Opened with a discussion about the April 22 edX visit.

M. Contomanolis: It was helpful and put some things into context. They have information we want and I feel they can be an even better partner than I originally thought.

My 3 takeaways would be:
1. Over 50%, maybe 60% of everyone taking edX courses are looking for professional outcomes.
2. Areas of most interest are not shocking
3. Only 25% of students are US based – begs for ab alternate marketing strategy.

Also, a high percentage have existing master’s degrees, what does this suggest about what we should push?

A. Ray: It was very clarifying. It was interesting that they mentioned LinkedIn and I wonder if they have a partnership with them, and if so, is it much different than our partnership? As they mentioned, people are managing their own professional careers.

M. Contomanolis: The LinkedIn strategy with Lynda.com seems very different than the one with edX. LinkedIn also the opportunity to be a marketing channel to us. They could negotiate with edX to require all edX students to create profile in LinkedIn.

Pymetrics is an MIT start up that uses big data to recommend optimal career paths to job seekers (https://pymetrics.com/about/). They analyze different roles in different industry to provide a profile and then you have the option to make it public. We could suggest this is a collaborative opportunity for edX.

L. Tolan: The Meeting put a lot of things together for me, clarifications of who the populations are, things that likely wouldn’t work (i.e. labs). There are so many possibilities that we need to be really strategic.
A Ray: 40% enrollment out of high school related courses are the teachers not the students.

C. Sobieraj: They (edX) gave us the roadmap.

N. Hair: I think they left with a greater awareness of RIT possibilities as well.

L. Tolan: They seem very interested in STEM and industry-specific.

C. Sobieraj: We need to map the outcomes first.

We need the next full council meeting before the end of the, before the faculty leave so we can make sure we are not duplicating our efforts.

It’s more likely positive thing for graduate students but the pathways to a full degree and programs

N. Hair: The Videogame Design program is more of a pathway

Looking at the list of potential audiences (appendix A)
M. Contomanolis: This list targets markets. Is there another way? What is the the content or product that is consistent with our brand and strengths that we can actually get online? For example, computer security for government sectors, that could be a market.

We have strengths, so the real question is if there is a market?
What content can we get and based on that, what are the markets we can reach?
What aspects of course can we really deliver?
Do we want low-end customer awareness, or high-end (i.e. learn to code, etc.)?

N. Hair: Darlene in RIT Online has many calls with interest in different courses and programs.

E. Rosen: How are we setting ourselves up to launch new programs as news comes out?

N. Hair: Group 1 should probably be looking at this in terms of agility.

M. Contomanolis: Faculty deliver this content and this is a different part of their role, we depend on the colleges and their departments and their interest in doing this.

E. Rosen: Do we need to market to faculty and Deans?

M. Contomanolis: The underlying assumption is that faculty will want to do this, we need to address the faculty and the deans, and provide incentives that can prove to them why they need to do this.
Linking this to a donor and the strategic plan initiative will be beneficial, where someone is saying ‘we really need to make this happen’.

N. Hair: Great, who wants to take the lead on that?

C. Sobierj: We [Marketing & Communications] are reviewing cases for funding support. I can take it to my VP what happens.

Largely this is to provide faculty incentives:

- Broadening reach
- Changing education models
- “get your name on it”

L. Tolan: We need to get the teams and department heads brought in too. They will want to know where the money is coming from for the course release, course development, media content, time, etc..

M. Contomanolis: Instead of a university wide rollout, we need a process, where by Neil and others meet with specific departments for stuff specific to that particular department/college. We need a series of rollouts that are each pitched differently. We need to be able to say “this is what you have”, “this is what you need”, “what can we do to get these out there?”.

L. Tolan: We need a process that does not alienate. We need to get on the agenda for department head meetings in the fall and have packages prepared to present to each of them. We need to get those prepared as soon as possible.

M. Contomanolis: We need to have a plan of support based on other universities so that they (faculty) feel that we are working on their behalf, that “The Neil (the ILL) is advocating for us”.

N. Hair: By the end of summer we should have evidence based on the gaming series.

L. Bryant: The first question out of everyone’s mouth will be “what do I get, what does my department get?”, “How does this impact my work load/tenure/evaluation/etc.” “What is the value proposition for me personally?”

