is small 3
1184   campuses but yes, that was and whether it was her or whether it was her working with our the
1185   university president at the time, together the two of them certainly president …, [the president]
1186   was very supportive of online at the time, and supportive of bringing me into the office to start
1187   the program and manage the program.

1188   S: Now, when you came on board, how did you establish the need for online learning, or how
1189   did you create a sense of urgency at your university at [Campus 3] or in the larger system?

1190   T: Yeah, and I think that might be part of it, that there wasn't a sense of urgency in [Campus 1]
1191   and in [Campus 2]. The sense of, I don't know, [if] it was urgency, because a number of, maybe
1192   you don't have that history, but if you go back to 1997, a lot of faculty were very concerned
1193   about online education at the time. If you think that … rather than a sense of urgency that they
1194   have to get involved, it was much more, well, this would be a good experiment to try to see if
1195   students could learn online, maybe we could teach a full course online, we could offer an entire
1196   degree online. But it was not a given that this would work, that it would succeed, that we would
1197   actually enroll students this way. And quite frankly, a number of the faculty were very resistant
1198   to moving in this direction, and so it was much more trying to coax them along, give them some
1199   resources, give them some assistance, set up an office on the campus that would support the
1200   faculty, and support them with pedagogy, make sure that they had a good technology
1201   infrastructure so that they could try this experiment and again, that was 11 years ago now and
1202   things were very different then than they are today where we have many more people learning
1203   online, we have very successful online programs, we have institutions that have done a fine job
1204   showing that students learn online, that it's possible to earn a degree online, and so on. So the
1205   initial things that we went through were much more, showing that it worked, the faculty had
1206   concerns about so we did studies of retention, we did studies of course grades, they were afraid
1207   that the courses might be too easy, and dumbed down, so we had to show that the courses were
1208   rigorous, and the students just weren't all getting A's. So all of these kinds of things at that time
1209   were critical to showing that we could do this, rather than having what I would say today, gosh,
1210   the budget crisis is so bad now for state universities, we're being cut on our state funds, people
1211   are not able to come to a residential experience, maybe because of financial reasons. I think
1212   there is, to me there is much more urgency right now to develop online programming, to meet
1213   these needs, than the urgency [then]. I don't think that there was that type of urgency in 1997,
1214   1998.

1215   S: That's interesting. Now, what was your role? You took up this new position, what was your
1216   role in this initiative?

1217 T: I was the director of the [US3] Online office, and our office had a central website where we
1218 listed degrees, we did centralized marketing, trying to promote online on all three of our
1219 campuses. I shared a university-wide committee with representatives from all the campuses, to
1220 help solve all the problems. Initially, there were issues about intellectual property, people
1221 thought, I'm going to have a course and the university will be able to sell it for half a million
1222 dollars and we're all going to be rich, because remember that was 11 years ago and things were
1223 very different than they are now. So I was certainly a cheerleader. I gave presentations about
1224 online and how online could work, and I did a lot of demonstrations, not just within the
1225 university, but really around the country, if you look at my website you can go back and look at
1226 some of my travel. I've always traveled around and given talks on college campuses, to try and,
1227 whether it's Johnny Appleseed, I don't know if you know about Johnny Appleseed.

1228 S: No.

1229 T: He went around the country planting apple trees - my computer screen just went totally blank,
1230 are you there?

1231 S: Yeah. Yeah.

1232 B: Ok. My computer went to sleep, that's what it was. Johnny Appleseed went around the
1233 country planting apple seeds, to grow into big apple trees, so that people would have apples. And
1234 so I went around planting the seeds of online education, so that people would grow online
1235 programs, and they would then reap the benefits of having online programs. And we've always
1236 emphasized quality, we've always emphasized doing it the right way. And so, and then, we also
1237 had the vice-president, as I said, who was supporting this, had some discretionary money, so she
1238 really had a couple million dollars to put into this, so I solicited proposals from the campus units,
1239 to give them some funding to develop some online programs. And I also helped write proposals
1240 to various foundations, to get money to do more online programming. And we just had a very
1241 small central office, because we always ran the programs on the campuses. The [Campus 2]
1242 campus ran their own program, the [Campus 3] campus ran their own program. We didn't
1243 provide a central server, we didn't provide central tech support, we did have an 800 number for
1244 marketing, we did have a central website for marketing. The idea is that you can market, you
1245 know, there are five shoe stores at the mall, and they all do better when there's more traffic
1246 coming into the mall. The idea is if you have a big catalog with lots of programming in it,
1247 everybody will do better. So you want to have the biggest catalog you can have, rather than just a
1248 catalog, with three things in it, from one campus, especially when you're just getting started and
1249 you only have a few programs. So I was a cheerleader, I was a Johnny Appleseed, an enthusiastic
1250 zealot, people called me.

1251 S: You mentioned something,

1252 B: The other thing, of course, is that I came from faculty, and I had faculty credentials, I had
1253 won teaching awards on the [Campus 1 of US3] … for distinguished undergraduate teaching,
1254 and so I was a trusted person rather than an administrator who was trying to force something on
1255 someone.

1256 S: So you had credibility

1257   T: I had credibility with the faculty.

1258   S: You mentioned something, setting up a university-wide committee.

1259   T: Yes, again, for me, university-wide means across the system, across the university, the people
1260   in [Campus 2], the people in [Campus 3], the people in [Campus 1], and the importance of that is
1261   if they've solved the problem in [Campus 2] that they're struggling with in [Campus 3], well the
1262   [Campus 3] people can learn from the people in [Campus 2]. So there's a lot of exchange
1263   between campuses, sharing of best practices, sharing of ideas, and that's why we did things
1264   across the institution.

1265   S: Now what kinds of people were on this committee?

1266   T: Faculty, people who ran instructional technology support offices, tech support people,
1267   librarians, vice chancellor administrator types. So it was trying to have a good representation of
1268   everyone from faculty who were teaching online, and developing programs, to administrators
1269   who were running programs. I guess we even had a couple of student support people on there
1270   who were dealing with students.

1271   S: When you started, did your institution, or did you, set specific goals for all your online
1272   initiatives? Did you have long-term goals and short-term goals?

1273   T: I think the one goal was that we didn't want any of our programs, we didn't want any of them
1274   to fail. We wanted them all to succeed. We had, certainly as we started writing some grants to
1275   some external agencies, early on we had the goal of, you know, we would get some funding to
1276   deliver, to develop four degrees and we would have to deliver four degrees with that funding.
1277   And so, and then, the target was, we would try to get 10,000 enrollments in two years. Early on,
1278   10,000 enrollments sounded like a huge number. We would really have arrived if we had 10,000
1279   enrollments in our online courses over the course of the year. And then it was 20,000 and then it
1280   was 25,000. But, we never had a goal like some people had, well, we'll have, like 50,000
1281   students enrolled. It was never anything like that grand. I also would say on the [Campus 3]
1282   campus when we started a program we had a specific goal, [and that was]… that we don't want it
1283   to lose money; we wanted to at least break even, and maybe generate some additional revenue.
1284   But you don't want to lose money on it. And so that means you have to come up with a budget,
1285   some target, some projection how many students you're going to enroll, how many new faculty
1286   you have to hire, what kind of support people you need, and you need to put all that together into
1287   a package, with a budget to say, here's how we're going to do this.

1288   S: So, did you sit down and make, you say it was a package, with various components, did you
1289   sit down and make like a strategic plan?

1290   T: Yes, I think at various times we probably had a plan for what we were going to do and how
1291   we were going to proceed, part of the university's strategic planning, but I don't know that
1292   strategic plans really do all that much. It's a nice exercise to go through. But it's much more,
1293   how are going to make this thing successful next week and next month. But, again, I would keep
1294   coming back, not to beat a dead horse, but the big campuses in [Campus 2] and in [Campus 1], I
1295   mean, [Campus 2] has 30,000 students, [Campus 1] has 40,000 students, those campuses have
1296   not stepped forward with as big an online program as I certainly would have liked to see 10 years

1297   ago. They started very fast, they started growing, and then they just stopped, and they found
1298   they had other things to do. The [Campus 3] campus started, and of course, is very small, with
1299   just under 5,000 students and many of those students are part-time, but that campus has done
1300   wonderfully, in terms of online. …

1301   S: So did you have any other, you said had a two-year plan, and you said initially you were
1302   thinking of 10,000 enrollment, and then maybe 20,000, of increasing enrollment. Were there any
1303   other goals that you had in mind at that time? Such as, outcomes, or student satisfaction .those
1304   kinds of things?

1305   T: Those certainly might have been goals of individual programs but I don't know in the system
1306   office if we ever sat down and said, here's a goal, of student satisfaction or student retention. I
1307   mean, certainly, we're part of the Sloan Consortium I think you can see my Sloan logo on my
1308   jacket. And, the Sloan Consortium believes in the five pillars, the five pillars are access, that we
1309   provide new access to the learners, we have learning effectiveness, cost effectiveness, and
1310   faculty and student satisfaction. Since we receive lots of funding from the Sloan Foundation, we
1311   always bought into the concept of the pillars. So, we always were saying, you know, that was
1312   another question early on about access. You know, we said, okay, the students who come to our
1313   campus are just going to switch into the online program and we used the term cannibalize, that
1314   we were going to cannibalize our on-campus students by the online program. And at the end of
1315   the day, we wouldn't have any more students and it would cost us more money to develop these
1316   programs and so we had to show, by the mailing addresses and zip codes, that these were new
1317   students that we were bringing in. And that fell under the access pillar. Certainly we had to do it
1318   in a cost-effective way; we did things to document learning effectiveness; we did all kinds of
1319   things, we encouraged faculty to do research, to look at a portfolio of work from the online
1320   course, and compare it to a portfolio of work from an on-campus course, and we had. So we did
1321   a lot of that stuff early on to try to convince our faculty about learning effectiveness. And then,
1322   certainly, student and faculty satisfaction, we certainly did student surveys, we surveyed
1323   students, many more surveys than on-campus. We certainly [asked faculty], informally, faculty
1324   would say, "yeah, I certainly enjoyed teaching online, it's working well, I'll come back to teach
1325   the course next semester". I don't know that we ever had any real formal surveys. Because we
1326   were not, in my office, we were just helping the campuses with their programs. It wasn't that we
1327   were collecting the tuition, we weren't hiring the faculty, we weren't enrolling students. We were
1328   just helping the campuses do that. So, we didn't have a list of the online students, we didn't have
1329   a list of the online faculty, we didn't, we only could rely on the campuses to give us some
1330   information. The office was very small, but it was there to help the campuses do what they
1331   would do better.

1332   S: And where was this physically located?

1333   T: It was located on the [Campus 1] campus in one of the buildings. The president's office, the
1334   president has his main office and a mansion in [Campus 1], and this one building has a lot of the
1335   university-wide administrators in it, the vice presidents and stuff, that do things across the
1336   university. And then, the president also had a second office up in [Campus 2], and a small condo
1337   that he would live in up in [Campus 2], and a duplicate set of offices, and then drive back and
1338   forth on the road. So, I did have an office in [Campus 2], I did have an office in, but my main
1339   office was in [Campus 1], but early on I was probably spending one day a week in [Campus 2]

1340   and one day a week in [Campus 3], to help to be visible, to help them be seen, to help encourage
1341   again, part of my Johnny Appleseed job.

1342   S: I like that. In terms of your vision and your plans, did you do anything to communicate this to
1343   the university community, to the faculty saying, here's what we're going to do or anything like
1344   that?

1345   T: Yes, well, early on we did. Two things happened. One was that a couple of faculty were very
1346   skeptical about online. So, as always happens, when somebody's skeptical, you say, what would
1347   you do about it, and the one faculty member suggested that they have a university-wide seminar
1348   for faculty, where faculty would get together, a group of faculty, it was about 20 faculty, and
1349   they would meet every two weeks, as a group, and they would discuss issues, and they would
1350   have speakers, and they would study online education. Remember, this was 1996, 97, 98, and so
1351   we had something called the Teaching at an Internet Distance Seminar, and it got written up in
1352   the New York Times, and in the Chronicle, they had a report that was widely quoted and we did
1353   a lot of publicity for that, because they showed that you could, their idea was that you could
1354   teach online, and you could do it well. We also did, we had regular retreats, that were university-
1355   wide retreats, that my office organized, where we would have faculty from the 3 campuses come
1356   together at a location partway in between all three, and we would spend a day, and have
1357   speakers, and presentations from the campuses, and people who were teaching online would
1358   share their stories about it. So, we would invite anybody who was interested, and everybody who
1359   thought they were interested could come to this, and we would pay their travel, and we would
1360   bring them all in, but again, that's a long time ago, you're going back a decade now. And we had
1361   retreats, in 97 and 98, and that was a big thing of what we did, to try and generate this
1362   enthusiasm, generate the confidence, generate that people thought they could do this. Because
1363   again, ten years ago, people were very concerned that this was going to be second-rate, and that
1364   it would be too easy, that students really couldn't learn, and remember, the tools we have now,
1365   the fact that we have video, you know, I'm doing this, I have broadband in my house, it's over a
1366   wireless network, you know, I have big screen, we didn't have all those things ten years ago,
1367   right?

1368   S: Right

1369   T: Ten years ago we were dealing with dial-up modems at 14-4 and 28-8, you know, it was very,
1370   very, different, than what we have today. So, a lot of these issues, you know, we didn't have the
1371   ability to do podcasting, we didn't have the ability to shoot a video in my office and put it on
1372   YouTube, all the things we have now, that make for a much richer online experience, you know,
1373   we were dealing in a text-based world, you know, and it was very different then.

1374   S: Sure.

1375   T: It was a dial-up modem and you know, which version of the browser did you have, you
1376   know, if you didn't have the right version of the browser, you couldn't see a certain if you didn't
1377   have the right plug-in, you couldn't see something, And back in those days we had a website with
1378   a browser test on it, you would go and see if Java script was enabled, you could go and see if an
1379   animated gif object things that were really high-tech ten years ago are nothing now.

1380   S: That's true so, I know you consider [US3]… at least [Campus 3] to be very successful. Why
1381   do you consider it to be successful?

1382   T: Well, if you look at that PowerPoint, and you look at that 3rd or 4th slide, there's the numbers.
1383   The numbers are that 25% of students by head count now twelve-hundred students, are online
1384   majors that we're serving, and providing that access to, I always joke that access is my middle
1385   name, access is the most important thing, and we're providing that access to these students, and
1386   giving them a chance to earn a college degree, that they didn't have before. So, that's the first
1387   thing, that we have all these numbers, the fact that we also have campus students, who are
1388   commuting students, and for flexibility they're mixing and matching an online course and a
1389   campus course, and we have data that shows they take more credit hours than students who take
1390   only campus or online. So, if the student's going to commute 30 miles to go to class, they're only
1391   going to do that one day a week but if they can do that and then take a second course online, they
1392   can graduate faster. And so, if you look at the number of students taking online courses, the
1393   number of people we're reaching, and then you look at the retention, you look at course grades,
1394   you look at these other things, I'm very proud of that program, the breadth of programs, the fact
1395   that over the course of the year, more than half of the faculty at the institution teach online, by
1396   the time the students graduate 80 or 85 percent of all the students have had an online course,
1397   whether they're campus students or distant students, it doesn't matter. I'm proud of the [Campus
1398   3] campus and we talk about the [Campus 3] model, which is integrated into the main teaching of
1399   the campus. So we don't have a continuing education unit, we don't have a separate faculty, we
1400   don't have a separate enrollment for these students or a separate degree track for these students.
1401   These are [US3] [Campus 3] students, period. And, they're taught by the same faculty who teach
1402   on the campus. One semester somebody might teach two courses on campus and one online, next
1403   semester they might teach all three online, and go off and work on research somewhere across
1404   the country. But it's integrated into what we do, that's something, I think, is critical for the future
1405   of online, because as I just mentioned, all these technologies, and the way they're evolving, well,
1406   we're using them all in our campus teaching also. And the faculty who teach online, and use
1407   these, and learn to use these technologies do a better job using these technologies in their
1408   classroom,

1409   S: In their regular classroom,

1410   T: In their regular classroom, on the campus. And so there's going to be a blurring of this, there's
1411   going to be more blended courses that meet half as many times in the classroom and do more
1412   things online for learning in a very calculated way that makes sense, pedagogical sense, and
1413   we're going to see this done over time. Faculty need to be comfortable in all of these places in
1414   fully online, in blended, and in face-to-face. And, we're never going to have a purely face-to-
1415   face course anymore, I mean, at [Campus 3], all the courses use Blackboard. A year ago we
1416   started something called Blackboard for All. Every class automatically has a Blackboard section
1417   created. And the campus students just expect that the campus teacher is going to put stuff in
1418   Blackboard for their class. It's just expected now and the fact in a blended course you're going to
1419   do more things in Blackboard, in a fully online course you're going to do even MORE things in
1420   Blackboard. So… it's something again, you know, the [Campus 3] model of integrating online
1421   into the main, students apply the same way, they get admitted the same way we might have some
1422   extra advisors for them the fact that the library supports online students well, they also support
1423   campus students in the same way. And a commuter student that lives 30 miles in the country can

1424   get the same online resources that somebody who lives in California can get. So it's a very, this
1425   integration has made everything better. It's made the library support better, it's made student
1426   services better, you know, the tutoring center now you can get English tutoring and Math
1427   tutoring online, and it doesn't matter if you live 10 miles from campus or 1,000 miles from
1428   campus. So everything we do has helped the whole package, you know, the fact that we started
1429   with Blackboard only for the online courses and now we have Blackboard for everybody. I
1430   mean, it's infused itself into the curriculum. We just started, have you ever heard about Xythos
1431   the document management system?

1432   S: No, I don't think so.

1433   T: X-Y-T-H-O-S. And so, this summer we started the Xythos Document Management System.
1434   We got something like 13 terabytes of hard-disk space, and everybody gets everybody, students,
1435   faculty, get like a gigabyte of storage, and it's web-accessible, you can mount a folder on your
1436   Windows desktop, you can get to it through IE, through a web interface you can make private
1437   folders, public folders, shared folders, web-accessible folders, you can back up important stuff
1438   and we started it for the online students, they can create portfolios, they ca, I can create a shared
1439   folder for my students and they can submit their work there and they can turn in big multi-media
1440   projects. But the fact is, we got it for the online students but suddenly, they're using it across the
1441   campus. And the students are turning in their work, and they're backing up files now they don't
1442   have to carry around little flash drives, because they just keep everything stored on their we call
1443   it "e-docs" "e" and then "docs" e-docs. So, by having it integrated into what we do, it's helped
1444   everybody.

1445   S: Is there any other way that you evaluate your efforts, your initiatives, besides what you just
1446   mentioned, in terms of retention, numbers, etc.

1447   T: Certainly the main things, the other thing I didn't mention is persistence, and I think there's a
1448   slide on persistence in that PowerPoint that I shared with you, persistence is, if a student starts
1449   [now], how many of them are still around in 3 years, how many of them in 4 years and how
1450   many graduate and how many are still persisting, working toward the degree, and how many
1451   have disappeared? How many have we lost? And, we've actually showed that our online students
1452   have a higher persistence than the students who are on the campus. That is, they either graduate,
1453   or they're still going to school to get their degree at a higher rate than students who just come to
1454   the campus and would drop out and disappear. So, that's again a measure, an objective measure
1455   of how we're doing. We've also, looked at the GPA of the students who transfer in, and we've
1456   been able to because we're more selective in the online program, we have some better students,
1457   so, I mean, we have lots of measures of what we're doing. Somebody just did a study of scores
1458   on a final exam for common questions when they taught the course face-to-face, blended, or
1459   fully online, and they've given common exam questions across all three of those modes, and they
1460   were just able to publish a paper about that, showing that the students did just as well.

1461   S: I notice you had one slide which said that there was just a point, 2 percent or something,

1462   T: Yeah, that's right. There's very little difference between grades so, in general, we have a lot of
1463   feedback from faculty, anecdotal evidence about how well students are doing. But, yes, we do
1464   we do have a lot of data and it's all very positive, that we're doing a good job with our online

1465   program. So again, it's something I'm very proud of [Campus 3]. Because we built it from
1466   nothing you know, ten years ago, eleven years ago, we were still [experiencing] faculty
1467   resistance, faculty [said] students won't be able to learn this way, we'll cannibalize our campus
1468   classes, and so on. And, we've come a long way to address all those issues, so that now the
1469   campus is very supportive, and now when we hire new faculty, there is an expectation that they
1470   will teach online. It's just a given, that if you get hired and we're hiring some wonderful new
1471   assistant professors from very fine universities where they get their PhD, there's an expectation
1472   that when they come in they will teach online.

1473   S: Now, you said you came a long way, and you mentioned some of your efforts in trying to
1474   create support for online learning initiatives. Is there anything else that you'd like to add, to how
1475   you created support for?

1476   T: I think that's probably it.

1477   S: Okay. Is there anything else that you'd like [to add?]

1478   T: The other thing I could mention, again, just thinking about what's in that PowerPoint, one
1479   thing why, we've we've also been able to engage the faculty in scholarship, in scholarly activities
1480   related to their online teaching. So that those faculty who have taught online, I heard from the
1481   provost that last year when faculty were promoted from Assistant Professor to Associate
1482   Professor, all of the faculty members in that group that year had at least one publication about
1483   online education.

1484   S: Oh, wow, that is very unique, I guess, also.

1485   T: So they were able to whether it was in their disciplines if their discipline is chemistry,
1486   philosophy, or whatever that a disciplinary publication where they and by that I mean at least a
1487   conference paper it might not be a full refereed journal article, but they at least had a conference
1488   paper because they have been engaged in thinking about this, as part of their scholarship.

1489   S: You talked about getting the initial support from the VP, I believe?

1490   T: Yes, yes.

1491   S: Was there any other involvement of executive leadership?

1492   T: Well, the fact that the vice president for academic affairs began this, certainly, I came in then
1493   as the associate vice president, so I was the main person involved, and some staff in my office
1494   then that worked in the office of the associate vice president for academic affairs. And certainly
1495   on the campuses we involved somebody, kind of, at the vice chancellor level, who was really
1496   dealing with online education on the campus, because again, my office was helping the
1497   campuses. And in fact, at some point, my office, essentially I stayed in that position ten years,
1498   but at the end of the ten years, there wasn't much more I could do. The campuses were either
1499   successful on their own like [Campus 3] is, or had a program and wasn't going to take it much
1500   farther, like we were in [Campus 2] and in [Campus 1]. And at that point, there wasn't much
1501   more for me to do in that position, which is one of the reasons I retired. The other thing, and we
1502   can talk about this if you want, the other thing is that we got a new president a couple years ago,

1503   and the new president thought we should be like the University of Phoenix, a very different kind
1504   of model, and so, he actually promoted the [US3's Virtual] Campus, and so the [Virtual Campus]
1505   is really now the 4th campus of the university, so we have [Campus 3], [Campus 1], [Campus 2]
1506   and now we have the [Virtual Campus] which will have its own faculty, largely adjunct faculty,
1507   it will now have its own degree-granting authority, it will have separate accreditation, and it will
1508   have a separate faculty that only teach online. And that's as far away from the [Campus 3] model
1509   as you can get. And we're going to still continue with what we're doing at [Campus 3], and the
1510   [Campus 3] faculty don't want to have anything to do with the [Virtual Campus], because it's a
1511   totally different model instead of the integrated model; it's a totally separate model where the
1512   teaching is all done by adjunct faculty, who don't have a long-term relationship, a tenured faculty
1513   whatever, it's just a very different model, and one that I don't particularly believe in the way I
1514   believe in the [Campus 3] model, which is why I decided not to stay on and work in the [Virtual
1515   Campus], when the new president started that, but instead I worked part-time at [Campus 3], and
1516   do other things that I like to do like play golf and travel.

1517   S: That is very interesting, it is a totally different, I wonder what, I wonder how things are going
1518   to play out.

1519   T: Well, they started two years ago, they enrolled their first students last January, and when they
1520   started in January, they had 12 students.   And then the summer they grew, they got pretty big,
1521   sometime in the early part of the summer they were up to 45 students. This Fall, I think, I'm not
1522   sure what the number was this Fall, I think it was 121 or something this Fall. But they have, I
1523   was going to say they have 45 employees, maybe they're up to 50 employees now, they have 3½
1524   million dollars a year in salaries, and with 121 students, they're losing a lot of money. So,
1525   they're, but their goal when you talk about goals, their goal is to have as many students in the
1526   [Virtual Campus] as they have on the other 3 campuses, which is a little bit over 70,000 students.
1527   So their goal, they've said that, is to have 70,000 students. And they have a short-term goal, they
1528   want to have 5,000 students by 2010 or 2011, something like that.

1529   S: And why would a student want to enroll in the [Virtual Campus] as opposed to one of your
1530   other 3 campuses?

1531   T: Well, if they can, if ,

1532   S: or take an online course?

1533   T: Yeah, part of the reason is, that the campuses of, like the [Campus 3] campus, when I said
1534   they have a quarter of their students online they could easily have half their students online if
1535   they opened up more sections of classes but they don't want to let online get too big. They don't
1536   want to let we call it "the tail wags the dog" okay, so we don't want it to get so big that it
1537   dominates everything else. But, because of that we turn students away. So, we don't admit
1538   everyone. So, the [Virtual Campus] wants to admit everyone, and scale and get very big, and hire
1539   lots of adjunct faculty, and get really big. In [Campus 3] we offer programs that our faculty, that
1540   the faculty are interested in. The [Virtual Campus] wants to offer programs that people want; that
1541   students want. They want to do the very popular programs, you know, an MBA, a business
1542   degree, whatever whereas at [Campus 3] we have Philosophy and we have English and we have
1543   History. It is not the kind of stuff that, you know, the University of Phoenix would have. But

1544   you know, they want to get very big, and they have a model, of centralizing, they have their
1545   server, their course development model, they develop the courses, not the faculty, the faculty
1546   just, you know, an adjunct faculty just comes in and teaches. So it's a different model, but,
1547   again, one that has the potential of scaling and getting much bigger than what we're doing at
1548   [Campus 3]. And so, the other way of saying it was that the [US3] tried the [US3] online model,
1549   the model that I promoted, that I tried to sell to people we tried that for ten years and we didn't
1550   get very far in [Campus 2] and [Campus 1]. We tried it, and even if [Campus 3] is still turning
1551   people away so we didn't really get really big. We didn't get as big as we could be. So, we
1552   needed a different model. We needed a different model, and that's why we started up the [Virtual
1553   Campus] and got somebody else to run it, because, it was a new way of doing things. Now,
1554   whether that new way works, I don't know.

1555   S: Only time will tell.

1556   T: Time will tell. And it certainly does not have the support of the faculty on the campuses, the
1557   way the [Campus 3] faculty support their programs, and the way [Campus 2] …

1558   S: So, you were saying, we were talking about only time will tell, and one of the main
1559   differences that it doesn't have faculty support, and I also remembered seeing on one of your
1560   slides, that one of the reasons for success is that faculty propose a course at [Campus 3] and then
1561   they move it up to the department level and then it goes up to the faculty senate and then it gets
1562   approved and that's how online courses come into being. Is that correct?

1563   T: Ok, I am ready.

1564   S: Ok? I only have a few more questions. So was there any other, I think you were talking about
1565   how faculty support the online initiative at [Campus 3] and how that's different for this [Virtual
1566   Campus].

1567   T: Well, I would just say that the main faculty on the campuses didn't really have enough
1568   information about the [Virtual Campus], some of them would support it, some of them do
1569   support it I think the folks in [Campus 2], the faculty in [Campus 2] are more supportive than the
1570   faculty in [Campus 1], and certainly the faculty in [Campus 3] are not very supportive at all. So I
1571   think that it differs by campus, it differs by who the person is and some people just don't know
1572   enough about it to form a good opinion. I'm just saying that's a new direction that the university
1573   is going in, and so far, it's it might be too early to tell, but it has not started off with as big a
1574   numbers of enrollments as they hoped for. And because of that they have an infrastructure that is
1575   a big infrastructure that's been built to support thousands if not tens of thousands of students, and
1576   so they have a lot of expenses, and if they don't have the students to bring in the revenue, they're
1577   going to be in trouble.

1578   S: And when you say big infrastructure, are you talking about the technology infrastructure?

1579   T: Well, yes, I mean, they built you know a customer-service group, they have CRM software,
1580   Customer Relationship Management software, so they can track the students if you only have
1581   120 students, you can do it on the back of an envelope. You know, they've outsourced Desire To
1582   Learn, to manage servers, with huge numbers, they have a big course development group, they
1583   have a comptroller, they have somebody to deal with budgeting, a human resources, an HR

1584   person, they have set up a big organization to really be a fourth campus of the [US3]. You know,
1585   that's big, right? But so far, they do not have the numbers of students to help pay for the cost
1586   involved in that infrastructure. Whether they succeed or not I don't know …

1587   S: What about the infrastructure that you have right now? Not the [Virtual Campus] one, but
1588   your regular one for online?

1589   T: Yeah, well, the infrastructure in [Campus 3] is just the same old [Campus 3]. I told you they
1590   have Blackboard, so they have Blackboard for everybody it doesn't matter if it's online or not.
1591   They have this e-docs system built on the Xythos document management system, everybody uses
1592   it. They have i-Tunes U and i-Tunes U is used by online people and by on-campus people, it's
1593   all the same infrastructure. It's not discriminated against that something is different on campus
1594   or online. The same thing, the registration system is the same, the way you turn in grades is the
1595   same we use the Banner, whatever it is, enterprise-wide software package it's all the same. And
1596   it's not a separate instance, it's the same in [Campus 2], it's the same in [Campus 1] they all have
1597   their own software and that's it. The [Virtual Campus] set up a whole new infrastructure to
1598   support all these other things.

1599   S: And what about these aspects like customer service, student counseling, and those kinds of
1600   things, do you have anything extra set up?

1601   T: Well, you'll notice one of the slides in my PowerPoint that you would have seen is that when
1602   we start an online program, every online program has a coordinator, an online program
1603   coordinator, and this person handles the, if you will, the customer relationship. They talk to
1604   students, before they would apply for admission, they help them with the admission process, they
1605   make sure they're getting into the right program, they help them once they're admitted to get in
1606   the right courses, I use the terminology that they're like a den mother, a den mother refers back to
1607   Boy Scouts, and before Boy Scouts, you're in Cub Scouts, and in Cub Scouts, you have a den
1608   mother, and the den mother is very supportive and very welcoming and very hand-holding, and
1609   takes good care of you. So we have this program coordinator, they get to know the students very
1610   well, they get to know if they're having problems they help them through everything. So yes, in
1611   [Campus 3] we do have that, we don't call it customer relationship like they do in the [Virtual
1612   Campus], we don't have special software that tracks it, but it's whatever the people do in these
1613   offices. And I found that it's a very essential part of the program to have that high level of
1614   support for the students, to help the students, and students who would come to us have said, you
1615   know, I looked to enroll in the University of Phoenix, and all they wanted was my VISA card,
1616   they didn't care about me, they didn't care about my goals, they just wanted to get me enrolled in
1617   that first course, and all they wanted was my credit card number. And they would do anything to
1618   get that credit card number from me and I called the [US3] at [Campus 3], and they talked to me
1619   for an hour on the phone about my future, and what I wanted to be, and you know and then
1620   helped me get in a program somewhere else. They really care about the students as opposed to
1621   making the sale.

1622   S: Coming to the last couple of questions

1623   T: I hope so,

1624   S: Yeah, it's past our 60 minutes time frame well, I suppose the only question that I really have
1625   at this point, is, have you taken any measures or before you retired, did you take any special
1626   measures to sustain your online initiative once you got faculty on board and they were ready to
1627   teach a course online, did you provide them with any resources or what did you do to sustain
1628   your online initiative?

1629   T: Well, I think, certainly the program at [Campus 3] is now self-sustaining. And it's self-
1630   sustaining financially, and let me just tell you again one of the slides in the PowerPoint is that we
1631   have a $25-per-credit-hour fee to take an online course. It's not tuition, it's an extra fee, and it
1632   goes to support the online program. So if you take a 4-credit-hour course, you pay $100 more for
1633   that course, and that fee comes back to support the online program. And so this semester I had 27
1634   students in my online class, a 4-credit-hour course, I generated $2700 that comes back to the
1635   campus, and part of it a little bit of it supports the library, a little bit of it supports the faculty
1636   development center and 60 percent of it goes back to the dean of the college, to hire the program
1637   coordinator, to develop another course so they can pay a faculty member a stipend to develop
1638   another elective, or even start a whole new degree program. So, it's money, this last year it
1639   raised $900,000 to support, which on a campus with only 4,700 students is a lot of money,
1640   almost a million dollars. And that money comes back to the online program to help sustain it.
1641   The [Instructional Technology unit] where I work gets 25% or 20% of this money, so they can, if
1642   I need a tablet computer to teach my math course, so I can write equations, they buy it for me. If
1643   I want to go to a conference and give a talk about my research in online, they pay my registration
1644   at the conference. If I need, whatever, they're there to support me. So, the self-sustaining is that
1645   we have this extra money, so that if we need an elective course, if we need a piece of equipment,
1646   if we need a piece of technology we have, if we want to experiment with that we have a faculty
1647   resource center full of computers with all the latest stuff on it, if you want to learn about how I
1648   can use a blog in my course, how can I use a wiki in my course, you can go there and experiment
1649   with what they have set up. So, and then it's become part of the culture. It's become part of the
1650   culture that you teach online. If half the faculty teach online every year, well, gosh you have
1651   somebody in the hall right next to you that you can talk to about this. You can talk about issues,
1652   it now has become part of the culture of the [Campus 3] campus, it's ingrained in what they do,
1653   and it is now self-sustaining. It would not go away right now. Which is part of the concern about
1654   the [Virtual Campus] which is pouring millions and millions of dollars into this, that they'll be
1655   seen in some ways as a competitor, and they'll compete for the same students even though the
1656   [Campus 3] tuition is much less than the tuition in [Virtual Campus].

1657   S: Well, I think I'm done with all my questions. Would it be okay if I e-mailed you, should I
1658   have a need for clarification or something?

1659   T: Of course, of course. Please feel free to e-mail me, call up on Skype any time...

1660

1661	**Transcript of Interview with Wendy**
1662	Dean
1663	Research Institution 1's Distance Education Unit
1664	Research Institution 1 (R1)
1665	Campus 1
1666	December, 9, 2008, 1.30 p.m. – 2.25 p.m.

1667 S: I am wondering if you could begin by providing some background information about
1668 yourself, about your current role at your institution.

1669 W: Ok, well, I kind of got into distance education like a lot of people 20+ years ago from other
1670 areas. I started out actually as a medical technologist and then went back to college and got a
1671 Ph.D. and worked in some research areas and in the early 80s when budgets were very tight and
1672 people were being laid off, I just happened to be available when an opportunity in Continuing
1673 Ed. opened. I knew nothing about it, but the person who hired me had been doing it at another
1674 institution for a long time, he just said, you have the right background, I know the job, I'll teach
1675 you the job, and I started 1983 in this office, and that same year the University was funded to
1676 create a 2-way Videoconferencing system. At the time a microwave system [was used] to
1677 connect our main campus in [Campus 1] with three locations, where we had programs
1678 throughout the state. And, so that is how we got started with, a lot of distance education was in
1679 the 2-way Videoconferencing in those days, which grew and grew and then in the late 80s we
1680 recognized that the State, in the State of … we have 36 Community Colleges, but at that time we
1681 only had 6 four-year institutions and we recognized geographically there were a lot of places in
1682 the state where people could start a degree, but could not finish a degree at a public institution
1683 without moving. So, we recognized the opportunity and the need for an asynchronously
1684 delivered degree completion program. So we started our first program in 1992. It was, in those
1685 days, done by pre-produced video tape and telephone-conferencing for interaction and so, we
1686 started with one program in 1992 and we now have 9 degree completion programs and two
1687 graduate programs and you know other things as well, and of course, everything is now online.
1688 So that is how I got started and just sort of grew.

1689 S: Wow, that is quite a story. Can you describe your institution's current online learning
1690 initiatives? How many programs do you offer online, and how many students, online students, do
1691 you have?

1692 W: As I said, we have 9 undergraduate degree completion programs, which are our biggest
1693 programs. We have about, this semester about 3200 students, different students…headcounts of
1694 students… and I think close to 7000 enrollments. We grew in enrollments 22% from last Fall to
1695 this Fall, so there is a lot of demand. And lot of our most recent growth has come from students
1696 who are also attending one of our campuses. As I said, we have four campuses, we are on the
1697 main campus in [Campus 1], [we are] seeing more and more students at our campuses integrating
1698 some online courses with their face-to-face courses. So I believe about 40% of our enrollment
1699 come from students who are also enrolled at one of the campuses. The other 60% are students

1700   who are true distance degree students advised by our distance degree advisors and living where
1701   they don't have opportunities to take courses face-to-face.

