International Forum of Open and Online Education

2nd and 3rd of October – University of Ottawa FSS4007

Theme

Since the 1970s, technology has been involved in streamlining the entire society and the university's education system. In fact, distance engineering has developed a mass education accessible to all. Moreover, engineering processes have helped reduce costs and standardize quality by streamlining the training process. Computers and networks have democratized learning in universities. Educational resources are always more accessible and open to all communities. However, new issues arose, which are related to the semantic of big data produced during the interactions in these training systems and instructional challenges. This conference will attempt to address these issues, particularly for the francophone context, by presenting an overview of the research and practices in the field to ultimately participate in the development and technological transformation of higher education.

Thursday October 2, 2014

SESSION I : TENDANCE OU MUTATION INSTITUTIONNELLE

Julia Colyar

Senior Policy Analyst, Council of Ontario Universities, Canada, The Ontario Online Initiative: Transformation through Collaborative Practice

Transcript

00:00 welcome back I hope you enjoyed your
00:02 your lunches I'm glad to see everyone
00:05 back now it's my pleasure to introduce
00:08 Julia Collier Julia is a senior poly
00:12 policy analyst at the Council of Ontario
00:14 Universities she's a senior prior to
00:20 working at the COU she was a faculty
00:22 member in the Department of Educational
00:24 leadership and policy at the University
00:26 of Buffalo I've had the pleasure to know
00:28 Julie a little bit this last year

00:30 working around issues of the COU in the
00:33 caller from Ontario online and it's a
00:35 real pleasure to work with her and I'm
00:36 really glad that she could make it here
00:38 today so Julia please come up thank you
00:58 everyone well good afternoon I think
01:04 the after lunch spot is a little rough
01:06 but I'm sure you're all going to be
01:08 mesmerised by this topic I'm really
01:12 happy to be here today to talk about
01:14 this project and I really want to thank
01:15 Richard and Emmanuel for for inviting me
01:19 here it's already been a really great
01:21 learning experience and I know there's
01:23 much more that I have to learn as
01:25 Richard said I'm at the the Council of
01:28 Ontario Universities and I should start
01:31 by saying who we are COU is a member
01:34 organization and we represent the 20
01:36 different publicly funded universities
01:38 in Ontario and our purpose is to
01:41 facilitate communication to provide a
01:43 little bit of of infrastructure to
01:47 enable collaboration sometimes and to
01:51 help shape advocacy efforts both to the
01:54 provincial government and also to the
01:57 public in the context of the Ontario
02:00 online initiative our role has been sort
02:04 of again to provide a little bit of
02:06 infrastructure and organization to help
02:09 bring information from the Ministry
02:11 about
02:12 funding guidelines and opportunities to
02:14 universities but also to take
02:17 information from University members and
02:20 bring it back to the government to say
02:22 hey don't you think that we should be
02:24 doing this we're more or less successful
02:28 I think in that way so you can see that
02:30 we're situated outside of universities
02:32 and outside of the provincial government
02:34 and that's the perspective from which
02:36 I'll be talking today I've been working
02:42 in higher education for a number of
02:43 years as Richard said as a faculty
02:46 member before that as an advisor and a

02:48 researcher an administrator and in all
02:51 of that time I had very little
02:53 experience with online education I've
02:56 never taken an online course and in fact
02:59 as a faculty member thinking about
03:01 online was really scary and not
03:07 something that that I or my department
03:10 felt was a real priority even though
03:11 it's been emerging for quite some time I
03:14 had probably even less experienced
03:17 thinking about collaboration I remember
03:20 as as an assistant professor in my first
03:23 few days I got this advice keep your
03:25 head down close your door get your
03:28 research done so this might be really
03:30 good advice for a faculty member but
03:33 it's not great advice to inspire
03:35 collaboration what I did bring to COU
03:39 despite these gaps in my background and
03:41 experience with an interest in
03:43 post-secondary institutions and their
03:46 contexts policies that shape the work of
03:49 universities and faculty and thinking a
03:52 lot about student experiences and I've
03:55 learned a great deal in my time at COU
03:57 so I want to talk today about some of
04:03 these things that I have learned and
04:04 about our initiative in particular I'll
04:07 start with a little bit of background
04:08 about the Ontario context talk about
04:11 approaches to online in the fast last
04:13 few years leading up to this current
04:15 initiative and then spend some time
04:17 thinking about this this new consortium
04:21 which is being called at least for now
04:23 Ontario online and if you hang around
04:26 our office is enough here really you
04:28 will hear different phrases being used
04:31 to describe this new thing I guess
04:35 that's just the way it is I also want to
04:39 confess that I was I was telling my good
04:41 colleague Nancy Walton earlier that I
04:43 was feeling a lot of anxiety about this
04:45 presentation in the last several weeks
04:47 because what I was wanting to do was
04:49 come here and say this is our consortium

