



Affordable
**DEGREES
AT SCALE**
Symposium

Fall 2021 Affordable Degrees-at-Scale Symposium

November 1-3, 2021

Georgia Tech Global Learning Center | Atlanta, Georgia

#DegreesatScale



Georgia Tech
Professional Education



SEVENTH AFFORDABLE DEGREES-AT-SCALE SYMPOSIUM

AGENDA

MONDAY, NOVEMBER 1, 2021

3:00-3:10 p.m. ***Welcome and Opening Remarks***

>> **Yakut Gazi**, Associate Dean for Learning Systems,
Georgia Tech Professional Education

3:10-4:00 p.m. ***Opening Keynote: Leading Quality at-Scale and Across the Lifelong Continuum***

>> **Deb Adair**, Executive Director, Quality Matters®

4:00-5:00 p.m. ***12,000 and 5,000 Students into the OMS Computer Science and OMS Analytics Programs: A Health Check***

>> **Joel Sokol**, Professor, H. Milton Stewart School of Industrial and Systems Engineering and the Director of the Interdisciplinary Master of Science in Analytics (on-campus and online), Georgia Institute of Technology

>> **David Joyner**, Executive Director for Online Education and Online Master of Science in Computer Science (OMSCS), College of Computing, Georgia Institute of Technology

5:30-7:00 p.m. **INFORMAL DINNER**

END OF DAY 1



TUESDAY, NOVEMBER 2, 2021

9:00-9:05 a.m. ***Opening Remarks***

>> **Troy Courville**, Director of Learning Design and Analytics, Georgia Tech Professional Education
troy.courville@pe.gatech.edu

9:05-10:30 a.m. ***Quality, Brand, and Rankings***

>> **Deb Adair**, Executive Director, Quality Matters®
>> **MJ Bishop**, Associate Vice Chancellor and Director, William E. Kirwan Center for Academic Innovation, University System of Maryland

10:30-10:45 a.m. **BREAK**

10:45-11:45 a.m. ***Market Analysis and Marketing***

>> **Mont Rogers**, Senior Marketing Research Analyst, Georgia Tech Professional Education
>> **Kim Scalzo**, Executive Director, Open SUNY and Interim Executive Director, Academic Technologies and Information Services, The State University System of New York
>> **Lisa Montiel**, Assistant Provost of Academic Programs Data & Market Analysis, The State University of New York

12:00-1:00 p.m. **LUNCH BREAK**

1:00-2:00 p.m. ***To Scale or Not to Scale?: Financial and Academic Aspects***

>> **Jennifer Wooley**, Director of Professional and Academic Programs, Georgia Tech Professional Education
>> **Pat Kelsey**, Director of Decision Support, Georgia Tech Professional Education



2:00-3:00 p.m. ***Diplomas Disrupted? The Evolution and Impact of Stackable Credentials***

Host

>> **Carissa Little**, Associate Dean, Global and Online Education, School of Engineering and Executive Director, Stanford Center for Professional Development and Stanford Online, Stanford University

Panelists

>> **Anant Agarwal**, Professor of Electrical Engineering and Computer Science, Massachusetts Institute of Technology and Founder and CEO, edX

>> **Quentin McAndrew**, Academic Strategist, Coursera and former Assistant Vice Provost & Executive Director, Strategic Transformation, University Financial Futures, University of Colorado-Boulder

>> **Mitchell Stevens**, Professor of Education and (by courtesy) Sociology at Stanford University and Co-lead, the Stanford Pathways Lab

3:00-3:30 p.m. **BREAK**

3:30-4:30 p.m. ***At-Scale Communities of Practice Parallel Sessions***

Convening of the edX Community of Practice

Moderators

>> **Karen Flammer**, Director, Digital Learning, University of California-San Diego

>> **Jim Hall**, Dean, University Studies Division & Executive Director and Professor, School of Individualized Study, Rochester Institute of Technology

>> **Ali Ogilvie**, Associate Director, Online Programs, University of Adelaide

>> **Paul Walsh**, USMx Program Director, William E. Kirwan Center for Academic Innovation, University System of Maryland



