Thursday, April 28, 2016
4:00 - 5:00 PM
Campus Center, Clark A

PRESENT: Boice-Pardee, Hair, Hall, Humbert, Stavoli, Webber, Wild

EXCUSED: Barley, Bayerl, Casares, Hannigan, Hermsen, Slusser

J. Hall: Will ask Christine Lang to send a note to all to schedule bi-weekly meetings. Glad Neil Hair is here today to help clarify parts of the charge for this group. Have we determined who we think the benchmarks are?

N. Hair: Group 2 has taken a look at the full group in edX, divided up the US vs. International schools. We can share this with you.

J. Hall: Yes, I would like to catalog the offerings at each of the schools. I can have a student worker on this.

J. Humbert: How about corporate partners, did we look at those?

N. Hair: There are some organizations that are not universities using edX also. We may want to look at that also.

We need to think about how to engage on edge.edx.org as well?

J. Hall: We do have planned conversations with Colgate, Cornell, etc. in the fall and a conference call in May with Colgate and Hamilton to communicate to edX as part of larger cohort.

Who in NYS and surrounding areas are engaged in activity? Schools approach differently.

Enri, SG senator next year, will engage student government
The student experience: We learned from the global forum, from a student panel, that they want to see an enhanced experience of campus-based programs. There are opportunities for international partnerships with universities, uses to flip classrooms (meet in classroom to debrief what they learn online). Can we think of other pathways to enhance the student experience?

H. Boice-Pardee: Academic support, how we deliver year 1, ways to complement the campus experience through edX? Wellness, counseling?

J. Humbert: Global connections?

J. Hall: Has there been any talk in Wallace on how to deliver?

L. Wild: Not sure? What is happening with the virtual campus tour?

N. Hair: Virtual Campus is not a tour of campus, but rather a virtual campus experience.

L. Wild: We want students to engage on campus, but the Wallace Center has moved away from events due to lack of participation. Wiley had very little participation, Joanne can speak to that too. Using faculty more to lead things that they want to partner through small grants, etc. The Unconscious Bias is a huge initiative. Compliance, if done well, this is something others may want to buy and use.

Q: Who do we contract with for compliance that we could move to edX?
A: unknown

H. Boice-Pardee: So much time is spent on training in compliance for X9, incoming classes do a very long online process - “campus clarity” - they go through it (not tailored to RIT) and we pay a subscription.

We could get new students engaged in a platform before that even walk on campus.

J. Humbert: We could offer the training one year and again as a resource the following year, but different and revised.

I Webber: Colgate is doing year 1 student orientations, but what else in years 2 and beyond? No point to do it year 1 and abandon after.

J. Hall: How many students are already using this open platform? We already know of one SOIS student making courses in the edX open source environment.

It will be an interesting process to prioritize access and the process. There are already many web pages out there that we don’t know how to access or get rid of.
Anything from F&A for training?
L. Stavoli: Accounting wants more training, not sure how far they have gone into CPD. They are in their 3rd one online.

J. Humbert: Is there a way for us to provide information if interested in a career, here are the gaps, here is the training? edX says that people are coming to this resource for more skill building topics, to add things to their resume.

What is offered via CPD that could be better offered in this format? Something easy to find?

Q: How might we utilize edge.edx?

• We will have access to learning analytics that we do not currently have access to. Other ways to take back global data from wider partnership with edX. Ways to feed back to asset development.

• Groups like Castle will want to be involved, comp and linguistics cohort.

• We could provide a way to develop video assets and propose guidelines to move faculty past lectures

• A pedagogical lab?

• What are faculty that are opposed to delivering non-credit learning experiences passionate about? Here is space to teach noncredit course in “The Art History of South Africa”

I Webber: Looking at the “at risk” students, we can bring programs up to speed

J. Hall: I am doing some work on a student success committee. The School of Learning, the million-dollar question for RIT the past decade is “How are we going to cultivate learning?”

We could be similar to what we have din the form of interdisciplinary teaching, faulty awards for best use of analytics, etc.

J. Humbert: Maybe a way to engage a smaller university interested in edX, they can learn what is working and what is not, it’s more of a collaborative opportunity.

L. Wild: NTID is a population that may be interested in that topic, but it has never gotten traction.

J. Hall: There are more opportunities with lecturers and not necessarily full-time faculty, but need to make sure the message is strong that lecturers are not rewarded.
J. Humbert: How do we enhance the school of teaching and learning?

L. Wild: Is a goal to generate revenue? This think tank, what is the ultimate aim of edX? We purchased it, is there a business plan? What was the urgency?

J. Hall: The hope is to replace existing systems, an aspirational group for us to work with. No one has figured out how to make money.

Jeremy Haefner is encouraging college deans to come back to the table with micro-masters programs.

edX has given RIT a September deadline to launch in Jan 2017.

L. Wild: Let’s focus all attention on that then, our partnership with Lynda.com, these things for a lot less cash. If this does not go great, then it will go away. I’ve seen this with negative initiatives before.

J. Hall: This is experimental, but it is a thing and we like being part of it with MIT, Harvard, Berkeley, etc. We are just taking more of a cautious approach.

