

Technology Enhanced Learning (TEL)

Six Action Plans for the University of Wisconsin-Madison

*Presented by
the TEL Task Force
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Technology-enhanced learning (TEL) encompasses the broad range of experiences and environments in which technology is used to enhance teaching and learning. Technologies are relentlessly and seamlessly merging, and the lines separating the traditional classroom, the technology-enhanced classroom, and distance learning are disappearing rapidly. TEL uses technology-based resources--video, audio, images, simulations, and library tools--to enrich the learning environment and to extend it from the classroom to the residence hall, the home, the workplace, and the mall.

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Recommended Action Plans for TEL at UW- Madison

Executive Summary

Charge: The Technology Enhanced Learning (TEL) task force was convened by Provost Peter Spear in July 2005 (See Appendix A). The nine member group was charged with making recommendations for the further integration of technology-enhanced (e.g. fully online, hybrid, etc.) courses into the curricula.

Prior Studies at UW-Madison: Four university studies (1995 – 2005) concerned with the future of TEL precede the work of the present task force. The earliest study, the Provost’s Advisory Committee on Distance Education (DEPAC), produced a series of 13 action items that included a recognition of the need for a distance education strategy and marketing plan at the campus level, of the need for planning for faculty and staff incentives and workload, of the building and financing of the necessary infrastructure. A 1996 study from the College of L&S Outreach Committee produced 32 recommendations. In July 2001, the Board of Regents received the report of the Executive Group for On-line Learning that included 5 additional recommendations. Again in 2001, the Regents passed Resolution 8404 accepting the action plan that included: “In order to provide all UW students with exposure to online learning during their collegiate career, each UW System institution shall insure that the faculty build these skills into every major offered at all UW institutions.” In 2002 distance education policies and procedural guidelines were advanced by the Associate Administrative Council. Most recently, an evaluative study (July 2005) of Distance Education (DE) initiated by the College of Letters and Sciences and conducted by L.E.A.D. Center surveyed 685 University of Wisconsin – Madison students (92% undergraduate, 1.2% graduate, and 6.8% special students). Students responding to this survey reported a high degree of student satisfaction with DE courses. Reasons for taking a DE course included: it fit with my schedule (69%), would not otherwise be able to take the course (45%), a preference for a moderate amount of IT in their courses (55%), and reputation of the instructor (31%). The report of key findings is available at: <http://www.educause.edu/ir/library/pdf/ERS0506/ekf0506.pdf>.

Action Plans: The TEL task force proposes six action plans to address essential elements of Technology Enhanced Education at the University of Wisconsin-Madison. Each plan contains a description, goals, deliverables, accountability and a time frame for accomplishment.

- **Action Plan 1:** Secure campus-wide administrative and faculty commitment to technology enhanced learning at the University of Wisconsin-Madison.
Primary Goals:
 - Establish and affirm the current and future value-added of TEL at UW-Madison.
 - Create and sustain competitive funding mechanisms for on-line curriculum, program, and certificate development for full-time students.

- **Action Plan 2:** Develop a financial model to support the TEL infrastructure and course development.
Primary Goals:
 - Identify potential sources of revenue streams for TEL.
 - Develop a financial model for supporting the development of new course offerings and emerging learning methods.
 - Develop a financial model for supporting and updating the TEL infrastructure.

- **Action Plan 3:** Develop a TEL Hub.

Primary Goals:

- Develop a web source for links to available support services for academic, administrative, and student resources to assist in the development, delivery, and assessment of TEL (Appendix B).
- Develop and implement a process to sustain a matrix of campus TEL service/support providers (Appendix C).
- Identify support service gaps and propose options to fulfill needs.

- **Action Plan 4:** Promoting faculty and staff participation in technology enhanced learning.

Primary Goals:

- Design and develop a funding competition for faculty developing TEL
- Modify the Faculty Sabbatical Program and the Faculty Development Program to encourage and promote TEL development.
- Organize a faculty mentoring group.
- Develop and propose guidelines for evaluating faculty TEL work.

- **Action Plan 5:** Supporting learners in TEL.

Primary Goals:

- Ensure students are equipped with the necessary resources to learn with technology.
- Develop process to identify and obtain additional needed resources.

- **Action Plan 6:** Enhance the TEL infrastructure and academic support resources.

Primary Goals:

- Ensure TEL courses (credit and noncredit) as well as academic services available to support, both on campus or at a distance, are assembled, available for use, routinely updated and widely circulated.
- Identify future TEL infrastructure needs.
- Identify future TEL academic support resource needs.

Action Plans

Action Plan 1: Secure Campus-wide Administrative and Faculty Commitment to Technology Enhanced Learning

