## Committee Membership for 2002:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Dieckmann</td>
<td>Chair</td>
</tr>
<tr>
<td>Dianne Barlar</td>
<td>Director, Fort Walton Beach campus</td>
</tr>
<tr>
<td>James Barnett</td>
<td>Associate Vice President, Administrative Affairs</td>
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<tr>
<td>John Coffey</td>
<td>Faculty representative, College of Arts and Sciences</td>
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<tr>
<td>Stephanie Ellis</td>
<td>Student representative</td>
</tr>
<tr>
<td>Kitty Fouché</td>
<td>Associate Dean, College of Arts and Sciences</td>
</tr>
<tr>
<td>Peter Metarko</td>
<td>Associate Vice President for Enrollment Services</td>
</tr>
<tr>
<td>Grady Morein</td>
<td>Director of University Libraries</td>
</tr>
<tr>
<td>Jerry Norris</td>
<td>Associate Vice President for University Planning</td>
</tr>
<tr>
<td>Pamela Northrup</td>
<td>Faculty representative, College of Professional Studies</td>
</tr>
<tr>
<td>Janet Pilcher</td>
<td>Interim Dean, College of Professional Studies</td>
</tr>
<tr>
<td>Doug Pearson</td>
<td>Associate Vice President, Student Affairs</td>
</tr>
<tr>
<td>Richard Platt</td>
<td>Faculty representative, College of Business</td>
</tr>
<tr>
<td>Ed Ranelli</td>
<td>Dean, College of Business</td>
</tr>
<tr>
<td>Chuck Summers</td>
<td>USPS representative for Telecommunications</td>
</tr>
<tr>
<td>Leonard ter Haar</td>
<td>Faculty representative, College of Arts and Sciences</td>
</tr>
<tr>
<td>Paul Williford</td>
<td>Library Faculty Representative</td>
</tr>
<tr>
<td>&lt;vacant&gt;</td>
<td>Division of University Advancement</td>
</tr>
<tr>
<td>David Dawson</td>
<td>Interested party, College of Professional Studies</td>
</tr>
<tr>
<td>Karen Goldschmidt</td>
<td>Interested party, College of Arts and Sciences</td>
</tr>
</tbody>
</table>
Agenda for This Meeting

Minutes of April 2002 Meeting

May 17 Committee Report to UPC
Agenda for May 2002 Meeting

Date and time: Tuesday, May 14, 2002      9:00 - 10:30 AM
Location: Pensacola Campus, Building 12, Alumni Room

Agenda:

1. Administrative issues
   a. Approval of meeting agenda.
   b. Approval of minutes of April 16 meeting.

2. Recent reports to UPC
   a. UPC-IT Committee report to UPC for May 17 meeting.

3. Continued business from last meeting
   a. Virtual UWF report.
   b. Recommendations for University IT policy issues.
   c. Consideration of University IT master plan.
University Planning Council
Information Technology Committee

Meeting Minutes, 16-April-2002

Present
Michael Dieckmann, ITS
Dianne Barlar, Fort Walton Beach Campus
John Coffey, College of Arts and Sciences
Stephanie Ellis, student representative
Kitty Fouche, College of Arts and Sciences
Peter Metarko, Enrollment Services
Grady Morein, Library
Jerry Norris, University Planning
Pam Northrup, College of Professional Studies
Doug Pearson, Student Affairs
Chuck Summers, Telecommunications
Paul Williford, Library
Dave Dawson, interested party, College of Professional Studies
Karen Goldschmidt, interested party, College of Arts and Sciences.

Absent
James Barnett, Administrative Affairs
Janet Pilcher, College of Professional Studies
Richard Platt, College of Business
Ed Ranelli, College of Business
Leonard ter Haar, College of Arts and Sciences

Note: The position for the representative from the Division of University Advancement is currently vacant.

Committee Chair Michael Dieckmann called the meeting to order at 2:35 PM in the Alumni Room, Building 12, Pensacola campus.

Agenda
The meeting agenda was approved as distributed.

Minutes of the March Meeting
The minutes of the March 27 meeting were approved as distributed and posted in NAUTICAL.

