ONLINE AT UO—VISION

Models for Supporting New Online and Hybrid Initiatives at the UO

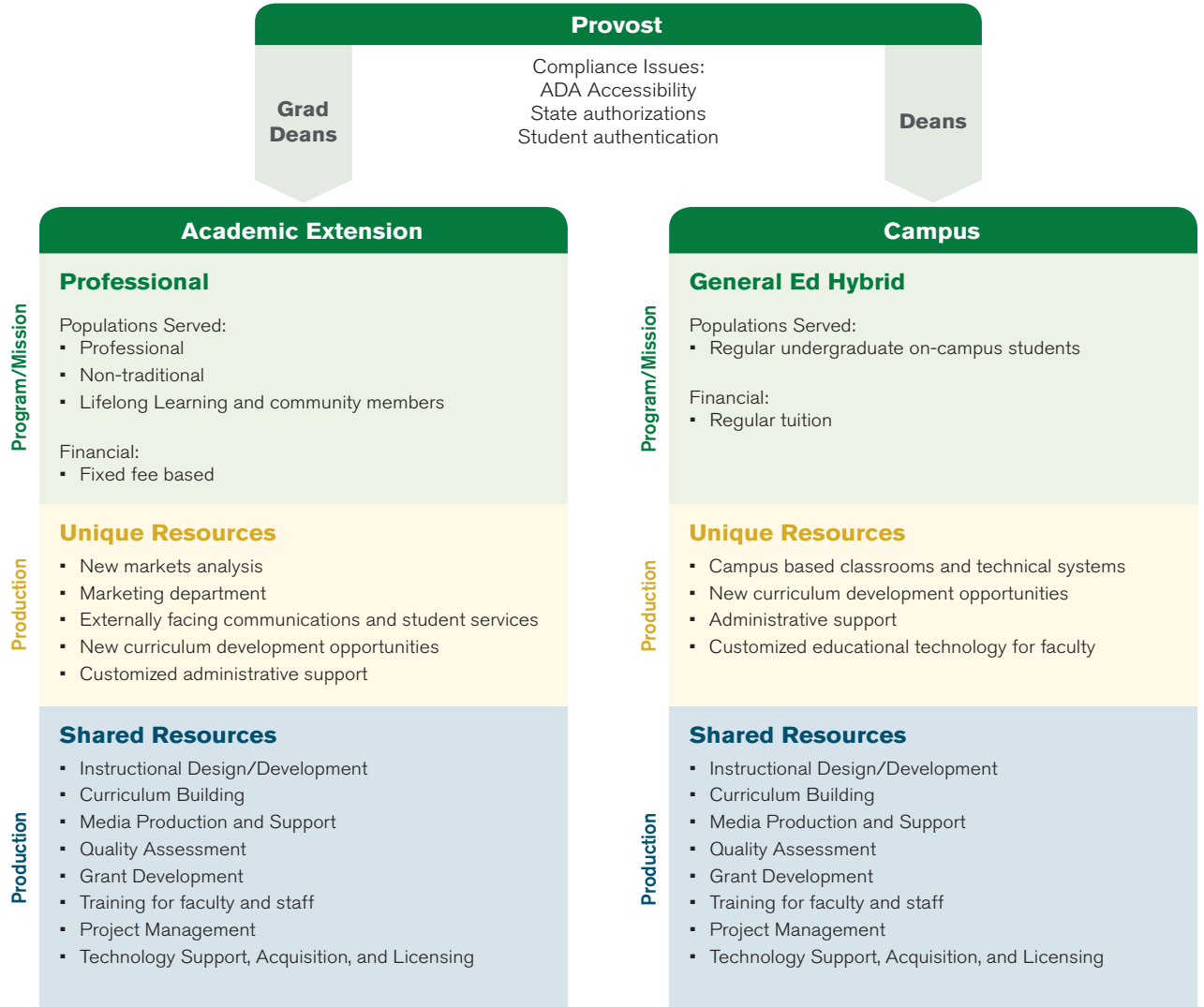## Silo Resources
Current UO Model

This model has separate units serving distinct student populations under the regular tuition and self-support tuition models. Each unit would be individually responsible for their particular populations. This aligns with the model Halfond describes as virtual/decentralized.

