

Responding to the Growing e-Learning Needs  
Within the Academic Health Center:

A Report to Create an  
Academic Health Center eLearning Collaborative

July 21, 2010

## Executive Summary

This status report represents the current thinking of the AHC e-learning discussions of the Leadership Table appointed by AHC deans to create an AHC Office of e-learning to date and is presented in two sections. The first section represents a report by Barbara Brandt to the group, outlining recommendations based upon a number of efforts in preparation for a June 30 retreat. The second section captures the retreat outcomes and recommendations for e-learning in the AHC, based upon the retreat. These include:

- Synthesis of positive features and “obstacles” of an e-learning collaborative as presented in the report
- A list of potential metrics for consideration to define “success” and to guide tracking
- A list of priority projects, including overwhelming support for developing/defining/activating the concept of the “concierge” (a working term) as outlined in the report and discussed at the retreat

June 27, 2010

Colleagues:

The following draft document represents a high level summary of the state of e-learning in the Academic Health Center based upon extensive consideration, input, discussion and study of this complex issue in the University of Minnesota. Dr. Cerra positioned e-learning in the Academic Health Center as very high priority and one he wishes to see accomplished before his retirement. Many people provided input into this version which is written in preparation for discussion at a retreat of the AHC e-learning Leadership Table on June 30, 2010. The intent of this retreat is to finalize this report and to make decisions about action steps to inform a work plan to move e-learning forward. To do so, I believe:

Hybrid or blended e-learning is vital to the future of education of health professionals-in-training and current clinicians. If executed well, the benefits are many: to learners, faculty, and the institution.

The University of Minnesota is in transition as senior leadership will change soon. The commitment to e-learning will not waiver. A University-wide solution for e-learning will happen as a result of extensive external expert review. The Academic Health Center must be prepared for this new model, integrate into it, and continue to be leaders of "innovation and energy", as noted in the report.

The resources for e-learning are abundant and world-class at the University of Minnesota. However, they are complex and do not always work well together as a functional system to support the end users: learners, faculty, and staff. As we face budget concerns at this time, we must work together to simplify these resources to achieve our goals. This will take preparation and discipline on the part of all.

The AHC Office of Education has carry-over funds to make a one-time investment in e-learning to help us move toward our collective goals. This report ends with a list of possible projects for consideration by the Leadership Table to move the effort forward together. I have prepared these ideas after listening to many involved in the current effort. The list is not exhaustive, and I welcome adding to it to prioritize our efforts.

In writing this report, I thank Billie Wahlstrom who has provided support for e-learning to the Academic Health Center throughout the years, particularly to the development of the Center for Allied Health Programs that now is a hybrid model; Ann Hill Duin, who has worked with me to dedicate staff with AHC Office of Education staff to find technology solutions in our schools; Tom Henderson, who tirelessly wrote early drafts of this report; Linda Watson who provided frank counsel during its development; Janet Shanedling, Susan Englemann, and Jeny Kertz who always are available on behalf of education. Finally, GrowthWorks – Brian McDermott and Gerry Sexton – pushed my thinking about e-learning in our complex system at this time.

I look forward to working with you to move e-learning forward in the Academic Health Center.

Sincerely,

Barbara Brandt

## Section 1. Report to the Leadership Table in Preparation for the June 30, 2010 Retreat

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## Introduction

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In June 2009, Dr. Frank Cerra formally launched the development of the Academic Health Center (AHC) Office of e-learning initiative and charged Dr. Barbara Brandt with oversight of the initiative. Through extensive collaboration with all AHC schools, Dr. Brandt reviewed the insights into e-learning in the AHC that have resulted in the principles and practical approaches offered here for comment and refinement. This goal of this report is to take the vision endorsed by the AHC deans in 2009 and instantiate the vision in a practical, innovative, and sustainable plan and next steps to help all AHC schools and academic units arrive at the future they envision.

### **Vision**

*The University of Minnesota Academic Health Center will demonstrate its collective capacity as a regional, national and international leader in e-learning in health sciences fields where it enjoys an excellent reputation, comparative advantage, and for which a well-defined market exists.*

AHC deans, academic program directors, their leadership teams, and other interested stakeholders from across the University provided information about their units' e-learning goals and opportunities as well as difficulties they faced in making these a reality. (See Appendix 1 for Timeline.) Common perspectives from those meetings were expanded upon and refined when Dr. Brandt formed an AHC e-learning Leadership Table with school representatives appointed by their deans and others from University and specific AHC service units. (See Appendix 2 for Leadership Table membership.) This group was asked for their input at three meetings in early 2010.