1702   S: When did you say was the first online program established?

1703   W: Well, we started the first asynchronous program in 1992, but online, you know we started
1704   moving courses online, I guess, in the mid 90s. Gosh, Sangeetha I don't remember exactly which
1705   year it was.

1706   S: Oh, that is fine mid-90's is good.

1707   W: Yeah, late 90's by the time we were saying, Ok, everything is going to be online.

1708   S: And you talked a little bit about, when you talked about the background you talked a little bit
1709   about how it came about that you started with your online programs. Was there a particular
1710   trigger that for the implementation of the online program aspect? Was there any trigger that you
1711   can think of?

1712   W: A trigger for going from the videotape, you mean, to online?

1713   S: Right, right.

1714   W: I think, just availability, the recognition that pedagogically there were a lot of things we
1715   could online that we couldn't do with pre-produced videotape. We served a lot of students in
1716   rather remote areas, and we were a little reluctant at first to require the online, because in those
1717   times there were places in the State where students literally could not get online access from their
1718   homes and we recognized it was going to reduce access for some students. But you know that
1719   was just changing month by month, more and more students had computers and access and we
1720   just recognized that perhaps by making that move and requiring it, it would stimulate students
1721   who kind of resisted doing that, and just saying this is the future you need to do it, we can do
1722   better courses this way. So I think those were the triggers that moved us to the online.

1723   S: Ok. so in terms of, I think you touched about kind of pushing the students, rather, you know,
1724   requiring them to go online, seeing that there is a need. How did you establish a need for online
1725   learning with the rest of the academic community – faculty and other administrators? Did you
1726   create a sense of urgency? Did you say we need to do it now? Or how did you establish a need?

1727   W: Well, I think that establishment was not so much with the online. The establishment was with
1728   the asynchronous in 1992. The move to online was just a gradual move and it was accepted by
1729   everyone, because it was being accepted everywhere. But, yes, there was a sense of urgency in
1730   the early 90's, where the State had established some branch campuses in various parts of the
1731   State, so the urban parts of the State were well served by public education, but those rural areas
1732   that I mentioned that you could get started but couldn't finish, that was the urgency. We were
1733   saying to people, "these people have no way of completing a degree". We did a state-wide
1734   telephone survey. At that time we had a survey group on campus that did every other year or so a
1735   state-wide what they called an Omnibus Survey by telephone, where they kind of sold questions
1736   if you will, if you had questions you wanted to get a state-wide opinion about, you could pay

1737　them a certain amount and then you could get your question asked as they made these phone
1738　calls.

1739　S: Oh, nice.

1740　W: So, we put some money into that and actually some extra money so that they covered more of
1741　the rural parts of the State than they ordinarily did. And we got questions, and the questions were
1742　things like, you know, we screened for households where there were people who had started
1743　college but had never finished and asked them if they would be interested in working on a
1744　distance degree from [R1] in Social Sciences. We had established that was a degree we could do.
1745　You have to appreciate that in 1992 nobody knew what distance learning was, but we still asked.
1746　I mean there was no other way to ask the question, and amazingly a lot of people said yes, they
1747　would be interested in doing that. They just didn't really know what it was I guess, the name sort
1748　of helps them understand it. At any rate, we got a good enough response there, that we had good
1749　data, good numbers where we could go back, we had two audiences we had to convince. One
1750　was an internal audience, to get the College of Liberal Arts to put together this degree and at a
1751　time when this was not the norm at all it was a leap of faith for them to do that. The other
1752　audience was our State Higher Education Coordinating Board who had to approve us to do this
1753　program. They have never approved anything like this – they were very skeptical also. They
1754　wanted to do it, but they really needed good data. So, we got a grant from a local telephone
1755　company that served the area, $300,000, over three years, to get this started which allowed us to
1756　hire some support personnel and you know, get programs, get some courses up and going. And
1757　remembering that we have had this 2-way Videoconferencing system since the mid 80's [we]
1758　had a faculty who had accepted distance learning in that synchronous videoconferencing
1759　delivery. So, perhaps it was a little easier at [R1] to take that next step into the asynchronous
1760　delivery than it had been at other institutions. We put together a committee to design this and it
1761　was co-chaired by myself and an associate dean in the College of Liberal Arts who was
1762　somewhat skeptical but supportive of the idea. He had a committee of people that included some
1763　very skeptical faculty who questioned everything, played devil's advocate – not just devil's
1764　advocate – I mean, they meant it, they were very skeptical. But by the time we worked through
1765　this for a year, we had answered every question that [they] could come up because we had these
1766　very skeptical faculty. And by the time we went to the faculty senate, which is also a big hurdle
1767　to overcome, again, in an era where this was not the norm, not something that we could point to a
1768　lot of other institutions doing. We did a lot of homework, we talked to a lot of people ahead of
1769　time and it was approved nearly unanimously in the faculty senate. We went to the Higher
1770　Education Coordinating Board, we wanted to do this state-wide starting from the beginning,
1771　because it was going to be a self-sustaining program etc. The Higher Education Coordinating
1772　Board was very reluctant to, sort of, give us carte-blanche to go state-wide. They felt like it
1773　needed a pilot-test first. Their compromise was that they gave us some money and said, we will
1774　help support you for this first year, but we want you to do a pilot test, we want you to go to only
1775　four locations. They gave us four communities in the state that they felt like needed to be served.
1776　Frankly, they were locations nobody else really wanted to serve, so they didn't have any
1777　competition from the other institutions. And, you know, in retrospect, Sangeetha, they were
1778　right. We learned a *lot* that first year. You know, we were just starting from the basics and we
1779　wanted to do it right, we wanted to have good quality programs, but we also wanted very good
1780　quality support services. We recognized from the beginning how support was important …, we

1781   learned a lot, we made a lot of changes and then the next year they gave us, I think, I don't know
1782   14 or 16 more sites around the state, after that we went state-wide. So that is how we got started.

1783   S: in addition to what you talked about, what was, did you play any other role in getting this
1784   online initiative started? We talked a lot about that already, was there anything else that you
1785   would like to add?

1786   W: Well, I think the, that internal selling to the faculty was probably the most important role that
1787   we played. We were lucky, because we had a president at that time, who was very supportive of
1788   this concept. He had been a dean at … before he came to [R1] so he was sort of more familiar
1789   perhaps with the concept of branch campuses and Distance Learning than most presidents would
1790   have been at that time. It really helps to have a president who is talking positively about this at a
1791   time when others are very skeptical. I think the work we did in terms of internal selling, internal
1792   listening, internal agreement about the basic principles of the program that it was going to be the
1793   same quality, that we would be using the same faculty, that the credits would show on the
1794   transcript the same as they would if the students were on campus, that the degree would be the
1795   same – these are well accepted concepts now, but I have to tell you in 1992, these were all new
1796   concepts. And so it was those kinds of things that I think helped the faculty feel comfortable with
1797   the direction we were going.

1798   S: Were you kind of the main person that did all the selling to [faculty]?

1799   W: I wasn't entirely. I certainly was part of that but I was not the dean at that time, and the
1800   person who was the dean was really the person who, I think, took the main lead in making the
1801   sell.

1802   S: You talked about how you started with this one program. Did you have specific goals for your
1803   online initiatives at that time, in the mid 90's?

1804   W: In terms of number of enrollments or ?

1805   S: Or anything. Did you have some goals, did you have short-term goals and long-term goals
1806   with regard to your online initiatives, number of programs that you wanted to get online, or
1807   number of online students that you wanted to have, did you set any specific goals?

1808   W: You know that is a logical question. I don't know. I can't remember that we ever had any
1809   specific numbers that we were going for. It was always just let's grow this as well as we can,
1810   doing it in a scalable way so that we were not compromising the quality of either the services or
1811   the programs themselves. I think that was really the big thing, it is true that particularly not so
1812   much when we started in early 90's, but certainly by the mid to late 90's enrollments were a big
1813   issue. The enrollments on the campus were falling and we were not meeting the enrollment goals
1814   that the legislature had given us for the money that we had and truly we would as an institution
1815   we would have to give money to the legislature had we not had the online programs and the
1816   growth from those programs. And I think most, that was also a good selling point because the
1817   rest of the institution and the president was very clear about this and helped the rest of the
1818   institution understand the role that distance degree programs were playing and helping the
1819   university meets its goals and keep the money and the financial savings to the institution and to
1820   the rest of the institution, we were really the fair-haired kids at that time.

1821   S: You talked a little bit about selling the plan, selling your vision to the faculty. Was there any
1822   other ways, were there any other ways in which you communicated your visions and your plans
1823   with regard to online learning to the academic community, faculty and other administrators?

1824   W: Well, we certainly tried to get stories out and good publicity so that people were seeing these
1825   programs as the kind of quality that faculty would feel comfortable with. I can remember at
1826   graduation they always identify a student from each college, that is what they call the Spotlight
1827   Students, that they highlight at graduation, and sort of tell their stories in a very short way, and
1828   we have had a couple of distance degree students introduced to the entire graduation group, this
1829   is the student and hear the wonderful things that this student has done.

1830   S: Oh, nice!

1831   W: We have had several students who won national awards as outstanding distance education
1832   students. We have faculty who have won those awards from the university continuing education
1833   association, and those stories, we let people know that we are not only doing but we are winning
1834   awards for the programs, the courses, the faculty and the students. I think we do a better job of it
1835   now, however, than we did then. We have learned and we didn't really have a marketing
1836   department in those days, so we were sort of learning as we went and we now have a marketing
1837   department. We have people whose job it is really to help us with that internal communication
1838   and have really high-quality marketing materials, so when we are handing out materials to
1839   people they are seeing us as very high quality and then again getting these stories out,
1840   newsletters that go to the university, all of those kinds of things.

1841   S: I was looking at your website, which I have to say is very nice – I like the stories that you
1842   have there – I was looking at the student who is a Chef somewhere, there is a story about her and
1843   I also printed out your newsletter, the Revolution, and I was glancing at it, I do see that you have
1844   different ways to market your activities right now.

1845   W: I don't know if this is one of your questions but I will tell you that about 5 years ago I was
1846   the president of the University Continuing Education Association and in the president-elect year
1847   and the president year you spend a lot of time going to not only the national conference and your
1848   regional conference, but you go to every regional conference, and you go to the specialty
1849   programs that UCEA does and sometimes you go to other organizations' conference, I mean, and
1850   I was conferencing-out but what I was, what I learned and by going to some of these specialty
1851   places as well, we thought that we were doing a really great job and that we were well accepted.
1852   I had to admit that we had a new president now, and kind of a new direction for the institution.
1853   So the ways that we had been the fair-haired kids because we were bringing in enrollments,
1854   enrollments weren't that important anymore. Other things were important. We probably weren't
1855   as in-sync with that as we needed to be. And, so we had been kind of put on the back burner in
1856   terms of visibility etc. with the institution and so, this just gradually became noticeable to me,
1857   and so, as a result of some of that awareness, we worked with a group of educational consultants
1858   to come in and take a pretty objective look at who we were, what we did, how we fit with the
1859   institution etc., and found that we needed to make some change. We needed to redo our strategic
1860   plan, we needed to redo our marketing materials, we needed to upgrade our internal
1861   communication, all of those things, I mean it is what led to our development of our marketing
1862   team etc. And that has really made a difference I think in terms of the way, now, we have got

1863 another new president, the president we have now is, we have a third one, and so having this
1864 higher visibility, this better quality, you have seen our materials, you can't look at what we do
1865 and not see it as quality, and that is really important and where the university is going and trying
1866 to be perceived as, I think that has helped us tremendously.

1867 S: And when you talked about all the stuff that you talked about just now refers to your unit,
1868 right? [R1's distance education unit]. Do you consider your institution to be successful in
1869 reaching its goal, I guess, in implementing online programs.

1870 W: Yes.

1871 S: You probably do I am more interested in why, or why not, maybe.

1872 W: I think you can look at it from various perspectives. One is, I think we have a national, even
1873 an international reputation, as an institution that got started early, but has continued to innovate.
1874 When we go to a national conference, my colleagues and I, when we meet colleagues from
1875 elsewhere they'll say, "What are you guys up to? You are always doing new things". We are not
1876 just resting on our laurels, we have got creative people that are constantly doing new things, and
1877 we borrow good things from other institutions and share whatever we have with other
1878 institutions. So, I think we are seen as leaders, and I think others in the institution hear that when
1879 they go other places. I'll tell you a story about a previous president who, when he came he
1880 recognized that we were doing good things, but he didn't quite get it in terms of how we were
1881 perceived nationally. And he had a colleague from when he was working in the Southeast, who
1882 was doing distance education there and so he called his colleague and he said, "You know I
1883 know we are doing distance education, but I'd like to get some new ideas, and I'd like to maybe
1884 have you come and give us some good ideas". And his response was, "Well, you know, I would
1885 be happy to do that, but I have to tell you, when the rest of us want to get good ideas, we ask
1886 your advice". And I was very thankful to my colleague, because it helped my president
1887 understand that we were the place people came to. It wasn't that, it is not that we can't learn
1888 from others, we do it all the time, but we are also seen as innovative and successful and the fact
1889 that we are continually adding new programs, growing this. We are at a point right now where
1890 college administrators are coming to us. We are not having to go to them, they are coming to us
1891 saying "We want to put this program online, can you help us?", and so I feel that is also measure
1892 of our success.

1893 S: How do you evaluate yourself or your online initiatives? Do you have any measures that you
1894 use?

1895 W: We do, yeah. I think benchmarking, and you know we are looking at various kinds of
1896 benchmarking. Our student services, you know, there are some things out there that, WSCET has
1897 a criteria there for best practices in student services, and we certainly, we have contributed to
1898 that, but we also compare ourselves with those benchmarks. In terms of the courses and
1899 programs, we use various rubrics, the "Quality Matters" is one that we have used for that, but we
1900 have others as well. So, we try to look at every aspect of our programs, our advisors we have
1901 specific advisors for the distance degree students, and the woman who was our senior advisor is
1902 very active in the national organization for advising and has helped establish a sub-group for
1903 distance learning, advising and so again there is some benchmarking that go on there. So really

1904   every part of what we do we try to look and see, what others are doing and see how we can
1905   measure up, and improve.

1906   S: Did your institution, or did you try and create a coalition and support for all your efforts
1907   related to online learning initiatives? Again you talked a little bit about it. Is there anything that
1908   you want to add to that?

1909   W: I am not sure I know what you mean by a coalition.

1910   S: Kind of like a, like a support group to create more of a weight, a presence, to further your
1911   interests, or your intention with regard to online initiatives.

1912   W: You mean internally or externally?

1913   S: I guess I mean internally.

1914   W: Well, I guess there are a couple of ways that we do that. We have an advisory committee. We
1915   have had this from the very beginning, since 1992, an academic advisory committee, it includes
1916   the, there is an associate dean in each college that offers distance programs, an associate dean
1917   whose responsibility to sort of coordinate the colleges' efforts in distance learning and so we
1918   have all those associate deans and some faculty and some department chairs who are part of this
1919   advisory committee. We don't meet often, but we meet at least once a semester. We want to
1920   make sure that any academic decisions that are made, are made by this committee. They are not
1921   our decisions, the programs belong to the colleges and the academic decisions and policies need
1922   to be reflective of the academics who are responsible for those programs. So we have that group.
1923   I am on the council of deans, and I try to keep that council of deans aware of where we are
1924   going, and what we are doing. We have close relationships with the provost's office and we meet
1925   regularly with the senior vice-provost to make sure that we are staying in tune there. So and our,
1926   we have an associate dean in my area, and the director of Distance Degree Programs – between
1927   the two of them, they are also the liaison's to the various colleges and they meet regularly with
1928   those associate deans and some program chairs. We also work now with the regional, our
1929   regional campuses to help them take programs that they have on their campuses and move them
1930   to distance learning where they are interested in doing so. So, that is a fairly new thing. So, we
1931   make those connections and once you have got those people working with you on things, then
1932   you have got kind of a natural group of supporters.

1933   S: Absolutely! You asked when I posed this question if it was internally or externally that I was
1934   talking about. I am wondering if there is anything that you are doing with regard to creating
1935   some support outside the institution?

1936   W: Well, the support we are working on externally is with some of our alums, in terms of fund-
1937   raising. We have just in the last two years really gotten into development. We don't have the
1938   development officer per say for our unit but what we have done is contributed financially to the
1939   College of Liberal Arts development team. We work in concert with them, because the majority
1940   of graduates at this point are College of Liberal Arts graduates as for most of our programs. And
1941   what we are doing is basically raising money for scholarships and we have been successful
1942   because we have a student government group for distance degree, and those students, the student
1943   activity fees that they pay, a large majority of those come back to the student government to

1944 decide how to invest those monies to support the students in the program. And they have
1945 invested a lot of it in scholarships and so what we have been able to do is using that group of
1946 scholarships as seed, go out to some of the alums who have the capability of giving back and
1947 getting them to add to those funds to allow us to do more scholarships. And so we have an
1948 advisory group of those alums to work primarily on fund-raising.

1949 S: Oh, excellent. This kind of leads into my next question - I am interested in knowing about the
1950 executive leadership support and commitment that you have had. You talked about having a very
1951 supportive president, the first president was a proponent or a supporter of online learning
1952 initiatives. What other kinds of executive leadership support and commitment have you received
1953 during the course of implementing online initiatives?

1954 W: Well, I have never, we are really on our third president since we started the programs, and,
1955 you know, I think it was really important in the beginning to have somebody who was just
1956 actively out there talking about our programs and bragging about them, etc. And he did and he
1957 still, even as a retired president, he still very active and very supportive of our programs.

1958 S: Sorry, Is that … [name of the president deleted] or?

1959 W: …!

1960 S: …! Ok.

1961 W: That is … [name of the president deleted], and … [he] is still very active and has an office in
1962 our … offices and you know, he will show up at events, and he is wonderful. He is still very
1963 supportive. But you know that is where we needed the support, getting it up and going and
1964 establishing.

1965 S: The initial phase?!

1966 W: The next president and then the next president came, and they came and saw us as this
1967 successful contributing unit. So, it was much less important to have somebody out there waving
1968 the flag for us, as it was at the beginning. I am less concerned about I mean, I have never had a
1969 president who was *not* supportive, but they don't have to be as actively supportive. I think our
1970 current president sees us as a resource, a valuable resource, he turns to us, when he sees a role
1971 that we need to be playing that we aren't so you know, as long as we keep communicating well,
1972 it is important that I be seen as the advocate for the program, for distance students, for adult
1973 students, etc. But I think we get pretty good buy-in from the senior administration. We have had
1974 a lot of turn-over, a lot of new vice presidents. We get a new vice president, they are on my list
1975 immediately. I go meet with them right off the bat, and introduce myself, talk to them about our
1976 programs, how we can work with them to help in information technology, in enrollment
1977 management, in university development, all of these things we have a role to play and I am
1978 making sure that the leaders in all of those areas know what that role can be.

1979 S: Can you describe the faculty and academic leadership commitment? I think you, kind of,
1980 talked a little bit about getting faculty on board. How do you get their commitment?

1981   W: Well, you know getting the faculty on board is really the responsibility of the colleges and
1982   we leave it up to them. The programs are theirs, the decision about moving, who teaches the
1983   courses, who develops the programs, those are all the college decisions, the department
1984   decisions. And so we work with the associate deans, and in many cases the department chairs.
1985   We don't try to work directly with faculty until they have been assigned by the department chair
1986   to develop a course, or to deliver a course. And we've got all the resources they need. We have
1987   got an instructional design team that helps them, you know, develop their courses, we've got
1988   good support for while they are delivering their courses, if they have problems, we've got people
1989   to help them with that. But getting them onboard is mostly helping them design a good course.
1990   Once they have done that and they are successful in making the course work - that kind of, is
1991   what gets them on board. Once you are in this field so you know, once a faculty member is
1992   involved with adult students who are really motivated, they generally really like it you know.
1993   And then they become supportive.

1994   S: Yeah. Are there any, you did say it was a lot of, it was the academic unit that did a lot of the
1995   work in getting faculty onboard? Do you provide specific resources to faculty other than the
1996   instructional designer that you mentioned to help them move online?

1997   W: Well, the instructional designer, you know, that is a whole team. It includes video producers,
1998   and whatever they need to get the course up and going. We have got a range so that if a faculty
1999   member just says, "I just want to be the content person. I have got the learning objectives, I
2000   know what I want the students to do, but I don't want to have to get in and put all this stuff in the
2001   computer", [we say], "No problem. We've got people who could do that for you". But, if you are
2002   a techie person and you say, "I know how to do this and I really want to", then we will still work
2003   with you, but you do what you want to do, and we will fill in the rest. The funding, the way the
2004   funding model works here is that programs are all part of our regular enrollments for the
2005   university. They are all part of the state-support enrollments. So, the tuition goes centrally, and
2006   money comes back to the colleges, sort of according to how much enrollments they get in those
2007   distance programs. So they have got money that they can pay the faculty to develop the courses,
2008   money that they can pay the faculty to deliver the courses, sometimes if there is a brand new
2009   program that needs to get up and going and the college doesn't have money, because it hasn't
2010   been going yet, we have got some money we can use as seed money to give programs if we are
2011   confident that there is a need out there. But we really won't get involved, we won't even support
2012   it, if there is no evidence that there is really going to be a demand. We have people here in our
2013   marketing department, who can do market research and always do that. So, that we have got
2014   data. You have to get faculty senate and State Board approval for a new program to go online,
2015   you have to pretty much have that and we can provide that.

2016   S: Well, I have two follow-up questions to what you just said, one is – does the department or do
2017   you provide them money or an incentive for course development and then teaching online? And,
2018   my second question had to do with your marketing, do all courses first go through this
2019   marketing-survey process before they get approved?

2020   W: It isn't the courses, but the programs. Yes, really, any new program would have to have that
2021   data and honestly, they have to be approved by the faculty senate in order to deliver state-wide
2022   and you pretty much have to have that data to get through faculty senate and probably, the
2023   Higher Education Coordinating Board too though they are pretty supportive. And, in terms of the

2024 funding as I said the College of Liberal Arts, for example, that does a lot of programming, the
2025 money comes back to them on a per enrollment basis, and they keep back some of it. It doesn't
2026 all go to the faculty member immediately, they keep some centrally so that when they need to do
2027 some new things they have got a fund that they can create new courses or sometimes even new
2028 programs. But there are also some areas where we really see a demand for a new program. There
2029 is interest from the college in doing it, but they don't have the money to get the initial courses up
2030 and going. We can often provide some seed money for that.

2031 S: In your funding model, do you get a percent of that enrollment as well? Some goes to the unit,

2032 W: Not currently. We basically, as I said, the money goes centrally and we request funds just like
2033 the Colleges do. So we get a certain amount from central, but it is not really enrollment based.

2034 S: Ok. I am coming to the last few questions. You talked about all a lot of, that it takes a lot of
2035 effort to get these initiatives off the ground. Are there any measures you are taking now to
2036 sustain your online initiatives? You have attained a certain stardom or, you know, certain
2037 success, what measures are you taking to sustain these initiatives over the next few years or
2038 many years?

2039 W: Well, that is a good question. They sort of sustain themselves, in the sense that the demand is
2040 really growing. I think the biggest challenge is everywhere is a funding challenge. I mean, I
2041 don't think anybody has definitive answers about how these can successfully be funded. All of us
2042 are constantly tweaking our budget models, and we are no exception. And, at a time like now,
2043 when budgets are being cut everywhere, it is particularly a challenge I think. We keep telling
2044 people, hey, we are part of the solution, we are not the problem, we are the solution. There is a
2045 lot of opportunity out there that we could do, if we did invest in some of these programs, we
2046 could get new enrollments etc. So, I think, in terms of sustainability it is just continually finding,
2047 adjusting your budget models, so that it fits where the society is going anyway. It depends on the
2048 economy of the state, it depends on the economy of people, of being able to pay for it or you
2049 know, when people lose their jobs, they tend to want to come back to college and so having the
2050 scholarship for students who couldn't afford it otherwise or to help them. Those things are really
2051 crucial and it changes year to year. You have to be flexible and you can't just say this is how we
2052 do it, and just assume that it is going to work. Every year we have to change. We don't hire
2053 anybody in this office without having them recognize, your job is not going to look the same in 6
2054 months as it looks now. And in a year it is going to look different, and it could be completely
2055 different, and you need to be open to that. Things are constantly changing.

2056 S: Also, what you just mentioned about getting in some consultants from outside to help you
2057 figure out where you are and where you need to go also seems to be a measure that you have
2058 taken to sustain and not just be complacent and you seem to have been having your finger on the
2059 pulse and saying, well, we need to tweak something, change something here.

2060 W: It made a big difference - there is no question about that. They made us see things that we
2061 hadn't just hadn't, really it wasn't that we looked at it and not wanted to see it. It is that, we
2062 hadn't really looked at it and once we did, we all recognized we needed to make some changes
2063 and we underwent an organizational model a structure model internally in our unit, we changed
2064 some organizational structure and those things are not easy to do - even in a place like this where

2065   people are used to things changing a lot. When you made the kind of changes we did, it was
2066   tough for everyone. But, you know, it is working just right now, so and I am sure that we will
2067   continue to change. (??)

2068   S: You talked quite, you mentioned the importance of quality a few times, is there anything else
2069   you would like to add about ensuring quality of your online programs.

2070   W: I don't know if there is anything to add. I think we get frustrated a little bit, because we have
2071   got good rubrics about what a good course should be, and all the things should be in it, and yet
2072   the final decision about what goes into a course is the faculty member's decision. And some of
2073   them are just not willing to do some of the things that we think would make the course the best
2074   quality. But, now we recognize that on-campus there is a variation as well, and that, we don't
2075   want to be the Course-Nazi that are telling everyone what to do. You have to be, you know, it is
2076   their course, and we are here to make it as good as we can do, but those decisions are theirs and
2077   if there are problems, we try to work with the associate dean or the department chair to improve
2078   those things. And there are times that, you know, major changes get made, that is just something
2079   that you have to keep working on it.

2080   S: My last two questions. One is about your technology infrastructure, and the last one is on
2081   Student Services. Can you describe these two?

2082   W: Well, the technology infrastructure we use is Blackboard. As everyone has, we have changed
2083   learning management systems many times over the last we have had homegrown ones, we've
2084   had WebCT, we've had BB a couple of times. And it is very frustrating for faculty and for our
2085   designers to have to make these changes. It is very time consuming. So, in the last change, we
2086   moved all of the content onto a separate server, so we just use the learning management system
2087   as the template and then if we have to change learning management systems the content is
2088   already there. The content doesn't need, so that's, so we feel pretty good about that. We have a
2089   good relationship with our IT department - we try to contract out internally as much of this is
2090   possible so that we are not duplicating what is happening in other areas. We do have our
2091   designers, and that has been crucial in terms of controlling our output and our destiny. We have
2092   tried other methods that didn't work. And in terms of Student Services, as I think I mentioned in
2093   the beginning, even in 1992 we recognized, and this was not a common concept. Most
2094   institutions that were looking at distance learning in the early 1990s didn't even think about
2095   student services. All they thought about was the courses and the programs. We just recognized
2096   these students are going to need the best student services they can get and so we always had the
2097   model that says, we are going to have the same level of service for distance students as we do for
2098   on-campus students. And honestly, a lot of times, we are ahead of the university. You know, we
2099   had online services way before the university did and just various things that we have had to do
2100   and the university has sort of resisted, resisted, and then they see what we are doing and say, we
2101   should be doing that too, and pretty soon, they are doing it in the same way. So, we have our own
2102   advisors, this was something that the academic units are happy to have us do that- our advisors
2103   have, you know, 500 students that are on their list. They serve way more students because they
2104   are very efficient in the way they do it, than the campus-based advisors do. I think they do a
2105   wonderful job at that. And then we have a student services – you know, we have a Call Center
2106   staff, we have staff members whose responsibility are solving problems for students and faculty,
2107   people that the students and faculty know to call and can get the support services. We got career

2108 services people, financial aid people, whatever the students on-campus have pretty much we
2109 have those things for the distance students too.

2110 S: Is this a separate team that is within your unit or,

2111 W: Yes. And again, any place that the larger university personnel can handle these things and are
2112 willing to handle them - great! The library does a wonderful job of serving distance students, we
2113 used to have our own financial aid person, but now financial aid has seen that this is something
2114 they need to do, and so we sort of share a person. We've got a person who focuses on distance
2115 students but they are really part of the financial aid team. We sort of jointly supervise that. Same
2116 for career services – we have got a career services person, works with career services but serves
2117 distance students. We've got our own recruiters that, you know, work with the community
2118 colleges and business and government agencies in promoting our programs. But … we work as
2119 closely as we can with enrollment services for the university.

2120 S: Well, I have come to the end of my long list of questions. Is there anything else that you want
2121 to add or share?

2122 W: [Not really]

2123   **Transcript of Interview with Dave**

2124   Vice President and Dean

2125   Research Institution 2's Distance Learning Unit

2126   Research Institution 2 (R2)

2127   February 9th, 2009, 2.30 p.m. – 3.30 p.m.

2128 D: Well, great. I was just kind of curious, within the last – oh, it has been about a year ago, I
2129 completed my Ph.D. too, kind of late in life for me, but you know, my eventual goal is to be the
2130 president of an institution and you really have to have that credential pretty much in order to
2131 make that sort of a move....

2132 S: Ok. My first question was, would you begin by providing some background information about
2133 yourself, and could you also describe your current role in your institution.

2134 D: Sure. Let's see – let us start with, I guess I have 4 degrees, one is in Telecommunications, that
2135 is my Bachelor's, I have two master's degrees, one is in Educational Technology and the other is
2136 in Public Administration, MPA and then I have a Ph.D. in Higher Education Public policy and
2137 Philanthropic studies. It was sort of a custom-degree program that I put together. My work
2138 experience – I started actually right out of my first master's in – I went to the … in … I spent a
2139 year there working, and then I went to … for 10 years, primarily working on distance learning,
2140 but was responsible for a wide-range of different media, you know everything from Photography
2141 to Graphics to Audio and Television. I then went to the University of … System as one of the
2142 founding members of the education network of …,

2143 S: Oh, on the east coast!

2144 D: Yeah, and I spent 8 years there and developed that network, it was originally called the
2145 Community College of … and we expanded it to Baccalaureate and master's degrees and called
2146 it the Education Network of …, it was a state-wide network, one of the early ones in the country,
2147 then I went to … as the founding executive director of their post secondary distance learning
2148 institute, it was an institute that was, I reported to a Board and the Board consisted of the
2149 Chancellor of the University System, the Chancellor of the Community College System, the
2150 presidents from each and a Board member from each of the Systems. I spent three years there,
2151 kind of on the Systems side there doing Public policy and distance learning sorts of things,
2152 figured out that where the real power was is at the institutional level, I was actually at a
2153 conference and got this phone call, I didn't seek this position, but they heard that I might have an
2154 interest and so they gave me a call and I came here – to … and the reason that I was really
2155 interested in this position is that at that time, about 9 years ago, the university had about 12% -
2156 15% of their total student enrollment off-campus, and that was pretty good size at that time and
2157 so I thought that with clearly an institution that had an emphasis on the distance learning area.
2158 So, I came here as I said 9 years ago. In that length of time, we little over doubled the number of
2159 off-campus students, our off-campus students now make up approximately a third of the total
2160 student body.

2161   S: Wow, so have you also been in your current position for 9 years?

2162   D: Well, I came here as dean of Distributed Learning, over time there were a number of different
2163   changes, five different provosts, at length of time, and probably about 3 or 4 years ago the
2164   president decided that he wanted me to report directly to him, so my title is now vice president
2165   for Extended Programs and dean of Distance Learning, so kind of, yes, I have changed who I
2166   report to and there has been a lot of expansion, but still basically [have] the same job.

2167   S: Ok. Can you describe your institution's online initiatives, how many programs do you offer,
2168   and what are they, and how many online students do you have? And I looked at your website and
2169   I noticed you still offer other forms of distance learning as well, so maybe you could talk about
2170   that as well.

2171   D: Ok. Well, let's see. I guess, little bit of history to start. When I first got here we didn't have
2172   any programs entirely offered online, it was 1999. And you know it was one of the things that I
2173   wanted to accomplish, there was one that was close, which was Hotel and Restaurant
2174   Management. But, let's see, as of today, it looks like, I always just call up the website myself

2175   S: (laughs)

2176   D: It looks like 64 online programs, it is a little bit, it sounds like a whole lot, and it is a lot, but
2177   there are different flavors of the same degree program in there, like a Bachelor of Arts and a
2178   Bachelors of Science in the same area or that includes Certificates of different sorts, which are
2179   generally embedded within another program, either generally a master's, occasionally a
2180   Bachelor's degree, you know the areas that we offer things in are pretty broad- different sorts of
2181   Management, sorts of things, Education, including Educational Technology in the master's level,
2182   English, in the master's level, and Master of Arts and Teaching Mathematics in the master's
2183   level, we do a lot of health programming, Nursing, Dental Hygiene and we in the Health
2184   Sciences area, which is really designed for anyone who has an Associate Degree, who, in a
2185   Health Area that wants Bachelor's degree, it is sort of an upside down degree, with a student has
2186   already passed the technical side, because they have that Associate degree, and let us say,
2187   Medical Technology or Physical Therapy Assistant or whatever they want to go onto a
2188   Bachelor's degree. We have Parks and Recreation Management, we have some general
2189   completion sorts of things, like Arts and Letters, and Humanities and that is probably it. I think I
2190   probably covered most of the areas.

2191   S: Ok.

2192   D: And let us see, you also asked about the other ways we deliver things, for at least three
2193   decades, probably closer to four at this point, [R2]...has had a mandate within its mission to serve
2194   an outreach function to all of the state and years ago, before technology allowed us to do things,
2195   we put people on buses, they drove to different remote parts of the state to teach one day a week
2196   or whatever, and we started that way, over time, we did a couple of different things, one was that
2197   at one time we had a couple of airplanes and we moved faculty all over the State.

2198   S: Oh, wow! (laughs)

2199   D: (laughs) and then we also started creating physical sites around the state with one that has
2200   been around the longest, a little over 20 years now in …, which is 5 hours drive from [Campus
2201   1], it is almost on the Mexican-California border, so it is really far south and west, and so we
2202   started doing that. Then about 1989-90 we created a Videoconferencing system to connect to all
2203   the different sites around the state, that was before the web, of course, and so we did that and
2204   continued to do that to this day, for courses that require more of a discussion sort of format,
2205   seminar style, and let us see we are beginning to look at some other sorts of technologies beyond
2206   the web to maybe replace the videoconferencing system as a synchronous delivery method at
2207   some point.

2208   S: You mentioned that [R2]... has almost a 40-year history in distance education and in 1999 you
2209   still didn't have any online program, what would you say was the trigger for implementing these
2210   online programs at your university, and when was the first online program established?

2211   D: I think probably by 2000 we established the Parks and Recreation Management, you know, to
2212   me as an Educational Technologist the Technology isn't the important part, the real bottom line
2213   is reaching students who otherwise you couldn't reach, so in the case of the web I think two
2214   things happened, one is that the web became viable to reach students, and in 1999 it was just
2215   barely viable, a lot of people didn't have the high enough speed connections to be able to do web
2216   courses very easily, especially in the rural areas where it was all dial-up, and it was all pretty
2217   small band-width connections, so that side of it happened and then the other side was that since
2218   we are serving so many rural areas around the state, the web is an ideal way to aggregate
2219   students, you know, one here and two there and one over there and be able to bring them
2220   together in a large enough cohort to make it financially feasible to offer the degree programs. So
2221   I thought it is a natural extension of what the institution has always done and you know, the
2222   technologies will come and go, there will be new flavors of different things, but the bottom line
2223   is using them to reach the students.

2224   S: Now, did you have to establish a need for going online or did you have to create a sense of
2225   urgency for going online, did you have to sell it to the rest of the university?

