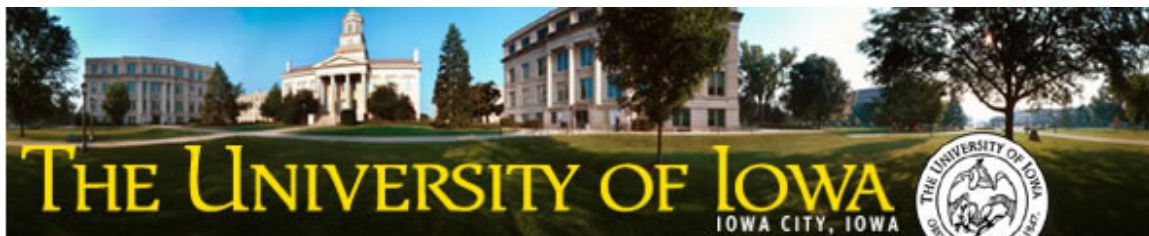
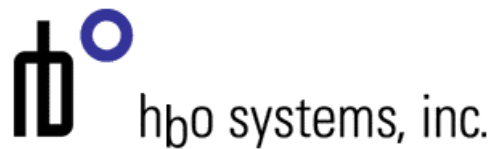

College Interview Summary

April 2004



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By: the University of Iowa E-Learning Core Group

E-Learning Core Group Members

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Introduction

The goal of the E-Learning Assessment project this semester is to assess the current state of e-learning at the University of Iowa. One of the key conclusions from the July meeting of the core group was that we needed to study and document the current usage and perceived needs of e-learning on this campus. Without this basis of understanding, it will be difficult to come up with an effective strategy for how Iowa should be using e-learning in the future.

Our goal is to move beyond simply “which CMS do we use/support” to examining and understanding all the processes associated with electronic learning — creating, preparing, teaching and taking a course with electronic components.

Objectives

- Assess how University of Iowa instructors currently use technology to support teaching and learning.
- Assess how instructors and colleges envision using instructional technologies in the future

The assessment has been broken up into several parts:

- interview campus Deans, administration and IT leaders to understand where the business and academic drivers are, from both a University viewpoint and a collegiate viewpoint
- document usage patterns to visually model how e-learning is used
- collect and analyze data using current system tools and available data logs
- conduct focus groups for faculty and teaching assistants, to engage them in first-hand conversation and input on ‘what do we do’, ‘how do we do’ and ‘what should we be doing,’ and ‘what are the greatest barriers to IT usage in e-learning’

Scope of this report

This report presents a summary of the interviews that have been performed with the various Colleges at the University of Iowa. The methodology for collecting the information used in this report is based on a series of small-group interviews with campus administrators, deans, IT leaders, college staff & faculty, and ITS staff.

The focus of the interviews was to capture which academic and collegiate needs are related to e-learning.

Overview

Common Themes

Although the focus of our interviewing was to discover the academic and collegiate needs related to e-learning, and was not meant to be a thorough, quantitative analysis, some common themes did emerge from the interviews.

Some of the key themes are as follows:

- Academic freedom - allowing faculty to determine whether to use technology and how to use technology is consistent throughout the University.
- Departments and colleges consistently make new information available, but rely on faculty to adopt changes without top-down direction; younger faculty are more likely to try new teaching methods.
- For most of the institution, teaching and learning plays a small role in tenure track professional advancement; research and publication drive tenure track faculty.
- Student expectations and needs are driving technology usage.
- Decentralized decision-making culture – college administration and faculty can be highly skeptical of University or ITS motives for university-wide decisions.
- The demographics of University students is changing (e.g. getting older on average, with more students holding jobs during college), causing new challenges for the University to meet student needs and expectations.
- More than half of the colleges mentioned the strategic need to reach out to all of the state, particularly western Iowa, which has tended to be underserved by the University, is critical
- FERPA is driving a strong interest in using technology to post grades.
- Integration of e-learning with other systems, such as Registrar, Library, are important issues to the colleges.

Below is a chart showing where these common themes emerged from the various colleges.