If we have learned anything from this process, we know that ***if it takes a village to raise a child, it will take a highly coordinated effort from the AHC and an alignment with the University as a whole to reach our common goals for e-learning.***

### **Definitions and Scope**

Terminology and definitions abound related to e-learning. In this document, we support the use of common terms and definitions provided within a *Report on e-learning at the University of Minnesota* submitted in March 2010 by an external committee of experts from Committee on Institutional Cooperation, University of Illinois at Urbana-Champaign, Sloan Foundation, and Pennsylvania State University to President Robert Bruininks and Provost Tom Sullivan. As noted:

*An **online course** is usually defined as one in which 80% to 100% of the education process is conducted online... It is also widely accepted practice for these online courses to be fully or largely asynchronous, with the synchronous portions usually being optional for students.*

***Blended courses** are courses in which a measurable portion of the traditional classroom time is off-set by online components...As a rule, blended courses are aimed at traditional campus students and/or at local and regional students. For an urban commuter campus like University of Minnesota, this could be a substantial cohort. (Note: in this document, we will use the terms 'blended courses' and another commonly used term, 'hybrid courses' synonymously.)*

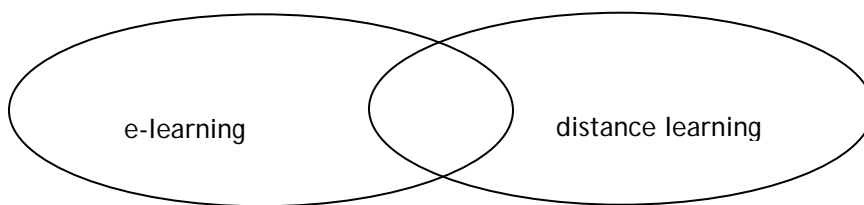
The definition of e-learning understood in this document encompasses both online and blended/hybrid learning as defined above. In addition, we make the following assumptions about **e-learning**:

- It includes all types of technology-enhanced learning (TEL) in which technologies such as web-based, interactive television, DVD and CD-ROM, simulations, digital repositories, and mobile devices are used in and beyond the classroom to support learners.
- Effective formal e-learning requires curriculum design and pedagogy, or teaching / learning methodologies that are appropriate to the content and context for educational delivery.
- E-learning needs to incorporate rapidly emerging technologies that allow collaboration and interaction, are ubiquitous, and empower self-directed, informal learning.

Particularly for the health sciences, we concur with the external review committee recommendation that e-learning *not* be separated or made distinct from other university educational efforts. As noted in the report:

*“When on-campus students are demanding access to fully online courses; when many specific classes combine both on-campus and distant students; when faculty are infusing appropriate uses of technology into the classroom across nearly all subject areas, we believe that it is important to see these various areas of effort in close relation to each other... Traditional spatial and temporal distinctions are becoming anachronistic.”*

**Figure 1: Inter-relationship between “e-learning” and “distance learning”**



e-learning can be marketed to a larger, distance learning audience

### **Common Themes in e-learning Identified by the AHC**

During a series of meetings, AHC deans and the Leadership Table agreed that the University of Minnesota has high quality resources available today both in the AHC and University-wide that can be brought to bear on e-learning efforts. With that said, the common themes indicate that to be successful, we must continue to develop an improved systems approach across the University and with the schools to create positive e-learning experiences for the end users – learners, faculty and staff.

#### **Overall**

- Because the University of Minnesota is a complex system and effective e-learning requires sophisticated and technical expertise, academic programs report even in the face of learning resource and technology abundance, barriers must be navigated in order to deploy e-learning at the University. In the area of translating e-learning into distance learning for external audiences, current practice is exemplified by difficult “one off”, ever-changing pathways in navigating University resources and services such as external sales, licensing contracts, intellectual property agreements, and locating the appropriate technology support at the

time it is needed. The need for consistency, efficiencies, and clear pathways within e-learning operations is critical.

### ***Technology & Infrastructure***

- Technologies for interactive learning offer promise of greater impact and enabling new types of learning. Agreement on standardized technologies for education in the AHC would facilitate sharing among schools and faculty, and simplify faculty development and engagement. Deployment of and support for mobile devices should be addressed in this context, to ensure that learning content is broadly accessible.
- The University needs to strike the proper balance between support staff ‘embedded’ within a school’s academic program capable of delivering services “down to the users” and a centralized staff that contributes complex systems-level expertise to those endeavors. A balance between the accountable roles and responsibilities of school-based and central staff must be reached so that expertise can be efficiently leveraged in such areas as student support services, faculty and student training, technology support services, instructional design and knowledge organization, access, management and archiving.
- The University, the AHC, and individual schools with long-standing success with e-learning have invested in customized technologies and dedicated personnel. A portfolio of expertise (e.g., instructional design, videography, web programming) is necessary to design and deploy effective e-learning. Because of the nature of the work, units experience times of “boom and bust” of staff workload. At this time in the current model, program staff within and across academic units are becoming overloaded and reaching the extent of their capacity. Therefore, a formalized system of “commerce” and “bartering” of services - a “Digital Alliance” of school, AHC and university resources - would contribute to capacity building.
- The University needs to foster an understanding of the cost/benefit ratio between designing and implementing in-house and customized, specific technology systems in schools as compared to implementing University-wide systems supporting e-learning. However, in the health sciences, technology decisions are sometimes driven by national standards and expectations, including accreditation standards for curriculum mapping, rotation selection, competency tracking, and portfolios regardless of University decisions.

