Report of the Learning Technologies Coordinating Committee

A Strategy and Functional Structure to Support Teaching and Learning

June 25, 2004
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EXECUTIVE SUMMARY

This report recommends a plan to enhance support for teaching and learning at SFU. In arriving at its conclusions, the Learning Technologies Coordinating Committee (LTCC) reviewed SFU’s institutional goals, conducted a situational analysis, considered various coordinated approaches which have been used at other universities, met with several experts from other universities, identified and assessed two strategic options, and developed recommendations for a course of action. This report summarizes the Committee’s work to date and proposes a particular strategy and functional structure to support teaching and learning at SFU. It will be distributed to the campus community for comment through a variety of committees (e.g., the Senate Committee on University Teaching and Learning, the Instructional Development Group, the SFU Faculty Association) and an open forum before being finalized by the LTCC and submitted to the Vice-President, Academic for consideration and implementation.

In addressing this issue, the LTCC considered only the functional aspects of how support staff currently employed by the Learning & Instructional Development Centre (LIDC), Centre for Distance Education (CDE), and eLearning Innovation Centre (eLINC) could be redeployed to assist in realizing SFU’s goals for teaching and learning. The development of an administrative structure and an appropriate implementation plan for this structure are crucial elements to the successful reorganization of support services. However, they will be developed once the functional analysis contained in this report has been vetted and debated. To assess the ability of SFU to implement the vision and goals described herein, the LTCC reviewed its strengths in comparison to other universities, as well as the factors that impact SFU’s institutional support of teaching and learning.

Two functional organizations were considered by the LTCC. Both options will require some alteration of reporting structures which will likely have an impact on individual staff and their daily routines. The continuity of service to students and faculty must also be keep in mind. Currently, about 10% of SFU's student FTEs are serviced by CDE, with much of its program delivery being in print-based form. The extensive use of this mode of delivery by CDE dictates its maintenance for the near term.

Given these circumstances, the LTCC believes that a phased approach to the functional reorganization of eLINC, LIDC, and CDE should be adopted. Accordingly, it is recommended that

1. the LTCC oversee the amalgamation of eLINC and LIDC into a new unit called the Centre for Innovation in Teaching and Learning (CITL); (As a first step in this reorganization, the Directors of these two organizations, after consulting with appropriate staff in their units, should jointly propose a new organizational structure to the LTCC, including recommendations on the establishment and operation of the eLearning Research, Development, and Applications Unit.)
2. the LTCC develop operational guidelines for CITL and CDE, which define the mandates of these units in terms of services to students, staff, and faculty and avoid duplication and potential competition between them;

3. the amalgamation of CDE into CITL be implemented when it appears appropriate from a broad SFU context, and when students and faculty will be minimally inconvenienced by such a reorganization.
1. INTRODUCTION

In December 2002, the Learning Technologies Steering Committee (LTSC) issued its final report, which was tabled earlier with the Vice-Presidents in draft form. The LTSC included individuals appointed by the Associate Vice-President, Academic, and faculty representatives identified by the Faculty Deans. One of the recommendations of the LTSC was to establish the Learning Technologies Coordinating Committee (LTCC) whose initial mandate was specified as follows:

The Committee's initial focus should be to examine the diversity of software platforms supported, investigate the need for a formalized production model for course delivery, and recommend an organizational structure that addresses the distinct requirements for information technology, applications support, and expertise in the use of TETL [Technology-Enhanced Teaching and Learning].

The LTCC was formally established by the Vice-President, Academic in January 2003. The membership of the Committee is listed in Appendix A.

The LTCC has met for over a year, discussing various issues related to the coordination of teaching and learning activities at SFU. The LTCC has explored and pursued opportunities for its constituent units to collaborate on new program initiatives. The LTCC has also focused its efforts on developing a vision and institutional goals that would lead to an enhancement of SFU’s infrastructure support for teaching and learning. Recently, it has also initiated a consultative process to evaluate and recommend a Learning Management System (LMS) for SFU.

