Initial Comparator Research – Iowa State University
(LMS = Blackboard)

Written feedback to the initial scan of the Iowa State educational technology environment was provided by personnel from Iowa State, responses provided in blue font.

General Impression: While some of the broad organizational factors are difficult to see, the effectiveness of centralized IT, centralized teaching and learning, and close coordination with faculty/instructional staff professional development is clear. While the Continuing Education function is disbursed in a way not really reflective of UO, the rest of the instructional technology environment would make an excellent model for development at UO to explore further.

The only truly centralized portion of this is IT and even then there are large factors of IT that are not centralized. Centralized – LMS, phone, internet, support line, college classroom technology. Not centralized – computer purchases, software purchases, online course capture and delivery systems. Each college purchases its own.

1) What services does this institution's Extension unit provide to campus partners?
   Continuing Education is an entirely different area of the institution provided by extension. All non-credit and conferences are offered through extension: http://www.extension.iastate.edu/

   Osher Lifelong Learning is run by the Alumni Association: https://www.isualum.org/en/programs_services/olli_at_isu/olli_online/

   Credit programs are run by individual academic colleges

   The Office of Online and Distance Learning is just a face and not an actual unit. There is no true oversight from this area. This is a "shared" website with no office or unit behind it. All the individual academic units meet monthly in two different groups and make decisions about the website, etc. ODL has no coordination authority. The Associate Director of CELT only has authority over faculty development for online and blended teaching. He has no authority over online learning or online learning policies.

   The true contact and authority for online and distance programs would be Associate Provost David Holger. He leads the ADDE (associate deans of distance education) group. Dave Holger and the ADDE group make all policy and oversight decisions as a group. The ADDE group is made up of representatives across campus departments and academic colleges. Underneath the ADDE group is the DE group. The DE group also meets monthly and is made up of the same representative areas but at the mid-management level.

   The three main academic centers for online education are AgOnline (Brenton Center), ELO, and Human Sciences. 90% of online credit offerings are facilitated by these units. Each works independently and manages their own offerings, marketing, student services, software, course capture, technology, etc.

Continuing Education seems to be distributed through academic units, rather than offered through one extension-like unit. However, there is a central Office of Online and Distance Learning (http://www.distance.iastate.edu/). ODL coordinates credit and non-credit courses and programs, housed in individual academic units, both on campus and at a distance. "Through innovative online and blended educational techniques, we bring you the courses, degrees, professional programs, and certificates that you need to achieve your goals. Delivering expert-driven educational programs in ways that fit your schedule, location, and learning style, we are committed to the high-value student-centered learning experience that has become a trademark of Iowa State University."
> - The POC for online development in ODL is the Associate Director of the Center for Excellence in Teaching and Learning (see below).
> - Each School/College also has their own POC/coordinator for online programs.

2) Where is digital education housed? Are there separate units for online learning and blended or hybrid courses? Are technology and pedagogy combined or separate? How much of this effort is centralized?
> Center for Excellence in Teaching and Learning (http://www.celt.iastate.edu/) serves to combine pedagogy and educational technology support (part coordination, part control). Teaching/Learning/Technology are defined comprehensively (F2F, Blended, Distance and Online). This center ONLY offers faculty training and LMS support

> The central ODL seems to be a coordinator of distributed online programs, which may indicate differentiated levels of online offerings (perhaps support as well?). Design and development come out of the CETL. Central ODL is only one person who has no authority over online programs. He only has authority over faculty development. CETL is trying to create a design and development area but currently all design and development is handled by academic units or faculty who design and develop their own courses with no oversight. Currently CETL offers LMS support and faculty development. They are trying to grow their services.

> Information Technology (https://www.it.iastate.edu/) - provides direct hardware and software support as a centralized service, including Academic Technologies (classroom tech, licenses, networks and systems including hosting Blackboard). However news, services, assistance related to educational technology seems to be very closely coordinated through the CETL.
> > - Academic Technology, Assistive Technology Lab, Classroom Capture and Online Distribution, Equipment Checkout, seem to be services focused on the hardware as support or access, rather than pedagogical or user-experience. This is correct with the exception of classroom capture equipment. Each individual academic college chooses, pays for, and maintains their own equipment.
> > - Each school and college also provides direct IT support services to a degree (often the same POC as the school/college online coordinator). This seems to be

just a local/tier 1 service support (perhaps purchasing and maintenance for local hardware?) rather than a set of competitive or distributed services.
Each college decides what equipment they will have installed in classrooms, all online delivery and capture technologies, etc. IT is extremely de-centralized in this sense.
- High Performance Computing hosted in IT.