3:30-4:30 p.m. ***Convening of the Coursera Community of Practice***

Moderators

>> **Brooke Elliott**, Associate Dean and EY Professor, Gies School of Business, University of Illinois at Urbana-Champaign

>> **Norma Scagnoli**, Asst. Vice Chancellor of Enterprise Learning Innovation, Northeastern University

4:30-5:00 p.m. ***Combined edX and Coursera Communities of Practice Session***

5:30-7:00 p.m. **RECEPTION**

END OF DAY 2

WEDNESDAY, NOVEMBER 3, 2021

9:00-9:45 a.m. ***Keynote Fireside Chat***

>> **Raj Echambadi**, President, Illinois Institute of Technology

Host

>> **Nelson Baker**, Dean of Professional Education, Georgia Institute of Technology

9:45-10:00 a.m. **BREAK**

10:00-10:45 a.m. ***Communities of Practice Core Principles Read-Out***
edX and Coursera Communities of Practice sessions will publically share their work from the previous day



10:45-
11:45 a.m.

Insights from Higher Education Media on the Changing Landscape of at-Scale Partnerships

Host

>> **Yakut Gazi**, Associate Dean for Learning Systems, Georgia Tech Professional Education

Panelists

>> **Paul Fain**, Journalist, author of The Job newsletter and co-founder of Work Shift

>> **Michael Feldstein**, Co-founder and CLO of Argos Education, Chief Accountability Officer at e-Literate

>> **Phil Hill**, Publisher of the PhilOnEdTech blog and Partner at MindWires, LLC

>> **Doug Lederman**, Editor and Co-Founder, Inside Higher Ed

11:45 a.m. –
12:00 p.m.

Closing Remarks

END OF PLENARY SESSIONS

POST-CONFERENCE SESSION
WEDNESDAY, NOVEMBER 3, 2021

1:00-3:15 p.m.

Design and Delivery at-Scale

>> **Christie Hayes**, Manager of Instructional Design, Georgia Tech Professional Education

>> **John Tubbs**, Director of Digital Media, Gies School of Business, University of Illinois at Urbana-Champaign

END OF DAY 3
END OF SYMPOSIUM



LOCAL ORGANIZING COMMITTEE

- >> **Yakut Gazi**, Associate Dean, Learning Systems and Senior Academic Professional, Georgia Tech Professional Education, Georgia Institute of Technology
- >> **Ed Bailey**, Instructional Media Production Manager, Georgia Tech Professional Education, Georgia Institute of Technology
- >> **Troy Courville**, Director of Learning Design & Analytics, Georgia Tech Professional Education, Georgia Institute of Technology
- >> **Desmond Gardfrey**, Instructional Media Services Manager, Georgia Tech Professional Education, Georgia Institute of Technology
- >> **Robin Finey**, Senior Portfolio Manager, Georgia Tech Professional Education, Georgia Institute of Technology
- >> **Kelsey Harris**, Digital Communications Specialist, Georgia Tech Professional Education, Georgia Institute of Technology
- >> **Michell Merrit**, Meeting & Event Manager, Georgia Tech Professional Education, Georgia Institute of Technology



PROGRAM ADVISORY COMMITTEE

- >> **Bertien Broekhan**, Delft University of Technology, Extension School for Continuing Education, Portfolio and Product Manager
- >> **MJ Bishop**, Associate Vice Chancellor and Director, William E. Kirwan Center for Academic Innovation, University System of Maryland
- >> **Brooke Elliott**, Associate Dean and EY Professor, Gies School of Business, University of Illinois at Urbana-Champaign
- >> **Jim Hall**, Dean, University Studies Division & Executive Director and Professor, School of Individualized Study, Rochester Institute of Technology
- >> **Paul Hockett**, Assistant Dean, Learning Design and Innovation Center for Learning Design & Technology (CLDT) Lecturer, Engineering for Professionals, Whiting School of Engineering, Johns Hopkins University
- >> **Carissa Little**, Associate Dean, Global and Online Education, School of Engineering and Executive Director, Stanford Center for Professional Development and Stanford Online, Stanford University
- >> **Quentin McAndrew**, Academic Strategist, Coursera and former Assistant Vice Provost & Executive Director, Strategic Transformation, University Financial Futures, University of Colorado-Boulder



SPEAKER BIOS

Dr. Deborah Adair is the Executive Director of Quality Matters, an international non-profit organization providing a scalable quality assurance system for online and blended learning. Utilized by over 1,500 institutions across education sectors in more than 30 countries. QM's tools and training support education professionals in improving digital education and meeting QM's nationally-recognized standards. Dr. Adair serves on the Board of Directors for the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has served on advisory bodies for the WICHE Cooperative for Educational Technologies, the National University Technology Network, the Presidents Forum, and Credential Engine.