This report recommends a functional structure to support teaching and learning at SFU. In arriving at its conclusions, the LTCC reviewed SFU’s institutional goals, conducted a situational analysis, considered various coordinated approaches which have been used at other universities, met with several experts from other universities, identified and assessed two strategic options, and developed recommendations for a course of action.

A list of acronyms and abbreviations is provided in Appendix B to assist the reader.

2. VISION AND GOALS TO SUPPORT TEACHING AND LEARNING

SFU has always prided itself on being an innovative institution in the areas of teaching and learning. This is evidenced by its commitment to the tutorial system, the development of a strong distance education program, and its outreach to the community through the Harbour Centre campus, and now SFU Surrey.
This commitment has also been reflected in the establishment of several support centres for teaching and learning, including the Learning and Instructional Development Centre (LIDC), the Centre for Distance Education (CDE), and, more recently, the eLearning Innovation Centre (eLINC). These centres have well served the needs of faculty, students, and staff and have contributed to the innovative approaches to teaching and learning that are practiced at SFU.

Finally, SFU’s commitment to teaching and learning is underscored in the Vice-President, Academic’s Three-Year Plan (2001-2004) in the form of four institutional goals:

1. *Enhance our learning environments and instructional pedagogy so that they demonstrate our excellence, innovation, and our ability to engage our students;*
2. *Attract, retain and support outstanding students and identify ways to enrich the learning experience of all students;*
3. *Extend the university more fully into its communities and reach out more effectively; and,*
4. *Develop an institutional context and infrastructure that will enable us to succeed in our other objectives.*

Given SFU’s longstanding commitment to excellence in teaching and learning and the considerable resources devoted to supporting this endeavour, it is appropriate to ask whether these resources can be more efficiently used to serve faculty and students needs and whether the present services are meeting the challenges of the changing landscape of teacher and student needs.

Higher education in North America appears to be on the cusp of a change with regard to how students view the learning process. While classroom education and the associated pedagogies of face-to-face instruction will remain a central element in a university education, there have been dramatic changes in students' expectations for learning and how technology is able to support these expectations. Students currently graduating from high school are computer literate. They are well versed in using the computer (its application programs and its access to the Web) to collect and organize information and to present their ideas, assignments, and projects to their teachers and peers. These students come to SFU with the expectation that this way of learning and interacting will continue but be much more advanced in allowing them to discover and understand the world around them.

Similarly, the expectations of mature students, who often hold down part-time or full-time jobs, have changed. Increasingly their educational needs call for just-in-time learning, or being able to participate in discussions with the instructor or fellow students at a time that is convenient for them. There has been explosive growth in demand for this type of education over the past several years.

Along with the changes in students' expectations of the educational system, there has also been a dramatic change in the use of educational technology by instructors. SFU
currently supports several learning management systems, including WebCT, FirstClass, LON-CAPA and SFU Surrey's CMS. A significant proportion of faculty use these systems to disseminate some of their instructional content in electronic form. It is expected that over time faculty will rely increasingly on this type of educational technology. Emphasis should be placed on how the teaching and learning centres at SFU can best serve faculty in making full use of this technology to deliver high quality educational programs.

A final aspect of SFU’s commitment to excellence in teaching and learning concerns its support for the considerable number of faculty who are conducting innovative research in the area of instructional technology. Over the next five years, SFU faculty will receive about $15,000,000 in research grants that are broadly related to the development and application of instructional technologies. This research will be the source of future pedagogies and instructional methodologies and will facilitate the development of innovative courses and programs that meet the needs of our students. SFU has already built a solid reputation as a leader in educational research concerned with instructional technology and is now in a position to become a national centre of excellence in this area. The interests of the University would be well served if its commitment to this research included not only fostering its continuance but also ensuring that the results of this research are used to further enhance SFU’s standing as an institution devoted to innovation in teaching and learning.

