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# E-Learning at the University of Illinois, Urbana-Champaign

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The E-Learning Committee is a new standing committee, called together by the Provost and the Chancellor to "provide strategic leadership for academic units and faculty as they develop, implement, and sustain e-learning in existing and new degrees, coursework and other academic programming." The charge to the E-Learning Committee (see Appendix A) included developing a vision for success in e-learning, maintaining an up-to-date understanding of e-learning approaches across campus, identifying and disseminating innovations in e-learning, working with academic units to increase access for students currently under-served by campus-based education, ensuring awareness of intellectual property issues arising in the context of e-learning, identifying staffing and infrastructure requirements, consulting with academic units on business models for e-learning, coordinating with the Global Campus Partnership, and recommending metrics against which our progress toward long-term strategic goals in e-learning could be measured.

### Executive Summary:

E-Learning includes, but is not limited to, online learning: it also includes the use of new media and networked communications in on-campus classes, and it includes classes that blend online and on-campus delivery methods. UIUC has a history of innovations in information technology that have had a significant impact on the campus, the state, and the world. A rising generation of students who have grown up with the web, and an increasing number of life-long learners, require us to rethink the way we teach, and the people we reach. The students we graduate need to be able to think creatively and work collaboratively in a knowledge economy, where information comes in many media, and where co-workers may not be co-located. In order to achieve these goals, we need incentives and support that encourage faculty to experiment with online technologies, we need greater flexibility in our administrative procedures, and we need to support the development of new course and program models. As part of that support we need to offer consultation on whether, when, and how to work with the Global Campus Partnership, and whether to emulate models that have already been developed here on campus.

Since this is the first report of a standing committee, and since many of the tasks with which we are charged represent significant organizational challenges, in what follows we set out an initial understanding of the territory in which we have been asked to operate and some ideas about how we can meet our charge. We also suggest some actions that could encourage individual faculty engagement right now, and we provide some information that deans and department heads may find useful in considering

whether or how to work with the Global Campus, or whether to emulate one of the models for e-learning that have evolved on the Urbana campus over the last decade. In these and other matters, this report proposes to assign the E-Learning Committee several different roles (clearinghouse, problem solving-forum, consultant) and many different tasks (surveying faculty and students, distributing and reviewing RFPs, promoting e-learning activities, advising instructors) to fulfill its charge. However, the committee currently has no budget or staff to support these activities. Through the years, committees such as ours have had recurring budgets as well as the support of an existing campus unit. For example, the Center for Teaching Excellence currently supports the Teaching Advancement Board as the CITES' Educational Technologies Division supported the former Educational Technology Board. Provided this report meets with campus approval, the E-Learning Committee will need an allocation of recurring funds and the designation of a support unit or two in order to perform its ongoing duties.

## **Opening Observations:**

- E-learning opportunities potentially infuse every aspect of the curriculum. There are no "technology-proof" disciplines today;
- A significant benefit of online programs is that they can serve as an incubator for the development and refinement of new instructional approaches that can and should be brought into the curriculum more generally;
- While it is important for programs to cover their costs, the most important profit is learning, for both faculty and students: the resources that online programs may generate beyond their costs is a bonus, not a *raison d'être*;
- E-learning is lifelong. We should erase the sharp online/on-campus distinction in order to bring lifelong learners into deeper contact with the campus experience, and in order to bring on-campus learners into deeper contact with experienced professionals in their fields of interest;
- Some of the new instructional and learning methods developed in e-learning contexts are generic, others are content- or discipline-specific. There should be mechanisms for sharing both kinds with relevant colleagues;
- In a "Web 2.0" culture, the basic activities of higher learning (note-taking, studying, writing papers, doing course projects, taking exams, engaging in classroom discussion, and so forth) can take new forms, many of which will be more natural and familiar to a new generation of learners than they may be for their professors. Another major difference is that we are now dealing with students who are used to *creating* on-line content and contributing to shared on-line resources. This creates new opportunities for teaching and learning. Different evaluation and grading methods are implied by this as well;
- Portable and ubiquitous technologies (cell phones, handhelds, etc.) are an underused resource in bringing learning opportunities into multiple contexts—not only in classrooms, but beyond them as well. Ubiquitous learning implies learning beyond the semester-long, for-credit course, as well.

## **Opening Questions:**

1. What can make UIUC distinctive in e-learning?
2. Who are the students of the 21st-century and how will UIUC challenge these students?
3. What is the workforce of the 21st-century and how will UIUC meet the needs of this workforce?
4. What is the path to reinventing UIUC as a 21st-century university?
5. When will an e-learning committee no longer be necessary?

### **1. What can make UIUC distinctive in e-learning?**

The history of innovation in information technology is a familiar story at UIUC. Plato was a platform for online education that developed into a vastly innovative communications environment, in which new technologies like threaded discussions, chats, and linked notes were first developed and tested. Mosaic, the first standard web browser, was developed here at NCSA, and went on to revolutionize information exchange, business, and education around the world. UIUC was one of a handful of universities funded under the National Science Foundation's first Digital Library program, and our library has made key contributions in digitizing research literature and in developing institutional repositories. Two years before Blackboard or WebCT hit the market, entire degree programs were being delivered online on this campus. One good reason to launch a major e-learning initiative at Illinois, then, is that our past history suggests that we can do this differently and better than other people; and while we can learn from other models, we need not imitate them. We have technical resources and e-learning expertise available at few other universities: what we need to do now is to coordinate these resources and expertise in a strategic and campus-wide program of innovation.