2226   D: Sure, although there were already so many faculty who had been teaching at a distance in
2227   different ways for a long time, including the TV system and so, there are two parts to selling
2228   faculty. One part is getting the buy-in to the mission of the institution to provide access to the
2229   students which we already had. So what we had to do was to convince them that the web was a
2230   possible way to reach them effectively, and pedagogically sound and so that is what we did. We
2231   had a – we were very fortunate in that in 2000 the voters of the state of ... approved a sales-tax
2232   for education and the universities, both K-12 and the universities get a portion of that sales tax.
2233   But [R2]...used part of our allocations to start developing web courses, not exclusively web
2234   courses, and not exclusively that sort of delivery, we are still using TV, but mostly aimed at
2235   development of web-based programs and that was at that time, in 2000 I think, that was 3.9
2236   million dollar funding source, it has since been reduced down to, I think it is 2.9 million. It was
2237   sort of seed money, but that has continued.

2238   S: So you have received that money annually?

2239   D: Annually, yeah. And there have been other sources of funding from the state that we have
2240   been successful in getting, I think, we are bringing in about 5 million a year right now to support
2241   students at a distance, again, it is not necessarily all online.

2242   S: When your institution started with – when you went online in 2000, did you have specific
2243   goals for your online initiatives, did you have short-term goals or long-term goals or where they
2244   numbers or what kind of - what were you thinking at that time.

2245   D: Well, I think, that is when we really, 2000 was really when we really started to expand, we, of
2246   course, had faculty going back to probably 1996 maybe, or 1995 somewhere in there, who were
2247   sort of the pioneers and had been developing web courses on their own. What we did was we
2248   started to provide incentives to faculty who were willing to move forward and to continue those
2249   incentives to this day we, it is more focused than it was at that time but still the dollar amounts
2250   are about the same, you pay about 5000$ for a course to be developed and taught, on an ongoing
2251   basis and let us see, you had a more specific part of that question –

2252   S: oh, sorry! Well, I was asking – I guess, what specific goals…

2253   D: Oh, yeah, the goals were to provide work-force development degree programs to people
2254   throughout the State of …, you know to allow a … economic growth and it was the funding that
2255   we were getting and still get is primarily focused on work-force development, even though we do
2256   have degree completion programs like Humanities and Arts and letters which are not exactly
2257   strongly connected to work force development, but let's face it – someone with any kind of a
2258   Bachelor's degree is going to be more employable than someone without a Bachelor's degree.
2259   Did we have specific goals? We had been growing prior to that at about a, between a 8% and
2260   10% growth rate per year, we have continued that growth rate and we certainly - growth,
2261   enrollment growth was part of what we wanted to accomplish, not just because it is more
2262   enrollment, but because it was our responsibility to reach those students with opportunities.

2263   S: I know you said that many of your faculty were already in the culture of providing education
2264   from a distance, but did you have to do anything specific to communicate your vision and your
2265   plans to the rest of the academic community?

2266   D: Well, in 2000 when we started getting the sales tax funding one of the things we started doing
2267   was – it is almost like a grant program but not quite - what we asked was for proposals for degree
2268   or certificate programs that met the profile of work force development. And for those that we
2269   chose to fund, generally, it was a minimum of a full time faculty position that was funded and in
2270   some cases multiple faculty positions depending on what it was we were trying to, you know, the
2271   program we were trying to get out there. I think that the best way to encourage adoption of any
2272   new idea is to provide the funding to go along with it, though we were lucky enough to have that
2273   funding. I think that otherwise it was sort of, I mean even back then it was still a lot of early
2274   adopters who were interested in, they thought, well, we are already teaching a few web courses,
2275   we could add some more and maybe we will get some more resources sort of thing. So it wasn't
2276   a hard sell. Although in a few cases the president did put pressure on faculty groups to provide
2277   certain sorts of programs at a distance, but I don't think it was anything. I would say it was more
2278   of a sort of mid-level initiative rather than a top-down initiative. I mean certainly the funding, the

2279 decision to use the funding for that purpose was a top-down decision, but then it was really up to
2280 the faculty and departments to propose what they wanted to do for the most part.

2281 S: And so you did not encounter a great deal of resistance from faculty or from the departments?

2282 D: No, I think it was – I am just trying to think through a lot of the different departments, I mean,
2283 there were a couple that had some strong supporters and others who would have preferred not to
2284 be doing it, but that was an unusual situation.

2285 S: You were lucky!

2286 D: Yeah (laughs).

2287 S: So, did you have to – you were the dean at that time for distance learning, did you have to
2288 create some kind of an interest group or a support for all your efforts within the institution, did
2289 you have to put together committees or groups [for] your distance learning initiatives or your
2290 online initiatives.

2291 D: Since at that time I was reporting to the provost and sat on the council of deans, I had pretty
2292 open access to that group and I meet with the deans on a regular basis still. You know, so that
2293 provided that side of it. We did have several different committees at different times. I don't know
2294 that they were all that fundamentally important to the success of what we have done. It was
2295 something that we needed to do for different reasons. But it was more of a logistics sort of an
2296 issue than a trying to build support for whatever it was we were trying to [do]. There is one
2297 another piece though that I might throw in here that is important to understand why our faculty
2298 were pretty supportive. The university on-campus, the [Campus 1]... campus, we had about 10
2299 straight years of decline of student enrollment, where you know [Campus 1]... is – oh, about 2 –
2300 2.5 hours from the … area, 4 hours from …, 2 major cities in the State, and we saw declines in
2301 the on-campus enrollment and during that time the growth off-campus was, the off-campus
2302 growth even though it was at 10% and they were losing smaller percentages each year, that kind
2303 of covered the gap, meaning that we had about the same number of students every year even
2304 though the [Campus 1]... campus was declining. So during that time I think the faculty
2305 recognized that we were bringing in resources to the campus that otherwise wouldn't have been
2306 here and would have required cuts in university's budget. So it was – and there was a talk at that
2307 time about how this was presenting, it was keeping up the enrollment in the different
2308 departments on campus.

2309 S: When was this?

2310 D: The declines were, I think, about 1995 – 2005, over the past three, four years we have seen an
2311 increase in on-campus enrollments again.

2312 S: in addition to the growth in off-campus?

2313 D: Right.

2314 S: During the period of decline did you say that although the on-campus was declining the off-
2315 campus numbers were not declining or were they actually growing?

2316   D: They were growing. And growing at about a 10% rate so -

2317   S: That is incredible.

2318   D: So the decline on-campus was offset by the increase off-campus.

2319   S: That is terrific. That is a good selling point.

2320   D: Yup, it was.

2321   S: Can you talk a little bit about the kind of executive leadership support and commitment that
2322   you have had during the course of implementing online or moving towards online?

2323   D: Sure, let's see, I am trying to think of how to, where to start, I guess the president who hired
2324   me was …, and … [she] was pretty well known nationally as a supporter of distance learning, I
2325   remember seeing her at several different national conferences where she was talking about it.

2326   S: What was her name?

2327   D: …, and she was here for about a year after I got here. She hired a provost …, who was
2328   responsible for … [another university's] Distance Learning programs. In the meanwhile, he had
2329   gone to … University and was provost there, he came here to be our provost, so I have been very
2330   fortunate that there have been two presidents - he came here as provost and then became
2331   president - a bit of a long story, but it was two years after I got here. Because of that, the fact that
2332   I have had two presidents who were supportive of what I was doing, I think that it has made it far
2333   easier. I think we have also had - we have had a real advantage in that the Board of Regents
2334   recognized the value of distance learning to reach certain populations and they created in 2000 or
2335   1999 or somewhere around that what was called ... University, a Virtual University, and of
2336   course, since [R2]...was the institution with the most experience we had a strong role in that and
2337   then in 2005, in January of 2005, the Regents transferred the management of the ... [virtual]
2338   University, which has been renamed the ... University's network to [R2]... to manage, so with
2339   that came about 2 million dollars a year, it is up to about 2.2 million, actually it will probably be
2340   down again this year, because of sales tax, the revenue is falling off, but anyway the Regents
2341   have been very supportive with funding and with policy support to allow us to accomplish what -
2342   *they* wanted. It wasn't like we were driving the boat; they wanted that done, and, let's see, so
2343   really at the highest levels we have had very good support.

2344   S: My next question is about faculty and academic leadership commitment and you have already
2345   touched upon that and said that they have been very supportive. Is there anything you would add
2346   to that?

2347   D: Well, you know, I think they have – I am a pragmatist, I think that they have been supportive,
2348   but that doesn't mean that aren't still detractors and that there aren't still pockets of resistance
2349   and especially traditional faculty, mostly faculty who do not participate in delivering via distance
2350   learning, they are on-campus faculty only. Generally those who are teaching at a distance are
2351   supportive of it, so I guess, that is what I would say about that.

2352   S: Do the faculty who teach online courses, are they regular faculty or are they different?

2353 D: Well, it is a mix of faculty. Some are tenured in departments, some are paid by us; most of the
2354 ones that we pay for are not tenure-track. They are full-time instructor clinical sort of faculty,
2355 lecturers – they are called different things at different institutions but non-tenure track positions.
2356 But the majority of the courses are taught by full-time on-campus faculty.

2357 S: And how do you facilitate their move to online, how do you – what kind of resources do you
2358 provide to faculty to put courses online?

2359 D: Well, we pay them the $5000, our eLearning Center has staff who work with faculty to help
2360 them develop it, we use WebCT Vista and so they do – they used to do summer institutes which
2361 were 2 or 3 weeks long everyday and paid faculty to attend those, after a while they moved to
2362 doing half-day or couple of days depending on what the faculty member wants, training sessions
2363 to kind of, more like familiarization with it, and then they have a sort of telephone consultation
2364 with faculty who can call up and get help with different things, and they'll come to your office
2365 and work through initial sorts of issues that you run into, different sorts of seminars about more
2366 specific sorts of things like how to use the Grade Book, how to use testing modules that is in
2367 there.

2368 S: Who takes the decision about what courses to move online and which faculty is going to teach
2369 the course and those kinds of things?

2370 D: Well, generally the way it works is that there is a faculty college and departmental
2371 commitment to offer an entire degree program. And so then from that internally they figure out
2372 who is going to teach what course. In terms of who decides to develop a course there is two
2373 answers to that – the campus has some funding for faculty to develop courses and the eLearning
2374 Center administers that, I think they usually do it as a sort of like a grant program, on our side
2375 and we provide the majority of the funding, by a lot (laughs), for the development of web
2376 courses on our side once we get an agreement with a department that they are willing to offer
2377 something that we have identified needs to be offered, then we provide the funding and it is
2378 really the same process, it is not – now if there is a department that wants to put out a degree
2379 program that we don't have an interest in, then, in some cases they may, … more often it is a
2380 course, it is like a faculty member who says, I really want to teach my course on the web, then
2381 they can do that. But we won't provide funding for a course that we don't necessarily need.

2382 S: And how do you make a decision about what you find interesting or not.

2383 D: Primarily we do market research, often, since we have 39 physical locations across the State,
2384 we call them campuses, they vary from – the largest is probably about 1200 students down to 20
2385 or 30 students in a rural area -

2386 S: That is a lot of campuses!

2387 D: Yeah, it is! And so we have staff at those locations and students come in and say I am really
2388 interested in X, once we get a lot of anecdotal evidence about, oh, it seems like people really
2389 want a psychology degree, let us say, then we'll do a harder sort of market analysis to figure out
2390 how big is this market.

2391 S: So, do you have people with marketing background on your team so to speak?

2392   D: I have an Associate Vice president for Marketing and she has I guess 4 people reporting to her
2393   full-time people, some part-timers too.

2394   S: Wow, you take your marketing seriously.

2395   D: Well -

2396   S: Marketing Research –

2397   D: Well, they don't just do the research side, the do the whole marketing too. Well, we have right
2398   now just over 7000 students, so it is on a different scale than most universities, 7000 students is
2399   more than a lot of institutions have in the whole institution (laughs)

2400   S: (laughs)

2401   D: so you know – my budget authority is about 38 million, it is a big operation that in
2402   comparison to a lot of universities where it is sort of the Continuing Education arm, and it is kind
2403   of run on a shoe-string, we long ago got beyond that, it is like an university within a university.

2404   S: These 7000 students, are these the distance degree students that you are talking about?

2405   D: Yes, they are off-campus students, probably, about 2500 or 3000 or somewhere in that range
2406   are in web delivered programs and the others are in other sorts of programs that – they still take
2407   web courses but they may take some other courses face-to-face, they may take some of them on
2408   TV, I doubt that any student almost without exceptions doesn't take some web courses at this
2409   point, it is just that they may not be taking all their courses on the web.

2410   S: What – you talked about funding a little bit – I am wondering what kind of a funding model or
2411   a revenue model you have in place – does all the income from the enrollments go into a central
2412   fund or how do you get your revenue?

2413   D: A very good question – the revenue does go, from tuition and from state-funding, since we
2414   are state-supported institution, goes into the central budget. And so just like everyone else, I sit at
2415   the table and make my justification for budget increases in the current climate, my justification
2416   for not being cut as much as the others. (laughs)

2417   S: (laughs)

2418   D: Which so far hasn't worked. Let us see. It seems like there was another part to your question -

2419   S: How do you get – do you get a percentage of the enrollments or anything or is it just a central
2420   annual budget that you make every -

2421   D: It is a central annual budget with the exception of summer sessions, which is operated by
2422   State law as a self-supporting entity. So but the institution stills gets a percentage of the revenues
2423   from Summer, it is just that we do get revenues directly from Summer. And at this point with as
2424   many students as we have it is millions of dollars so it is an important part of our budget.

2425   S: You talked about different ways courses are developed, how do you ensure the quality of
2426   courses that you are offering?

2427   D: Here at [R2]... it is always been an integrated system for the most part. The faculty are
2428   responsible, as they are at all institutions, for the academic quality and so the department at the
2429   university that is responsible for the degree program is responsible for quality control. Having
2430   said that, I have pushed very hard over the years that we use the same evaluation processes for a
2431   degree that is offered on-campus as we do for the same degree that is offered off-campus and so
2432   we have done that and have been very successful with, in this case, the North Central
2433   Association primarily, although some of the other accrediting groups as well have been very
2434   pleased with what we have been able to do to ensure the academic quality of what we do off-
2435   campus.

2436   S: Is there any other way you also evaluate your initiatives?

2437   D: Well you know we have a strategic plan at the institution and we have our own strategic plan
2438   for the organization and we are evaluated on our success in meeting our planned goals. And it is
2439   real because the strategic planning process is where the budget decisions, budget allocation
2440   decisions follow the strategic plans. It didn't used to, but it has since … has been our president.
2441   So you know those are the two primary, there are always lots of different evaluations that are
2442   going on, there are board required reports of different sorts, and the board then evaluates what
2443   you are doing.

2444   S: Do you have any specific student services in place – you mentioned your technology
2445   infrastructure is WebCT, do you have any kind of specific student services in place for your
2446   online learning, for your distance students?

2447   D: In those 39 campuses around the State we have Student Service Support, [and] sometimes it is
2448   just one person. But that is available to online students. We also have a centralized Service
2449   Center, which is, we have someone in the Service Center from about 7 a.m. – 7.00 p.m. daily, we
2450   have staff, multiple staff, there is a – oh, I think 6 or 7 advisors, there are the front office staff,
2451   there is people who specialize in financial aid and stuff. But, anyways it is a centralized service
2452   and a student can call up an 800-number or email, or instant message and someone will help
2453   them through whatever issue they are trying to deal with. Sometimes it is very simple, sometimes
2454   it is like with advising it is very complex and if it is another part of the campus that they need to
2455   deal with we will track it so that we, a certain percentage of the students that we have contact
2456   with we call back on to find out if the issue that they were trying to deal with whether we were
2457   able to get them to a resolution to that issue.

2458   S: I know that we are coming to the end of our hour I have a maybe just three more questions are
2459   you ok with that?

2460   D: I think so, let me check my calendar real quick and make sure that I am not up against
2461   something else. Yeah, I have 15 or 20 minutes.

2462   S: Ok, great. So the people you just mentioned are all part of your unit, right?

2463 D: Yes. Now, the Service Center is. [But] the eLearning Center, the folks who support the
2464 faculty for web course development is a university-wide service, they don't report to me.

2465 S: the student services folks that you just mentioned right now?

2466 D: yeah, they do report to me.

2467 S: Obviously, [R2]... is very successful, but I want to hear from you why do you think it is
2468 successful – in the area of online learning programs?

2469 D: Well, you know, the fact that I started my career as an Educational Technologist I think that
2470 we have been successful not because we were necessarily the best at the technology side,
2471 although we do it well, but the difference is providing the support that students need to be
2472 successful, successful in the course to move to complete the degree or the certificate or whatever
2473 it is that they are working towards. That I think is different than merely putting some degrees
2474 online, it takes a level of support, especially since the students are not physically located here
2475 that it makes a difference in the success. I think that, you know, you said that we take marketing
2476 seriously, we do, and I think that for a successful program that marketing will become more and
2477 more important if they want to stay successful, because the competition has increased. Almost
2478 everyone is in the online market now, at one time it was just few of us, now there are a lot, so
2479 that marketing and student services are differences that you can point to, and that students
2480 recognize and find useful. I think we have been successful because we have had leadership that
2481 recognizes the importance of what we do in our presidents and the Board, we have been lucky or
2482 have created our own luck in terms of the funding that we received to support what we are doing
2483 and I think that is important, and I think that the support of the campus in the general sense has
2484 allowed us to be successful. So I guess that is – when I look at the different key components
2485 those are the ones that I would -

2486 S: And what would you say was your particular role in bringing about this success?

2487 D: Well, I spent most of my career in distance learning and I think that when I came here – what
2488 I would say is that I pushed to professionalize what we were doing, it was a lot of people trying
2489 to do the right thing, it really wasn't organized in a very productive manner and so my job was to
2490 one, organize it first and then with those successes work towards getting more funding so that we
2491 could support the expansion that we were able to create and that means, when you say resources,
2492 first it is money, and then it is the right people to get done the things that needed to be done,
2493 there is a recent book, I am trying to remember the name of it, Good to Great, I don't know if
2494 you have read it -

2495 S: Yeah, yeah.

2496 D: Well, ok, it is getting the right people on the bus. That is an important part, and having a bus
2497 to get them on - that is the resource side. But that has been my role really, where it is kind of
2498 professionalizing and getting the resources and then getting the right people involved so that we
2499 can be successful.

2500 S: And my last question is what measures are you taking to sustain your – the success of the
2501 initiatives in the future?

2502 D: Well, this is a particularly difficult time in that we are going through massive budget cuts and
2503 yet we certainly don't want to hurt the organization. So at this point it is trying to figure out how
2504 to cut budgets without impacting enrollment as little as possible and trying to make sure that the
2505 organization is positioned for when we come out of this budget cycle, which will probably be a
2506 couple of years, is the best that we can hope for -

2507 S: (laughs)

2508 D: So, I think – but I don't see that any different than what a manager does on an ongoing basis.
2509 Anyway, we are always trying to – whether you have more money or less money at any given
2510 time - what you should be doing is trying to position the organization to move forward in
2511 different ways. So even though we are taking cuts we will continue to, there are a couple of
2512 degree programs that we have been working on for a while and we will figure out a way of
2513 continuing to develop those, because that is the future part of the programs that we offer. Not,
2514 not, and the hard part of course, with all of this is, I think we will be at somewhere between 15%
2515 and 20% cut, the hard part, or the important part in doing this, or the hard part really is that it
2516 impacts people's lives; people will lose jobs. And yet, as a manager you have got to make those
2517 hard decisions not to just circle the wagon and try to protect everyone but to make decisions
2518 about what we keep doing the way we are doing them, what we change to do a different way,
2519 and what things can be eliminated because they are not as important as the other things we are
2520 doing. That is what every manager should be doing all the time. It is particularly I think
2521 important when you are in this difficult budget times.

2522 S: Well, that was the end of my long list of questions – is there anything else that you want to
2523 add?

2524 D: No, I think you have been really pretty thorough in asking things. Let us see, you clearly have
2525 my email address, so you can email me with any follow-up sorts of questions, certainly good
2526 luck with your studies, I am a big believer in life-long learning, I have done it myself, I don't
2527 know if I will get a second Ph.D. (laughs)

2528 **Transcript of Interview with Carrie**

2529 Chief Information Officer & Vice-Provost for Information Technologies

2530 Research Institution 3 (R3)

2531 December 11th, 2008, 1.30 p.m. – 2.30 p.m.

2532 S: I did look at your dissertation and I found it very, very useful. I will be looking at it quite a lot
2533 in the future too.

2534 C: I wrote it primarily to capture a lot of the history that had never been recorded of the
2535 development of our initiative, not to mention the requirements of the doctoral program. But it
2536 was a chance to record the history before people forgot what had happened.

2537 S: Yes, it is, I have some questions about that. I wonder if I should hold off on that and ask you
2538 after -

2539 C: Why don't you just go ahead and start with whatever questions you have and we take it
2540 according to what makes the most sense for you.

2541 S: Well, one of the things that I came upon in your dissertation was – you said something about
2542 laying the tracks while the train was moving or something like that?

2543 C: Well, this institution has been growing extremely rapidly. And as a result we are still building
2544 the institution. We are still laying the infrastructure, we are building buildings, we are expanding
2545 programs. We are adding students, and today this institution is the sixth largest university in the
2546 country even though the economic situation in …[my state] is not too great right now, as perhaps
2547 it is not in Michigan either, our growth continues and we may very well become the fifth largest
2548 institution. The result of that is dynamic growth, still building a young institution, the joke was
2549 our staff refers to their jobs as being laying track in front of a bullet train. Yeah.

2550 S: Joel, I wonder if we could begin by you providing little bit of information about yourself, and
2551 if you could describe your current role in your institution?

2552 C: Sure. I am the Chief Information Officer. I have the title of Vice-provost for Information
2553 Technologies and Resources. The Division was created in 1995 along with the Chief Information
2554 Officer's position that I hold. I am the University's first CIO. The division includes University
2555 Libraries, Computing Services which is all academic and administrative computing,
2556 telecommunications, network services, all rolled into that organization, the Office of
2557 Instructional Resources, which is media resources, ITV, multimedia, media production and so
2558 on. And then there are three units that associate with our Online Learning Initiative and those are
2559 the Center for Distributed learning, and I will explain the functions if you want to go into details.
2560 The other is Course Development and Web Services, and the third is called the Research
2561 Initiative for Teaching Effectiveness. So that is the 6 units currently in the division.

2562   S: I did take a look at your website and I have some, some knowledge. I wonder if you could
2563   describe in your own words, your institution's online learning initiatives – how many programs
2564   do you offer online, how many students do you have online and so on.

2565   C: Sure. We began in 1996 with the intent of having our initial online courses, part of a distance
2566   learning initiative that is for off-campus students to facilitate access. In that first year we
2567   observed that about ¾ of the students who enrolled in those early courses were living on campus.
2568   One of the things we did very early on was to build in an assessment program. And our
2569   assessment staff discovered that the reason that those students had enrolled in these courses was
2570   in part curiosity, but in large part the opportunity for a flexible learning arrangement,
2571   convenience and flexibility. So the next year 1997 we created what today we call the blended
2572   learning structure. We then called it mixed mode, that is face-to-face and online, which is still
2573   our term of use. So we have supported those two as transformed learning environments, and by
2574   transformed I mean faculty development, deep support, both production and faculty support, and
2575   assessment throughout the past 13 years or so. And then what happened after a few years of
2576   pursuing that path is that as faculty began to go through faculty development to become able to
2577   use the tools of online learning and understand a bit about instructional design principles and so
2578   on, they began to take back into their face-to-face course a lot of these tools and principles, we
2579   use WebCT, began requesting WebCT accounts for their face-to-face courses, so we gave that a
2580   name, Web-enhanced, WE courses. What happened over the last decade is that essentially there
2581   are no more what we used to call face-to-face courses. And the reason is that so many courses
2582   have become infused with web-technology so we no longer compare face-to-face with online,
2583   because there essentially isn't anything that is anymore face-to-face.

2584   S: That doesn't have any blended component to it?

2585   C: Well, any web-component. So, today we have got fully online, blended and everything else.
2586   Everything else is what we used to call web-enhanced pretty much. Now you have seen the
2587   Center for Distributed learning's website, and there are something in the vicinity of 17 online
2588   programs, some undergraduate, some graduate and there are thirteen graduate certificates online,
2589   there are several hundred blended courses, and the blended, the fully-online courses exist as
2590   components of those programs or certificates. Fully online courses almost never stand alone
2591   except as part of a program. Blended courses on the contrary essential never exist as a program
2592   but rather individualized courses. So, if you think about the dynamics of institutionalized
2593   programs vs. faculty-led programs, the fully online programs come from institutional genesis, the
2594   blended and web-enhanced come from faculty initiation, and the two meet in the middle with the
2595   blended format. So, there is something from everyone, from pure face-to-face to pure online and
2596   many nuances in-between, almost a full spectrum of web-enhanced activity up to full online.
2597   Last academic year, in fact, I am going to pull up let me just take a minute here, I should have
2598   done this in advance, give me just a second to pull up a document here -

2599   S: Sure, no problem.

2600   C: that contains the actual answer to one of the questions you asked. Ok, so there are seven
2601   baccalaureate online programs, sixteen master's degree programs, or tracks and 12 graduate
2602   certificate programs all of which can be completed online. And then in the previous academic
2603   year, 2007-2008, 36,0245 of our students registered in at least one totally web-based blended

2604   course, that is 63% of our student body. That number was up 15% from the previous year. The
2605   second statistic is that almost exactly a third, which is 19211, of our students registered in fully
2606   web-based courses. Third statistic is that 17% of the university student credit hours last year
2607   were generated from online courses. From last Fall to this Fall online student credit hours are up
2608   14.5%, online graduate student credit hours are up 20.8%, almost 21%. So you get some idea of
2609   the growth dynamic.

2610   S: Yes. Right, right. I think I also looked at your – you have some charts on the website , and, so,
2611   was it – did you it was in 1996 that your first online program was established?

2612   C: 1995/1996.Fall of 96 is when the first courses went online in the Fall of 96.

2613   S: So, what actually triggered the implementation of online learning at your institution?

2614   C: That is actually thoroughly described in my dissertation.

2615   S: (laughs) Yes, I know.

2616   C: But, to make it a short story. Our president – we have strong relationships with our regional
2617   community colleges that are feeder institutions to us. In fact, our university receives admits about
2618   25% of all the community college transfers in … [our state], that go into the …[our state's]
2619   Higher Ed Systems. Of all 28 community colleges, roughly, one of out 4 of those students come
2620   to our institution. We have regional campuses on community college campuses around our main
2621   campus as well. Our president was at a meeting with the president of one of our strongest partner
2622   community colleges, and that community college back in 1995 was experimenting with putting
2623   online content on America online, and with using the PBS going the distance Telecourse
2624   materials and the community college president said, you know we have got several thousand
2625   students who are becoming acclimated to learning through technology when they transfer to your
2626   university and what do you have to offer for them. And the answer at that time was – classrooms.
2627   So, he came back and tasked another Vice-provost and me to look into the matter and we put
2628   together a committee and the committee spent some time thinking about it. And decided that we
2629   weren't really in a position to do anything with Telecourses plus the faculty didn't really think
2630   much of them. But this online thing might be worth looking at. So the other Vice-provost and I
2631   began to put out a call to all of the faculty and [we said], come on in at this time and this place
2632   and tell us what you are doing with the World Wide Web. And they did and there were some
2633   interesting things going on. It was mostly at that point highly exploratory. They were not doing
2634   anything systematic. Except for one day when just before one of those sessions a faculty member
2635   from the College of Education came into my office with his graduate assistant , and were talking
2636   about this web-course they had developed, where the graduate assistant had done a lot of
2637   researches and projects and had learned a lot about computer-mediated communication, had
2638   learned HTML, had coded the site, and they were offering this course on a State-wide basis to
2639   people around the State of … and they presented it. I said, would you come into this meeting and
2640   give us a show of what you are doing. As they presented it the other vice-provost and I looked at
2641   each other and said I think we have found our solution. It was extremely well thought-through
2642   and well done. It was research-based, theory-based, well implemented and effective. So over
2643   time we not only institutionalized that model, but we hired the two people. And the faculty
2644   member became the first employee of our Center for Distributed Learning and the graduate

2645 assistant when she graduated became the first employee of Course Development Web Services
2646 and then the person who headed up our Assessment Initiative, we bought out the time of a senior
2647 faculty member in the college of Engineering, Education, I am sorry who did educational
2648 assessment and statistics. And those three people were the, as I said, the first employee of the
2649 three units I mentioned earlier. And the units developed over time from that time forward.

2650 S: So, you were convinced of the need for online and the president was convinced too. Did you
2651 have to do or take steps to convey a sense of urgency or convey this need to [your institution?]

2652 C: Well, I think the sense of interest came from the president, which was a good thing to happen.
2653 And I left out a piece of the story that addresses your question. After we had decided how to
2654 pursue this the other vice-provost and I scheduled a meeting with the provost and the president.
2655 At that meeting we asked a series of questions, which is – we are prepared to move into this
2656 online environment, the first question is why are we doing this as an institution? The answer we
2657 came up with was to accomplish a specific series of goals. One of them was to increase
2658 accessibility to higher education, improve convenience for students, improve faculty teaching,
2659 improve student learning outcomes, increase interaction in large enrollment classes and then later
2660 as the blended load was developed it was to make more efficient use of scarce classroom
2661 resources. 1995 we had a 42% shortage of classroom space by state standards. Today we have a
2662 42% shortage of classroom space by state standards even though we built a lot of buildings. So
2663 we have always had a very tight classroom inventory situation.

2664 S: That is interesting.

2665 C: Second question we asked is, what will success look like? And the answer wasn't totally clear
2666 but it was essentially if those are the goals, then we need to establish and track some metrics to
2667 see how we perform against those goals. There is no way to norm them, because no one was
2668 doing online learning. So, the first basis of comparison that everybody uses is, is it as good as
2669 face-to-face teaching and learning, which has essentially turned out to be the wrong question.
2670 And the reason this is the wrong question is that it treats face-to-face teaching and learning the
2671 traditional lecture mode is the goal standard against which other things are compared and we
2672 know – if we look at educational outcomes, learning theory, and almost everything you learn at
2673 the College of Education is that lecture-based teaching and learning is hardly a model to aspire
2674 to. So what we have done, and in many cases done very well but it shouldn't be treated as the
2675 goal standard against which other options are compared. The second is that most faculty have not
2676 had significant faculty development about how to teach effectively, how to assess effectively,
2677 how to engage students effectively, and as one of our faculty members put it, in describing his
2678 own teaching, is we do to our students what our teachers did to us. Basically, we emulate their
2679 model of teaching which is at core, an instructivist approach. The online environment is a
2680 constructivist approach. And what we have attempted to do is to help faculty understand the
2681 difference, redesign their course – deconstruct their course – and redesign it in a constructivist
2682 environment. There has been some success with that. So, our assessment model was one that
2683 looked at several elements on an ongoing basis – student success, student withdrawal rates,
2684 student satisfaction as self reported, factors that associate with successful student outcomes, to
2685 discover what works but doesn't work, and success segmented by gender and ethnicity, as well
2686 as year. And more recently we have taken generational snapshots, you know baby boomers, gen
2687 Xers, Millenials and so on and so forth and compared generations. And in the case of faculty, we

2688   have looked at faculty workload, faculty satisfaction, faculty demographic characteristics. And
2689   then the Research Initiative for Teaching Effectiveness makes an offer to our faculty who are
2690   teaching online that goes like this – if you as a faculty member are interested in doing research
2691   about your innovative teaching and learning, we the Research Initiative for Teaching
2692   Effectiveness will help you flesh out the research question. We will either obtain or develop the
2693   protocols, the instruments for you to collect data. If you would like we will actually collect the
2694   data for you, we will statistically analyze the data for you and we will give it back to you in
2695   publication quality format and it is your intellectual property to do with what you wish. If you
2696   want to produce a journal article, we will help you find the journal. We are not going to write the
2697   article for you, but if you want to write one, we have an editor who will help you tune it up. If
2698   you want to go present it we may have a little travel money to send you to the conference and if
2699   the conference is in Hawaii we will go with you. (laughs).

2700   S: (laughs)

2701   C: And as a result of that we have about 40 – 45 faculty members who are working on these
2702   directed research projects at any given time. And all of that has been folded into the university's
2703   scholarship of teaching and learning initiative …. So, as we look at the history of Assessment, its
2704   first do no harm, step one. Prove that it works. Second, figure out how to make it work better.
2705   Third, establish a process of continual quality improvement and fourth migrate to the scholarship
2706   of teaching and learning by making it a subject of directed research. And we have sort of
2707   progressed in that path in the last decade and half.

2708   S: So, both your assessment model and the other models that you have described in your
2709   dissertation, the faculty - I think you have a list of five models ?

2710   C: We have got Faculty Development Model, course Development Model, Instructional Model
2711   for Online, We have an Assessment Model and we have a Model of sorts for working with
2712   academic programs to [work] with the colleges to determine the programs and manage the actual
2713   enterprise of deciding what goes online and so on and so forth.

2714   S: So, I am wondering how many of these models did you have at the outset in, say 1996? And
2715   how many did you [develop later?]

2716   C: Yes. The answer is that – as I wrote this thing, I got about half-way through it and then began
2717   to go back and re-read Sengi…, *Fifth Discipline*, which I talk about later in the paper. It turned
2718   out that reminded me that what we were doing is essentially what Sengi describes as the
2719   Learning Organization, the mental model, and how mental models and ideas, Rogers would call
2720   it Diffusion of Innovation, basically how new ideas propagate through organizations. So, the idea
2721   was that we did have some notions of how this would work in the beginning and some of our
2722   thoughts turned out to be wrong. For example, our initial faculty development we did as
2723   workshops and later substantially changed to a different model. But at least we had a theory of
2724   how it worked, we had a theory of how students might learn and best be taught in the online
2725   environment and how courses might be structured and, for example, the courses are not
2726   particularly content-centric. There is not a lot of specific content in the courses, rather, there is
2727   structure around learning experiences that the students engage in, a lot of communication, a lot
2728   of collaboration, student-student, student-faculty, student-textbook, student-outside resource and

2729 expert with the idea of making them engaging and interactive. Active students, faculty mentor,
2730 that kind of approach the constructivist model. So, they had these ideas that were based on
2731 theory, and then we modified them as we went along and part of what made our particular
2732 initiative so broad and deep within the institution is we read out of Sengi, it is taking these ideas,
2733 the mental models, if you will, and working with many segments of the institution, students,
2734 faculty, academic administrators, deans, provost, president and others to essentially give them
2735 some point of attachment to these models so that they understand how they work and that there is
2736 something in those practices that relate to what they do and we can talk about benefits to them.
2737 We can talk about what it is that you need or want to do that this will help you accomplish. And
2738 so, the original in fact, one of the original questions with the president was the degree to which
2739 we were going to pursue this - was this going to be something we would do in a limited fashion
2740 or were we going to pursue it in a more substantive way and as the demand curve ramped up, if
2741 you have seen it, it is an exponential curve and the further it goes the faster it goes even though
2742 the numbers are so much larger. As we saw it grow that fast we came to the determination that
2743 essentially it was going to be allowed to become and supported to become a transformative force
2744 within the institution, that transforms the teaching –learning process, to be a platform for wide-
2745 spread faculty development and deployment of technology tools and as a rallying point for other
2746 tools that themselves would not justify that level of support. For example, lots of institutions are
2747 doing things with Podcasting, Wikis and Blogs and ePortfolios and all the Web 2.0 tools, My
2748 Space and You Tube all of that and so are we. The problem is that if you looked across an
2749 institution that is as large as yours or mine you can't afford to put this level of support into all of
2750 those. And so they tend to be individual faculty or pockets of faculty. So what does that mean? It
2751 means that they are all idiosyncratically different – means that they don't have instructional
2752 design. It means that they don't have rigorous assessment, and when you sum all that up, you get
2753 something out of their use, but you have substantially increased costs and you can't go back and
2754 prove what impact you have had on teaching and learning.

2755 S: Right, right.

2756 C: So, our thought is not to suppress those, but to bring them in so our online learning initiative
2757 is one of the magnets so to speak to which we can attach these other technologies. And it is true
2758 that in order to do that the faculty have to have some engagement with online learning but so
2759 many of them do, that you can now accomplish it that way. And now we can bring these things
2760 in as elements. Once they learn how to use the elements they get faculty development, they get
2761 assessment, they get support, they get whatever they need – they can now take them to whatever
2762 course they want to use them, online or not and use them more successfully than if they existed
2763 isolated on their own. Our other primary venture on campus is that we have put advanced
2764 multimedia facilities in about 95% of our classrooms and auditoriums. The original thought was
2765 that we would do multimedia for the classrooms and online for out of the classrooms - one
2766 physical and one virtual, and as the blended model took off it turned out that the blended model
2767 and the multimedia classrooms went together and accelerated each other, because if the faculty
2768 member has a blended course, what do they want in their classrooms? They want computing and
2769 projection, and out of the classroom they want the same resources and so the two of those fit well
2770 together around the blended model.