One way of promoting a long-term commitment to excellence in teaching and learning is to support the conduct of theoretical and applied research in educational technology, encourage its application in SFU’s teaching and learning activities, and provide support in terms of human infrastructure for the use of instructional technology in academic programs at SFU. In essence, establishing and sustaining a strong, coordinated infrastructure to support teaching and learning, as well as research support into these areas, will enable SFU to become a worldwide institutional exemplar of commitment to high quality education through the application of best practices in face-to-face and technology-enhanced education.

To accomplish these goals, SFU requires:

- a strong, coordinated and sustainable infrastructure to support the development and delivery of instruction in three forms: classroom-based, technology-enhanced, and fully online;

- the use of this same infrastructure to support research into technology-enhanced teaching and learning and to foster connections between research and practice; and

- the use of information technology as an important component of the infrastructure to deliver services and support, reach off-campus students, create a strong sense of community for students and instructors, and deliver professional development programs and services to faculty and staff.
Although the initial mandate of the LTCC was to focus on issues around learning technologies, the Committee quickly realized that the needs of instructors and students for teaching and learning infrastructure took many different forms, including faculty development and support, mentoring programs, teaching portfolio support, program, course and module design, as well as the technical support of online learning. Consequently, the LTCC decided it was necessary to broaden its view and consider, in a more general way, the infrastructure required to support teaching and learning at SFU.

2.1. Frame of Reference For This Document

In addressing the issues mentioned above, the LTCC considered only the functional aspects of how support staff currently employed by LIDC, CDE, and eLINC could be redeployed to assist in realizing SFU’s goals for teaching and learning. The development of an administrative structure and an implementation plan for this structure are crucial elements to the successful reorganization of support services. However, they will be developed once the functional analysis contained in the present document has been vetted and debated.

3. SITUATIONAL ANALYSIS

To assess the ability of SFU to implement the vision and goals described above, the LTCC reviewed its strengths in comparison to other universities, as well as the factors that impact SFU’s institutional support of teaching and learning.

3.1. SFU Strengths in the Support of Teaching and Learning

3.1.1. Research and Development

SFU faculty members hold several substantial national and international research grants in key areas of online learning:

- SSHRC INE Project Leads:
  - SAGE: Simulation and Advanced Gaming Environments for Learning, David Kaufman
  - The Learning Kit, Phil Winne
  - From Work Practice to Public Policy: A Case Study of the Canadian Health Information Infrastructure, Ellen Balka

- National and International Project Participants:
  - LORNET: Learning Object Repositories (NSERC)
  - Edusource (CANARIE)
Online Environment for Games and Simulations (CANARIE)
LionShare: Connecting and Extending Peer-to-Peer Networks (with MIT and Penn State)

- Canada Research Chairs
  - Phil Winne, Self-Regulated Learning and Learning Technologies
  - Andrew Feenberg, Philosophy of Technology

3.1.2. Practice

SFU has a highly capable staff and is in the top tier of Canadian research-intensive universities in terms of the size of staff complement assigned to support online learning development and delivery.

SFU has a national reputation as an institution that excels in outreach to diverse students and has a cost-effective model to deliver programs and services to this category of students. It also is in the top tier of Canadian universities in terms of the size of its distance education program.

SFU faculty have an international reputation as innovators and early adopters of new online learning practices, developers of new teaching technologies, and contributors to open source initiatives.

SFU has developed methodologies in online learning design and delivery, and information technology support.

SFU has been successful in scaling the use of online learning at the School for Interactive Arts & Technology, at CDE to support distance education students, and at the Faculty of Business Administration (e.g., GDBA).

There are other good practice examples at SFU, including coherent access to infrastructure (teaching page) and provision of support tools to staff and students.

3.1.3. Leadership and Collaboration

SFU is known as an institution which promotes collaboration and is effective in managing large scale initiatives involving multiple organizations.