04:51 this is this great new thing but in fact
04:55 when we don't even have a consortium yet
04:57 we have we're working toward it it's a
04:59 work in progress but I'm mindful of I'm
05:05 increasingly mindful because of
05:06 conversations from earlier today that a
05:09 consortium is always going to be an
05:11 involved evolving thing we will probably
05:14 always be working towards some kind of
05:16 progress and I think that it's our job
05:19 to take good care fulfill steps and I'm
05:23 sure that you have good advice for me
05:24 today so I will appreciate that so a
05:28 little bit about our context first just
05:36 quickly so in Ontario we have 20
05:38 universities that are publicly funded 24
05:41 colleges that's about 450,000
05:44 undergraduates and about 60,000 graduate
05:47 students in Ontario and then another 220
05:50 college students what's a pretty big
05:52 pretty big group of students colleges
05:56 and universities were established with
05:57 very different missions and mandates and
06:01 there was at the time there was not a
06:03 goal of having students move from one
06:05 sector to the other they were different
06:08 animals in many ways they still are both
06:11 have grown tremendously in the last
06:13 number of years and there has been this
06:15 kind of mission creep so there are some
06:18 colleges that offer bachelor's degrees
06:21 applied bachelor's degrees and
06:22 university is increasingly think about
06:25 internships and co-ops and the kinds of
06:27 experiences that lead to sort of direct
06:29 prepare for work kinds of programs
06:35 in the summer of 2012 the Ontario
06:38 Ministry of Training Colleges and
06:40 Universities that's MTCU for me a lot
06:42 of acronyms so I apologize MTCU they
06:46 initiated a process for the development
06:48 of strategic mandate agreements which
06:50 are SMAs these are bilateral agreements
06:54 negotiated between each university and
06:56 college and the government and they are
07:00 intended to support MTC use interest in

07:02 differentiation so each University and
07:06 College set out to describe themselves
07:08 to you to the government including
07:10 things like program strengths areas for
07:13 growth each of the agreements includes a
07:16 section addressing the same section so
07:20 sections like teaching and learning
07:22 research fiscal sustainability that kind
07:25 of thing and each of these different
07:29 sections teaching and learning research
07:31 etc they each have a set of metrics in
07:33 them that universities will have to use
07:36 in order to sort of measure their
07:38 progress you're sensing my hesitation
07:41 because it's still unclear how these
07:45 SMAs are going to be used in the world
07:47 we know they're going to be used for
07:49 things like program growth or program
07:51 development new programs perhaps and
07:55 they will be used for the allocation of
07:56 graduate spaces may be other things the
08:00 ministry's goal for these documents is
08:02 to help support student access and
08:05 success to build on University strengths
08:07 to avoid duplications and to maintain an
08:11 efficient and financially stable post
08:14 secondary sector so if we know who has
08:17 strengths where then funding can be
08:19 directed in particular ways now in many
08:24 ways Ontario's context is already
08:27 differentiated there are colleges and
08:28 universities quite different there are
08:32 also different kinds of universities
08:34 there are larger universities and
08:36 smaller universities are francophone
08:37 institutions we have an art and design
08:40 university we have a technology-focused
08:44 institution
08:46 so there's already a great deal of
08:47 diversity across the province but the
08:50 government is looking for something a
08:51 little different there's also a lot of
08:54 overlap across universities of course
08:57 but the SMAs and this differentiation
09:00 agenda asked universities to commit
09:03 particular kinds of goals and areas of

09:06 growth this process has been taken have
09:11 taken more than a year and it's it's
09:13 caused my own hesitation and also the
09:16 anxiety of lots of people may be in this
09:19 room because we don't know exactly how
09:22 the SMAs is are going to be used and in
09:24 particular if they'll be used to make
09:25 funding decisions for universities and
09:27 any kind of concern around fundings you
09:30 know is is magnified and lots of
09:32 interesting ways I wanted to spend a
09:35 little bit of time talking about this
09:36 framework because it is the backdrop
09:38 upon which online and this new
09:41 initiative sort of emerges and it's not
09:44 neutral and because while the principles
09:47 make good sense in many ways they don't
09:50 always agree with the efforts of the
09:52 online space and so the result is that
09:55 it's very complicated another important
09:58 element in the Ontario context and maybe
10:00 your context as well is this issue of
10:02 Graduate outcomes I don't think I
10:06 there's a day that goes by that we don't
10:08 see something in the paper about
10:10 university graduates getting jobs at
10:12 Starbucks and the ways that the labour
10:15 market doesn't match kinds of graduates
10:18 that university of produce so the this
10:24 focus at times to me seems quite
10:26 instrumental but this is a narrative
10:28 that is present it's one that we have to
10:30 figure out how to disrupt universities
10:33 are then working to define themselves to
10:35 articulate graduate outcomes may be
10:37 worried about future funding decisions
10:39 and on the horizon we see a flattening
10:42 of enrollment so we've been in a period
10:45 of growth for a number of years now
10:49 we're going to see that flattening off
10:50 and maybe even we're going to see it
10:51 decline so one way to think about this I
10:54 think is that universities are competing
10:57 for a shrinking pool of students
10:59 in fact universities may be competing
11:01 for students with colleges and

11:03 universities especially as students and
11:06 families are worried about what their
11:08 graduates are going to do in the labor
11:10 market and and families and students may
11:14 be looking for applied programs that
11:15 lead to a specific kind of career path
11:17 and of course if with declining students
11:21 or declining enrollments comes declining
11:24 tuition so this is this is kind of a big
11:29 deal I'll put it that way to make things
11:33 even more complicated I know you're
11:34 wondering could it get more complicated
11:36 yes it can we had a recent election in
11:40 Ontario and we now have a majority
11:42 government and that gives a lot of us
11:44 some confidence about stability over the
11:48 next save for years but one of the
11:50 signals we get from the ministry is that
11:52 we're in a time of fiscal restraint so
11:54 they're not going to be listening when
11:55 we come to them every year and say we
11:57 really would like some more funding
11:59 they're going to be saying to us
12:00 actually no think about the ways that
12:03 you can use the funding that you already
12:05 have or maybe a little bit less so I
12:08 hope that I've made clear that taken
12:10 together these contextual factors point
12:13 to a couple of themes one is the
12:15 question of competition University of an
12:18 Ontario compete for students University
12:21 of sometimes compete with colleges for
12:22 students and in so doing they compete
12:24 for funding the second is collaboration
12:28 actually it's more the promise of
12:30 collaboration because the SMA process is
12:34 intended to provoke a kind of
12:36 collaboration in a systemic way so that
12:39 parts are fitting together in a way that
12:43 seems harmonious at least to the
12:44 ministry and and universities need to be
12:47 thinking about the ways that they might
12:49 specialize to fit in to this new
12:52 integrated system but these two themes
12:56 are definitely at odds and we're kind of
12:59 in a space of what I've been calling