### ***Business Models Leading to Sustainability***

- The current University budget model does not support a sustainable model for e-learning.
- Clearly articulated business processes and procedures for e-learning and distance learning are necessary and the return on investment, although not always monetary, needs to be determined.

### ***Marketing and Sales***

- Confusion exists between the “open education” movement and the potential to create revenue for academic units to sustain and vitalize missions.
- E-learning often offers potential for the extension of existing student populations beyond the boundaries of Minnesota and also for licensing to other institutions as the health science faculty shortages continue to increase nationally. Support for marketing and sales analyses, planning, and implementation, particularly across health sciences, is virtually non-existent or readily identifiable in the University.

### ***Faculty Engagement and Development***

- Units acknowledge the need to provide greater support to faculty in implementing e-learning opportunities by providing access to training, incentives for participating in the development of e-learning, and administrative support. The AHC must create an environment in which early-adopter and innovative faculty can flourish and serve as role models to their colleagues.
- Both faculty and students would benefit from more training and support through professional development “boot camps” to prepare them for successful e-learning experiences.

### ***Accessing AHC Courses***

- The AHC currently does not use the Program and Curriculum Approval System (PCAS) for listing courses. While most of the courses in the AHC are intended for cohort education within schools, courses that

could be opened to other learners are currently difficult to access for any other entity outside of the individual health science school.

- The Vice Provost for Distributed Education and Instructional Technology has worked on a course classification system with AHC schools to classify types of course (i.e., distance, hybrid, etc.) for purposes of using the Digital Campus platform (described below). Without such a system, learners outside of a specific health science school have challenges locating courses.
- Opportunities are missed to share e-learning course development and learning “objects” because schools are working in silos in areas of content experiences. Currently, we know of two or three schools developing online physiology courses. Potential exists to strategically develop multiple areas in the health sciences but at this time these opportunities have not been realized. The University has underutilized technology systems that could be deployed for course and asset sharing.

### **AHC “Office” of e-learning: A Collaborative**

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The intention of an AHC Office of e-learning is to create a service platform to leverage the University’s investments in high quality technology and human resources in a highly coordinated model to meet the e-learning goals of the AHC. The following statements have driven e-learning discussions since November 2009. In order to provide an integrated and aligned approach to e-learning, the AHC Office of e-learning will:

- *Engage faculty, staff and learners in the development of effective technology-enhanced learning*
- *Support the ongoing use of technology tools in educational programs to improve learning outcomes*
- *Leverage existing resources within the AHC and the University, and locate other technologies and services, as needed*
- *Market and license degree and training programs for greater exposure and access in a complex global learning environment.*

In June 2010, President Bruininks and Provost Sullivan are creating a campus-wide solution to e-learning as a result of the March 2010 external review and follow-up consultation. The Academic Health Center was recognized in this report as demonstrating “pockets or innovation and energy”. Rather than creating an “office” of e-learning, we recommend that the vision for the present AHC effort is a formal “collaborative”, *AHC e-learning Collaborative (the “Collaborative”)*, to continue to advance e-learning in the AHC schools, contributing expertise and substantial experience to the University-wide effort.

#### **Key Principles**

1. As a University, e-learning must be integrated into our core educational functions.
2. Existing and future University-wide human and technology resources will be leveraged with the aspiration to be financially self-sustaining over time.
3. A Collaborative Leadership Table, appointed by the leadership of the engaged schools and units, will set strategic directions in alignment with the vision, goals, and needs of the AHC academic units and the University of Minnesota.
4. The Collaborative will be a highly coordinated service platform tasked with the management of day-to-day e-learning activities and accountable for achieving the outcomes established by the Leadership Table.
5. The infrastructure and financial and resource models that underlies the Collaborative will be transparent and clear to all engaged academic units.
6. As service providers with different missions and expertise to support e-learning, the AHC Office of Education, Health Sciences Library, Office of Distributed Education and Instructional Technology, and



Office of Information Technology are committed to coordinating services and platforms to assure the success of e-learning in the AHC.

***Partnering to Support AHC Schools and Programs***

The AHC e-learning Collaborative will provide a highly coordinated service platform to AHC schools and programs and must partner with a number of University, AHC and school entities to assure success. Figure 2 represent the partnership concept, to be discussed a June 30, 2010 retreat, and is described below:

In the current budget situation, we cannot build new teams and hire new staff, so we must leverage the resources we have. The Collaborative will serve as the point to provide expert “conciierge” (a working term) service for University and AHC resources to support engaged AHC schools’ vision and goals for e-learning. With the AHC Collaborative Leadership Table, the Associate Vice President for Education will designate existing AHC Office of Education staff to provide day-to-day leadership and administration for this effort, collaborative leadership to the alliance, and serve as primary point of contact with other University and external stakeholders regarding e-learning within the AHC.

The Collaborative will utilize a “matrix” design to leverage University, AHC and school resources to achieve the vision for e-learning in the AHC. The primary functions are:

Metrics and Analytics: Perform analytics, using metrics for e-learning established by the Collaborative Leadership Table.