- Selected as administrative home for the Electronic Library Network
- BCcampus administrative home
- Leader of the project to create a Learning Objects Repository for BC postsecondary institutions
- Member of Collaboration for Online Higher Education and Research (COHERE)
- Member of VPAC Telelearning Subcommittee (current Chair)
• Participant in BC Open University
• Active Member of the Canadian Association of Distance Education
• Supporting Activities for Teachers (SIT)

3.1.4. Policy

Recently SFU has strengthened its policies in support of teaching. A joint committee of the Administration and the SFU Faculty Association has agreed to a new policy for promotion, tenure, and renewal that includes an expanded set of criteria for the evaluation of teaching, and specifically the adoption of a teaching dossier/portfolio.

SFU has several committees and groups that work to coordinate practice and share experiences including the Instructional Developer’s Group and the Learning Technologies Coordinating Committee.

SFU has proposed a major curriculum revision to undergraduate education at SFU with a plan to introduce writing, quantitative, and breadth requirements for all SFU undergraduate degree programs.

SFU faculty have published research on policies to support distributed learning (e.g., Brian Lewis and Richard Smith)

3.2. Challenges in the Support of Teaching and Learning

SFU faces a number of challenges in supporting the teaching and learning activities of its students and faculty.

3.2.1. Vision, Investment, and Sustainability

SFU has not developed a common vision and a long-term strategic plan with measurable objectives to support teaching and learning.

While newly developed policies to support teaching have recently been instituted, some faculty believe that teaching contributions are not valued sufficiently in reviews for promotion and tenure.

SFU has launched many initiatives, especially in online learning, but the investment has been fragmented and inconsistent over time. Often, the funding has been in the form of an external grant and sustainability has been difficult to achieve, in part, because of a lack of initial planning.

3.2.2. Coordination

There is no clear line of authority over teaching and learning initiatives or a process for prioritizing investment and staff resources.
There is a need to rationalize investment, staffing, and support in the following areas to ensure the greatest impact and efficiency:

- applications support for faculty
- course and program development
- copyright advice and staffing
- support services for students

There is no common entry point for faculty to access services and support. The current arrangement, where various services are offered by a number of groups across campus, is confusing to faculty who are unsure which unit or person to approach with questions or requests for teaching and learning support.

External (in particular, International) market information is not coordinated or communicated among SFU academic units.

3.2.3. Personnel

Currently, staff resources that support teaching and learning are spread across disparate systems managed by separate units. SFU lacks a staff group whose focus is the day-to-day operation of an enterprise Learning Management System and the support of students, faculty, and staff who would use it.

Technical staff are not provided with clear career paths which encourage them to stay at SFU.

Professional development opportunities for staff in teaching and learning support groups are limited.

3.2.4. Technical Infrastructure

SFU lacks an adequate enterprise-level Learning Management System. To address this problem, a Learning Management System Selection Committee (LMSSC) is engaged in an extensive consultative process to develop recommendations on this matter.

There are a number of serious challenges with respect to technical infrastructure. The current IT equipment and network are not capable of supporting the continued expansion of technology-based teaching and learning at SFU.

3.2.5. Supporting and Connecting Research

Research efforts across campus in area of teaching and learning are not connected and do not inform practice to the general benefit of students and instructors at SFU.
4. FUNCTIONAL STRUCTURE OPTIONS

The LTCC proposes that a new functional structure be developed to enhance support for teaching and learning and foster collaboration and innovation at SFU. As noted previously, the new organization must be committed to:

- a strong, coordinated and sustainable infrastructure to support the development and delivery of instruction in three forms: classroom-based, technology-enhanced, and fully online,

which requires

- coordinating the planning of investments in infrastructure and staff resources;
- eliminating the duplication of services (e.g., online course development, faculty development support, faculty liaison);
- reducing or eliminating multiple access points for faculty to obtain the services that they require;
- minimizing competition among "silos" across the university;
- supporting new service needs at various campus locations (such as SFU Surrey and the Segal Centre); and
- maintaining the flexibility to reallocate resources to support the changing needs of faculty and students;