13:01 collabortition which is an uneasy mix not
13:06 sure how you'll translate it between
13:09 collaboration and competition and it's
13:12 as
13:12 awkward to say you can try it
13:14 collabortition it's as awkward to say as
13:17 it is to be in in terms of our
13:20 experiences it's a time of tension it's
13:25 a time of opportunities I think there's
13:27 a lot of work to be done so into this
13:32 context comes a new initiative and
13:35 online education but it's certainly not
13:37 new for years now online opportunities
13:41 have been around in Ontario distance
13:43 education has been around a long time
13:45 once it was called correspondence
13:47 courses or programs they've been around
13:49 for probably a generation or longer and
13:51 they've evolved into very robust to
13:53 online programs both the colleges and
13:56 the and the University of have have
13:58 invested a significant amount of their
14:00 resources into online development in
14:02 separate ways there are lots of
14:04 continuing education efforts across the
14:07 province there are currently more than
14:09 3,000 online courses available at
14:12 Ontario University is almost 200,000
14:15 course registrations and about 133 fully
14:18 online programs mostly at the
14:20 undergraduate level there are also a
14:23 number of online partnerships developing
14:26 and/or are well established for example
14:29 the Ryerson York exchange which is an
14:31 online platform hosting about 40 courses
14:34 that are eligible for transfer across
14:35 York and Ryerson it's also worth
14:38 mentioning that the college secretary
14:40 Ontario has a very robust consortium of
14:43 its own I'm called Ontario Learn which
14:45 facilitates transfer opportunities for
14:48 students and I'm sure there are other
14:50 partnerships that I don't know anything
14:52 about yet the development of online is
14:55 also very uneven so some universities
14:58 have invested a lot of resources and

15:00 have incredible programs and some
15:02 universities are just getting started so
15:05 the playing field is quite different
15:08 evenness isn't even part of the
15:11 conversation right now universities in
15:14 Ontario started thinking about a
15:15 consortium approach just with
15:18 universities about two years ago and
15:21 this was the Ontario Universities Online
15:25 and this idea came out of a provincial
15:28 speech a speech of the provincial level
15:30 when we had an idea that the ministry
15:32 might provide some direction and so the
15:37 goals of this Ontario Universities
15:39 Online were to support collaboration in
15:42 the development and delivery of
15:44 technology-enabled learning so to start
15:47 with this this consortium seven
15:50 universities got together there were
15:52 some working groups many of the
15:55 conversations focused on how will the
15:58 budget be figured out what's the cost
16:00 and revenue model probably every
16:02 conversation the one that started with
16:05 quality standards ended up with whose
16:07 house it how's the money going to go we
16:12 worked on a vision statement we thought
16:14 about a business case we talked about an
16:17 implementation plan and how it might
16:19 unfold we looked at other models across
16:23 Canada and internationally to find some
16:25 best practices we looked at BC campus we
16:28 looked at what was happening in Manitoba
16:31 all over Australia and England etc and
16:35 we had a lot of good conversations and
16:37 just as we were sort of thinking okay
16:39 what's what's the next step then the
16:41 Ministry came in and said here's some
16:44 funding and the conversations around the
16:47 OUO to completely stopped and we said
16:51 Ah-HA funding funding has its own
16:55 inspiration and this this new initiative
17:01 from the Ministry provided commitment
17:04 for three years and we are in the middle
17:06 of that three years right now so I
17:10 wanted to provide all this background

17:12 for you because the current online
17:14 initiative hasn't disappeared in this
17:17 nice empty vacuum we are trying to build
17:20 a consortium in a landscape populated
17:23 with all kinds of online things both
17:26 that are happening at our own
17:28 universities and all over the globe
17:30 there are MOOCs I guess there are also
17:32 Spock's I never heard of that until
17:35 today
17:35 I think that's the right word there
17:38 are private online developers and
17:41 providers there are online programs that
17:44 are being run by universities in the US
17:47 but delivered to students in Ontario and
17:50 as I noted earlier the online initiative
17:54 which is in some way about coming
17:55 together aims toward collaboration at a
17:59 time when universities are also being
18:01 pressed for differentiation so
18:04 universities are being asked to do a
18:05 couple of different things at once I
18:08 don't mean to say that we're unique in
18:10 Ontario and that our problems are really
18:12 special and we can't do it because it's
18:14 just harder for us that's not that's not
18:17 my intent I think that part of our
18:19 transformation is to get a hold of this
18:22 history and I think we need to think
18:25 about changing the way we talk about our
18:27 landscape highlighting different things
18:30 about our landscape and we're working on
18:32 that but I'm mindful that as I talk
18:34 today I'm reifying some of the things in
18:37 the narrative that I think we need to
18:39 disrupt our own history makes it sound
18:42 like we can't move forward that's a
18:45 challenge so at COU we have been
18:48 wondering how can universities use this
18:51 ministry funding and support in
18:53 productive ways given this context given
18:56 the previous investments given the
18:58 strengths that are already there how do
19:01 we move forward how can universities
19:03 work collaboratively in collaborative
19:06 practice so that we are able to make