Business Models: Work with academic units to develop sustainable resource models for e-learning. Provide “one stop” expertise for navigating extensive internal University business processes. Additional responsibility is to work with stakeholders on long-term sustainability of the Collaborative.

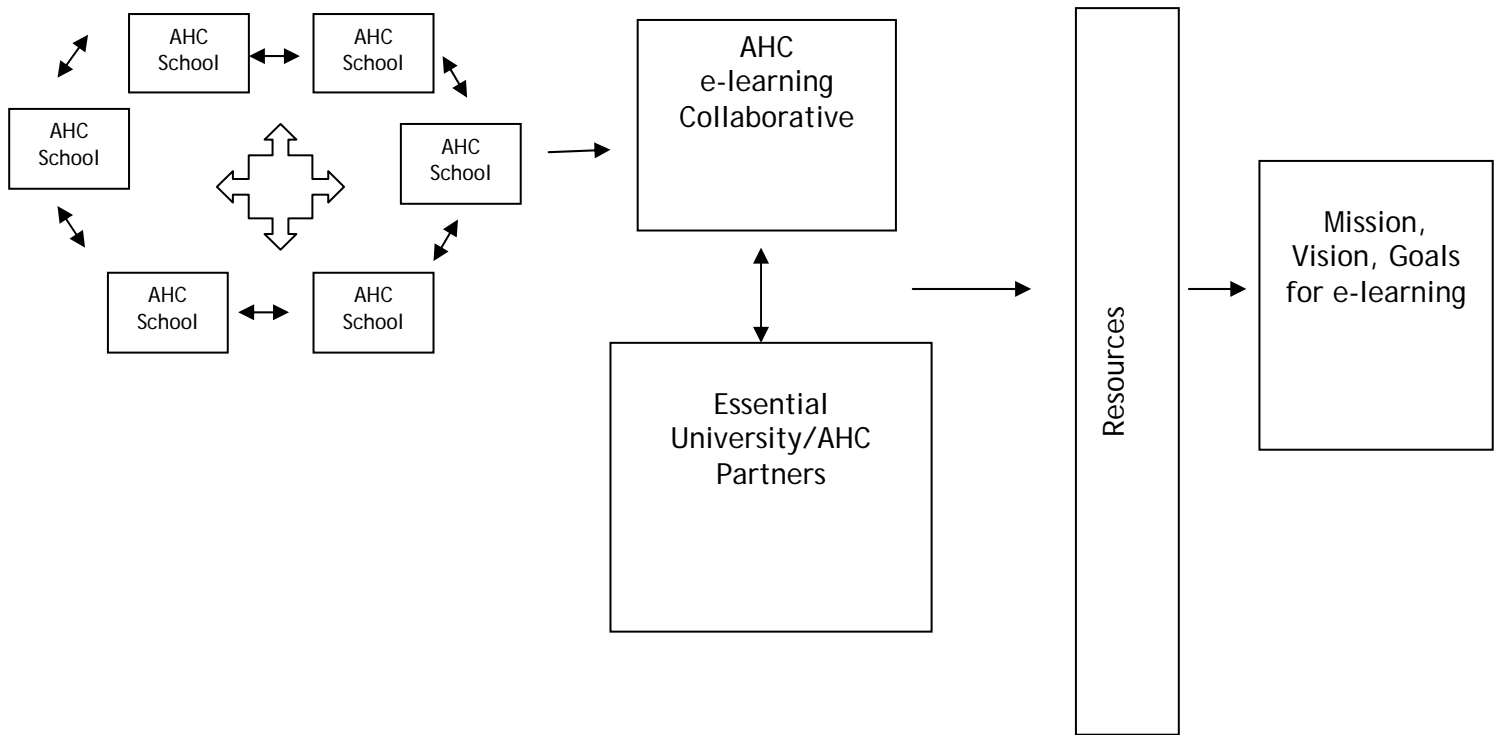
Marketing: Primary market analysis, planning and implementation within and external to the University

e-learning Instruction Design Teams: Assemble and assign appropriate design teams to support faculty development and implementation of e-learning, using “Digital Alliance” model

Technology Service: navigate complex technology services to support e-learning and develop common standards for technology platforms

Faculty & Learner Preparation: Ensure faculty and students are prepared to participate in e-learning

**Figure 2: Model AHC e-learning Collaborative, June 2010 – For Discussion**



Current Environment: Ambiguity, Uncertainty, Chaos

***Role of Leadership Table***

The Leadership Table will be the central governing body for the Collaborative, as designated by individual schools, centers and programs. This group has already been appointed and has worked together since March 2010. As a body, they will ensure a balanced, prioritized, and equitable response to the needs and providing of services to the AHC schools. Members will be expected to provide in depth knowledge of school’s academic programs and individual health sciences professions. Non-school members provide an in-depth knowledge of their area of expertise to support e-learning. The leadership members will be augmented with other long-term or short-term work groups as needed.