- the use of this same infrastructure to support research into technology-enhanced teaching and learning and to foster connections between research and practice,

which requires

- providing research services and infrastructure support to SFU faculty who are major grant-holders, including grant writing services and partnership/business development support;
- better positioning SFU to compete for external funding opportunities;
- linking research projects to potential SFU test beds; and
- assisting in disseminating research results as well as best-practice examples;

- the use of information technology as an important component of the infrastructure to deliver services and support, reach off-campus students, create a strong sense of community for students and instructors, and deliver professional development programs and services to faculty and staff,

which requires

- recognizing that a enterprise LMS is a 7 x 24 mission critical application which must be stable, available and responsive to end users at virtually all times. Critical to the success of the LMS is sufficient network bandwidth and
transmission methods to support the delivery of rich media both on and off campus;
- resources must be allocated for the technical support and enhancement of the LMS through staff resources and/or commercial vendors. An LMS requires an ongoing commitment;
- facilities and resources must be provided for both research and production systems, recognizing their distinctly different needs and "cultures"; and
- user-level support for students and instructors must be integrated and address both technical and functional (i.e., "how to") issues. Initial triage, using trained staff, must be able to quickly diagnose problems and direct users to the appropriate source of help.

Several issues were identified by the LTCC as being important, regardless of the functional structure adopted:

- **Strategic Planning.** There is a requirement to develop a teaching and learning services plan, which specifies service levels and measurable objectives, to ensure that resources are appropriately managed in achieving institutional goals.

- **Fostering Collaboration.** The encouragement of collaborative work is critical among individuals and units involved in teaching and learning. SFU needs to create an environment that fosters collaboration among staff groups and across the university.

- **Links to the Library and ACS.** The Library and ACS are critical components to supporting teaching and learning at SFU. Specific strategies and policies, including potential joint staff positions, may need to be developed to ensure the appropriate level of integration of services and infrastructure support.

- **ERDAU.** There is a need to develop a small support unit called the eLearning Research, Development, and Applications Unit (ERDAU), which will facilitate the research and development of methods, applications, and tools which may become elements of the SFU teaching and learning environment.

Two options for an functional structure were extensively debated by the LTCC. These are represented by the diagrams shown in Appendix C (Phase 1 and Phase 2). In both options, ERDAU would be created and linked to an academic research institute and the teaching and learning service providers.

The Phase 1 scenario denotes a federation of centres of expertise. It maintains the current organizational and reporting relationships, with the exception of the amalgamation of eLINC and LIDC into a new unit called the Centre for Innovation in Teaching and Learning (CITL). A variety of mechanisms would be employed to improve coordination among the units, including
- the use of the LTCC to provide administrative oversight of all teaching and learning support units,

- an annual strategic planning process that would encompass all teaching and learning support services and infrastructure and establish priorities for investment in equipment, staff, and strategic initiatives, and

- a joint faculty and student advisory committee comprised of the LTCC and faculty and student representatives.

Phase 2 represents the complete amalgamation of all of the primary units that support teaching and learning, including the Centre for Distance Education, into a single integrated unit called CITL.

A comparison of the two Phases is shown in the following table.