Pros
- Reflects on existing model at UO, requiring little change
- Allows instructional technology to uniquely align to specific populations

Cons
- Lack of efficiency and access to sufficient shared resources
- Cost of funding individual units may be higher than aggregated resources
- Quality of courses and programs will vary greatly
- Lack of access to sufficient resources for institution wide elements (e.g. compliance)
- Potential gaps in service and compliance areas

Provost

Grad Deans

Compliance Issues:
ADA Accessibility
State authorizations
Student authentication

Deans

Academic Extension

Program/Mission

Professional

Populations Served:
- Professional
- Non-traditional
- Lifelong Learning and community members

Financial:
- Fixed fee based

Production

Unique Resources
- New markets analysis
- Marketing department
- Externally facing communications and student services
- New curriculum development opportunities
- Customized administrative support

Production

Shared Resources
- Instructional Design/Development
- Curriculum Building
- Media Production and Support
- Quality Assessment
- Grant Development
- Training for faculty and staff
- Project Management
- Technology Support, Acquisition, and Licensing

Campus

Program/Mission

General Ed Hybrid

Populations Served:
- Regular undergraduate on-campus students

Financial:
- Regular tuition

Production

Unique Resources
- Campus based classrooms and technical systems
- New curriculum development opportunities
- Administrative support
- Customized educational technology for faculty

Production

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Collaborative Resources

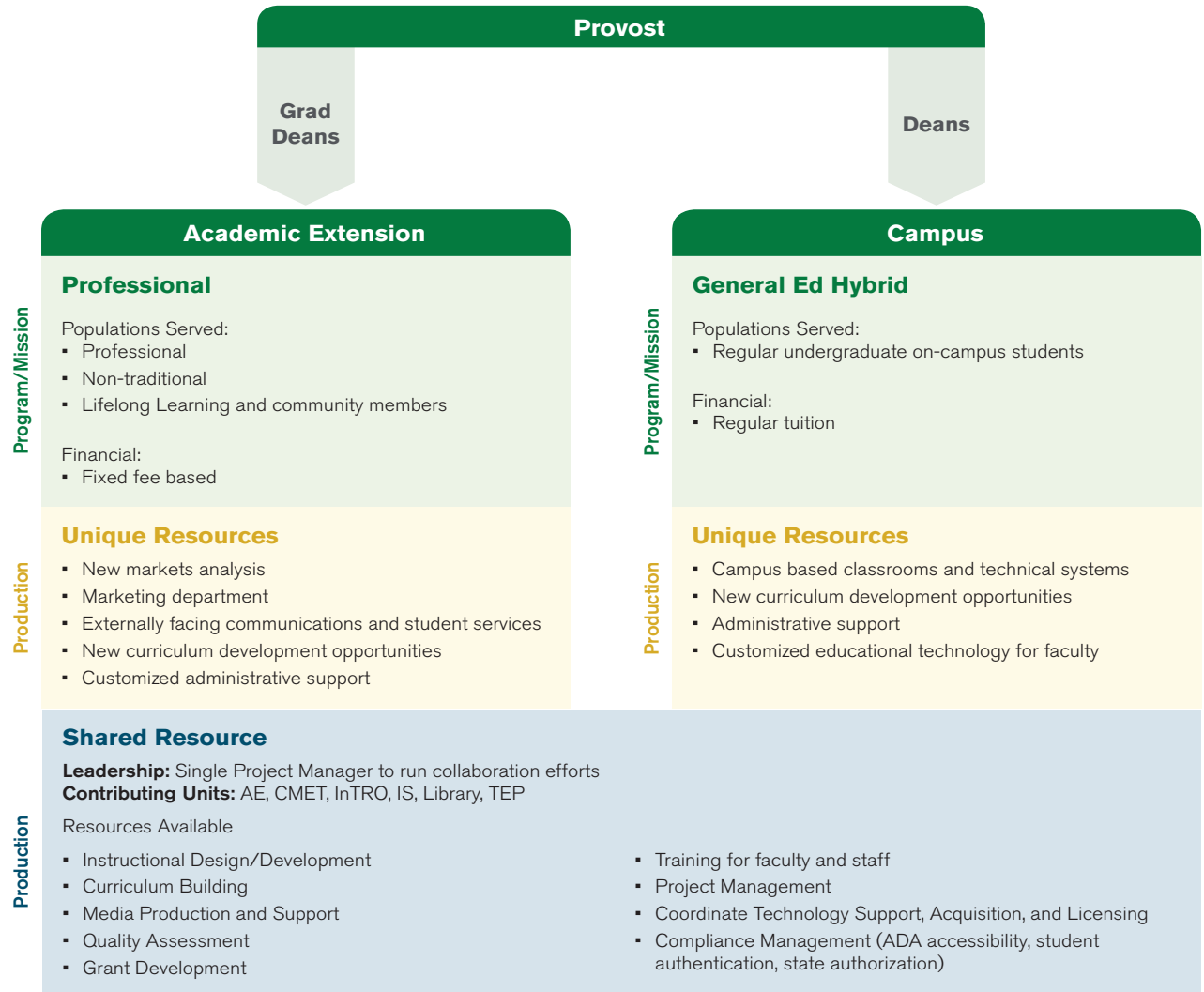**Requires Leadership of the Shared Resources Unit**

