March 25, 2019

Dear Derek,

Thanks for the response document from Faculty Senate, dated March 22, which you sent to me on the Senate’s behalf. We are in complete agreement that “the health of our programs (online and on-campus) impacts the learning of our students and the success of the university.” The Senate’s insights have contributed substantially to the discussion of appropriate and effective policies governing the enrollment of students across delivery modalities, and I am most appreciative of this counsel.

Although happy to discuss the full range of issues raised in the original Access to Online Classes for On-Campus Students document, I have elected in the revised version to focus its rationale on the overarching consideration of HLC’s criteria for accreditation. These criteria apply to all academic programs comprehensively. Thus, I cannot accept the Senate’s request to delay implementation of the protocols enumerated in the revised document. While of some tangential importance to the course caps protocols, student enrollment across modalities is not central to the original course caps document and will be even less so in that document’s next iteration. While restricting student enrollment across modalities is inappropriate, I concur that we must be careful not to create a scenario in which online students lose access to online courses. To address this concern, the revised protocols have significantly adjusted the point at which “high demand” online courses will be opened to all students. Academic Affairs will also monitor online enrollment patterns for negative impact. I agree as well that most on-campus students do not want to take online courses and are unlikely to do so unless mitigating factors (e.g. time of on-campus sections, work schedule, family obligations) make online the best option. The task of evaluating options, however, belongs to the student.

The changes articulated in this document reflect no objectives beyond those presented in the document. Academic Affairs intends to continue its focus on increasing probationary faculty lines while reducing adjunct and overload assignments. There is no administrative desire at all to raise the number of online credits relative to on-campus. Our strategic goal is to increase enrollment comprehensively with online enrollment remaining at approximately its current percentages of overall credit hours. I am grateful for the faculty’s contributions to improving what is a more or less straightforward change, at least from my perspective, and deeply appreciate our shared initiative in the interest of student success.

All best wishes,

[Signature]

Tony