2771 S: You talked about you posing some questions to the president initially saying what exactly do
2772 we want to do, where do we want to go.

2773   C: What does success look like, how far are we prepared to go with this and so on.

2774   S: Right, right

2775   C: Essentially we were given license to go forward and develop it.

2776   S: What specific goals did you have when you initially started off?

2777   C: They weren't specific in terms of metrics, they were more directions in which we wanted to
2778   move and the goals were to increase access and flexibility to the institution and to think of online
2779   learning -we have an 11-county pretty large service region here in … [my state], and the idea
2780   was that our main campus which is in [Campus 1] …. , our regional campuses which are
2781   scattered throughout the 11-county area, and online would become a way that we could
2782   guarantee the ability to deliver programs to students throughout the region, no matter where they
2783   happen to live. The Sloan foundation, the Sloan Consortium, Frank Mayadas, talks about On-
2784   campus, Near-Campus, Far-from-Campus, right, the three zones and essentially online learning
2785   allows you to focus programs on all three constituents. We were one of the first institutions to
2786   focus on the on-campus student. So many institutions began with online, as we did in fact, online
2787   learning as a distance student. We discovered that ¾ of the students in those programs weren't
2788   really distant, it became obvious that we needed an outward-facing and inward-facing view and
2789   subsequently, we eliminated the concept of location. Blended-courses require face-to-face
2790   classroom attendance which obviously limits the distance from which people can travel to take
2791   them, but by offering them on all of our regional campuses we increase the number of places you
2792   can go to take the face-to-face course and it made them more convenient. And the fully online
2793   programs are totally independent of location.

2794   S: Do you – you said in the beginning you didn't have metrics. Has that changed, do you have
2795   certain – are you setting some short-term goals, and some long-term goals as you go now?

2796   C: What we have attempted to do is to take the metrics that we discovered and work to
2797   continually improve or maintain them. To increase student success – we measure student success
2798   as receiving a grade of A, B or C in a course, non-success as anything other than a A, B or C.
2799   The reason for that is that teaching and grading tend to be so different between departments and
2800   colleges that if we used As, and Bs, and Cs and Ds as specific metrics you would be mixing
2801   apples and oranges across the institution. And statistically if you treat A, B and C as success –
2802   that is what our research folks call de-classifying grades – you almost completely eliminate the
2803   differences between academic programs and departments in terms of the comparisons we make.
2804   So, we look at withdrawal rates, against all modalities, we look at success rates, against all
2805   modalities, all ethnicities, most genders, all semesters over the years, we look at growth rates, we
2806   look at student satisfaction ratings, ah those kinds of things. The idea is not to have an arbitrary
2807   standard to which we adhere but rather continue to maintain or improve our past performance. It
2808   is continuous improvement more than a specific target.

2809   S: That is interesting. You mentioned that you tried to communicate the notion of the models to
2810   the deans and the other academic leaders. Can you talk a little bit more about how you
2811   communicated?

2812   C: Sure. We don't talk to them about the models themselves. We interact with them as the model
2813   describes the process would work. Ok? So, for example, I will give you sort of the complete
2814   cycle – we meet with each college dean and his or her chair persons twice a year, once in the
2815   Fall, once in the Spring. "We" in this case is, a group of us that work within our division do
2816   distributed learning, and more recently we invite and often they come, is the graduate dean, the
2817   vice-provost of regional campuses, the undergraduate dean, and we can talk specifically about
2818   undergraduate and graduate program development, and then moving of those programs online.
2819   We have with each college a kind of a three-year planning window, within which we try to map
2820   out the things we have to do, the faculty that have to be developed, the courses that have to built,
2821   [and] the sequence in which those are done to take a program from fully face-to-face, to fully
2822   online or from fully face-to-face to blended. And so we have an agenda with each college and
2823   work with them. And our graduate dean particularly is encouraging the colleges to move
2824   programs online as a way of enhancing the growth of our master's level programs, which are –
2825   our undergraduate population is growing at a very high rate, our doctoral programs are growing
2826   at a very decent rate pushed by the colleges and to some extent the colleges have been backing
2827   off master's level growth because of the pressures of undergraduate growth and the desire to
2828   grow doctoral programs to support research. The graduate dean is pushing master's level
2829   programs and the way to push them is to put them online, because once you do they tend to grow
2830   on their own very rapidly. Anything that goes online grows.

2831   S: Wow.

2832   C: So, the way to get it to grow is - all you have to do put them online and it will grow on its
2833   own. And that is the strategy. So, we meet with the deans every semester and have a rolling
2834   planning window, and once we commit to a college to put a program online, there is a person in
2835   the dean's office with whom we work who nominates faculty in the order that their courses had
2836   to be built. We schedule them for faculty development that we do three times a year, Fall, Spring
2837   Semester. We create the courses, complete the courses, we put them online and we assess them
2838   and we report back on the enrollments trends and so on and so forth, and help the college, make
2839   the activity visible to the college. Some colleges are more deeply engaged, some are less deeply
2840   engaged and so we take it as the college wishes to have it, offer it as a service. One of our larger
2841   colleges – Health and Public Affairs – generates a full 50% of their student credit hours from
2842   online courses. Other colleges have very little. But we work with them on their needs and offer
2843   the services. So that is the model for determining what goes online. Once a faculty member is
2844   nominated, there is a process for confirming their nomination. We just built a website that we
2845   give them the credentials to log into, and they can track every faculty member nominated,
2846   correspondence back and forth, their agreement, the confirmation, for each of the faculty
2847   development sessions coming up - current and the next couple – so they can see in the future
2848   what is coming, when it is offered and so on. And then once they begin faculty development,
2849   they go through an 8-week process that course development web services helps them with and at
2850   the end of that they have created one module of their new online course and afterwards they
2851   finish the course and offer it and so on and so forth. So, and the assessment unit follows all of
2852   that and does assessment with all of the courses that have been put online.

2853   S: Clearly, [R3]… is very successful in online learning. In your own words, why do you consider
2854   your institution to be successful with regards to online initiatives?

447

2855 C: It is something we spent a bit of time thinking about. In fact, various outside institutions or
2856 agencies sometimes ask us – can we have your faculty develop a program, can we give … to use
2857 it and so on and so forth. We have been thinking about what really is our core competency. What
2858 is it that we do that would distinguish our program from others' [programs]. And I think it is the
2859 depth of understanding about the institutional dynamics of diffusing this through a large
2860 institution. There is a difference between the [R3]… and perhaps your institution or others,
2861 which is – we are young. We are only like 43 years old. We are entrepreneurial and we are not
2862 yet as research-intensive as some other institutions are. So faculty are still to a large extent
2863 devoted to teaching, as opposed to not devoted to teaching and doing research. So, teaching is
2864 still something that is mainstream here. It may not be forever as we become [more] research-
2865 intensive than it is today. Second is that we got this initiative started early enough that we were
2866 able to do it from an institutional perspective. Many institutions find faculty in different areas
2867 become engaged or the colleges or departments have become engaged, we have all these little
2868 pockets of initiatives and should the institution decide to take this on, you have got to change
2869 everything everybody is doing and bring them in to the central tent, so to speak, and people will
2870 resist that change. And finally what we have attempted to do, the way I describe it is, we have
2871 attempted to make online learning something the university is, as opposed to something the
2872 university does. Which means it is an experience available to all students, all faculty, all
2873 departments. With the deep support we guarantee we are in it for the long term with them. We
2874 guarantee then that we will do everything possible to make them not only successful, but to help
2875 them excel, we provide very, very deep support and we do it with a student-centric, faculty-
2876 centric, academic-program-centric point of view. We do it as a service to them. And even though
2877 it is offered by the institution and we have these models, which sort of sounds like 'one-size fits
2878 all', there is a fair amount of flexibility in there, and we honor the role of faculty as owners of the
2879 intellectual content, as controllers of the course, as people who have to be successful, among
2880 students who have to be successful to have a satisfactory experience and to do everything
2881 possible to make that happen. We have also looked over the years at - what I call – points of
2882 friction. You see it in any organization. Things just are not working right or people just are not
2883 quite happy enough about something or something just - one department or one person or one
2884 service just isn't what people expect it to be, and we looked at all those points of friction and
2885 make a conscious attempt to identify them and try to fix them. So, essentially we try to help
2886 faculty use technology effectively. We try to use that as a way to help them become better
2887 teachers, certainly more modern teachers using more modern tools. Students eat it up, of course.
2888 And for the students the benefit is the flexibility. I mean, as our Research unit says, the top three
2889 things students like are convenience, convenience and convenience. But we have also done some
2890 deeper investigation into student affect. The Sloan foundation gave us a grant to really do some
2891 probing through focus groups, of what really underlies the student affect of their experience with
2892 online learning. And you find things such as the following: I feel good when I am more in
2893 control of my learning – not only time, but the learning experience itself. I have learnt some very
2894 valuable technology skills that will benefit me in other ways beyond this. The institution is
2895 responding to my needs by making my learning more flexible. I can learn when I am ready to
2896 learn and party when I am ready to party and so on and so forth. My life is more under control,
2897 most cases. I am able to take on a higher academic load than I might have if it was pretty
2898 classroom-based, things of that kind. So, a deeper meaning to students to what it means to be an
2899 online student.

www.manaraa.com

2900 S: You talked about points of friction. Did you have to make an attempt, or think of ways to
2901 overcome resistance and get more of a support from within the university, support for your
2902 efforts from various other administrators or faculty?

2903 C: When we began in the early mid-1990s - and I discuss it in my dissertation - we got the
2904 president and the provost to agree to dedicate a deans' retreat, in part, to this topic. And we
2905 brought in two guest experts: we brought in Carol Twigg, who at that time was Vice-president of
2906 EDUCOMM, and she worked with the deans and the administration. We brought in Burks
2907 Oakley, from the University of Illinois, who had open sessions with the faculty. So, we had an
2908 administrator to administrator, faculty to faculty. And essentially what Carol Twigg helped us do
2909 is to see quickly more of the national vision of what was happening and how this was moving.
2910 And her own insights - which turned out to be very astute - and then Burks Oakley was one of
2911 the earlier faculty to become deeply involved in a technical discipline where there are some
2912 challenges sometimes, and he could speak as a faculty member about [how] he as a EE faculty
2913 member had thought through his courses and how he was using this to improve his teaching and
2914 improve student learning. And by having peers talk about this as opposed to we in the technical
2915 community or the provost as an administrator it immediately sort of established a zone of
2916 credibility and then the administration got the colleges to agree to some early online programs,
2917 early faculty and the first several cohorts of faculty we actually treated as an experimental group.
2918 We not only did faculty development, we had lunches where they could talk to each other about
2919 their experiences to reflect. We invited the provost in – I can recall one session where he came in
2920 prepared to talk to them, he couldn't even get in on the conversation, [it] was so active and we
2921 knew then that we had something really interesting going on. And what the faculty liked about it
2922 was [that it was] one of the first and only opportunities they had had to really think about and
2923 talk about teaching and learning. One of the only times they had the ability to do that across
2924 disciplines, outside their own departments. And they had the attention of the university, they had
2925 support, so it is recognition, it is reward, it is the reflection on that, it is helping them improve
2926 and the large number of faculty who have gone through faculty development and done this have
2927 later qualified for university's teaching awards, which is a 5000$ permanent boost in your salary
2928 and so on and so forth. So, there is both recognition, and both kinds of reward – financial and
2929 other kind of reward. So we tried to do this in such a way that the faculty who all say they work
2930 harder teaching online, takes more time, in fact, our research, … [the person who is heading the
2931 research initiative's] research has been interesting – there are only two factors that have a
2932 statistically significant correlation with positive faculty satisfaction over the years, all the time:
2933 the amount of interaction in my online course is higher, and the quality of interaction in my
2934 online course is higher than any other courses I teach. Workload, tenures-status, gender, number
2935 of years teaching or teaching online, or number of online courses taught, amount of help given,
2936 or not given, any other factor we can think of has no statistical correlation with satisfaction,
2937 except those two.

2938 S: I see. That is interesting. You talked about getting, it seems like you have got a lot of support
2939 from the president and the provost in terms, is there any other kind of executive leadership
2940 support and commitment that you [got]?

2941 C: Well, actually we got *approval* from the president and the provost and the support came in the
2942 form of allowing me to enhance and grow the units to support the faculty. And so, what really
2943 happened was we began this as an experiment, as an activity, we did TV courses, we were going

2944	to do web-courses, right? And it was a way of delivering a service. The original intent was to
2945	make it institutionalized process. Core not exterior. And we went about it in that way and what
2946	we discovered, as it began to grow, was that it was gaining momentum and gaining adoption.
2947	The mental model was propagating into the college – they began to understand it. In fact, you
2948	could tell, the way this began to work is that initially people had a lot of questions about, you
2949	know, can you do X, Y, Z on the web that you can do in the classroom. Will students learn? Will
2950	they drop out at a higher rate? Lots of doubts. In fact, many of these are based on experiences or
2951	failures at other institutions and there was – several years ago – in the 80s a number of these
2952	large online ventures that boomed and then collapsed for a variety of reasons, and many of the
2953	reasons in fact were the same reasons. There is a part of the dissertation that talks about those as
2954	well. Common failure factors. The initiatives that are based on internal needs of the institution,
2955	doing things for ourselves and our students, as opposed to selling something to somebody else,
2956	have been over the years the most successful, because they are based on reality as opposed to
2957	supposition. And many of the suppositions of these programs proved to be exaggerated or false.
2958	So, we decided to make it an institutionalized initiative, as to say, to mainstream what we did as
2959	one of the legitimized ways that our university offers programs to our students. As we watched it
2960	grow significantly we spent the first several years grappling with scalability issues. It was
2961	growing at 20% a year, our budgets were growing at 5% a year, how do we scale the thing up
2962	and maintain quality and so on. So, we spent a lot of effort developing ways to do more with
2963	less, or to do more with a little more. And then about 5 years ago, I got to – just looking at the
2964	growth trends and the dynamics and all the factors in that, I said, you know this has become so
2965	large, it is an engine that the university could apply towards some high-level strategic objectives.
2966	What would those be? We began looking around using the intelligence we gathered from our
2967	conversations with the colleges to begin to think more strategically about, as opposed to
2968	tactically about online learning. And so what emerged from that was a serious of initiatives that
2969	today have become recognized by upper administration as essential. It is a way the institution can
2970	manage growth, it is a way that we can meet competition. It is a way we can compensate for our
2971	limitations in classroom space, it is a way we can enhance graduate credit hours. It is a way we
2972	can improve and enrich our regional campus system, it is a way we can ensure students have
2973	greater opportunities for completing their general education requirements which before web
2974	courses they could not, it is a way of improving teaching, it is a way of increasing student
2975	learning outcomes and flexibility and decreasing time to degree. And so we really think of all of
2976	those things as things to be pursued. And then once we decide to pursue them we collect metrics
2977	on them, we can evaluate our performance, and that is what we have done. So, the president he
2978	talks about online learning and the provost think of it as an essential resource necessary for
2979	institutional success and advancement today as opposed to that thing they are doing with the
2980	web. It is sort of shaping the conversation but the conversation with students is different from the
2981	conversation with faculty, is different from the conversation with deans, is different from the
2982	conversation with the provost and the president and so on and so forth, and other administrators.
2983	And we focus the conversation with them around their needs, their challenges, [and] their issues.
2984	For example, we had a meeting with our dean of our College of Hospitality Management earlier
2985	this week and we even stopped meeting with him for a while, because every time we meet he
2986	used to say, "we don't, we are not interested, we are not interested", and so I said to our person
2987	who schedules "let us go back and talk to him again this year and see what happens", and so we
2988	walked in and we had [a meeting], he was there and he had three department chairs there. One
2989	of them who had been through faculty development and was teaching online. And he said, here is

2990 what I need – I have to solve this problem, I have to solve that problem, I have to solve that
2991 problem, I think we can do it with blended courses, let us talk. And he got it. For the first time
2992 ever, we now had an agenda with that college that put them on the track to develop blended
2993 courses to meet a specific set of requirements. You might be amused at what the trigger was –
2994 the hospitality campus is a beautiful campus located down in the tourist area, away from the
2995 main campus. It looks like a five-star hotel – it is gorgeous. And they have a lot of classroom
2996 space, they have a lot of facilities, he said "but we are out of space in parking. We have no more
2997 parking and students can't get here and they can't take a shuttle, because they cannot afford it,
2998 we need a way to reduce cars on the campus. Blended learning will help us do that". So, parking
2999 became the trigger to build in online learning.

3000 S: (laughs)

3001 C: It just goes to say that you have to customize the approach to the constituency you are
3002 speaking with and I think the success factor, since we are talking about that, has been to have
3003 something for everyone. Every constituency with whom we have a conversation I can explain a
3004 value proposition that resonates to them and we think about that and try to maintain or improve
3005 that value proposition to them.

3006 S: I know we are coming to the end of the hour, and I can imagine you probably have to leave
3007 very soon.

3008 C: We have a group visiting the campus I have to go talk to from another institution I have got
3009 about maybe 5 more minutes.

3010 S: Ok. So, I'll try and boil it down to the last couple of questions. Has any other university, I
3011 have two questions. I think the first one is, clearly you have been a key figure in the success of
3012 the online initiative at [R3]…, what exactly would you say has been your role?

3013 C: Cheerleader. Essentially, well, actually the role has changed. The initial role was a
3014 combination of participant and architect. Working with administrators to shape it, to get the
3015 activities going, to seed it, so and so forth, the second one was financier. I had to find the money
3016 to grow it and scale it up. And the third one has been one of more strategist. But what we attempt
3017 to do is something, in order to change a large institution you can't do it with a single event. It has
3018 to be something that is continuous and ongoing and at multi-level. And so, part of what I attempt
3019 to do is to get others to be engaged. And we have a planning committee, I think I mentioned it,
3020 Undergrad dean, Grad dean, and regional campus VP, our key staff, we meet once a month and
3021 we have an agenda. We all go out and talk to the dean, we have agenda. I brief the provost and
3022 the president, we have agenda so on and so forth. We do faculty development, there is an agenda.
3023 So, it is a way of keeping a level of activity, an energy focused on this initiative, it is sort of like
3024 Sisyphus pushing a rock up the hill forever and ever and ever. That is really what it is. It is a
3025 matter of – any successful major project has champions, people who are behind it, and push it
3026 and steer it and guide it and protect it so and so forth. That is pretty much what I do. But we try
3027 to do it in such a way that we don't do it by ourselves. In fact, many things where the
3028 information technology folks are pushing it are suspect from the beginning. So, we try to
3029 actually, instead of our pushing on the string, we try to get the academic community pulling on
3030 the string.

3031   S: Very nice, very nice.

3032   C: And that is true of most of what we do.

3033   S: Now, has any other university approached you to adopt your model?

3034   C: Yeah, we have a number of institutions we have many, many institutions come and visit. I
3035   don't think it is so much about *adopting* the model as it is about talking about the subject,
3036   exchanging ideas and we learn from them like they learn from us. We have had a couple of
3037   institutions with whom we have had deep relationships and partnerships, the Naval Post graduate
3038   school of Monterey, California flew one of their officers out every week for faculty development
3039   and we sent an instructional designer there for 3 months and basically transplanted our faculty
3040   development there. We have not done that quite so deeply with other institutions, but we have
3041   done a lot of engagements. In fact, around EDUCAUSE this year, here in [Campus 1]…, we had
3042   six teams coming to visit, three were international, four were international – one from England,
3043   one from Scotland, and two from Australia.

3044   S: Oh, congratulations, by the way on your EDUCAUSE award.

3045   C: Thank you!

3046   S: I read that you got the leadership award for …

3047   C: Yes, I did …, absolutely.

3048   S: That is great!

Transcript of Interview with Jane

Vice President and Executive Director

Distance Learning Unit

Research Institution 4 (R4)

March 4th, 2009, 4.00 p.m. - 5.00 p.m.

3054 S: Ok, great! I am wondering if you could begin by providing some background information
3055 about yourself, and if you could describe your current role in your institution, that would be
3056 great.

3057 J: Some background information?

3058 S: Ah, ha.

3059 J: Let's see. I have been working largely with non-traditional students for my entire career for
3060 over 20 years. I became interested in – I am not going to say online – I am going to say the
3061 distance, at that point what was kind of an asynchronous, or synchronous – using things like
3062 Compuserve and things like that for distance learning to replace the old correspondence courses,

3063 S: Compuserve? Sorry, go ahead.

3064 J: and then worked through, as I was moved, I moved in my career to … [M4, Campus 1], which
3065 is a large online provider, was there for 10 years, really during their big growth period in online,
3066 and then came to …[R4] where I am the Vice president for our – what we call our Prof Ed – our
3067 … [distance learning] programs, which houses the University's online component, so all online
3068 for traditional students and non-traditional students housed is within this unit. And – I have done
3069 a couple - I have participated in the Office of Secretary of Defense, I did a Best Practices piece
3070 for online learning a couple of years ago, I participated in that, I participated in NASULGC, has
3071 put together a benchmarking study,

3072 S: Yes,

3073 J: On online learning, I have been on the workgroup for that, and presented that, so I try and stay
3074 in tune with it (laughs).

3075 S: (laughs) Now you said you have been in distance education a while now, is your education
3076 also in that area or in that discipline?

3077 J: No, no. I have an MBA and then a doctorate in Urban Services, but I have taught extensively
3078 online and face-to-face, but I did not take my – I do not have a degree in Online Learning nor did
3079 I take my degree online.

3080 S: Ok. Can you talk a little bit about [R4's]… online learning initiatives in terms of how many
3081 programs you have, and how many online students you have… An overview, you don't have to -

3082 J: Yeah, we run, I am trying to look at some of my basic information, we run maybe 10,000 –
3083 11,000 course registrations a year in online, we have some full programs that are fully online like
3084 our MBA, our Dietetics Nutrition, and then we have others that are either partially or all online.
3085 So, we run some online cohorts and very traditional online cohorts where the group comes in and
3086 stays together even though they are online, and then we run quite a bit where students come in
3087 and out. They are at - we have about 60 locations worldwide and so they may take some face-to-
3088 face and some online.

3089 S: So, it is a combination of – so to complete their degree they do a combination of face-to-face
3090 and online.

3091 J: Yeah. Or they can come into an entirely online program.

3092 S: So, the MBA is entirely online?

3093 J: Yeah, we have it entirely – our MBA – a lot of them tend to be - we have gone after more
3094 specialty programs in the fully online, we have a Charter Schools program that is specifically
3095 online for people looking to become licensed in charter schools, we have like the Dietetics and
3096 Nutrition program that is fully online, we collaborate within …[the state] in an Audiology
3097 program that is online, we have a doctor of administrative health or doctor of health
3098 administration that is entirely online. So, those are cohorts, they really get to know their
3099 classmates throughout the terms.

3100 S: Do you also have undergraduate programs that are fully online?

3101 J: We do. We have a basic undergraduate in Community Development, which is more of a
3102 transfer degree with that students can get online.

3103 S: When was the first online program established at [R4]?

3104 J: Gosh, I don't know.

3105 S: Ok.

3106 J: I am sorry. I have only been here a couple of years,

3107 S: Ok.

3108 J: I'd guess, it was probably the same time as most other full programs that had gone online, 5 or
3109 10 years ago.

3110 S: 5 or 10 years ago?! Would you happen to know what discipline it was?

3111 J: What was the first thing that went online? No – I'd guess we probably started with individual
3112 course offerings, with undergraduate course offerings or graduate course offerings or the …
3113 program.

3114 S: Ok.

3115   J: [R4] is very traditional, unlike, and I think if you are trying to compare schools this may – I
3116   don't know, do you just want to ask your questions or ?

3117   S: You can talk, well, go ahead, I would love to hear your thoughts.

3118   J: One of the things that – in the very traditional schools they are very faculty-driven. You have
3119   to get some key faculty, some championing faculty who want to put some classes online, and
3120   then maybe there is enough of them that you get an entire program online, and that is how the
3121   momentum starts, vs. a school that is less traditional, so it can be a [M4] which is a public
3122   institution but doesn't have tenured faculty, it doesn't have the same faculty strength of a faculty
3123   association, so they can better mandate, same thing with a Phoenix or a Capella, any of your non-
3124   union faculty association institutions can better regulate what gets put online.

3125   S: True.

3126   J: So, you see at [R4] it is far more of - the faculty control the curriculum and so there is far more
3127   of the – you need to find the faculty that are really interested in doing that, and that is really
3128   probably why we have gone with some of the niche programs, because we have, you know our
3129   Charter schools faculty who say, hey, we think we can really put this online and make a good
3130   program of it. Same thing with the MBA, they came to that a little later, but they said, hey, we
3131   think we can do the MBA and do a really good job on it. So you get programs coming up from
3132   that way, it is not driven quite the same way as it is in either a for-profit or a non-unionized, and
3133   if you work in higher education you probably understand that (laughs), so,

3134   S: Yes, and I am also focusing my population from my study on public universities, and research
3135   and master's so they all have some of the constraints that you just described.

3136   J: Now, have you talked to … out at NASULGC?

3137   S: No, but I know his name, actually I was at a … session where he was part of a panel.

3138   J: Ok.

3139   S: So, do you suggest that I talk to him?

3140   J: Yeah, I would definitely talk to him. Hopefully, you will be furthering the research – some of
3141   the stuff that is happening in that study is its focused on that area between the faculty and the
3142   leadership, we tend to miss a lot, and there is a lot on the students, but they sort of … did a
3143   provosts' assessment of online learning and opinion toward online learning, so, I think, he is
3144   going to have some, you wouldn't be replicating, hopefully you will be furthering the research.

3145   S: I hope so too (laughs).

3146   J: … I am sorry, you can go back to your questions, sorry!

3147   S: That is ok, this is important too! I know you just said that you have been with [R4] … for -
3148   two years, did you say?

3149   J: Yeah, two and a half.

3150   S: Two and a half. Would you know what exactly triggered the implementation of online
3151   learning initiatives at the institution?

3152   J: No, I do not. I could have you talk to somebody who could fill that in.

3153   S: Ok.

3154   J: So, when we are done and I am figuring out all the questions that I don't know the answers to I
3155   will figure out who the best person is – they could answer a lot of those – when it did first go
3156   online, what triggered it,

3157   S: Ok. Perhaps my next question may also be for this person, but maybe you could speak a little
3158   to that – is how do you go about establishing a need - given the constraints that you just
3159   mentioned in terms of unionized environment and faculty-driven, how do you go about
3160   establishing a need for online learning, maybe right now too.

3161   J: That one is actually on-going. You just have to have a shared vision, you know, talking to the
3162   faculty, building up support that they believe that it can be taught well in the online format,
3163   helping them understand what online means, especially online of today, that is got to be online,
3164   even if they have taught online 4 years ago, the tools available now are not at all, it is not your
3165   momma's online class, it changes all the time. So letting them see what is out there, letting them
3166   see what we think we can do, then helping them understand what is the value of it. Obviously,
3167   unionized faculty have a number of concerns that they want addressed, not just quality, teaching
3168   load, who is going to teach it, who is going to have control of the curriculum, they are very
3169   concerned. It tends to be seen almost always as "my" class, so who is going to - how they are
3170   going to control that, how they are going to keep knowing what is going on, assessment is
3171   obviously a big concern. And then normally, when you work through those things, they start to
3172   realize, hey, assessment – there is a lot of opportunities that you never have in face-to-face for
3173   assessment. They start to realize the strengths of online and see ways that they can highlight
3174   those to make up for some of the weaknesses of face-to-face. Each one, there are pros and cons
3175   in online or face-to-face, and they start to realize how you can leverage a strength to make
3176   whichever one you are doing stronger. Some of the best things we have had, to be honest, is a
3177   little more subtle, where you start using some of the online learning objects and things like that
3178   that you would use in an online class, you help them introduce this to their face-to-face class, and
3179   so you would use more an iterative approach and that is another way we have been doing it.
3180   People who say they don't want online but they do start using some of the technology in their
3181   classroom and then they start to realize that they are almost making it connect the dots.

3182   S: So kind of like a step-by-step?

3183   J: Yeah, not a hybrid class, because it is still face-to-face, but they start using the technologies in
3184   the classroom, and then they start to understand that there is value to that. And, you know you
3185   cannot ignore the fact that faculty want to be incentivized, and if you haven't heard that from
3186   other people they are holding back on you!

3187   S: (laughs).

3188   J: Faculty want to know "what is in it for me?", "where is my incentive for doing this?"

3189   S: True, absolutely true.

3190   J: And, who is going to own the content, that seems to be varying degrees of interest. Some
3191   faculty very much understand that within the web, and this whole iterative development of
3192   content and research there is not that sense of intellectual property that there was 15 years ago,
3193   and then other faculty members are very tied to it, [and say] "you can't put my syllabus on the
3194   web", "you can't put , ", whatever, so.

3195   S: How are you addressing the intellectual copyright issue?

3196   J: We are addressing it through our faculty agreement for faculty association members, they do
3197   retain ownership to their materials, and we retain the right to use it, and we try and break it out
3198   by almost the level and the personal, the person, the personal, I was going to say by the
3199   personality of the material, but that is not what I mean, you know, something, if it is text based,
3200   we don't treat it the same way as if it is a Media Site lecture, and it is their face, we give them
3201   most respect to the stuff that shows a likeness of them, that is very personal, and then the least
3202   respect, I would guess (laughs) you could say, or lower spectrum of respect to stuff that is really
3203   more standard and not so unique to them.

3204   S: My next question is about what kind of goals you have for your online initiatives, so if we talk
3205   about the time when you came aboard, were you aware - where there specific goals set by the
3206   institution already? And when you came on board did you set specific goals for your online
3207   initiatives?

3208   J: I have been setting them. We are growing at about 20 – 30% a year, so when I came onboard
3209   we were about 7000 registrations, we are going to end up at about 14,000 this year, so we little
3210   about doubled it in about 2.5 – 3 years.

3211   S: Oh, great!

3212   J: So, you know, I have set my own goals, though it is also got to be quality, it is not just about
3213   the numbers, it is really about getting full programs, and getting the right programs, and not - I
3214   don't know if you can set the goal – I want 3 new programs – you got to find – one of the most
3215   exciting things we have done, is Charter Schools, it is a relatively small program, has a great
3216   reputation, demand is high for it, faculty and the department feel very involved in it, so, you
3217   can't necessarily say that you want x number of programs, you really have to constantly be
3218   looking for the opportunity and say what do students need and want, what do employers need
3219   and want, and what can we do well, and when you start to see those 3 align, you just got to get
3220   on it like a dog with a bone.

3221   S: (laughs) How do you – you just mentioned that you have to have an understanding of what
3222   people need, do you how do you go about figuring that out?

3223   J: We do needs assessment. We talk to employers, we go around the State, we talk to our Alums
3224   who are in senior positions in corporations and talk about what they need, we use advisory

3225   groups, we talk to students on campus, we talk to students, what are they looking for online, we
3226   do it from a whole host of different areas.

3227   S: You said that you make up your own goals, do you have a way of communicating your vision
3228   and your plans to the rest of the academic community, how do you do that, if you do it?

3229   J: We do, we do. There are two different sides from my unit. One is more of an access, we do
3230   non-traditional, our off-campus unit hits, like we have 60 locations around North America, and
3231   so it is an access piece. We do a lot of military education, non-traditional education, and then we
3232   have the online piece, which serves the non-traditional student, but also serves the traditional
3233   student. So there are different visions for those two pieces. For the on-campus traditionally aged
3234   student, we are looking to giving them some of the flexibility of online, so in their scheduling if
3235   they have to hold down a job, or can't or really don't want an early Friday morning meeting or
3236   Friday morning class or whatever it is, they can add an online class to their schedule. We also
3237   want them to become proficient in communicating, persuading etc, in the online environment, so
3238   we have an interest in their exposure to online, we certainly don't want them to sit in their dorm
3239   room and take all their classes online, we are really using it to round out their education, and give
3240   them some more opportunities. For the non-traditional student we are giving, we are using it if
3241   they are geographically bound, if they are time-bound, we use it as that opportunity, and if they
3242   want some programs where we have real strengths, but we just couldn't get them out to the field.
3243   So the vision is a little bit different, depending on the audience I am talking to. We are not using
3244   the online delivery mechanism the same for both audiences. It serves different purposes.

3245   S: Do you talk about these different visions to the faculty, to the other administration, and so on?

3246   J: We do, to the faculty, to the council of deans, to the senior officers.

3247   S: My next question is about how you are creating support for your efforts again within the
3248   institution, you may have mentioned a couple of points already that pertain to that.

3249   J: And I am not sure if you mean support, we have got specific online student services support,
3250   we have got specific technology support. One of the things we did in the organization is we
3251   created what we call … [an executive team for] the online learning environment, and I chair it,
3252   and it has our vice provost for Administration on it, sorry, vice provost for Academics on it, who
3253   we liked because she has a little bit more of the quality side that she does, when we go for
3254   reaffirmation, reaccreditation and things like that, she does reporting on that. So we thought that
3255   she is good on as a broker type of link, faculty development falls under her, so, and then the CIO
3256   is also on that committee, or on that executive team for that and obviously a lot of the technology
3257   falls under him, there is some that falls under me. And we work very closely together and trying
3258   for a lot transparency across the environment, to say ok, are all the pieces working together, how
3259   do we, do we know it is up and running, do we know we have the student services in place, do
3260   we know we have the faculty development in place, do we have the course – and course
3261   development happens to fall under me - but do we have the course development in place. So we
3262   put together kind of a university-wide [executive team], and underneath that we pulled teams
3263   together, which aren't all just from our three reporting units, though they mostly are, because
3264   except the large piece of this, reports under me. So, we pull them together in kind of cross-
3265   functional teams to hit, so let us say we are looking at assessment, we have a team, kind of an ad

3266   hoc special projects team and they happen to be looking at assessment after the reauthorization
3267   act, so we have somebody from the academic side of it, the assessment side, we have somebody
3268   from technology side, we have somebody from statistics or reporting side, you know, we bring
3269   them all together to look at how is the best way to handle assessment and validation. So it is kind
3270   of a good opportunity, instead of sticking within our own silos. So we built support that way and
3271   it gives us far more resources as far as staff goes, because I don't have to have the staff in my
3272   shop, I can go borrow it from another department, another college, something like that. As far as
3273   pushing for resources, financial resources, that is a constant battle -

3274   S: (laughs)

3275   J: - as it is for everybody, because there is a question are you cannibalizing, are you taking
3276   students who would take face-to-face, now they are taking online. You are in the queue with all
3277   the other initiatives in public education right now that are just not getting funded, and state
3278   support is going down and [there is] the push to keep the cost of education down. You have to
3279   make the case just like everybody else and I do that on a very regular basis. I am constantly
3280   arguing where online should fall in the queue and I think, again because we have got this,
3281   because of this executive committee we have when I make an argument, I can be arguing for
3282   servers, for technology, I can be arguing for faculty development, I can be arguing for a learning
3283   objects repository, so we can have better access to that, a new course developer, I argue for the
3284   entire gamut, not all of it in my shop, but it helps forward a unified front to what we need in the
3285   online environment.

3286   S: So you are having to do a lot of this – making a case for it – or selling it internally?

3287   J: Constantly! It is harder to sell internally than externally.

3288   S: (laughs)

3289   J: The external world knows that they want it. It is a constant argument, or selling it is the right
3290   word, you are constantly selling it. We have limited resources and online is not cheap, no matter
3291   what anyone says to you, you need to fund it and resource it appropriately.