### **2. Who are the students of the 21st century, and how will UIUC challenge those students?**

E-learning means infusing new learning technologies across the campus and across the curriculum, and students of the rising generation will expect this. E-learning is not just an expansion of online courses and programs: it means incorporating new learning technologies and related innovations in pedagogy into all campus programs. It is about enhancing and enriching the experience of on-campus students by bringing them into contact with non-traditional, international, and other students who participate online in blended classes, and it is about enhancing and enriching the experience of those online students, by bringing the intellectual life of the campus to their desktops and inviting them to participate. Done right, e-learning will benefit all types of students by bringing them together in a more diverse learning experience.

On a broader cultural level, the so-called "Web 2.0" revolution has created a different set of practices and expectations about how young people interact with the information they find on the Internet. Web 2.0 means acquiring knowledge through far more social and distributed communities of learners, and it means contributing as well as consuming content. The new practices of this domain are becoming familiar: blogs, wikis, MySpace, folksonomies ("social tagging"), mash-ups, and so on. What these practices share is a collaborative ethos in which individual knowledge is mediated in and through collective knowledge—but that ethos is often absent from or actively discouraged in their college classrooms.

### **3. What is the workforce of the 21st century and how will UIUC meet the needs of this workforce?**

Wallis et. al (2006) identify characteristics that will define our future workforce: that workforce will require individuals who can think across disciplines and whose can construct their own paths to knowledge, working with teachers who facilitate that process. They will explore new approaches to solving problems, they will think creatively, and they will be able to assimilate information rapidly. We need to learn how to inculcate these characteristics in the students who come to UIUC.

As a land-grant institution, the University of Illinois has a responsibility to anticipate these workforce needs of the 21st century. At a recent event with NCSA, a representative of Caterpillar said, "You think we're a tractor company. We're not. We're a knowledge company. We need to do research on new farming techniques. We need to do market research on customer needs. We need to offer ongoing staff development and seminars. We need to do basic engineering studies on metallurgy and new fuel sources. Building tractors is the endpoint of that process, but it's not in fact what many of our employees do. A great deal of what we do looks a lot like what universities do." And, as the Graduate School of Library and Information Science has learned from its work with Caterpillar over the last two years in its Corporate Round Table, the deployment of new learning technologies and digital special libraries is a core R&D activity for Caterpillar and many other companies.

Across Illinois, the University at Urbana-Champaign ought to be seen as a learning resource and a part of daily life: not only for current students or alumni, but for all citizens. New technologies and knowledge practices create learning opportunities that could and should be made more widely available. The free curricular programs at MIT and Berkeley, which make lectures and other course content freely available, provide one model for doing this—but those models still depend on very traditional models of teaching and learning. We have yet to see a major university provide free public learning resources that genuinely realize the potential of on-demand, ubiquitous, lifelong learning—and that is an opportunity for us to lead. These new models may begin by transforming teaching and learning in the classroom, but what will make them distinctive is their borderless nature and their effects beyond the classroom and beyond the campus.

### **4. What is the path to reinventing UIUC as a 21st-century university?**

First, we need to bend. In particular, we need to bend institutional rules and practices that are a barrier to reinvention. We need to preserve separate structures and procedures where they make sense, and abolish them where they do not. Long-established methods of admission, enrollment, and tuition payment often create onerous and counterproductive distinctions between different categories of student or different categories of programs. Methods of calculating teaching load, student credit-hour production, and length of terms all may be creating disincentives and barriers for faculty or units who otherwise might be willing to work in this area. Teaching evaluation and salary decisions need to be brought into alignment with the University's stated priorities, and the generally accepted notion that teaching is less important than research for tenure-system faculty needs to be overturned, from the top down. Innovation, risk-taking, and success in foundational work need to be rewarded in teaching just as they are in research.

Second, we need to blend. Our future will certainly involve some wholly online courses and programs, and some wholly on-campus courses and programs—but the vast majority will include elements of both.

Various e-learning practices across most courses will open the door to learners off-campus. This blending is an educational imperative, because of the learning opportunities it brings with it.

Third, the campus needs to provide strategic opportunities (with funding, staff support, and release time) that encourage faculty to experiment with new technologies, new models of learning, and new opportunities for rethinking the curriculum. In the context of those programs, we need to introduce the faculty as a whole to the work that's being done—on this campus or on others—by innovative teachers in their discipline, or in neighboring disciplines.

Fourth, we need to provide the necessary infrastructure to support e-learning. A campus-level commitment with recurring dollars has to be made to ensure that classrooms are adequately equipped with hardware and software, that there is support for experimentation with course management systems, that instructors have access to instructional design expertise and support for curricular development. As that list implies, much of the infrastructure that is required consists of dedicated human resources.

## **5. When will an e-learning committee no longer be necessary?**

Our goal should be to create a campus in which a separate "e-learning" committee would be superfluous—in which the E-Learning Committee simply becomes the Committee on Teaching and Learning.