Project Name	Administrative and Faculty Commitment to TEL
Project Sponsor	Provost
Project Co-chairpersons	1. Associate Vice Chancellor For Teaching and Learning 2. Chairs of APC committees
Committee Members	Chair of Faculty Senate Paul Peercy/Michael Knetter, Representatives from Dean's Council Representation from each Divisional Committee Representative from TEL Committee
Project Deliverables	
This group will:	
<ol style="list-style-type: none"> 1. Prepare a document that establishes and affirms the value added of technology enhanced learning (TEL) in the context of a University of Wisconsin degree. This document will be circulated to and approved by: the faculty Senate, each divisional committee, the Council of Deans. This consensus is essential to securing the resources required for instructional design and faculty development associated with teaching on-line courses. 2. Secure the availability of funding (initially \$1 million dollars per year) for on-line curriculum, program, and certificate development for full-time students. 3. Create competitive funding mechanisms for course development, either within or across schools and colleges. 	
Project Description	
This leadership group, consisting of both faculty members and administrators, will secure the commitment to TEL and a beginning level of resources to advance the action plans of this report. This leadership is essential to successfully position the University's teaching mission for the foreseeable future.	
Business Case/Statement of Need (<i>why is this project important now?</i>)	
<ol style="list-style-type: none"> 1. The strategic core educational mission of the University would be strengthened with recognition of the legitimacy of TEL. 2. Improved access. The University is currently admitting increasingly large undergraduate classes. Students trying to complete general education requirements could find courses that do not require face to face meetings, freeing time for work and other activities. There is also the opportunity for high school students, AP students, and high school students in rural areas of the state to enroll in University courses. 3. Convenience. On-line courses offer flexibility in scheduling. 4. Faster time to graduation. The flexibility of on-line courses provides students with the opportunity to take an extra course. 5. Meet diverse learning styles. Online courses can provide students the opportunity for more visualization experiences, audio and text support plus adaptive software access to enhance text size and rate adjustment, plus unlimited repetition of content. This is another way of meeting the needs of students with disabilities. 6. Build on the web based experiences and expectation of current students. 7. Valuable instructional space would be freed up for other uses. 8. TEL establishes another method to create life long learners. In TEL a student not only learns content but also process. 	
Customers (<i>direct users/those impacted by the project</i>)	Customer Needs/Requirements
Students	Flexible schedules, alternative modes of learning
Faculty	Workload recognition,
Programs	Reach underserved areas of the state
Project Definition	
Project Goals	<ol style="list-style-type: none"> 1. To ensure the commitment of the University community to providing distance education that is of equal or better quality than more traditional classroom methods. 2. To contribute to the strategic educational mission of the university.

Project Scope	University wide, including faculty and administration.	
Project Assumptions	<ol style="list-style-type: none"> 1. TEL refers to University courses taught totally on-line or courses taught using a mix of online and face to face instruction. 2. A course is defined as an instructional entity approved by the department and college/school curriculum committees and posted in the university timetable. 	
Project Constraints (<i>elements that may restrict, limit, or place control over a project, project team, or project action</i>)		
Myths about online instruction: <ol style="list-style-type: none"> 1. Teach more students with fewer resources. 2. Once a course is up and running it can be used forever. 3. Online instruction is cheaper than face to face instruction. 		
Project Resources		
<ol style="list-style-type: none"> 1. TEL: Definition: Technology-enhanced learning (TEL) encompasses the broad range of experiences and environments in which technology is used to enhance teaching and learning. Technologies are relentlessly and seamlessly merging, and the lines separating the traditional classroom, the technology-enhanced classroom, and distance learning are disappearing rapidly. TEL uses technology-based resources--video, audio, images, simulations, and library tools--to enrich the learning environment and to extend it from the classroom to the residence hall, the home, the workplace, and the mall. [University of Minnesota, Technology Enhanced Learning, http://www1.umn.edu/tel/about/] 2. L.E.A.D. Center Survey 2004 3. Prior UW task force reports: 1994, 1996, 2002. 4. Report to Board of Regents: July 12,2001 5. The existing TEL committee is willing to serve as a beginning structure for establishing a competitive funding mechanism. This committee includes representatives from DoIT and Continuing Studies and Outreach. These representatives already have expertise in the proposal evaluation and instructional technology. 		
Implementation Plan/Milestones (Include interim and final dates)		
<ul style="list-style-type: none"> • Completion by June, 2006 		
Communication Plan		
<ul style="list-style-type: none"> • Secure time on agenda of stakeholder groups. 		
Project Management Team Roles and Responsibilities		
Team member	Roles	Responsibilities
TEL representative	member	<ol style="list-style-type: none"> 1. Staff the committee 2. Prepare draft document for first meeting.
Stakeholders (<i>those who provide input to project, are affected by project and/or who care about project</i>)		
<ul style="list-style-type: none"> • Represented on the committee 		

Action Plan 2: Develop a Financial Model to Support TEL

Project Name	Business Plan for TEL Development and Delivery	
Project Sponsor	Office of Vice Chancellor for Administration	
Project Co-chairpersons	R. Dunham, Roger Maclean	
Committee Members	WARF representative Dean/Associate Dean representative Budget Office (OBPA) representative CIC representative DoIT representatives Representative from Continuing Studies Representative from Center for Scholastic Publishing	
Project Deliverables		
<p>This group will:</p> <ol style="list-style-type: none"> 1. Identify potential revenue streams associated with TEL 2. Provide a financial model for the development of new online courses and emerging learning technologies. 3. Develop a financial model to support existing TEL technology and infrastructure. 		
Project Description		
<p>This group will establish the funding model for updating the present infrastructure of TEL and for the development of new teacher and learner infrastructure associated with TEL. Note: Without the commitment garnered in Action Plan #1, and the funding of the present plan, the teaching mission of the University is at significant risk.</p>		
Business Case/Statement of Need (<i>why is this project important now?</i>)		
<p>TEL is growing exponentially at the University of Wisconsin-Madison. University data indicate:</p> <ol style="list-style-type: none"> 1. In Fall 2004, there were a total of 55 online timetable courses; by Spring of 2006 this number grew to 150. It is unlikely this can be sustained without additional commitment and funding. 2. Our traditional students (post high school, full time, "on campus" students) are taking TEL courses for issues of convenience, access to preferred professors, minimizing time to degree requirements, opportunities to participate in internships and study abroad experiences, as well experience the use of technology to support preferred learning styles. 3. Changes in funding support have created an access problem for at least 7,000 full time / "on campus" students. <p>Note: TEL should be just as important a part of campus infrastructure as the construction, management, and maintenance of buildings. They both enable and support learning.</p>		
Customers (<i>direct users/those impacted by the project</i>)	Customer Needs/Requirements	
Students – current and prospective	<p>Traditional students are increasingly seeking TEL courses. With increased TEL course offerings,</p> <ul style="list-style-type: none"> • students have more flexibility in completing courses, • students may have a shorter time to degree, and • students with disabilities will have greater access to the university 	
Faculty and instructional academic staff	<p>This financial model does not propose support for the development of intellectual content of courses by faculty which is an existing faculty responsibility. Instead, this model supports the development of the technology infrastructure and delivery.</p>	
General public	<p>This plan will increase state access to the resources of the University.</p>	
TEL Hub	<p>Faculty/instructional staff will need a current and comprehensive resource to guide them through the development, delivery, and assessment process for TEL.</p>	
Project Definition		
Project Goals	<p>To achieve preeminence in TEL will require a resource commitment. Because the number of students in online courses is rapidly increasing, it is prudent to develop a financial plan that will address the</p>	

