

A joint initiative of UPCEA & ACHE

Future of Online Learning Summit

September 15-16, 2011
Chicago



The rise of online learning is arguably the most dramatic development in higher education in the past half century. The Summit will help chart a strategic direction for the role of online learning within higher education institutions.



University Professional &
Continuing Education Association

ACHE
ASSOCIATION FOR CONTINUING HIGHER EDUCATION, INC.

Welcome

The rise of online learning is arguably the most dramatic development in higher education in the past half century, putting it on par with earlier seismic shifts such as the GI Bill after WWII and the creation of public land grant institutions in the 19th century. Now, online learning has been embraced by the public precisely at a time when the landscape of higher education is undergoing other dramatic changes caused by the ongoing financial crisis and increased competition from for-profit institutions. How will these factors impact online learning? Or, conversely, how will online learning help shape the future of higher education?

The Summit on the Future of Online Learning is designed to address these and other critical questions. The Summit is both necessary and timely. Indeed, the evolution of online learning is critical to meeting institutional, state, and national goals. Coordination between organizations with a stake in the future of online learning is also needed, now more than ever. Convened by UPCEA and ACHE, two professional associations whose members have spearheaded the development of online learning in American colleges and universities, the Summit will bring together opinion leaders from a wide variety of organizations to share ideas that will help chart a strategic direction for the role of online learning within our institutions.

Schedule at a Glance

Thursday, September 15, 2011

1:00 p.m.–2:30 p.m.

The Re-Shaping of Higher Education: Looking Back – Looking Forward

2:45 p.m.–4:00 p.m.

Building a Three-Year Vision

4:15 p.m.–5:30 p.m.

Putting the Pieces Together for an Action Agenda

5:45 p.m.–7:00 p.m.

Reception

Friday, September 16, 2011

7:30 a.m.–8:00 a.m.

Continental Breakfast

8:00 a.m.–9:30 a.m.

The Shifting Policy Landscape

9:45 a.m.–11:00 a.m.

Making the Case

11:15 a.m.–12:30 p.m.

Next Steps: Building an Inter-Organizational Agenda

Agenda

Thursday, September 15

1:00 p.m.–2:30 p.m.

The Re-Shaping of Higher Education: Looking Back—Looking Forward

Room: 208

Online learning is re-shaping higher education. There is mounting competition. The geographic preferences that regional colleges and universities enjoyed for the past 150 years are melting away. Learning is anywhere, anytime, for anyone. Many students have become savvy consumers, no longer swayed by tradition and legend. They seek value, relevance, and convenience of access. The institutions that survive this disruptive revolution will be the ones that respond to the needs of the learners, the demands of the economy, and the opportunities of the new technologies. Those institutions that fail to fully respond to these factors do so at their peril.

Our opening panel examines the changes brought about by online learning that are re-shaping higher education. Who will benefit and who will be left behind? How will this new era in higher education serve the American public differently than the one that is quickly fading away? What do we need to do as institutions to assure that we remain relevant to society and meet the changing learning needs of this country?

Moderator: **Bob Hansen**, CEO, University Professional and Continuing Education Association

Panelists:



Frank Mayadas, Senior Advisor, **Sloan Foundation** shares his unique perspective on the evolution of online learning—what attracted him and the Sloan Foundation to the early promise of online learning, the partial fulfillment of that promise over the past couple of decades, and the remaining challenges and opportunities as online matures at a time of massive shifts in higher education and society.



Ray Schroeder, Director, Center for Online Learning, Research and Service, **University of Illinois-Springfield** discusses how technological innovation (predictive analytics, mobile learning, open source learning) is shaping a future that is already here—transforming not only the nature of learning but society itself!



Diana Oblinger, President & CEO, **EDUCAUSE** provides an overview of the ways students are using technology: how it is related to student success, how it is driving innovation on campus, and how it is changing the business model of higher education.



Todd Leach, President, **Granite State College** describes how the incremental change that has defined tradition-bound higher education no longer works; strategic advantage in online education requires thinking big and moving with a sense of urgency.

Thursday, September 15

2:45 p.m.–4:00 p.m.

Building a Three-Year Vision

Facilitated breakout sessions are focused on developing the building blocks of a shared vision for online education in the next three years. Participants will react to the panel discussion, brainstorm key ideas with colleagues, and identify three to five priority ideas to share with the other Summit participants.

Room: 208

- **What are the needs and markets?** In the next three years, where should continuing education leaders and other administrators of university-based online initiatives focus their energies and resources? What are the pressing social needs on a regional and national scale? What markets are still underserved? What are the most important new and emerging markets? Facilitated by **Roxanne Gonzales, Regis University** and **Amy Heitzman, Southern Methodist University**.

Room: 244

- **What are the methods and modes?** What are the best methods and modes for expanding access to quality online learning, and how might they evolve over the next three years? What should higher education institutions be doing to respond to—or better yet, lead—these changes? Facilitated by **Ray Schroeder, University of Illinois-Springfield** and **Beth Meyer, University of California San Diego**.

