Initial Comparator Research – Washington State University
>(LMS = Blackboard Learn, http://learn.wsu.edu/, managed by WSU Global Campus's eLearning Services –which is not the same thing as campus IT. Notably, WSU is in the middle of an LMS migration, from Angel to Blackboard; Spring 2015 is their pilot phase. During this transition responsibility for the LMS appears to be shifting from campus IT to the online unit. See http://lmstransition.wsu.edu, and note lack of LMS support on current ITS org chart at http://infotech.wsu.edu/about/docs/ITSweb_1_5_2015.pdf.)

General impression: While faculty services are decentralized, student services are less so; the WSU Global Campus is a clear portal designed to attract students who might never set foot on WSU's physical campus. There is a good balance between niche offerings that play to institutional strengths and general options that could attract many students. The LMS movement is interesting and speaks to the ways in which a progressive eLearning Services unit is becoming more comprehensive/better integrated into the University.

1) What services does this institution's Extension unit provide to campus partners?
>Services to campus partners are limited, due to both WSU's land-grant mission and the distributed nature of continuing education.

>As a land-grant institution, WSU has a proper Extension unit housed within the College of Agricultural, Human, and Natural Resource Sciences (http://cahnrs.wsu.edu/extension/), which provides resources and information to communities across Washington State. It manages 39 locations—one for every county in the state—with the traditional focal points of agriculture, gardening, and health and community development. It offers an extensive online shop of publications (PDF downloads). One division of Extension, the Area Health Education Center (AHEC; http://extension.wsu.edu/AHEC/Pages/default.aspx), provides general continuing education and events for health care providers across the state.

>In addition to the programming provided through AHEC, WSU's medical and veterinary schools provide specialized professional continuing education. The College of Nursing offers a school nurse certification, nurse refresher course, and specialized training in safe medication administration, vocational relationships, ethics, pharmacotherapeutics, and smoking cessation counseling (http://nursing.wsu.edu/Continuing-Education/index.html). While some of these courses are offered in a traditional face-to-face format, others are provided through self-paced independent study materials, home-study video series, or online resources. Many of the study materials are meant to be the first phase of study, with a second phase completed through clinical practice or in-class training. So while they are not labeled as such, the safe medication administration and smoking cessation counseling trainings are an example of blended or hybrid continuing education.

>WSU's College of Veterinary Medicine also provides continuing education services for veterinarians and technicians (https://apps.vetmed.wsu.edu/ce/); these include onsite courses at the Pullman and Spokane Riverpoint campuses, as well as online courses. Online continuing education courses are offered either synchronously (webinars

delivered via Elluminate web conferencing software) or on-demand (self-contained learning modules delivered as Flash objects). Topics range from veterinary medical record management to analgesia and pain management in particular species of animals. CE courses are provided in coordination with WSU Veterinary Medicine Extension unit (http://extension.wsu.edu/vetextension/Pages/default.aspx).

Some connection to the WSU campus does occur within this distributed network of continuing education services. One certificate that serves both off-campus and on-campus audiences is housed within the Center for Sustaining Agriculture and Natural Resources (CSANR; http://csanr.wsu.edu/educational-opportunities/continuing-education/). While CSANR is also housed within the College of Agricultural, Human, and Natural Resource Sciences, it is distinct from the outward-facing Extension unit; in fact, it serves degree-seeking students from Washington State University and the University of Idaho, as well as individuals seeking non-credit education. CSANR offers an undergraduate certificate in Sustainable Small Acreage Farming and Ranching (http://www.cultivatingsuccess.org/). In Idaho several of the courses for this certificate are available online, both for UI students and for community members. In Washington these courses are generally delivered face-to-face, with an occasional course also available online through the WSU Global Campus. The online courses for Idaho are delivered via Moodle.

