

**UW System Online Learning Initiative: Quality, Access, and Equity at Scale
 Project Plan
 July 8, 2020**

I. Project Justification

This project addresses one of the most critical challenges facing the UW System due to the COVID-19 pandemic: Delivering high quality online learning at scale, while ensuring broad access and equity so that all students succeed. In order to meet this challenge, the UW System must work collaboratively with campus leaders to expand the capacity of faculty and student support staff to plan, develop, and deliver online learning and advising for students, which is of high quality, equitable, and accessible. UW Extended Campus must also create high quality professional development materials to support faculty, staff, and students in the online learning environment, and to ensure that quality online education scales across the entire UW System. In addition, for students in need, both UW System and campus leaders must expand access to information technology tools by providing hardware, such as laptops and tablets, as well as access to WIFI networks and hotspots. This project plan sets forth a blueprint for success.

II. Table: Organizational Structure

Project Name	UW System Online Learning Initiative: Quality, Access, and Equity at Scale
Executive Sponsor	Anny Morrobel-Sosa, Vice President for Academic and Student Affairs
Project Director	Laura Dunek, Special Assistant and Interim Associate Vice President for Academic Innovation
Content Director	Aaron Brower, Executive Director and Senior Associate Vice President for UW Extended Campus
Advisory Council	Rob DuCoffe, UW-Parkside, Provost Glendali Rodriguez, UW-Stout, Provost Tammy McGuckin, UW-Parkside, Senior Student Affairs Officer Artanya Wesley, UW-Whitewater, Senior Student Affairs Officer Carolyn Boswell, UW-Platteville, Teaching and Learning Center Director Fay Akindes, Faculty Professional Development Renee Pfeiffer-Luckett, Digital Learning Environment and Canvas Integration Alice Pulvermacher, Project Manager
Subject Matter Experts	Office of Academic and Student Affairs 1. Fay Akindes, Faculty Professional Development 2. Sue Buth, Assessment Data Support and EAB Integration 3. Carol Edquist, Budget Director 4. Angela Kellogg, Student Support Staff Professional Development 5. Renee Pfeiffer-Luckett, Digital Learning Environment and Canvas Integration UW Extended Campus 1. Laura Kite, Assistant Dean, Student Services, Content Development 2. George Kroeninger, Associate Dean, Content Development 3. Ryan Anderson, Content Development 4. Patrick Wirth, Content Development

III. Project Description

The overarching goal for this project is for each campus to adopt and disseminate online best practices in teaching and student support so that quality online education scales across the entire UW System. The primary focus and power of this project is the focus on pedagogy and best practices of online course design and instruction.

The project comprises four fundamental components:

- (1) Professional Development for Faculty and Instructional Staff
- (2) Professional Development for Student Support Staff
- (3) Content Development for Online Training Materials
- (4) Need-Based Access to Information Technology for Students

UW System institutions will lead professional development for faculty and student support staff, as well as efforts to expand student access to information technology. Content development will be led by UW Extended Campus (UWEX).

(1) Professional Development for Faculty and Instructional Staff

At the campus-level, professional development for faculty and instructional staff will be led by Provosts and Teaching and Learning Center Directors. Training will focus on adopting best practices in online instruction, retooling of existing courses, creating new materials across multi-media platforms, delivering synchronous and asynchronous learning opportunities, and effectively supporting and advising student learning in online environments.

(2) Professional Development for Student Support Staff

Professional development for student support staff will be lead at the campus-level by Provosts, Senior Student Affairs Officers, and Advising Center Directors. Training will not only focus on best practices for student advising, but also adopting “student coaching,” data-based intrusive advising, and proactive student support.

(3) Content Development

UW Extended Campus has both the knowledge and skills to assist in the planning, development, and delivery of scalable, high quality online learning for all students. UWEX will develop four self-paced courses, which include multiple training modules and supporting resources for support faculty, instructional staff, and student support staff. Three modules relate to online course planning, development, and delivery, and one module relates to student coaching. To succeed, UWEX will require resources to develop materials in the tight timeline required by this project. Throughout the project, campus-level teams will review content of the modules, in order to provide guidance on how best to incorporate them as an option depending on instructor and campus need. Each campus will vary its usage of the modules, based on what has already been designed at the campus level. Faculty, instructional staff, and student support staff will be able to download resources freely from each course. In this way, resources can be utilized to enhance already-existing courses and training materials at the campus-level.