19:08 gains in efficiency which we need to do
19:10 probably and make gains in student
19:13 access and maybe most importantly how do
19:16 we work toward excellence so that brings
19:20 me to the current initiative which is
19:22 now called Ontario Online as I noted the
19:29 ministry started with a three-year
19:31 commitment to fund an online project the
19:34 goals were both immediate and tangible
19:36 and also sort of forward-thinking
19:38 intangible and very ambitious and I don't
19:42 think I'm talking out of turn when I
19:43 tell you that some of the things that
19:45 universities think are really ambitious
19:47 the ministry
19:48 links are really simple like the
19:51 low-hanging fruit so there's some
19:52 miscommunication to be thought through
19:56 the ministry's goals in this initiative
19:59 include leveraging existing online
20:01 strengths and developing new
20:04 opportunities improving institutional
20:08 productivity and the efficient use of
20:09 resources so you're hearing some of the
20:11 funding issues sustainability concerns
20:14 coming through but then also providing
20:16 high quality online learning
20:18 opportunities for students and enhancing
20:21 student access and mobility across the
20:23 province I think universities would also
20:25 add to this saying that an initiative
20:28 like this is about using technology and
20:31 online tools to enhance student learning
20:34 that a consortium is not an end in
20:37 itself it's a vehicle to get somewhere
20:40 it's a tool to be used to improve and
20:44 enhance student learning opportunities
20:46 in doing all of this the ministry seeks
20:50 to enhance the national and
20:52 international profile of Ontario in this
20:55 world of online education and that's a
20:58 very ambitious and future-oriented goal
21:00 I think I think what underlies all of
21:04 these goals well that's not directly
21:05 stated but I think is existing there is
21:09 this fact that if we're going to move

21:11 forward we have to move from this sort
21:13 of this some collabortition as as I've
21:17 been calling it this uneasy state of
21:20 collaboration and competition together
21:22 moving to something more productive in
21:24 terms of our collaborative practice and
21:26 I think this is going to require a
21:27 cultural change of the kind that David
21:29 talked about with what we mean by open
21:31 it's a movement toward communities of
21:34 practice two collaborations that change
21:36 the way we do business not just in the
21:39 cost and revenue models that we use to
21:41 think about about courses and who takes
21:44 them but in the ways that we think about
21:46 universities and university work about
21:48 faculty and how faculty work is defined
21:52 and redefined thinking about faculty
21:54 incentives as well but to be totally
21:59 honest I don't know what it means to say
22:01 that we have to do business differently
22:03 because business has looked the same for
22:05 an awfully long time so I think we're
22:08 going to get there but I think that's
22:10 where the transformation also lies and
22:13 how we think about what we do so back to
22:17 this ministry funding the ministry has
22:20 has provided funding the first year so
22:24 for fiscal 2013-2014 colleges and
22:28 universities each got just a little bit
22:30 over four million dollars for the
22:32 purpose of developing online courses so
22:35 in the university side we developed
22:37 about 67 new or newly newly redesigned
22:40 online courses these were mostly
22:43 introductory in a variety of disciplines
22:45 sort of the foundational courses these
22:48 were chosen because the ministry wanted
22:50 us to work toward scalability so we have
22:54 introductory courses that might bring in
22:56 thousands and thousands of students it's
22:59 important to note that these courses are
23:01 not open they weren't designed to be
23:04 open and they for the for the
23:08 foreseeable future openness is not a
23:10 goal openness and the way that David

23:11 talked about it you must be Ontario
23:14 student to enroll in one of these
23:16 courses and it's possible that you could
23:20 enroll in a course and not have it
23:22 transfer the way that you want it to to
23:24 your home institution so if you're a
23:26 student at Ryerson and you take an
23:28 online course at University of Ottawa
23:30 you may or may not get credit for that
23:33 depending on the agreement between those
23:36 two institutions so that's pretty
23:40 complicated funding was also made
23:44 available at this time for the
23:45 development of the Centre of Excellence
23:48 which is now being called Ontario Online
23:51 this is sort of the consortium space
23:54 this is what we are thinking of as the
23:56 consortium this is going to provide some
23:59 structure a bit of organization some
24:02 kind of an actual center from which
24:03 networks can stretch so with the funding
24:09 from the government from 2013-14 a
24:11 steering committee got together
24:14 and they are currently working on
24:15 getting this whole operation staffed
24:19 we'll have a board of directors
24:21 eventually maybe next week it will be
24:26 incorporated fingers are crossed the
24:31 steering committee has included college
24:32 and university representatives and other
24:35 folks from around the sector that had an
24:37 interest and bringing those two sectors
24:40 together in productive conversations has
24:42 been an interesting challenge but a good
24:44 one and I think they're making great
24:45 steps for fiscal 2014-2015 the ministry
24:50 has set aside about the same amount of
24:52 money for course development again
24:54 college and university pots of money are
24:57 separate and again a little bit of money
24:59 for this Ontario Online centre we are
25:03 right now literally I think the
25:05 guidelines may be in my email we're
25:09 finalizing the guidelines for new course
25:11 proposals and we hope that universities
25:15 we are going to develop a great variety

25:16 of amazing plans and I'll get to those
25:21 proposals in another second here those
25:26 proposed those the guidelines come from
25:28 the ministry COU has developed sort of a
25:31 clarifying document and those two things
25:33 taken together will help guide
25:35 University proposals in the next a
25:37 handful of weeks the ministry has
25:40 developed a conceptual model which is
25:43 too small for you to read really what's
25:45 the pay I'm going to tell you all about
25:46 it to provide some guidance to colleges
25:49 and universities in this whole
25:50 initiative so this is sort of the center
25:55 of Ontario on online there are three
25:59 hubs of activities in this model you'll
26:02 see the top there's the board of
26:03 directors that we haven't yet figured
26:05 out yet and then there are these three
26:09 hubs of activities the course hub is
26:15 where course will be housed or listed
26:18 or advertised not quite sure yet the
26:23 ministry imagines that online course
26:25 will be transferred
26:26 both within sectors and across so you
26:30 can see there's a little circle there
26:31 for university courses and one for
26:32 college courses and there's a big giant
26:34 orange arrow that makes it look like the
26:37 transferability simple because there's a
26:39 big pathway not so not yet i should say
26:44 it's worth noting here that the ministry
26:47 has in mind something very particular
26:49 about shared courses what they mean is
26:53 that there will be an intro to
26:56 psychology course that somebody develops
26:58 and it's going to be amazing and
26:59 excellent and all the students in the
27:02 province of Ontario who need intro to
27:04 psychology will take that course so
27:07 little having a 5,000 students let's say
27:09 that's what shared course means to the
27:12 to the province and maybe they think
27:16 that'd be great for the whole slate of
27:20 first-year courses and maybe first and
27:22 second year courses things that are