This model is creating a single unit through collaborative utilization of pre-existing campus service units. This unit would serve students under the regular tuition and self-support tuition models. Each resource would be locally managed by the appropriate service unit. This aligns with the model Halfond describes as shared.

Pros
- Course/program quality is more easily maintained and/or standardized
- More efficient use of resources encourages professional development and economic return
- Customized production solutions for unique situations
- Improved efficiency through shared resource

Cons
- Unit will not be successful without active, continued participation from all partners
- Lack of incentive for collaborative service units to provide adequate FTE
- Some shared resource units may not have appropriate expertise to serve both program models
- Lack of clarity to identify priorities and align staffing appropriately
- Difficulty allocating appropriate resources to collaborative effort

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Production

Shared Resource

Leadership: Single Project Manager to run collaboration efforts
Contributing Units: AE, CMET, InTRO, IS, Library, TEP

Resources Available

- Instructional Design/Development
- Curriculum Building
- Media Production and Support
- Quality Assessment
- Grant Development

- Training for faculty and staff
- Project Management
- Coordinate Technology Support, Acquisition, and Licensing
- Compliance Management (ADA accessibility, student authentication, state authorization)

Models for Supporting New Online and Hybrid Initiatives at the UO

Centralized Unit
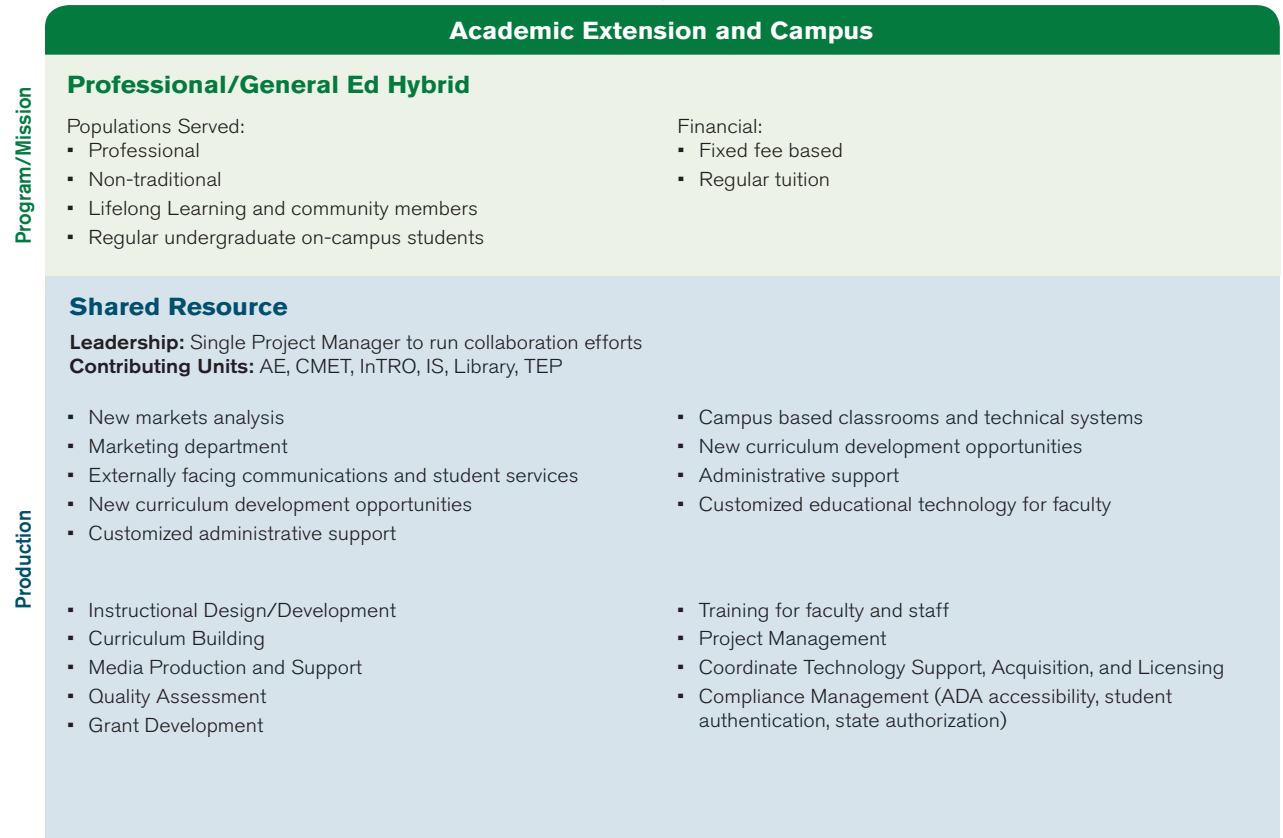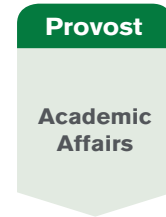### Significant Reorganization

This model creates a single unit to serve both students and faculty to deliver both campus and external programs. The new unit would be housed in one location and managed by a single director. Current staff might be reallocated to this unit from other departments, or new staff might be hired. This aligns with the model that Halfond describes as stand alone.

Pros
- Course quality more easily maintained and/or standardized
- Support is consistent throughout UO program types
- Maximized efficiency through resource collaboration can help enlarge professional development and economic return
- Can be incorporated into UO divisions i.e. Academic Extension, Information Services, or Library, which already have the expertise to support multiple populations

Cons
- Requires directive from senior institutional leadership
- New resources must be allocated or reallocated to create this unit
- Creates new financial, staffing and location issues

Provost

Academic Affairs

Academic Extension and Campus

Program/Mission

Professional/General Ed Hybrid

Populations Served:
- Professional
- Non-traditional
- Lifelong Learning and community members
- Regular undergraduate on-campus students

Financial:
- Fixed fee based
- Regular tuition

Production

Shared Resource

Leadership: Single Project Manager to run collaboration efforts
Contributing Units: AE, CMET, InTRO, IS, Library, TEP

- New markets analysis
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Online Education Practices