<table>
<thead>
<tr>
<th>Comparison Factors</th>
<th>Phase 1: Centres of Expertise</th>
<th>Phase 2: Integrated Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interface with Faculty</td>
<td>Both primary units (CITL and CDE) will have independent liaison staff to determine faculty needs</td>
<td>One primary point of contact for faculty will reduce confusion.</td>
</tr>
<tr>
<td>Interface with Students</td>
<td>Both primary units (CITL and CDE) will have independent links to support students</td>
<td>Triage staff and one primary point of contact for students will reduce confusion.</td>
</tr>
<tr>
<td>Comprehensiveness of Services</td>
<td>Comprehensive services will be provided with some overlap</td>
<td>Comprehensive services will be provided with no duplication</td>
</tr>
<tr>
<td>Disruption to Current Services</td>
<td>Less disruption to existing staff and services and to faculty and students</td>
<td>More disruptive to current practice. The implementation plan would need to consider how to minimize disruption. Leadership and the creation of a collaborative environment will be critical.</td>
</tr>
<tr>
<td>Linkage of Practice to Research</td>
<td>Creation of ERDAU link to CITL and CDE will be of benefit</td>
<td>Similar benefit as Phase 1</td>
</tr>
<tr>
<td>Creation of Efficiencies by Avoiding Duplication and Increasing Communication and Coordination</td>
<td>Less ability to achieve efficiencies but this could be offset by the benefits of the relationship with Continuing Studies</td>
<td>Greater opportunity to reduce duplication and silos of practice.</td>
</tr>
<tr>
<td>Improvement of Flexibility</td>
<td>Separate CDE unit allows quicker responses to meet the needs of Distance Education students</td>
<td>More flexibility to adjust resources given common lines of reporting and fewer barriers across units</td>
</tr>
<tr>
<td>Deployment of Human Resources</td>
<td>Both primary units will have gaps in terms of expertise and personnel that would need to be accessed either within SFU or externally. Less opportunity to balance workload.</td>
<td>Provides an opportunity to have a more comprehensive service capability. More opportunity to balance workload given greater critical mass in skill areas.</td>
</tr>
</tbody>
</table>
Improvement of Profile of Teaching and Learning within SFU

| Some improvement with the creation of ERDAU and amalgamation of eLINC and LIDC | One integrated unit would facilitate strategic planning and create a higher profile within SFU. Potentially the services would be better positioned to seek additional resources during SFU budgeting and planning process. Provides greater rationale for a senior position that is linked to key policy and decision-making bodies |

Improvement of External Profile

| Some improvement with the creation of ERDAU and amalgamation of eLINC and LIDC | One integrated unit would better demonstrate SFU’s commitment and strategic intent in teaching and learning |

The main disadvantage of the Phase 2 scenario is the possible short-term disruption which may be created by the amalgamation process. The key services provided by CDE must not be unduly impacted and SFU’s commitment to outreach must be maintained. If this option is chosen, the implementation plan must consider the relationship and cross-dependencies of Continuing Studies and CDE. The Instructional Development Group (IDG) should also be consulted in developing the implementation plan. The success of Phase 2 will hinge in large measure on the capabilities of the individual leading the change.

5. **RECOMMENDATIONS**

Both functional organizations (represented in Phases 1 and 2) have their advantages and disadvantages. One additional consideration is the broader context in which these possible reorganizations would take place at SFU. We are currently in a state of rapid change unlike any that we have experienced before, with the possible exception of when SFU first started its academic programs. Witness the addition of SFU Surrey, the Doubling The Opportunity initiative, the CFI program, the CRC initiative, and the academic changes to SFU’s programs necessitated by the new breadth, quantitative, and writing requirements. In addition, both Phases will result in some alteration of reporting structures which will likely have an impact on individual staff and their daily routines. In this regard, it should be noted that Phase 1 would prove the least disruptive.

The needs of students must also be considered. Currently, about 10% of SFU’s student FTEs are serviced by the CDE, with much of the program delivery being in print-based form. The extensive use of this mode of delivery dictates its maintenance for the near future. As well, CDE has support personnel for scheduling off campus exams and registering students that take their courses at a distance.

Given these circumstances, the LTCC believes that a phased approach to the functional reorganization of eLINC, LIDC, and CDE should be adopted. Accordingly, it is
recommended that

5.1. Phase 1 be adopted, beginning September 1, 2004;

5.2. the LTCC oversee the amalgamation of eLINC and LIDC as described in Phase 1; (As a first step in this reorganization, the Directors of these two organizations, after consulting with appropriate staff in their units, should jointly propose a new organizational structure to the LTCC, including recommendations on the establishment and operation of ERDAU.)