Dr. Anant Agarwal is the Founder and CEO of edX and Professor of Electrical Engineering and Computer Science at MIT. Prof. Anant won the Maurice Wilkes prize for computer architecture, and MIT's Smullin and Jamieson prizes for teaching. He is also the 2016 recipient of the Harold W. McGraw, Jr. Prize for Higher Education, which recognized his work in advancing the MOOC movement. As a CEO of a global nonprofit, Anant is helping to transform traditional education, removing the barriers of cost, location and access. edX is reimagining the possibilities of education, providing the highest-quality, stackable learning experiences including the groundbreaking MicroMasters® programs. Additionally, he is a recipient of the Padma Shri award from the President of India and was named the Yidan Prize for Education Development Laureate in 2018.

Dr. Nelson Baker is the dean of Professional Education at the Georgia Institute of Technology and professor in the School of Civil and Environmental Engineering. As dean, Baker leads a multifaceted operation including the Global Learning Center, Georgia Tech-Savannah, the Language Institute, and Georgia Tech's extensive professional education programs in STEM- and business-related subjects. Baker also oversees educational outreach programs and serves as the interface between Georgia Tech's professional education activities and the industries, corporations, government agencies and professional societies that benefit from them. Under Baker's leadership, Georgia Tech Professional Education has steadily expanded, now serving more than 128,000 learners worldwide and 1,600 organizations each year.



Dr. MJ Bishop is Associate Vice Chancellor and Director of the University System of Maryland's William E. Kirwan Center for Academic Innovation, established in 2013 to create a collaborative culture of academic innovation that catalyzes new ways of thinking about student success, translates ideas into action, and scales and sustains promising practices. Informed by the diversity of USM's 12 public higher education institutions, findings from the learning sciences, and capabilities of emerging technologies, the Center leads statewide efforts to implement, evaluate, and scale and sustain innovations aimed at student success. Prior to USM, Dr. Bishop was Associate Professor and Director of Lehigh University's Teaching, Learning, and Technology Program where she was responsible for the institution's graduate programs in instructional technology and teacher education. While at Lehigh, Dr. Bishop received several awards for her research and teaching including the prestigious Stabler Award for Excellence in Research and Teaching.

Dr. Troy Courville is the Director of Learning Design and Analytics at Georgia Tech Professional Education. Prior to his tenure at Georgia Tech Professional Education, he was the Assistant Director of Clinical Psychometrics at Pearson (2015-2017), and held various roles at Texas A&M University-Central Texas (2009-2015) with the last being Assistant Provost and Associate Vice President of Academic Affairs and Assistant Professor. He has contributed to several assessment instruments, including the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) – Scandinavia, California Verbal Learning Test-Third Edition (CVLT-3), Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)-Netherlands, Wechsler Preschool and Primary School Scale of Intelligence-Fourth Edition (WPPSI-IV), Wechsler Nonverbal Scale of Intelligence (WNV), and several international adaptations. He also served as the lead psychometrician for the English version of the Texas Assessment of Knowledge and Skills (TAKS). He received his PhD in Educational Psychology from Texas A&M University, with a specialization in research, measurement, and statistics.