Commitments with tenure and research will cause a conflict.

M. Contomanolis: Adjuncts may be great for this. We can ask edX what percentage are current tenured faculty versus adjuncts from other partners.
A. Ray: Yes, adjuncts are not on the hook for research, etc.

L. Bryant: But we need a balance of specialty offerings and well-known instructors and adjuncts
M. Contomanolis: When mooc’s were new, they were well known institutes providing stock courses to deliver to mass amounts of people for free.

L. Tolan: To keep with the brand and the reputation of RIT, we need to make sure that we are slick.

N. Hair: They will be, both RIT Online and edX will sign off on all.

L. Tolan: The review process, style/delivery, is more than content expertise. From the college of science there were televised courses, primitive by today standards, and others may envision courses in this way.

We need to pitch a phased approach providing mindfulness and structure, people will need context.

“MOOC MOOC” (moocmooc.com) involves faculty and administrators, pedagogy heavyweights, to provide innovative approaches to do MOOC (femtechnet.org). Linking different campuses, creating communities. Many early efforts we’re not generated by money or degrees.

At some point we hope that this will result in some form of revenue stream, if not, it will be viewed as a failure. We need to acknowledge the money issue to faculty and engage them.

**NEXT STEPS:**

- Formalize the way forward:
  - 1. How do we communicate the ‘why’ at the college?
  - 2. What is the vision concept? Even if we use another campus’, like MIT.
  - 3. Have Jeremy attend the dean’s meetings, if possible.
     - a. how and what the opportunities are for colleges to support this initiative
        - i. This is what is out there
        - ii. This is what you are currently doing
        - iii. This is what the market is saying
        - iv. This is what we are trying to achieve
  - Develop a timeline for communication (for us, not necessarily RIT)
    - o By end of spring semester, an update from Neil & Deb
    - o In the Fall, info on support, etc.
  - Neil to refine the communication plan and send
  - Neil will present updates at the dean’s retreat

**NEXT MEETING: June 2 at 1:00 PM**
Appendix A: Potential audiences (edx.org vs. edge.edx.org), target markets

A. edx.org:
   - Prospective Undergrad Students (Career Focused)
   - Prospective Graduate Students (Career Focused)

B. edge.edx.org:
   - Alumni
     - funnel from base (free but robust) engagement to enrolling in a class
     - GMAT/ GRE prep
     - Learning to learn again
     - Life lecture series
     - Personal branding
     - Career maintenance
   - Corporate (professional development)
     - CPD classes
     - Conflict management
     - Unconscious bias
     - Writing for business
     - Basic Excel/Word/PowerPoint/Outlook training
     - EXTERNAL Corporate offerings could include courses specific to a particular industry need, such as the specific operation of a tool or machine for Kodak, or employee onboarding
     - OSHA training
     - Project Management
   - Students (campus and/or online)
     - College orientation
     - Pathways for full degree programs
     - Refresher courses to help prepare for another course
     - Developing study skills
     - Money management
     - Time management
     - Wellness
     - Crisis management
     - Basic safety
   - Teachers (K-12)
• Parents
  o Understanding common core
  o How to apply for financial aid
  o Understanding the college application process
  o RIT Orientation for parents
  o About the program their student is in, learn the language of your student’s program
  o Job/career outlook/options for the program

• Faculty
  o Course design and development strategies
  o How to use myCourses, Camtasia, Adobe Connect, Ensemble, etc.
  o How to engage students
  o Get organized
  o HR Onboarding (Sexual Harassment and Discrimination training, Benefits orientation, understanding my benefits, Retirement planning)

• Staff
  o HR Onboarding (Sexual Harassment and Discrimination training, Benefits orientation, understanding my benefits, Retirement planning)
  o Wellness at RIT (Better Me Fitness classes)
  o Professional Development (CPD)

• Rochester Community and potential RIT Donors
  o Personal and professional development (money management, test prep)
  o Headline items (photonics, etc.)
  o Sustainability and life skills (how to conserve energy, recycling dos and don’ts)
  o History of....

• Study Abroad