	needs of this growing market. Initially this plan will include front end funding for development, but there must be a simultaneous consideration of revenue generation to support updates and continued development.	
Project Scope	<p>The committee's charge includes:</p> <ol style="list-style-type: none"> 1. Define and evaluate potential sources of startup funding including (but not limited to) endowment, borrowing, reallocation, corporate sponsorship, support from foundations, creative funding schemes with WARF. 2. Define strategies for returning partial revenue generated by online courses to the departments, through the Deans' office, that developed the course. 3. Develop a financial template for TEL course development to include both costs and potential revenue. This template could be used by faculty and departments requesting TEL funding. 	
Project Assumptions	<ol style="list-style-type: none"> 1. There should be no negative effect to students. 2. Faculty retains the responsibility for the development of intellectual content of course development within their present responsibility. 3. The development of technology means that a very expensive resource, faculty time, can be more effectively deployed toward direct engagement of students with faculty. 4. Funding is required for support of development of technology. 5. Funding is required for upgrades and maintenance of technology. 6. Funding is necessary to support faculty and instructional staff as well as students as they engage in TEL. 	
Project Constraints (<i>elements that may restrict, limit, or place control over a project, project team, or project action</i>)		
<ol style="list-style-type: none"> 1. The campus building infrastructure and faculty salaries are provided through existing budgetary lines, however TEL development and support is not identified in existing budgetary lines. The challenge is to identify, justify, and include TEL development and support in future budgetary lines. 2. Institutional commitment from the leadership of the university. 3. Time of the individuals identified to form the work group. 4. There may be a lack of consensus on priority of TEL to a research University. 		
Project Resources		
<ol style="list-style-type: none"> 1. Knowledge of University budget processes 2. Knowledge of continuing studies operation 3. Departments and schools on campus that have been successful in implementation of TEL (Engineering, Nursing, Chemistry, Business) 		
Implementation Plan/Milestones (Include interim and final dates)		
<ul style="list-style-type: none"> • Committee established March 1, 2006 • Plan to Provost June 1, 2006 		
Communication Plan		
<ul style="list-style-type: none"> • Secure time on agenda of stakeholder groups. • <i>Wisconsin Week, Wisconsin Wire</i>, Division of Continuing Studies publications and through the TEL Hub to communicate new technology-enhanced course offerings data base and existing accessible, flexible academic support resources 		
Project Management Team Roles and Responsibilities		
Team member	Roles	Responsibilities
TEL representative	Committee member	
TEL committee	Provide charge	
Committee members	Provide unique expertise	
Stakeholders (<i>those who provide input to project, are affected by project and/or who care about project</i>)		
<p>Timetable and Classroom Scheduling, Library, Writing Center, Financial Aid, Counseling services, DoIT, TEL Hub, UW-Madison faculty and staff, Division of Continuing Studies, TEL Committee, Deans and Administrators, OBPA, and especially current and prospective UW-Madison students interested in technology-enhanced courses.</p>		

Action Plan 3: Develop a TEL Hub

Project Name	Develop a TEL Hub
Project Sponsor	Associate Vice Chancellor of Teaching and Learning
Project Co-chairpersons	TEL Committee designee Provost designee
Committee Members	Teaching and Learning Excellence Council representative Teaching Academy representative DoIT representatives
Project Deliverables	
<p>This group will</p> <ol style="list-style-type: none"> 1. Develop an active web site that provides links to available support services for academic, administrative, and student resources to assist in the development, delivery, and assessment of TEL courses and programs (Appendix B). 2. Create and develop a process to sustain a matrix of campus providers of technology production (Appendix C). This matrix will provide a listing of active URL links that lists service providers on campus, the production services and expertise they are able to provide, costs, and other pertinent information that faculty/staff can use to determine a starting point for course development. The service provider will be responsible to update and refresh their own data and information. 3. Identify gaps that may exist in desired support services and seek alternative providers and/or suggest the desired need to develop these services in response to faculty/staff requests. 	
Project Description	
<p>A TEL Hub is essential for faculty and staff who are interested in developing and delivering technology enhanced courses and programs. This hub will serve as a front door for those who are interested and allow them to browse the possibilities and the providers, research support services available for technology, student services, data management, instructional design support, and academic and budgetary approval processes.</p>	
Business Case/Statement of Need (<i>why is this project important now?</i>)	
<p>Currently there is no defined starting point for instructional staff to explore how to develop, design, deliver, and evaluate technology enhanced courses and programs. Resources are decentralized and in many cases redundant and this serves as a barrier to development. This front door will allow access to a comprehensive database of information and services to support new course/program development. Key elements that might be addressed through this hub include the following. There may be others needs as well. The key elements are divided into three categories including academic, administrative, and student services issues.</p> <p>Academic</p> <ul style="list-style-type: none"> • Providing a step-by-step mapping of the academic approval process for the development of new TEL courses/programs, both at the school/college level as well as at the campus and System levels. • Develop a list of potential faculty/staff mentors who have expertise in the development and delivery of TEL courses and programs and are willing to assist others in this process. • Gather and publish guidelines for acceptable standards and practices for TEL. • Provide a listing of instructional strategy links to assist staff in the development of courses and programs. • Develop a standardized course assessment tool for campus-wide use. <p>Administrative</p> <ul style="list-style-type: none"> • Provide a complete listing of instructional design and development providers available on the campus and a summary of the expertise of each of these providers as well as costs associated with their services. This might include full blown instructional design or components of that process such as graphic artists, web designers, or other technical specialists. • Provide a summary of the fiscal pricing approval process both at the school/college level and the campus level. • Provide a listing of funding sources available (101/104) at the school/college, campus, Extension, and System levels. What are the criteria for the funding, how much is available and who are the contacts? • Develop a listing of market research and marketing experts to help qualify the course for development and to offer assistance in promoting the course to identified target audiences. • Provide information about copyright and software issues and related campus contacts in this area. • Provide a summary of data management services that maintain the online infrastructure and handle software development and administrative tasks associated with tracking delivery of courses, maintaining the web site, and managing the servers. 	