College, Business Unit, or Department	Allow faculty flexibility in e-learning implementation	Rely on faculty to adopt changes	Tenure track not based on T&L	Student expectations drive technology	De-centralized, collegiate decision making	Changing demographics	Outreach to whole state	FERPA driving privacy issues	System integration needs
University	X	X		X	X	X	X	X	
Evaluation and Exam Services	X	X	X		X			X	X
ITS	X	X		X	X		X	X	X
Libraries	X	X		X	X	X		X	X
LAS	X	X	X	X	X			X	X
Education	X	X		X	X		X	X	X
Engineering	X	X	X	X	X	X		X	X
Business			X	X	X	X	X	X	X
Law	X	X		X	X			X	
Nursing	X	X	X	X	X	X	X	X	X
Pharmacy	X	X	X	X	X		X	X	X
Public Health	X	X	X	X	X		X	X	X
Dentistry	X	X	X	X	X	X		X	X
Medicine	X		X	X	X		X	X	X
Continuing Education	X			X		X	X		X
Graduate	X	X			X	X			

University, Department and Collegiate Interviews

As mentioned in the introduction, we have attempted to interview the leadership of all colleges, as well as the Provost Office, ITS, and the University Libraries. The college interviews for the most part involved Deans, Associate Deans, and IT Directors. The sections listed below document a summary of each interview.

Within the needs listed for each department or college, the primary needs discussed in the interviews are highlighted by *italics*. 'Primary' needs were determined subjectively by analyzing the frequency and importance of each issue discussed during the interviews.

Office of the Provost

During the course of the interviews, people were asked to represent their particular point-of-view (i.e. the view of their college or department). There were several situations, however, where the interviewees would respond from the point-of-view of the University in general. This section documents the academic needs of the University based on these general comments, as well as interviews with the Office of the Provost.

The University as a whole is a fairly decentralized organization, with many of the policy-setting and priorities determined by the individual colleges. There are several policies or themes which are driven by the University, however. One such example is student tracking to allow for greater retention rates. With regards to IT systems, the University values simplicity and reliability.

ID Needs

U1	<i>Academic freedom - the need to protect faculty's ability to make the final determination of how to teach a course</i>
U2	<i>Recognize that tenure and promotion are based mostly on research and publication, not teaching - e-learning cannot take too much time</i>
U3	<i>Outreach to western Iowa - serve the needs of all of the state of Iowa, particularly western Iowa which has historically been underserved by the University</i>
U4	<i>Simple systems to use</i>
U5	<i>Systems reliability</i>
U6	Student expectations
U7	Faculty innovators - must support and encourage
U8	Larger classes - partially due to reduced budgets, average class sizes are getting larger and must be supported
U9	Support richer learning experiences, such as labs, case-based teamwork, and field rotation
U10	Support individual college needs for reputation (e.g. Nursing needs to be seen as a leader in nursing informatics)
U11	Support for any faculty having to switch tools
U12	Support privacy concerns in grade posting, such as those driven by FERPA
U13	Support renewed emphasis on continuing education
U14	Support collaboration as an ITS initiative
U15	Improve the student experience
U16	Recognize the significant changes occurring in University leadership - Provost search, 3 of 6 VPs are interim or plan on leaving; in particular, leaders may be reluctant to decide on any strategy until a new Provost is in place
U17	Avoid becoming captive to only one vendor - sensitive feelings about Microsoft becoming de facto architecture
U18	University culture does not support top-down policy-making, and favors incremental changes
U19	Generalization - older faculty resist changes & technology; younger faculty demanding more change & technology
U20	Recognize past history where faculty are not involved in decision - typically decide first, then get a committee & install decision
U21	Health Care IT is larger than ITS - recognize this limitation or challenge to centralized decision-making
U22	Intellectual property policy is heavily skewed toward faculty ownership
U23	The University Culture is not entrepreneurial - tends to follow the industry

Evaluation and Exam Services

Evaluation and Exam Services provides support for large-class, paper-based multiple choice testing. Their mission is to provide data to make testing more effective. The primary usage by faculty is printing test forms and grading of multiple choice tests. Faculty receive test results in 4 hours, with a statistical assessment of the test, and depending on CMS usage or vendor, faculty can upload test results into the on-line gradebook.

