Date: Thursday, July 1, 2010
To: Daniel J. Julius, Vice President for Academic Affairs
From: John Monahan, Director of Distance Education
RE: DE Legislative Audit Finding #2; Collaboration Incentive recommendations

On behalf of the DE Legislative Audit Collaboration Incentive committee¹, co-chairs Tom Miller and myself, we are pleased to present a draft recommendation that addresses the DE Legislative Audit Finding #2; Collaboration Incentives.

Acceptance and implementation of the following recommendations ensure students will see an increase in the availability of distance education and online teaching course offerings regardless of where the course is offered².

Background

The Statewide Collaboration Incentive Committee met regularly between January 21 to June 30, 2010. By identifying and examining many successful collaborations that currently operate across the UA system, the committee agreed on the following recommendations that support and increase collaboration efforts and break down barriers that have been identified as problematic in advancing collaboration.

The DE Legislative Audit highlighted that a primary concern of students is the challenge of taking and receiving credit for courses between campuses. Consequently, the committee focused on building collaborative capacity across the MAUs by supporting the strengths of the individual campuses, promoting across-campus procedures that create efficiencies by reducing course duplication, and enabling students to take advantage of a collaborative UA System.

Distance Education Collaboration Incentive Recommendations

The DE Collaboration model brings alignment between the four findings of the DE Legislative Audit, provides for coordination of initiatives across and within the MAUs, and building upon the work of previous reports and recommendations. The following model has an “Across” and “Within” MAU collaboration component, an

¹ Statewide Committee Members:
Tom Miller, UAA, co-chair, John Monahan, SW, co-chair
Paula Martin, UAA, Sally Mead, UAA,
Pete Pinney, UAF, Eric Madsen, UAF, Kevin Berry, UAF,
Cathy LeCompte, UAS, Larry Harris, UAS, Michelle Casey, UAS
Saichi Oba, SW, Joe Trubacz, SW, Karl Kowalski, SW

² DE Legislative Audit Response Plan Summary
component, an Outcomes and Measures component and an Equitable Fiscal Distribution component.

Across-MAU Collaboration

Through the Office of Academic Affairs, with support from SAC, the Director of Distance Education will work with the DE Collaboration Committee to immediately enact incentive grants and to recommend system-wide administrative procedures that support the following initiatives:

1. streamlining support mechanisms for students
2. joint academic program development
3. procedures that support collaboration

The DE Collaboration committee will work in cooperation with SAC to provide collaboration incentive grants that promote and are accountable for growth of system-wide initiatives.

1. Collaboration grants will be available that increase consistency and richness of student’s education experience through the following activities across-MAUs:
   a. assemble listing of online available program and course information from each institution and their equivalencies (avoidance of duplication)
   b. catalog all UA DE professional development opportunities available to faculty
   c. recommend a coordinated student DE and online course evaluation
   d. assist in identifying appropriate resources and incentives that promote online instruction at a system wide level.

2. Collaboration grants will be made available to faculty workgroups and/or programs that are farther along with either DE or collaboration (or both) to move ahead. Grant applications would require the support of their Deans and Provosts to be eligible. Examples of across-MAU workgroups include:
   a. Special Education
   b. Computer Information and Office Systems
   c. Social Work
   d. Psychology

3. Collaboration grants will be available to assist across-MAU campuses with growing online infrastructure capacity by providing:
   a. specialized experts (internal UA and nationally recognized experts) in online instruction
   b. promulgate and model effective practices for infrastructure capacity for distance
c. visit distance-delivering campuses and analyze campus alignment with effective practices and document examples of best practice to share across-MAUs
d. determine campus gaps and identify resources necessary to bring the campus or distance program up to effective practices
e. identify opportunities for collaboration or centralization of distance infrastructure or distance services
f. recommend approaches and funding opportunities by which a campus could move to the next level of services.

Within-MAU Collaboration

The Provosts will initiate collaborative grants that support:
1. Growth of GRE Courses
2. Online Academic Program Development
3. Training Centers for Faculty
4. Individual Training

The Provosts will prioritize the initiatives to achieve maximum results.

