

## Leadership in Online Learning: Developing the Next Generation of Leaders

### **Bruce N. Chaloux**

Executive Director and Chief Executive Officer  
The Sloan Consortium Inc. and  
IELOL Co-Director, Sloan-C

Dr. Bruce N. Chaloux was named Executive Director and Chief Executive Officer at The Sloan Consortium in March, 2012. Prior to assuming his new position, he served as the director of Student Access Programs and Services at the Southern Regional Education Board (SREB) in Atlanta, Georgia. In this role, he developed a number of programs designed to help students start or continue their education, in particular SREB's Electronic Campus, providing access to over 30,000 online courses and 1500 degree programs. Prior to assuming his duties at the SREB in 1998, Dr. Chaloux served in the Graduate School at Virginia Tech for thirteen years, including four years as associate dean for Extended Campus Programs at the institution's main campus in Blacksburg and earlier as the head of Tech's Northern Virginia Graduate Campus in suburban Washington, D.C. He previously held positions on the staff of the State Council of Higher Education for Virginia and as an academic affairs administrator and faculty member (business administration) at Castleton State College (Vermont). He was named a Sloan C Fellow in 2010.

### **Mark Brown**

Director, National Centre for Teaching and Learning and Director, Distance Education and Learning Futures Alliance  
Massey University

Professor Mark Brown has specific responsibility for policy, strategy and leadership of teaching and learning development at Massey University. Over the last five years Professor Brown has played a key leadership role in the implementation of several major university-wide digital learning and teaching initiatives, including the enterprise level deployment of Moodle (aka Stream) and the original development of the open source Mahara eportfolio system. Mark has also been centrally involved in designing several online professional development modules in learning design and leadership training for senior university managers as part of a larger international project. He serves on a number of international journal editorial boards, has published extensively in the areas of online, blended and distance learning and is on the executive committees of the Australasian Society for Computers in Learning in Tertiary Education (ASCLiTE) and the Distance Education Association of New Zealand (DEANZ). He is also a recipient of a National Award for Sustained Excellence in Tertiary Teaching.

### **Lawrence C. Ragan**

Director for Faculty Development, Penn State's World Campus and IELOL Co-Director  
The World Campus

Dr. Lawrence C. Ragan directs the design and development of a wide range of faculty development services and systems for Penn State's Academic Outreach. Academic Outreach serves learners via online (the World Campus), Continuing Education, and the video learning network. Dr. Ragan designs and delivers professional development programs, establishes a faculty development learning community, and conducts research including the articulation of strategies to help faculty manage the online workload (SMOW) and the definition of competencies for online teaching success (COTS). He has served in leadership roles as co-director of the EDUCAUSE Learning Technology Leadership program (2005-06), and is currently co-director of the Penn State/Sloan-C Institute for Emerging Leadership in Online Learning. He was named a Sloan-C Fellow in 2011.

## Intended audience and degree of expertise/past experience required

This program is designed to explore and examine the challenges facing the next generation of leaders in online learning. Ideal participants would be individuals poised within their institution or organization to assume increased leadership responsibilities OR individuals responsible for identifying and preparing the next generation of elearning leaders. Individuals should have a "working" understanding of the issues facing the growth and development of elearning activities at the institutional, state, national and global level.

## Statement of objectives for the workshop

Participants in this workshop will:

- 1) explore and examine a range of forces impacting the development of elearning activities in higher education institutions and organizations;
- 2) be introduced to the dimensions of leadership development necessary for success in the complex and dynamic context of elearning in higher education
- 3) compare and contrast leadership challenges in different countries, educational settings and political environments; and
- 4) become familiar with the structure, goals, outcomes and benefits of the IELOL and how it may serve the professional development needs of merging leaders in elearning from around the world.

## Detailed description

The Sloan Consortium and the Penn State World Campus are proposing a pre-conference workshop focused on emerging leaders in e-learning programs. Specifically this workshop will address the rapidly changing landscape of higher education which provides the context of elearning as a new and viable alternative learning system. This workshop will feature senior leaders in the field, using a tested model of working with professionals on leadership issues areas related to unit operations, institutional policy, and personal leadership style.

The growth of online learning has created significant opportunities for higher education institutions globally, bringing many new institutions into the distance education community and transforming the role of distance education in other institutions. We are now well into the second decade of elearning and a new challenge of leadership is emerging. Many of the pioneering elearning leaders in our institutions are nearing retirement or moving on to broader leadership roles. Thus to ensure effective succession planning, we need to develop the next generation of leaders, preparing them as change agents and managers in the field. Many in this next generation of leaders will emerge from careers in elearning and with a growing number of institutions placing great strategic emphasis on elearning, a situation dramatically different from the earlier periods of initial growth and acceptance of elearning.

“The Emerging Leader in Online Learning: Context and Challenges” is an outgrowth of the highly successful Institute for Emerging Leadership in Online Learning ([IELOL](#)) program, a collaboration between the Sloan Consortium and the Penn State World Campus in the United States. Since 2009, the Institute, using a blended format that combines both online and in-person programming, has brought together an international community of more than 100 educators designated by their institution as emerging leaders. Working with a faculty of senior leaders from the Sloan Consortium community, the Institute has focused on creating change leaders for the future. This effort built on the success of the Administrative Leadership Institute, a workshop held for several years by the two organizations as part of the annual Sloan Consortium Worldwide Conference (ALN). The proposed workshop is modelled after the Institute and is designed to give participants a ‘slice’ of the full program. The workshop will use the Sloan Consortium’s five “pillars of quality” to illustrate the different operational and policy dimensions involved in building a leadership culture in a university-based e-learning operation. These quality pillars embody the ideals of online education in a quick, holistic view of continuous quality improvement and provide a helpful framework for the challenges of leadership.

The pillars include:

- 1) **Access**--All learners who wish to learn online have the opportunity and can achieve success.
- 2) **Learning Effectiveness**--The provider demonstrates that online learning outcomes meet or exceed institutional, industry, and/or community standards.
- 3) **Student Satisfaction**--Students are successful in learning online and are typically pleased with their experiences.
- 4) **Faculty Satisfaction**-- Faculty achieve success with teaching online, citing appreciation and happiness.
- 5) **Scale (Cost Effectiveness and Commitment)**--Institutions continuously improve services while reducing cost to achieve capacity enrolment.

Around this framework, three strategic leadership areas will be addressed:

- **Operational Leadership** –This section of the workshop will identify leadership issues, challenges and strategies in each of the five quality pillars.
- **Policy Leadership** – This section of the workshop will focus on leadership strategies needed to address both institutional and external policy issues related to creating a transformative innovation in the mainstream of a higher education institution. In many institutions, elearning began as an innovation that operated outside the institutional mainstream. Today, elearning is becoming recognized as a transformative innovation that will help institutions adapt to changing societal and individual learner needs. Increasingly, emerging leaders need to work within the mainstream to achieve sustainable success.
- **Personal Leadership Style** – This section of the workshop will explore several dimensions of personal leadership style needed to create change in this kind of institutional culture. Many leadership development programs grow out of corporate management experience. However, higher education is a unique social institution, regardless of how it is funded. Leading change in this unique environment requires personal and professional skills that are better suited to a large and often decentralized community.

Participants will engage in a variety of activities during this interactive one-day workshop and will establish a community where efforts with fellow participants and workshop facilitators will continue beyond the workshop.