ID	Needs
<i>ES1</i>	<i>Integrate paper-based, multiple-choice, synchronous tests for large classes into e-learning courses</i>
<i>ES2</i>	<i>Test analysis can play a crucial part in the growing assessment trend - integrate, store test analysis results (may be part of future testing products - replacing the need for Exam Testing Services)</i>
<i>ES3</i>	<i>Perform student tracking to improve retention rates, particularly for first two years</i>
<i>ES4</i>	<i>Service available for proctored exams for any distance learning course (UI provided or not)</i>
<i>ES5</i>	<i>Provide gradebook, testing analysis, results in less than 4 hours for large classes</i>
<i>ES6</i>	Passive change model - push information out, hope that faculty choose to use it
<i>ES7</i>	National push for testing and assessment

Information Technology Services (ITS)

ITS made a significant change in organization and management in the late '90's, partially due to the need to focus on project execution – setting priorities and making sure the committed projects were completed. Like most other universities, the placement of ITS within the University organization has also changed. ITS recently changed from reporting to the Vice President of Research & Development to reporting to the Office of the Provost.

Based on a recent advisory group briefing, the current priorities of ITS in general are collaboration and support.

ID	Needs
I1	<i>Need to reduce or eliminate duplicate work load by redundant vendors - limited people resources to support administrative, integration, and training tasks</i>
I2	<i>Need to maintain customer service attitude - keep blocking and tackling</i>
I3	<i>Must be able to integrate e-learning systems with administrative systems such as SIS</i>
I4	<i>Cannot push strategy from ITS alone - must have leadership from academic side of University, and preferably from Provost; ideal situation would be joint decision from Deans</i>
I5	<i>Cannot be viewed by colleges as 'out of touch' - need to be engaged with true needs of colleges and support group decision making</i>
I6	Need to be wise stewards of resources - not waste money on duplicate systems if not needed
I7	Support usage reporting and objective assessments
I8	Ability to solve new academic needs (e.g. public health LMS) with centralized systems
I9	Support growing demand as faculty use of e-learning systems increases
I10	Be able to use standard features, not have to re-write modules just to fit product into UI integration
I11	Ease of use, reliability
I12	Scalability of usage
I13	Help with strategic change when institution does not perceive need to change - perhaps just position for future strategic change
I14	Support for external drivers - e.g. FERPA, viruses
I15	Reduce human error in grade submission and posting

University Libraries

The over-riding theme of the library interviews was the need to integrate their technology and services into the University more effectively. The tools and support exist, but many faculty and students are not aware of how to use the Libraries. A major goal of the Libraries is to teach faculty and students how to find data, and to dispel the notion that all information is available on the 'free internet', using Google searches.

The Libraries are expanding their traditional 'just in case' training model to include 'just in time' training, so that information and services are available when needed (directly within a class) and in the proper context.

ID	Needs
L1	<i>Share resources</i>
L2	<i>Increase faculty and student and awareness of library resources and services</i>
L3	<i>Prevent duplicate licenses and subscriptions</i>
L4	<i>Change perception of 'free' or 'Google' internet as only source of information</i>
L5	<i>Increase information literacy by students and faculty</i>
L6	Monitoring of digital asset usage and pass-through
L7	Support Just-In-Time instruction
L8	Support indirect instructional design to faculty who wish to share best practices
L9	Support new models of publishing costs
L10	Support more complex copyright issues
L11	Support the distinction between ownership and access to digital information
L12	Support 'new breed of librarians' - promote innovation and change; even if resultant changes are ad hoc and missing global perspective

College of Liberal Arts & Sciences

Liberal Arts & Sciences is a diverse set of departments (~ 52), where the departments and programs change frequently, making the college difficult to centrally manage. LAS acts as a feeder school to many of the professional colleges. Partially due to these two reasons, many LAS strategies and needs are driven by the individual departments and by the other colleges.