1. Incentivize individuals in discipline areas to increase GER course offerings using online instructional strategies supportive of students learning styles and address:
   a. backlogged courses among GERs, particularly in discipline areas that could be relieved via collaborative DE approaches

2. Provide incentives to faculty workgroups/programs/disciplines that are not as far along with DE or collaboration to begin their own conversations, based on factors such as:
   a. faculty interest/potential for this work
   b. state workforce needs
   c. availability/readiness of partners or stakeholders (i.e., health, fisheries, engineering)

3. Provide incentives to promote consistency and richness of student’s education experience through the following activities at an MAU level:
   a. coordinate a plan for sequenced course offerings (distance and face to face) that is based on expected enrollments, students’ status, and resources available to enable students to progress through programs more effectively
   b. coordinate course content and outcomes that correspond with a course description and numbering system.

4. Provide incentives to faculty training centers that respond to:
a. increase faculty online use and DE instructional strategies  
b. share instructional delivery strategies across MAUs

DE Collaboration Model Incentives

Collaboration Grants can incorporate incentives in the form of:

a. workload release or overloads
b. specialized experts that inspire and motivate a shared vision
c. mentoring experiences
d. travel stipends
a. site visits
b. team conference participation
e. enhance training opportunities to increase online instruction use
a. specialized online training
b. department online training support
f. inclusion of promotion and tenure (language like will work with governance to provide recognition in promotion and tenure)

DE Collaboration Model Outcomes and Measures

The goals of the DE Collaboration Model is to increase DE course offerings. Outcomes will be measured by the following:

a. increased program completion rates  
b. increased faculty participation in online course development  
c. increased number of collaborative working groups with multiple campus programs and degrees (i.e., ITS, ECE, Allied Health offerings)  
d. number of faculty trained in DE and online instructional methods  
e. growth in the three categories of DE courses  
f. increased number of online/distance course offerings  
g. increased use of online instructional methods; and  
h. increased number of courses using standardized quality assessment tool.

Equitable Fiscal Distribution

The current fiscal model appropriately rewards growth in online course offerings at the campus and MAU level. When redistribution or reimbursement of finances is required the details are worked out at a programatic level that are based upon factors that are relevant to the discipline and delivery style of the content. After careful review, this individualized approach offers a much more equitable solution then would a formulaic approach that would inadvertently generate unintended inequitable situations. An appeal process for review of equitable distribution of funds will be available for SAC to review.
Date: Friday, May 7, 2010

To: Daniel J. Julius, Vice President for Academic Affairs

From: John Monahan, Distance Education Director

RE: DE Legislative Audit Finding and Recommendation #4; Parameters and Descriptions

On behalf of the DE Legislative Audit Parameters and Descriptions committee*, co-chairs Cathy LeCompte and myself, are pleased to present a working model that addresses the DE Legislative Audit #4 Finding and Recommendation; Parameters and Description of Distance Education Courses.

Acceptance and implementation of the following recommendations ensures that students will have access to a list of all UA distance education courses, including information on technology, time commitments, and other relevant factors for successful course completion.

Background

The Statewide Parameter and Description Committee is comprised of three individuals from each MAU (appointed by Provosts) and three SW members. The committee examined existing course finder system definitions and expanded, from a student-centric perspective, essential course data necessary for a student responsive and user friendly system.

The committee met regularly from Jan. 21 to May 7 and intently considered varying perspectives that has led to a solution that pragmatically balances the interests and needs of students, faculty, and campus missions. Three subcommittees met between full committee meetings to continuously refine the recommendations being presented.

The Parameter and Description Committee along with the Collaboration Incentive Committee (associated with DE Legislative Audit #2) continue to work in alignment to ensure recommendations are cohesive and in the best interests of the UA System.

* Statewide Committee Members:
Cathy LeCompte, co-chair, John Monahan, co-chair
Rich Whitney, UAA, Sarah Hill, UAA, Teresa Derrickson, UAA
Colleen Abrams, UAF, Pam Leist, UAF, Alex Hwu, UAF,
Jill Hanson, UAS, Michael Ciri, UAS, Barbara Hegel, UAS
Mary Gower, SW, Rory O'Neill, SW, Gwendolyn White, SW
Sally Mead, Expanding Access Health
Parameter and Description Recommendations

The committee recommends acceptance of the following sequence of events for an anticipated implementation of the fully re-conceptualized and aligned system in April 2011 for student enrollment in the Fall 2011 semester.