### **First Steps:**

#### **Understanding what we already do:**

The Committee was charged "to assess the current use of e-learning tools/methods across all academic units, including service to on-campus as well as on-line students." We believe this information would be useful in at least three ways. First, we believe the assessment would help define and understand e-learning as it actually now exists at UIUC. Second, the assessment would identify ways to better support the breadth and depth of e-learning activities being conducted. Third, we anticipate the large amount of campus e-learning activity uncovered by the assessment would justify an expansion of campus support.

We propose a three-stage process to assess current e-learning activities. The first stage would be to survey a sample of approximately 50 faculty using CITES supported enhanced classrooms (ITS rooms) as well as campus technology support offices such as LAS' ATLAS, CITES' Educational Technologies unit, Continuing Education's Division of Academic Outreach, and departments offering on-line courses/degree programs. The e-mail survey would include an open-ended question intended to help us identify the scope of e-learning activities on campus. See Appendix B for a draft of the survey.

#### **Understanding our students:**

We could begin by looking at two groups of learners. The first group, commonly referred to as "non-traditional," is distinguished by their practical need for online education, because practical impediments prevent them from completing a degree on campus. But if we look further at characteristics of the non-traditional learner, we can probably differentiate them according to the following criteria:

- 1. Employment status:** Does the student work full or part time? Is the educational pursuit primarily driven by the student's current job needs, or prospective future job needs?
- 2. School status:** Is the student enrolled full time or part time? How flexible are they in being able to accommodate the academic calendar, synchronous sessions, and other features of campus-based education?
- 3. Family status:** Is the student married? Is the student a parent? Is the student the primary care-giver for other family members (children, parents, etc.)? Where is the student's family support network?
- 3. Age:** How does the student's age affect his/her educational aims? What does the student's age indicate about his/her life experience or maturity as a learner?
- 4. Degree of technical competency:** Does the student already have the necessary technical skill to succeed in an E-Learning environment? What experience has the student had with technologies more generally?
- 5. Nationality:** Is the student a resident of a foreign country? If so, what is the student's visa status? Is the student's first language English? If not, what are the student's spoken and written English language skills?

From these and other kinds of categories, we might then define a range of different student profiles. They might differ in their ability to be autonomous, self-directed learners. Their educational objectives might be fairly broad and flexible, or they might be very specific and job-related. They might have relatively little else going on in their lives besides studying and earning a degree or credential, or they might have a range of other responsibilities within which their e-learning schedule will have to fit. In order to attract the best and most diverse students, and not just those students whose lives can be fit into traditional campus-based higher education, we need to ensure that university and college policies and practices reflect an understanding of the "non-traditional" student characteristics outlined above. In addition, most non-traditional learners expect a higher level of flexibility with respect to when and where learning will occur, they expect more individualized support and attention, and they expect courses and programs that are more directly relevant to their current or future employment. But these factors vary in relation to other characteristics of those learners. Attention to these different attributes will allow us to design programs that will serve and appeal to these different constituencies.

The second group of learners may also be considered "non-traditional," but in a very different sense. This is the group sometimes described as "Generation I"—students now in elementary and middle school, who do not remember a time when the Internet did not exist or when technologies such as smart phones, digital cameras, blogs, and wikis were not a part of mainstream society. For them, these are not "new" technologies: they are simply part of the landscape of their social practices and relationships. Higher education will soon be admitting these students, whose expectations for education are largely defined by ubiquitous access to technologies as a seamless part of the way they interact, communicate, and learn. In response, this campus needs to shift its focus to ensure that students not only gain core knowledge, but also portable skills that will allow them to navigate a changing workforce (in one recent video, an undergraduate student reported "When I graduate, my first job may not even exist today"). Effective and useful learning for such a future will require that the integration of technology allows for reflection, questioning through inquiry-based practices, problem solving skills, and meaningful learning through context-rich instructional environments.

## **Research Opportunities:**

### **Understanding Quality:**

In general, those who have participated in online teaching and learning tend to view it as an effective form of education while those with little or no direct experience tend to be very skeptical about its effectiveness. Although much of the initial research on e-learning was based on subjective measures such as student perceptions of satisfaction and learning, more recent studies have begun to empirically explore questions related to course quality, learning gains, and measures of efficiency. These studies often suffer from research design and sampling limitations, but they do suggest that the quality of online education is highly dependent upon the quality of the course design and the amount and quality of the interaction that occurs between and among students and the instructor. In other words, it appears that pedagogy rather than technology is the determining factor with respect to the quality of an online educational experience.

As a leading research university with aspirations of becoming an international leader in online education, we must engage in empirical research to measure factors of quality in online education. Initially, we need to measure quality in many of the same ways as we measure it in traditional classes and programs (i.e., selectivity, retention, graduation rates, and satisfaction as reported in exit surveys). Beyond this however, we need to be creative and seek new ways of examining the indicators of quality in online learning by using innovative approaches such as social network analysis and data mining techniques. Our research agenda should be focused on both the individual learner and the program. At the individual level we need to engage in studies to determine the interaction of different forms of virtual learning environments on learning achievement and transfer. At both the individual and program levels we need to develop ways to effectively measure and diagnose learning and performance problems so that effective mechanisms for intervention can be implemented (and we note that using analytics to diagnose learning and performance problems with a goal of early intervention and institutional improvement is one of Educause's 2008 "Grand Challenges"). At the program level we need to create uniform regularly recurring approaches for evaluating online programs, both internally and externally. Additionally, we need to track and assess information related to job placement and success in employment as well as the relationship between online programs and alumni relations and giving.