To conserve resources and increase efficiencies across the AHC, the Leadership Table members should be expected to lead the AHC e-learning efforts through working toward common approaches, where possible, such as: 1) a standardized approach to online courses and how can we share – not duplicate -- educational online

courseware ; 2) common standards for quality e-learning, (e.g., Quality Matters or other practices and certification); 3) adoption of a reasonable number of common e-learning technologies to coordinate, leverage and improve our current ones (e.g., Moodle, Equella, MediaSite, MediaMill, etc.) while taking a disciplined approach to introducing new technologies. These decisions can lead to improving faculty and learner orientations and training to build capacity and ease the current overload of instructional design staff throughout the AHC and University. The Leadership Table has considered two areas that can contribute to these goals:

#### Faculty Engagement Work Group

- Research best practices of e-learning and make recommendations to the Leadership Table that establish faculty development and training standards and expectations for effective e-learning.
- Make recommendations that establish the expectations for AHC online and hybrid courses (e.g. Quality Matters or other certifications).
- Make recommendations that establish the faculty knowledge, attitude and skills regarding e-learning within the AHC.
- Make recommendations that establish a faculty incentive program to promote effective e-learning.

#### Academic Technology Work Group

- Make recommendations to the Leadership Table for the selection of an integrated suite of academic technology tools and resources to be available, adapted and supported that will effectively and efficiently enhance the delivery of education.
- Research and evaluate emerging technologies that will effectively and efficiently enhance the delivery of education and make recommendations for adoption of appropriate technologies.

#### ***Responsibilities of Engaged Schools and Units***

Schools and units that engage in the Collaborative must designate a representative to serve as the school's "conciierge" to be knowledgeable about the collective vision for e-learning, be able to communicate their school's opportunities and needs, as well as work toward aligning the school to a systems-approach to e-learning. The Academic Health Center Deans will provide overall academic leadership and delegate responsibilities in their schools. Each engaged school and unit should determine the appropriate staffing model to achieve its own goals.

#### ***Essential "Central" Partners for e-learning Success***

The success of the engaged Academic Health Center schools and academic units, individually and in the intersection, is the primary focus for the Collaborative. During the 2009 – 2010 academic year, we have experienced remarkable progress in leveraging technology resources and aligning responsibilities between the AHC Office of Education, the Office of Information Technology and the Office of the Vice Provost for Distributed Education and Instructional Technology on behalf of e-learning in the AHC. Barbara Brandt, Ann Hill Duin, and Billie Wahlstrom have assigned senior staff to meet regularly to communicate and coordinate on behalf of e-learning in the AHC. All three offices have assigned staff with technical expertise to map technology systems and identify school-specific needs while linking efforts to University priorities. Because these University central offices have worked to understand general health sciences-specific educational needs as well as the specialized issues of individual schools, we now experience a new level of open communications to solve problems, such as the conversion of Web Vista to Moodle, together.

Two other essential partners currently provide excellent services that support e-learning: the Academic Health Center Information Services and the Health Sciences Library. For a number of years, Linda Watson has provided representation to the associate deans for education council and the AHC Academic Council. We recommend that

these two groups work with the AHC Office of Education, Office of Information Technology, Distributed Education and Instructional Technology in a highly coordinated team to clearly designate roles and responsibilities and interfaces in the future on behalf of e-learning in the AHC.

### ***AHC Information Systems (AIS)***

AIS provides expertise to AHC schools and units as an internal service organization on a fee-for-services basis to provide desktop support and customized services in the design of software solutions for AHC schools and academic units.

### ***AHC Office of Education***

The AHC Office of Education convenes the associate deans of education and interfaces with all AHC academic units on educational policies, accreditation, workforce development in underserved areas of Minnesota and interprofessional education. The Office handles academic program reviews through the AHC Academic Council and promotion and tenure administration, interfacing with the Provost's Office. The Office of Education oversees the AHC Learning Commons in 535 Diehl Hall, a potential physical space for the AHC e-learning Collaborative. The staff of the AHC Interprofessional Education and Resource Center, Simulations Center and Learning Commons Group provides general faculty development, teaching and learning strategies and skills, instructional design consulting and assessment services. Also on a fee-for-service basis, these centers provide a range of services from faculty development, assessment and evaluation, instructional design and development, design and implementation, web development, video and audio production, and videoconferencing.

### ***Health Sciences Library***

The University Libraries and the Health Sciences Library have identified E-Education and Learning Support as a key strategic goal in response to the University's growing emphasis on competency-based learning outcomes. The vision is to leverage Libraries content and expertise, campus resources, and current and emerging technologies to enable engaging learning experiences and enhance learning outcomes within a comprehensive campus infrastructure for teaching and learning. This includes establishing and nurturing strategic alliances with campus units (such as the AHC e-learning Collaborative), informing relevant policy development such as copyright and fair use, and modeling best practices of blended learning principles in Libraries education efforts

### ***Distributed Education and Instructional Technology (DEIT)***

DEIT has taken leadership for a number of University-wide e-learning efforts including: the vision of integration of new academic technologies into a learning platform to support e-learning; external interfaces such as with the American Distance Education Consortium and the Minnesota Learning Commons with the Minnesota State Colleges and University System; addressing University policies to support e-learning; identification of student services specific to e-learning processes. Particularly important to the AHC e-learning Collaborative is the evolving Digital Campus concept.

