Summary

Present: Dawna Coutant, Liko Puha, Keola Donaghy, Norm Dionne, John Gersting, Steve Hora, Ernie Kho, Thom Curtis, Cecilia Mukai, Emmeline DePillis, Alton Okinaka, April Komenaka

We agreed to begin our planning process by envisioning where we want UH Hilo to be in three to five years in terms of how we—students and faculty—will be using academic technology for learning and teaching, on campus and on line.

Within an hour, we had outlined a vision of how UH Hilo will deliver degree programs, certificates, and courses and of how faculty training and support might keep pace with technological opportunity and student needs and demand. We were just beginning to consider on-campus facilities and student access to and ownership of computers, software, and broadband when four o’clock struck. We agreed to suspend discussion of those two topics and of funding for our next meetings.

Here is what we see ahead:

- Our DL programs and courses will match (or exceed) the quality of learning and instruction and the level of interaction and involvement students enjoy in the face-to-face classroom, while offering courses available 24-7 and, where appropriate, free of calendar constraints.
- Ready access to academic technologies and training will inspire greater faculty creativity about teaching and about their disciplines.
- DL students will have guidance on academics, financial aid, and admission that is as accessible and as effective as services available to on-campus students.
- DL faculty and students will have access to library, bookstore, course evaluation, and other academic support services of the same quality and efficiency as are available to on-campus students and faculty offering on-campus courses.
- On-campus courses will be enriched by instructional technology and web resources, including WebCT, that offer easy, 24/7 access to course materials and student-student/student-teacher interaction.
- Faculty will have the services of a professional team able to provide training and to help faculty to adapt, design, and maintain courses and curricula that will work well in DL formats.

A fully-developed DL, student support, and faculty development office will be needed to manage and integrate these services and to manage marketing, development, tuition, and cooperation with client campuses and organizations. Administration will solicit requests for degree and certificate programs from institutions and community groups within the state and beyond.
What are other campuses doing? Review the attached PDF copy of Campus Technology, especially pages 29-40, “2005 Campus Technology Innovators,” on advances at campuses large and small. One public 4,000-student campus with many nontraditional students has expanded class time, improved student success, and engaged growing numbers of faculty in AT, using Tegrity Campus. On pp. 40-45 you can see how other campuses are using and developing truly “rich media that takes what already goes on in the classroom environment and makes it better” [my emphasis].

Yesterday I sent out a batch of semi-fictitious to fictitious scenarios. I am including them below, with a correction (our RN-to-BSN online program actually has 4 courses requiring on-site preceptors) and reorganizing to put the visionary vignettes up front.

Reminder: these range from totally visionary (the first one) to one step from reality (name and department change). The technology is in place and being used, but there is no Academic Technology/ Curriculum team yet, and the many services referred to still need a lot of work.

Promoting faculty and curricular creativity and vitality:

*Six faculty from three departments have been collaborating in the design of a new BA in Organizational Communication that will be offered to qualified students (with AA degrees or the equivalent) throughout the state and Pacific rim area. They will use a combination of streaming video, DVD/CDs, WebCT to deliver the courses. This summer they are working with the AT-Curriculum team to develop the first six courses in the program, which begins in the fall. Over 30 students, including five from North and West Hawai`i, have been admitted. UH Hilo’s DL office is coordinating library support; admissions and other student support; book orders; course evaluation; and other essential services for the new program.

*Observing that Department X’s new DL BA program has increased the number X majors by 30% and has inspired fresh enthusiasm and renewed creativity among department faculty, Department Y is now exploring the possibility of offering its own DL BA program. The DL office has compiled survey and other data suggesting that such a program would attract about 25 qualified students statewide and is ready to coordinate discussions with University Centers about delivery of the program to students at the center. A preliminary meeting with the AT-Curriculum team indicates that the required upper-division courses could be readily adapted to either online, HITS, or hybrid format.

Enhancing learning and degree opportunities for students:

*Theresa P., an RN living in Lihue, Kauai, is in UH Hilo’s first RN-to- BSN online program. She’s finishing up the last two courses this Spring 2007. Courses have been completely online, except for the four clinical courses, which students completed on their home islands under the guidance of on-site preceptors. She’s received topnotch advising in academics and financial aid all along the way.
Jill T., a full-time accountant in Lahaina, Maui, is completing the last two courses for her UH Hilo BA in Psychology. Before joining the BA program, she had earned her AA online from Kapiolani CC. The next step in her career change: the MA in Counseling Psychology, also from UH Hilo and also completely online. Easy, fast email interaction with her academic advisor and on-site support from the Student Services specialist have enabled Jill to focus on doing well in her studies.

Marian Y’s 80-year-old mother suffered a stroke midway through the semester and requires Marian’s continuous presence. Although she cannot attend class, Marian has been able to keep up with her four courses because all four professors post their lecture notes and course materials online and have arranged to post exams online for Marian to complete at home; and because the course email functions and discussion boards enable her to keep in touch with classmates and professors.

Robert T. is spending the summer as a volunteer for an international charity organization in Manila. From the over 50 online courses offered by UH Hilo this summer, he was able to choose a WI course—this finishes his WI requirement and will therefore be able graduate on schedule at the end of the summer.

Karen F., professor of C, is delivering two simultaneous sections of her popular 300-level course: one on site from HITS classroom and the second to students at four University Centers across the state. She’s comfortable with WebCT and has found that her students are even more experienced with it than she is. The DL office has coordinated all academic, library, technological, testing, and student services associated with the course.

Joe V., professor of D, is having two of his high-demand courses video-streamed as he delivers them in UCB 100 this semester. He plans to offer the courses online during the summer to students everywhere, including Hilo students who could not enroll in the courses because of scheduling or because they were full. Joe will post the video-streamed lectures, course materials and links to web resources on WebCT.

Supporting faculty development

Barbara P., a professor of A, needs to be in Oregon for two weeks in the middle of the semester for a research project she’s been collaborating on for three years. She’s put her lectures for those two weeks onto streaming video and has posted them on her WebCT course sites, posted the short-answer midterm for her 100-level course so that students can take it during the usual class meeting time, and has arranged for her seminar students to submit draft reports to her by email.

Ken P., a professor of B, teaches only on-campus courses and is still using only white boards and overhead projectors, but his students have persuaded him to follow the lead of many of his colleagues and so he is posting handouts and other course materials on WebCT for one of his courses. The AT-Curriculum team has helped him to set up the site and is
showing him how to maintain it. He’s thinking of using WebCT for another course next semester, maybe.