Administrative Information
The Chair drew the Committee's attention to the following documents that were previously distributed:

- Remaining Spring 2002 Planning Cycle UPC and UPC-IT Meeting Schedule
- The UPC-IT committee's report to the April 23 UPC meeting
- ITS' report to the April 23 UPC meeting

CONTINUED BUSINESS FROM THE LAST MEETING:

UPDATE ON "HOT ISSUES"

Prometheus
Mr. Dieckmann reported that Prometheus has been purchased by Blackboard Inc., who is discontinuing the product within the next two
years. UWF is facing a dramatic immediate increase in the annual licensing cost of Prometheus. Mr. Dieckmann is currently negotiating with Blackboard. It is obvious that UWF must face the demise of Prometheus and migration to a successor course management system platform. There was extended Committee discussion on the topic.

Virtual UWF Report

The Chair reported that he had spoken with Provost Dimsdale following the last Committee meeting regarding the status of the Virtual UWF report. Dr. Dimsdale has asked the UPC-IT Committee to take up the issue of the report, recommending a "bridge plan" for moving toward implementation of the envisioned environment in affordable and manageable steps.

After extended Committee discussion, Dr. Metarko moved that a working subcommittee be created, chaired by Dr. Northrup, to resume work on the issues in the report. Each college dean will be asked to designate a representative for their college. Paul Williford will be included from this Committee to represent Library faculty. This motion was seconded and passed.

Dr. Northrup was requested to convene her workgroup and bring back to the May meeting a plan for how her group intends to proceed with this process.

ERP Systems Project

The Chair reported that, according to a memorandum issued by Dr. Wooten, the scope of the ERP systems project has been reduced to encompass only the Administrative Affairs division. This means that several members of this Committee that were previously on the ERP "Vision Team" -- including Dr. Metarko, Dr. Norris, and Dr. Pearson -- are no longer on that Team. The reduced ERP Vision Team includes only Dr. Barnett and Mr. Dieckmann from the UPC-IT Committee.

Recommendations for New IT Planning Priorities and Action Items

The Committee returned to the worksheet from the March meeting and the discussion of new priorities and action items, resuming with the category "Instructional Technology and Distance Learning," where it was noted that the Prometheus situation and the Virtual UWF report re-work are both top priorities. In other categories, these items were noted:

- **Technology Support and Training:** Training of LSPs and other support personnel should be integrated with training of ITS personnel.

- **Student Services:** Dr. Metarko noted that support for admission applicant pool tracking and recruiting activities is a top priority. Capability to process credit card payments from students over the web is also very important. Dr. Barlar noted that at least one presidential candidate seems strongly committed to providing students with university e-mail addresses for life. Dr. Metarko noted that faculty submission of grades over the web has been a tremendous success. It was noted that there is a need for faculty to be able to electronically submit textbook orders to the bookstore. Mr. Dieckmann noted that the Business Office is considering a major upgrade to the Nautilus Card system.

- **Administrative Systems and Operational Improvements:** Drs. Metarko and Pearson noted our new requirement by the Florida Legislature to provide computerized CLEP exam testing for Bright Futures scholars, which will be a major undertaking and expense for the University. A group will be meeting with ITS to discuss requirements for this testing. Mr. Dieckmann noted the growing problem of "shadow" administrative systems that duplicate functions of the central administrative systems.

- **IT Planning, Policy, and Management:** Dave Dawson introduced a handout with the items noted below.

- **IT Security:** The Committee had no items to add in this category.

There was vigorous discussion on how to best prioritize some overall planning priorities and recommendations to UPC. Dr. Pearson opined that IT security and responding to federal and state mandates (such as SEVIS and CLEP) are top priorities. Chuck Summers mentioned increased security of telecommunications closets as a major need. Everyone agreed that instructional support, distance learning, and a student technology fee are top priorities. Led by Dr. Barlar, consensus emerged on a list of instructional support, security, mandates, policies, student services, and a technology fee as top planning priorities. Dr. Barlar noted that "students first and
instruction are way up there” as priorities. Funding for additional multimedia classrooms and a student technology fee emerged as the main recommendations to UPC. Dave Dawson emphasized distance learning policies as a need. Karen Goldschmidt noted larger computer-equipped classrooms as a major need.