Dr. Raj Echambadi became the 10th president of Illinois Institute of Technology in August 2021. Previously, Echambadi served as the Dunton Family Dean of D’Amore-McKim School of Business at Northeastern University. Under his leadership, D’Amore-McKim has become widely recognized for moving beyond traditional business silos and for embracing cross-disciplinary perspectives in both research and teaching. Programmatic innovations include the “MBA x” program, “MS x” program, combined undergraduate majors, and work-integrated degrees with business partners; each of these help students and learners develop multidisciplinary perspectives by blending their business studies with non-business areas of expertise, such as computer science or experiential design. Prior to joining Northeastern in August 2017, Echambadi served as the Alan J. and Joyce D. Baltz Professor and the senior associate dean of strategic innovation, at Gies College of Business at the University of Illinois at Urbana-Champaign. Echambadi was a driving force behind the scaled online M.B.A. (iMBA) program at the University of Illinois, which has been lauded as one of the best breakthrough, disruptive educational innovations in the past decade. Echambadi received his bachelor’s degree in mechanical engineering from Anna University in India and a doctorate in marketing from the University of Houston. His academic research focuses on strategic innovation within organizations and how firms should balance current and future opportunities. He has won numerous teaching and research accolades including the prestigious Academy of Management Journal Best Paper Award for his work on employee entrepreneurship.

Paul Fain writes *The Job*, a newsletter about connections between education and work. He also recently helped found a new weekly publication, *Work Shift*, which features in-depth reporting on workforce issues. For the last decade, Fain was a reporter and editor at *Inside Higher Ed*. He oversaw the news outlet's coverage of nontraditional students, policy, and more. A graduate of the University of Delaware, Fain is a native of Dayton, Ohio, and currently lives in Takoma Park, MD.

Michael Feldstein is a lifelong educator from a family of educators. He is currently co-founder and Chief Learning Officer at Argos Education, a courseware platform and ecosystem startup built on open-source software from Carnegie Mellon University. However, he is best known for his writing at the *e-Literate* EdTech analysis blog. Michael has worked, both universities like the SUNY system, vendors like Cengage, and as a consultant building better relationships between the two groups.



Dr. Karen Flammer is the Director of Digital Learning at the University of California (UC), San Diego. She leads a team of instructional designers and technologists to develop high quality credit bearing courses for UC San Diego students as well as open courses for global learners. Karen oversees the university's partnership with Coursera and edX and manages the portfolio of over 100 courses across these platforms. In order to support an increased interest in open online courses and programs, UC San Diego launched a branded instance of Open edX in 2019, *UC San Diego Online* (online.ucsd.edu). Karen's team administers UC San Diego Online and manages the growing portfolio of course offerings on this platform. Karen is passionate about increasing access to learning and closing digital equity gaps. She is an actively involved with the university's strategic planning for online growth and related policies, and a partner to the Educational Innovation Initiative. She is currently serving on a number of digital inclusion work groups.

Dr. Yakut Gazi is the Associate Dean for Learning Systems at Georgia Tech Professional Education, overseeing learning design and development, technology infrastructure, compliance, and continuous improvement of Georgia Tech's online courses. Her higher education experience spans over 28 years in four countries. Gazi is the recipient of the American Society of Engineering Education (ASEE) Continuing and Professional Development Division's 2021 Certificate of Merit. She serves on the Academic Advisory Council for Quality Matters®, is an elected council member and First Vice President of the International Association for Engineering Continuing Education (IACEE), and has leadership roles in the University Professional and Continuing Education Association (UPCEA). Dr. Gazi has her Ph.D. in Educational Psychology from Texas A&M University, and an M.A. in Educational Sciences and a B.S. in Teaching Chemistry, both from Bogazici University in Turkey. A first-generation faculty, Turkish-American and a native of Istanbul, Dr. Gazi is married, with a daughter.

Dr. Jim Hall is Dean of University Studies and Executive Director of the School of Individualized Study at Rochester Institute of Technology. Previously he has served as Executive Director and Convener of the Consortium of Innovative Environments in Learning and Director of New College at the University of Alabama. He has a Ph.D. in American Studies from the University of Iowa – and is the author of *MERCY, MERCY ME: AFRICAN AMERICAN CULTURE AND THE AMERICAN SIXTIES* (Oxford University Press).



