

Initial Comparator Research – UC Santa Barbara

(LMS = GauchoSpace [Moodle, new since 2013])

General Impression: UCSB provides very limited online and/or digital education activity. IT and EdTech services are distributed across campus. Programs or initiatives to develop innovative teaching/technology use seem non-existent. The College of Letters and Sciences provides some support for utilizing technology in teaching, but this is primarily aimed at the Moodle-install LMS, which itself appears limited in flexibility or innovative offerings. UCSB appears to lag behind UO in its digital education efforts.

1) What services does this institution's Extension unit provide to campus partners?

UCSB Extension (<http://extension.ucsb.edu/>) offers credit and non-credit courses – which seem limited – in continuing education and international studies, with 14 Professional Certificate Programs, 1 Professional Sequence Award (Teaching English to Speakers of Other Languages (TEFOL) Methodology), Open University Program (individual courses to prepare for undergrad or grad programs, to complete a degree or transfer credits. Few, but some, online courses, within these, although it seems like only 2 certificate programs are available online. Some classes are listed as 'blended' but I lack confidence that this means more than posting some course resources online. Extension, like other UC arrangements, is independent of campus units.

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?

Digital education services are divided among academic units, with those of the College of Letters and Sciences (Collaborate, see #4) dominant on campus, implying that other schools and colleges have limited educational technology support. Online courses are not coordinated (they seem to exist here and there around campus, but there is no central policy or program). Summer Session online courses are run by the Summer Session office (about as centralized as it gets). There is an undated supplemental online course development policy (in a pdf document) questionnaire, but even this seems to lack 'official' imprimature.

The Instructional Development office (see #4) is centrally available providing some pedagogical support generally, but a resource like the Faculty Resource Center (new in 2014, see #3) is located within the College of Letters and Sciences specifically. ID supports faculty and grad TA's across campus, including Video and Consultation service to assess in class activity (for TAs and for junior faculty); Instructional Improvement Program Grants (9 proposals in 2013-14, 7 at least partially funded, ranging from \$3,398 to \$6,415) with support from the Executive Vice Chancellor; The New Leaf Grants (for faculty to infuse sustainability into their curriculum) with support for Academic Senate and Chancellor's Sustainability WorkGroup/Committee.

Enterprise Technology Services (<http://www.ets.ucsb.edu/>) is the ‘central’ IT entity, only formed in 2013 through the consolidation of six IT organizations on campus. There is an IT Council which evaluates enterprise project proposals, prioritizes them, and makes IT project recommendations to the IT Board (chaired by the Executive Vice Chancellor, with other ‘campus executives’) who approve projects, concepts, funding, etc. As with edtech services, IT is distributed all over campus (Academic Affairs IT, Administrative & Residential IT, Bren School Computing Services, Center for Scientific Computing, College of Letters & Science IT, Engineering Computing Infrastructure, Gevirtz Graduate School of Education IT Group, Library Information Systems, Student Affairs IT).

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?

The Faculty Resource Center (announcement in <http://www.collaborate.ucsb.edu/news/268-115>) is part of Collaborate: Instructional Technology, College of Letters and Sciences. It “offers a convenient, central location for a range of faculty instructional technology needs. It provides daily drop-in support for GauchoSpace, as well as integration assistance for a number of other instructional technology tools including *Virtual Lab*, *i>Clicker*, and *GauchoCast*. The FRC holds regular sessions on learning management system use and best practices. It also houses a reservable space for the creation of instructional videos, including a high-resolution camera, professional microphone, and a backdrop and whiteboard for recording lectures or other instructional materials.”

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 Development (<http://id.ucsb.edu/>). ID is a large office with administrative staff (6), instructional consultation (8), classroom services (1 + 7 individual facilities), production services (1 + 4 separate services), technical services (1). This is limited service, media production and class technology primarily.

Collaborate: Instructional Technology, College of Letters & Sciences (<http://www.collaborate.ucsb.edu/home>) provides extensive workshop and training activity, although primarily aimed at using the GauchoSpace LMS. Not clear whether non-CLS faculty can use their services. GauchoSpace directs people to the Collaborate site for help topics, so this CLS unit might be tasked with supporting all faculty(?). I suspect, but cannot determine fully, that GauchoSpace is hosted by Collaborate in CLS (since there is no central IT provider and all of these support links connect this LMS to CLS).

The division and distribution of instructional technology support (and pedagogical support) suggests that faculty have access to differentiated levels of support in individual

academic units. All UCSB employees have access to Lynda.com for training, including IT services and applications.

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? For example, does the institution count, encourage, or otherwise track student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? What institutional investments have been made in hybrid and/or blended learning?

Only the 2-year old the Enterprise Technology Services entity and IT Council/IT Board process seems to provide a central conceptual role to IT and edtech issues, applications, and needs. Digital education services are limited to LMS support through the College of Letters and Sciences, Information Technology (Collaborate). It is difficult to see much in the way of initiatives or priorities aimed at developing digital education.