Community of Educational Technology Support (ComETS) (http://www.comets.iastate.edu/) promotes dialog and events focused on technology in learning and teaching. Has articles, schedule of events, a faculty engagement survey, etc. Difficult to tell where, organizationally, this community sits.
- Techstarter is a place for people to post ideas they are interested in, with a gauge to measure interest from others.
I did not even realize that ComETS had a website until I read this. I am on the mailing listserve and I thought that was the only feature ever used. We share interesting articles about technology, etc. via that mail list.

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?
CETL is the central point for pedagogical innovation efforts, whether technology-focused or not. Faculty, grad students, and where appropriate undergraduate students (as learners/collaborators) are supported equally. CETL's main focus is flipped classrooms or blended learning opportunities. They offer LMS support to everyone equally.
- Miller Faculty Fellowships (7 awarded in 2014-15) for innovation in teaching (general, not specifically technology).
- Online Learning Innovation Hub (http://www.celt.iastate.edu/online-learning-hub/) provides a physical and virtual space as "a collaborative resource for faculty, staff, and graduate students for developing technology-enhanced pedagogy and innovative approaches to teaching and learning in today's online environment." This hub has only been open for 4 months. It is not yet heavily utilized. Most of us in the DE and ADDE group don't even know what its actual purpose is or why it was created. Time will tell if this creates any actual benefit to online programs at ISU.

4) Where are instructional design and instructional technology housed? What pathways exist to guide faculty to instructional technology services? Is access to instructional technology support uniform across different faculty groups at the institution?
Instructional design and technology for online learning are housed in each academic unit. Each area has its own staff and faculty support. Faculty who teach online work very closely with these units. Faculty who do not teach online generally find support at CETL.

CETL is trying to increase the number of faculty who utilize their services but they have not had much success. This is still a poorly utilized service that is trying to find its way and improve their support services.

CETL provides teaching technology support services. Over 30 training events scheduled for Spring 2015 semester, of all types but many technology-related.

- Seminars, workshops, individual and group consultation, course design and development (through CETL Learning Technologies, http://www.celt.iastate.edu/technology/for-teachers/instructional-development/) which supports F2F/Blended/Distance and Online Courses, and also provides assistance with Grant Proposals (internal ISU and external).

- Blackboard, Class Climate, Clickers, Respondus, StudyMate. Also AdobeConnect, Panopto, Qualtrics, Lynda.com, and Zoom.us.

- eLearning News (blog with entries posted every 2-3 months)

- the Online Learning Innovation Hub (see above) is a formal program to support innovative development. Provides service to faculty, staff and graduate students.

- They list three Instructional Development Specialists as well as two Associate Directors (for Online Learning, and for Learning Technologies) in their directory. Just one Graduate Assistant listed.

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? This is done bottom-up. Each academic unit is self-funded, cost recovery through student course fees. All initiatives, etc. are pushed up to higher administration groups through the individual units.

For example, does the institution count, encourage, or otherwise track student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? Currently, all done separately. Each academic college does its own thing and has its own policies for tracking, supporting academic departments, and encouraging faculty.

What institutional investments have been made in hybrid and/or blended learning?

CETL was founded in 1993 by action from the University Senate, and retains an Advisory Board (Senate committee), with a director. IT is organizationally within Academic Affairs, but with its own Interim Vice President/CIO. CETL and IT Services seem closely linked, with some of CETL (Learning Technologies) co-located physically with IT Services. The other (possibly pedagogical) services of CETL are physically located in a separate, central building.

There is a newly launched flipped classroom initiative that is being funded from the President's office through CETL and the Online Learning Innovation Hub: http://www.celt.iastate.edu/online-learning-hub/projects/flipped-initiative/

In 2012 Iowa State participated in a grant proposal for the 22-university Center for the Integration of Research, Teaching and Learning, which received $5 million in funding to support professional development for graduate students and post-docs – primarily in STEM fields – as innovative, technology teachers. In 2014, the Sloan Foundation provided $550,000 to Iowa State for CIRTL network information technologies development. Iowa State efforts are housed within CETL.

Organizational authority behind Online, CETL, CIRTL at Iowa State is not really visible, but their success and overall coordination suggest high-level, centralized oversight (is through University Senate, President or Provost, external political factors?).