

IV. DISTANCE LEARNING MANAGEMENT ACTIVITIES AND ACTION ITEMS

A. Distance Learning Planning and Policy Base

Board of Regents' policy and the *University of Hawai'i Strategic Plan, 1997-2007*, provide the assumptions, goals, planning principles, and action strategy that establish the foundation and commitment for specific distance learning efforts. These are detailed in Attachment 2 of this document. Specifically, the *Strategic Plan* calls for a UH distance learning effort that is collaborative rather than one reserved entirely to a separate entity, singly charged with distance learning responsibilities.

The integration of distance learning into the mission of each UH campus means that this collaborative enterprise involves specific campus roles and responsibilities that ensure quality and accreditation requirements. Distance learning may involve credit or non-credit courses; students and teachers are typically separated by space and/or time, and interaction is synchronous or asynchronous. In some instances, faculty travel to or are located at sites distant from the credit/degree-conferring campus. A variety of emerging technologies enables the University to reach more students more effectively.

Action Items:

1. Finalize and promulgate this revision of Executive Policy E5.204 dated June 1992.
2. Campus executives will ensure that actions taken to implement Unit Academic Plans, subunit plans, campus policies and procedures, and budget plans and priorities are consistent with the policies set forth in this revised executive policy.

B. Lead Responsibilities and Coordination

Distance learning changes the concept of service area from geographic to functional. Lead responsibilities of major units are in keeping with their differentiated missions. Other roles and responsibilities are defined by a campus' function as an originating or receiving site. Resources are considered from a system perspective, and various system offices assume coordination responsibilities. This structure means that each Major Unit in the system has a responsibility to address state needs through the use of distance learning.

Lead Responsibilities of Major Units. Lead campus responsibilities are in line with Unit goals set forth in the *University of Hawai'i Strategic Plan 1997-2007* as well as the established mission of each campus. Thus, while needs assessments, community demands, and state workforce and economic development needs

shape the overall directions for distance learning program development, lead responsibilities fall naturally to Units in accordance with their mission and resources.

UH Mānoa has lead responsibility for most graduate and professional programs and a wide range of baccalaureate programs that are unique to the Mānoa campus. UH Hilo and UH-West O'ahu address general baccalaureate programs. In addition, UHWO works with the Community Colleges on issues of articulation and transfer and will further consider mechanisms needed to accept articulated and transfer credits from external providers. The UH Community College system has lead responsibility for general education preparation for four-year degrees, including the associate in arts degree, and technical/occupational degrees and certificates.

Principles Governing Coordination. The document, *Interim Operational Roles and Responsibilities for University of Hawai'i Centers and Originating Campuses*, promulgated June 19, 1997, is the basis for the roles and responsibilities described here (Attachment 3). The coordinating structure builds upon present working groups involving librarians, student service and financial aid staff, technical staff, University Center staff, and others. A Master Scheduling Group has been established to develop a multi-year rolling schedule of offerings for distance learning. As noted above, the concept of geographic service areas is replaced by the principle of functional coordination.

1. Originating Campuses
 - a. Originating campuses/units have primary responsibility for delivery of programs, including staffing, and the development of appropriate instructional materials and methods.
 - b. Each campus establishes its own internal processes for assuring the quality and integrity of all distance learning programming. This may involve existing entities, e.g., curriculum committees, or new bodies, e.g., a campus distance learning committee. (See IV.C, Program Quality Assurance and Accreditation.)
 - c. Each originating campus ensures that programs offered via distance learning methods follow campus-based quality procedures and meet all applicable accreditation requirements. Also, originating campuses ensure that campus procedures are in accord with the principles set forth in IV.C of this document.
 - d. Originating campuses name a single point of contact to streamline communications with receive sites, other originating campuses, and system offices. In addition, large college/school

units within originating campuses engaged in significant distance learning identify a senior officer who is responsible for coordinating efforts with receive sites. If originating campuses have on-site staff members, they ensure that their efforts are coordinated with receive site staff, especially the University Center staff.

- e. Once a program has been designated for system-wide delivery, the originating program commits to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable a cohort of students to complete the degree/certificate.

2. Receive Sites

- a. The primary funding responsibility for receive sites is for support services, including staffing to provide required library, computer, and student services, equipment and software maintenance and upgrade, and facilities.
- b. Receive sites are also responsible for regularly assessing community needs and communicating the results of those assessments to the Master Scheduling Group (see below) and potential originating campus partners.
- c. Receive sites name a single point-of-contact to streamline communications with originating campuses, other receive sites, and system offices. Where University Centers exist, they serve as this point of contact.
- d. Once a program is designated for system-wide delivery, the receiving sites commit to ongoing support, both financial and technical, for a period sufficient to enable a cohort of students to complete a degree/certificate.

