Faculty Distributed Learning Advisory Committee
February 10, 2011

Attendees: Joanne Taira-UH System, Hong-Mei Chen-College of Business UHM, Joanne Itano-UH System, Emily Nye-UHWO, Dennis Nullet-Kapiolani, Greg Walker-LCC, Leticia Colmenares-WCC, Jenny Wells-College of Education UHM, Velma Panlasigni, UHM Outreach, Eric Engh-UHMC, Lou Zitnik HawCc, Ed Coll-KauCC,

Systemic Issues Identified (not in order of priority):

Implementation Plan	Systemic Issues	Concerns

Development of Quality DL	Faculty concerned about quality of courses	CC's have a best practice document (2003), but Questions:
		    Is a System guideline for course design needed?
		    To what degree is the CCs document distributed and used/useful for faculty to assess course quality?
		    (Chico State has current guidelines online)
		Are there minimal faculty qualifications to teach online?
		How are courses evaluated and who is qualified to do so?
		How much of a consideration is content expertise in assigning teaching faculty for online courses?

Faculty Support	Lack of training, ongoing mentoring & assistance Lack of incentive to faculty for going to DL model	- Lack of funds and other resources to provide these services -Personnel to support training/assistance highly variable between colleges and campuses -inconsistent financial or workload release incentive provided, in many cases none is provided - Amount of time required to be trained and develop/deliver course for online learning Concerns about:

Faculty Support (contd.)		a. curriculum integrity due to lack of resources for development
		   b. concerns about quality of course development
		   c. increased issues of total time required to maintain online interactions and student feedback
		   d. extensive faculty time extended to support students using online tools who are not prepared or competent in these delivery formats
		
		- Faculty Content Experts are often satisfied with F2F model and have courses already structured for that form of delivery…what's the incentive to change

	Inconsistencies and/or inefficiencies in testing center policies across system	-variable procedures on how tests must be sent to testing center -lack of verification of student ID at Learning Centers
	Inefficient tools and sudden substantial changes in technology and tools used for distributed learning delivery	-Changes made to existing technology tools and services without faculty having opportunity to review impact of the changes and provide input prior to decisions being made -Specific Laulima concerns: can't email students directly from discussion board, lack of integration between tools within Laulima, no search in discussion -Lack of tools for synchronous instruction at some campuses -Need for review of what services are best provided at a System level versus campus by campus. Would a single source with quality be better than campus by campus patching together of resources?

		-Currently there is a lack of an organized networking system for faculty to share information on tools, design or delivery issues with each other.
Student Support	Many students lack technology skills to interact competently with DL formats	-need for students to have preparation on these delivery formats/online tools before taking content courses -students often have inaccurate view of workload required in completing online courses satisfactorily
	Lack of immediate access to full range of student support services that are readily available for on campus students	-need access to writing center services and content tutoring virtually and need information about how to access these virtual services -need immediate access to research library services and other supports.