### ***Office of Information Technology (OIT)***

OIT is the designated University office for Enterprise technology solutions, including the Moodle course management system, UMConnect, Peopletools, Google, noncredit course registration and video services. OIT provides significant technology training and support of e-learning as well as e-learning communities, faculty development through the Digital Media Center and in such programs as Faculty Fellowship Program, Digital Teaching Workshop, Educational Technology Workshop, and Consultation services.

AHC schools work with a number of other units throughout the University (e.g., Center for Teaching and Learning and the College of Continuing Education) that may be considered important to formalize future partnership for e-learning in the future.

Because each school and unit has both common and unique characteristics, a closely aligned partnership from the AHC and central University of Minnesota offices will sponsor team members some of whom will work 'within' AHC schools and programs, and some of whom will provide services when called upon across all of the schools (for example, e-learning student services expertise, e-learning marketing expertise, library services, or exploration of emerging technologies).

**The Digital Campus**

To be successful, the University of Minnesota needs a single gateway for e-learning that will likely be a solution as we move forward. Currently, many portals into e-learning are offered at the campus and school levels, making access to online and hybrid courses difficult for external audiences. A robust model of a Digital Campus (<http://digitalcampus.umn.edu/>) is needed to provide necessary services for internal and external audiences similar to other University-wide efforts such as that at Pennsylvania State University (<http://www.worldcampus.psu.edu/>) and University of Massachusetts Online (<http://www.umassonline.net/>). The Digital Campus needs to build upon the robust integrated technologies, "the Learning Platform" and address University-wide policies, and improve 24/7 student support.

**Next Steps and Action Plans**

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At the June 30 retreat, the Leadership Table will:

Discuss and come to consensus on the details of the proposed Collaborative Model and consider priority Collaborative projects to "test" the model. Proposed projects are:

Equella – learning object repository, developing the commerce system	Support for conversion from Web Vista to Moodle	Student Service "audit", using CENTSS program
Faculty Development—Boot Camp, Learning Mostly Online, Quality Matters	Incentive funds for course, certificate, degree development as part of the collaborative	Redesign of 535 Diehl hall to support e-learning, possibly as a testing center
Test Digital Alliance for "bartering"/"commerce" of development resources	Standardize technology tool decisions to allow faculty training, learner orientation	Incentive funds for cross-school course development, such as physiology courses
Converting ITV to videoconferencing	Other projects nominated by Leadership Table	

Next steps:

- Finalize the Collaborative plan, based upon June 30 retreat
- Finalize and complete the inventory of academic units' goals for e-learning and current efforts
- Present to the AHC Deans Council and Associate Deans for Education
- Develop a communications plan for the school
- Develop work plans for priority projects

## Appendixes

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### **Appendix One, AHC Office of e-learning Timeline**

The AHC Office of e-learning initiative, launched just a year ago, has been a highly consultative process.

June 2009	<i>AHC e-learning initiative launched under the leadership of Barbara Brandt (charged by Frank Cerra)</i>
November 14 2009	<i>Vision and principles of e-learning as developed by Barbara Brandt presented at AHC Deans Council</i>
December 1, 2009	<i>Tom Henderson hired as administrative director for AHC Office of Education, with background in e-learning</i>
December 21, 2009	<i>Vision and principles of e-learning presented at AHC Deans retreat. Efforts validated by group</i>
January 2010	<i>Individual meetings with AHC Deans, academic program directors and program leadership teams, other University stakeholders</i>
February 9, 2010	<i>AHC Deans Council approved continued development of e-learning Office. Request made for representatives to be appointed to Leadership Table (see Appendix A)</i>
March 15, 2010	<i>First Leadership Table meeting</i>
April 28, 2010	<i>Leadership Table identified issues for work groups in areas of academic technology and faculty development</i>
May 17, 2010	<i>Leadership Table discussion about experiences with e-learning and distance learning. Needs from centralized AHC Office identified.</i>
June 30, 2010	<i>Leadership Table Retreat</i>

**Appendix Two, Member Roster, AHC Office of e-learning Leadership Table**

<b><u>Member Name</u></b>	<b><u>Title</u></b>	<b><u>Organization</u></b>
Melissa Avery	Associate Professor and Chair, Child and Family Health Cooperative	School of Nursing
Bashar Bakdash	Professor and Director of Periodontology, Department of Developmental and Surgical Sciences	School of Dentistry
Barbara Brandt	Associate Vice President for Education	Academic Health Center
Daniel Chan	Informatics Systems Project Manager	Institute for Health Informatics
Edward Deegan	Director	Academic Health Center Administrative Information Systems
Louise Delagran	Education Specialist	Center for Spirituality and Healing
Ann Hill Duin	Associate Vice President and Associate Chief Information Officer	Office of Information Technology
Lindsey Henson	Vice Dean for Education	Medical School
Jim Hugo	Director of Administration, Academic, and Research Information Technology	School of Public Health
Alicia Johnson	Director, Continuing Education	College of Veterinary Medicine
Cindee Quake-Rapp	Director, Center for Allied Health Programs	Center for Allied Health Programs
Charles Taylor	Senior Associate Vice Dean for Professional Education	College of Pharmacy
Billie Wahlstrom	Vice Provost for Distributed Education and Instructional Technology	Provost's Office
Linda Watson	Director	Health Sciences Libraries