Christie Hayes is the Instructional Design Manager at Georgia Tech Professional Education. She supports and manages a group of highly talented and skilled individuals that partner with faculty in the design and development of online/ at-scale degree and professional development programs. Christie works very closely with various stakeholders to create and deploy initiatives to help increase capacity and improve the efficiency and effectiveness of developing and delivering online courses across GTPE's various program portfolios. She has also designed courses for the Online Master of Science in Analytics and Cybersecurity as well as the Professional Master's programs in GTPE's portfolio. She brings years of experience to this role, particularly in e-Learning and literacy in K-12 environments. She has a Master of Science degree, in Instructional Design and Technology from The University of Memphis.

Phil Hill (@PhilOnEdTech) is Publisher of the PhilOnEdTech blog and Partner at MindWires, LLC. As a market analyst, Phil has analyzed the growth of technology-enabled change for educational institutions, uncovering and describing the major trends and implications for the broader market. His unique graphics and visual presentations have been widely used in the industry. As an independent consultant, Phil helps educational institutions, technology and content vendors, and investors as they consider and implement new initiatives. Phil's clients have included Western Governors University, California Community College System, UCLA, Bournemouth University, Lumen Learning, Coursera, multiple investment firms, and others. Previously Phil was an independent consultant through HBO Systems and Delta Initiative. In addition to PhilOnEdTech, Phil has also written for *EDUCAUSE Review*, *EdSurge*, *Inside Higher Ed*, and the *Washington Post*. He has been also been interviewed and quoted at *National Public Radio*, *Inside Higher Ed*, the *Chronicle of Higher Education*, the *New York Times*, *Buzzfeed Education*, and *Washington Business Journal*.

Dr. David Joyner is a Senior Research Associate and Executive Director of Online Education & OMSCS in the Georgia Tech College of Computing. In this role, he directs the college's online MSCS program, guides the development of the college's online undergraduate initiatives, and investigates the opportunity for increased synergy between in-person and online initiatives. As a researcher, he has published over 70 papers on online learning, AI in education, and learning at scale, and he serves as the Chair of the Steering Committee for the ACM Learning @ Scale conference. As an instructor, he teaches five classes with a total enrollment of 3000 students. Most recently, David has co-authored the book *The Distributed Classroom* with the College of Computing's Dean, Charles Isbell, on the future of leveraging emerging technologies to extend opportunities for lifelong learning to all; the book is available through MIT Press and major booksellers.



Pat Kelsey leads the Decision Support Team at Georgia Tech Professional Education. Pat's team facilitates data reporting for managers and teams, conducts business analyses, develops models and projections to evaluate opportunities, and assists GTPE managers as they endeavor toward more effective, efficient business processes. Prior GTPE, Pat was a vice president at Bank of America and a team manager at Coca-Cola. At the bank, Pat supported end-to-end process management efforts designed to improve customer service and reduce process costs, and led large customer service website conversion projects as part of a bank merger. At Coca-Cola, Pat managed a metrology lab that tested and calibrated equipment used to ensure product quality at facilities around the world and led continuous improvement efforts that improved safety, reduced inventory processing time and reduced facility costs at a supply chain distribution center. Pat has a B.S. in Industrial Engineering Technology from Southern Polytechnic State University and an MBA from Georgia Tech.

Doug Lederman is editor and co-founder of Inside Higher Ed. He helps lead the news organization's editorial operations, overseeing news content, opinion pieces, career advice, blogs and other features. Doug speaks widely about higher education, including on C-Span and National Public Radio and at meetings and on campuses around the country, and his work has appeared in The New York Times and USA Today, among other publications. Doug was managing editor of The Chronicle of Higher Education from 1999 to 2003. Before that, Doug had worked at The Chronicle since 1986 in a variety of roles, first as an athletics reporter and editor. He has won three National Awards for Education Reporting from the Education Writers Association, including one in 2009 for a series of Inside Higher Ed articles he co-wrote on college rankings. He began his career as a news clerk at The New York Times. He grew up in Shaker Heights, Ohio, and graduated in 1984 from Princeton University. Doug lives with his wife, Kate Scharff, in Bethesda, MD.