Finally, CEUs are awarded through WSU Conference Services (http://conferences.wsu.edu/), which is a division of WSU Global Campus. Conference Services appears to be the current iteration of what was previously known as Continuing Development and Professional Education (CDPE; the acronym is still in use in their web site copy). In other words, WSU's most "AE-like" unit has become a piece of a larger comprehensive online education unit. Conference Management advertises itself as a home for online non-credit training, as well as for face-to-face short courses that award CEUs. The latter are generally specialized trades training, and are offered throughout Washington, Idaho, and Oregon. There is no publicly available information on how Conference Management provides online non-credit training, but given the scope of this unit it seems logical to assume that it is similarly specialized in content. Online noncredit education is offered more extensively through Digital Academy, a different division of WSU Global Campus (explored more extensively below).

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 at WSU is housed within WSU Global Campus (http://global.wsu.edu). Launched in July of 2012 (https://news.wsu.edu/2012/06/28/wsu-to-launch-global-campus-on-july-2/), this new unit houses online degrees, a networking and events platform for online students, faculty and student support services, non-credit online learning opportunities, and the conference services division. It is overseen by the Vice President for Global Campus, who reports directly to the President of Washington State University (as opposed to being run through Academic Affairs, Undergraduate or

Graduation Studies, or the Office of the Provost). This VP is also the liaison between WSU and new external constituencies (https://news.wsu.edu/2014/12/16/global-campus-leaders-role-to-include-new-ed-partnerships/). All of this suggests that WSU Global Campus is rather entrepreneurial in focus and structure.

The largest division of Global Campus is the degree-granting arm (http://online.wsu.edu/). It currently offers 9 bachelor's degrees in an array of subjects, with 12 minors that can be completed online as well. While these are not marketed as degree completion programs, per se, they may well function as such in practice; either WSU's general education curriculum or an acceptable associate's degree are required for entry into a given degree program. Global Campus also offers 12 fully online master's degrees—largely in known institutional strengths, such as agriculture and engineering. Finally, 7 undergraduate certificates and 5 graduate certificates are also offered online, as are 3 teaching endorsements. These for-credit non-degree options are distinct from the non-credit education offered by another arm of Global Campus, but both the undergraduate certificate programs and online teaching endorsements are available to both degree-seeking and non-degree-seeking students. In some cases—though not all— online graduate certificates require admission to the graduate school.

All online degrees and certificates are offered in partnership with academic units at WSU. WSU's online courses appear to largely be taught by graduate students and full-time faculty. Hybrid courses are apparently offered often enough to have their own code in the university course catalog (http://www.schedules.wsu.edu/Home/Footnotes), but are not actively coordinated; there is no official incentive to "flip" a face-to-face course.

In addition to the for-credit options already listed, WSU Global Campus runs a non-credit division, Digital Academy, which offers professional certificates in 14 areas (http://skills.wsu.edu). These range from a free, self-paced course on Islam for American journalists (http://online.wsu.edu/courses/ISLAM/), to 18-month certificate programs in Viticulture and Enology (http://wine.wsu.edu/education/certificate/). A total of 26 professional development certificates are offered at this time, in partnership with a wide variety of University units (and, I believe, external partners). The Digital Academy also offers webinars—upcoming topics include winning international scholarships and "Organic Food: Is It Worth It?"

Webinars do seem to be a more significant element of the online unit here than elsewhere. In addition to the offerings through Digital Academy, students enrolled in online courses at WSU are invited to attend online events sponsored by WSU Global Connections (http://connections.wsu.edu), which include career development events and other speakers of interest.

All of these efforts are supported by another wing of WSU Global Campus—eLearning Services (http://elearning.wsu.edu). More on that unit in Question #4. Still, the existence of this comprehensive framework and the presence of such an extensive support unit help support the notion that at WSU, digital education is fully integrated (if not fully centralized). There is a clear path for both students and faculty to follow.