Due to the diverse nature of LAS, we are also documenting several departments within LAS, as examples. The inclusion of these specific departments is not intended to imply that their needs are more important or more unique than the other non-documented departments – they are just examples to help the reader understand the diverse nature of LAS.

Foreign Languages has already made a strategic change to the way they teach based on technology, and are always seeking new ways to teach. They will most likely always be pushing the envelope of e-learning.

Mathematics views themselves as having a large service component, and a somewhat unique department in that their syllabi are fairly stable for the service courses.

ID	Needs
LA1	<i>Culture extremely diverse and de-centralized; does not support strong decision-making by college - more by departments</i>
LA2	<i>Seamless integration of various e-learning tools - make technology more transparent</i>
LA3	<i>Show potential value to busy faculty teaching large classes - must have a reason to invest time in learning tools</i>
LA4	<i>Improve administrative efficiencies</i>
LA5	<i>Recognize research-based tenure track - teaching as low priority</i>
LA6	Ability to share best practices - showcase good courses
LA7	Work in fluid environment - ~52 departments, changing frequently
LA8	Solve privacy issues such as grade posting, partially driven by FERPA
LA9	Registrar integration - automated grade posting, after review by Dept chair
LA10	Improve communication in large classes, particularly with TA, and improve accuracy
LA11	Barrier - takes time to learn tools and use them
LA12	Acknowledge that innovation comes from faculty, with emerging patterns
LA13	Allow long time for new Provost to help real change (hire, education, putting their own stamp)
LA14	Support joint teaching with other Iowa universities
LA15	Outreach to western Iowa - political clout
LA16	Outreach to High School science teachers without having them come to campus
LA17	Focus on new faculty to drive change
FL1	Technology has changed how foreign language is taught - old model of grammar, parroting, translate snippets; new model of authentic conversation, communication competencies, immersion
FL2	Two components - connectivity and interactivity; connectivity has advanced tremendously, but interactivity set back 10 years by thin-client browser; need to allow re-introduction of interactivity (e.g. integrate with Click2Learn, Authorware)
FL3	Allow access to contemporary foreign sites, keep track of time student spends accessing these sites
FL4	Keep department at forefront of how to use technology in field
MA1	Only school left with hand submission of grades
MA2	Can't do drops automatically
MA3	Integrate with non-web-type tools, such as Mathematica
MA4	Large classes rely on quizzes - nice to have on-line, publisher-provided quizzes
MA5	Trend toward more assessment, particularly for those with accrediting bodies
MA6	LA is frequently a feeder school - driven by professional colleges
MA7	Seamless transition between colleges, based on LA&S feeder school model
MA8	"Likes what we're doing - all we have now are anecdotes; it's not that we're bad, but we don't understand what we have"
MA9	Mathematics is often a service - fixed syllabi - leads to team development and updating of courses

College of Education

The College of Education places an emphasis on the role of teaching and learning for their tenure track faculty. Their major use of technology is the in-house developed ePortfolio system, which they would like to see made available to the University. Their ambition is to branch beyond the college walls to K-12 and higher education institutions around the state.

A significant role of the college is to teach future teachers and administrators how to use technology itself. In addition, many students in general probably don't know there is such a thing as not using technology in a learning environment, and student expectations are high.

The College sees accreditation and grants as another driver of the use of technology in teaching and learning.

ID	Needs
ED1	<i>Make Education's ideas available to all of campus - e.g. ePortfolio</i>
ED2	<i>To improve teaching - use technology to make teaching visible (research is important because you can measure it)</i>
ED3	<i>Major ambition - branch beyond college walls; outreach to whole state</i>
ED4	<i>Students drive the usage of technology; don't know there is such a thing as not using technology</i>
ED5	<i>Enable breakthrough teaching changes based on a new way to think about teaching - centered on the idea of personal web spaces</i>
ED6	Grades, FERPA
ED7	Allow faculty to solve problems with available tools
ED8	Get students to access each others ideas
ED9	Build the scaffolding, then let them go; share best practices
ED10	Leverage the effectiveness (implies integration) of ePortfolio
ED11	Allow more students to take more classes (flexibility, access to course); currently limited to College of Education
ED12	Improved assessment, including transfer success, cross-course, as driven by accreditation
ED13	Barrier - availability of training space
ED14	Barrier - faculty reluctant to ask for help
ED15	Barrier - technology changes too often; need context-specific, just-in-time training
ED16	Teach technology proficiency
ED17	Placement for outreach - rural areas can't afford AP courses, need access to Iowa faculty
ED18	Help with budget - e.g. avoid mass printing
ED19	Help with compliance - ADA, plagiarism - making syllabus longer documents
ED20	Faculty - life is richer, not easier
ED21	Barrier - technology availability in classroom