- Develop a listing of technical support services for both faculty and student support
- Provide a direct link with the Registrar for the purpose of course listing and registration services
- Develop a School/College listing of distance education contacts.

Student Services

- Provide a summary of available student services. This might include financial aid, academic and career advising, disability services and Help Desk.
- Provide information on assessment support resources to meet the ongoing needs of learners.
- Provide information about library services available online for students.

Customers (<i>direct users/those impacted by the project</i>)	Customer Needs/Requirements
Faculty, Academic Staff, Academic Departments, Dean's Offices, Chancellor's, Provost's, and Dean's Offices	A comprehensive web site, dedicated staff to build and maintain the web site, staff to gather and catalogue initial data to develop the site

Project Definition

Project Goals	1. Build a user friendly site that supports the development of TEL initiatives 2. Maintain the site on a regular basis and refresh the information as needed
Project Scope	University wide, including faculty, staff, and administration
Project Assumptions	1. TEL refers to University courses taught totally on-line or courses taught using a mix of online and face-to-face instruction. 2. A course is defined as an instructional entity approved by the department and college/school curriculum committees and posted in the university timetable.

Project Constraints (*elements that may restrict, limit, or place control over a project, project team, or project action*)

Funding and administrative support to develop and maintain the office

Implementation Plan/Milestones (Include interim and final dates)

Begin implementation in 2006 with initial completion by September, 2006 and then having ongoing continuous support.

Project Budget / Resources

Reallocation of central resources to support this initiative.

Communication Plan

Once the larger TEL Project is approved, this will be one of the initial priority items to be established.

Change Management Procedures

It is critical to determine who or what unit will provide ongoing support and maintenance of this TEL Hub.

Project Management Team Roles and Responsibilities

Team member	Roles	Responsibilities
TEL Committee	Provide direction for initial development	Assist in initial development and then hand off to permanent caretaker.

Stakeholders (*those who provide input to project, are affected by project and/or who care about project*)

TEL Committee and broad representation from campus staff.

Major Stakeholder Roles and Responsibilities

Stakeholder	Roles and Responsibilities
TEL Committee	Initial development and guidance
Identified unit/individual to maintain and direct the office	

Action Plan 4: Promote Faculty Participation in Technology Enhanced Learning

Project Name	Promote Faculty Participation in TEL
Project Sponsor	Associate Vice Chancellor for Teaching and Learning
Project Co-chairpersons	Steve Ackerman, Faculty designee Pam Scheibel, Instructional staff designee
Committee Members	Letters & Science designees (2) (1 faculty, 1 instructional technology support personnel) School of Engineering designees (2) (1 faculty, 1 instructional technology support personnel) Kathy Christoph, DoIT / TEL representative Instructional Technology Committee representative
Project Deliverables	
This group will	
<ol style="list-style-type: none"> 1. Design and implement a funding competition for faculty interested in developing TEL courses 2. Change the wording in the calls for the Faculty Sabbatical Program and the Faculty Development Program to encourage TEL. 3. Organize a faculty TEL mentoring group. 4. Compose and distribute a letter to divisional committees, award committees, and departments suggesting guidelines for evaluating faculty work in teaching technology. 	
Project Description	
Incorporating technology enhanced learning into the curriculum of U.W. Madison requires faculty participation. Encouraging faculty participation will involve both incentives and rewards.	
Business Case/Statement of Need (<i>why is this project important now?</i>)	
<ol style="list-style-type: none"> 1. Incentive programs such as Learning Support Services INTIME grants and DoIT's Engage program have proven successful in the past. A competition for the \$1,000,000 specified in Action Plan 1 could be administered by DoIT following a similar model. Such incentive programs provide a gateway for faculty interested in learning about teaching technology, since they generally provide both basic equipment and expertise. Many faculty feel most comfortable with the "private mentor" model of learning, instead of attending technology classes. These programs remove major economic barriers to exploring technology, since not all departments or faculty can afford to pay for equipment and services. Moreover because there is a screening process, the involved agencies can target faculty they deem to have the greatest chance of success or the types of courses for which there is the greatest need. Since the incentive program takes the form of an award, faculty perceive the grants as a reward for merit. 2. Technology sabbatical: The current Faculty Sabbatical Program together with the Faculty Development Program might be used to encourage faculty to use their sabbaticals to gain technological skills and to design technology enhanced courses. Such faculty could be enlisted in a faculty mentoring group, so they could share their accomplishments with the rest of the campus. The targeted sabbaticals should be linked with course development funds provided by the incentive program competition. 3. Faculty facilitative support: Faculty need support both for designing for distance learning across a variety of technologies and support to help them teach via these technologies. The DoIT staff and faculty mentors could provide the expertise. The barrier of cost for such support should be minimized, perhaps by subsidizing certain services or by including funds for such support in the incentive programs mentioned above. 4. Faculty mentoring group: Faculty who have already successfully incorporated technology into their teaching can be drawn upon as a resource group. The mentoring may take the form of providing "brown bag" sessions to other faculty, or mentoring specific course projects. In the latter case, a course reduction may be appropriate, since detailed engagement in faculty projects is time consuming, and the faculty member would, in fact, be teaching his or her peers. 5. Recognition: It is important that the word get out that teaching with technology is seen positively by the campus at large. Divisional Committees and Teaching Award Committees should view the substantial use of teaching technology as a positive sign of engagement in teaching. The development of extensive web materials for a course should be seen as a form of publication. A TEL course should count the same as a conventional course in terms of faculty workload. 	
Customers (<i>direct users/those impacted by the project</i>)	Customer Needs/Requirements
Faculty	Incentives, facilitative support, rewards
Project Definition	