### **Understanding Access:**

Access is an important benefit of online education and is a legitimate reason for offering educational programs in an online or blended form. But, as noted above, "access" means different things for different kinds of students. At UIUC, studies should track geographic dispersion, cultural backgrounds, and economic status of our online students. Access in the sense of availability to people with various

disabilities is also important and we should track our ability to accommodate such cases in terms of recruitment, retention, and graduation rates. Finally, the factors related to accessibility should be tracked separately from on-campus statistics so we can evaluate the extent to which the online student population differs from the student for similar programs on-campus. This may inform us about how the mode of delivery enhances accessibility for minority groups, students with disabilities, and those with various types of non-traditional backgrounds.

### **Understanding Innovation:**

Innovation in online education is critical for maintaining a competitive advantage over our peer institutions as well as ensuring that we are providing the best possible educational experience for our students. Technological innovation is one of the hallmarks of the University of Illinois and should be one of the distinguishing elements of a UIUC online learning experience. Mechanisms need to be in place that encourage and support innovation in learning technologies and pedagogical strategies. Research grants specifically directed at developing innovative online programs, facilities, tools, or techniques should be considered. We should also support the adoption, production, and testing of code that contributes to open-source course management systems like Moodle or Sakai. The ability to teach new forms of material online, especially material that is generally acknowledged to be difficult to convey in an online format, would be another form of innovation. Last but not least, the migration of online tools and techniques to the teaching of on-campus classes is, in itself, an important measure of successful innovation.

### **Intellectual property issues:**

There is a wealth of information about copyright on the Web: some useful and credible sources for our purposes may be found at <http://www.utsystem.edu/OGC/IntellectualProperty/offsite.htm>. All of the copyright issues that pertain to teaching face-to-face, along with supporting materials (e.g., coursepacks, library reserves), pertain, at least to some extent, to e-learning as well. There are cases, however, where current policy does not address situations that could arise in e-learning contexts. While other universities (such as the University of Texas) have created crash courses and tool kits addressed to copyright issues (see <http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm>), and while documents generated by other institutions could serve as a starting point, issues unique to our University and to individual campus units must be considered. Our Library does provide a useful guide to copyright creators, at <http://www.library.uiuc.edu/scholcomm/copyright.htm>. A brainstorming session could generate a list (as exhaustive as possible) of e-learning copyright issues likely to arise. Next, the Office of Technology Management (OTM), could help to determine which of these issues are not addressed by current University copyright guidelines. A working committee could then generate a streamlined set of guidelines that would be useful to administrators and faculty as they plan for specific e-learning situations.

Two issues of particular importance to e-learning are the question of what one can show or perform in a remote setting and the problem of clearing rights for multimedia works. Copyright law provides a separate set of rights in addition to fair use, to display (show) and perform (show and play) others' works in the classroom. These rights are in Section 110 of the Copyright Act but, because the rights seemed to be nearly non-existent when applied to teaching at a distance, the TEACH Act was enacted in 2002. TEACH expands the scope of educators' rights to perform and display works and to make the copies of those works available for distance education (North Carolina State University has developed a very useful TEACH Tool Kit at <http://www.lib.ncsu.edu/scc/legislative/teachkit/>). However, as Georgia Harper at the University of Texas points out, there is still a considerable gap between what the statute authorizes for face-to-face teaching and what it authorizes for distance education (see <http://www.utsystem.edu/OGC/IntellectualProperty/teachact.htm>). For example, no permissions are required to show or perform any work related to the curriculum in a face-to-face classroom, but the same educator would have to pare down some of those materials to show them to distant students and video or dramatic musical works may only be shown as clips. When wanting to use existing multimedia materials beyond a size that can be reasonably considered acceptable under the fair use doctrine, instructors may find the time, effort, and complexities of clearing all the required rights to be daunting and discouraging. Again, Georgia Harper provides some very useful material at <http://www.utsystem.edu/OGC/IntellectualProperty/multimed.htm> and Stanford lists additional sources at [http://fairuse.stanford.edu/web\\_resources/multimedia\\_web\\_sites.html](http://fairuse.stanford.edu/web_resources/multimedia_web_sites.html)

### **Infrastructure and Staffing:**

Different kinds of online programs require different infrastructure support, so planning infrastructure before knowing the goals of the programs this infrastructure supports would be imprudent. Uses of e-

learning aimed not at distance students but at improving the experience of students on campus may have still other infrastructure needs, including investment in classrooms and other instructional spaces. In other words, we probably need to think not about a single vision of infrastructure for e-learning, but about an evolving cyberinfrastructure that addresses each program's needs with some mix of shared and local resources.

