September, 2014

Learn@UW Executive Committee
Summary | Roadmap Report

1 WHY?

Learn@UW Executive Committee, a University of Wisconsin System (UWS) committee, determined in order to best meet these ever changing and rapid demands of learning technologies in the classroom, we need to move beyond the day-to-day business focused on fiscal considerations of current traditional, large-scale technology systems, which we have acquired. Rather than having our traditional, current systems drive us into the future, we need to better understand these changing campus requirements in light of the sweeping national trends. Therefore, the Learn@UW Executive Committee formed the Roadmap Task Force.

An academic technology roadmap is needed to guide the Learn@UW Executive Committee in making key decisions in planning and budget exercise, specifically:

- Prioritize financial support for system wide instructional applications
- Build capacity and responsiveness for future needs
- Develop an understanding of the learning ecosystem within UWS

The Roadmap project, initiated by the Learn@UW Executive Committee, has a goal to develop an academic technology roadmap to guide UWS during the next three to five years in budget planning activities, as well as the direction of future learning technology initiatives. On the individual campus level, the Roadmap will also provide guidance for campus planning efforts.

2 WHO?

The Roadmap Task Force was formed by the Learn@UW Executive Committee, chaired by Tanya Joosten, UW-Milwaukee, as a response to the growing stiffness between (1) wanting to build a capacity to be prepared for our future while being quick to respond to current needs and (2) the driving force of play-by-play of monthly actionable items, fiscal restraint and budgetary demands. The Roadmap Task Force was formed and has worked closely with the Learn@UW Executive Committee developing a trajectory, a strategic directioning report, or Roadmap for the next three years.

> ***Our Goal***
> Develop a roadmap identifying the strategic direction for learning technologies the next three years within the University of Wisconsin System.

3 HOW?

The Roadmap Task Force took particular care in determining the process to ensure rigor and engagement of voices at all levels within UWS and beyond (see Figure 1). Four key phases were identified in the process: The UWS Internal Environmental Scan, External Environmental Scan, Community Engagement, and Finalization.

With the lead of the Provosts, the Roadmap Task Force looked to identify pertinent planning documents and key leaders on campuses in academic and learning technology that were engaged to share in more detail future learning and programming plans that may require System resources. MindWires Consulting was contracted to perform the document analysis and the interviews of key campus leaders. Furthermore, with growing national and international trends as well as other systems' efforts across the nation, MindWires Consulting was contracted to perform the external environmental scan. MindWires has previous experience working with system level organizations to produce strategic visioning and planning. An Environment Scan Report, including both internal and external environmental scan was produced (See Appendix A). The report informed the Roadmap.

The Roadmap Task Force determined it was pertinent to the process to move beyond initial data collection through interviews with key stakeholders, so individuals identified by the Provost and/or Provost designated campus representatives as leaders and organizers of the future of technology on their respective campuses were invited to attend the UWS Roadmap Summit to share what current technology endeavors were happening on their respective campuses, to hear about the external and internal scans for learning technology planning, to provide reactions to the report, and to participate in group discussions surrounding key questions and issues of the learning technology community. See uwsroadmap.wikispaces.com for more information.

The data and findings from the interviews, documents, and Summit, including the environmental scan report and detailed Summit notes, were used to better understand the values of UWS and produce potential strategic directions for the UWS learning technology future. Feedback from Learn@UW Executive Committee and campus stakeholders will be gathered as we work to finalize and implement a plan for future initiatives.

4 WHY?

Based on the analysis, several key values were espoused by UW System campuses:

- **UWS is overwhelmingly committed, to ensuring that our students' needs are met.** Given the importance of quality education for our students, we are dedicated to identifying the needs, interests, and wants of our student population.
- **UWS believes in supporting all faculty effectively.** We recognize that providing quality assistance to instructors has far-reaching implications, particularly in regards to meeting our students' needs and creating an institutional environment that values quality teaching and learning with technology.
- **UWS desires to understand campus activities with regards to research development, teaching and learning practices.** By concentrating on creating a plan in which different campuses can efficiently and effectively share ideas, faculty support will be enhanced.