27:23 foundational maybe general education
27:26 these can be offered online excellent
27:29 courses right and students will just
27:31 take all their courses online for the
27:34 first two years you can imagine that
27:38 universities find this to be really
27:40 confusing and that's the nicest way to
27:44 put it probably first of all this is
27:49 very concerning because universities
27:51 rely on their tuition revenue from
27:54 introductory courses which are large
27:56 sometimes and that tuition revenue helps
27:59 support other smaller courses and
28:01 programs so with the internal economies
28:06 being so complicated universities are
28:08 not willing to go with this model of
28:10 shared courses the other problem with
28:13 this is that the idea of bringing all
28:16 students all together for their intro to
28:19 psych courses and everything else maybe
28:21 in their first year this to me works
28:24 against the idea of differentiation in
28:26 really important ways you're saying
28:29 government government is saying
28:31 something like doesn't matter where you
28:33 go these are the courses it does matter
28:37 where you go
28:38 I think so it's hard to figure out how
28:44 to resolve this idea of shared courses
28:48 and this the differentiation framework
28:51 they're not completely antithetical but
28:55 there enough antithetical to make me
28:57 feel uncomfortable maybe you two
28:59 certainly confusing so this course hub
29:03 box it's the biggest one in the in the
29:06 in the model that the ministry has given
29:09 us it is certainly the one with the most
29:12 concerns attached to it the knowledge
29:15 hub is another one of the boxes and it's
29:18 it's going to be a space for research
29:20 activities so there may be lots of
29:23 interesting maybe of course there is
29:25 lots of interesting data that derives
29:27 from online courses maybe research about
29:29 pedagogy the ministry thinks and we
29:32 agree that it'd be great to use some

29:33 resources to gather information that can
29:35 feed back into this this new online
29:38 center to improve courses and student
29:41 experiences maybe just our understanding
29:43 of student pathways would be helpful and
29:46 then finally the support hub which would
29:49 gather technology supports in an online
29:52 environment for students maybe their
29:54 academic supports like basic writing
29:57 basic math or writing supports and this
30:01 is the space where they imagine that
30:03 this portal is going to go the portal
30:05 would be a resource for students so they
30:08 could go online find a course they want
30:10 to take see how it will transfer
30:12 register for the course right there and
30:14 boom there in an online course I want to
30:18 mention that as I was typing up my notes
30:20 about this I kept 'miss I'm not a good
30:24 typist I kept typing hug instead of hub
30:28 so it you know like it look the support
30:31 hug and via the Course hug hug seems
30:35 quite friendly that seems optimistic and
30:37 so I'm going to stick to it but but
30:40 these are the hubs for the ministries
30:42 model the interesting thing about a
30:46 conceptual model at least for me is that
30:49 once you have seen it you cannot unsee
30:52 it so as soon as the ministry put this
30:54 into their guidelines last year that
30:57 became it and I'm not saying this is a
31:00 bad thing but I am saying that it means
31:03 that our work has been defined may be
31:05 limited in specific ways but now we are
31:09 working toward this thing because we
31:11 can't unsee this model I think it's a
31:13 pretty good model the things are there
31:15 we like but it's possible that a
31:18 collaborative group of community members
31:20 might have come together and put
31:22 something else together as a model you
31:24 don't know so that's where we are right
31:27 now in Ontario we're just at the
31:29 beginning of this project we're in the
31:32 middle of funding for it we're trying to
31:35 keep the long view in mind we're trying

31:38 to remember that this is part of a good
31:40 long story we're working within
31:42 limitations and possibilities there are
31:45 constraints there are opportunities the
31:51 challenges to collab to practice for us
31:54 are many and they're easy to see some of
31:56 them came up earlier in the presentation
31:59 and we're trying to rest our weight on
32:04 the opportunities but you can see it's
32:09 evident in my slide even the constraints
32:12 and the challenges are there three of
32:14 them and just the one bullet about
32:15 moving forward but you've heard about
32:17 the challenges so I'm not going to say
32:19 those over again I want to talk about
32:20 how we're going to move forward what's
32:22 next for us the first thing is that I
32:27 want to emphasize that are moving
32:29 forward we think has to be as a system
32:32 and that means that we're not just a set
32:35 of universities we are a system that has
32:38 some kind of interdependence maybe even
32:41 in the way of our strategic mandate
32:42 agreements a little bit and that we move
32:44 together that collaboration in a system
32:47 is not just our goal it's an assumption
32:49 that we have as a starting point it's
32:52 pretty hard I know I think that
32:54 transformation does need to occur in
32:57 order for this to happen together the
33:00 system of cooperation or collaboration
33:03 so here's what we're doing
33:06 I'm going to highlight just a few of the
33:08 priorities as we go forward the the new
33:10 funding guidelines that we're working
33:12 toward now there's a number of different
33:14 things but a couple of them I think are
33:16 small steps toward getting to
33:18 collaboration so in the second round of
33:23 course finding which were right now
33:24 finalizing the the kinds of the
33:28 categories of funding are going to
33:29 include online courses and online
33:31 modules now I know that you're thinking
33:33 to yourself wow that's really innovative
33:38 you can say it sarcastically because