3292   S: What in your experience - what are some good selling points, I know you mentioned a few
3293   already.

3294   J: Scale is nice, because with face-to-face we do, especially if you do extended learning, we
3295   bring up different sites, some of those classes you really want to offer ,but you are never going to
3296   get more than 5 or 10 people in them. So it is not efficient to offer them anywhere. At [R4] …
3297   we fly our faculty out when teach a course. So if I teach a course in Hawaii, I fly a faculty
3298   member from …[our State] to Hawaii. Same thing, unfortunately, with North Dakota, if I teach
3299   one in North Dakota, I fly a faculty member out there. So it can get rather expensive. But we
3300   have one degree with [R4] …, so we have a very strong philosophy of, we use adjuncts as well,
3301   but we use our main campus faculty too. And, so online gives you an opportunity to do that with
3302   a little bit less of a travel. Again we don't – we still mix it up. So it gives you that, it gives you a
3303   sense, if you do have adjuncts teaching it, it gives you a sense of what is in the base of the class.
3304   There is not as much diversity between the performance of the adjunct, the research I think
3305   shows, as a matter of fact I know shows, the adjuncts tend to be overall as effective as a full time

3306 faculty member, they are just more inconsistent among adjuncts, it gives you a little bit more of a
3307 consistency base. I use it for opportunity, there is some technology we want to bring, there is
3308 some opportunities that bring strength to the class, and you can't get this type of real time
3309 feedback in a government class, if you are stuck to a textbook, but if you are right there with
3310 what is on the web, you can be using it and marketing it, if you are teaching an international
3311 marketing class, you can go on a field trip in a heartbeat right there and see the differences
3312 between how the French markets are cell phones, how the U.S. markets are cell phones, I mean,
3313 you can start to understand the different cultural norms right on the spot that you can't out of a
3314 textbook, so there is a lot of opportunity. You can bring in guest speakers that are between – I
3315 think you were talking about Skyping, be it Wimba, Skype or whatever you want to do, you have
3316 opportunity to bring in interactive speakers that you would never have access to. So, there is a lot
3317 of – I constantly sell the strengths of it and I am honest about the weaknesses, you can't look at a
3318 student in the eye very well and see if they understand debits and credits, you have to work
3319 around that, now the beauty of it is online you can present it to the various types of learners.

3320 S: Or you can't be sure that the person who is actually taking the online - that is another common
3321 concern among faculty I suppose, you are not sure who is really taking the online course.

3322 J: That does come up as a concern, we have found that normally you would have to get
3323 somebody who is willing to take it for the entire thing for you, many of us have those types of
3324 friends, if you require – we tend to require course participation, so if you have enough of, be it
3325 chat or those types of tools that keep the communication going, and you keep the class sizes
3326 reasonable, faculty learn writing styles they get to know, we try and encourage our faculty to use
3327 a mix of assessment tools so, we still do a number of proctored exams, the students are online but
3328 they are still proctored, we have not moved away from that yet. Not every class does that, but we
3329 have a large number who do.

3330 S: My next question is about the kind of executive leadership support and commitment that you
3331 have had.

3332 J: I was hired by the president largely because of my online experience, so I have had fantastic
3333 support and before that at [M4]… we had fantastic support, because the university was largely
3334 going online. So, I have been very fortunate there. I have tended to work for presidents that are a
3335 combination of academic and business minded.

3336 S: Do you find that to be successful at online that combination is helpful?

3337 J: Oh, yes, absolutely! Because it is not a business model, it is an academic model, but there is
3338 business logic to it, you can't just do it because it makes sense from the business side; the
3339 pedagogy has to be there, the strength has to be there and the learning. But why would you go
3340 through the task to learn all this new stuff and put in these resources that you don't, can't make a
3341 business case for it? So you really need to have both.

3342 S: What kind of commitment have you received from the faculty and the academic leadership?

3343 J: You know, that is mixed. That is mixed. One of the biggest issues I have had is that people
3344 who speak for online have largely not been in online. And that is the hard thing, we are still with
3345 that mix of administrators and faculty where many of them have never been online, or in an

3346 online class and the majority in fact have not, either to teach or to take. So you end up having
3347 arguments with people who have never been in the environment, so it was about 10 years ago
3348 where the Dan Quail thing, where he trashed a movie and he had never seen it, it kind of
3349 reminds me of the same scenario, because I will say that a lot of times I will start to say, who has
3350 taught an online class in the past 3 years, who has taken an online class, and you will get –
3351 nobody will raise their hands, so I just want to understand the baseline of education we have, and
3352 sometimes that helps, because then they do feel a little bit silly, if they start to complain about
3353 how online is a quality issue, I say but how do you know that, you know, some of the surveys –
3354 the latest … survey where students said that they gave higher levels of interaction in the online
3355 environment, or engagement, some of that helped, I don't think that you are ever going to get –
3356 you know, the surveys are still mixed, but at least it shows you that it is not a clear picture that
3357 online doesn't work. So, some faculty I get a relatively warm experience – you know, faculty -
3358 the best faculty in my mind are those who say I want to try it out and see if works for me,
3359 because it is not for everybody, and maybe it is not for every subject. Then I get some faculty
3360 members who just are not going to teach it at all. And they feel it is not only, some may be
3361 strong against the idea that they don't believe in online, some may be strong in that they feel like
3362 it supports adjuncts, and by supporting adjuncts you are undermining the full-time tenure
3363 foundation of education. So they project it out to yet a different argument, and I try and go with
3364 the third, third, third – a third are going to do it, a third going to hate it no matter what, and it is
3365 that middle third that you are trying to educate, if somebody doesn't want to be teaching online
3366 we don't want them online. So it is a very mixed bag.

3367 S: What about – is there like a provost or the head of the academic side that you have to work
3368 with?

3369 J: For which part?

3370 S: Generally, for implementation, do you have to run things by the head of ,

3371 J: No, we have a curricular process, where in order for a class to be put online it goes through the
3372 curricular process which is a – it goes all the way up to academic senate. But, normally if a
3373 department is championing something going online, other people normally aren't going to argue
3374 with it. But it is a shared governance curricular model.

3375 S: So, is it the department that proposes that something be put online?

3376 J: Yes, the department proposes it. We work with the department, either they come to us and say
3377 hey, we think this should go online or we go to them and then we work with them on the
3378 development and curricular process and say, ok, we want to go ahead, we need to get it
3379 developed and we need to get it through the curricular process and approved. And we tend to do
3380 them in tandem.

3381 S: So once you decide to put something online, how do you manage the move, do you provide
3382 specific resources to faculty to facilitate -

3383 J: We have a Center for Instructional Design which is in my shop and so they get assigned a
3384 designer and then it kind of depends on the faculty member and the course, because it is different
3385 – you know, different courses require – some are highly intensive with online tools, and take a

3386   very long time to develop and then some are not as intensive. And some faculty members are
3387   very savvy, and you know, they have been doing some of it in class and stuff, so they have been
3388   using Podcasts and they have been using Media Site and they have been using a lot of Power
3389   Points and all they want to do is find out a couple of the other tools they can use and pull it
3390   together, and then we just need to work with them on the whole, kind of, gestalt of the program.
3391   [We ask] does it flow freely from beginning to end, do we have assessment in the right place, did
3392   your syllabus clearly communicate to a student who is online not looking at you face-to-face
3393   asking questions. You know, we go through it that way, so, I don't know, I guess, it depends on
3394   the faculty. The more they develop the less we need- they need us, but they do have a designer
3395   assigned to them and there is a sign-off process at the end to say we all agree, that it hits, kind of,
3396   the pedagogical online pieces as well as the content, discipline content pieces.

3397   S: You talked about incentivizing in the beginning, so do you offer particular [incentives]?

3398   J: We give a contract for a faculty member to develop a course, we pay a contract -

3399   S: So then they do get money for developing the course -

3400   J: Yeah, they get additional money.

3401   S: So, is that, do you consider it in-workload or outside-workload?

3402   J: It is almost always out-of-load, they are paid above it, it is a separate contract, though
3403   theoretically at the department level they can hire somebody and part of their load could be to
3404   develop courses, in which case we would not pay them extra.

3405   S: So, is that your Center that pays them or the academic department?

3406   J: It is our Center that pays them. Unless it is in-load, and actually in-load, behind the scenes,
3407   sometimes we will go ahead and transfer money to the college to cover, but course development
3408   is our responsibility.

3409   S: So maybe now is a good time to ask you about your financial model, do you get a portion of
3410   the revenue from the online programs or does it go into a central pool?

3411   J: It goes directly back to the departments, the revenue follows a designator and then we are
3412   considered a Service Center.

3413   S: So you bill for your services?

3414   J: We are funded for our services and then if we can't – I am a pretty big unit, I have several
3415   hundred people working for me, so I work on a base budget -

3416   S: You get your annual budget like everyone else?

3417   J: Yes.

3418   S: Ok.

3419 J: Then, I guess, if it seems like I would go broke I could go ask for more, and I constantly am, in
3420 the areas I am arguing and doing that sales pitch that we talked about for more money.

3421 S: Now, you talked about, you said that most of the time the departments come to you and say
3422 that they want to put something online and sometimes you go to them and so do you then do a
3423 market survey and then suggest something or?

3424 J: We do, we have a market research group with us that does, they could do it for online or face-
3425 to-face, I mean we do it for either, for a new program, an academic program, so we use them
3426 when we get an idea, we use them to go out and do some market assessment and get feedback
3427 and then we hopefully all agree, but sometimes we don't and somebody wins and somebody
3428 loses and we go with that. But, hopefully, both we and the department agree that yes, it seems
3429 like a good move, and no, this is not.

3430 S: Can you talk a little bit about the kind of student services you have in place and your
3431 technology infrastructure?

3432 J: Sure, I will do student services first – we do have a [R4 Online]… which provides student
3433 services for any students enrolled in online class, for if you are a truly online student, then there
3434 is everything registration, on campus students who are just taking an online class here [and]
3435 there, they may use online services for registration issues and things like that, but their advising
3436 comes under the normal campus environment, whereas we have virtual advising for truly online
3437 students, we have a library services – a group of librarians that are dedicated to the online
3438 environment to make sure that they get the library support and they can do not just reference
3439 work, they can do tutorials, they can visit online classes and do presentations and things like that.
3440 We tend to do, trying to do virtual career services for online students, so we really run the gamut
3441 of whatever they may need online, as for technical environment I don't know exactly what you
3442 want, we are a Blackboard shop -

3443 S: In terms of - do you have, do you run the technology or do you work with the campus IT?

3444 J: I work very closely – if you remember, when I talked about that the Executive Team, the CIO
3445 is on the…Executive Team for the online learning environment, the CIO is a member of that
3446 executive team, so we work very closely. I do have what we call Level 2 support in my building,
3447 or my shop, he has Level 1 and Level 3, so the Help Desk itself is under him and we use one
3448 Help Desk for anything, it could be a student calling for whatever, and then Level 2 for the
3449 Blackboard environment comes over to me, and Level 3, now that you are in the actual hardware
3450 goes back to his shop.

3451 S: Ah, that is quite detailed.

3452 J: And that is part of – we have a technology team within that and it has got some of my people
3453 on it, it has actually got some of the faculty development people on it too, because they do some
3454 technology stuff, and it has got his people on it. We have really realized that we have got to work
3455 across the various environments and try and stay in-sync.

3456 S: So, it is a lot of staying in sync, isn't?

3457 J: There is, because we have somebody working in faculty development and they start using
3458 some type of streaming server and we are not using it in course development and then we don't
3459 have the hardware to support it, so we thought we need to keep communications going, and try
3460 and butt heads as little as possible.

3461 S: You touched upon this a little bit, but how does your – how do you ensure quality of course
3462 content, or quality of online initiatives?

3463 J: We work with the department and it sort of depends on the department. If they have program
3464 assessments, we use those. We obviously do the end of course survey, like everybody does, but
3465 we do programmatic surveys as well. We can do course surveys, you know, we use quite a bit.
3466 And we encourage our people to do quite a bit of assessment in the online classes, especially
3467 because the feedback is so fast, for the non-proctored online testing, they can use a variety of
3468 lockdown, non-lockdown timed whatever testing, we get almost instantaneous feedback and a lot
3469 of our faculty do that almost weekly. Then we do have proctored exams available for final and
3470 mid-term exams if they choose to do that. Then we also do program analysis at the end of the
3471 program on our larger programs. We do that more to see if the outcomes of the entire programs,
3472 so are the outcomes of the MBA as a whole are met, not a course by course, it is really designed
3473 for the purposes of the program and we do that longitudinally. And so, we compare them across
3474 face-to-face vs. online, but we will do them right after you graduate, we will do them a year after
3475 you graduate, we have done employer surveys, so we are pretty comprehensive there.

3476 S: What do you measure a year after the students graduate?

3477 J: It depends on what the program is, so we say, you know, this was an outcome that was
3478 expected from the program, to what extent are you using this in X, and to what extent are you
3479 using this in [Y], and then we will go to the employer, where people take these programs, [and
3480 ask] to what extent are they using this.

3481 S: So it is content-related.

3482 J: Yeah, yeah. It is really via content of the entire outcomes, so and then some of them, some of
3483 our programs have kind of standardized testing that they use, and then we have used that whether
3484 it is face-to-face or online.

3485 S: Do you also measure your initiatives in terms of delivery and as a whole the student
3486 experience and so on?

3487 J: We do, yeah, we do get into, "how did you find services?" We look at, kind of, the whole
3488 package of – "what were your issues, library services, registration, and if you had to drop, if you
3489 had to add seeking an advisor", but that we are looking mostly at our truly online student to
3490 make sure that we are covering all their services that they would get in a face-to-face
3491 environment.

3492 S: So you have been with [R4] … now about 2 years, do you consider [R4] … to be successful in
3493 the online environment, and if so, why?

3494   J: I would say that it is clearly successful. It is not as large in scale as some. Where it is really
3495   making its mark, like I said, it is in unique programs, the MBA that has gone online has an SAP
3496   certificate, so you come out SAP certified. We have Charter Schools, like I said, which is unique,
3497   we have the Dietetics and Nutrition, we have – we are looking at a Sales Institute. So it is very
3498   creative and they are successful, and there are programs that are being put online. So they are
3499   meeting unmet demand out in the field in creative ways. It is not – we are still doing, like
3500   everybody else, we are putting Psyc (?) online, but I think the success in [R4] comes a lot more
3501   from the innovative areas of what other people aren't necessarily doing online yet.

3502   S: What measures are you taking to sustain [R4]'s online initiatives or its goals?

3503   J: I am sorry, what – can you repeat the question?

3504   S: Sure. What measures are you taking to sustain the success of [R4]?

3505   J: Well, part of what we did was by bringing together this kind of three-legged stool for the
3506   online executive, or the online learning environment, which by the way we named that, because
3507   it is more than just the Blackboard shell or something like that. It is the entire online learning
3508   environment that our students face and bringing that group together to say that we are all
3509   responsible for this and we are making it a key initiative for all of our departments. Then, you
3510   know, I cannot tell you how much I speak to online across the [R4] environment. And then also
3511   staying up with what is happening in the industry, what are other people doing, what is
3512   happening in the field, what are concerns, what are new breakthroughs, and are we bringing
3513   those back to [R4] and what are we doing with them. And to be honest, we don't want to make,
3514   if you hear about any mistakes, please tell us, because we don't want to make [the mistakes made
3515   by] somebody else. We would rather learn from their mistakes and move on, and share what we
3516   have learned. So, we do a lot of feedback. We are really trying to look at what is out there, what
3517   technology is out there, is it just bells and whistles or does it really add pedagogical value,
3518   looking at what people are doing in faculty support, looking at what people are doing in faculty
3519   preparation and student preparation, what is working to help a student understand what it takes to
3520   be successful online. So, we do quite a bit to make sure that it is going to stand the test of time.

3521   S: Do you think you want to grow in terms of numbers or quality?

3522   J: You know right now I am not too concerned on the quality, because we are pretty rigorous
3523   with that, I certainly don't want to lose quality, but I strongly believe in what we have out there.
3524   [R4] …, like I said, has a very, very integrated faculty model, it is not – this isn't something
3525   happening out on the side. When you graduate, you get the degree from [R4]…, you don't get it
3526   from the School of Extended Studies or something else. So we have got a lot of that going on.
3527   We are growing in numbers and in programs, I am excited about that, I want to grow with the
3528   right programs,

3529   S: Ah,

3530   J: I don't see it slowing down anytime soon for [R4]….

3531   S: That is good! I am almost done with my long list of questions. I only have one last question. I
3532   know you talked about your title, and you talked a little bit about what you do there, but what do

3533   you see as your role in this – in running the online implementation, and ensuring that it is
3534   successful, how do you see your role?

3535   J: At [R4]?

3536   S: [Yeah]

3537   J: I would think that it is probably my role – I think if somebody were to say to [R4], who is
3538   online, they would say that it is Jane. I don't think that there is any question there. Though that
3539   said, I think it is a broader role of the university to help – nobody owns education as a whole for
3540   the university, so we need to start realizing that it is a university wide tool, and distribution
3541   method, and everybody owns a piece of it, I am certainly, I guess the person, if there were to be a
3542   study that showed an online program did not perform as well as face-to-face I would probably be
3543   one of the first to hear about it, if the system is down, I am the first to hear about it, if somebody
3544   can't figure out how to take a test, I am the first to hear about it, it is kind of across the board,
3545   faculty aren't getting developed, I am the first to hear about it, so that said I am probably the
3546   centralized point person, and I pretty much represent the university when we speak about online.
3547   With that said I pull on a whole lot of people throughout the university.

3548   S: Pull as in..?

3549   J: In resources, I mean, it is not all under my department. But obviously I work very hard to
3550   make [sure] the CIO and I are on the same page and that we understand each other and we are
3551   doing what we both need to make sure that the technical environment is up. I mean, the risk of
3552   online is that if it goes down, you obviously can have big issues. I work quite a bit with faculty
3553   development to make sure that we are in line and we understand two-ways, I understand what
3554   faculty are telling them they want to be developed on, they understand, kind of, where we are
3555   going with online. So it is really, when you pull on people you really pull across, I pull on the
3556   provost, I pull on the Academic deans, so they understand where we have needs in online
3557   learning, and where we can use some help trying to get the faculty onboard.

3558   S: So, who gets the faculty onboard?

3559   J: You know, it kind of depends. It depends on the faculty member, as you probably well know,
3560   there is no two that are the same. You know, sometimes it is the deans, sometimes it is the
3561   provost, sometimes it is somebody in my group in Instructional Design, talking to them and just
3562   helping them realize what is out there, sometimes they are never going to come onboard.

3563   S: (laughs) That is true!

3564   J: In which case, we eventually realize that and we move on.

3565   S: That is true! Is there anything else that you would like to add?

3566   J: No, I wish you the best of luck. I really do encourage to contact …. Would you like his
3567   number?

3568   S: Oh, great! Yeah!

3569 J: It is …, and you can reach him at … and feel free to state that I gave you his name, so lot of
3570 stuff, the study that he is kind of the lynchpin for, a lot of it they looked at organization, we
3571 picked about 6 areas to look at, one was organization, assessment, resourcing, so a lot of the
3572 areas are the same, and they have been interviewing a number of public institutions, that might
3573 be nice to see how your results align with theirs.

3574 S: Is there anybody else that you think that I should think of talking to?

3575 J: If you want a completely different approach Univ. of Maryland University College is a public
3576 institution, but they have almost, they call them contracted, but they are almost entirely adjunct
3577 faculty, there is no tenure system there, there is a hard one to model after because nobody else
3578 lives in that same environment. However, they are a huge online program. So it maybe
3579 interesting, if nothing else, to have them as an aside and if you were going to contact UMUC I
3580 would probably contact, let me go to somebody that I think will be good, …, I think it is just
3581 going to be ... And again, you can just tell him that,

3582 S: And who is he?

3583 J: He is, … I don't know exactly what his title is, but I believe he is in the … at UMUC and he
3584 has been there a long time, so he would probably have some good insights, they tend to not to
3585 share quite as much, because they do tend to compete with the Phoenixes, and the Capellas,

3586 S: So they are more entrepreneurial,

3587 J: They are very entrepreneurial, again they are very nimble, because they don't have a cadre of
3588 faculty that they can't move without, for the good and the bad of that, they don't, I mean there
3589 are Pros and Cons to that model. But they are also, they deal a lot with more of the for-profits, so
3590 they may not share as much, but it would certainly be a different model, because they are indeed
3591 a public institution.

3592 S: You also said that maybe someone in your,

3593 J: Oh, yes, about the beginning of it,

3594 S: Yes, just the beginning.

3595 J: You know, what were the questions – the question was basically when did we start, and how
3596 did it start?

3597 S: Right, right.

3598 J: You have two seconds? Let me just run out and see if I can find somebody who might know
3599 that. Just a moment.

3600 S: (laughs) That is nice of you, thank you!

3601   J: Ok, I learned that in 2003 is when they really started online, and they did it with
3602   Undergraduate Degree completion, and we started a doctorate in Audiology. I guess we were
3603   unique with the programs. Ok?

3604   S: Alright, thank you so much Jane!

Transcript of Interview with Paul

Associate Provost

University Outreach

Master's Institution 1 (M1)

February 3, 2009, 11.00 a.m. – 11.45 a.m.

3605

3606

3607

3608

3609

3610 P: Great! Good for you. Ok, so how would you like to do this? Do you have a series of questions
3611 you want to ask me or …?

3612 S: Yes.

3613 P: Ok.

3614 S: I have a list of questions and I am hoping not to take more than 60 minutes of your time.

3615 P: Sure.

3616 S: My first question or rather I wonder if we could begin by you giving some background
3617 information about yourself and if you could describe your current role in your institution.

3618 P: Sure. I have my doctorate in English from … and I have been in Higher Education
3619 administration for 10 years now. It is my 11th year and I have been in Continuing Education
3620 within higher education, I have been in Continuing Education now for 9 of those years. And I
3621 have been at [M1] ... for 4.5 years, so I am in the middle of my 5th year here. My title is
3622 associate provost for University Outreach and my portfolio includes both credit and – are you
3623 recording this by the way?

3624 S: Yes, I am.

3625 P: Well, OK, great.

3626 S: I have you on speaker phone and I have two recording devices.

3627 P: Great, thanks! My portfolio includes both credit and non-credit programs. On the credit side,
3628 we handle Summer Sessions, International Programs, Off-Campus programs, Weekend College
3629 and the Online Initiative. And about two years ago, I don't want to jump ahead too far, but about
3630 two and a half, three years ago we launched the … [Instructional Technology Unit], which was/is
3631 the platform for online delivery for … [M1]. Do you mind if I close my door for a second?

3632 S: Sure, go ahead, go ahead.

3633 P: Ok, go ahead.

3634   S: My next question is - Can you describe your institution's online learning initiatives – how
3635   many programs do you have right now, are they graduate or undergraduate, how many online
3636   students do you have, and so on and so forth.

3637   P: Sure, let me walk you through a little bit of this development, because it has been an
3638   interesting, exciting in the last 3 years. Before I founded the ... [Instructional Technology Unit
3639   (ITU)], we had about 10 – 12 online courses per semester. So, very weak presence, and it was
3640   really just the pioneers really, 4 or 5 faculty who were interested in delivering online courses.
3641   They were it. It was seen as something that was very 'Other'. The university was not interested
3642   in moving in that direction, in general, and the university administration – it was not on their
3643   radar screen, they did not know how to do it, the faculty certainly weren't interested in it,
3644   because they had the age old concerns about quality. But, what we did was - oh, and by the way,
3645   at that time, there was only one program that was available in its entirety online, it was a
3646   graduate program in education, and that was one of the key pioneers who was in education, he
3647   built the program, he taught most of the online courses and it was augmented by a couple of
3648   adjunct faculty. So, what we did to launch the [ITU] …, not only did we launch the [ITU] … but
3649   we launched it in the most visible place in … [Campus 1], so that everybody could see it; faculty
3650   could see it. We changed the budget structure, to provide a percentage of net revenue that will go
3651   back to the colleges and schools that participated. We created a course development grant
3652   program that would award $3500 for each course that was developed, $2500 went to the faculty
3653   member, $1000 went to the department, because in some cases the departments were an obstacle
3654   to the faculty member who was interested in developing the course. We thought that if we
3655   bought off the faculty, or the department that would really grease the skids a little bit, and it did,
3656   and it worked wildly well. Our goal in this first phase was to build faculty interest and capacity,
3657   because we had so few faculty involved. And within about one year, maybe one and a half years,
3658   we had about 35 or 40 or maybe more, but at least 40 new faculty developed courses. And now,
3659   we had just three years ago, three Springs ago, we had 12 courses, we are up to a 106 this Spring,
3660   so the increase has been very dramatic, clearly, Phase I has been successful. Now, we have got a
3661   critical mass of faculty who are not only interested but active in delivering online courses, we are
3662   now transitioning to Phase II - Phase II is to develop more programs. We now have 2 or 3
3663   programs at the graduate level in education, and we need more programs, particularly in the
3664   undergraduate level, because we have none. We received a grant from the Sloan foundation in
3665   the summer to target programs that would move to a blended format, blended meaning a
3666   minimum of 50% online, and if they did more than that, that would be even better and they might
3667   get more money for it. We are going to award 6 departmental grants, possibly as many as 7 or 8,
3668   for those programs to move to a blended format, our theory and Sloan's theory is that the
3669   blended format is both, good in and of itself, because it expands the convenience to our working
3670   adult audiences. But we also like it because, it is necessary first stage or transitional stage
3671   towards fully online anyway. The more faculty get involved in teaching online, even if it is in a
3672   blended format, we think that they will fall in love with it, the students will fall in love with it,
3673   and x percentage of those faculty and departments will move towards a more fully online or fully
3674   online format in the coming years. So that is kind of where we are at in a nutshell in our online
3675   programs.

3676   S: Ok. I have a couple of questions about what you just said – when did you say you got the
3677   grant from Sloan?

3678   P: This summer.

3679   S: This summer and did you have any funds prior to that?

3680   P: No, we had funds internally, we dedicated funds through the course development grants. I
3681   should have actually specified that one of the things that we did when I created the ...
3682   [Instructional Technology Unit] was to institute an online course fee, $25 a credit hour. The
3683   theory being, we were an extremely cash strapped institution and we still are today, and I had no
3684   faith really in the institution continuing its commitment to support the online initiatives, because
3685   we just had no money. I realized that we pretty much had to be self-funded and we brought in an
3686   online expert in online learning from the University of … as a scholar, as a visiting scholar to
3687   help address the quality issue mainly. What I asked him, what they have is an online fee of $25 a
3688   credit hour, so I asked him if that was typical and he assured me that it was, and I did some
3689   research on that and found that it was fairly typical and that was a typical amount of a fee and
3690   that students don't hesitate to pay it, because of the convenience. And so over the opposition of
3691   the … [state university system], which really didn't like what I did, I did it anyway and I had the
3692   support of my president, and students didn't blink. Our enrollment sky rocketed, they didn't
3693   mind paying the fee and or at least they paid it, let us put it that way, and we used that as the seed
3694   money to pay for the course development grant, as well as to pay for technologies that we had
3695   been using such as *Elluminate* and other kinds of technologies that expand their ability to do
3696   synchronous sessions.

3697   S: So, when was the first online program established – you mentioned that there was one already
3698   that was just this only one program that was fully online in Education, other than that when was
3699   the first online program established.

3700   P: Well, I think that first one was established online, let us say 4 years ago. We had another one
3701   in Adult Education, also offered by the College of Education and that is in the process of
3702   becoming fully online, I think it is now fully online for the first time this year, and that is it. That
3703   is the only fully online programs. Now we are going to roll out these 6 or 7 new blended
3704   programs, not fully online, but blended programs, with 50% or more online.

3705   S: And you are hoping that eventually that will trigger some interest and then people will want to
3706   move to fully online soon.

3707   P: We think so. We got a new president. She is in her first year and she is extremely interested
3708   in, and supportive of online education. She wants to move, and I want to move faster than our
3709   faculty want to move. But I think that the trajectory is very steep right now and I feel very
3710   confident that in 2 years let us say, my guess is that we will have a handful of fully online
3711   undergraduate programs. That would be my best guess.

3712   S: Great. What would you say is the trigger for all of these online learning initiatives, you
3713   mentioned that the Center was established, what is the trigger that is precipitating all this?

3714   P: Enrollment. We have had an enrollment decline, our funding from the state has remained flat,
3715   which means over time it is a smaller and smaller percentage of our overall budget, which means
3716   we are more and more tuition dependent than we ever have been. We have seen eroding
3717   enrollments, particularly in our commuter population. We have about 1500 residential students,

3718 but we have an overall population of 10,000 students. The vast majority of our students are
3719 commuters, and they are leaving us at the rate of 1% or 2% a year for more attractive options,
3720 presumably for online competitors and to a certain extent they are going to community colleges
3721 if there is a lower division for cheaper alternatives. We see online enrollment as really a strategy
3722 for stabilizing and then – first, stabilizing and then reversing our enrollment decline.

3723 S: You are convinced about this and you also mentioned that you have a president who sees it the
3724 same way. But how did you establish a need for this with the rest of the academic community.
3725 Did you have to create a sense of urgency or did you have to sell this?

3726 P: I definitely had to create – I had to sell it. I am not sure how much I created a sense of urgency
3727 but I certainly did an awful lot of politicking. The provost was supportive at the time -he is no
3728 longer here - he was very supportive, the president was very supportive. They didn't really
3729 understand online education, [but] they had a sense that we needed to do it. And I was just
3730 *relentless* in my campaigning for it and I put together a very comprehensive package of how we
3731 would make this happen and included the elements I previously discussed, which is: establishing
3732 a Center, having it be in a visible place, bringing in a visiting scholar who would be able to talk
3733 to faculty members as a faculty member, address their concerns about quality, establishing the
3734 online fee to provide a revenue stream, instituting the course development grant program to lure
3735 faculty who are on the fence into developing and delivering a course. So it was really a full
3736 [courting process]… I tried not just one strategy but a combination of strategies, a
3737 comprehensive approach, to move the ball and I think that they did see that it was well thought
3738 out and they also, although they didn't really understand online, they perceived that it would be
3739 one of a handful of strategies that would be effective in addressing our enrollment problems.

3740 S: Now, you mentioned that a Phase I and a Phase II, it seems like you have a specific plan in
3741 place, is that correct?

3742 P: My plan has always been in my head and I share it with everybody I talk to. So, if it is the
3743 dean's council I share my Phase I, Phase II philosophy. I have shared it in the Sloan proposal that
3744 was what we have done. I share it with the faculty senate the one or two times that I have talked
3745 to them. So, I share it with a wide variety of folks, we don't have an official strategic plan that
3746 formally documents that strategy. I have actually been meaning for sometime to make that
3747 happen, because people have asked about it and it would probably be a useful thing to have. I
3748 haven't had it, but, in some ways, I haven't had it because we have been growing so fast, that
3749 any strategic plan that I develop is almost obsolete within a matter of months.

3750 S: (laughs) Good for you.

3751 P: Yeah, so that is kind of where I am at.

3752 S: Great. Now did you have some kind of, maybe, some goals when you – even though you are
3753 saying that you are meeting your goals really fast - but did you have some goals, or was it just
3754 general specific directions or ?

3755 P: I guess, I don't know if I, my ultimate goal was to develop programs that would attract net
3756 new students, so that is Phase II. Phase II is really getting to the long-range goals. Phase I was a

3757 necessary, intermediate step. So the long range goal was to bring in net new revenue, I realized
3758 the only way to do that was with full programs.

3759 S: Right, right. Ok. You just mentioned that you have these plans in your mind, and every
3760 opportunity you get you communicate it, is there anything else that you would like to add about
3761 how communicate your vision and your plans?

3762 P: I don't think so, except that just to reiterate, my emphasis on the *relentlessness* of it. Because
3763 when you are starting to build something like this and faculty are either indifferent or hostile to
3764 it, except for a few outliers, it is really not easy, you have really got to charm, and persuade and
3765 cajole and use every arsenal at your disposal, budgetary, rhetorical, etc, to make it happen. And it
3766 means, meeting with individual faculty, who just have an interest, skeptical, it means offering to
3767 go to department meetings. I have met with many departments, who when I go and meet with
3768 them, they think of me as a real-estate salesman -

3769 S: (laughs)

3770 P: a guy trying to sell them a business plan and they are hostile, and distrustful of people who try
3771 to sell them business plans, because they are academics and although, my background is
3772 academic, they perceive me as somebody who is trying to sell them something. And, that is why
3773 I said, charm, you really got to charm them. You have to understand what their concerns are, and
3774 you don't dismiss it and you try to make them see you are one of them, but you try to let them
3775 see the possibilities instead of telling them what to do. [I say] here is one thing you can do, here
3776 is another thing you can do, here is something else you can do, and then they are bright that you
3777 can just see the wheels turning. They are not used to thinking in terms of product or market, they
3778 really can't think that, they don't like the terms product or market, that is what you are selling
3779 them and it is not easy to sell them on that. But, you know, it can be done. But I think you need
3780 – my experience so far, is that you need somebody who is not a techno-geek, you need
3781 somebody who can talk to them in their own language, but who knows enough about the
3782 business of online education to speak at least coherently about the dynamics of online learning.
3783 You don't necessarily have to know everything, although that would be great, I brought in a
3784 visiting scholar who does know everything. I don't, but I can still speak to the faculty and the
3785 deans and make a compelling case.

3786 S: Did you, in addition to what you just said, about trying in multiple ways to reach the faculty,
3787 did you also do anything else to create more support for your efforts, did you create like a
3788 coalition?

3789 P: Oh, yeah. Good question. I did. We actually established an advisory council for the ...
3790 [Instructional Technology Unit]. So, it is a [ITU] … advisory council and it is half administrators
3791 and half faculty members. And that helps a lot politically, because they are all ambassadors then
3792 within their schools and colleges. I think that is an important – we have learned a lot, they have
3793 got good ideas, so we adjust our thinking, based on their feedback and that is an important
3794 strategy. We also formed a community of practice among faculty who teach online, and that
3795 began very slowly but picked up a lot of momentum and it seems to be a robust group, and I am
3796 really pleased with that. Our visiting scholar helped them get started, but now they are fully
3797 operational without him and they are doing a great job. Let us see – I also have an informal thing

3798 that we call the Think-Tank and that is really the key administrative stakeholders, so, me, of
3799 course, a person who, my number two person, and then the dean of the University Librarian who
3800 is very technologically savvy, an important player, because he is also in charge of Instructional
3801 Technology and Media Services, and representative of IT. So, it is a small group of 4-5, and we
3802 met fairly regularly, like every week almost for the first year, as we built the architecture for the
3803 Center. We thought having an advisory council is wonderful to bounce ideas off of on a quarterly
3804 basis, but there are so many complications to this that we felt that we needed a small working
3805 team that met three, or four times a month in the formative stages.

3806 S: The first group that you mentioned, the composition of that group, is that faculty or
3807 [administrators]? You said one representative of each college or?

3808 P: It was half faculty, half administrators and I think we probably had, we probably had a faculty
3809 member from every college. I can't guarantee that but basically that was the effort, that was the
3810 goal, to be as diverse as possible. So I think we probably did have a faculty, at least one faculty
3811 member from every college, we might have missed one or two.

3812 S: That is great. My next question is about executive leadership support and commitment. You
3813 already mentioned having the support of the president and the provost, can you talk a little bit
3814 more about the executive leadership support and commitment?

3815 P: Well, I can tell you that the new president, for example, before she even started, she met me in
3816 New York to meet with the Sloan foundation to pitch the grant. So that tells you her level of
3817 commitment. And I am going to be meeting with her, and the provost on Monday to review the
3818 Advisory Council's recommendations regarding the proposals that came in, we sought proposals
3819 for the blended programs and we received ten proposals, we reviewed them and I am going to go
3820 over them with the president and the provost. So they are engaged. At the end of the day it is
3821 going to be the president's decision or an Advisory body's, she is going to decide the final mix
3822 of programs that receive grants. I keep her regularly updated on our successes and she is
3823 energized by it, she cares a lot about it. They have also, I think it is very important, supported the
3824 ideas that I have, even if they have budgetary impact, so that when I ask for course fee they have
3825 said yes, when I asked for a new ... [Instructional Technology Unit] they have said yes. Of course
3826 I always did it in such a way that required no net new resources, I instituted the fee, I repurposed
3827 the existing people into this new Center. So I guess I recognized the reality, that we don't have
3828 any budget to launch new enterprises, so I did it with existing resources. She is committed to
3829 expand the amount of resources that go into online, as soon as our strategic plan is finalized and
3830 that will serve as the basis for reallocating our resources so that we disinvest in some things and
3831 invest more resources in other initiatives, and online is emerging as one of the key priorities of
3832 the strategic plan.

3833 S: What about the kind of academic leadership commitment and faculty commitment that you
3834 have been able to engender?

3835 P: Well, I think that we have been successful at dramatically increasing the number of faculty for
3836 champions of online learning. We have not yet been successful in – and I am not sure how
3837 difficult this would be, maybe very difficult – in getting for example, the faculty senate to, for

3838 example, say in an official statement, we support online learning as the key facet of what we do.
3839 They haven't done that.…

3840 P: But I have heard from people who have been at other institutions they have said that this is a
3841 particularly dysfunctional lot. They are not likely to come out with a statement like that and that
3842 is not so much a failure of ours to educate and champion the importance of this initiative. It is
3843 really a reflection of the fact that that is not what they do. They tend not to support positively
3844 initiatives like that. They see themselves more in the role of eternal critics.