This will evolve in to a culture of learning. Most interest so far is a student.

L. Wild: It’s a crapshoot, because no one in higher education knows what the business plan is to move forward.

J. Hall: I am usually with you in my skepticism, but I feel this is good. What is happening around the world, we are potentially in contact with others around the world and this is more cost effective than opening 2 campuses in China.

L. Wild: Neil, any naysayers?

J. Hall: Our struggle is not about giving away online learning, it is about attracting new learners, dangling product in front of them and hoping they want to stay with us.

N. Hair: We demo what we can do

L. Wild: Thinking more of the faculty bandwidth, I now you have the GOLD program. Will it hurt those efforts?

J. Hall: Early adopter populations will be different than others. Tenured faculty, all kinds of folks wanting to dig their heels into many initiatives.

L. Wild: Can we kill 2 birds 1 stone?
J. Hall: One line of inquiry at the edX Global Forum in the fall is to build library if digital assets, real currency will be competencies, one reason I have been insisting we talk about learning experiences. In the long term, we can look at some institutions and how they piece together courses. There is not just 1 faculty member teaching, but rather a number that contribute in different ways.

I Webber: edX.org is more business.

This groups more focus is more on the edge platform, the free space for faculty to practice in. Content can be private, so faculty can experiment with ways to piece together a module and focus on technology and ways to use it differently.

L. Wild: Currently TLS, what percentage of faculty are experimenting with technology.

I Webber: We still get good numbers of faculty that apply for PLIG and there are a number of faculty always asking what the next technology is that they can look at. There are also others that do not like what we have and want something different.

N. Hair: We are seeing growth in faculty that want to teach online. We are now up to ¼ of our fulltime faculty that teach online and there is no fatigue in the willingness to experiment.

Transitioning faculty are also interested. They are getting ready to leave and want to “archive” their materials.

J. Hall: Outreach to local partners, we have 7 different entities that do outreach to corporate partners and sometime 3-5 people approaching the same company, selling different products.

EdX makes it much easier to enroll non RIT people in experiences.

L. Wild: Back to ILI, based on the alumni survey? Would that hurt our business? Would you want them to pay for online instead of edX?

N. Hair: One idea coming from the Development office is to offer free courses, authenticating through myCourses for registered students. If we can offer a sample, to keep alumni engaged.

J. Humbert: Back to skill building, its more about building skills, tracking, listing on a resume, LinkedIn. Its non-credit, but offers opportunity for skill building.

J. Hall: Not all are non-credit, you can still earn a certificate, everyone else is waiting for someone else to make 1st move to offer transfer credit for these.

Modularity: one big data point from the fall convention was the low completion rate for courses, but students take course for what they need and then quit when done.
J. Humbert: Similar to Lynda.com, but not customized, not interactive. edX has a wraparound we can be leaders in.

J. Hall: More about career services, we can provide ongoing career counseling.

I Webber: We don’t risk ruining the master’s degree as long as they still have value in the marketplace.

J. Humbert: Employee development. If RIT goes to the Human Resources of other universities, their HR people are grateful for us sharing our experiences. So, there are probably others we could share with that would pay.

- We can develop home grown content that we can sell.
- Academic IT offering to smaller universities.
- Student conduct policies, etc.

**Funding model:**

J. Hall: We seem to be at end of incentivizing faculty by throwing $1,000 at them (and we keep getting the same people). The return is not necessarily quality either.

The Province of Ontario is incentivizing Toronto to build by giving grants of ~$60,000 to build. It’s more about “Go Big or Go Home”.

We need a realistic expectation, a course release, instead of stipend.

N. Hair: Group 1 is also looking at this, and taking it seriously. This will not be like PLIG grant.

L. Wild: Also set up a contract on deliverables.

N. Hair: Yes, Group 1 looking at this also.

Georgia Tech announced that they are spending $350,000 per course “Course development has been a major expense -- Peterson said the institute spends about $350,000 to create each course”


J. Hall: We could benefit from content in ASL, Arabic, Mandarin, etc., rather than just poorly subtitled.

NTID faces employment problems with grads. What are somethings we could/should we be gathering?

How do we ask faculty to produce things other than courses?
It is a concern is that RIT will look at courses offered at MIT and decide to discontinue to offer at RIT?

J. Humbert: Many corporations offer content that they create and we can put the RIT shell into it. What makes this stuff unique?

H. Boice-Pardee: What is the source, is it a respectable faculty member? If you look at content on Lynda.com, you don’t know who that is.

J. Humbert: How many people out there are looking for “the expert”?

J. Hall: The online content also saves time without having to “re-teach”. Students are able to go back and look at content - better to watch video 4 times and discuss, instead of falling asleep in class. Class time is more about the ability to discuss things they have problems with.

Next Steps:

• Jim will gather notes and facilitate an online discussion
• Jim will request a student catalog course offerings at the edX partner schools
• Group 3 will plan to get together again in June (Christine Lang to schedule)
• Full EAC to meet in May 11
  o to get an idea of where these conversations staring to overlap
  o Request all groups prepare a prioritized list of what can present to senior leadership. (Things that are actionable)

Next Meeting: Mid-June (not yet scheduled)