33:40 modules how they've been around a long
33:42 time but modules are not something that
33:46 we're used to not in the way that sort
33:50 of as an open resource right we actually
33:53 in thinking with the ministry about COU
33:56 you and thinking with the ministry about
33:59 what might be included in these
34:00 guidelines we said modules and the
34:03 ministry said what we said yeah we've
34:07 taught them something so the modules are
34:10 intended to as you know they're portable
34:13 they include academic content and for
34:17 our purposes they would be made
34:18 available to all publicly funded
34:20 colleges and universities for use this
34:25 is where we are with how open things can
34:28 be right now this is the extent of
34:30 openness for us and it's actually a
34:33 pretty big step in in talking with our
34:34 colleagues around the province about
34:37 this idea we have had the range of
34:40 opinions and feedback some people say
34:42 love it let's start now let's do it
34:45 yesterday and some people say why who
34:47 would use a module why would any faculty
34:50 member grab somebody else's module
34:54 so that's where we are I think though
34:57 that this is where some good
34:58 efficiencies can be found I think that
35:01 these are really small steps and I think
35:04 that we need to work on sort of bigger
35:06 transformations but we have to work with
35:11 within this context of university
35:16 autonomy faculty what sort academic
35:20 freedom there it is so we can't just
35:22 take a step into an open course right
35:25 now we need something sort of to bridge
35:27 our steps along the way so we're going
35:30 to start with modules the second round
35:33 of funding also includes a category of
35:35 online courses that we're talking about
35:37 as being low enrollment upper level or
35:40 graduate level courses the key here is
35:42 now we want to focus on low enrollment
35:43 courses because we think that this can
35:47 actually help with sustainability for

35:49 niche programs or small programs the
35:52 idea here is that a program in say
35:54 foreign language or philosophy or
35:56 whatever else that might enroll a
35:58 smaller number of students if they
36:02 worked if a couple of different
36:04 universities work together to create a
36:06 course build a course that each could
36:09 include in their curriculum as an
36:12 elective as a requirement that this
36:14 would actually broaden the list of
36:18 courses available to students at both of
36:20 those university there may be three or
36:22 four for twenty this means that programs
36:26 could include a larger suite of
36:28 opportunities for students and it
36:30 leverages the experience of faculty at a
36:33 couple of universities or more so
36:36 smaller programs could be more viable
36:37 sustainable because faculty time and
36:40 talent could be shared so now we're
36:42 talking about sharing differently
36:44 sharing faculty time and talent rather
36:48 than sort of sharing courses although I
36:51 recognize that the overlap is is there
36:55 this is not the kind of sharing the
36:57 ministry has in mind but we think it
37:02 makes a lot of sense I think there's a
37:04 lot of promise in there that could
37:06 transform programs in
37:07 important ways it's not exactly resonant
37:10 with differentiation goals but we think
37:15 it would certainly work toward the goals
37:16 of student access and excellence as we
37:21 work on these next steps there are some
37:24 opportunities we want to maximize first
37:27 we're trying to recognize and celebrate
37:30 the great collaborations that are
37:32 already happening in our system and
37:34 there are many just as a couple of
37:36 examples ONCAT which is the Ontario
37:39 Council On Articulation and Transfer
37:41 which is sort of the credit transfer
37:43 group they are a member organization
37:46 representing all of the colleges and
37:48 universities and they have been around

37:49 for about four years and they're doing
37:51 amazing work and helping develop
37:53 pathways and agreements across
37:55 universities for student experiences
37:57 student mobility student success we also
38:01 have a scholars portal which on the
38:02 University side is a consortium of
38:05 universities to support scholarly
38:07 materials made available to students in
38:10 the province we have an application
38:11 centre which is a collaborative
38:13 enterprise for universities colleges
38:16 have their own the application centre is
38:18 a space which applications are collected
38:22 and processed and then distributed to
38:24 the various universities so there are
38:25 examples now I know that these are
38:27 outside the academic enterprise but
38:30 there are examples of collaboration that
38:32 makes sense and that have been very
38:35 successful other kinds of collaborations
38:38 that we're thinking about one is our
38:42 collaborations with the Ministry we have
38:44 to be in good productive conversations
38:45 we can't always be defensive we can't
38:47 always be reserved or suspicious we tend
38:50 to approach them with great caution and
38:53 I think we're working toward a
38:55 partnership there we have been working
38:59 to help create collaborative
39:00 conversations with colleges and with
39:02 colleges sort of within colleges and
39:05 sorry not colleges colleagues university
39:08 colleagues between campuses and across
39:11 campuses we've tried to engage
39:14 colleagues from the sector in order to
39:16 get our guidelines together to figure
39:17 out what kind of courses to be funded
39:20 we know that these are experts they are
39:23 experienced they know an awful lot about
39:25 universities that we don't know so we
39:27 need their help and we need to make sure
39:29 that they're helping each other we think
39:32 that there are creative ways to leverage
39:35 resources on various campuses so for
39:37 example why not have somebody who's in