Project Goals	<ol style="list-style-type: none"> 1. To encourage faculty to incorporate technology into their teaching. 2. To promote strategically the development of especially desirable TEL courses. 	
Project Scope	<ol style="list-style-type: none"> 1. Incentive programs administered through agencies such as DoIT or LSS should continue to be supported, and perhaps, expanded. 2. A slight rewording of the current call for sabbatical proposals could encourage projects involving technology and teaching. 3. Accessibility to the proper technological support for faculty needs to be monitored and improved through incentive grants or subsidized services. 4. The expertise that currently exists on campus should be drawn upon for those beginning new projects in the form of a faculty mentoring group. The TEL Hub could facilitate such an effort. 5. With the support of faculty and campus administration, an authoritative letter should be distributed to divisional committees and department chairs suggesting that TEL courses be considered equal in terms of workload to conventional courses and that materials produced for TEL courses be considered a form of publication. 	
Project Assumptions	<ol style="list-style-type: none"> 1. Removing obstacles and creating incentives will promote faculty involvement in teaching technologies and will result in the creation of more TEL courses. 2. Offering more TEL courses is a desirable objective. 	
Project Constraints (<i>elements that may restrict, limit, or place control over a project, project team, or project action</i>)		
<ol style="list-style-type: none"> 1. Budgetary limits to offering faculty support. 2. Myth: An online course is just course material placed online. 		
Project Resources		
<ol style="list-style-type: none"> 1. Existing expertise among faculty and support services, such as DoIT 		
Implementation Plan/Milestones (Include interim and final dates)		
<ul style="list-style-type: none"> • The first competition for course development funds should be held 2006/2007. • The rewording of the call for sabbatical proposals and development grants should be in effect by the next competition in September 2006. • As the TEL Hub takes shape, it should be able to identify faculty with specific areas of expertise. If the TEL Hub is formed during 2006/2007, then the faculty mentoring group should be formed by 2007/2008 at the latest. • A letter describing campus policies regarding distance courses should be formulated during the current year (2005/2006) and distributed to departments and divisional committees at the beginning of the 2006/2007 academic year. 		
Project Management Team Roles and Responsibilities		
Team member	Roles	Responsibilities
TEL representative	member	Present the suggestions contained in this document to appropriate deans and administrators, encouraging the modification to the sabbatical program and the formulation of campus policy regarding TEL courses and faculty workload.
DoIT	Administering grants	Form a committee to distribute development funds
TEL Hub	Coordinator	Identify suitable candidates for the faculty mentoring group. Schedule advertised "brown bags." Pair faculty mentors with faculty beginning new projects.
Stakeholders (<i>those who provide input to project, are affected by project and/or who care about project</i>)		
<ul style="list-style-type: none"> • TEL Committee • DoIT • TEL Hub • U.W. Faculty and instructional academic staff • Deans and administrators 		