Broadly, we can anticipate that we will need to pay attention to connectivity, to content management, to medium, to content and related services that support teaching and learning (most commonly, but not exclusively, provided by the Library) and to social support. We can provide planning tools that guide individual departments in conducting an analysis of their needs, in locating the resources that are already available, and in generating reliable cost estimates for acquiring and operating technology in support of e-learning. For example, we might develop a "recipe," or template, complete with cost analysis and implementation plans, for creating local support resources modeled on what has been done in different on-campus models (GSLIS, Education, Computer Science, etc.) . Providing a core set of such tools could allow departments and colleges to compare alternative directions for program development.

Having a rich set of flexible resources available can be an important stimulus to imagination. If our goal is to support true innovation in the disciplines, we should prepare for continuous introduction of new technologies, whether initiated by faculty trying to solve specific program-related problems or by professionals engaged in ongoing discovery. At first, we should not be overly concerned with the ability of these resources to "scale," since in fact many will be tried and discarded by the academic community.

With this qualification, we should move quickly to inventory what we currently have and what we expect to need for broad categories of e-learning activity. The table below shows how we might define needs for a range of e-learning activities anchored at one end by fully online courses and programs and at the other end by courses fully supported in traditional classroom settings.

E-learning Models	Typical Needs
Classroom-based	Instructional design support Classroom technologies (presentation technologies, student response systems) Content development support (instructor training, content development) Software purchase/hosting/support (CMS, discipline-specific applications) Student training (GIS, SPSS, Excel, presentation software, wikis, etc.) Evaluation/assessment support FERPA training Access to Library resources and services
Hybrid "1": mostly classroom-based, with some contact hours shifted online	All of the above plus: Computer classrooms (every student at a computer) and/or computer labs (unscheduled rooms where students can do on-line assignments, etc.) Facilities management/scheduling support for efficient use of IT rooms for classes that only need access to computers part of the time Specialized equipment support (e.g., video cameras) Laptop support (e.g., Writing with Video)
Hybrid "2": mostly online, with infrequent campus assemblies	Remote access support Tools to promote on-line communities Terminal services for software Tools to support on-line collaboration Video-conferencing Streaming audio
Fully online:	Special attention to online student services

For the immediate future, an assessment should be conducted around our overall positioning to respond to emerging disciplinary needs for e-learning resources. At least the following questions and concerns should be included in the assessment:

- The absence of a 24 x 7 help desk negatively affects both distance and resident students
- The absence of 24 x 7 access to professional library services negatively affect distance and resident students
- Central support for e-learning is yoked to an "enterprise services" model that limits what tools are supported
- Copyright issues may be different for online instruction than for on-campus classes
- Constraints in Banner may limit our flexibility in designing and executing new program structures
- Standard ways of calculating teaching load, and other customs that bifurcate on-load from on-line programs, may impede the development of more blended course and programs, with all that entails in terms of integrated admissions, revenue flow, and faculty load calculations
- Classroom technology funding is fragmented and inadequate even in the aggregate
- General lack of outfitting limits distance collaboration and formation of virtual organizations
- We need a more integrated campus approach in the recording, archiving, and delivery of streamed video and audio for podcasting; the ideal would be a coordinated clearinghouse or archive that collects, indexes, and provides access to streamed multimedia from all campus programs, visiting lectures, etc.
- College-level instructional technology support is very different for the Haves (large colleges, professional schools) versus Have-Nots (small colleges)
- There is no motivation for faculty to develop on-line presence (no specific initiatives, few faculty development opportunities, no recognition in P&T process, stipends, etc.)
- There is an unpredictable range of technical skills among students
- Connectivity for students living off campus is unpredictable
- Security and confidentiality (e.g., use of publicly accessible wikis, posting of student records) is a problem
- Students for whom English is a second language may find it difficult to participate on equal footing in an online class
- Students with disabilities may find that e-learning raises new problems for them.

### **Working with the Global Campus Partnership:**

The E-Learning Decision Tree (see Appendix D) is intended for units that are negotiating with, or responding to invitations from, Global Campus. The E-Learning Committee could function as a consultative body to advise units on the implementation of these guidelines, or we could develop some self-guided online assessment tools that would help units understand how best to proceed. Some staff support is probably required for either approach, and for the RFP process described below; the logical place to add that staff support would probably be in Academic Outreach.

For units looking at getting involved in e-learning, the first issues are always resource issues. For units that want to do something with campus, rather than with GC, real resources need to be devoted to start-up costs. Campus can't afford to provide those resources to every unit all at once, so perhaps it should be managed through a competitive RFP process, with consulting available from Academic Outreach. Part of the RFP would be decisions about what kind of resources to request, analysis of student demand, faculty support, future sustainability. Initiative could come from individual faculty, but applications to develop new programs (as opposed to individual courses) would come from units. The program might have two tiers: one for whole degree programs, one for a course or course cluster, with different levels of funding associated with each. Degree programs would need to be proposed with sign-off from CEEED (graduate level), if it is just a new way of delivering an existing degree; if it is a totally new degree, it would need to have CEEED (for graduate-level programs) and EdPol (faculty senate) buy-in as part of the application process; if funded, it would then also need IBHE approval but only for the name of the degree (vs. new on-campus or off-campus site-based programs, which require more extensive IBHE review). See Appendix C for a suggested Request for Proposals and cover letter for the RFP, for a campus program to elicit proposals.