College of Engineering

The College of Engineering has a history of independence in IT-related matters on how to use and operate technology. There was a strong emphasis on letting faculty decide what tools are needed, and to focus on administrative efficiencies.

The curriculum committee we interviewed seemed generally unaware of ITS or its services (due to Engineering's history of self-support), but was interested and engaged with our meeting. An interesting anecdote presented was about the HP grant for an electronic classroom used for an image processing course. The technology allowed for the class to include a lecture, a lab mode, and immediate feedback. The result was that homework and lab did not lag behind the lecture material, and the course could do more and in greater depth. Students were truly ready for new material at the end of each section. This classroom is now being used by other courses.

One desire in the classroom is to enable more student teamwork, letting students see others' work and allow more group projects.

The College has a strong accrediting body, ABET, which is driving a trend towards more assessment in courses, and toward more assessment than the typical subjective student feedback at the end of a course. ABET also requires more record keeping than just final grades.

ID Needs

EN1	<i>Leave it up to faculty what tool to use; yet . . .</i>
EN2	<i>Avoid duplicate resources, such as 2 CMSs</i>
EN3	<i>Academic freedom - whether to use technology, how to use technology</i>
EN4	<i>Adequate access to technology</i>
EN5	<i>Adequate support for technology</i>
EN6	Availability to technology in classroom
EN7	Automate administrative tasks
EN8	Integration with analysis tools (e.g. Mathematica)
EN9	Recommended change model for IT decisions - stop support on old systems, while providing some form of reward for new system adoption
EN10	HP Grant for electronic classroom - changing teaching model; lecture, lab mode, instant feedback; this classroom used for other classes; the lab and homework now do not lag the lectures; students ready for new subject; vendor-driven initiative
EN11	In-class usage of technology - presentation & feedback
EN12	Out-of-class - administrative efficiency, exams, record-keeping, students see grades easier, student-professor interactivity; assigning and collecting homework
EN13	Improve teamwork, student visibility of other student's work
EN14	Usage of Pageout, with students registering directly in Pageout
EN15	Support automatic integration with Registrar
EN16	Driven by ABET accreditation - more assessment, go beyond student subjective assessment
EN17	Privacy in grade posting, driven by FERPA
EN18	Driven by ABET accreditation - keep more records than just the final grades

College of Business

The College of Business offers a variety of programs for remote MBA students, in addition to the campus programs. Their business model is to offer flexible programs to fit the target market, with a large number of students in standard or hybrid classes (i.e. with faculty-based in-person lectures and varying degrees of on-line course work). They tried offering remote courses through distance learning, but the feedback was overwhelmingly that students expect face-to-face faculty time. Business needs to offer flexible programs to meet this need, including hybrid courses (fixed amount of faculty – class time, with on-line component before and after the live classes).

The driver for this view is the changing demographics of students. As stated in the interview, there were more Iowa residents in 1900 than there are now. Business views the need to branch out beyond traditional programs to find and serve the new demographics.

There is a strong emphasis on understanding the student perspective –what do they expect, and how do decisions affect their lives.

The College of Business sees itself as different from much of the University, in that it runs programs in a top-down fashion, and does not leave all decisions up to the faculty. If there is a decision to be made on vendors, the college administration and faculty would prefer that the decision is made, with ample support to those faculty who will have to change – ‘a sharp knife is better than a dull spoon.’