Action Plan 5: Support Learners in Technology Enhanced Learning

Project Name	Supporting Learners in Technology Enhanced Learning	
Project Sponsor	Associate Vice Chancellor for Teaching and Learning	
Project Co-chairpersons	1. Dr. Chère Campbell Gibson, Professor Emerita 2. Member of DoIT Academic Technologies	
Committee Members	HELP Desk representative Several faculty members teaching with technology Member of Student Peer training group Representative from TEL Committee Student representatives – 1-2 students if possible	
Project Deliverables		
This group will:		
<ol style="list-style-type: none"> 1. Identify recommended learner support resources for technology enhanced learning; 2. Identify existing resources; 3. Generate a list of resources currently unavailable but recommended for learner support; 4. Create additional resources to support learners and revise (if needed) existing learner support resources to ensure they are accessible for all students. 		
Project Description		
Maximizing student learning through the provision of a multi-faceted learner support system for those engaged in technology-enhanced learning!		
Business Case/Statement of Need (<i>why is this project important now?</i>)		
In July 12, 2001, the University of Wisconsin System Board of Regents passed Resolution 8404, stating, "In order to prepare students for learning in the future, all students shall understand and use the technology skills characteristic of online learning courses during their collegiate career." Given the more expansive set of instructional technology resources currently employed by faculty and staff in teaching both on and off campus, students need support in order maximize their learning and prepare them with technology-enhanced learning skills for lifelong learning.		
Customers (<i>direct users/those impacted by the project</i>)	Customer Needs/Requirements	
Students	Both mastery of learning processes and technology skills to maximize learning in TEL courses	
Faculty	Will allow faculty to focus on the content aspects of course	
Programs – HELP desk, Tel Hub	The demand for the HELP desk services will continue and likely increase. The TEL Hub will be used to create awareness of learner support services.	
Project Definition		
Project Goals	To ensure students are equipped with the necessary skills to learn with technology, i.e., both the processes of learning with technology and skills to use the technology for learning. In addition, provide on-demand technology help to resolve technology issues that are obstructing total engagement in course-related activities.	
Project Scope	<p>This committee's charge includes:</p> <ol style="list-style-type: none"> 1. Identifying learner support resources necessary to ensure quality teaching-learning with technology using past research – for example, http://www.ihep.com/Pubs/PDF/Quality.pdf 2. Identifying current programs and services resources designed to help students, either independently or in groups, (a) learn how to learn with technology, (b) become facile users of technology, and (c) resolve technology problems for learning. 3. Creating resources and services, as needed, to develop a complete learner support system for those engaged in technology enhanced teaching and learning. 4. Revising resources and services, as needed, making resources more accessible for all students. 	
Project Assumptions	<ol style="list-style-type: none"> 1. Technology enhanced learning refers to University courses taught totally online or courses taught using a mix of online & other technologies for learning at a distance or face to face. 2. A course is defined as an instructional entity approved by the department and college/school curriculum committees and posted in the university timetable. 3. Current research on the importance of learner support and its various facets (see for example http://uwex.edu/disted/conference/Resource_library/proceedings/03_10.pdf) can inform efforts to design programs and services to enhance student learning with technology. Skills necessary to maximize learning include, for example, independent learning skills and strategies, time and stress management, ability to work in virtual teams, context-based learning strategies, and the development of a repertoire of technology skills, including facile use of both hardware and software 	

	used in technology enhanced classes.	
Project Constraints <i>(elements that may restrict, limit, or place control over a project, project team, or project action)</i>		
Myths about technology enhanced learning:		
<ol style="list-style-type: none"> 1. That anyone can learn with technology 2. That learning processes utilized in traditional class are sufficient to maximize learning in technology enhanced class 3. That all students enter college with the necessary skills to learn with technology 4. An online course is just course materials placed online 5. Budgetary limits to offering additional learner support 		
Project Resources		
<ol style="list-style-type: none"> 1. L.E.A.D. Center Survey 2004 2. Prior UW task force reports: 1994, 1996, 2002. 3. UW System Administration Report to Board of Regents: July 12,2001 4. Existing resources and expertise currently focused on learner support 5. Current technology-enhanced learning environment at UW-Madison 6. Matrix of campus-based resources for teaching and learning with technology 		
Implementation Plan/Milestones (Include interim and final dates)		
<ul style="list-style-type: none"> • Committee established March 2006 • Completion of identification of recommended learner support resources for technology enhanced learning and identification of existing resources as well as generating a list of resources currently unavailable but recommended for learner support, by May, 2006 • Creation of additional resources to support learners and revision of existing learner support resources to ensure they are accessible for all students by May 2007. 		
Communication Plan		
<ul style="list-style-type: none"> • Secure time on agenda of stakeholder groups. • Wisconsin Week and Wisconsin Wire use to communicate new and existing learner support services to students as well as faculty and staff • Resources for learner support communicated to faculty and staff through the TEL Hub 		
Project Management Team Roles and Responsibilities		
Team member	Roles	Responsibilities
<ul style="list-style-type: none"> • TEL representative • HELP Desk representative • Faculty members • Member of Student Peer training group • Student representatives 	Members	<ul style="list-style-type: none"> • Co-chair • Knowledge of existing issues and implementation of new processes and information dissemination • Provide knowledge and insights about student needs • Identify existing training and develop new programs
Stakeholders <i>(those who provide input to project, are affected by project and/or who care about project)</i>		
<ul style="list-style-type: none"> • UW-Madison students in technology enhanced courses • TEL Committee\ • DoIT • TEL Hub • UW-Madison Faculty and Staff • Deans and Administrators 		

Action Plan 6: Enhance the TEL Infrastructure and Academic Support Resources

Project Name	Technology Enhanced Teaching/Learning Infrastructure & Academic Support Resources
Project Sponsor	Associate Vice Chancellor for Teaching and Learning
Project Co-chairpersons	To be determined
Committee Members	Representatives from Financial Aid, Library, etc. Timetable and Classroom Scheduling (TACS) representative Member of DoIT Academic Technologies Faculty or academic staff member teaching with technology Assistant Dean of Academic Services, Div. of Continuing Studies Representative from Learning Support Services, College of Letters & Science Representative of the Division of Continuing Studies Student representative(s)
Project Deliverables	
<ol style="list-style-type: none"> 1. Development of a computer-based, easily searchable system to identify technology-enhanced course offerings, both credit and non-credit/identification of facilities, services, systems and technology-enhanced course development support resources 2. Identification of academic support resources necessary to ensure quality TEL. 3. Identification of facilities, services, systems and technology-enhanced course development resources to ensure quality TEL. 4. Creation or revision of the necessary infrastructure resources and services, as needed, to ensure a set of flexible support resources accessible to all faculty and students 	
Project Description	
As teachers and learners continue to embrace technology for teaching and learning it is critical that a compendia of (1)technology-enhanced courses (credit and noncredit); (2) the current technology-enhanced learning infrastructure; and (3) the academic services available to support the learner, either on campus or at a distance, be assembled, available for use, routinely updated and widely circulated.	
Business Case/Statement of Need (<i>why is this project important now?</i>)	
Given the more expansive set of instructional technology resources currently employed by faculty and staff in teaching both on and off campus, faculty, both registered and prospective students as well as the general public need to be aware of the breadth of course offerings of the University of Wisconsin-Madison, both credit and noncredit, many made more accessible through the use of technology. In addition, those facilities, services and systems that support technology-enhanced teaching and learning in addition to the academic services that support learning (from financial aid to make enrollment possible to the Online Writing Lab, virtual library access, etc.) need to be compiled and routinely updated and made available through the TEL Hub and online at http://www.wisc.edu	
Customers (<i>direct users/those impacted by the project</i>)	Customer Needs/Requirements
Students – current and prospective	Students need to know what courses are available when and through which media in order to make progress toward degree related decisions. In addition those prospective students need to be able to assess the nature and frequency of offerings that are technology-based. Awareness of flexible learning resources, such as the library, online Writing lab, etc. is also important for learning.
Faculty and staff	Faculty need ready access to listing of current facilities, services, systems and technology-enhanced course development support resources for their own teaching as well as those technology enhanced learning offerings and accessible support services for advising learners, curriculum planning, etc.
General public	Educational offerings that have flexibility built into their design need to be publicized to the general public so they can make decisions about enrolling to enhance their personal and professional competencies.
TEL Hub	Listing current facilities, services, systems and technology-enhanced course development support resources for faculty as well as accessible academic support services for accessible to those both on- and off-campus, is one of the services of the TEL Hub