3845 S: (laughs)

3846 P: (laughs)

3847 S: That is true of most institutions, yes. So, it is very difficult to get them onboard … I guess.

3848 P: Yes. We have done it without them.

3849 S: (laughs)

3850 P: We don't really need them, to be honest.

3851 S: So, that brings me to the question, who teaches these online courses. Do you have full-time
3852 faculty, or do you have adjunct faculty, who teaches these courses.

3853 P: I actually I should look into the exact percentage, but I believe that we have a higher
3854 percentage of our online courses are taught by full-time faculty than our face-to-face courses. So,
3855 we can – departments get a little nervous about quality issues as I have said. So, online is already
3856 is a stretch for them; so when you add the uncertainty of an adjunct teaching online, they get
3857 even more nervous.

3858 S: True.

3859 P: So, outside of the College of Education, almost all of our online courses are taught by full-
3860 time faculty. In the College of Education, where online is institutionalized, they have the same
3861 mix that any other program would have, because it is not, there is no taboo for online, and they
3862 have institutionalized online and embraced it.

3863 S: I want to go back to what you said a little while ago. You mentioned that you will be deciding,
3864 making decisions about who is going to get the grants, what are some of the criteria that you may
3865 be thinking about when you are making these decisions of which courses go online and which
3866 courses get funding to go online.

3867 P: Ok, well, the criteria, I am trying to pull it out right here …

3868 S: Sure.

3869 P: Ok, the criteria are spelled out: 1 is evidence of strong department support and capacity, 2 is –
3870 and by the way, not all criteria need to be met - 2 is niche major with the potential to reach

3871 audiences beyond the region or state, 3 is potential for strategic alignment with community
3872 colleges, fourth is number of courses and/or percentage of programs devoted to online, in other
3873 words, the ambitiousness of it, 5 is evidence of an assessment plan that incorporates the elements
3874 of the Sloan Consortium's five pillars of online success, 6 is evidence of ability to attract net new
3875 students to [M1] ... , 7, and last, some quantitative or qualitative evidence of student interest in
3876 online education. And then I have a summary, which says, proposals designed to serve the needs
3877 of working adults, some combination of online, evenings and weekends, gets the highest priority
3878 for funding.

3879 S: That is great. That sounds like a great list of criteria. Now who puts this proposal, is it a
3880 department, or is it an individual faculty that is putting up a proposal or applying?

3881 P: We have required departments to do that.

3882 S: That way you can see evidence of departmental support, I suppose.

3883 P: Yes, exactly. Before, it was just targeting individual faculty in Phase I, but now since we are
3884 at program-level you got to have the department.

3885 S: How do you propose, or how would a department show you its – that there is a niche or there
3886 is a market for the program?

3887 P: Well, we are not requiring any kind of full research or documentation but if they make a
3888 coherent argument for it, that makes sense, there are some things that we do that it is not brain
3889 surgery. For example, at the graduate level, this was only targeting undergraduate programs, at
3890 the graduate level we have a program called American and New England Studies. Well, there is
3891 only two New England Studies programs in the country, so we know that if we did that, it would
3892 be a niche. There are others as well, environmental safety and health for example, submitted a
3893 proposal. While there are some environmental safety and health programs out there, not all of
3894 them, or not many of them are online, so we think that is a niche, at least regionally, we know it
3895 is a niche. So, it is not really brain surgery to figure that out.

3896 S: What specific resources are you providing or are you proposing to provide to facilitate this
3897 move to online to faculty and students?

3898 P: Oh, good question. We have course designers that meet with faculty and work with them
3899 throughout the process, hopefully, ideally, and many of them do, and many of them just have one
3900 or two meetings and then go off and do it alone, but we encourage them to work with us
3901 throughout the process, so we have two course designers, we need more.

3902 S: Is that at the Center?

3903 P: Yeah, right. And, we also have a Director, vacant positions, we are hiring for a Director, if I
3904 get authorization - which I expect to in the next couple of days or so - we should be hiring a new
3905 Director, the other one went to early retirement, and we also have through the System, [state
3906 university system] …, we have an online course, designed to help faculty learn how to teach
3907 online. And we strongly recommend that faculty take it, most faculty take the course, they don't
3908 necessarily finish it, but they take it and they get something out of it at various levels.

3909 S: How will you evaluate your initiatives, how will you measure outcomes or how do you do it
3910 so far?

3911 P: We have mostly been – we are relying upon the departments themselves, so we don't see this
3912 as any different than anything else that they should be doing. They should be evaluating the
3913 quality of their programs anyway, so this shouldn't be any different, I get very skittish, about
3914 getting involved in, or interfering with their evaluative processes, you know how they get, they
3915 are very uptight if you get involved in their world and their issues, they will say, mind your own
3916 business, and when you mind your own business, and you don't do it, then they complain that
3917 there is no centralized way to assess online programs and why don't you get involved in that, do
3918 you not care about quality -

3919 S: (laughs)

3920 P: And then if you do anything at all, they slap your hand (laughs) and say don't do it.

3921 S: (laughs)

3922 P: So, there is no way to win that one (laughs), I have really decided that I'd rather, I am safer at
3923 a distance minding my own business, than I am interfering.

3924 S: True, true.

3925 P: I don't know if that is correct.

3926 S: Well, I can tell you this, I have been talking to at least 6 or 7 people before you and a lot of
3927 them have echoed a similar sentiment so to speak - is deciding what they will not interfere with,
3928 and what to leave it to the departments, or the academic units, at the same time, what does one do
3929 to ensure quality I guess it is some tight rope walking.

3930 P: Yes, I think it is very (laughs) tight rope walking is exactly right. Well, you know what, I am
3931 sorry, I am really going to have to go, I have this interview that I have to conduct in a few
3932 minutes and I have to I am going to have to say good bye, are we almost done or done?

3933 S: How much time do you have, I can kind of whittle down my questions.

3934 P: I can give you another five minutes.

3935 S: Ok. What would you say first of all - I'll boil it down to two last questions – do you consider
3936 your institutions initiatives to be successful so far, and what exactly would you say is your role in
3937 the success.

3938 P: I would say it has been wildly successful, it has been the most satisfying and rewarding
3939 achievement of my career. No question about that. And my role has really been to be the
3940 architect, and champion.

3941 S: Ok.

3942   P: I think, you know, otherwise I would just be repeating all the stuff that I [said] - architect and

3943   champion.

3944   S: True, true. Ok, I will let you go. I want to thank you so much for taking the time to talk to me.

Transcript of Interview with Beth

Dean

Distance Education Unit

Master's Institution 2 (M2)

December 16th, 2008, 11.00 a.m. - 12.20 p.m.

3945

3946

3947

3948

3949

3950 S: Would you please begin by providing some background information about yourself and if you
3951 could describe your current role in your … in your institution … that would be great.

3952 B; Sure, sure. I did my dissertation in 1986 on distance education. At that time I studied how
3953 employers view the non-traditional credential of a distance education degree as far as hiring new
3954 employees and or promoting their existing employees. So, I was interested in kind of non-
3955 traditional education for adult learners,[that] was what I did my graduate study in. So, part of my
3956 purpose in entering higher education was to create access for adult learners through whatever
3957 methodology that be, whether that would be distance learning or you know, non-traditional site-
3958 based programs. But my interest was access. And I had a particular interest – I came out of the,
3959 kind of, the Youngstown, Ohio area, I had a particular interest in blue-collar employees and how
3960 they, in particular, get access to higher education. People who had been sort of denied access to
3961 education by work circumstance, people like an electrician, steel-workers, and secretaries and,
3962 you know, pink collar workers, you know, people who, I think, higher education has
3963 underserved. So that is sort of the framing philosophy that I came into higher education with. My
3964 own career I worked for a while in student services, in Ohio. I worked at … College as a faculty
3965 member, I worked [there], and then came to M2 – I have been here, let us see, 17 years, 15 years,
3966 a long time, near 16 years. I have had 3 different positions here. I started out in distance learning,
3967 mostly working with faculty training at that time, then I shifted to a position that was kind of an
3968 entrepreneurial position, that was in a dean's office where we did development of new and
3969 innovative programs. And then I came to the [distance education unit] … in I am going to have
3970 to remember this – I have been dean of this program since – what year are we in? 2008?

3971 S: Yeah.

3972 B: It might be like, 8 years, maybe, 10 years in this program, probably, as dean of the program.
3973 The program that I run is at the … [M2, which is part of the state university system]. We were
3974 one of the early lead institutions in online learning, particularly because we already had a
3975 foundation of a … successful small correspondence program in distance learning. So we are
3976 already serving a population that needed online education. We developed a strategy when we
3977 were starting our programs to go programmatic rather than course by course which, I think, was
3978 a key institutional decision. We added, we started with business programs and then moved to
3979 Human Services programs, filled out all the general education, and then moved to all of our other
3980 programs. So, we were, sort of, a quick vertical climb, as far as enrollments, we now serve, you
3981 know, it is basically about 25,000 seats a year in online learning. We have about 5000
3982 matriculating students who do their degree entirely the distance. So, [we have] a fairly large and
3983 visible program. We were also one of the early institutions who received money from the Sloan

3984   foundation to develop our programs and systems which allowed us again to move you know
3985   more quickly and with quality, I think, to build our programs.

3986   S: How many online programs would you say you have right now?

3987   B: It is tough here, because the institution is non-traditional as far as our areas of study. We, we
3988   cover all of our areas of study at the college. So, I mean, you could say that there are a 11 areas
3989   of study, but there are actually multiple degrees underneath those eleven areas of study. So, for
3990   example, in human services we have human services, we have community services, we have
3991   criminal justice, emergency management, so there are multiple areas of concentration. So, it is
3992   hard to actually hard to quantify into a particular number. It is actually just all areas of study.

3993   S: And when you say the institution is non-traditional in terms of areas of study you mean in
3994   terms of disciplines that are offered or ?

3995   B: Yes. We don't believe in disciplines, really. So, you know, what happens is that students do
3996   their own degree program design and that is part of our core. So, a student might do a degree in
3997   criminal justice that wouldn't look the same as the person beside him or her doing the same
3998   degree.

3999   S: I see.

4000   B: It could be totally individualized. Now, they are loosely, we do have a set of courses so, they
4001   are loosely close to each other. You know, so for example, you know, we have 10 courses in
4002   emergency management. A student might select 6 or 7 of those based on whatever transfer credit
4003   they have, and then add a cluster of electives in general education. But, they have some
4004   flexibility to designing that. So, they might call their degree Criminal Justice, they might call it
4005   Criminal Justice Administration, they might call it Criminal Justice and Diversity - we are pretty
4006   flexible about Design and Title of degrees.

4007   S: I see. Is that something that is specific to … [M2] or the … [state university system] … would
4008   you say?

4009   B: That is just … [M2]. We are kind of, we were founded as kind of a non-traditional alternative
4010   degree program.

4011   S: Ok. When would you say was the first online program established at [M2].

4012   B: 96.

4013   S: 96. Ok. What triggered the implementation, or the move to online? What would you say?

4014   B: A couple of decisions we were making at that time, discussions among the faculty about ways
4015   to increase student-student interaction and increase faculty-student interaction. So, we started off
4016   early on playing with an old computer-conferencing software called CAUCUS which was just
4017   sort of an online email list, pretty much, almost. And we used that as a way – we already had the
4018   remote distance learners studying via correspondence. So what we did was we complemented
4019   what they did with discussion groups, so we started out doing that kind of thing and then when

4020   we got the money from Sloan, what we were able to do is – this was pre having learning
4021   platforms – so we built our own learning platform at the time on a Lotus Notes foundation. And
4022   we, you know, created, you know, all the student services, we created, you know – we had a
4023   couple of key decisions: One is we decided that we, our high enrollment areas was business so
4024   we would immediately start with our business programs not only because we wanted to … that
4025   student communication, but also that we believed in the business faculty that this was the wave,
4026   and that students were going to need to learn to communicate using new media. If we didn't head
4027   in this direction we were going to be providing sub-standard education through correspondence. I
4028   mean, that is a methodology – sending students print materials in the mail was not going to be an
4029   effective way to role model, you know, what it is students need to do in business and how you
4030   need to work in teams. We needed to do the types of things that you could do online in order to
4031   provide a good education. So that is really what drove us there was the academic decision. The
4032   second part of it was a marketing decision. We really did believe that this was where, you know,
4033   institutions were going to be heading and technology-based learning, in addition to the academic,
4034   that we needed to keep ahead of a wave. …we then moved to our second program which was
4035   Human Services, our second largest enrollment. In much tougher area, because at that time
4036   Human Services students were not as likely to have as good of a access to computers. So moving
4037   that program there we had to at some point leave some students behind. So when we did move
4038   that total program to the online environment there were some students that we had previously
4039   been serving that we were no longer able to serve, which was disappointing to some faculty. But,
4040   we made that as an institutional decision. That, we continued to believe that in order to provide a
4041   quality education we needed to move to the online environment, not with the correspondence.

4042   S: Now you are saying that both because of academic reasons and marketing reasons you needed
4043   to make the move to online. Now, why, did you really have to establish this need and create a
4044   sense of urgency to the greater community within [M2] … or? Did you have to take any steps to
4045   communicate this need?

4046   B: It was tough at that time actually. We had a number of key supporters. The president was in
4047   support of technology-based education. He was somebody who was active on sort of the
4048   international scale. [M2]…, and again, this is where we are somewhat different, [M2] …has the
4049   kind of program that I deliver, which is the online program. But it also has an independent study
4050   methodology where students use learning contracts, they meet face-to-face with students at 50
4051   different locations across [the]… state. So, that is kind of, I guess, I would call it a very person-
4052   centric, site-based independent study process. Early on there was negativity related to
4053   technology-based education. And a feeling that it was making a move to industrialization, and
4054   we had to, you know, the faculty of the center and myself had to work hard to describe what we
4055   were doing as actually promoting greater individualization, greater ability to reach students,
4056   greater personalization. But at that time I think the world-view was that this might push us to -
4057   industrialization, that we might have huge classes. Yes, we made some key decisions. At that
4058   time, we did not have any classes over 20 students. We kept a very personalized approach to
4059   online education, while we do have structured courses, and structured assignments, you know,
4060   we are loose in sort of in how students individualize and do work and how faculty can
4061   individualize within the courses. So, kept the key principles that were important, that we
4062   believed about adult education, we just moved them to the online environment, but that took
4063   some convincing in the community, in the faculty community around … [M2]. We did a couple
4064   of strategic things at that time. One is, we - and I have watched other institutions, and advised

4065 other institutions to do the same thing - we kept a few key leaders in the institutions who might
4066 not have been the obvious people to move to online education who had some interest. So, for
4067 example, there was a serious male faculty member in Sociology who wasn't particularly
4068 technology proficient. In fact, he couldn't type at the time, and, you know, so moving him into,
4069 but he was very strong intellectual, and he had strong credentials from very good schools, well-
4070 respected in the institution. What we did was we partnered him up with a very strong
4071 instructional design and curriculum support person and the two of them co-created something we
4072 called his last name, the Smith model and we created sort of a course template that had all the
4073 things that he believed about education from a social science perspective in there. We did the
4074 same thing in the business area. In business it was easy because the business people are already
4075 naturally moving to online education. So, we, in that area, we partnered with somebody who
4076 was already doing a lot of work on her own, we created the Jones model of Business education –
4077 we supported what it is that she wanted to do. And eventually we worked with the Humanities
4078 faculty and you know, worked with a very young, new and excited faculty person in that field
4079 and created the, you know, the Smith II version of, you know, each time we have gone through,
4080 sort of, a certain phase. We have tried to tap into faculty leadership and [have made] not always
4081 the obvious choices, you know, for who those faculty leaders might be. I am sure that you have
4082 heard *that* from other, other people as a strategy.

4083 S: Yeah, but not what you have here seems to be very clear. I don't think I have heard, so far I
4084 have not heard it from any of my other participants.

4085 B: Ok.

4086 S: So that seems to be unique approach. You did talk about your role in general, but would you
4087 like to add anything more about your role in all this?

4088 B: My own personal role?

4089 S: Yes, yes.

4090 B: I mean, I was definitely an institutional advocate. At that time, there were a couple of
4091 institutional advocates. We have a Center for Learning and Technology and their staff and their
4092 Director was very strong in sort of, building our infrastructure. You know, for what it is that we
4093 what we delivered. What I think, they developed the course platform and they developed it
4094 utilizing our adult learning principles that we had tested. They listened to us and we worked with
4095 them. I think the key element that I might have brought is a real strong understanding of student
4096 services and distance education. And my advocacy role within the institution was making sure
4097 that as soon as we had the capability to deliver a full business program online I wanted to make
4098 sure that from the student perspective we had full virtual student services. So we did not go
4099 through a stage where we only delivered, say, partial student services. Now, we when we were
4100 up and running I had already had the battles with the registrar's office, with the financial aid
4101 office, and with the, you know. I had pre-done the advocacy within the institution to make sure
4102 that either those offices were providing the services or my office was providing the services. But
4103 somehow we were not making a student fax in a form, or you know, we were not making
4104 somebody place a phone call and then fax that form. That they were, from their point of view,
4105 even if it wasn't connected to the back end of the enterprise systems, from the student

4106   perspective it seemed like we were seamless. Now, at the time, the back end was ugly, I was
4107   hiring a lot of staff who were managing that backend and make it look like it was seamless, or I
4108   was working with the registrar's office to make sure it was seamless. We then evolved eventually
4109   to you know, having more robust and integrated systems. So, I think, a particular level of
4110   advocacy and leadership that I have provided is making sure that the adult learner in the distance
4111   situation received comprehensive services and timely services in a way that was appropriate.
4112   You know the other part of it is the part with the faculty. Throughout the institution and my
4113   colleague deans, you know, in other parts of the state, I think a sense of advocacy for the quality
4114   of the program. You know, making sure we started to see the increased completion rates. In the
4115   olden days of correspondence education we actually had, what I would consider, good rates of
4116   completion for correspondence programs, like 50%. That at that time was a good area. One of
4117   the reasons we moved to the online education was that we were hoping we would increase our
4118   course completion rates, which are now in some programs up into the 85, 90% rates. You know,
4119   part of that goal was to show that we could improve the quality of instruction, student
4120   completion rates, degree completion rates and so the advocacy that I think that I provided within
4121   the institution demonstrating that quality overall. I think a key institutional moment that I should
4122   highlight, and I have to tried to write this a little bit in some of the things that I have talked about
4123   with leadership, is we did during the middle of this transition, sort of around 2002, by then we
4124   had by 2002 we didn't have all of our programs online. We had Business, Human Services, and
4125   all of our General Education, but we didn't have anything else. You know, so for example, we
4126   had let Science and Math, sort of, be on the side. You know, and still trying to do that through
4127   the mail. We had a new president at that time who said to me you know, Beth, what would it take
4128   to move everything? You know and I laid out for him my 5-year plan that I had at that time. You
4129   know, it is going to take me 5 years to move everything else. He said, tell me what you need in
4130   order to do it in 2 years. So, what we did at that point was actually in 16 months, not in 2 years,
4131   actually in 18 months, in 18 months we moved everything. I laid out a resource plan for him, he
4132   got me the resources, we designed formulas on how to make sure that we had enough faculty, to
4133   make sure that we had the operational staff, based on credit modules, he and I worked together
4134   with the provost to make sure that we weren't going to be over-reliant on adjunct faculty that we
4135   could actually ramp up and hire full-time faculty, should we get anticipated growth. So, I think
4136   that was a key institutional point, where he sort of asked that question and we responded. But
4137   then all the faculty, all the instructional design staff, all the clerical staff, I mean we did a huge
4138   transition during that period and really just moved everything. I think that was important because
4139   if we had done the 5-year, we would have been trying to, sort of, run these dual mode programs
4140   and we would have been starting to see declining services and the correspondence program and
4141   unhappiness of the faculty. So we sort of got it *done*, and made the move. We probably did lose a
4142   small number of students in that transition, but I think the decision was good from a marketing
4143   perspective, because we immediately saw a growth. As soon as we could say that we have all of
4144   our programs online, , we pretty much in the last 5 years have doubled our online enrollments.
4145   We moved, and we do it fairly carefully, we moved, you know, sort of 15% a year, is what I
4146   have been trying to keep it at. Sometimes it is a little more, and sometimes it is a little less, but
4147   pretty much that is what we have been doing is about 15% growth plan per year, capping out, I
4148   am thinking, at about 150,000 credits in a about 2 years. And there, then what I want to do is sort
4149   of maintain it at about a 150,000 credits. That is where I think I want to be.

4150   S: So, this does lead to my next question, very naturally. You talked about setting in 2002, that
4151   you came up with a 5-year plan and then later on revised it to a 2-year plan. But, in the
4152   beginning, in say in 1996, did you start with setting specific goals for your online initiatives?

4153   B: Yes, yes. I remember actually doing, for example, with the first year with moving in the
4154   business program we wanted a 100 enrollments. I remember that. We actually ended up giving
4155   them away. You know, we are a state institution, and I thought that was something quite
4156   interesting at that time. We gave away enrollments. Any existing student could take one online
4157   class for free. That with a 100 students. We didn't have to do that ever again, after that first term.
4158   But we are pretty careful about setting targets. We did go through a period, I am trying to
4159   remember when that was, early 2000 time period, where we were, because we were sort of trying
4160   to set a competitive edge nationally, one of my goals, and the goals, I think of the president, was
4161   to increase the visibility of [M2] nationally. We did have some visibility as an adult learning
4162   institution, but we wanted to establish our presence on the growing, sort of, online competitive.
4163   And, so part of my growth projection, was my capability to be able to demonstrate that we were
4164   a player in this market. So a period in that early 2000s we were fairly quickly adding sections,
4165   and then adding adjuncts. At some point, we decided that wasn't going to allow us to do that
4166   with quality, that adding late sections was not a good idea. You just didn't really get your faculty
4167   up to par, the students were registering very late were not successful, we did some analysis that
4168   just said this model isn't working. So, now I do pretty careful projections with the faculty about
4169   how many sections we are offering and we don't sort of add sections kind of willy-nilly just
4170   because we have the enrollment. We predominantly and deliberately serve our matriculated
4171   students. If I wanted to, if I offered Spanish language seats, you know, I could sell everyone I
4172   throw up there. There is so much high demand for seats in Spanish. We, you know, with quality
4173   do tend, that is all the faculty that we can identify well, that is that all a person can manage well
4174   in any given term. You know, she doesn't do more than 10. For right now, that is all we can do
4175   with quality. You know, I could have huge numbers in Spanish if I wanted to. So -

4176   S: So, you are talking about having one of the goals is also maintaining quality, or keeping
4177   quality.

4178   B: Right. And we have a fairly strong full-time faculty base. One of the things that the second
4179   president I talked about, one of the things that he did is when I asked him about what I needed to
4180   do to move the curriculum forward and to grow the program, I needed a formula for building
4181   faculty that allowed me to anticipate growth and for them to trust me, to hire faculty as we were
4182   growing. Whereas in the past, we had had a model that you had to demonstrate the growth before
4183   you hired the faculty, which is counter-productive related to quality. So, for example, right now,
4184   we have in order to support this enrollment I have 40 full-time faculty who are just dedicated to
4185   online learning.

4186   S: So, these are, these are faculty that are part of [your unit] … and not part of the larger
4187   university.

4188   B: Right. They report to me, , they are colleagues with people around [M2] … , but these 40
4189   folks act as sort of mini-department chairs with a number of adjunct faculty working for them, or
4190   other faculty from other parts of [M2] … working with them. So, while we do have many, many

4191   adjunct faculty, having 40 full-time faculty dedicated to this program I think really has made sure
4192   that we have the interest of quality there.

4193   S: So do you, when you set these goals, short-term and long-term goals, do you have to, or do
4194   you communicate the plan to the larger university or to anybody else?

4195   B: Sure. Actually, I work, you know, I don't, I report to the provost, and I serve as a member of
4196   the president's council. So, many of my planning is very public with that president's council.
4197   And it has been very in this institution that there has been support for growth in online learning.
4198   So, you know, my planning is the cabinet's planning. The cabinet, the Office of Enrollment
4199   management, myself are setting goals together for, I tell them what it is I think I can do with
4200   quality and they together with me move that forward. We together discuss issues about, in-state,
4201   out-of-state balance, how much we are going to push on international students, we together set
4202   those priorities. And those are communicated through out that president's council, so for
4203   example, my colleague deans, their programs, most of them, with the exception of graduate
4204   programs are set for sort of flat enrollment, where they are right now. The graduate dean, like
4205   myself, has a growth plan. That is clear to all of the deans that is what we are doing.

4206   S: Do you consider, obviously you consider your institution to be successful in reaching its goals
4207   in online, why, can you elaborate a little bit more about why you consider your institution to be
4208   successful in online learning?

4209   B: I probably mentioned a few of these already. I mean one is the foundation in commitment to
4210   access for adult learners. So that was already there. It is core to our mission. So reaching adult
4211   learners through technology is an easy step and you know, so think that closeness to the core
4212   mission of serving adult learners allows us to be successful in this. I think the attention to
4213   faculty-driven curricula has made us successful. The key strategy for us has always been the
4214   connection with [our state university system]. I think having the [state university system] behind
4215   us as a name with quality, we collaborated for many years as a part of something called the …
4216   which allowed us to partner with other successful mostly community colleges in … [our] state, to
4217   be able to present sort of [our] … state as a leader in online education. And I think that was very
4218   successful. Because, I don't know, five years ago, we were saying things like a 100,000
4219   enrollments in … [our state university system]. Now, a quarter of those were coming from [M2]
4220   …, another quarter were coming from two other community colleges, and then everything else
4221   was 25% of the whole. You know, so there were three of us that were providing 75% of the
4222   online learning programs. But it allowed us to go out into the broader market place and show
4223   [our state university system] as a lead.

4224   S: On the national level you mean?

4225   B: On the national level. Yeah.

4226   S: I want to go back to something you mentioned earlier, that you got funding from Sloan-C
4227   initially to make the move to online. I am kind of wondering, did, were you looking for funding
4228   in 1996 or, and did that actually help that way or did you kind of get the funding first and then
4229   [decide to move to OL?]

4230   B: We were looking for funding. The funding helped us head in a direction that we were already
4231   heading. But, actually the funding was a partnership at that time with … [our state university
4232   system]. [M2] … was the lead institution, but there were two other institutions involved. So,
4233   what we got was money three years in a row from Sloan to build the platform, and then for each
4234   of the Schools to build the programs. And that allowed us to move forward. At a certain point,
4235   and I think, in the early 2000s, we actually moved the management of the platform away from
4236   [M2] … into the centralized [state university system's] … administration. And the [state
4237   university system's] … central administration now does manage sort of a collaboration of work
4238   across [our] … state. Now we were a little independent of that operation now, but we do
4239   collaborate with [the state university system] …, the community colleges and other schools as
4240   we move forward. An area, that I sort of forgot to mention, that I might mention that is important
4241   in [our state university system] is [that it] also established itself as a primary place for research
4242   and this wasn't me in particular, but I believe [our state university system] did a good job at this:
4243   when we made this move to the centralized platform we collaborated with [the state university
4244   system], for example, the faculty member at …[our state university system, Campus 1] was
4245   Terry, who of course, you probably know from Sloan,

4246   S: Yeah, right, right.

4247   B: Terry was at [our state university system, Campus 1]…, Andrew was at [our state university
4248   system, central campus]. They collaborated with faculty and staff at … [M2] and they developed
4249   a research agenda together. So they looked, for example, at issues of student satisfaction across
4250   all of the … schools [in our state university system]. They looked at faculty satisfaction across
4251   all of the … schools [in our state university system], they started applying the Garrison Model of
4252   social-presence, teaching-presence, they started applying that model within the whole … [state
4253   university] system. And I think that visibility that Terri, and Andrew and others on my staff
4254   helped to establish, gives, did give … [our state university system] a greater recognition as
4255   somebody who not only grew enrollments, trained faculty, you know, cared about students, cared
4256   about what students thought. So the research-agenda was also important to our reputation.

4257   S: Now, is that something you continue to do?

4258   B: Yeah.

4259   S: To evaluate those kinds of things?

4260   B: Yeah, … [the central campus of our state university system] does continue to do some
4261   standardized evaluation of faculty satisfaction and some of those areas. Andrew continues to do
4262   work, he is now in [campus 1 of our state university system], he continues to do some work in
4263   that area. In the Distance education unit, I have drifted - as far as my own research and
4264   promotion - what I believe is that it is important for faculty to be doing research on online
4265   education, but more connected to their academic areas. So, early on we did a lot of presentations
4266   about what we were doing in online education to other people who were serving adult learners,
4267   or you know, places like Sloan, that is where we presented. Or we presented at Educause or at Ed
4268   Media. We presented to other people who were interested in Educational Technology. Where I
4269   have been trying to lead and support the faculty now is more in the Arts Faculty presenting at
4270   Arts Education conferences, or at Arts Conferences. And presenting what they are thinking about

4271 related to the integration within their areas of study. And I think that has had some success. We
4272 have also done a lot of work in the last couple of years, our current research interest, is more tied
4273 to Science and Math Education. Sort of a third transition in the institution was about three years
4274 ago, we received a grant from a private foundation where we really focused on improving
4275 quantitative and scientific literacy in our adult courses, in our courses for adult learners. We
4276 really tried to make them more visual, more engaging, more interactive to promote better access
4277 to online labs, to promote better access to more comprehensive data sets for analysis. You know,
4278 what we were doing before in the Sciences was a very, sort of, flat, textual approach to study. So,
4279 we spent the last – we are in our fourth year of really improving our courses, and now what we
4280 are doing is evaluating whether we have seen any difference in how adult learners perform, [and]
4281 understand the science concepts. [We are evaluating] are they more successful? And, you know,
4282 part of the goal of the funder was a kind of citizenship goal, you know, improving we are not
4283 talking about Science as a Major, we are talking about improved contributors to society in their
4284 other walks of life. So that is an area that we have been working on recently. So most of our
4285 presenting out there in the world, is more in that area.

4286 S: Ok, well, I want to talk a bit about, I want to ask you a little bit about the kind of executive
4287 leadership support and commitment that you have received. You mentioned already the new
4288 president in - I think you said - 2002 was interested in making the move from 5 years to 2 years,
4289 moving all the programs. Is there any other kind of executive leadership support and
4290 commitment that you would like to talk about, that has been significant?

4291 B: We, I have been lucky in that all three presidents with whom I have worked during this
4292 transition have all been very supportive of online education. The first president was an initiator
4293 and interested and you know, let us do what we needed to do. The second president was both
4294 supportive, but also moved resources. He helped me to, as I suggested, move the program
4295 forward. A distance learning program is – an odd way to say it – it is sexy with potential funders.
4296 I am now moving into my – in September I will move into my third new building. We built this,
4297 different presidents have either gotten money from State or money from foundation, but the
4298 program that they were selling was the Distance education unit. You know, to move into so, I am
4299 moving into a three-storey building with a 124 offices in September. That came out of state
4300 resources in a time when state resources are tight.

4301 S: When you say the university got money, or the presidents were able to get money was it for
4302 the larger university or for the distance education unit.

4303 B: For the distance education unit. These are three new buildings that I have moved into in my
4304 time probably in the last 10 years. So, you know all of those had an agenda for let us support the
4305 distance education unit in its growth. Let us not do it in a cheap way.

4306 S: That is wonderful!

4307 B: Yeah, yeah. So, the executive kind of leadership that I got was from that second president was
4308 not just talk and support, verbally, it really was resources. The current president is fairly new. He
4309 has been here a year, but he is very supportive of adult centered and distance education and I
4310 believe will help to move us forward. I have also had very, very good vice presidents. The easiest
4311 support for online education often is from the administration area. They understand the value of

4312 programs that are growing and contributing. So that is an easy area. But also in the development
4313 area, I think of growth program, a creative program helps to promote a development agenda. I
4314 think we have been lucky in that we are fairly integrated into the vice presidents, you know, the
4315 whole cabinet. The enrollment management area sees this as a way to build support within the
4316 enrollment area. The technology area we partner with doing creative things. So there are always
4317 tugs and pulls. A challenge, and I think this is true in many institutions, a challenge is
4318 educational technology resources and balancing in the institution how much of this sort of
4319 educational technology resource is dedicated to online programs, and how much is dedicated to
4320 other parts of the College. And that has probably been one of my biggest challenges throughout
4321 the history of is making sure that adequate technology resources are available for the faculty and
4322 students to move forward.

4323 S: And when you say…

4324 B: There is a pull from the rest of the institution. For example, just simple things like online
4325 registration. How do you support it? Do you make sure that it is there? Do you faculty have
4326 access to the right instructional design staff? The media staff where is the big user and how much
4327 of the support do we get. It is tough.

4328 S: Now, in terms of the infrastructure, the technology infrastructure what kind do you have? Do
4329 you have to share it with the university?

4330 B: We are using Angel now. We shifted to Angel about 3 years ago.

4331 S: Are you self-sufficient or do you have to share it with the rest of the university?

4332 B: We share it with the rest of the College.

4333 S: And in terms of instructional – I looked at your website so it seems like you have a lot of the
4334 instructional designers, and that kind of people on staff at the Center itself. Is that correct?

4335 B: Right. We have some focused on instructional design. What we have is people who are
4336 instructional design/curriculum specialists. We believe in kind of an embedded model. So, for
4337 example, there is one guy who works with the ten business faculty - right within the distance
4338 education unit on instructional design. Same thing with Humanities, same thing with Human
4339 Services, then there is some technical staff within the Center who work for *them* so that they
4340 don't have to do the low-level stuff. Then we have another Center that is called the …. In that
4341 Center they have additional instructional designers and media people and that group serves the
4342 whole College. So, we are competing with others for those resources.

4343 S: Besides - you already talked about supporting faculty by helping them present at conferences.
4344 Is there anything else that you would like to add in terms of resources that you provide to
4345 faculty?

4346 B: A couple of key decisions, I mean, early on we paid faculty for course design. We have a
4347 policy of shared ownership of course design, so the intellectual content is shared between,
4348 because we paid for it we could have claimed that it was our property but instead we list as they
4349 have complete intellectual copyright and we have the same ability to use it overall. That was an

4350 important step. We still do pay for course development when they are adjuncts who develop
4351 courses. For the full-time faculty of course it is part of what it is that they do. We have fairly
4352 comprehensive faculty development services. And kind of corresponding staff support. So, for
4353 example, we have a Call Center that deals with, one Call Center that deals with all the tech help;
4354 another Call Center that deals with all the student Service kind of help. We have a Student
4355 Services staff who follow up on – there are five people in that division who help support adjunct
4356 faculty who are working at a distance and who have questions. So, they act as a support for
4357 students, but they also act as a support for adjunct faculty. So that there is somebody to call and
4358 if they don't remember you know what it is we do about academic misconduct, or what do you
4359 do when a student disappears or what do you do when somebody dies. There is somebody for
4360 them to call and so we are fairly robust when it comes to those kinds of areas. I already
4361 mentioned the instructional design support, every time a course gets developed there is a
4362 curriculum instructional designer assigned to it. There is a library person, there is a media
4363 person, and there is an instructional technologist. So that team helps the faculty member develop
4364 the course. So, it is a heavy model of support.

4365 S: And any online course offered by [M2] … is offered through your Center, right?

4366 B: Yes. There is a different division for graduate. But we do all the undergraduate.

4367 S: I see.

4368 B: There are blended courses that are offered in other parts of the College but we do the online
4369 element.

4370 S: The fully online?

4371 B: Yeah.

4372 S: I know we are coming to -

4373 B: That is ok. I am ok.

4374 S: You are ok?! Good. You talked a little bit about your goals for the future. You have gotten off
4375 to a great start and are very successful thus far. What measures are you taking to sustain your
4376 success, so to speak, of your online initiatives?

4377 B: There is some personal and there is some divisional. I mean, one personal is that I am working
4378 in a leadership way to sort of maintain [our state university system's] … reputation and [M2's]
4379 … reputation as an expert in quality of delivery of online education. And there is a couple of
4380 ways that I am promoting that whether it be through something like chairing the Sloan
4381 Conference or being on the Sloan Executive Committee. So there are a set of things that I
4382 personally am doing to try to create this standing of … [M2]. I am doing that in collaboration
4383 with the president to allow for him to work, say for example, in other presidents' groups, to
4384 promote, you know, our expertise in online learning and to just position us within the higher
4385 education sector as a quality provider. I want, when people think of, you know, the ten best
4386 online education institutions in the United States I want them to put [M2] … on that list - not
4387 only because of growth or size but because of quality. Then, in so doing that, that is not only

4388   personal but that is sort of what I described as part of my agenda with the faculty is, I want that
4389   message out in a variety of places in higher education not just in the educational technology
4390   divisions. I want it out at the presidents' level, and I also want it out in the Arts sector.