	Strategic Planning	Marketing	Enrollment	Instructional Design	Retention
Example Standard Practices	• Strategy based on intuition • Minimal alignment with university strengths and/or local and regional needs	• Limited advanced web capabilities • Minimal channel development • Reliance on walk-in demand	• Slow response to student inquiries • Reliance on traditional processes not adapted for needs of online student	• One-off faculty-driven development • "Flat" courses with little learning innovation • Slow, inefficient course development process	• Support services using flat and untimely data • Force-fit of campus support services to online students
Example Leading Practices	• Differentiated strategy tightly linked to local and regional economic needs • Deep market insight on student demand, competitive landscape, brand positioning	• Highly sophisticated acquisition strategy, leveraging assets and specific brand characteristics • Innovative channel programs and partnerships	• Immediate multi-channel response to interested students • Analytical metrics-driven operation	• Tightly integrated development process • Incorporation of advanced online learning techniques • Design and content providing students with in-demand skill-sets	• Dashboard - driven decision-making • Automatic and personalized interventions • 24/7 immediate response

Source: BCG analysis
BCG online programs research summary_vF_2.pptx

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Competition Increases Imperative to Innovate Across the Lifecycle of Online Education)
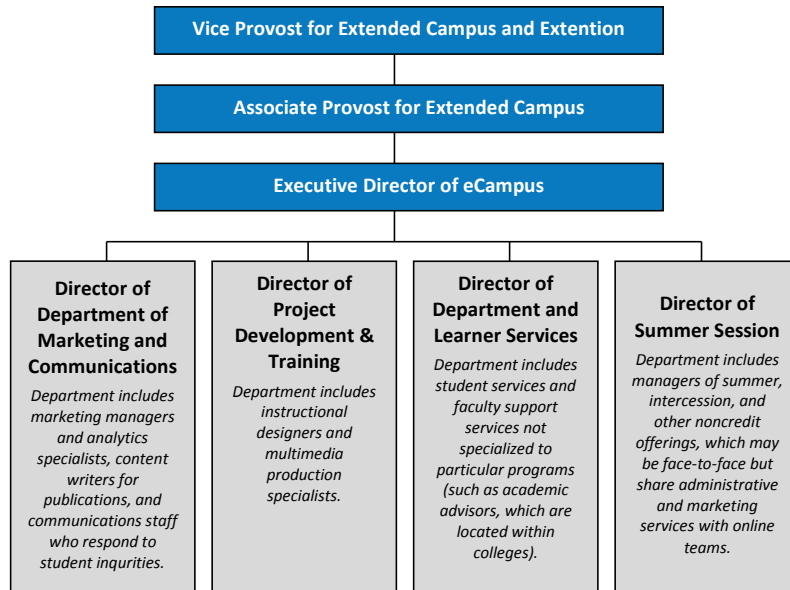
Emerging Online Education Organizational Models
As presented by Dr. Jay Halfond, Former Dean of Boston University's Metropolitan College

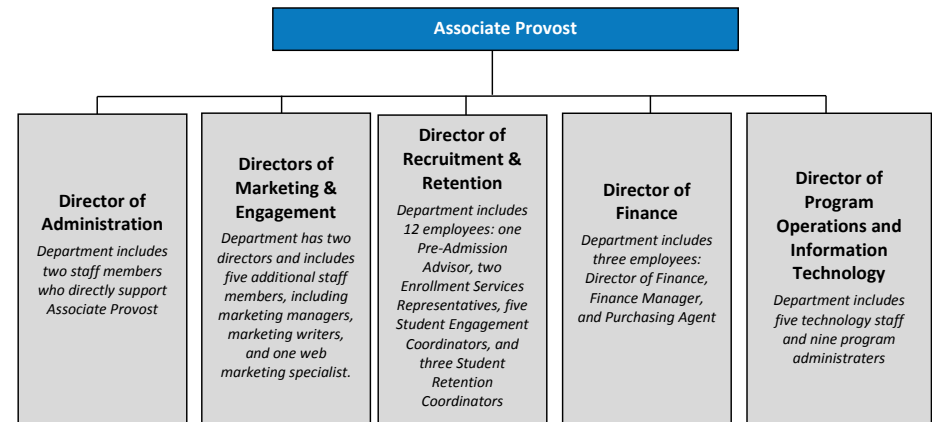|	Stand-Alone Operations	(Shared) Extension Department	(Virtual) Decentralized
Leadership	Senior administrator with university—wide responsibility for supporting all online efforts	Dean/Director of existing unit or entity (continuing/professional education departments/schools)	Senior faculty member appointed by the provost serves as an advocate/liaison
Characteristics	• Established entity • Provides online education services and resources to academic departments • Success judged quantitatively by number of courses, enrollments, and programs • Uses financial incentives to entice faculty participation	• Entrepreneurial, multidisciplinary orientation • Willingness to experiment and collaborate • Engagement of distance education apparent	• Introduces digital technology across academic programs • Federated network to encourage distance learning • Sporadic experimentation
Pros	• Deference and responsiveness • Success enticing adult learners back • Best model for competing with rising for—profit universities	• Presence on campus already established • Efficiency of department • Less costly • Commitment to multiple disciplines and serving new markets	• Prominent faculty leader can advocate among deans and faculty • Maintains decentralized authority
Cons	• Low clout to promote participation and set consistent standards of excellence • Might shift otherwise on—campus students to other modalities	• Concern of sustainability of leadership • Transitory option for universities	• "Head without a body" approach • Lack of centralized resources • Use of outside third—party sources