Project Definition	
Project Goals	To ensure currently enrolled students as well as prospective students, faculty, and the general public are able to assess information on the nature and frequency of course offerings, either credit or noncredit, that are technology-based. Faculty awareness of current facilities, services, systems and technology-enhanced course development support resources as well as academic support resources available to ensure quality teaching and learning with technology, such as the digital library, online Writing lab, advising and counseling, etc. is also important to support learning.
Project Scope	The committee's charge includes: <ol style="list-style-type: none"> 1. Establishing a computer-based system to identify technology-enhanced course offerings, both credit and noncredit, the time of offering, frequency of offering and the technology(ies) used. 2. Developing an easily searchable data-base of technology-based course offerings. 3. Identifying those facilities, services, systems and technology-enhanced course development support resources as well as academic support resources available to ensure quality teaching and learning with technology using past research – for example, http://www.ihep.com/Pubs/PDF/Quality.pdf 4. Identifying current facilities, services, systems and technology-enhanced course development support resources for faculty and those academic support services and programs designed to help students meet their learning goals, including, for example, the online library, online Writing Lab 5. Creating resources and services, as needed, to develop a comprehensive set of facilities, services, systems and technology-enhanced course development support resources as well as accessible, flexible academic support resources for those engaged in technology enhanced teaching and learning. 6. Revising existing resources as needed to make these resources more accessible to all faculty and students 7. Providing an accessible data base of existing services as noted above
Project Assumptions	That the technology-based educational offerings, both credit and noncredit, of the University of Wisconsin-Madison should be easily identified by current students, faculty and prospective students. Further, that those facilities, services, systems and technology-enhanced course development support resources for faculty and flexible learning resources and academic support services available to the on-campus student to support their learning and educational pursuits, should be available to those pursuing TEL.
Project Constraints (<i>elements that may restrict, limit, or place control over a project, project team, or project action</i>)	
The ability to identify, prioritize, and implement enhancements to the TEL infrastructure may be restricted by budgetary constraints.	
Project Resources	
<ol style="list-style-type: none"> 1. Existing expertise in TACS, library, Writing Labs, etc 2. DoIT 3. Division of Continuing Studies 4. College level learning support services offices and personnel 5. Listing of Current Technology Enhanced Teaching and Learning Environment – See Appendix B 6. UW-Madison Technology Production Support Matrix – See Appendix C 7. TEL Hub 	
Implementation Plan/Milestones (Include interim and final dates)	
<ul style="list-style-type: none"> • Committee established March 1, 2006 • Establishing a computer-based system to identify technology-enhanced course offerings, and developing an easily searchable data-base of technology-based course offerings by August 2006. • Identifying those facilities, services, systems and technology-enhanced course development support resources as well as academic support resources necessary to ensure quality teaching and learning with technology using past research by May 2006. • Identifying current facilities, services, systems and technology-enhanced course development support resources as well as flexible academic support resources available to ensure quality teaching and learning with technology • Creating and revising resources and services, as needed, to ensure the necessary infrastructure to support faculty teaching in technology-enhanced courses and a set of accessible and flexible academic support resources for learners by May 2007 • Providing an accessible searchable data base of existing resources services as noted above by May 2007 for use in the TEL Hub. 	

Communication Plan		
<ul style="list-style-type: none"> Secure time on agenda of stakeholder groups. <i>Wisconsin Week, Wisconsin Wire</i>, Division of Continuing Studies publications and through the TEL Hub to communicate new technology-enhanced course offerings data base and existing accessible, flexible academic support resources 		
Project Management Team Roles and Responsibilities		
Team member	Roles	Responsibilities
TEL representative	Committee member	
Committee members	Provide unique expertise	
Stakeholders (<i>those who provide input to project, are affected by project and/or who care about project</i>)		
Timetable and Classroom Scheduling, Library, Writing Center, Financial Aid, Counseling services, DoIT, TEL Hub, UW-Madison faculty and staff, Division of Continuing Studies, TEL Committee, Deans and Administrators and especially current and prospective UW-Madison students interested in technology-enhanced courses.		