Carissa Little oversees the unit responsible for developing and delivering online, in-person, and blended Stanford learning experiences to matriculated Stanford students and to learners around the world. Little has more than 20 years of experience working in extended higher education at Stanford. Over that time she has collaborated with faculty and departments through the evolution of distance learning from broadcast TV telecourses, to streaming media, to massive open online courses, to post-pandemic teaching and learning. Most recently she was Associate Vice Provost and Chief of Staff, for the Vice Provost for Teaching and Learning, where her expertise, solution-oriented approach, and innovative vision contributed to the organization's enhanced ability to serve both campus-based students and learners worldwide. Prior to Stanford, she worked as an educator and in high-tech product management and was an entrepreneur and co-owner of a Silicon Valley-based venture. A graduate of Boston University, she has represented Stanford at numerous committees and conferences including the Symposium for Higher Education, the USDLA International Forum for Women in E-Learning, and the International Association for Continuing Engineering Education, Association for Engineering Education, Coursera Council, and the IVY+ Online Education Group. At Stanford, she most recently contributed to the Long-range Vision Online Education Task Force and the Digital Education Strategy Group. Little is a firm believer in the power of extended education to increase global access to knowledge and research and create more informed and inspired learners who are empowered to make a positive impact on our world.

Dr. Quentin McAndrew serves as Coursera's Academic Strategist, working with Coursera teams and Universities world-wide to innovate new academic programs. Previously, Dr. McAndrew was Assistant Vice Provost and Executive Director of the Academic and Learning Innovation team at the University of Colorado Boulder, where she helped build Boulder's scaled academic portfolio to over 170 courses and where she led the development and launch of performance-based admissions and Boulder's ground-breaking, scaled master's degrees in electrical engineering and data science. Her own online course, Business Writing, reaches learners in over 185 countries. Dr. McAndrew holds a BA and MA from Stanford University, and a Ph.D. from the University of Colorado, all in English.



Mont Rogers is a Senior Marketing Research Analyst at Georgia Tech Professional Education (GTPE) where he supports marketing and program development and conducts research for GTPE's professional and online master's degree programs. Prior to Georgia Tech, Mont led marketing research efforts at Emory University and Emory Healthcare where his research studies with patients, students and alumni led to numerous developments, including a streamlined patient health care bill. Mont obtained his BA in Economics from the University of North Carolina at Chapel Hill and a Master of Science degree in Economic History from the London School of Economics and Political Science. He is active in the London School of Economics alumni group in the US (Alumni and Friends of the London School of Economics) and is currently President of AFLSE.

Lisa Montiel is the Assistant Provost of Academic Programs Data & Market Analysis at SUNY System Administration. She is the point person in Academic Programs, Planning & Assessment for data issues and labor market needs assessments as related to academic programs throughout the 64-campus system. Dr. Montiel has been with SUNY System Administration for 10 years working in Academic Programs and Institutional Research offices. Prior to SUNY, she was a Senior Research Scientist at the Rockefeller Institute of Government for twelve years.

Alison Ogilvie is the Associate Director Online Programs at the University of Adelaide. Ali has been working in Higher Education for the last 15 years; originally from the UK she has been based, for the last 8 years, in Australia. She has managed the delivery of a number of large and complex programs including the University of Adelaide's MOOC portfolio in conjunction with edX and more recently their fully online Postgraduate programs in Partnership with Pearson. In her role as Associate Director Online Programs at Adelaide Ali is responsible for the implementation and oversight of all strategic projects supporting flexible pathways and widening participation for global learners. Building and developing strong and successful education Partnerships is where Ali finds the most joy in her work and accordingly she has assisted with the running of the MicroMasters Community of Practice for the Asia Pacific region since 2019 and is often to be found coordinating conversations across the ANZ edX partners too.



Kim Scalzo is the Executive Director of SUNY Online and Interim Executive Director for Academic Technologies and Information Services with oversight for SUNY's online learning initiatives, Center for Professional Development and Academic Innovation. Kim was previously Director of the SUNY Center for Professional Development at SUNY and Director of Academic Outreach Programs and Professional and Distance Education at Rensselaer Polytechnic Institute. She is a US representative to the IACEE Quality Program for continuing education organizations and co-founder of the Open SUNY Institutional Readiness program to implement quality standards for distance learning organizations. Kim currently serves as Past-President for the International Association of Continuing Engineering Education (IACEE) Council. She has also served as Chair and Director of the Executive Board for the Continuing Professional Development Division of the American Society for Engineering Education (ASEE-CPD) and a member of the National University Telecommunications Network (NUTN) Advisory Board.