ID	Needs
B1	<i>Support faculty demand for 'easy-to-use systems' which reduce training time</i>
B2	<i>Would like a decision to be made on CMS vendors, and provide a e-learning strategy</i>
B3	<i>Simple systems - do not provide too much flexibility or bells and whistles</i>
B4	<i>State traditional demographics are not growing - must support college growth through innovative, flexible, non-standard programs</i>
B5	<i>Must support any faculty that have to change systems - minimize transition time or effort</i>
B6	Alleviate faculty fears that ITS is centralizing system support so that they can eliminate Blackboard system
B7	Allow for local college staff to directly support faculty in e-learning system administration
B8	Support core teaching model of flexible programs with in-person faculty, as driven by students

College of Law

The College of Law is one of only two non-departmental colleges (the other being Pharmacy), and tends to be conservative in their use of technology. Much of the interview centered on hardware availability in the classroom. There are two primary program types – standard and continuing education.

The continuing education component needs a major change, with current programs typically housed in the IMU, just using talking heads. Law believes it should be offering better CE programs for their alumni.

Mostly due to the discipline-specific needs of a law school to be able to access legal databases, the College of Law uses a course management system provided by one of the two primary publishers (LexisNexis and Westlaw). There is very tight integration between course content and course delivery in this model.

Recently the American Bar Association provided an allowance of 12 hours of distance education (out of 90 hours, with all 12 hours in the first year) for accredited colleges. It is not clear how the UI College of Law will respond to this accreditation change.

ID Needs

LW1 *Flexibility in letting faculty try new ideas*

LW2 *Barrier - technology availability in classroom*

LW3 *Student expectations driving technology use*

LW4 *Support expanding the Continuing Education - currently provided in IMU with terrible hardware; need to expand, as alumni pay a lot of money, and must attend to stay certified*

LW5 *No growth plans for enrollment - at capacity for students; just improve course delivery*

LW6 *Law is the last discipline to tolerate talking heads*

LW7 *Teaching model - one test per class, and faculty write their own test; helpful if students could write essays electronically on tests*

LW8 *No team projects or team development*

LW9 *Disability access is big issue*

College of Nursing

The College of Nursing strategically views technology as part of their teaching and learning, as they are at the forefront of nursing informatics. A major part of their teaching is to teach the use of technology itself – letting students and faculty gain experience in courses using hardware and software. They provide a significant amount of distance learning, reaching out to all of the state.

The most significant driver for using technology appears to be that UI is the only publicly supported nursing program in the state, and they would like to stay that way. For this reason, the College of Nursing looks to solve diverse problems for the whole state.

ID Needs

- N1 *Satisfy the state needs as the only publicly supported nursing program*
- N2 *Reduce faculty confusion over which vendor to use*
- N3 *Support the mission of teaching technology itself*
Support the mission of being at the forefront of nursing informatics, with the associated reputation and rankings issues
- N4 *Outreach to all of the state*

- N6 Support re-training and re-certification of nursing professionals
- N7 Registration for standard and non-standard students (e.g. preceptors, continuing ed)
- N8 Simplified process - one place to go - for both academic and administrative tasks
- N9 Create potential revenue opportunities by allowing students from outside of Iowa to take classes
- N10 Provide immediate feedback to the student
- N11 Universal access - including ability to avoid losing data on long-essay testing
- N12 Improve the pass rate
- N13 Support the increase in case-based course work
- N14 Help solve grade posting issues, based on FERPA

College of Pharmacy

The College of Pharmacy has three primary modes of teaching – 1) first, second, and third year students in a classroom or laboratory environment, with major emphasis on team case-based projects, 2) fourth year students in a field rotation with preceptor support, and 3) continuing education of professionals. Much of the interviews focused on the need for technology to support this educational model, particularly on supporting the field rotation students and preceptors. A key component of e-learning application is video production.