- **Informed and engaged decision-making** is a structural opportunity and an area of great importance throughout UWS. UWS seeks to provide transparent decision-making processes, specifically those decisions around learning technology funding, acquisition, piloting, and support.
- Some challenges facing the UWS campuses are unique to the institution while others are shared by many institutions, including **monetary resources**, a continued shared concern for the majority of institutions. Most campuses across the UWS appreciate fiscal conservativeness in meeting the needs of their students and yet feel an inability to be as successful as desired at times.
- **Strategic collaboration and thoughtful communication** while respecting individual characteristics with a clear direction for desired outcomes within a structure that facilitates opportunity and growth more than constraints of processes of tradition is critical.

Furthermore, strategic efforts that are supported throughout UWS to collectively engage all in research on teaching and learning with technology as well as endeavors in the classroom to better retain and improve student outcomes through technology-facilitated instruction can efficiently utilize financial resources while **excelling the UWS's national position as a leader** in teaching and learning with technology attracting new and entrepreneurial opportunities.

5 WHAT?

The roadmap has identified five broad categories in which strategic directioning is to be provided.

5.1 CONTINUE A SYSTEM-WIDE LMS

- Focus on efficient, reliable, robust, and resilient.
- Leverage web, social media, and mobile technologies to provide effective and consistent delivery.
- Improve support for learning technology and development centers.
- Allow greater opportunities for piloting and testing of technologies, as the needs arise.
- Engage champions to promote pedagogical effective practices and technological training.
- Enhance understanding of impact of a system-wide LMS on campuses, including an evaluation plan.
- Implement research-based approaches to technology identification, selection, implementation, diffusions, and evaluation.
- **Needs: CSRG supports the current LMS. Piloting and testing of potential enhancements will require additional funding.**

5.2 CONSTRUCTING FACULTY SUPPORT STRUCTURES

- Provide system-level faculty support planning, recommendations, and resources.
- Increase professional development opportunities.
- Develop shared faculty resources at the system-level, technology and social, to support storage, sharing, remixing, and use of teaching and instructional resources.
- **Needs: Varies depending on programming and sharing strategies. There is internal expertise that can be shared. Funding may be needed to support technological infrastructure for resource/instructional content storage and distribution.**

5.3 UNDERSTANDING STUDENT NEEDS

- Provide current understanding of students' instructional and non-instructional needs, including an interpretation of System and national reports in the contexts of UW System priorities.
- Plan a concerted effort to gauge the current and future academic technology needs for student learning for the System.
- **Needs: Commitment to ongoing research and assessment.**

5.4 DEVELOPING A SUPPORTIVE COMMUNITY

- Build collaborative opportunities for campuses to work together tackling key issues in learning technologies.
- Facilitate partnerships to explore new and innovative pedagogical practices by providing more grant opportunities, including revitalizing grant opportunities for emerging technology and curricular redesign.
- Engage faculty in UWS and LTDC happenings, including further investment for incentives for campus level staff and faculty.
- Allocate resources and develop strategies for communication with all audience members and stakeholders.
- Bridge OPID, Library, and LTDC interests, strategically.
- Examine system-wide online programming, including shared and articulated credentials with other higher-education systems that reside beyond state borders.
- **Needs: Ongoing leadership and logistical support for community development. Financial support for piloting of new pedagogies and technologies including faculty incentives should be considered**.

5.5 IDENTIFY GUIDELINES AND PRACTICES

- Provide guidelines and practices to inform their campus policies and services, including data planning, intellectual property, accessibility of learning technologies, LMS, and engaging faculty.
- Share data plan, practices, processes, and recommendations answering questions including where is teaching and learning data being stored, how can it be accessed and by whom, what considerations should be made regarding data integrity and ethics, what data is available, how can data be used to drive programming decisions affected by learning technologies (i.e., online learning, and advising).
- Translate research findings into campus recommendations, including considerations in strategic planning and implementation of effective practices in learning and academic technologies.
- **Needs: Centralized data collection and dissemination of guideline and best practices information. Leadership is needed in guideline development.**