5.3. the LTCC develop operational guidelines for CITL and CDE which define the mandates of these units in terms of services to students, staff, and faculty and avoid duplication and potential competition between them;

5.4. Phase 2 (or a variant of it based on the experience gained in Phase 1) be implemented when it appears appropriate from a broad SFU context and when students and faculty will be minimally inconvenienced by such a reorganization.

6. CONCLUSION

This report summarizes the Committee’s work to date, and proposes a particular strategy and functional structure to support teaching and learning at SFU. In accordance with the process outlined in Appendix A, it will be distributed to the campus community for feedback through a variety of committees and forums, before being finalized by the LTCC and submitted to the Vice-President, Academic for consideration and implementation.
APPENDIX A: LTCC Membership and Planning Principles

1. Learning Technologies Coordinating Committee (LTCC) Membership

Bill Krane (Chair) Associate Vice-President, Academic
Joan Collinge, CDE
Lynn Copeland, Library
Jim Cranston, CIO
Joanne Curry, SFU Surrey
David Kaufman, LIDC
Ron Marteniuk, eLINC

2. Planning Principles and Assumptions For Discussion

2.1. Collaborative Process and Report Review Stages

The process is envisioned as one of collaborative planning, initially involving the main SFU units that provide services and support for teaching and learning (CDE, eLINC, LIDC, Library, ACS/OTS). The process for reporting and consultation will be as follows:

1. Obtain consensus on direction and report content within LTCC
2. Present to VPs for initial feedback
3. Present at Deans Council for feedback
4. Review by LTCC and issue revised report
5. Obtain community feedback and advice (SCUTL, IDG, SFU Faculty Association, open forum)
6. Final revisions by LTCC and issue final report
7. Present to VPs and Deans for comment
8. Submit to VP Academic for approval and implementation

2.2. Rationale

The impetus behind developing an institutional strategy at this time is to address the growing needs for service and support from instructors and students and to position SFU to compete effectively for provincial and federal resources.

This is not a cost-cutting exercise and further internal/external investment may be required for SFU to advance its institutional plans for teaching and learning.

2.3. Face-to-Face and Technology-Enhanced Teaching and Learning

The strategy will encompass instructional support and services for all teaching and learning, including face-to-face instruction, print-based, and online learning. There is an assumption is that use of technology to support instruction and administration, especially blending technology with classroom teaching, will continue to increase. It is difficult and
not productive to separate the services and support for classroom teaching from technology-supported teaching, especially with the increase in blended learning.

2.4. A Comprehensive Strategy

A comprehensive institutional strategy is required. Investing in one area and ignoring the impacts or issues in other upstream or downstream areas will not be effective in the long run. Many elements are needed to support both online and face-to-face teaching and learning at SFU, including (but not limited to)

- program, course, and module development
- needs assessment
- market evaluation
- LT and IT equipment and network infrastructure
- faculty and staff development
- technical support for students and instructors
- library services
- licensing/copyright guidance
- institutional policies
- organization of primary units supporting technology and teaching
- connecting research efforts and also research to practice
- process for investment decisions

The goal is to design a system to support teaching and learning at SFU in light of existing as well as future needs and opportunities. SFU must ensure that any systems and management practices are scalable; otherwise, there is the potential to waste significant resources and provide delivery with unsatisfactory performance.