39:41 media and expert in media and technology
39:44 work with a campus that doesn't have as
39:47 many resources to develop modules or
39:50 online courses to make a really robust
39:52 and excellent online course that's the
39:55 kind of partnership that we haven't
39:56 talked about in the past I also think
39:59 that there are partnerships within
40:01 campuses that we should really work to
40:04 capitalize on so for example we're
40:08 thinking in this new round of funding
40:10 what if different departments on one
40:14 campus got together to create an online
40:16 statistics course lots of programs
40:18 require statistics I bet on many
40:21 university campuses there are four or
40:23 five or eight or ten different
40:24 statistics courses that are at the basic
40:26 level maybe there could be one maybe
40:29 they could have some modules that they
40:31 would insert specific to their
40:32 disciplines we think this makes a really
40:35 good makes good sense we also want to
40:40 continue our collaborative conversations
40:42 with colleges because they are partners
40:45 in this you can tell from the from the
40:47 conceptual framework but here to fore we've
40:50 been working in parallel rather than
40:52 trying to talk across there are some
40:54 excellent partnerships between
40:56 universities and colleges right now
40:57 absolutely a hundred percent but we're
41:00 not at the place where we're talking
41:02 really openly about how courses might be
41:06 developed in partnership and how
41:08 students might move in meaningful ways
41:10 we think that there are opportunities in
41:13 the knowledge hub and the support hub
41:16 we're going to keep working on it these
41:19 are really tough conversations to have
41:22 because of our collabortition
41:25 we think that there are lots of
41:28 different ways that efficiencies can be
41:30 accomplished we are going back to the
41:32 Ministry to talk about money that can be
41:35 spent over a couple of different fiscal

41:37 years because one problem maybe this is
41:40 going to sound familiar to you the
41:42 academic year and the fiscal year do not
41:45 correspond so we are in the middle of
41:47 fiscal year 2014 2015 and we're just
41:51 going to get the money enough in a
41:53 couple of months so let's say funding
41:56 for the current end of funny is going to
41:58 arrive well to be optimistic let's say
42:01 December the fiscal year is over in
42:04 March that's a couple of months to get
42:06 things done so that's a really big
42:11 challenge we meet some way to have
42:13 flexibility and how we can use funding
42:17 resources from the Ministry and if we
42:19 had that kind of flexibility we could
42:22 use we have multi-year projects that are
42:24 ambitious that can be cross-disciplinary
42:26 we can get learning communities together
42:28 working toward open textbooks your suppose
42:30 a much faster process than the fiscal
42:32 year but we're going to need some time
42:34 for the developments of resources for
42:36 all kinds of classrooms virtual and not
42:40 so systemic change is going to be very
42:44 difficult that's my theme of my talk I
42:48 don't think it's quite like one step
42:50 forward and two steps back because that
42:52 has a linear kind of feel to it I think
42:55 we're in like a very complicated waltz
42:57 and maybe it's going to be beautiful but
43:01 I do think that transformation is going
43:03 to come and I hope that it will and I
43:06 think that it will be through
43:07 collaborative partnerships and
43:08 collaborative enterprise we have learned
43:11 this from many of the programs that are
43:13 already out there some of you are
43:15 representing those programs today and we
43:17 see it in small ways with each of our
43:19 difficult dance steps so I thank you for
43:23 the opportunity to talk about this it is
43:24 the thing that I've been thinking about
43:26 endlessly the last year or so and it's
43:30 nice to be able to say it out loud and
43:33 I'm happy to take advice and any sorts

43:36 of questions
43:47 for your speech my main question is
43:50 about up Ernest I think the government
43:53 is spending all of this money I thinks
43:55 about 42 million dollars or something
43:57 like that yeah why would it would it not
44:02 be have it often instead of having what
44:05 is the benefit of having it not open
44:07 that's my question it's a great question
44:11 I'm not sure that I can talk about you
44:16 know that sort of the downside of
44:17 openness I I I think the bigger question
44:20 for us is whether we can convince
44:25 faculty that this is a good idea and I
44:30 can tell you that probably the answer to
44:32 that is we're going to have to do a lot
44:34 of work around that maybe in a number of
44:36 years the ministry I mean I agree with
44:39 you that if it's public money then
44:41 openness seems like a reasonable request
44:44 it's all public money these are all
44:47 publicly funded universities so so I'm
44:52 not sure that this funding is a whole
44:54 lot different than funding that
44:56 universities have received so far and
44:59 they haven't been asked to be open the
45:02 concern for us in terms of openness is
45:04 is really about faculty autonomy faculty
45:09 need to be able to make that decision
45:10 and they may come to it in some time but
45:14 but I think it will take a while to get
45:16 there yeah
45:23 it's not a very satisfying answer I know
45:26 thank you for the question hi Julia hi
45:31 I'm Patrick Lines from Carlton
45:32 University we've talked before indeed I
45:35 just have a quick question is it there's
45:38 a couple of things that you raised that
45:40 I'm wondering is it see you use
45:42 perspective that Ontario is not ready
45:46 for open educational resources in terms
45:49 of the Ontario Online initiative is it
45:52 the ministry's perspective I'm just
45:54 trying to get a sense of the context
45:55 where there might be resistance yeah I
45:59 don't think it's the ministry's

46:01 perspective I don't think the ministry
46:03 has a clear idea of what open really
46:07 means and so in that way I don't think
46:10 what I'm reflecting is there their
46:12 concern I am reflecting what COU has
46:16 heard from our members in terms of some
46:18 resistance to open educational resources
46:20 it is it for the folks that we have
46:23 talked with again we have a range of
46:26 responses some who say they must be open
46:29 they must be interoperable they should
46:32 be they should work across every
46:33 platform and that's the only thing that
46:35 makes sense and we have folks who say
46:37 under no circumstances what I ever
46:39 submit a proposal that would be open so
46:41 trying to develop consensus in there I
46:43 think it's really difficult the part
46:45 where I think that's going to that's
46:47 going to help us move forward is that
46:49 funding gets attached to it of Course
46:52 right and also that I think increasingly
46:55 we're going to see that there are ways
46:59 in which there are cost savings of all
47:01 kinds for universities but but I'm
47:04 sensitive to the fact that that's a long
47:06 time line to get to the point where
47:09 faculty are recognizing that these are
47:10 actually efficiencies and cost savings
47:12 that makes sense and can help keep
47:15 universities sustainable viable
47:17 excellent all the rest that make sense
47:19 it doesn't I think it also points the
47:22 challenge that COU faces in terms of
47:25 straddling and interesting balance
47:27 between the
47:29 you know the 20 different universities
47:31 in Ontario as well as what the ministry
47:34 is looking for right yeah I recognize
47:36 that and I'm always interested to see
47:39 how COU can advocate for institutions in
47:42 the ministry to get a balance for that I
47:45 do appreciate faster oh yeah thank you
47:48 so there's just it's uneven it's back to
47:50 the unevenness across the system yeah
47:52 that's Hu Brennon from Contact North yes