Dr. Joel Sokol is a Professor in the H. Milton Stewart School of Industrial and Systems Engineering at Georgia Tech. He is also Director of the interdisciplinary Master of Science in Analytics degree. His primary research interests are in sports analytics and applied operations research. He has worked with teams or leagues in all three of the major American sports. Dr. Sokol's LRMC method for predictive modeling of the NCAA basketball tournament is an industry leader, and his non-sports research has won the EURO Management Science Strategic Innovation Prize and been a finalist for the Cozzarelli Prize. Dr. Sokol has also won recognition for his teaching and curriculum development from IIE and the NAE, held the Fouts Family Associate Professorship for a three-year term, and is the recipient of Georgia Tech's highest awards for teaching. He served two terms as INFORMS Vice President of Education, and is a past Chair and founding officer of the INFORMS section on sports operations research. Dr. Sokol's Ph.D. in operations research is from MIT, and his bachelor's degrees in mathematics, computer science, and applied sciences in engineering are from Rutgers University.



Michael Stevens is Professor of Education and (by courtesy) Sociology at Stanford University, where he also co-leads the Stanford Pathways Lab (pathwayslab.stanford.edu). He studies educational decision making, the quantification of academic performance, and alternative educational forms. The author of award-winning studies of home education and selective college admissions, his most recent books are *Remaking College: The Changing Ecology of Higher Education* and *Seeing the World: How US Universities Make Knowledge in a Global Era*. With Martin Kurzweil, he co-convened the project *Responsible Use of Student Data in Higher Education*. He has written scholarly articles for a variety of academic journals and editorial for the *Chronicle of Higher Education*, *Inside Higher Education*, *The New York Times*, and other venues.

John Tubbs is a digital learning and media veteran, working 10 years in K-12 and the last 24 years at the University of Illinois at Urbana-Champaign. John received his BS in Education from the University of Wisconsin and his Ed.M. in Classroom Technology and Education Reform at the University of Illinois. His work spans MOOC scale video production, curriculum design, large live streaming events, foreign language radio production, audio for award-winning children's websites, and digital textbook production. John currently is the Director of Digital Media in the Gies College of Business where he leads the instructional media strategy that has resulted in the groundbreaking iDegrees Online Program that includes the iMBA, a fully online MBA degree that has changed the world of graduate business education. To accomplish these teaching and learning disruptions, John leads a team of 15+ media professionals that create digital content at the intersection of massive online course development, instructor empowerment through media, and democratizing education by bringing transformative learning opportunities to the whole world.



Paul Walsh is the Program Director for USMx and works with the University System of Maryland's institutions to expand access to affordable, high-quality educational opportunities via the edX platform. Through USMx courses and programs, Paul collaborates with system institutions to conduct groundbreaking research, instill a culture of innovation, and promote workforce development. Before taking on his current role, Paul was Assistant Vice President for Academic Innovation and Instructional Support at the University of Baltimore. In this role, Paul had oversight of the Office of Academic Innovation, which included UB's Honors program, Experiential Learning, Instructional Technologies, and the Center for Excellence in Learning, Teaching, and Technology (CELTT). Paul has developed e-Learning courses of all types, as well as policy and strategic plans for online growth and course quality. He serves on several non-profit and local school boards and lives in Timonium with his wife and two daughters.

Jennifer Wooley is the Director of Professional and Academic Programs at Georgia Tech Professional Education. In this role, Jennifer oversees the operations and enrollment services of the division's degree programs. She also works across academic, marketing, and student services teams to move concepts from infancy to long-term, self-sustaining programs. She is passionate about creating programs that help transform careers. Her efforts support GTPE's academic and enrollment objectives, and she engages stakeholders in the process. Jennifer has a 15-year track record of exceeding goals designed to develop and lead inventive programs, marketing campaigns, and events. For these and other efforts, she has received numerous University Professional and Continuing Education Association (UPCEA) awards and Georgia Tech's Entrepreneurship Award. Former roles include an executive director position for a non-profit in Atlanta, Georgia, and a vice president of operations position for a small business in Florida. Jennifer has a B.A. in Communications and Sociology from Florida State University.