2.5. The Report

It will be important to use plain language in the report as much as possible since terminology will impact the way in which the SFU community receives the proposed strategy and implementation plans.
### APPENDIX B: List of Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS</td>
<td>Academic Computing Services</td>
</tr>
<tr>
<td>BCcampus</td>
<td>A new BC government agency <a href="http://www.bccampus.ca/">http://www.bccampus.ca/</a></td>
</tr>
<tr>
<td>CANARIE</td>
<td>Canada's advanced Internet development organization <a href="http://www.canarie.ca/about/about.html">http://www.canarie.ca/about/about.html</a></td>
</tr>
<tr>
<td>CDE</td>
<td>Centre for Distance Education</td>
</tr>
<tr>
<td>EduSource</td>
<td>Canadian Network of Learning Object Repositories <a href="http://www.edusource.ca/">http://www.edusource.ca/</a></td>
</tr>
<tr>
<td>eLINC</td>
<td>eLearning Innovation Centre</td>
</tr>
<tr>
<td>ERDAU</td>
<td>eLearning Research, Development, and Applications Unit</td>
</tr>
<tr>
<td>CITL</td>
<td>Centre for Innovation in Teaching and Learning</td>
</tr>
<tr>
<td>CMS</td>
<td>Course Management System (SFU Surrey)</td>
</tr>
<tr>
<td>COHEREx</td>
<td>Collaboration for Online Higher Education and Research <a href="http://www.cohere.ca/">http://www.cohere.ca/</a></td>
</tr>
<tr>
<td>FirstClass</td>
<td>An online asynchronous communication tool</td>
</tr>
<tr>
<td>IDG</td>
<td>Instructional Development Group</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>LIDC</td>
<td>Learning &amp; Instructional Development Centre</td>
</tr>
<tr>
<td>LionShare</td>
<td>A project for connecting and extending Peer-to-Peer Networks (with MIT and Penn State)</td>
</tr>
<tr>
<td>LTCC</td>
<td>Learning Technologies Coordinating Committee</td>
</tr>
<tr>
<td>LTSC</td>
<td>Learning Technologies Steering Committee</td>
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<tr>
<td>SCUP</td>
<td>Senate Committee on University Priorities</td>
</tr>
<tr>
<td>SCUTL</td>
<td>Senate Committee on University Teaching &amp; Learning</td>
</tr>
<tr>
<td>SFU</td>
<td>Simon Fraser University</td>
</tr>
<tr>
<td>TeleLearning</td>
<td>A synonym for online learning</td>
</tr>
<tr>
<td>VPAC</td>
<td>BC Universities Vice-Presidents’ Advisory Council</td>
</tr>
<tr>
<td>WebCT</td>
<td>Web Course Tools – a Learning Management System</td>
</tr>
</tbody>
</table>
APPENDIX C: Functional Descriptions of Phases

Phase 1 - Connected Centres of Expertise

Functional Description

Clients

Faculty

(AS, A, B, E, HS, S and CS)

Students

Staff

Teaching Needs

Research Needs

Learning Needs

Faculty Liaison Coordinators

Program Directors

Centre for Innovation in Teaching and Learning

A. Strategic Planning Support
B. Faculty and Grad. Student Development and Teaching Enhancement
C. Program Development
   - Faculty Liaison
   - Planning and Needs Assessment
   - Project Management
D. Media/Course Development and Production
   - Educational Analysis
   - Instructional Design
   - Media Production
   - Graphic and Web Design
   - Course Development
   - Copyright, Editing, and Course Materials
E. Course Delivery and Support
   - Student Support
   - Registration, Exams
   - Triage Desk
   - LMS Support
   - Classroom AV and Technological support
F. Evaluation and Assessment
G. Research, Publication and Presentation Assistance
H. External Contracts

Learning Technology Coordinating Committee

- eLearning Research, Development & Applications Unit
  A. Academic Research Institute
  B. TR Labs

- Centre for Distance Education
  A. Program Development
  - Faculty Liaison
  - Planning and Needs Assessment
  - Project Management
  B. Course Development and Production
  - Educational Analysis
  - Instructional Design
  - Media Production
  - Graphic and Web Design
  - Course Development
  - Copyright, Editing, Course Materials
  C. Course Delivery and Support
  - Student Support
  - Registration Assistance, Examinations
  - Tutoring, Training, and Support
  - LMS Support
  D. Faculty Development
  E. Evaluation and Assessment
  F. External Contracts

Services + Research

Registrars Office

Library

ACS / OTS