***Staff***

Steve Carnes	Chief of Staff	Office of Information Technology
Susan Engelmann	Associate to the Vice Provost for Distributed Education and Instructional Technology	Provost's Office
Thomas Henderson	Administrative Director	Academic Health Center, Office of Education

## **Section 2: Report of the June 30, 2010 e-Learning Retreat**

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**Members attending:** Melissa Avery (SON), Bashar Bakdash (SOD), Barbara Brandt (AHC-OE), Daniel Chan (IHI), Edward Deegan (AHC-AIS), Louise Delagran (Spirituality and Healing), Alicia Johnson (CVM), Cindee Quake-Rapp (CAHP), Charles Taylor (COP), Linda Watson (Health Sciences Libraries), Sara Hurley (for Jim Hugo) (SPH).

**Staff attending:** Steve Carnes (OIT), Susan Engelmann (DEIT), Thomas Henderson (AHC-OE)

**Guests attending :** Andy Hill and Brad Cohen (OIT), Janet Shanedling (AHC-OE), Bob Rubinyi (DEIT)

**Consultants and Meeting Facilitators:** Gerry Sexton and Brian McDermott, GrowthWorks

### **Meeting Agenda:**

Overview of the document “Responding to the Growing e-learning Needs Within the Academic Health Center: A Report for the AHC Office of e-learning Leadership Table (draft).

Review the document

- a. What works in the concept
- b. What might not work or is a cause of concern

Project Priority Discussion and Rankings

Next Steps

### ***What works in the concept***

Following a brief presentation and a question and answer session by Barbara Brandt, retreat participants listed what works in the concept and features that they liked. These include:

- “Concierge” concept / function.
- Positive energy of the partnerships.
- The Vision.
- Proposed structure of the Collaborative across AHC, the U, and beyond.
- The focus on faculty development.
- The focus on student learning.
- Focus on education.
- Ensuring quality of courses.
- Marketing and sales support.
- Focus – redefining work processes of the future.
- Research in education to validate the effectiveness and value of blended/hybrid/e-learning approaches to education.
- The symbolism of the “Collaborative” – this is an important message.
- The potential for this process to support Interprofessional Education.
- Capturing expertise – The Clear Pathway.
- Learning objects repository.
- We (the U of M) are a branded leader on assessments – we can build on this credibility, expertise and reputation to achieve similar success in the e-learning area.
- All schools and colleges working together.
- This is a trust-building process.



- Leveraging decisions / AHC influence within the university; coming at this with a strong unified voice that might be heard better than any of the schools going at this alone.
- That this is a work in progress – knowledge of what is available and this is positioned to fit in the “unknown” U environment.
- Like the e-learning distance learning model – the integration.
- Like the concept of “standardization,” but we need a better word. Standardization implies rigidity, following vs. leading, and may be seen as a negative. Suggestions for another way to describe the value and outcome: “common best practices” or “core practices” or “core platforms.”
- Clear responsibilities of schools / units.
- Support / opportunity for innovators. The model allows for putting in place core systems, but still seems to provide the opportunity for thought leaders to keep taking the AHC in new directions as new technologies, systems, and pedagogies evolve.

### Potential Obstacles to be addressed

The Leadership Table retreat identified forty potential obstacles that may occur as the work of the e-learning Collaborative moves forward. Many of the potential obstacles overlapped one another however a series of common themes emerged regarding roles and responsibilities, metrics, faculty engagement, policies and procedures, and best practices.

### Roles and Responsibilities

Significant in the potential obstacles to be addressed by the Leadership Table is the roles and responsibilities of the key players within the collaborative, including the roles and responsibilities of the Leadership Table in their relationships with the academic leadership of the health sciences schools especially in setting and adhering to priorities, resource allocation, addressing disparities, and conflict resolution.

Next is the need for clarity and role definition of the school-based “concierge” along with the model of the “concierge” itself as either a full or part-time equivalent or as a community sourcing model built upon online technology element. In both cases as the role is refined training will be important and should be defined around the “Clear Path” documentation for establishing online courses and programs as developed by DEIT.

### Metrics

Clear goals for the collaboration will be required and the Leadership Table is envisioned to play an important role in the design and implementation of metrics of success within the collaborative. These metrics may take many forms but should include measures of revenue gains, the number of students served, the number of faculty trained, and satisfaction of both students and faculty with e-learning.

During the discussion the following were contributed by the group members as potential outcomes and metrics:

- Stakeholders are heard – and feel heard.
- We are making money / generating revenue.
- Percentage of all AHC courses have an e-learning component.
- Percentage of all courses are offered online.