The importance of e-learning is expanding across the University of Illinois, in the establishment of the University of Illinois Global Campus, as well as in a growing number of on-line and blended courses at Chicago, Springfield and Urbana-Champaign. It is crucial that these parallel efforts be coordinated in appropriate ways, and we assume that all of the stake-holders in e-learning at the University of Illinois need to be working together to advance common interests (enlarging the proverbial pie) and resolving conflicting interests (dividing the proverbial pie).

We suggest the following guiding principles to ensure that pies are squared, rather than halved, in the years to come:

1) **Connect Stakeholders:** We will ask key stakeholders, including the UIUC Faculty Senate and the leadership of Global Campus, Chicago and Springfield, to identify key "points of contact" to facilitate dialogue and coordination on matters relating to e-learning. There are currently two members of the UIUC e-learning committee who are also members of the advisory committee for the Global Campus. Similarly, there is one member of the UIUC e-learning committee who is a leader of the UIUC Faculty Senate. There are three members of this committee who serve on the UIUC Council of Deans. We urge that there always be at least a one-member overlap with the Global Campus Advisory Committee, the UIUC Faculty Senate, and the UIUC Council of Deans.

2) **Avoid Surprises:** If we are launching new degree programs, new majors or new minors in an e-learning format, we will endeavor to provide notice to the relevant program leaders at Global Campus, Chicago and Springfield in advance of consideration by the Board of Trustees. We will also ask that Global Campus, Chicago and Springfield reciprocate and endeavor to avoid surprising us. In these cases, we will encourage dialogue to discover if there is any collaborative potential to be realized and if there are any direct conflicts to be resolved. The same principle applies within UIUC, where units are urged to avoid surprises with other units on campus and, when it comes to e-learning initiatives, the e-learning committee can serve as a clearinghouse to facilitate this process. The e-learning committee will endeavor to make e-learning activities on campus easily visible, in order to promote collaboration, avoid surprises, and anticipate resource and policy implications. At present, the range of activity is relatively opaque, and establishing mechanisms to increase the visibility of e-learning activities will not be easy, but doing so will provide crucial information for all.

3) **Remove Barriers:** While promoting innovation is important (see below), removing barriers is more important. As e-learning initiatives at UIUC encounter internal or external barriers, the e-learning committee will serve as a problem-solving forum where faculty and staff can come to better understand the barriers and identify relevant options within the university system.

4) **Promote Innovation:** Where innovations emerge at UIUC that might be relevant to others on campus or in the larger university system, the e-learning committee will establish mechanisms (on-line or otherwise) to increase awareness and share knowledge about these innovations. These may be innovations in pedagogy, administration, technology, or other matters.

5) **Ensure Sustainability:** Some e-learning initiatives will be designed to be short-lived and others will be designed to be long-standing. Sustainability is a mind-set that reflects a commitment to ensuring that the intended design life of e-learning efforts is achieved and that the overall set of e-learning activities at UIUC are sustainable - both on organizational and technological dimensions. This includes attention to software platforms that can be supported over time, staffing models that are not fragile, pedagogical learning that is shared, and other sustainability concerns.

Where matters cannot be resolved on a bilateral basis among stake-holders, escalation is possible through the Provosts and Chancellors in each campus to the President's office.

## Appendix A: Charge to the Committee

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Chancellor  
Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



May 22, 2007

John Unsworth, *Chair*  
Nick Burbules  
Joel Cutcher-Gershenfeld  
Sally Jackson  
Scott Johnson  
Paula Kaufman  
Faye Lesht

Keith Marshall  
Laura Miller  
John Ory  
Vanna Pianfetti  
Deanna Raineri  
Michael Williams  
Debra Woods

Dear Colleagues,

Thank you for agreeing to serve on a new standing committee entitled the “e-Learning Committee” to provide strategic leadership in the domain of advance e-learning at the Urbana campus. With the advent of the Global Campus Partnership (GCP) and the proud tradition of e-learning already established on this campus, e-learning has become a defining strategic direction for all three campuses. Normally, appointments to the e-Learning committee will be made on an academic year basis, but we are asking you to start working this summer through May 2008.

The purpose of the e-Learning Committee is to provide strategic leadership for academic units and faculty as they develop, implement, and sustain e-learning in existing and new degrees, coursework and other academic programming. Central to this mission is the pioneering of e-learning pedagogies that are consistent with and advance learning in the context of what is both a world-leading R1 research university and a premier land-grant university. This includes e-learning tools, methods, and approaches that deliver high quality education, complement our residential culture, and help to develop and socialize the next generation of engineers, scientists, artists, educators, or other workplace and societal leaders. Consistent with the accelerating rates of change in technology and society, the focus of the e-Learning Committee should include ensuring an overall culture and approach on campus that is agile, vibrant, and engaging.