ID	Needs
P1	<i>Biggest issue - reach out information to dispersed people, and support interface & collaboration</i>
P2	<i>Support field rotation for 3rd year students - information push, connection, teach technology, improve sites, support preceptors as unpaid help</i>
P3	<i>Support the teaching of technology proficiency itself</i>
P4	<i>Minimize faculty time to learn and use - primary focus on research and publication</i>
P5	<i>Support team case-based learning projects - expected to grow</i>
P6	Support Pharmacy Practice Lab - grading and testing
P7	Simplified paper printing (e.g. for missed classes)
P8	Pedagogy that does not discourage class attendance
P9	Support accreditation issues such as assessment
P10	Support low-tech access, such as Win98, dial-up as experienced by pharmacies in the field
P11	Major push for continuing education - outreach, donors, life-long learners
P12	Support prestige associated with program, including field rotation
P13	Support protected information sharing, such as grades
P14	Teach students how to find information, extend knowledge
P15	Build collaboration skills
P16	Creativity & flexibility on when to take professional electives (2nd & 3rd year)
P17	Ability to connect courses together, integrated curriculum
P18	New initiatives to coordinate courses, do team development of content
P19	Support key adoption issue of technology - ease of upgrading a course
P20	Preparing students on remedial content - students from different backgrounds
P21	Support more non-traditional students (trend), higher technology expectations
P22	Avoid having to have student repeat a whole year just to re-take course

College of Public Health

The College of Public Health is a fairly new school (4 years old), serving 5 distinct groups – Masters of Public Health students, dual degree programs, certificate programs through distance learning, public health workforce continuing education, and public health practice centers. Many of their program needs are developing in this new field, and appear more aligned with traditional learning management systems than with academic courses.

There is a strong emphasis on flexibility, as new programs are developed, and to ensure that there are different delivery mechanisms for distance learning (e.g. ICN, on-line, video and CD).

ID	Needs
PH1	<i>Support self-assessment for confidence of public health centers</i>
PH2	<i>Competency-based Continuing Education - looks like corporate Learning Management System functionality</i>
PH3	<i>Agility for distance learning; e.g. when ICN was broken, quickly shifted to tape and CD delivery</i>
PH4	<i>Faculty change model is evolution driven - let them see the power of technology, through training and awareness</i>
PH5	<i>E-learning work is seen as add-on for tenure faculty</i>
PH6	Support concept of life-long learner
PH7	Support full distance learning for Master's of Public Health, including out-of-state
PH8	Support multiple certificates
PH9	Back-office integration, with registrar and library
PH10	Hardin library is a selling point for college
PH11	Student expectations are driving the use of technology
PH12	Barrier - lack of credibility of exams (features, and proctoring)
PH13	Barrier - lack of time to create content, with lack of support
PH14	Barrier - too many bells & whistles, leads to several weeks of angst
PH15	Barrier - lack of incentive for faculty adoption
PH16	Concern of University taking away technology, and making decisions without rules or policy

College of Dentistry

The College of Dentistry is unique in they operate a small hospital, with patient management part of the pre-graduate program. They serve 3 programs (pre-doctorate, resident specialties, and continuing education), with 3 types of experience (standard classes, lab – simulations, and clinical experience). The mix of experience changes as the student progresses through the programs. Much of the use of technology falls into two areas – simulation and image collections.

There is a tremendous opportunity for technology to be part of teaching and learning. One challenge for the college is to know where to invest time and resources. The College is currently struggling with this strategic planning, including knowing what the University role is and should be.

Partially because of their use of image collections, the college is trying to understand how to catalog, manage and share content across many courses. The use of 'learning objects' and repositories is not well understood.

Curriculum and content management issues are important issues for this College, in addition to course management issues.

ID Needs

D1 Visual field - high use of multimedia, dynamic images

D2 Teach technology itself

D3 Case-based team learning

D4 Ability to catalog, manage and search across courses, with content below the course level

D5 Unique college - operate a small hospital, and patient management is part of education before graduation

D6 Support lab simulations, with integration; allows standardized faculty assessment (tactile)

D7 Continuing Education - must take to maintain license

D8 Student expectations drive use of technology - especially from the science education