Planning and policy items introduced by Dave Dawson:

UPC-IT New Business Proposals

The following items are submitted for discussion regarding upcoming ITS priorities.

The colleges may benefit from this type of information in making strategic decisions their own resources distribution.

What is proposed is some way of formally articulating the following items:

1. If a college wanted to have ITS house a college server, manage and maintain it, how much would it cost?
   a. How would the application and services management work?
   b. How would grant servers be addressed?

2. If a college wanted to have an application, or a database hosted as a college or department resource on an ITS academic server, what are the specific limitations, and use policies?

3. How are academic computing resources defined, and reported? Is there a formal mechanism for incorporating college-specific strategic requirements?

4. What metrics are used to measure alignment of ITS priorities and resource allocation with the articulated goals of the colleges.

Speaking on behalf of ITS, Mr. Dieckmann said he welcomed closer articulation with the colleges, and would like to see their articulated goals to aid in ITS planning. At present, ITS’ major planning cooperation with Academic Affairs is through the Provost’s Office, and ITS has not been successful at achieving a closer planning relationship with the colleges. Mr. Dieckmann would like to resolve this problem and collaborate more closely on IT planning issues before they reach the Provost’s Office.

He also noted that ITS is currently planning a server hosting service and should have parameters on that service to announce soon.

Mr. Dieckmann emphasized the issue of funding models for IT, and drew the Committee's attention the briefing he prepared on this topic for the Committee.

Adjournment

As the allotted time for the meeting had been exhausted, new business items were deferred to the May meeting. The meeting adjourned promptly at 4:00 PM.

Meeting Materials

See handouts for the meeting.

Minutes recorded by Michael Dieckmann.
### Worksheet: Recommendations for New Planning Priorities and Action Items
**Updated from April 16, 2002 Meeting**

<table>
<thead>
<tr>
<th>Area:</th>
<th>CITO “Hot Issues” and ITS Plans</th>
<th>Committee Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IT Infrastructure – Data Network</strong></td>
<td>- Upgrade network backbone to gigabit bandwidth; requires deployment of single-mode fiber optic cable infrastructure. $$&lt;br&gt;- Increase Internet bandwidth, and establish redundant Internet connection. $$&lt;br&gt;- Deploy wireless network access in selected instructional and “common” spaces. $$&lt;br&gt;- Increase circuit bandwidth to Fort Walton Beach campus. $$</td>
<td>None.</td>
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<tr>
<td><strong>IT Infrastructure – Classrooms</strong></td>
<td>- Complete upgrade of eight oldest high-tech classrooms to the current standard. $$&lt;br&gt;- Equip twelve additional classrooms as high-tech classrooms. $$&lt;br&gt;- Equip one generally-scheduled classroom as wireless laptop classroom. $$&lt;br&gt;- Establish long-term plan for life-cycle funding for technology equipping and maintaining all classrooms. $$</td>
<td><strong>Dr. Metarko:</strong> Agreement with these recommendations. May have funding to equip four additional classrooms this fiscal year. <strong>Dr. Barlar:</strong> Need two additional classrooms equipped at FWB campus, for a total of 4.</td>
</tr>
<tr>
<td><strong>IT Infrastructure – Computer Labs</strong></td>
<td>- Standardize all general-purpose open access computer labs. $$&lt;br&gt;- Upgrade computers in SAIL and CyberLounge labs. $$</td>
<td><strong>Dr. Pearson:</strong> Requirements for computer-based CLEP testing and need for a testing facility.</td>
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### Area: CITO “Hot Issues” and ITS Plans

<table>
<thead>
<tr>
<th>Committee Recommendations:</th>
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<tr>
<td>None.</td>
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### IT Infrastructure – Systems
- Complete upgrade of student and faculty/staff email systems and replacement of Meeting Maker.
- Complete deployment of Active Directory Service to replace Novell.
- Complete deployment of ArgoNet II upgrade including enhanced storage services, web services, and student printing services.
- Upgrade central server backup system. $$