1. Accept a universal UA student-centric definition of Distance Education.

“Distance education is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. Distance courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies.”

2. Identify UA courses based on the degree to which they are location-based and searchable by the following characteristics for each instructional course:

   • Location: the degree to which the course is location-based;
   
   • Time of Day: whether there is a requirement to participate in activities at set meeting times or not;
   
   • Course Pacing: whether there is a requirement to complete course work within a schedule or not;
   
   • Course Delivery Methods: identification of the instructional strategy combining technology and pedagogy to achieve specific learning outcomes;
   
   • Equipment Requirements: a description of equipment and software necessary for students to participate in class.

Note: Course details, definitions, and data categories are included in the appendix.

3. Implement student information system modifications that accommodate collection and dissemination of the new course information.

4. Train key personnel (faculty, administrative staff, and student information system coders) to interpret and enter new data to ensure consistency across the UA system.

5. Align student-desired distance education web features with a course finder system and/or a suite of tools that implement the desired interface.
Distance education is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. As a result, distance courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies.

**Course Attributes:**
- degree of location-based
- time of day
- course pacing
- course delivery method

Distance

Distance-based

Blended

Location-dependent/traditional

* courses appears on the DE Gateway ** description of attributes on attached pages
Course Attributes Data Desired:

I. Degree or percentage to which the course is location-based. The total amount of time students are required to be on campus (or to be at another specific location) as a percent of the total contact hours associated with the course.

II. Time of Day: Choices are “synchronous” or “asynchronous”. A synchronous course requires students to participate in activities at set meetings times (e.g., an eLive meeting from 10:00 – noon on Tuesdays); an asynchronous course has no meeting time requirements and is typically self-paced. Unless options are provided for the class participants, one instance of a required synchronous meeting defines a course as “synchronous”.

III. Course Pacing: Choices are “self-paced” or “instructor-paced”. In a self-paced course a student can complete course work at his/her own pace. In an instructor-paced course a student is required to complete course work on a specific schedule.

IV. Course Delivery Methods: A delivery method is a broadly-adopted strategy that combines technology and pedagogy to achieve specific learning outcomes. A delivery method is not just a technology. Choices and definitions are listed below. Each delivery method is not mutually exclusive, but ideally a predominate and secondary delivery method can be identified to assist the student in selecting the course that matches them best. For example: a course can be delivered predominately via Audio Conference, with course materials delivered via Multimedia and discussions being hosted Online / Web delivered.

A. Independent Learning / Correspondence: Students use self-paced course packets to complete class work.

B. Face-to-face: Students expect to spend at least some of the class in the same room as the other class participants and instructor. e.g., “traditional class instruction”

C. Audio Conferencing: Students will be required to participate over a telephone audio bridge.

D. Video Conferencing: Students will be required to participate from a video conferencing site (typically on a UA campus).

E. Web Meeting: Students will participate over the Internet by running web conferencing software on their computer (such as eLive). As a student, participation in this course will require you to have the following technologies: a working computer, high speed internet access, and a headset with microphone.

F. Live Television / UATV: Students expect the class to be broadcast live over UATV. During class time, students can interact with their class using live telephone call-in, or internet chat. Because of the broadcast nature of the class, by registering, students authorize the recording and distribution of their name, likeness, and voice in any medium without restriction.

G. Online / Web delivered: Students participate through a course web site (such as Blackboard). Students can expect to participate using a variety of browser-based discussion and assessment tools.
H. **Multimedia:** Students will be required to participate in the course using a variety of media formats (DVD, CD, VHS, etc.). Students should consult the course syllabus to ensure they have access to the required equipment.

I. **Special Technology:** Course uses special technologies that are listed in the course notes section (e.g., “course uses Skype,” or “course requires high-speed Internet access for interactive simulations”).

V. Equipment Requirements: Descriptions of standard equipment and software that students will need to participate in the course will be incorporated into Delivery Method definitions (special software and equipment can optionally be included in the course notes section).