Room: 246

- **How can the increasingly sophisticated business of managing online programs drive broader changes in higher education?** In the next three years, how can the leaders of online initiatives help drive business innovation at their institution, and in the process help higher education meet regional or national needs? Facilitated by **Bill McClure, University of Massachusetts Amherst** and **Bilita Mattes, Harrisburg University of Science & Technology**.

4:15 p.m.–5:30 p.m.

Putting the Pieces Together for an Action Agenda

Room: 208

Breakout sessions report out on key takeaways, followed by a facilitated discussion focused on how ideas from the three groups might be integrated into a three-year blueprint, or a call to action for the online higher education community.

5:45 p.m.–7:00 p.m.

Reception

Room: Midway Club Bar and Veranda, Fifth Floor

Friday, September 16

7:30 a.m.–8:00 a.m.

Continental Breakfast

Room: Outside Room 208

8:00 a.m.–9:30 a.m.

The Shifting Policy Landscape

Room: 208

Higher education issues such as state approval, affordability, enrollment capacity, and academic quality are high on the list of critical policy issues in the aftermath of the Great Recession. The steep rise in online learning has pressured online providers to be accountable and transparent about tuition prices, curricula, student debt levels, and employment outcomes. As for-profits seek accreditation and a deeper level of respect, it is important to examine all sides of the issue. And if the missions of public institutions are founded on the historical goal of educating as many citizens as possible, online learning must cease to be viewed as merely a means of delivery.

This panel focuses on the intersection of online learning and the higher education policy landscape.

Moderator: Jim Pappas, Executive Vice President, **Association of Continuing Higher Education & Vice President for University Outreach, University of Oklahoma**

Panelists:



Sylvia Manning, President, **Higher Learning Commission** will focus on how the business model of outsourcing online programs and support has blurred lines of accountability, and the lingering tendency of the public policy makers and the general public to conflate on-line with for-profit providers.



George Mehaffy, Vice President for Academic Leadership and Change, **American Association of State Colleges and Universities** will discuss how campuses are now thinking about online learning within the larger context of strategic opportunities, and its implications for public education policy.



Joel Thierstein, Senior Advisor and Counsel, Office of Undersecretary, **U.S. Department of Education** shares the perspective of federal policy makers on pressing issues surrounding online education.



Russ Poulin, Deputy Director, Research and Analysis, **WCET** will focus on what the states are doing to promote and support online learning, the remaining impediments at the state level, and likely future policy directions.

Friday, September 16

9:45 a.m.–11:00 a.m.

Making the Case

Perspectives from the panel session will inform three breakout sessions designed to develop an agenda for advocacy around online, continuing and adult education.

Room: 208

- **The Internal Case:** How do we advance the agenda of online, continuing and adult education with university leadership—presidents, provosts, CFOs, other deans, and faculty—during this period of radical change, where challenges, opportunities and threats abound? Facilitated by **Wayne Smutz, Penn State University** and **Tish Szymurski, Neumann University**.

Room: 244

- **The External Case:** How can we better inform federal and state policy makers and the public at large, and what do we want them to know about the value of online learning and its importance to building tomorrow's workforce? Facilitated by **Jim Pappas, University of Oklahoma** and **Jim Shaeffer, James Madison University**.

Room: 246

- **Telling the Story with Research and Information:** How can we leverage our collective knowledge, research and information to build a compelling, data-informed case for online learning? Facilitated by **Pat Book, University of Northern Colorado** and **Russ Poulin, WCET**.

11:15 a.m.–12:30 p.m.



Next Steps: Building an Inter-Organizational Agenda

Room: 208

After breakout groups report out, this final session will feature a concerted effort to build an inter-organizational action agenda that advances the interests of online education and adult learners with state and federal policy makers, the public, campus leadership, and regional accrediting bodies. Facilitated by **Tom Gibbons, Northwestern University** and **David Grebel, Texas Christian University**.

12:30 p.m. **Adjourn**

About

UPCEA

Located in Washington, D.C., UPCEA serves more than 380 institutions of higher education with a focus on professional, continuing, and online learning. The Association provides its members with educational publications, programs, conferences, and services for the advancement of lifelong learning. UPCEA promotes awareness of the needs of adult learners and recognizes best practices in the field.

For more information, visit <http://www.upcea.edu>.



ACHE

The Association for Continuing Higher Education, Inc. (ACHE) is an institution-based organization of colleges, universities, and individuals dedicated to the promotion of lifelong learning and excellence in continuing higher education. Begun in 1939 as the Association of University Evening Colleges, ACHE has evolved to become an organization dedicated to serving the entire spectrum of continuing higher education in the United States and internationally. The membership of ACHE is a dynamic network of diverse professionals who are dedicated to promoting excellence in continuing higher education and to sharing their expertise and experience with one another.

Belief in the values of professional development, collegiality and service guide the mission of ACHE. ACHE encourages professional networks, research, and exchange of information for its members and advocates continuing higher education as a means of enhancing and improving society. The entire range of rapid change in higher education –the success of evening programs, the expansion of continuing education, the growth in number of adult students, the impact of technology, and the needs of training to sustain economic development – all provide added importance to ACHE and its commitment to serve the professional development and growth of its members. Today, ACHE services influence all types of continuing higher education activities.

<http://www.acheinc.org>



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