3. System Offices

Once a program is designated for system-wide delivery, the University system offices (Information Technology Services and the Distance Learning and Instructional Technology unit) commit to ongoing support, facilitating coordination, supporting resource acquisition, scheduling system technologies, and overall support for program continuation for a period sufficient to enable a cohort of students to complete a degree/certificate.

Roles and Responsibilities of Specific Coordinating Entities. Coordination across functions as well as campuses requires the active participation of the groups listed below. Nearly all of these groups already exist and operate various parts of the enterprise. Establishing effective lines of communication across these “communities of practice” is essential to the University of Hawai‘i’s overall decentralized approach to distance learning and is a primary responsibility of the UH system offices.

The Office of the Vice President for Planning and Policy (OVPPP) provides overall coordination of the system-wide distance learning effort. This office is responsible for the continual refinement and updating of UH system distance learning plans, policies, and procedures. Until such time as a unified student information system and scheduling system is implemented, the OVPPP is responsible for gathering and consolidating planning data from both originating and receiving campuses. Such data shall include enrollment by site and other data requested by the MSG. OVPPP also works with ITS and campuses to gather assessment data from students and faculty on support services, e.g., technology training, library resources, advising, computer support, and administrative support.

Other units and or groups with major responsibilities for distance learning:

1. **Information Technology Services (ITS)** is responsible for the overall design, development, maintenance, and support of the system-wide telecommunications infrastructure that supports UH distance learning in-state and out-of-state. All proposed appendages to this system, whether supported by general, revolving, special, or federal funds, must be approved by and coordinated with ITS. ITS is also responsible for developing system technical standards to ensure the efficient and effective operation of all distance learning technologies.
2. **The Distance Learning and Instructional Technology (DLIT)** unit within ITS has responsibility for critical support functions. It provides leadership by coordinating the distance learning activities of campus media center directors and various originating and receiving site personnel. Within the program priorities established by the Master Scheduling Group (see below), the DLIT coordinates and is responsible for scheduling air time on HITS for all credit classes, non-credit classes and seminars, conferences, meetings, and other appropriate uses of the system in-state and out-of-state. DLIT also coordinates O‘ahu cable access channel scheduling and the distribution of cable programming via HITS.

As distance learning programs incorporate on-line elements into distance-delivered courses, the DLIT will take a leadership role in developing technical standards and coordinating support requirements.

DLIT has leadership responsibility for training faculty and students in the effective use of telecommunication technology. System-wide efforts, coordinated with entities such as the UHM Office of Faculty Development and Academic Support, the UHCC professional development coordinators, and the UHM Outreach College, reduce duplication of effort and ensure compliance with technical standards. This group will explore the feasibility of establishing a system-wide support group, such as a technology roundtable, for the sharing of best-practice information in instruction and student support areas.

3. **The Master Scheduling Group (MSG)** coordinates the production of a rolling three-year master schedule as well as annual programming schedules. The membership of MSG includes representatives from each Major UH Unit, the University Centers, and ITS. The Office of the Vice President for Planning and Policy is responsible for coordinating the work of the MSG and chairing the group. It is the responsibility of the chief academic officer of each major unit to appoint appropriate representation to the Master Scheduling Group.

This group focuses on scheduling programs requiring system-wide resources, but all distance learning, including off-site offerings and those solely dependent upon campus- or program-specific resources, is coordinated with the work of the MSG. Responsibility for ensuring that this coordination takes place resides with deans and provosts. (See sections on priority setting and budget/cost assumptions.)

Actual air time schedules are the responsibility of the Distance Learning and Instructional Technology (DLIT) office and the campus media center coordinators. The MSG and OVPPP have continuing responsibilities for updating the master schedule, monitoring needs assessment, and facilitating communication among the many groups involved.

4. **The UHCC Distance Education Committee** is a community college system committee composed of administrators, faculty, media center coordinators, librarians, and student services personnel. The Committee is charged with coordinating community college distance learning efforts. Input from this committee is used by and informs the work of the DLIT, ITS, and OVPPP. While outreach remains the responsibility of specific colleges, technology-delivered courses are factored into all on-site operations.
5. The newly established **UHM Outreach College** is the administrative point of contact for all distance learning programs originating at UH Mānoa. All UHM programs, colleges, and schools offering distance learning in-state or out-of-state identify lead contacts who share information on these