(4) Need-Based Access to Information Technology.

Led by the Provosts and SSAOs, campus-level teams will identify students in need of access to information technology hardware and software. Students are likely to require financial grants and/or loans of computer hardware and software, including but not limited to: laptops, tablets, cell phones, WIFI networks and cellular data hotspots.

IV. Distribution of Grant Funding. Given the financial stress caused by the COVID-19 pandemic, UW System institutions need fiscal resources to help underwrite the cost of quality professional development. Specifically, each UW campus has indicated that stipends for faculty, instructional staff, and student support staff represent the most pressing need at the campus level for professional development. Campuses have also requested grant funding for students in need of access to information technology resources.

To assess specific campus needs and to ensure equity in campus-level funding, each campus will complete and submit a Request for Funding Proposal (RFP), which will be evaluated and approved for funding by peer-review. The RFP process will ensure equity among campuses, because funds will be distributed based upon need.

V. Assessment and Reporting Requirements. Continuous improvement is a hallmark of this project. Therefore, assessment is a critical aspect of project success. Both UW Extended campus, and each UW System University will be required to report the assessment data needed to show systematic results.

VI. Timeline: Content Development and Project Stages

A. Deliverables: May 1 to June 19, 2020

1. Develop, distribute, and analyze Qualtrics Survey to UW System Provosts and SSAOs. Data will inform development of the project plan, and requests for proposals (RFPs).
2. Professional Development for Faculty and Instructional Staff
 - UW Extended Campus will create and publish three self-paced courses in the planning, development, and delivery of online instruction.
 - UW Extended Campus will provide initial instructor design/media support.
 - UW System institutions will begin to deliver professional development for faculty and instructional staff. Training will continue throughout the summer of 2020, while faculty and instructional staff are off contract.

B. Deliverables: June 8 to August 28, 2020

1. Based upon Qualtrics survey data, develop and distribute RFPs for four components of the Initiative, including:
 - Professional Development for Faculty and Instructional Staff,
 - Professional Development for Student Support Staff,
 - UWEX Content Development, and
 - Need-Based Access to Information Technology Resources for Students.
2. Develop strategic communication plan for the Initiative.
3. Develop position description and initiate hiring process for project manager.
4. UW Extended Campus Content Development
 - Create Online Learning Certificate for Faculty and Instructional Staff
 - Create and publish one self-paced course on coaching model of student support.
 - Provide initial student coaching support.
 - Continue to engage in product development and assessment rubrics for all four of the self-paced courses they create, in response to user feedback and needs.
 - Provide direct instructional design/media support at the campus level
 - Provide direct student coaching support at the campus level
 - Create rubrics that identify the competencies necessary to deliver and support online instruction,

and that can be used to evaluate users going through trainings.

C. Deliverables: September to December 2020

1. Identify campus-level recipients of direct grants and/or loans of computer hardware and software.
2. Provide ongoing instructor design/media support.
3. Provide ongoing student coaching support.
4. Continued product development and assessment rubrics, in response to user feedback and needs.
5. Continue to provide direct instructional design/media support at the campus level.
6. Continue to provide direct student coaching support at the campus level.
7. Implement assessment process.
8. Facilitate continuous improvement.

VII. Key Performance Indicators for UW Extended Campus Content Development:

- Three online instruction modules built and ready for use by June 8, 2020
- Student Coaching module built and ready for use by July 1, 2020
- Create Online Learning Certificate for Faculty and Instructional Staff
- Continued development of all materials responsive to users

VIII. Key Performance Indicators for UW System Adoption, Dissemination, and Scaling

- Number (or %) of users/adopters
- Number (or %) of users achieving mastery of online instructional content
- Number of students impacted
- Improved student outcomes (retention, grades, etc.) relative to F2F instruction