4391   S: In the mainstream so to speak.

4392   B: Yeah. Yeah. So there is sort of that personal and professional agenda there. Another area that
4393   I am particularly concerned about is regulation and policy in distance education. I am personally
4394   devoting time to work with things such as the Higher Ed reauthorization act and how the
4395   accrediting agencies are applying distance education standards of quality. And I am particularly
4396   concerned I am working with some sub-task forces – our region is Middle States Accreditation –
4397   but I am also working nationally with Sloan on my personal point of view and one that I have
4398   permeated throughout this institution is that when we look at regulation or look at accreditation
4399   issues we should be treating distance education like we treat classroom-based education and we
4400   should judge academic quality by the same measures that we judge academic quality in site-
4401   based programs and that creating standards that are somehow more stringent for distance
4402   education doesn't make sense to me. Or allowing for regulations related to distance education
4403   that are different from the regulations posed on regular traditional education is inappropriate
4404   from my point of view. So I am trying to work with accreditors and others to set policy to make
4405   that kind of support real. And that is not to say I don't believe that we should check and make
4406   sure that the student who is taking the course is taking the course and there is not academic
4407   misconduct. But I think we should do the same kind of things that we do in the classroom to
4408   regulate that. So, I personally believe [M2] … should be a leader on helping to set policy in these
4409   kind of areas. Support for financial aid also, for example, support for part-time learners, doing
4410   work in the state or beyond with federal financial aid policy to make sure that distance learning
4411   programs are provided the same level of support and access to financial aid as traditional adult
4412   serving programs. If you look at the issues of, there was a third issue on regulation that I was
4413   thinking it slipped my mind (laughs) I am sure it will come back again at some point but those I
4414   think there are some important areas of policy and regulation that we need to work on a national
4415   scale, that I want [M2] … to be a part of. I think we are going to continue to work on program
4416   retention for students. Adult learning programs, historically, because students go so part-time,
4417   and stop in and out, or have different goals, we are not as good at tracking program retention. We
4418   are very good at tracking course completions and those kinds of things and improving our
4419   capability to describe to students how long it will take you if you do X, Y or Z and improving the
4420   capability of the student to finish in a reasonable amount of time, I think is an important goal.

4421   S: Would you continue to, would you need continued funding in the years to come? Would you
4422   need extra funding or would you be self-sufficient?

4423   B: Well, (laughs) it is interesting. You know the state of finances in the world out there.
4424   Currently, within [our state university system] … [our state university system] … is very
4425   affordable – and we are able to maintain basic quality and delivery standards. But it is getting
4426   tougher. The state resource dollar is now below 20% of what it takes to deliver, so we are at
4427   some level, we are becoming a state-affiliated and not a state-supported educational program.
4428   That is partially why I have set growth caps, because I need to look at things beyond that, should
4429   I grow beyond to 150,000 credits. That when you get to that point, unless I want to change the
4430   model – which we haven't currently wanted to do – with 20 students sections and heavy

4431 engagement by full-time faculty, I am not sure that I could do that without other additional
4432 support, with quality. You know, I guess the main point is I think we are delivering a program of
4433 quality with the resources we have, growth much beyond what we have for the next two years
4434 would not allow us to do that with quality.

4435 S: It makes sense. Ok. Beth, I have come (laughs) to the end of my questions!

4436 **Interview with George**

4437 Provost Emeritus & Collegiate Professor

4438 Master's Institution 4 (M4)

4439 January 30, 2009, 10.00 a.m. – 11.00 a.m.

4440 S: … I wonder if you could begin by providing some background information about yourself and
4441 perhaps describing your current role -

4442 G: Sure. Background information - I have been with the … . [M4] … about 22 years. Before
4443 that, I spent 23 years with the U.S. Coast Guard, and left it at the rank of O6, or Captain, I spent
4444 14 years in Washington and was involved in a number of high-level projects at the Coast Guard
4445 Headquarters before I left in 1987 and joined the university. I have a Baccalaureate degree in
4446 Engineering from the U.S. Coast Guard Academy and along the way I achieved an MBA from
4447 Oklahoma City University and a MPA and a DPA from the George Washington University.
4448 Specialties were Organizational Behavior and Development, Management, General Management
4449 Theory, General Systems, Urban Administration. So that is little bit of background. I joined ….
4450 [M4] in 1987 as a senior faculty member and also as a program director, I ran the General
4451 Management programs in Management, Leadership, Marketing, Human Resources, and
4452 Executive Programs. In 1991 I became the dean of the Graduate School. And then in 1998 we
4453 had a leadership transition at [M4] … in which the president, executive vice president and vice
4454 president for Academic Affairs were swept away in about 2 months.

4455 S: Wow!

4456 G: And I was asked to serve as the interim executive vice president and vice president for
4457 Academic Affairs. We had a search for a new president and I became the first provost and chief
4458 academic officer of [M4] … in the new administration. So, in 2007 April I retired from the
4459 provost position, but my president kindly appointed me as provost (emeritus) and I have returned
4460 to the Graduate School now, where I am a collegiate professor and I teach in our Master of
4461 Distance Education program and
4462 Doctoral programs. And I also serve as – in my emeritus role - I serve as kind of an Ambassador
4463 for the university now, globally.

4464 S: Great! Can you describe your institution's online learning initiatives, maybe talk about how
4465 many programs do you offer, online, you know, are they graduate or undergraduate, how many
4466 online students do you have, and those kinds of things?

4467 G: Sure. Well, basically we offer almost, I won't say everything, but I would say probably 80%
4468 of what we offer as a full comprehensive university is offered online. About 95% ,96% of our
4469 graduate enrollments are online, and about 85% of our undergraduate enrollments are online, we
4470 are a comprehensive university, one of the 11 degree-granting universities in the public
4471 university system of [our state]…, with its own president and administration, with its own
4472 budget. We are unique from the point of view that of our budget, which is approaching 300
4473 million, only about 7% of it comes from tax payer revenues, which means, we have to be very
4474 entrepreneurial and operate kind of like a business. Most of our revenue comes in from tuition

4475 and fees, our market is what used to be called the non-traditional student - now I think the
4476 popular term is contemporary student - because, basically the non-traditional student is the
4477 traditional student in North America as you probably know. Only about 16% or 17% of students
4478 enrolled in higher education in the U.S. are the so called the traditional student that everybody is
4479 most concerned about. The traditional student being the one who is in the 18 – 23 age category
4480 attending a residential campus full-time, living on or close to the campus. That model, that
4481 paradigm does not represent the prevailing paradigm of higher education in the U.S., but that is
4482 the one that gets the most attention, of course. Well, our students range from 18 to 80, most of
4483 them are working at least part-time if not full time, their age brackets fit all the categories
4484 between 18 to 80. And most of our programs are degree, for-credit programs. We have very little
4485 training or non-credit programs.

4486 S: I see.

4487 G: Heavy concentration in business categories, undergraduate – you will find a full range of –
4488 you can visit our website to see a full list of programs.

4489 S: Right, right.

4490 G: Graduate level – primarily Management Technology related, although we have Teacher
4491 Education programs. But, mainly, Management and Technology related.

4492 S: I also saw on your website that a large chunk of your population has, your student population
4493 has to do with the military. Is that correct?

4494 G: Yes, we have roughly world-wide roughly about 96,000 or 97,000 students globally. About a
4495 little bit less than half of those enrollments are related to the U.S. Government and U.S. Military,
4496 we have very large contracts in Europe, and in Asia. And the one in Europe – we have been in
4497 Europe since 1949 when the Government asked for the university to deliver a Baccalaureate
4498 program to U.S. troops and their families stationed in Europe. The only institution that bid on it
4499 was the … [our university system].

4500 S: Oh, I see.

4501 G: We were part of them at that time. We have been in Europe ever since. In 1986 the same thing
4502 happened in Asia, we bid on that and we have been in Asia ever since. In 1972 that part of …
4503 that everyone thinks is the [our university system]… is only one campus, and it is the flagship
4504 campus in the system, we became our own university in 1972. And we were part of a 5-
4505 university system in the public system then. In 1989 the Governor of [our state] created the
4506 present [state university system] in which he brought in some of the other schools in the public
4507 system, the Teachers colleges, and we became a 11-university system, plus two other research
4508 institutes are in the public system now. So, anyway we have been in Europe and Asia since those
4509 days – headquarters in Europe is in Heidelberg and in Japan, is near Tokio, near Kota. So we
4510 serve countries all over Europe, in the Middle East and all over the pacific rim. The programs are
4511 offered to U.S. Military personnel, their families, and to other U.S. Citizens who are contractors
4512 for the U.S., Embassy personnel, in those countries. Yeah, so it is a global operation. And when
4513 you hear me talk about overseas students, I am talking about students who are under the
4514 contracts, when you hear me talk about international students, these are students who come to us

4515 either online or in programs that we have on the ground, for example, we have two relationships
4516 with two universities in Siberia, we have Russian students on the ground there, but they are
4517 taking courses with us online as well. So those are international students in the true sense.

4518 S: Wow! So, you said you have a, feet on the ground in Heidelberg, do they offer face-to-face
4519 courses there as well or is there [online courses]?

4520 G: The overseas programs, the military contract programs, started off certainly as face-to-face,
4521 you could say it was distributed education. The military wanted our faculty on the ground and in
4522 their educational centers on bases in all of those countries. There has always been a distance
4523 education aspect, but as we went online in the 1990's we pushed hard to use online delivery. It
4524 was slower overseas because the military in the beginning had concerns about security, and also
4525 there were technological issues to overcome to ensure that students had access online and it was
4526 cheap access. Those have largely been erased now and the military itself has been pushing online
4527 delivery, of course, very hard in the past few years. And that of course has presented a challenge
4528 to us, because now having the contract is almost like a penalty and let me give you an example –
4529 you could see this by the way in 1999 and 2000 – you remember the old song, I [don't] know if
4530 you are familiar with it – "on a clear day you can see forever", I tell people, on a clear day in
4531 2000, you can see the future coming, challenges for us. Because what has happened is that purely
4532 online, and, generally, for-profit universities like Toro and the Phoenixes of the world are now
4533 able to put, you know, more people on the ground in Asia, and put Ads in the news media,
4534 including the Govt.'s own news media as acting students and competing with us. And we have
4535 hundreds of people, staff and faculty on the ground to serve the military through these contracts,
4536 [and] that is a very expensive part of the operation. If the military still wants a piece of that, so
4537 we have to provide that service through the contracts as well as online delivery, but we have
4538 competition now that we didn't use to have, that is outside the competitive nature of bidding on
4539 these contracts. Here you have an institution, say a Toro, which goes over to Asia and says, hey,
4540 military student, come and take courses from us, we are going to provide you with your text
4541 books, you don't have to worry about buying a textbook, well you take an E3, low-grade, pay-
4542 grade member of the military, that textbook is generally a 100 bucks or more, that is real money
4543 to them. They don't care whether they take the course from us who have the military contract, or
4544 take it from Toro, so they go to Toro right, they get the textbook. We are forbidden by the
4545 contract to provide them the textbook, we only charge the Government in Asia, I think it is about
4546 a 172 $ a credit hour, ok. Toro, because they are outside the contract, they can charge the
4547 Government and the Government will reimburse them up to 250 bucks a credit hour. So they can
4548 charge the Government 250 bucks, they attract the student with the free textbook and take away
4549 some of our market share over there. But we are giving the Government a better deal at a172
4550 bucks, the Government's or the tax payers' money is going out to some of the competition. So it
4551 is not a very level playing field.

4552 S: And the military students are not required to go through, to you guys, because of the contract.

4553 G: No. That is right.

4554 S: Wow.

4555   G: We have complained about that along with some of the other institutions that are part of the
4556   contract. The Government moves very slowly, and we say you have to level the playing field,
4557   you are not giving the tax payer a good break for their money here. But anyways, that is the
4558   contracting game, those things always come up and you deal with them. But I just used that as an
4559   example of how the world changes, the environment changes, ok. The university's enrollments
4560   are really fast going online, either to us or to other institutions.

4561   S: Wow. Now, when was the first online program established at [M4]?

4562   G: Well, in 1994 we put up our first undergrad online, four courses were put up, four sections
4563   and I was Dean of the Graduate School. In January 1995 we put up our first graduate course
4564   online. And, we had our own private course, online learning platform that was called Tycho,
4565   actually it was DOS Tycho and what do you know, the courses filled up. We thought we were
4566   putting them up, because it was part of our culture to try to reach students out in the boondocks
4567   and in the rural areas … and we thought this would be a good way of doing it, but surprise,
4568   surprise the first wave of online enrollments didn't come from those students, it came from
4569   students who are located around the [geographical service area of the university] … and
4570   normally went to our on-the-ground classes, they discovered that hey, it is more convenient not
4571   to ride the belt-way or sit in the belt-way and have to be at some place at Tuesday night at 7.00
4572   every week. They can do it anytime they want to, online. So that was the first rush and growth
4573   wave in the online students, so we put up more courses and they filled up. We put up more and
4574   they filled up and before we knew it, we had a revolution taking place.

4575   S: Wow. What discipline was the first course in?

4576   G: The first graduate course was actually an IT course, a basic IT course.

4577   S: As in Information Technology?

4578   G: Yeah, in Information Technology. And in the Undergraduate one, I think one of them was
4579   Accounting.

4580   S: Interesting.

4581   G: So, to talk about strategy. I would like to say, sometimes, it is better to be lucky.

4582   S: (laughs)

4583   G: There was an element of opportunity there, we were the right institution, at the right place, in
4584   the right time. But the institution has to take credit also, because, first of all, the university had a
4585   culture of serving students. Being at the right place in the right time. So, if we didn't have that
4586   culture, if we were a different institution, we would have moved much slowly or perhaps ignored
4587   that window of opportunity. Ok? So you have that going on, you have an institutional culture of
4588   trying to serve students, putting students first wherever they are, you have a great demographic
4589   taking place in North America and that is the return of the baby boomers to school to further
4590   their careers. There was a great need and demand. And the third factor that was there is you have
4591   the internet, which emerged – the internet was basically formed in the 1970's, late 60's, 1970's,
4592   it was largely used only by the Government Institutions and Research institutions and

4593   universities. It began to become popularized in the early 1990's. Think of when you first heard of
4594   the internet, I can tell you when it was I first heard of it. It was about 1990 at a program on the
4595   ground in England and I went over to visit a faculty there and as we were getting ready to leave,
4596   I said something about, well, let us communicate, set up some call times, he said, let us talk on
4597   the internet. I said, what did you say? I use the internet all the time, and you know, it is about
4598   early 90's that it began to become popularized and so you have an institution ready to respond,
4599   you have the technology revolution and you have a great demand. So that was the boost that put
4600   us at the forefront in the 1990s. We kept responding, because of the needs of our students, and
4601   here we are today.

4602   S: Actually, that was my next question, was what triggered the implementation of online
4603   learning. So I think you have addressed some of that with what you just said.

4604   G: Yeah.

4605   S: Is there anything else that you want to add about that?

4606   G: Very much so. You know from the beginning we took the view that it is not just putting up a
4607   course online, but for us you couldn't just do that by putting up a course, or even a program
4608   online because - and I think that is one of the secrets of our success – we had to think in terms of
4609   wrapping all our services around it so that a student truly could study from the distance. Ok? It is
4610   no good to have an online program if your students are mainly located away from you and they
4611   have to come to a physical place to get their library services, to get their advising, to pay their
4612   bills and so forth. We already had a history of trying to reach students wherever they were, so it
4613   was quite natural for us to think in terms of, how do we wrap the whole menu of services around
4614   our online courses to make it truly virtual. And there are some very big issues there, first of all,
4615   you have got to have 24 x 7 technology help, because students are going to be logging on and
4616   they are going to encounter problems now and then at any time of the day. So, you have got to
4617   have 24 x 7 technology help. OK? A library, we believe a library is a very important part of the
4618   academic enterprise. So that means you have got to think in terms of moving towards 24 x 7
4619   library services. We belong to the University System Library Consortium, which means students
4620   in [my state] … have access to 12 million hard copies of books and services of Librarians at any
4621   campus. That doesn't do a student in [the] western [part of the state] any good or somebody out
4622   in Nevada or somebody over in Afghanistan any good as one of our students. So you have got to
4623   think in terms of how you reach them with Library Services and so we had a terrific leader of a
4624   library team, … who unfortunately left about a year or so ago, but she was visionary in terms of
4625   building virtual library resources. I think we probably have the strongest virtual library in the
4626   nation, I really do think that in terms of, you have got to provide 24 x 7 service for your
4627   students. You also got to provide it for your faculty. You know copyright issues with all the
4628   eJournals coming out and so forth. Faculty need – if you rely just on your faculty to think about
4629   copyright it won't happen. So you get into trouble. So, if faculty needs an article which is not
4630   already accessible to them through the eJournals, then our librarians will get it, they will take
4631   care of the copyrights and it appears virtually in their classrooms. So we solved that problem. So,
4632   24 x 7 librarian services, you got to think in terms of your whole student enrollment, you know
4633   the admissions, the conversion process, the enrollment process, the financial aid, all of that
4634   should be available to students by some means virtually, either online or by phone and so, we
4635   spent a lot of time with that. We had great difficulty getting, we now have it building a world-

4636 wide information system. In 1998 we … [M4] was three institutions, Europe, Asia and the U.S..
4637 And if you looked at our curriculum, if you wanted to take Management 201, it had the same
4638 number but it was a different course in Europe, and it was a different course in Asia. So you
4639 can't have a global virtual university having that kind of system. You have to have common
4640 curriculum so the student taking it in Europe is taking the same courses in the U.S., with
4641 common standards, common source of assessment and outcomes desired. So we had to build
4642 those things from scratch and it was a tough job.

4643 S: You mentioned that, you said that you had a history of reaching out to students. You talked
4644 about your history in DE, that you already had strong background in providing distance
4645 education.

4646 G: Yeah, the institution was really formed in 1947 to serve non-traditional students and it was
4647 part of our culture that began then and it has been with us to put the student first. Put the student
4648 first over the employees of the institution or other goals of the institution. We are not a research
4649 institution. We have no tenure here for our faculty. And we have for our full-time faculty, we
4650 have multiple renewable contracts which can go up to five years, but there is no tenure. We all
4651 serve at the pleasure of the president, basically. And it is our motto, students first. Ok? Our only
4652 existence is to serve the student with as good, as quality a program as we can produce, that is
4653 accessible, we are basically an open university and as affordable as we can make it. Our students
4654 – many of them come from the world of have-nots and very few of them break it into the first
4655 year, have-Its of the world and Princetons. So we are here to serve to students, access is part of
4656 our culture, to make it as accessible as possible and to deliver them a quality product on a mass
4657 basis.

4658 S: So this is very specific to [your] campus, correct, what you just said?

4659 G: How is that again? I am not sure -

4660 S: Oh, I am sorry. The [M4] institution has the emphasis on Distance Education, as opposed to
4661 the other campuses in the [state university system], right?

4662 G: There are some, Continuing Education programs in some of the other campuses, but they are
4663 really dwarfed in comparison to us. One of the unique features of [M4] - in addition to the fact
4664 that we are a public university and very little of our funding comes from public funds – one of
4665 the unique features is that we are complete university that is devoted to serving the non-
4666 traditional student, the adult working student. In most cases around the country you will find
4667 these sorts of programs as appendages for the traditional organizations. They have become more
4668 popular in the recent, past decade because institutions discovered that hey, there is a cash cow
4669 here because of the demand and we can get lots of money and funds lots of things. Our
4670 university is completely devoted to that student. You know, there are very few other examples, I
4671 mean, Empire State in New York would be an example, but very few other examples in the
4672 public sector. We have lots of for-profits that spring up, the most famous of course being
4673 Phoenix, but so we are kind of different in that regard.

4674 S: Ok.

4675 G: You know we have On-The-Ground Centers – we own very little real estate by the way. But
4676 we have some in [our state]…, we have something like 23 – 24 On-The-Ground Centers in [our
4677 state], where we hold classes. Some of them we lease the property, we lease a lot of rooms still at
4678 [Campus 2], we have some on-the-ground operations of course in Europe and Asia under the
4679 military contracts. But, by and large we are virtual now.

4680 S: How did you establish a need for online learning? You were already doing distance education,
4681 so but how did you establish a need, did you have to create a sense of urgency, did you have to
4682 sell it?

4683 G: Basically, I think you could say that we saw the need and responded to it. And not to say that
4684 there wasn't some debate and some resistance. But, the leadership, particularly the new
4685 leadership in the transition, we saw what was happening and we believed that we were right and
4686 that this was big and we had to capitalize on it. That is probably the fact that the previous
4687 administration - even though our learning platform was started under them - they gave the
4688 impression that they were not responding to what was happening and I think that was one of the
4689 reasons they were swept out.

4690 S: It is like if you don't see change happening and you don't react then you get eliminated.

4691 G: Yeah.

4692 S: How did you or did you set specific goals when you started with the online initiatives?

4693 G: Well, in terms of – yeah, we did set specific goals, particularly when the leadership transition
4694 began in 1998. For example, we said we are going to build a global university. We can't have
4695 three separate operations in Europe, Asia, and State side. You could see the environment was
4696 changing in the overseas contracts, either we were at risk of someday losing the contracts and
4697 when you lose, by the way, those big government contracts, you really lose, you pack up and go
4698 home. And you know, the overseas contracts are so much part of the university's culture - that
4699 would be a big blow. Plus, in 1998 roughly 75% of our revenue depended somewhere on one
4700 client, the U.S. Government, that was very risky. We can't, that is, the institution is at risk. All it
4701 takes is losing one of those contracts, or some change in Government Tuition policy, so we knew
4702 we had to diversify and basically we did that by growing online very fast and broadening our
4703 revenue base. So now, we are down to roughly 23% of our revenue actually comes from the U.S.
4704 Government. Because our contract bids are very low in terms of the overseas enrollment, so it is
4705 a relatively small proportion of our revenue now. So it is a much healthier situation from our
4706 revenue point of view for an institution that depends on its tuition and fees. So, yeah, so we set
4707 some goals, building a world-wide curriculum for building all the services we needed around our
4708 programs that went on and one of the toughest was building the Global Information System. We
4709 went through, we wanted it in 3 years, it actually took us almost a decade. In fact, when I stepped
4710 down as provost we were months away from the final implementation of the Global Information
4711 System. We use People Soft and I hate to tell you we tried to do the right things that they tell you
4712 – change your business practices to be good business practices, don't try to put the old ones into
4713 the new system, garbage in, garbage out. We had to fight a lot of institutional resistance and
4714 cultural change, particularly in overseas operations. Of course, these big software companies -
4715 they have you at their mercy. We went out we hired independent consultants who were very

4716 expensive to try to keep this thing on track. But it was a long implementation. We can now say
4717 that we have got rough paper records, we got a Global Information System, and the student has
4718 one record in the university, the different parts can talk to one another. But it took a long time to
4719 get there and millions and millions and millions of dollars. Yeah. But I'll give you another
4720 example. We knew we had to do something about our archaic transfer credit system. It was all
4721 paper. For a student coming to us from – a lot of our students are transfer students – and they
4722 want to know how many credits they are going to get, what kind of courses do they [have]
4723 remaining to get their degree from us. It was taking months to get a transcript to evaluation, to
4724 evaluate these transcripts and figure out and give them an accurate idea. We knew we had to use
4725 technology to build scale and to achieve faster turnaround time. We finally did that in the last
4726 year of my administration. And we did that by building a database of every course ever known to
4727 us that the student could bring. So that if a student comes into us from the University of
4728 Colorado with a history, with a course in 18th century European history. Some faculty member -
4729 you have to have a faculty group evaluate and see how that compares to our curriculum. Once it
4730 is in the system it is now in our system electronically and anyone ever comes back with that kind
4731 of course and transcript the machine can do it. So we had to build in a very few months, I think
4732 we had over 300,000 course decisions to make. We had a tiger group on that. So that is all they
4733 spent their time doing. So now, if someone comes in with a paper transcript it can be converted
4734 electronically into a template which converts those credits into electronic credits. We can now
4735 compare that with our database and we only have to evaluate those we have never seen before.
4736 We can pretty much give a student an evaluation, I think it is down to around 48 hours now. That
4737 is a revolution.

4738 S: That is!

4739 G: That is an example of using the technology, and by the way there is one other guiding
4740 principle, is think scale, use technology to leverage your operation. So you got a scalable
4741 operation, so you can reduce the cost per student and stay affordable and competitive in an
4742 affordable way. Then you create a margin so you can plough that margin back into your quality
4743 enhancements that you need. We have to do that like a business, you can't, we can't, we get so
4744 little of our tuition from our state, so we have to operate like a business. It is a principle that I
4745 call mass customization. You may have heard it used around the country, I think I was one of the
4746 first in higher education to use that term, it comes over from old systems engineering and
4747 software engineering. And the idea is, you use the technology to build a foundation, where you
4748 scale, you use scale to uniform standards, standardization to reduce your costs of production per
4749 unit. And that creates a margin, you can then go back in and on the basis of your technology
4750 platform you can customize it so your student, your customer or whatever can have it in many
4751 different ways to meet their needs, which you can afford to do it then. Mass customization.

4752 S: Did you also have some goals, in two years here is where we want to be, and in five years here
4753 is where we want to be - ?

4754 G: Right. We have a strategic plan and the new president got everybody together and we have a
4755 new strategic plan. You'll find the current one that is out on the web - that is the public version,
4756 of course. You can't share everything in today's competitive world, it is not like an academic
4757 environment which is good natured and collegial and everything. But there is a public version of
4758 the current plan, I think it is on the web, but there are very specific goals where we want to be in

4759 five, and even looking out 10 years trying to read what is happening in the technology and the
4760 global higher education world down the road. I can tell you that there are some things happening
4761 that are going to affect North American higher education. That is probably a different subject.

4762 S: Ok. You did say that there some amount of - you mentioned that there was some resistance
4763 and then you had to kind of work through that resistance and get everybody onboard. Did you
4764 take any measures to communicate the new vision that you have when the new president came?
4765 How did you communicate your vision to the academic community?

4766 G: Well, [we communicated our vision using] every trick that we could think of to pull it off. I
4767 got to say that if you want to make changes in a large organization, particularly in a global
4768 organization, a complex organization, never ever underestimate the power of culture to either
4769 help or thwart what you want to do. We spent a lot time on it. The overseas operations consumed
4770 an enormous amount of time, because they were used to operating on their own as they saw fit.
4771 So long as the checks arrived in the old administration's office they could do whatever they
4772 damn pleased, if I can be candid about it. When you have that kind of attitude, I mean, it was all
4773 for good purpose, they had student service in mind, but they were thinking in terms of old
4774 systems in the old environment and they loved being the mavericks who got it done. This is can
4775 do, Down the Torpedos and we got the books there on time in such and such place. They were in
4776 war zones, and they still are in war zones, and so you have that mentality. It is tough to change
4777 that culture. And you try to do it by picking out a handful of things that are really important and
4778 communicating those things again and again at every opportunity that this is important and why
4779 it is important and how it relates to the changing environment and how it will serve the student
4780 that everybody loves and knows is really our purpose for being. You keep doing it and doing it,
4781 and sometimes it works, and let us be candid, sometimes it doesn't work. There are some people
4782 that are so set in the old culture and so resistant to their ways and you are always pressed by the
4783 urgency of the situation and how much time you are going to give these folks to try to see it your
4784 way. And sometimes very tough decisions have to be made. Personnel changes have to be made.
4785 To be very candid about it, I am one that I am willing to listen, willing to engage, to negotiate, to
4786 find a way to accomplish everybody's goal, but at some point in time if it is not happening you
4787 are talking about the survival of the institution.

4788 S: Right, right.

4789 G: One of the functions of leadership is to ensure your institution survives and continues to
4790 accomplish its mission. And when that point comes you have to say a tough decision is made and
4791 we need new people. We need new ideas and we made some of those decisions and in some
4792 cases I don't think soon enough. We have a new president now and she came in and I think she,
4793 … was willing to step up to the plate and make some of those decisions the previous president
4794 was unwilling to make sometimes. Let us be candid about it.

4795 S: Yeah, yeah. Actually, I have a question about that topic, about the kind of executive
4796 leadership support and commitment that you had during the course of implementing online
4797 initiatives. I guess you have mentioned a few things already, but is there anything else that you
4798 want to add about executive leadership support?

4799 G: Well, I think in the States side operation, going online was never resisted by our faculty and
4800 our staff here to any real degree because we had such a culture of using technology already. In
4801 Europe and Asia it was somewhat different because they were used to the on-the-ground
4802 operation over there and there was resistance to go onto our learning platform. They had been
4803 doing some online courses but they were using email, credits go to them for trying out to reach
4804 our students in that mode, but email is such a primitive way of delivering online and when we
4805 had developed, and we are developing our own proprietary system, well, eventually, they
4806 accepted the use of our platform. You can't just take faculty and put them in an online class. You
4807 have to have required training. We have a required online training program for all our faculty,
4808 before we will put them in an online course, and then there is a required mentorship. There is
4809 monitoring to make sure that things are happening that should be happening. Well, the faculty in
4810 Europe and Asia, particularly the full-time ones were more traditional and they, I think, thought
4811 of themselves as that little ivy covered school in Vermont. But that is not our organization-that is
4812 not our model. So it took some doing to win acceptance of these sorts of new things. You have to
4813 keep talking, you keep pressing and keep convincing and yet not push to the point where
4814 everything blows apart. And somehow we managed to do that. But it consumed enormous parts
4815 of energy. They say, you never underestimate the power of organizational culture.

4816 S: The previous administration that got swept away, that you mentioned, was one of the
4817 problems there that they didn't see the need to go online or to create these online programs.

4818 G: I think it was a culmination of things, and I am probably speaking - I am going to have to be
4819 careful here that I don't speak to things that I probably shouldn't talk about. But, basically there
4820 was an issue that was increasingly rising to the attention of the [state university system] …, the
4821 Chancellor, and the Regents where the States side operation was being micro-managed down to
4822 the point of approval for cookies at a student reception was approved only by the executive vice
4823 president, while the overseas operations were given free-reign to do whatever they please. It is
4824 almost a schizophrenic organization. So that was one issue. And of course, the States side
4825 operation is not only our headquarters but it is a whole operation in [our state]… in a competitive
4826 position in the U.S. - by being micromanaged we were not capitalizing on really some
4827 advantages we had with the use of technology. So that, the system was aware of that, that was
4828 one thing. There was during 1997 discussions which were taking place between the University
4829 and a for-profit enterprise with the encouragement of the system. Because the system saw the
4830 Phoenix marching across the country - at that time, Phoenix was more on-the-ground than they
4831 were online - but they were marching across the country, state by state, putting up or leasing
4832 glass and steel buildings at the corners of interstate intersections and really raking in the students.
4833 And the view was that [M4] was an opportunity in [our state] … to provide that sort of service
4834 and competition. And so the talks were taking place between the university and another
4835 enterprise about forming a partnership and competing with the University of Phoenix …. Those
4836 talks after the private entity had invested a fair amount of money and we had actually found the
4837 first site in which we would jointly go in and offer a program - which I think would have been
4838 successful - those talks fell through. And there was a great deal of rancor in the system about that
4839 and the short-sightedness, if you will, on the part of the president and his administration in
4840 allowing it to fall through. And I think the president had been the president of the university for
4841 20 years, well-known and well-liked and in many circles I think the decision was it was time for
4842 him to go. He was not responding to a changing environment and the state had a nugget of that
4843 wasn't being used to serve effectively, to serve its own citizens. And so that created sort of a

4844 cascade of events in which they were swept out quickly. One of them was swept out, because she
4845 was attempting to generate a political backlash and there was no tolerance for that, of course. So
4846 they went out very fast. That did leave some followers in the administration, in the institution,
4847 which we had to deal with. Some people thought that those who stayed or stepped into
4848 administrative leadership positions were disloyal, we saw ourselves as charged with the
4849 responsibility for the institution to survive and grow and if there was an opportunity, to serve our
4850 students better. There was that going on as a sub-story if you will.

4851 S: A backdrop

4852 G: Yeah.

4853 S: Ah.

4854 G: And you know, one of the things that the university has successfully done politically in [our
4855 state], in the previous – … was the president before [our current president] … – we built the
4856 model that if we went outside the state and competed nationally, of course, the tuition is much
4857 higher, that we would bring revenues in and enable us to serve the citizens of the state at a much
4858 lower tuition. I still believe that it is a valid model and basically that is the way we are operating
4859 now. Citizens of the state come first.

4860 S: Ok. Instate

4861 G: Yeah. There were various attempts – you probably read somewhere that … [our previous
4862 president] had been at … and formed [a for-profit online subsidiary there], which at the time he
4863 came [to M4] in 1999 was a successful operation. The Regents wanted very much for him to
4864 build a for-profit operation that would compete outside the State. We did get the lawyers and we
4865 built a, we invested some of our own money and built a for-profit marketing student recruitment
4866 operation. We had, I think, 20 million venture capital was on the table for us. This was now the
4867 year 2000, and then we had the dotcom bust, ok. But that wasn't why we pulled it back. We had
4868 the new Bush administration in and the Department of Education would not give us a clear
4869 answer that what we were doing would be sanctioned from the point of view of not threatening
4870 federal financial aid for the students. So we couldn't get that clear signal and then we had the
4871 dotcom bust. So we pulled that back, we disbanded it, but we kept part of the operation as part of
4872 our public operation and that began the overhaul of our student services, student recruiting
4873 operation. So it was not a loss, we learned from it. We learned a lot from it actually.

4874 S: I want to ask you a little bit the kind of – how do you manage, how did you manage the move
4875 to online, and what kind specific resources do you provide to faculty for them to move to the
4876 online environment. I think you mentioned a couple already.

4877 G: How we managed what online? I didn't quite [understand the question].

4878 S: What kind of specific resources do you provide to faculty?

4879 G: Oh, Ok. So, again that is an example of the programs that you want to make sure that you
4880 wrap around your online delivery. I already mentioned the initial certification program, five-
4881 week online training program for all new faculty – we had a very rich array of seminars, and

4882 workshops – many of them online, most of them online for our faculty so they can continue their
4883 development. Library services, virtual services, I think there is nothing like it in the U.S. that I
4884 know of, the faculty can get whatever they need – if they want a hard copy book, books can be
4885 delivered to their door with overnight delivery services from the systems consortium. Electronics
4886 resources, we have – I don't know how many online journals now, probably approaching a 100
4887 different online journal databases. So faculty can get articles, do research, have stuff inserted in
4888 their classroom, reserve readings [and] reserve readings staff will take care of that for them, help
4889 them set it up, contracts, that is all done online. So, it is a pretty complete array of services. If
4890 faculty need help of a technologist, they can get that help, course development – we really had
4891 two models of course development spring up. One is the course team approach, in which you
4892 have the subject matter expert, faculty, probably peer mentor, then you have got technologist,
4893 graphics designers, instructional designers, editors, and publications experts to help them put this
4894 together. Very expensive. And I think that was the mistake of some of the early online operations
4895 that you spend all that time spending hundreds of thousands of dollars developing very elegant
4896 simulations and courses, but they neglected everything else. We do it for much less, but it is still
4897 very expensive. You want to do that only when you have got a course where you are going to
4898 have many sections. You get your return on your investment that way. The other mode – I guess
4899 you would call it the craft mode – is where you have an individual faculty perhaps with the help
4900 of a technologist basically develops the course and the material on their own. Not as elegant
4901 probably, but very quick, and certainly cost-effective, when you are dealing with fewer sections.
4902 But final answer, undergraduate programs went up online using the team approach, a graduate
4903 programs went up online using the craft, the faculty approach.

4904 S: Who takes…

4905 G: Faculty were basically ready for going online because I think so long – we have so many
4906 adjunct faculty. We have roughly 3400 faculty worldwide, about 600 are full-time, many of the
4907 full-time are in Europe and Asia. We have a smaller core of full time here in [our state] … in that
4908 operation.

4909 S: Interesting. You mentioned already that these are not tenure track or there is no research
4910 involved. So they are full time, they are teaching full time if they are full-time faculty.