Appendix A: Provost's Charge for the Technology-Enhanced Learning Ad Hoc Task Force

Date: July 28, 2005

From: Peter Spear, Provost

Re: Technology-Enhanced Learning Ad Hoc Task Force

The Technology-Enhanced Learning Ad Hoc Task Force, will make recommendations for the further integration of technology-enhanced courses into the curriculum. Interest in, and use of, technology-enhanced learning opportunities has quietly been growing on the Madison campus over the years. Like many things on the Madison campus, the development of technology-enhanced education has been decentralized and carried out in discrete pockets of activity, with little organized central coordination. As a result, the steady campus-wide growth in distance education and technology-enhanced education went relatively unnoticed until changed financial circumstances forced a close examination of the Credit Outreach funding mechanism. Credit Outreach is one of the primary mechanisms on campus for extending learning opportunities beyond the temporal limits of the standard school day and beyond the physical limits of the Madison campus. Credit outreach programming has grown exponentially over the past five years, and much of this development and growth has been in distance education. For years, it has been assumed that these technology-enhanced learning opportunities were aimed at, and being taken advantage of, by specialized off-campus groups such as working adults and other "nontraditional" students. However, close examination of Credit Outreach enrollments has shown that the majority of distance education consumers are on-campus, full-time, traditional undergraduate students. In FY05, approximately 6,000 students took advantage of technology-enhanced learning opportunities. This surge in growth of on-campus students participating in distance-education courses has raised a number of issues that are most appropriately addressed on a campus-wide basis.

The Task Force's Charge

The charge to this Task Force is to make recommendations for the further integration of technology-enhanced (e.g. fully online, hybrid, etc.) courses into the curricula by:

- 1) identifying the facilities, technology, and equipment infrastructure required to advance the development and implementation of fully online as well as hybrid courses;
- 2) identifying the resources, including personnel, required to help faculty and staff develop online courses, and revise these courses over time;
- 3) developing a basic but coherent planning and financial model for development of online courses, including the possibility of supplemental fees for students enrolled in such courses.
- 4) suggesting appropriate models of support and reward for faculty and instructional staff for developing online courses and materials including, among other possibilities, teaching relief, grants, summer salary, and other forms of compensation and recognition;
- 5) formulating guidelines for recognizing teaching online courses as part of load, for consideration in promotion and tenure decisions, and for peer evaluation of quality; and
- 6) gathering information on why so many "traditional" students are seeking out technology-enhanced learning opportunities.

Appendix B: Current Technology Enhanced Teaching and Learning Environment at UW-Madison

- Current Facilities
 - Multimedia Classrooms – general/university wide (85)
 - <http://www2.fpm.wisc.edu/support/Classrooms/Attributes.htm>
 - New Media Center (DoIT) faculty development/support lab
 - http://www.doit.wisc.edu/new_media_centers
 - InfoLabs general/university wide (13)
 - <http://www.doit.wisc.edu/computerlabs>
 - Academic Department computer labs (21) (Open only to faculty/staff/students in those departments List at <http://www.doit.wisc.edu/computerlabs/department.asp>)
 - Instructional Media Development Center (School of Ed) faculty development/support lab
 - <http://imdc.education.wisc.edu/html.asp>
 - Center for Instructional Materials and Computing (School of Ed) classroom labs
 - http://cimc.education.wisc.edu/spaces_equipment
 - Technology Support Center (School of Business) Faculty & student labs and classrooms
 - <http://tsc.bus.wisc.edu/cl/cllb00.htm>
 - Pyle Center, UW-Extension
 - Video conferencing technologies (http://conferencing.uwex.edu/tech_de.cfm)
 - 10 Distance Ed rooms (http://conferencing.uwex.edu/pyle_de.cfm)
 - Computer training lab, streaming and other multimedia services
- Current Services and Systems
 - Campus-wide email system (DoIT)
 - MyWebSpace – general web space service (DoIT)
 - My UW-Madison – general campus web portal (DoIT)
 - Learn@UW course management system (DoIT)
 - <http://doit.wisc.edu/faculty/elearning/cms>
 - Classlist email list service (DoIT)
 - <http://doit.wisc.edu/lists/classlists>
 - WebSurvey@UW – general faculty/staff online survey system (DoIT)
 - <http://doit.wisc.edu/websurvey/>
 - Streaming media (UW System & DoIT)
 - <http://streaming.wisconsin.edu/>
 - Various Department systems
 - eCow – Engineering Courses on the Web (College of Engineering)
 - <http://courses.engr.wisc.edu/>
 - eTeach – Software that synchronizes video, slides, links and tables of contents (Coll. Of Eng. & DoIT)
 - <http://eteach.engr.wisc.edu/>
 - Course Pages (School of Business)
 - <http://instruction.bus.wisc.edu/courses/>
- Current Support
 - DoIT Academic Technology (central IT)
 - <http://academictech.doit.wisc.edu>
 - Learning Support Services group (L&S)
 - <http://lss.wisc.edu/>
 - Instructional Media Development Center (School of Ed)
 - <http://imdc.education.wisc.edu/html.asp>
 - Center for Instructional Materials and Computing (School of Ed)
 - <http://cimc.education.wisc.edu/about>
 - Engineering Media Services
 - <http://www.engr.wisc.edu/services/ems>
 - Technology Support Center (School of Business)
 - <http://tsc.bus.wisc.edu/os/osab00.asp>
 - Media Solutions, UW Medical School
 - <http://media.med.wisc.edu/instruction>
 - Simonds Center for Instruction and Research (School of Nursing)
 - <http://www.son.wisc.edu/resources>
 - Technology Services and Support (Law School)

- <http://www.law.wisc.edu/help/about.htm>
- Community of Educational Technology Support (cross-campus organization)
 - <http://www.provost.wisc.edu/tle/centersAndOrganizations.html#comets>
- Software Training for Students
 - <http://www.doit.wisc.edu/training/student>
- DoIT Help Desk
 - <http://helpdesk.doit.wisc.edu/>

