OLC EXECUTIVE STEERING COMMITTEE

February 9, 2016
10 AM-11 AM
Provost’s Conference Room

Attendees:
M. Brian Blake, Ph.D. – Executive Vice President and Provost
Thomas DeChiaro – CIO/Vice President, Information Resources & Technology
N. John DiNardo, Ph.D. – Senior Vice Provost for Academic Affairs
Gloria Donnelly, Ph.D. – Dean, College of Nursing & Health Professions
Randall C. Deike, Ph.D. – Senior Vice President, Enrollment Management and Student Success (attending for Dr. Chris Ferguson)
Karyn Holt, Ph.D. – Associate Dean, College of Nursing & Health Professions
Nancy Songer, Ph.D. – Dean, School of Education
Susan Aldridge, Ph.D. – Senior Vice President, Drexel University Online, OLC Chair

OLC Mission & Vision
• Review of OLC Mission & Vision.
  o The OLC provides a formal structure for faculty, staff, and administrators from across the university to explore, design, and present to key Drexel stakeholders, innovative solutions to critical challenges in technology-enhanced learning.
  o OLC members are responsible for developing, demonstrating, and sharing strategies that will have positive and lasting impact on the overall quality of Drexel’s online, hybrid, and technology-enhanced face-to-face courses.

Mission of Executive Steering Committee
• Review committee recommendations
• Designate appropriate senior leader to take action on recommendations
• Work with OLC Director to recommend committee assignments
• Engage in technology-enhanced learning conversations

• Over the past year, interviews were conducted of previous OLC committee Co-Chairs. Members were interviewed about the future role of OLC and its opportunities to support online students and faculty. Co-chairs of OLC committees were asked if committees should be continued or dissolved.
The OLC is moving toward a more inclusive, transparent model to encourage innovative collaboration and action-oriented work groups to solve problems.

Discussion around Drexel’s baseline for a quality online course.
- Strong need to have professional development for faculty and ensure quality standards are maintained across schools.
- Colleges do not utilize same standards. For example, CNHP requires 50% of all online courses to be taught by full-time faculty.

DUC DEC is a checklist derivative of the QM Rubric adopted by the Faculty Senate. Faculty and course designers need to know the university’s quality standard for course design. Drexel should adopt a standard rubric that works for all schools/colleges and is aligned with Middle States accreditation standards. The Quality Matters Rubric in course design is the minimum standard utilized by at least six colleges. What method will assist Drexel in meeting accreditation standards?

Onboarding for First-Time Faculty Teaching Online
- Is onboarding in place for faculty to teach online for first time?
  - CNHP developed an onboarding program they’ve been using. CNHP is willing to share with other colleges. Most colleges do not have formal onboarding training; only Blackboard training is available for most faculty.
  - SOE has an onboarding course previously developed by SoE faculty and DUO’s Learning Technology Group. The course needs to be refreshed.
- SOE will champion the faculty onboarding initiative with the help of compensatory resources as a key priority for this year.
  - Dr. Janet Fleetwood should be included in discussion as she is evaluating the entire lifecycle of a faculty member.

OLC Townhall Meeting Frequency
- A few comments in the faculty/staff survey requested that there should be more frequent OLC meetings than just twice a year.
  - The OLC Townhall will move to three times a year.

OLC Framework Document/OLC Committees
- Concerns were raised about faculty being overextended on committees if a college is represented on every committee.
- For small schools, like School of Education, how can they have representation on each of the committees?
  - Greater transparency of OLC would mean schools would not need to have a representative on each committee, only committees where there is strongest interest. Each committee is expected to work on assigned priority initiatives.
The Inspire website (Drexel.edu/Inspire) will house all committee minutes and professional development recordings.

- Is there a better organizational structure of OLC Committees?
  - Should Executive Steering Committee issue problem statements and then have time-limited taskforces solve it? Once problem is solved then taskforce is disbanded?
  - Should some of the committee issues be distributed to pre-existing university departments to solve? The OLC was established as a result of a need to focus on the unique, specialized needs of online students, faculty teaching online students and online support for both faculty and students. Existing committees at the university haven’t addressed online student or faculty needs. On-campus students have very different needs than a 38 year old student living in California taking online courses. Online students have been invisible in the past. The OLC and DUO are creating the visibility required to impact retention and recruitment.
  - Each Committee should receive a prioritized list of areas to address.
  - For time-limited actions, a tiger-team approach was suggested.

- The OLC Committee suggestions came out of recommendations from faculty and previous OLC members who felt strongly about the need to have standalone committees to address online learning issues.
  - Specific committees that have unique challenges should remain intact: accessibility (for Middle States and ADA standards), student engagement (online student needs are quite distinct from on-campus students), emerging technologies, and professional development.
  - The Faculty Senate will appoint two members to each Committee.
  - Karyn Holt described the importance of the TAGG Committee. Faculty who teach from a distance are not able to participate in Faculty Senate meetings, committees and initiatives on campus. The TAGG Committee was established to focus attention on the needs of the faculty and improve access. Susan Aldridge will meet with Janet Fleetwood to initiate the dialogue for TAGG.

Update on OLC Faculty Fellows—Dr. Karyn Holt

- Dr. Karyn Holt shared the history of OLC Faculty Fellows, which increased from 8 to 10 fellows for the 2015-2016 year. DUO pays the stipend for the members and the chair.
- OLC Fellows have a one-year term, which will expire in June.
- Currently discussions are underway to determine the activities and selection process for the 2016-2017 terms.
OLC Updates

- Monthly Test Drives are being conducted for Prospective Students; over 2500 prospective students have taken the test drive.
- Course Designers Developed Priority Initiatives that Need to Be Addressed.
- First Online Student Orientation Launching March 21st.
- The next Collaboratory will be held on March 24th.
- Technology Lending Library is Being Expanded.
- Quality Matters Training Courses are Being Conducted for Faculty and OLC Fellows who want to be trained on Quality Best Practices.
- IP Policy is Being Updated by Dr. John DiNardo and Tim Raynor.
- 5 Year Middle States PRR will Incorporate Guidelines for Evaluating Online Programs.