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

> Faculty seeking pedagogical support at WSU, whether teaching online or face-to-face, must navigate a decentralized network of resources (see the list at http://faculty.wsu.edu/teaching/). Options include the Office of Assessment of Teaching and Learning (ATL; http://atl.wsu.edu), which manages undergraduate assessment goals and provides resources on relevant topics (such as "teaching millenials" or "curriculum mapping"), the WSU Teaching Academy (http://vpue.wsu.edu/teaching-academy/teaching-services/), a program of the Office of the Vice Provost for Undergraduate Education that offers mentoring, teaching observations (with the Vice Provost's office itself also offering teaching and learning grants—see below), Academic Media Services (http://www.ams.wsu.edu/), which provides classroom technology support, media services and equipment rental, and eLearning Services (http://elearning.wsu.edu), which provides instructional technology support, online course development, and training for those teaching online.

> Of all of these, eLearning Services is the most innovative, but it is oriented towards online teaching; its support for face-to-face education is currently somewhat limited. This may change as it takes on responsibility for the new LMS (see note at top of report).

> The grants offered by the VPUE do seem to be a sustainable source of encouragement for pedagogical innovation; recent recipients are doing everything from incorporating archival materials in the classroom to creating cross-disciplinary experiential learning (https://news.wsu.edu/2014/08/04/faculty-get-grants-to-improve-undergraduate-teaching-learning/).

> Nevertheless, the decentralized faculty support makes it clear that pedagogical innovation is not a universally-embraced priority for the institution, and suggests that faculty may not always know where to go, especially when they are new. Even the list on the faculty web site is out-of-date—it does not have information on efforts in the VPUE's office, for example.

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?

> Faculty support for the use of technology in teaching, whether that is in teaching online or face to face, is administered through eLearning Services (http://elearning.wsu.edu), already mentioned in this document. For those teaching online, eLearning Services provides comprehensive guides to teaching (http://elearning.wsu.edu/OnlineCourses/teach/) and developing (http://elearning.wsu.edu/OnlineCourses/develop/) online courses, customized technological and pedagogical support, and a certification course for those who want to teach online but don't have a lot of experience

(http://elearning.wsu.edu/OnlineCourses/cert_course.aspx). Those teaching on campus are offered a selection of technology tools for face-to-face instruction, including ways to manage large enrollment courses and improve student engagement (http://elearning.wsu.edu/face_to_face/). Several additional resources are available to all faculty: an online One Stop Shop (http://elearning.wsu.edu/resources/), workshops and tutorials, open educational resources, and suggested ways to integrate technology in a creative fashion (http://elearning.wsu.edu/training_resources/). There is a sandbox space on campus (http://elearning.wsu.edu/testkitchen/), and a showcase of online courses and digital projects (http://elearning.wsu.edu/showcase/).

Now that eLearning Services is set to become the administrative home of the LMS, it will function even more as a centralized hub for teaching with technology. It is still operating within a decentralized support network, but it is the only unit within that network that appears to be aggressively expanding opportunities for faculty. In fact, very recent news suggests that they are centralizing faculty support (http://news.wsu.edu/2015/03/09/new-center-helps-faculty-adopt-use-education-technology/) here. "The result will be a single doorway for faculty seeking to use technology to improve student success." This move is happening under direction from the Provost's office. Access to this service appears to be uniform.

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?

In 2010, WSU Distance Degrees became WSU Online. The Global Campus was launched in 2012. The President endorses this effort, but it isn't totally clear where the impetus for it came from.

WSU left Blackboard for Angel in 2009 (http://wsu-online.blogspot.com/2009/04/changes-in-store.html), and is now returning to Blackboard in 2015.

It was the University President who announced the Global Campus: http://blog.president.wsu.edu/2012/04/30/wsus-global-campus-official-launch-this-july/ (gives some history of DE at WSU)

The Online Learning Consortium recognized the WSU Global Campus in 2013, citing the University President's vision and commitment: https://news.wsu.edu/2013/10/08/wsu-global-campus-wins-national-sloan-award-for-quality-education/