

Executive Academic Leadership Challenge: Leading Online Programs

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Objective


- ▶ To understand how to use various leadership theories to address micro and macro challenges of leading online nursing programs

Statement of the Problem

- ▶ Seamless academic progression for RN–BSN students to 80% level by 2020 in the USA
- ▶ Student demographics and geographics
- ▶ Online programs to fill need
- ▶ New skillset for nursing leadership

Reference:


Institute of Medicine [IOM], (2011). *The future of nursing: Focus on education*. Retrieved from, <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health/Report-Brief-Education.aspx>




Leadership Styles

- ▶ Mindful
- ▶ Servant
- ▶ Quantum

Micro Challenges

- ▶ knowledge of distance education pedagogy/ andragogy
 - ▶ online technology proficiency, including instructional design
 - ▶ online orientation, advisement and support of online students
 - ▶ orientation and mentoring online faculty
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National Benchmarks

- ▶ AACN
 - ▶ Council for Higher Education Accreditation (CHEA)
 - ▶ Online Learning Consortium (formerly Sloan-C)
 - ▶ EDUCAUSE
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International View

Country	Year	% Online	Notes
USA	2010	31%	take at least 1 course online
Australia	2010	78%	multi-modal (of full-time students)
Canada	2008	11%	take at least 1 course online; great variability between institutions


References:

- Australian Bureau of Statistics. (2012). Education and training. *Year Book Australia, 2012*. Retrieved from, <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/1301.0~2012~Main%20Features~Higher%20education~107>
- Babson College. (2010). *Going the distance: Online education in the United States, 2011*. Retrieved from, <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>
- Canadian Virtual University. (2012). *Online university education in Canada: Challenges and opportunities*. Retrieved from, <http://www.cvu-uvic.ca/Online%20University%20Education%20%20jan17%202012.pdf>


International Benchmarks

- ▶ Quality Matters (USA)
- ▶ Joint Information Systems Committee e-Learning Programme (UK)
- ▶ Canadian Recommended E-learning Guidelines (CanREGs)


Macro Challenges

- ▶ maintaining compliance of online programs with accrediting agencies and national quality benchmarks
 - ▶ establishing articulation agreements with Associate Degree programs
 - ▶ collaborating across institutions of higher education, as well as local and national health care systems
 - ▶ understanding the evolving state regulations authorizing distance education
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Macro Resources

- ▶ AACN – White Papers
 - ▶ CCNE
 - ▶ Council for Higher Education Accreditation (CHEA)
 - Regional Accrediting Bodies, such as HLC
 - ▶ WICHE Cooperative for Educational Technologies (WCET) – State Approval Regulations for Distance Education
 - ▶ State Authorization Reciprocity Agreement (SARA)
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Results

- ▶ Private, Catholic, Nursing College
 - 1,100 students
 - ▶ Transitioned F2F RN–BSN Program to Fully Online 3 years ago
 - ▶ Enrollment moved from 30 to 300 students in 3 years
 - ▶ ROI met in first year
 - ▶ Geographic shift from central Ohio to 20 states
 - ▶ Online RN–BSN Faculty score highest on CourseEval by students compared to other faculty groups
 - ▶ High Online RN–BSN Faculty satisfaction
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