4911 G: Primarily, a teaching institution. So, research which was done was primarily research geared
4912 towards distance education, dealing with adult students. Now we have some thinking going on,
4913 we really do need to grow the research function for our faculty, full-time and those part-time
4914 ones who are interested. I think, for the university one of our goals is going to be to grow the
4915 research function. I would not see ever moving - for this institution and its culture - moving
4916 towards a tenure-type system. Too risky. With dependence on very large overseas contracts and
4917 depending if you will for most of our revenue from the external environment rather than on the
4918 public environment. Basically, full-time faculty or collegiate faculty have a pretty good deal –
4919 the veterans are on five-year renewable contracts and they have the same rights and privileges as
4920 any other employee. But no guarantees. No guarantees for any of us, it is the same as any
4921 business. The economy goes sour or if our enrollments go sour and you can't pay the bills there
4922 are no guarantees.

4923   S: Right. What about research that is related to outcomes? How do you – do you look into that?
4924   How do you measure outcomes?

4925   G: Yeah, that is a very big issue, was a very big issue for me as provost, because the Higher
4926   Education in the U.S. has been talking about outcomes for 25 or more years and not much has
4927   happened. But the environment is changing and shame on higher education. It is an industry, it is
4928   a unique industry from the point of view that it spends no time thinking about outcomes
4929   basically, because it is operating on a traditional model, which is as I said, a very small
4930   proportion of students that, well if you have the right faculty with the right credentials, we build
4931   enough glass and steel building, if you have enough books in the library, computers in the labs
4932   and students spend enough seat time in classes week by week and add up the credits it is
4933   assumed that the outcomes are going to be positive and sure why not, when you are selecting
4934   top-tier students and you got faculty who are very smart people, something must happen, you
4935   would think that goes right. But the world is not built that way. We are taking in students and
4936   higher education, basically in the United States taking in as an open industry students many of
4937   them coming from unprepared previous educational experience, all different walks and different
4938   needs, and we have an industry that is taking them in, taking their money, processing them
4939   through, but nobody is spending much attention, are they getting value for their money when
4940   they exit at the end. Some of them don't exit, that is an explosive situation that is going to unfold
4941   here, not too far in the future, it is a high failure rate and low retention rates across the
4942   educational systems. So, we really do need to look at outputs and here again you have an
4943   example of organizational culture, the culture of the traditional institutions. Faculty just don't
4944   want to hear about learning outcomes. We are taking away their domain, their judgment. Look at
4945   it from an industry, it has got to happen. And it is going to happen. Everybody was celebrating I
4946   think when the wicked witch of the Department of Education left, but you know what, I think my
4947   view of her separating from her administration, she was reflecting a need which is out there, I
4948   actually think that the Spellings report was a fairly progressive document, because it had
4949   statements in there like every Citizen should have the opportunity to get a degree if they want
4950   one. That is a very progressive statement and it is a statement which reflects a change in national
4951   culture, it is also a change that is taking place globally. Education is seen as a right. It used to be
4952   that we thought of high school education at the turn of the last century move towards becoming a
4953   universal requirement and a right. You are going to see that happen for tertiary education,
4954   whether it is a two-year or four-year degree or beyond, and I thought that the Spellings report
4955   reflected that change. But, anyway, getting back to outcomes – you have got to spend some time
4956   focusing on outcomes and particularly with institutions now changing programs and changing
4957   formats, moving from a 15-week term to an 8-week term or a 10-week term it is just like
4958   medicine. Are we doing good or harm? Does anyone know if we are helping students learn or we
4959   are hindering students from learning, are they learning less, or are they learning more, or doesn't
4960   make any difference? There is no way to answer that question, the same as that there is no way to
4961   answer the question when everybody pointed their finger at online education and said, oh, that is
4962   inferior to sitting in a classroom, you can't answer that unless you look at outcomes and you
4963   have some good empirical data that show on some basic things, what are students learning. So,
4964   we did start – my administration, pretty ambitious learning outcomes programs that are still
4965   being carried out. There are no silver bullets here or single answers. I think you got to have
4966   multiple approaches but you got to do something. We used the MAP assessment instrument from
4967   Princeton and basically I thought that it was a good place to start, because it looks at written
4968   communication skills, critical thinking, quantitative fluency, we have a set of prescribed learning

4969 outcomes, both graduate and undergraduate, and they include the ones I just mentioned, oral
4970 communication is in there, which we have not implemented yet, information literacy is a big one
4971 for us, technology fluency is one which our Regents mandated for all University System
4972 institutions, the scientific fluencies is in there further back on that. So you have to have those and
4973 then they have to be mapped into your curriculum, so that it makes sense that the learning
4974 objectives in your courses in a program match the learning objectives for the program as whole.
4975 And then you try to assess on a very broad basis, particularly, with the undergraduate programs
4976 what is happening, whether they are making progress or not. And I thought that the MAP gave us
4977 a good foothold, … so, that is the approach that was started. The early results told not an
4978 unsurprising story that our students when they come to us have – they are below the norm of
4979 other, I think there are 93 other institutions that use this exam, we discovered that because we are
4980 an open institution that our students were starting off at a level below the norm for the other
4981 institutions, but students were graduating from us had closed the gap and we are just about at the
4982 norm. So that is an encouraging story, not the only story, but it is an encouraging story to tell in
4983 terms of writing, critical thinking and quantitative fluency. Our own instrument which examines
4984 critical thinking and technology fluency and we have shown that we are making progress in
4985 those areas, they just have to keep it up, they have to keep using these things and come up with
4986 their own instruments, we have to mine the database that our online delivery system has, because
4987 we got every paper any student ever submitted to us is somewhere in that database, great
4988 opportunity to mine that and do research on it and convert that into your learning outcomes
4989 assessment program.

4990 S: Do you also track student satisfaction and those kinds of things?

4991 G: Yes, we do. The students are surveyed a couple of times during their stay with us, they are
4992 surveyed, a sample is taken of the graduates and then a sample is taken one year out and five
4993 years out. We have the attitudinal data which has its own value, it is not the whole story, but it
4994 has its own value. Tracking retention is another very important thing for us. Retention, I think, is
4995 a very explosive issue, it is going to shake higher education when the politicians find out just
4996 how bad it is across higher education in the U.S., it is going to get worse, because we have
4997 demographics at work, we have growing number of Hispanic students, with the same goals and
4998 aspirations as every other group in the U.S., we have an increasing number of students, who have
4999 come to us from other nations, English is not their first language, they have hopes and dreams
5000 and needs just like everybody else, many or all these students are coming from schools which did
5001 not serve them well, so they are underprepared, many of them are first-time degree earners,
5002 students who have very limited economic means, these are all risk factors, regardless of what
5003 minority group or others from white students, these are all risk factors, first-time degree owners,
5004 low-income, underprepared schooling and without special retention programs, without good
5005 wisely thought intentional designed retention programs these students are going to fail and drop
5006 out and drive retention further down. It is going to become a very explosive issue.

5007 S: I know we are coming – we have come to the end of our hour. I only have, maybe, another
5008 three more questions, is that ok or do you have to leave?

5009 G: Yeah, I am really probably going to call it short here in about 5 minutes. I can take another
5010 couple of questions.

5011 S: Ok. Obviously, your institution is successful, I want to hear from you why you think it is
5012 successful and what you think was your specific role in contributing to this success.

5013 G: I think we are successful because - to use Peter … old adage - we found a need, and we have
5014 always tried to fill it, regardless of our difference or our culture, it was built into our culture to
5015 serve students first, that is the reason for our existence, and I think that is largely subscribed by
5016 the faculty and employees of our institution, it is part of our culture, there may have been
5017 different ways and disagreements over how to do that and resistance to change for things, but
5018 that is part of our culture, and it is right there in our mission, our strategic plans and our
5019 communications with everyone. So, I think that is one reason for our success. And that culture
5020 served us well when we had changes in the environment that took place in the 90's, a great need
5021 to provide, to serve non-traditional students that occurred and also the technology revolution was
5022 occurring, they reinforced one and another. In terms of my role, as a provost, for nearly
5023 approaching a decade, I think the view was that yes, we must serve our students, we must serve
5024 them with a quality product, and as a public institution it is a higher aspiration, there is an aspect
5025 of responsibility that goes with that, it is our responsibility to give them a quality product, when
5026 we say we treat them as customers, and we want to give them a good service, it doesn't mean
5027 that we detract from what we challenge them or ask them to do in terms of their learning,
5028 learning to take place, I think I always tried to communicate that message. Also, the high value
5029 of access, we are an institution that part of the serving students first is to make it accessible to
5030 them. If there is somebody who is willing to work hard we will not turn a single student away,
5031 that is part of our culture, I feel very strongly about that. Now with that if you are open access
5032 institution comes a responsibility to come up with programs and serve those who, because of
5033 previous experiences are under-prepared and are going to run into difficulties and barriers and to
5034 try to remove those barriers wherever you can so that they can succeed, that is part of my value
5035 system and I think it is part of much of the leadership's value system. It is very important and it
5036 was my job to communicate that as a provost and I worked very hard at it. And along with it, I
5037 think there is another issue going on in higher education, to try to serve students by making a
5038 program, using the technology as a leverage and using some good systems thinking as a leverage
5039 to make our programs affordable, because you are not accessible if your programs are out of
5040 everybody's reach. So, the affordability goes along with access. Use the technology, use good
5041 systems thinking, use the hard work and good ideas of everybody in a way in which you deliver
5042 quality programs on a mass basis making accessible to everybody at a price that is affordable.
5043 That was my mantra.

5044 S: And that is the word you spread to, within the institution.

5045 G: Right, and you try to communicate that, every opportunity, people can only hear so many
5046 different messages and my view as well, you tried to send that message, communicate that
5047 message, people always want to know, what is important, well, if you select the things that you
5048 can count on one hand, and keep talking about those again and again eventually you are going to
5049 get change.

5050 S: Last question is - how do you plan to sustain the success that your institution is having right
5051 now.

5052   G: Well, you do that by continuing to focus on the mission, by having a strategic plan,
5053   communicating those values to everyone, by trying to build leadership succession so that the
5054   future leaders, many of them will come from inside the organization and will continue to believe
5055   in those things and attempt to pursue those things and we are fortunate in having a new president,
5056   …, who fit right into those values and ideas and she is trying to continue to pursue them. We
5057   have had positions that came open and you know, some outsiders were tried but they didn't work
5058   out, and sure enough we had leaders that came from inside to step in and fill those. I think that is
5059   how an institution continues to survive and try to survive and to thrive.

5060   S: Thank you so much for taking the time to talk to me! I really appreciate it!

REFERENCES

Abel, R. (2005). *Achieving success in internet-supported learning in higher education: Case studies illuminate success factors, challenges, and future directions*. Lake Mary, FL: Alliance for Higher Education Competitiveness.

Alavi, M., & Gallupe, R. B. (2003). Using information technology in learning: Case studies in business and management education programs. *Academy of Management Learning & Education, 2*(2), 139-153.

Allen, I. E., & Seaman, J. (2007). *Online nation: Five years of growth in online learning*. Needham, MA.: Sloan Consortium.

Allen, I. E., & Seaman, J. (2008). *Staying the course: Online education in the United States, 2008*. Needham, MA: Sloan Consortium.

Allen, I. E., & Seaman, J. (2010). *Class differences online education in the United States, 2010*. Babson Park, MA: Babson Survey Research Group.

APLU, (2007). *Online Learning as a strategic asset: A survey of presidents and chancellors*. Washington, DC: National Association of State Universities and Land Grant Colleges-Sloan National Commision on Online Learning. Retrieved from http://www.aplu.org/NetCommunity/Document.Doc?id=443

Arbaugh, J. B., & Benbunan-Fich, R. (2005). Contextual factors that influence ALN effectiveness. In S. R. Hiltz & R. Goldman (Eds.), *Learning together online: Research on asynchronous learning* (pp. 123-144). Mahwah, NJ: Lawrence Erlbaum Associates.

Arnone, M. (2001). Cornell's distance-education arm readies new program, and hopes for profits. *The Chronicle of Higher Education, 48*(10), A48.

508

Barone, C. A., & Hagner, P. R. (Eds.). (2001). *Technology-enhanced teaching and learning: Leading and supporting the transformation on your campus* (1st ed.). San Francisco, CA: Jossey-Bass.

Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change, 27*(6), 12-25.

Bates, A. W. (2000a). Giving faculty ownership of technological change in the department. In A. F. Lucas (Ed.), *Leading academic change: Essential roles for department chairs* (pp. 215-245). San Francisco, CA: Jossey-Bass.

Bates, A. W. (2000b). *Managing technological change: Strategies for college and university leaders*. San Francisco, CA: Jossey-Bass.

Beaudoin, M. F. (2002). Distance education leadership: An essential role for the new century. *Journal of Leadership Studies, 8*(3), 131-144.

Beesley, A. D., & Cavins, D. L. (2002). Marketing distance learning with an Ad agency. *Online Journal of Distance Learning Administration, 5*(2). Retrieved from http://www.westga.edu/~distance/ojdla/summer52/beesley_cavins52.html

Bennis, W. G. (1976). *The unconscious conspiracy: Why leaders can't lead*. New York: AMACOM.

Bennis, W. G., & Nanus, B. (1997). *Leaders: The strategies for taking charge* (2nd ed.). New York: HarperBusiness.

Bennis, W. G., & Thomas, R. J. (2002). *Geeks & geezers: How era, values, and defining moments shape leaders*. Boston: Harvard Business School Press.

Betts, K., Hartman, K., & Oxholm, C. (2009). Re-examining & repositioning higher education: Twenty economic and demographic factors driving online and blended program enrollments. *Journal of Asynchronous Learning Networks, 13*(4), 3-23.

Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. San Francisco, CA: Jossey-Bass.

Bishop, T. (2005). Reinventing the university: The business of online education. In J. R. Bourne & J. C. Moore (Eds.), *Elements of quality online education: Engaging communities* (Vol. 6, pp. 197-205). Needham, MA: Sloan Consortium.

Blake, R. (2001). What language professionals need to know about technology. *ADFL Bulletin, 32*(3), 93-99.

Blumenstyk, G. (2001). Temple U. shuts down for-profit distance-education company. *The Chronicle of Higher Education, 47*(45), 029.

Boston, W., Diaz, S. R., Gibson, A. M., Ice, P., Richardson, J., & Swan, K. (2010). An exploration of the relationship between indicators of the community of inquiry framework and retention in online programs. *Journal of Asynchronous Learning Networks, 14*(1), 3-19.

Bourne, J. R., & Moore, J. C. (Eds.). (2005). *Elements of quality online education: Engaging communities* (Vol. 6). Needham, MA: Sloan Consortium.

Brown, J. S. (2000). Growing up digital. *Change, 32*(2), 10-20.

Buckley, D. P. (2002). In pursuit of the learning paradigm: Coupling faculty transformation and institutional change. *Educause Review, 37*(1).

Camp, J. S., DeBlois, P. B., & the EDUCAUSE Current Issues Committee. (2007). Current issues survey report. *EDUCAUSE Quarterly, 30*(2), 12-31.

Carlson, R. (1999). Migrating your course to the online environment. *Syllabus, 13*(2), 20-24.

Carlson, S. (2001). Columbia starts online-education portal. *The Chronicle of Higher Education, 48*(14), 1.

Carlson, S. (2003). After losing millions, Columbia U. will close online-learning venture. *The Chronicle of Higher Education, 49*(19), 1.

Carlson, S., & Carnevale, D. (2001). Debating the demise of NYUonline. *The Chronicle of Higher Education, 48*(16), A31.

Carmean, C., & Haefner, J. (2002). Mind over matter: Transforming course management systems into effective learning environments. *Educause Review, 37*(6), 27-34.

Carnevale, D., & Olsen, F. (2003). How to succeed in distance education. *The Chronicle of Higher Education, 49*(40), A31.

Cheldelin, S. I. (2000). Handling resistance to change. In A. F. Lucas (Ed.), *Leading academic change; Essential roles for department chairs* (pp. 55-73). San Francisco, CA: Jossey-Bass.

Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *American Association of Higher Education Bulletin*, 3-6.

Chisholm, J. K. (2006). Pleasure and danger in online teaching and learning. *Academe, 92*(6), 39-42.

Cleveland-Innes, M., Emes, C., & Ellard, J. H. (2001). On being a social change agent in a reluctant collegial environment. *Planning for Higher Education, 29*(4), 25-33.

Cohen, M. D., & March, J. G. (1986). *Leadership and ambiguity: The American college president* (2nd ed.). Boston, MA: Harvard Business School Press.

511

Collins, J. C. (2001). *Good to great: Why some companies make the leap--and others don't* (1st ed.). New York, NY: HarperBusiness.

Cuban, L. (1998). High-tech schools and low-tech teaching. A commentary. *Journal of Computing in Teacher Education, 14*(2), 6-7.

Cummings, T. G., & Worley, C. G. (2005). *Organization development and change* (8th ed.). Mason, Ohio: Thomson/South-Western.

Daniel, J. S. (1997). Why universities need technology strategies. *Change, 29*(4), 10-17.

Danielson, J. A., & Burton, J. K. (1999). A systems approach to adopting new technologies in education. In K. E. Sparks & M. Simonson (Eds.), *Proceedings of selected research and development papers presented at the National Convention of the Association for Educational Communications and Technology (AECT)* (pp. 101-110). Houston, TX: Research and Theory Division, Association for Educational Communications and Technology (AECT).

Dasher-Alston, R. M., & Patton, G. W. (1998). Evaluation criteria for distance learning. *Planning for Higher Education, 27*(1), 11-17.

Dodd, D. (2004). On the road of experience: Seven observations on leadership. *Educause Quarterly, 27*(4), 3.

Duning, B. (1990). The literature of management. In M. G. Moore (Ed.), *Contemporary issues in American distance education* (pp. 30-43). Oxford: Pergamon Press.

Dziuban, C., Shea, P., & Arbaugh, B. (2005). Faculty roles and satisfaction in asynchronous learning networks. In S. Hiltz & R. Goldman (Eds.), *Learning together online: Research on asynchronous learning networks* (pp. 169-190). Mahwah, NJ: Lawrence Erlbaum.

Eaton, J. S. (2000). Core academic values, quality, and regional accreditation: The challenge of distance learning. *CHEA Monograph Series 2000.* Washington, DC: Council for Higher Education Accreditation. Retrieved from http://www.chea.org/Research/core-values.asp

Ehrmann, S. C. (1999). Asking the hard questions about technology use and education. *Journal of Family and Consumer Sciences: From Research to Practice, 91*(3), 31-35.

Ellsworth, J. B. (2000a). A survey of educational change models. ERIC Digest. Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse University.

Ellsworth, J. B. (2000b). *Surviving change: A survey of educational change models*. Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse University.

Ely, D. P. (1990). Conditions that facilitate the implementation of educational technology innovations. *Journal of Research on Computing in Education, 23*(2), 298.

Ely, D. P. (1999). Conditions that facilitate the implementation of educational technology innovations. *Educational Technology, 39*(6), 23-27.

Ertmer, P. A. (1999). Addressing first- and second-order barriers to change: strategies for technology integration. *Educational Technology Research and Development, 47*(4), 47-61.

Felder, R. M., & Brent, R. (2000). Is technology a friend or foe of learning? *Chemical Engineering Education, 34*(4), 326-327.

Fredericksen, E., Pickett, A., Shea, P., Pelz, W., & Swan, K. (2000). Student satisfaction and perceived learning with on-line courses: Principles and examples from the SUNY learning network. *Journal of Asynchronous Learning Networks, 4*(2), 7-41.

Fullan, M. G. (1996). Implementation of innovations. In T. Plomp & D. P. Ely (Eds.), *The international encyclopedia of educational technology* (2nd ed.),(pp. 273-281). NY: Pergamon Press.

Garrett, R. (2004). The real story behind the failure of U.K. eUniversity. *Educause Quarterly, 27*(4), 3.

Graves, W. H. (1997). "Free Trade" in higher education: The meta university. *Journal of Asynchronous Learning Networks, 1*(1), 97-108.

Green, K. (2010). Managing Online Education: The campus computing project. Retrieved from http://www.campuscomputing.net/

Green, M. F. (Ed.). (1997a). *Transforming higher education: Views from leaders around the world*. Phoenix, AZ: Oryx Press.

Green, M. F. (1997b). Institutional leadership in the change process. In M. F. Green (Ed.), *Transforming higher education: Views from leaders around the world* (pp. 27-53). Phoenix, AZ: Oryx Press.

Green, M. F., & Hayward, F. M. (1997). Forces for change. In M. F. Green (Ed.), *Transforming higher education: Views from leaders around the world* (pp. 3-26). Phoenix, AZ: Oryx Press.

Guri-Rosenblit, S. (1999). The agendas of distance teaching universities: Moving from the margins to the center stage of higher education. *Higher Education, 37*(3), 281-293.

Hagner, P. R., & Schneebeck, C. A. (2001). Engaging the faculty. In C. A. Barone & P. R. Hagner (Eds.), *Technology-enhanced teaching and learning: Leading and supporting the transformation on your campus* (1st ed., pp. 1-12). San Francisco: Jossey-Bass.

Hall, J. (1998). Leadership in accreditation and networked learning. *American Journal of Distance Education, 12*(2), 5-15.

Hanna, D. E. (2003). Building a leadership vision: Eleven strategic challenges for higher education. *Educause Review, 38*(4), 9.

Hannan, A., & Silver, H. (2000). *Innovating in higher education: Teaching, learning, and institutional cultures*. Buckingham, UK: Society for Research into Higher Education & Open University Press.

Hardy, C. (1991). Configuration and strategy making in universities. *Journal of Higher education, 62*(4), 30.

Hartman, J., Dziuban, C., & Moskal, P. (2007). Strategic initiatives in the online environment: Opportunities and challenges. *On the Horizon, 15*(3), 157-168.

Hartman, K. E., & Betts, K. (2009). Quality and scaling: Oxymoron or reality in online degrees at non-profit colleges and universities. *Distance Education Report, 13*(10), cover-2.

Hawkins, B. L. (1999). Distributed learning and institutional restructuring. *Educom Review, 34*(4).

Hershfield, A. F. (1980). Education's technological revolution: An event in search of leaders. *Change, 12*(8), 48-52.

Hiltz, S. R., & Goldman, R. (2005). L*earning together online: Research on asynchronous learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hiltz, S. R., Shea, P., & Kim, E. (2007). Using focus groups to study ALN faculty motivation. *Journal of Asynchronous Learning Networks, 11*(1), 107-124.

Hitt, J. C., & Hartman, J. L. (2002). *Distributed learning: New challenges and opportunities for institutional leadership*. Washington, DC: American Council on Education.

Jacobsen, D. M. (1998). Adoption patterns of faculty who integrate computer technology for teaching and learning in higher education. In T. Ottmann & I. Tomek (Eds.), *Proceedings of ED-MEDIA/ED-TELECOM 98, World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications* (pp. 670-677). Charlottesville, USA: Association for the Advancement of Computing in Education (AACE).

Jaffee, D. (1998). Institutionalized resistance to asynchronous learning networks. *Journal of Asynchronous Learning Networks, 2*(2), 21-32.

Kang, S. (2001). Toward a collaborative model for the design of web-based courses. *Educational Technology, 41*(2), 22-30.

Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action*. Boston, MA: Harvard Business School Press.

Keaster, R. (2005). Distance education and the academic department: The change process. *Educause Quarterly, 28*(3), 48-53.

Kim, K.-J., & Bonk, C. J. (2006). The future of online teaching and learning in higher education: The survey says…. *Educause Quarterly, 29*(4), 22-25.

Kolowich, S. (2009, September 3). What doomed global campus? *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2009/09/03/globalcampus

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review, 73*(2), 59-67.

Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Krauth, B. (1996). Principles of good practice for distance learning programs. *Cause/Effect, 19*(1), 6-8.

Laws, D. R., Howell, S. L., & Lindsay, N. K. (2003). Scalability in distance education: "Can we have our cake and eat it too?". *Online Journal of Distance Learning Administration, 6*(4). Retrieved from http://www.westga.edu/~distance/ojdla/winter64/laws64.htm

Levine, A., & Sun, J. C. (2002). *Barriers to distance education*. Washington, DC: American Council on Education.

Lucas, A. F. (2000a). *Leading academic change: Essential roles for department chairs*. San Francisco, CA: Jossey-Bass.

Lucas, A. F. (2000b). A teamwork approach to change in the academic department. In A. F. Lucas (Ed.), *Leading academic change: Essential roles for department chairs* (pp. 7-32). San Francisco, CA: Jossey-Bass.

Lucas, A. F. (2000c). A collaborative model for leading academic change. In A. F. Lucas (Ed.), *Leading academic change: Essential roles for department chairs* (pp. 33-54). San Francisco, CA: Jossey-Bass.

Lynch, D. (2005). Success versus value: What do we mean by the business of online education? In J. R. Bourne & J. C. Moore (Eds.), *Elements of quality online education: Engaging communities* (Vol. 6, pp. 183-195). Needham, MA: Sloan Consortium.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.* Jessup, MD: US Department of Education. Retrieved from http://www.eric.ed.gov/PDFS/ED505824.pdf

Miller, G. E., & Schiffman, S. (2006). ALN business models and the transformation of higher education. *Journal of Asynchronous Learning Networks, 10*(2), 15-21.

Moloney, J., & Tello, S. (2003). Principles for building success in online education. *Syllabus Magazine, 16*(7), 14-17.

Moloney, J. F., & Oakley, B. (2006/2010). Scaling online education: Increasing access to higher education. *Journal of Asynchronous Learning Networks, 10*(3), 19-34.

Moore, M. G. (1999). Institutional restructuring: Is distance education like retailing?! [Editorial]. *American Journal of Distance Education, 13*(1), 1-7. doi: 10.1080/08923649909527010

Moore, M. G., & Kearsley, G. (2005). *Distance education: A systems view* (2nd ed.). Belmont, CA: Thomson/Wadsworth.

MSCHE, (2002). *Distance learning programs: Interregional guidelines for electronically offered degree and certificate programs.* Philadelphia, PA: Middle States Commission on Higher Education.

Muilenburg, L., & Berge, Z. L. (2001). Barriers to distance education: A factor-analytic study. *American Journal of Distance Education, 15*(2), 7 - 22.

Neal, E. (1998). Using technology in teaching: We need to exercise healthy skepticism. *The Chronicle of Higher Education, 44*(41), B4.

Noblitt, J. S. (1997). Making ends meet: A faculty perspective on computing and scholarship. *Educom Review, 32*(3).

N.Y.U. shuts down an internet venture. (2001, November 30). *The New York Times*, p. D7. doi: 92724588

O'Neil, H. F. J., Bensimon, E. M., Diamond, M. A., & Moore, M. R. (1999). Designing and implementing an academic scorecard. *Change, 31*(6), 32.

Olson, J., & Hale, D. (2007). Administrators' attitudes toward web-based instruction across the UT system. *Online Journal Of Distance Learning Administration, 10*(4). Retrieved from http://www.westga.edu/~distance/ojdla/winter104/olson104.html

Osika, E. R. (2004). *The Concentric support model: A model for the planning and evaluation of distance learning programs.* Retrieved from ProQuest Digital Dissertations. (AAT 3150815)

Osika, E. R., & Camin, D. (2002). Concentric model for evaluating internet-based distance learning programs. In *Distance Learning, 2002: Proceedings of the 18th Annual Conference on Distance Teaching and Learning* (pp. 280-286). Madison, WI: University of Wisconsin System.

Otte, G., & Benke, M. (2006). Online learning: New models for leadership and organization in higher education. *Journal of Asynchronous Learning Networks, 10*(2), 23-31.

Owen, P. S., & Demb, A. (2004). Change dynamics and leadership in technology implementation. *Journal of Higher Education, 75*(6), 636-666.

Parry, M. (2010, Dec 2). ADA compliance is a "major vulnerability" for online programs [Web log post]. Retrieved from http://chronicle.com/blogs/wiredcampus/ada-compliance-a-major-vulnerability-for-online-programs/28136

Parsad, B., & Lewis, L. (2008). *Distance education at degree-granting postsecondary institutions: 2006–07* (NCES 2009–044). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://nces.ed.gov/

Pascale, R. T., Sternin, J. (2005). Your company's secret change agents. *Harvard Business Review, 83*(5), 72-81.

Patterson, B., & McFadden, C. (2009). Distance education leadership for the new century. *Online Journal of Distance Learning Administration, 12*(2). Retrieved from http://www.westga.edu/~distance/ojdla/summer122/patterson112.html

Phipps, R., & Merisotis, J. (2000). Quality on the line: Benchmarks for success in internet-based distance education. Washington, DC: Institute for Higher Education Policy.

Pisel, K. P., Jr. (2001). *The validation of a detailed strategic planning process model for the implementation of distance education in higher education.* Retrieved from ProQuest Digital Dissertations. (AAT 3042704)

QM, (2010). Quality matters program. Retrieved August 28, 2010, from http://www.qmprogram.org/

Rao, P. V., & Rao, L. M. (1999). Strategies that support instructional technology. *Syllabus, 12*(7), 22-24.

Robinson, R. (2005). The business of online education: Are we cost competitive? In J. R. Bourne & J. C. Moore (Eds.), *Elements of Quality Online Education: Engaging Communities* (Vol. 6, pp. 173-181). Needham, MA: Sloan Consortium.

Rogers, D. L. (2000). A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review, Spr-Sum*(13), 19-27,33.

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.

Sammons, M. (2003). Exploring the new conception of teaching and learning in distance education. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education* (pp. 387-397). Mahwah, NJ: L. Erlbaum Associates.

Sayles, L. R. (1993). Doing things right: A new imperative for middle managers. *Organizational Dynamics, 21*(4), 5-14.

Scarafiotti, C., & Cleveland-Innes, M. (2006). The times they are a-changing. *Journal of Asynchronous Learning Networks, 10*(2), 33-44.

Schiffman, S. (2005). Business issues in online education. In J. Bourne & J. C. Moore (Eds.), *Elements of quality online education: Engaging communities* (Vol. 6, pp. 151-172). Needham, MA: Sloan Consortium.

Sener, J. (2006). Quality matters: Inter-institutional quality improvement for online courses. *Journal of Asynchronous Learning Networks, 10*(1), 69-80.

Senge, P. M. (2000). The academy as learning community: Contradiction in terms or realizable future? In A. F. Lucas (Ed.), *Leading academic change: Essential roles for department chairs* (pp. 275-300). San Francisco, CA: Jossey-Bass.

Shaik, N. (2005). Marketing distance learning programs and courses: A relationship marketing strategy. *Online Journal of Distance Learning Administration, 11*(2). Retrieved from http://www.westga.edu/~distance/ojdla/summer82/shaik82.htm

Snider, R. C., Perkins, R. A., Holmes, G. A., & Lockee, B. B. (2003). A systematic approach to determining the scalability of a distance education program. In M. A. Fitzgerald, M. Orey & R. M. Branch (Eds.), *Educational Media and Technology Yearbook* (Vol. 28, pp. 122-138). Westport, Connecticut: Libraries Unlimited.

Stein, D. S., Wanstreet, C. E., Saunders, C. T., & Lutz, M. L. (2009). The promise and the pathway: marketing higher education to adults. *Online Journal of Distance Learning Administration, 12*(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall123/stein123.html

Twigg, C. A. (2000a). *Who owns online courses and course materials? Intellectual property policies for a new learning environment*. Troy, NY: The Pew Learning and Technology Program 2000, Center for Academic Transformation, Rensselaer Polytechnic Institute.

Twigg, C. A. (2000b). Institutional readiness criteria. *Educause Review, 35*(2), 42-48,50-51.

Twigg, C. A. (2003). Improving quality and reducing cost. *Change, 35*(4), 22-29.

UIFS, (1999). *Teaching at an internet distance: The pedagogy of online teaching and learning.* The Report of a 1998-1999 University of Illinois Faculty Seminar. Retrieved from http://www.ecls.ncl.ac.uk/webprimary/elearning/

Vignare, K., Geith, C., & Schiffman, S. (2006). Business models for online learning: An exploratory survey. *Journal of Asynchronous Learning Networks, 10*(2).

Watkins, R., & Kaufman, R. (2003). Strategic planning for distance education. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education* (pp. 507-517). Mahwah, NJ: L. Erlbaum Associates.

WCET, (2002). *Best practices for electronically offered degree and certificate programs.* Boulder, CO: Western Interstate Commission for Higher Education, Western Cooperative for Educational Telecommunications.

Weick, K. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly, 21*, 1-19.

Whetten, D. A., & Cameron, K. S. (2005). *Developing management skills* (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Wickersham, L. E., & McElhany, J. A. (2010). Bridging the divide: Reconciling administrator and faculty concerns regarding online education. *Quarterly Review of Distance Education, 11*(1), 1-12.

Willging, P. A., & Johnson, S. D. (2009). Factors that influence students'decision to dropout of online courses. *Journal of Asynchronous Learning Networks, 13*(3), 115-127.

Wolff, W. I. (2008). "A chimera of sorts": Rethinking educational technology grant programs, courseware innovation, and the language of educational change. *Computers & Education, 51*(3), 1184-1197.

Woodell, J., & Garofoli, E. (2003). Faculty development and the diffusion of innovations. *Syllabus Magazine, 16*(6).

Zemsky, R., Ed. (1996). Double Agent. *Policy Perspectives. The PEW Higher Education Roundtable, 6*(3), 1-11.

Zemsky, R., & Massy, W. F. (2004). Why the e-learning boom went bust. *The Chronicle of Higher Education, 50*(44), B6.

ABSTRACT

BEST PRACTICES, LEADERSHIP STRATEGIES AND A CHANGE MODEL FOR IMPLEMENTING SUCCESSFUL ONLINE PROGRAMS AT UNIVERSITIES

by

SANGEETHA GOPALAKRISHNAN

December 2011

Advisor: Dr. Rita C. Richey

Major: Instructional Technology

Degree: Doctor of Philosophy

Taking the perspective that establishing large-scale online programs at universities is a matter of leading organizational change, this research examined the online efforts of institutions successful in online learning (OL). Best practices and leadership strategies for the move to OL were first identified and then a model for OL implementation that encapsulated these practices and strategies was developed.

The participants of this study were eleven institutions successful in OL and ten OL leaders, individuals with lead responsibility for institution-wide online initiatives at these institutions. All the participating institutions were under public control and most had faculty tenure systems. Three were university systems; four were classified as research institutions and four as master's. This research was conducted using qualitative methods. Data were gathered through one-on-one interviews with the OL leaders. Four prominent organizational change models were used to develop a framework that guided data collection.

The Leadership and Change Model for OL implementation developed in this investigation is associated with three leadership components:

1. Institutional leadership;

2. Faculty leadership; and

3. The OL leader.

The model consists of nine major phases, several of which are further constituted by multiple elements. Best practices and strategies are mapped to each of the elements. The phases are:

1. Create a vision and goals for OL;

2. Draft a strategic plan;

3. Motivate the move to OL;

4. Communicate vision and goals for OL;

5. Develop political support for OL;

6. Manage the transition to OL;

7. Measure outcomes of OL;

8. Ensure quality of OL; and

9. Sustain the OL initiative.

Best practices and leadership strategies for OL implementation that emerged in this investigation both validated and added to the critical success factors for OL described in the literature. This research offers a unique perspective by integrating individual OL success elements within a theoretical framework for leading change. While the model developed in this study may be adopted for any online initiative, some aspects of it may not be as relevant or applicable in different institutional contexts. Further research is needed to ascertain the relative importance of model conditions, components, phases, elements and strategies.

AUTOBIOGRAPHICAL STATEMENT

Sangeetha Gopalakrishnan

- Doctor of Philosophy, Instructional Technology, Wayne State University, USA

- Master of Science, Educational Technology, Purdue University, USA

- Master of Science, Mathematics, University of Delhi, India

- Bachelor of Science, Mathematics, University of Madras, India

Being originally from India I gained the initial part of my post-secondary education in that country. After completing my master's in Mathematics I decided to explore the study of foreign languages, in particular, German. What started as a hobby initially became a serious pursuit when I discovered that I had a talent for acquiring language skills. Subsequently, I began teaching German to adult learners at the Goethe Institute in Chennai, India. During that time I found that I also had a penchant for designing instruction with technology. After several years of teaching German I decided to pursue higher education in Educational Technology in the United States and embarked on a new direction in my life. While at Purdue I became particularly interested in issues influencing faculty integration of technology in instruction. Upon graduating from Purdue I was offered a position at Wayne State University where I am involved in fostering innovative uses of emerging technologies in language, literature and culture instruction. Having lived in the U.S. for more than a decade I have come to think of it as a second home. I love to cook, garden, and travel. I greatly enjoy the opportunity to interact with people from different countries, cultures, and walks of life.