Desired outcomes for the Urbana campus from the activities of the e-Learning Committee include the following:

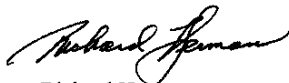
- Define the desired role of e-learning, including a clear vision for success in this context;

telephone 217-333-6290 • fax 217-244-4121

- Maintain a current understanding of the use of e-learning tools, methods and approaches across all academic units, including courses and programs serving students on-campus as well as those at a distance;
- Identify, incubate, and disseminate new innovations in e-learning, whether emerging from within campus, the GCP, or in other settings – with a particular focus on innovations that serve to advance our dual mission as a research and land-grant university;
- Work with academic units to increase access to the campus on behalf of non-traditional students and others who are presently unable to fully benefit from on-campus programming;
- Ensure proper handling of Intellectual Property (IP), licensing, and technology transfer matters associated with e-learning innovations and the use of electronic learning materials where appropriate and in coordination with units on campus;
- Identify current and future opportunities and concerns around staffing, courseware, materials development, counseling, marketing, and other infrastructure support (people and technology) for e-learning, including utilization of digital repositories and other on-line resources;
- Provide technical assistance to academic units as they fashion viable business models for e-learning, whether with the GCP or otherwise, and help to establish strategies for re-investment of revenues associated with e-learning;
- Coordinate the Committee's efforts with the GCP, including ensuring appropriate standards and protocols to guide academic units and faculty in their engagements with the GCP, as well as helping to determine what aspects of e-learning should be independent of GCP; and
- Establish, communicate, and evolve clear strategic goals (short- and long-term) for e-learning, as well as appropriate metrics on quality, accessibility, innovation, and other dimensions to track progress against these goals.

We will be meeting with the Committee on June 19, 2007 at 2:30 p.m., in Room 500 of the Swanlund Administration Building to further discuss this charge and answer any questions. We would appreciate a preliminary report of the Committee broadly outlining the plan for e-learning by the end of October 2007, with a final report at the conclusion of the fall semester. We are grateful for your willingness to serve in this important and ambitious endeavor. It holds great promise for this campus for the advancement of our educational and outreach mission.

Very truly yours,



Richard Herman  
Chancellor



Linda Katehi  
Provost and Vice Chancellor for  
Academic Affairs

## Appendix B: Draft Survey on E-Learning at UIUC

Proposed survey for stage one:

Earlier this year, the Chancellor established a campus-wide E-Learning Committee. The purpose of the E-Learning Committee is to provide strategic leadership for academic units and faculty as they develop, implement, and sustain e-learning in existing and new degrees, coursework and other academic programming. The Committee is interested in determining the nature and scope of e-learning activities and programs emanating from UIUC. To initiate this process, we are asking for your help as someone who is already actively engaged in using educational technologies in your teaching. Your response will help us formulate a more close-ended survey for all UIUC instructors.

a. Please identify the educational technologies that you use in teaching and briefly describe how you use those technologies. These may include technologies such as powerpoint presentations, email, course websites, podcasts, video, and others, also including innovative applications that you may be developing or interested in developing.

b. Please also provide any additional thoughts on e-learning that you think may help the E-Learning Committee fulfill its charge.

In the second-stage we would use the results of the open-ended item responses to develop a second survey sent to ALL instructors (faculty, TAS, and others). The second survey would show the type and amount of e-learning activity on campus by asking instructors to select from a list of e-learning activities identified in closed-ended items.

## **Appendix C: Draft Cover Memo for E-Learning RFP**

To: Deans, Directors and Department Heads

From: Campus E-Learning Committee

Date: November 24, 2007

Re: Request for Proposals, Online Courses for Transfer Students & graduate-level certificate and degree programs

At the request of Chancellor Herman and Provost Katehi, the E-Learning Committee has been working on strategies for promoting innovations in e-learning across campus. To that end, an "E-Learning fund" has been established for departments seriously interested in delivering courses online, in delivering blended courses to on-campus and online students, in leveraging online learning methods or capabilities in on-campus classes, or in reaching audiences who may not be enrolled for credit at the university.

Attached please find a Request for Proposals, inviting your faculty to apply for support in inventing or reimagining a course, or for your department to apply for support in inventing or reimagining a program. We are particularly interested in areas where a strong demand or need is known to exist and where use of technologies will further both pedagogical and research interests on the part of the faculty and departments involved. We welcome proposals for courses or programs that would facilitate community college transfer, or that would offer graduate-level certificate and/or degree programs online, but we are open to innovation of all kinds.

Questions can be addressed to:

John Unsworth, Chair  
E-Learning Committee  
MC-493  
unsworth@uiuc.edu

DRAFT

Request for E-Learning Proposals

UIUC E-Learning Committee Mission Statement

"The purpose of the E-Learning Committee is to provide strategic leadership for academic units and faculty as they develop, implement, and sustain e-learning in existing and new degrees, coursework and other academic programming."

--Chancellor Richard Herman & Provost Linda Katehi

Overview

The campus E-Learning Committee is requesting proposals from tenure-track faculty interested in offering online courses in high demand to facilitate community college transfer, or to design graduate-level certificate of completion (credit) and/or degree programs in areas of demonstrable need.

Proposals will undergo a competitive review process, and awards will range from \$6,000 to \$30,000 with an expectation that departmental match, usually of release time, will be provided for proposals that are successful.

The proposed course, certification, or degree programs must be offered within 18 months of receipt of funding, pending appropriate campus approvals.