- Improved cycle time.
- Increased satisfaction by stakeholders (students, faculty, staff, etc.).
- University of Minnesota is seen as a leader in e-learning.
- Top-level support for total commitment by the Collaborative to make e-learning essential (want / need immediate and long-term support.)
- Quality Matters metrics for e-courses.
- Innovation (use of technology – continuous piloting of new technologies).
- External recognition of the U's leadership in this area.
- University of Minnesota is written up in publications about this effort.
- Response rates (how quickly stakeholder issues get addressed).
- New administrative cost models/pools appropriate for the cost structure to support e-learning / online vs. traditional.
- Set strategic goals / objectives (financial and others) and measure against those.
- Increased grant funding.
- Increase in number of enrollees in courses.
- Diversity of students and greater geographic representation of students taking courses.
- Resources saved / efficiencies gained (e.g., reusable learning objects/ decreased redundancies).
- Improved learning outcomes (do we mirror results of the DOE study).
- Improved graduation rates.
- Employer perceptions of graduates.
- Use and satisfaction of the Collaborative model by end users.
- Successful pilots.
- Marketing – increased external sales.
- Improved through-put through the e-learning process – from idea to implementation/ measurement (i.e. number, types and speed of courses created through the Collaborative).
- Helps with recruiting / improved perception of the use of technology.
- Faculty development and satisfaction increases.
- Increased faculty engagement in the use of technology.
- Track incentive funding.
- Recognition.
- Need short- and long-term measures of success / outcomes.
- Participation of schools / units.

## Faculty Engagement

Faculty will play an important role in enhancing e-learning opportunities within their schools and the need for clarity in expectations regarding academic quality, faculty workload, staff support and an efficient incentive program that is supportive of e-learning will be essential. Leadership Table members, as well as the school-based “concierge” role would be envisioned conducting a series of “town hall” meetings within the schools to begin the faculty engagement process.

## Policies and Procedures

As the collaborative matures the members of the Leadership Table will be expected to play a role in influencing University-wide policies regarding e-learning. The Leadership Table will also be a focal point in devising and implementing strategies to enhance e-learning within the AHC.

## Best Practices

The maturing model of enhanced e-learning evolves best practices and emerging best practices in teaching pedagogy, student learning, technology and others will be identified and the members of the Leadership Table and the school-based “concierge” will play an important function of categorizing and widely disseminating these best practices among the collaborative with the intention that best practices would be adapted by a majority of the academic programs.

## Priority Projects

The Leadership Table members discussed potential priority projects and reached consensus on priority projects, as shown in the table below:

Potential E-Learning Projects for the Collaborative	Average Priority
Develop / define / activate the function of the “concierge” (role, training, etc.)	3.22
Faculty Development—Boot Camp, Learning Mostly Online, Quality Matters	5.26
Provide marketing analysis / support for current online courses	5.61
Equella - learning object repository, developing the commerce system	6.21
Pro e-learning funding policies	6.89
Identify and promote existing tools and resources (clearinghouse) - create awareness	7.39
Standardize technology tool decisions to allow faculty training, learner orientation	7.42

Incentive funds for cross-school course development, such as physiology courses	7.63
Accreditation (curriculum mapping, inventory of existing courses, etc.)	8.12
Incentive funds for course, certificate, degree development as part of the collaborative	8.37
Support for conversion from Web Vista to Moodle	8.42
Test Digital Alliance for “bartering”/“commerce” of development resources	9.89
Converting ITV to videoconferencing	11.39
Formalize the student SWAT concept / internal brain trust (Wikipedia model)	11.60
Student Service “audit” using CENTSS program	12.82
Google apps plan	13.73
Redesign of 535 Diehl Hall to support e-learning, possibly as a testing center	14.41

**NOTE:** Individuals on the Leadership table were asked to force rank the potential e-learning projects during a meeting on June 30, 2010. The above represents each persons' ranking. 1 is the highest ranking and 17 is the lowest ranking - a low number represents a higher priority.

#### Principle Decisions

There was agreement among the Leadership Table members and other stakeholders who participated in this retreat that the following information would be shared about the meeting:

- There will be a plan about the e-learning Collaborative available by end of July for anyone interested in reviewing it, and the Leadership Table will be asking for input and reactions to the plan from all stakeholder groups.
- Basic Model: The goal is not to hire staff and create a new operations group. The purpose of the Collaborative is to make more accessible the abundant e-learning resources already available in the AHC and throughout the university. The goal is to make it easier, more efficient and more effective for AHC stakeholders (students, staff and faculty) to take advantage of everything available, from staff development and course design to student services and marketing and sales.
- The Collaborative is both visionary and practical. It's designed to help the AHC be a university, regional, national, and international leader in e-learning. It's also intended to focus on immediate sharing and using the examples of increased collaboration and learning projects already underway.
- The Collaborative is being designed with the broader U-wide e-learning initiative in mind – the known and the unknown. OIT, DEIT, AIS are all involved in this project.

When implementation begins, it was agreed, multiple delivery methods will be needed for sharing the message about the Collaborative – emails, presentations at faculty retreats / meetings. It was also

suggested a PowerPoint deck be created that has a common set of communication points about the Collaborative.