### IT Infrastructure – Site-Licensed Software
- Maintain Microsoft Campus Agreement and Adobe Acrobat site licenses. $$

### IT Infrastructure – Other
- Establish secondary Data Center facility in Building 37.
- Establish remote Data Center facility at FWB campus.
- Establish full generator electrical emergency power for Building 79 Data Center. $$
- Upgrade air conditioning in Building 79 Data Center. $$

### Instructional Technology and Distance Learning
- Upgrade Prometheus web and database servers.
- Expand Prometheus licensing to next level (500 courses). $$
- Complete deployment of video server.

Resolution of the Prometheus situation, and migration to a new product.

Re-working of the Virtual UWF plan.
### Worksheet: Recommendations for New Planning Priorities and Action Items
**Updated from April 16, 2002 Meeting**

<table>
<thead>
<tr>
<th>Area:</th>
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<th>Committee Recommendations:</th>
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</table>
| **Technology Support and Training** | • Continue expanding MAGIC system use to all interested LSPs.  
• Continue developing Federated Computing Support model.  
• Establish training and professional development program for LSPs. **$**  
• Improve distributed server administration.  
• Provide enhanced support for computer lab managers.  
• Continue collaboration with Office of Human Resources on strategic IT training initiative. | Integrate training of other technical support personnel with ITS training initiatives. |
| **Student Services** | • Complete deployment of ResNet to all UWF residence halls.  
• Determine future direction for ResNet service.  
• Produce enhanced Student Technology Guide in web format.  
• Produce web site that assesses UWF technology in framework of EDUCAUSE Consumer’s Guide to Campus Technology.  
• Continue developing e-services for prospective and current students; next priority is web-based payment and credit card processing. | Dr. Metarko: Admissions applicant pool tracking and recruiting.  Credit card processing on the web is extremely important.  
Dr. Barlar: Giving students UWF email addresses for life.  
Ability for faculty to send book orders to bookstore in automated fashion. |
| **Administrative Systems and Operational Improvements** | • Complete classroom management and scheduling system.  
• Continue expanding use of Report Navigator.  
• Complete deployment of automated financial aid award packaging.  
• Continue involvement in statewide FACTS system project. | Dr. Pearson: SEVIS and INS reporting requirements.  
Dr. Metarko: CLEP testing requirement for Bright Futures scholarship recipients.  
Problem of “shadow systems.” |
### Worksheet: Recommendations for New Planning Priorities and Action Items
**Updated from April 16, 2002 Meeting**

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<th>Committee Recommendations:</th>
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<tr>
<td>CITO “Hot Issues” and ITS Plans</td>
<td>• Continue web-enabling all legacy mainframe systems.</td>
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<td></td>
<td>• Pending results of the ERP project, continue developing FirstMate and RecruitLine e-service web systems.</td>
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<td></td>
<td>• Deploy replacement for NAUTICAL, the “Project X” information broker utility.</td>
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<td></td>
<td>• Support Administrative Affairs’ ERP systems project.</td>
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</tr>
<tr>
<td>IT Planning, Policy, and Management</td>
<td>• Establish sustainable life-cycle funding model for IT, with first priority given to:</td>
<td>See issues raised by Dave Dawson in April 16 meeting minutes.</td>
</tr>
<tr>
<td></td>
<td>o Network infrastructure.</td>
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<td></td>
<td>o Student computer labs.</td>
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<td></td>
<td>• Establish student technology services fee.</td>
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<td></td>
<td>• Review and update all University IT policies.</td>
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<td></td>
<td>• Establish ITS annual planning and reporting framework.</td>
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## Worksheet: Recommendations for New Planning Priorities and Action Items
Updated from April 16, 2002 Meeting

<table>
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<tr>
<th>Area:</th>
<th>CITO “Hot Issues” and ITS Plans</th>
<th>Committee Recommendations:</th>
</tr>
</thead>
</table>
| IT Security                   | • Continue IT Security Initiative, with initial emphasis on:  
|                               |   o Network security –  
|                               |     ▪ Firewalls  
|                               |     ▪ Intrusion detection systems  
|                               |     ▪ Authenticated network access  
|                               |   o Security of servers.  
|                               | • Complete comprehensive IT risk assessment.  
|                               | • Establish disaster recovery/operational continuity plan.  
|                               | • Address physical security of communication closets and communication infrastructure.                                                                                                                                          | None.                       |
Top IT Planning Priorities:

1. Support of instruction; distance learning policies. Plans for Prometheus.
3. Mandates, such as need for financial systems; SEVIS; CLEP.
4. IT policies.
5. Student Services and Students First.
6. Technology fees.