#### Deadline

Send two copies of the proposal to \_\_\_\_\_ by \_\_\_\_\_.  
Proposals will be accepted twice a year beginning with \_\_\_\_\_.  
Proposals should be mailed to:

#### Application Packet

#### Narrative

The proposal may take the form of a letter, and it should include:

1. a summary of the proposed offerings
2. needs analysis
3. timeline
4. budget
5. implementation plan

Funds will be disbursed on a schedule as work is completed, and funds must be spent during the fiscal year in which they are awarded. Courses, certificate, and degree programs must be offered more than once over the next 3 - 5 years. One course release, or equivalent resources in some other form, should be provided by the department. A letter from the department head stipulating willingness to provide these resources and willingness to offer the course several times in coming years should accompany the proposal.

## **Appendix D: E-Learning Decision Tree**

In order to help guide UIUC academic units, this document (derived from the March 2007 guidelines for UIUC/Global Campus cooperation, drafted by a subcommittee of the Council of Deans) will serve to outline a common set of steps in the process for exploring, establishing and sustaining e-learning initiatives. While the steps have been standardized, it is anticipated that a diverse array of programs will be launched via these processes, reflecting the unique mission, aspirations and innovations of each college, school, institute and center.

### 1. Strategic Intent

1.1. Either the Academic Unit, Academic Outreach, or the Global Campus Partnership identifies a new educational opportunity that would benefit from the utilization of e-learning technologies, which could be any of the following:

- A new or modified course
- A new or modified option
- A new or modified concentration
- A new or modified certificate
- A new or modified minor
- A new or modified major
- A new or modified degree

1.2. The Dean/Director of the Academic Unit assigns one or more faculty to lead the exploration phase, with appropriate consultation with Department Heads or other key academic and administrative leaders

1.3. The representatives from the Academic Unit and the Global Campus Partnership and/or Academic Outreach work together to develop a clear statement of the strategic intent for the potential GCP initiative, including, as appropriate, the various elements of what we will term the "5Ws & How:"

- What: Structure and Scope, including Substantive Domain and Title
- Who: Target Audience(s) and Stakeholders
- Why: Potential Impacts/Value/Service
- When: Implementation Timing/Milestones
- Where: Delivery Modes (Synchronous/Asynchronous, Face-to-face/Distance, Hybrid) and Physical Home
- How: Pedagogy, Guiding Principles, Educational Principles, Business Model, Staffing Model

### 2.0. Advance Consultation

2.1. If the Dean/Director believes that further exploration is warranted, notice is given to the Office of the Provost by GCP and the Academic Unit (requesting permission to continue initial explorations of desirability and feasibility)

2.2. Appropriate notice is also given internally to appropriate Faculty Governance forums within the Academic Unit

2.3. Preliminary consultation also occurs with other Academic Units whose mission is directly related to the potential new initiative

2.4. If the Dean/Director and appropriate Faculty Governance forums do not believe] that further exploration is warranted, but the GCP does want to continue exploration, this may take place in the GCP Incubator, provided a clear understanding is reached with the Academic Unit regarding continued consultation, opportunities for future collaboration, and avoidance of directly competing programs

### 3. Shared Vision

3.1. Review the 5Ws & How with key stakeholders, making adjustments as appropriate, so that it can become a shared vision. Potential stakeholders include:

- Core faculty and staff
- Global Campus Partnership staff
- Central administration
- Other key stakeholders

3.2. Conduct preliminary market research to assess desirability and feasibility

### 4. Formal Proposal

4.1. Develop a formal proposal, with the level of detail commensurate with the scale and scope of the new initiative, but generally including:

- The proposed curriculum
- Proposed business/educational plan (including target student audiences, admissions policies, anticipated tuition rates, annual revenues, course development costs, course delivery costs, infrastructure support costs, and other factors)
- Proposed staffing model (including mix of tenure-track, clinical and adjunct faculty; the use of graduate student instructors; and required staff support)
- Anticipated infrastructure support requirements
- Proposed contractual language concerning course development, instructional delivery and intellectual property
- Anticipated outcomes/impact

### 5. Submission/Approval

5.1. Depending on the scale and scope of the new initiative, appropriate approvals are obtained from the following:

- Internal Unit Executive Committee and Faculty
- Graduate College (if graduate level)
- UIUC Faculty Senate
- University of Illinois Board of Trustees
- IBHE

### 6. Staffing

6.1. Identification of launch faculty and instructional team, including:

- Tenure track and clinical faculty in leadership and supporting roles
- Adjunct faculty in leadership and supporting roles
- Utilization of graduate students in the educational process (as appropriate)
- Utilization of academic professionals
- Utilization of undergraduate students in the education process (as appropriate like in physics and chemistry)

6.2. Clarification of career paths and community integration opportunities for adjunct faculty

6.3. Identification of support team, including Academic Professionals, Civil Service employees and others (as appropriate)

7. Promotion and Launch

7.1. On-line and other forms of outreach to prospective students

7.2. Application and admissions process (where appropriate)

7.3. Initial program offerings

7.4. Initial evaluation and feedback

8. Sustainment

8.1. Ongoing faculty and staff support

8.2. Student life

- Social networks and on-line communities
- Student counseling and placement (as appropriate)

8.3. Technical Infrastructure

8.4. Periodic review and renewal