EAB Sample Organizational Models

These models were used in a research brief sent out to EAB members to answer questions presented to the Forum regarding the organization of online education units. Seven institutions placed across the United States were interviewed. The institutions represented below are both public research institutions in the Pacific and Mountain West areas, with enrollments between 20,000-30,000 students.

Online Education Unit at University A (Approximately 46 staff members)*
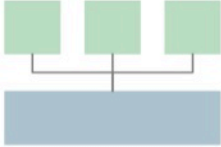
Vice Provost for Extended Campus and Extention

Associate Provost for Extended Campus

Executive Director of eCampus

Director of Department of Marketing and Communications
Department includes marketing managers and analytics specialists, content writers for publications, and communications staff who respond to student inquiries.

Director of Project Development & Training
Department includes instructional designers and multimedia production specialists.

Director of Department and Learner Services
Department includes student services and faculty support services not specialized to particular programs (such as academic advisors, which are located within colleges).

Director of Summer Session
Department includes managers of summer, intercession, and other noncredit offerings, which may be face-to-face but share administrative and marketing services with online teams.

Online Education Unit at University C (Approximately 44 staff members)*

Associate Provost

Director of Administration
Department includes two staff members who directly support Associate Provost

Directors of Marketing & Engagement
Department has two directors and includes five additional staff members, including marketing managers, marketing writers, and one web marketing specialist.

Director of Recruitment & Retention
Department includes 12 employees: one Pre-Admission Advisor, two Enrollment Services Representatives, five Student Engagement Coordinators, and three Student Retention Coordinators

Director of Finance
Department includes three employees: Director of Finance, Finance Manager, and Purchasing Agent

Director of Program Operations and Information Technology
Department includes five technology staff and nine program administraters

University C unit also includes three learning technology and multimedia specialists and two distribution managers.

*total head count, not necessarily FTE.

(Source: Education Advisory Board)

Three Common Models for How Institutions Organize Internally to Support Online Education

Traditional learning
Online learning

	Decentralized, department-driven	Centralized shared-services model	Independent online school / department
Characteristics and goals	• Varying sophistication across university • Bottoms-up decision making • Usually modest goals	• Center serves motivated academic departments • Less likely to have a unified vision / goal for online learning	• Autonomous online department • Unified online brand • More aggressive growth goals
Typical stakeholders	• Deans of colleges • Department heads • Faculty leads	• Head of shared services division • Deans of colleges	• President / Provost / Chancellor • Head of online division
Pros / Cons	➕ Departments can drive online as they deem necessary ➖ Often redundant in-house functions; modest growth can consume a lot of resources	➕ Balances efficiency and academic control ➖ More complex organizationally; can create uncertainty, power struggles	➕ Nimble enough to grow more easily and clearer strategic view for the university ➖ Less academic input and faculty engagement. Risk online becoming culturally siloed

Institutions exist at various points along the spectrum, often blending between different models

Source: BCG interviews and analysis
BCG online programs research summary_vF_2.pptx

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