47:55 one of the things that surprises me and
47:57 it probably comes out in every one of
47:58 your size is the seeming impossibility
48:03 for creative destruction the contrast
48:07 with what we heard from example from BC
48:09 Campus this morning is that it seems to
48:12 be to create some open open space you do
48:15 have to go to crave to destruction if
48:18 you're trying to work within all the
48:20 confines of departments of ministries of
48:23 faculty of institutional interests at
48:27 some point you just get all you can do
48:29 is sigh and say yeah okay but I'm
48:32 curious to know with even within a
48:34 context of the Council of Ontario
48:38 Universities because you're trying to to
48:40 keep a system approach how can you
48:45 imagine that the needed creative
48:47 destruction to move the system forward
48:49 in a context of a system that is so
48:52 hidebound yeah mm-hmm that's my answer
48:56 hahaha I don't know it's a writ so it's
49:02 a major concern yeah for sure I
49:05 appreciate the it's a question but it's
49:06 really a comment right one that we
49:09 certainly have been thinking about yeah
49:14 very interesting to see how all of these
49:16 is layered and to recognize that you
49:20 know it's a flashback of two decades for
49:23 a lot of these
49:24 issue I'm curious about something you
49:28 know those programs always have embedded
49:30 in them a little bit of social
49:31 engineering and that they their criteria
49:34 will transform how universities
49:36 organizations in this case university
49:38 works one of the criteria was for
49:42 selecting the courses that would be
49:44 funded was about sharing of credits and
49:47 universities were very very good at
49:50 responding to criterias you know for
49:53 that says jump and we say oh hi and we
49:56 try to jump higher than everybody else
49:58 to be the selected one and at the same
50:00 time we're very good at evolving with
50:04 the criteria I'm curious to see your

50:08 perspective on how this transfer of
50:11 credit will evolve you know already you
50:14 mentioned York and Ryerson recognizing
50:16 40 courses there's another consortium
50:18 that five universities that have signed
50:20 before even the call do you see that
50:24 this call is moving universities towards
50:27 more credit transfer or is the inertia
50:30 of losing enrollment and high enrollment
50:33 courses meaning high loss of revenue is
50:37 it an inertia that's too big yes mm-hmm
50:44 I think that the threat of losing high
50:48 enrollment courses or having students
50:50 leave high enrollment courses at your
50:52 institution for somewhere else I think
50:53 it's very real and it's a really big
50:55 concern and that may be the thing that
50:56 keeps university is from accepting
50:58 transfer credit arrangements down the
51:02 road I think that that there's already
51:05 momentum around credit transfer because
51:07 of on cats work and I think that will
51:09 continue and will evolve but I do think
51:12 that one of the most not even one of the
51:14 most the most important thing that this
51:16 new center has to do is figure out the
51:19 variety of cost and revenue sharing
51:21 models available it won't be one I don't
51:23 think I don't think we'll be able to say
51:25 well here's how we have money in our
51:28 in our consortium this this is the
51:30 arrangement that you have I think we're
51:31 going to have a variety of different
51:33 models that universities are going to
51:35 choose from in their own negotiations
51:39 with with partners in order to make that
51:41 possible to make it financially possible
51:44 so I don't yeah it's going to be hard
51:49 thank you
51:56 wondering Julia if there was any
51:59 consideration for this entity being
52:02 something other than say a legal entity
52:06 just step back to my role at BC Campus
52:09 that organization was configured to be
52:12 agile so it was configured as a research
52:15 project of a university rather than an

52:18 entity and that way it was able to push
52:21 some boundaries including such policy
52:24 initiatives as well here is a funding
52:27 program for the development of open
52:29 resources if you don't want to do it you
52:32 don't have to apply for it but that's
52:34 the condition of the funding program and
52:37 so I wondered if any of those ideas have
52:40 been kicked around and what kind of
52:42 response there was well we didn't have
52:44 that idea until I talk to you a few
52:46 weeks ago and then I went ah what a good
52:49 idea um you know again the idea of this
52:54 sort of incorporation the member
52:56 organization came on the heels of real
52:59 success with ONCAT and seeing how that
53:01 that group has worked has provided good
53:04 motivation and foundation for another
53:06 member organization I agree that there's
53:09 there are going to be some flexibility
53:11 and agility problems certainly and of
53:13 course we have this conceptual framework
53:15 that's laid over top of it that's sort
53:16 of telling us how to be but we really we
53:21 didn't come across this as an idea
53:24 frankly yeah and I think it addresses
53:26 one of the fundamental problems you
53:28 raised as well and that is being
53:30 configured as a research project means
53:32 that funding can be disbursed over
53:34 multiple years as opposed to with a
53:36 fiscal framework which allows the kind
53:39 of flexibility there faculty and staff
53:42 me so I just want to throw it out in
53:45 case it's not too late yeah i think the
53:47 paperwork for incorporation was
53:49 submitted yesterday
53:56 many thanks