D9 Accreditation also starting to drive use of technology

D10 At capacity, no growth in students

D11 Accreditation is driving assessment based on outcomes vs. based on process

D12 Barrier - fear and ignorance

D13 Barrier - training time, not seeking help

D14 Barrier - no motivation

D15 Strongly seeking strategic advice and planning help

College of Medicine

The College of Medicine has undergone a change of administration in the past few years. There are two primary components of the standard program – the first 2 years, with pre-clinical work, and the second 2 years, with departmental-based clinical work. A big focus of the current administration is to improve the second 2 years. The pre-clinical work, based on small groups and small lectures, has tended to rank above the norms in national rankings. The clinical work, based on the apprentice model within various departments, has tended to rank below the norms in national rankings and is trending downward. The clinical work has been decentralized and opaque, with little visibility into the work.

Another program which is ranked highly is Allied Health (e.g. physical therapy, clinical assessment).

Faculty and the medical school tend to have a heavy teaching load, partially due to the fact that more classes are offered to non medical school students than to med school students. This drives the need for administrative efficiency, including the heavy use of Evaluation and Exam Services. There is a need for system integration to avoid manual work, such as entering grades.

ID Needs

	<i>Major issue: above norms for first 2 years (pre-clinical), but below norms for second 2 years (clinical), with downward trend</i>
M1	<i>Have home-grown curriculum database - significant overlap with CMS administration features</i>
M2	<i>College of Medicine teaches more classes to non-med majors than med students - heavy teaching load; need technology to help workload</i>
M3	<i>Single-logon, one place to go for all services</i>
M4	<i>Teach technology, become familiar as tech used for certification</i>
M5	Simulations are big usage of technology
M6	Access to current materials inside and outside the college
M7	Support course administration
M8	Archiving patient encounters
M9	Privacy in grade reporting, as driven by FERPA
M10	Clinical has been run by department, with little visibility or sharing
M11	Pre-clinical - small groups, collaboration, small lectures; want to integrate multi-media (e.g. hear heart), with question-immediate lookup capability
M12	Clinical - apprentice model, a lot of variability
M13	Allied Health (physical therapy, clinical assessment) through graduate college - highly ranked;integrated technology
M14	Barrier - time to set up CMS courses
M15	Students being pulled in many directions - can't add 'just a thing to do' - must add value
M16	Want integration with exam testing services
M17	Content sharing - discouraged by 3 factors: 1) as technology gets easier, people want to create their own content, 2) although there is a huge duplication of effort nationally, rights management is tough to handle, and 3) professional advancement is based on original material.
M18	Trend with current management towards using teaching as part of tenure track (formerly not true)
M19	"Any teaching advances are done out of love, not self-interest"
M20	

Continuing Education

Continuing Education serves as centralized support for most of the colleges. There are several areas of support which Continuing Education and ITS either work together or independently to support the colleges.

From their broad point-of-view, a lot of the use of technology is driven by the changing demographics of the student body – students with new expectations. The over-riding theme of the interview was on the need for flexibility – of degree requirements to allow different student backgrounds, and of courses.

ID Needs

CE1 Extend resources to students beyond the campus - growth area

CE2 Changing demographics is bring changing expectations

CE3 Be able to reach all of state of Iowa with as much live faculty availability as feasible

CE4 Help overcome barrier of inflexible degree requirements - need to acknowledge credit from correspondence courses and community college courses

CE5 Flexibility in program delivery

CE6 Support collaboration with community colleges

CE7 Support / integrate labs and simulations

CE8 Recognize faculty priority of research - teach as low priority

CE9 Allow time for faculty to change teaching using technology - initially will just try to teach class same way

CE10 Student expectations will drive e-learning usage - based on convenience and access

CE11 Barrier - e-learning can let you do more with less, but takes more upfront time

CE12 Barrier - e-learning increases workload, more one-on-one interactions

Graduate College

The Graduate College administers all Masters and PhD programs, except for MBA and Nursing degrees. It is a service college, and most of the academic needs are driven by the various colleges that need graduate programs.

ID	Needs
<i>G1</i>	<i>Support distance learning for School of Information Sciences</i>
<i>G2</i>	<i>Policy now allows distance learning for graduate degrees, non-thesis only</i>