ANNOUNCEMENTS

CALL FOR ABSTRACTS

Academic Integrity at Scale: Perspectives, Technologies, and Policies

The editors of the forthcoming volume *Academic Integrity at Scale: Perspectives, Technologies, and Policies* seek extended abstracts on the intersection between academic integrity and at-scale education. This volume seeks to explore the interplay between trustworthy assessment of student understanding and scalable delivery of educational experiences. All contributions are expected to directly relate to both learning at scale and to academic integrity.

For learning environments, relevant contexts for abstracts include: Affordable, scalable degree programs; massive open online courses (MOOCs); individual large online classes; large bootcamps and degree alternatives; high-enrollment traditional in-person classes; informal learning environments where trustworthy attribution is important; etc. For academic integrity, relevant technologies and issues include: exam collaboration; digital proctoring; plagiarism detection; contract cheating; online solution repositories; case management tools and workflows; cultural differences in perception of integrity; industry collaboration; privacy concerns; course integrity policies; deterrence vs. detection; what motivates students to engage in misconduct; etc.

Submissions are welcome in the following general categories: description and evaluation of new technological tools for ensuring integrity; description and evaluation of policies and workflows for ensuring integrity at scale; empirical studies on academic integrity in at-scale educational environments; position papers on balancing issues such as privacy, cultural sensitivity, or students' rights with the demand for trustworthy evaluation; etc.

Timeline

Extended abstracts (less than 500 words) are welcome through **December 31, 2021**. Extended abstract proposals will be evaluated by editors and compiled into a tentative table of contents for further evaluation. A publisher has expressed interest in publishing the volume pending a list of likely chapters and contributors. Once arrangements with the publisher are finalized, authors will be given a minimum of two months to complete their submission. Authors will then be given at least one month to peer review other submissions to the volume to inform revision and final acceptance,



and at least one month to revise their own submission based on the peer reviews they receive.

To submit an abstract, please visit: bit.ly/IntegrityAtScaleSubmission

Editors

- Keith Adkins, Associate Director of Academic Integrity, College of Computing, Georgia Institute of Technology
- Alex Duncan, Associate Director of Student Experience, College of Computing, Georgia Institute of Technology
- Ana Rusch, Associate Director of Diversity, Equity, Inclusion, and Student Life, College of Computing, Georgia Institute of Technology
- David A. Joyner, Executive Director of Online Education & OMSCS, College of Computing, Georgia Institute of Technology



ANNOUNCEMENTS

FREE E-BOOK AVAILABLE

Moving Horizontally: The New Dimensions of At Scale Learning in the Time of COVID-19

Open access/open publishing electronic book that gives an account of how a variety of US and international institutions responded to COVID-19 in order to keep educational delivery operational in this new era of horizontal at-scale learning.

To download the full eBook, please visit: <https://sites.gatech.edu/movinghorizontally/>

Editors

Yakut Gazi and Nelson Baker, Georgia Institute of Technology

Contributors

- Anant Agarwal, edX
- Nelson Baker, Georgia Institute of Technology
- Rovy Branon, University of Washington
- Yakut Gazi, Georgia Institute of Technology
- David Joyner, Georgia Institute of Technology
- Donna Johnson and Thomas Hoover, Louisiana Tech University
- MJ Bishop, Nancy O'Neill, and Paul Walsh, University System of Maryland
- Jeonghyun (Jonna) Lee, Matt Lisle, and Troy Courville, Georgia Institute of Technology
- Kelly Otter and Shenita Ray, Georgetown University
- Norma Scagnoli, Northeastern University and Martin Maurer, University of Illinois at Urbana-Champaign
- Jennifer Schwedler, University of California at Davis
- Karen Sibley, Brown University
- Peter Stokes, Huron Consulting Group
- Arun Surendran, Trinity College of Engineering, Kerala and C.P. Vinod, Local Government Commission, Kerala, India
- Mary Walshok, University of California-San Diego
- Ulrike Wild and Tim Stevens, Wageningen University; Janine Kiers and Bertien Broekhans, Delft University of Technology