Recommendations to University Planning Council:

1. Funding for additional multimedia classrooms.
2. *** Technology fee.
3. 
UPC Committees -- Reports and Recommendations

Committee: Information Technology  
Committee Chair: Michael Dieckmann

I. Introductory Remarks by the Committee Chair: (Narrative)
The Committee has one final meeting scheduled in the Spring 2002 planning cycle, which will be on May 14 (after the submission deadline for this report). At that meeting the Committee will concentrate on a work plan to update the “Virtual UWF” report, as requested by the Provost. The Committee will also examine needs for new or updated University IT policies, and the ongoing status of responding to external mandates that involve information technology.

II. Current Issues Under Consideration by the Committee: (Listing)
1. Mandated IT needs such as financial management systems, CLEP testing, and SEVIS reporting.
2. Future course management system (e.g., Prometheus) for UWF.
3. Virtual UWF report.

III. Planning Priorities of the Committee: (Listing)
1. Information technology governance and planning.
2. University strategic information technology plan.
3. University information technology policies.

IV. Recommended Actions to UPC: (Listing)
1. Place high priority on implementing a student technology services fee.
2. Establish funding for technology equipping additional classrooms at both Pensacola and Fort Walton Beach campuses.
3. Give continued priority to technology related to student services and Students First initiatives.
4. Give continued priority to development of the University’s information technology infrastructure.

V. Concluding Remarks: (Narrative)
None.

VI. Attachments List
None.
Continued Business from Last Meeting:

Virtual UWF Report

Recommendations for University IT Policy Issues

Consideration of University IT Master Plan
Distance Learning Strategic Plan
establishing Virtual UWF

Submitted by:

The Distance Learning Policy and Procedures Committee

February 28, 2000

Pam Northrup
Bill Huth
Kitty Fouche
Sarah Frank
Steve Curda
Judy Steele
Grady Morein
Ritchie Platt
Johan Leibens
Karen Moore
Sylvia Maxwell
Rick Scott
Gary Howard

With special thanks to Diane Barlar, Vance Burgess, Mike Dieckmann, Linda Dye, Ann Dziadon, Rick Harper, Pete Metarko, Karen Rasmussen, Helen Wigersma, and others who worked with various subcommittees defining vision, faculty support, student support, and infrastructure.
Distance Learning Strategic Plan
University of West Florida

University of West Florida’s Vision Statement

“We are Northwest Florida’s comprehensive university dedicated to educational excellence through the provision of unique and creative learning opportunities, the development of new knowledge, cultural enrichment, and economic and community development that enhances the quality of life for people in the regions we serve.”

Vision

Educational Excellence: Anytime…Anyplace

Students are our highest priority and we are dedicated to the improvement of mind and spirit through the creation, application, and dissemination of knowledge in a personalized environment. Through high-quality curricular offerings, student support, and a faculty committed to learning and achievement, we will be able to provide education on-demand using distance and distributed learning technologies to meet the needs of students and to be prepare them as active, life-long learners in the 21st century.

Mission

To achieve the vision of Distance Learning at UWF, we propose the establishment of Virtual UWF. Virtual UWF will provide institution-wide administrative and instructional support for programs, courses, and workshop offerings that are distributed as web-based courses, web-enhanced courses, and in the Interactive Distance Learning Studio for distance learning faculty, students, and the communities that we serve. During the next five years, it is proposed that Virtual UWF will facilitate the following:

- Establish Virtual UWF
- Promote economic development through the design and delivery of niche programs, courses, and professional development
- Increase enrollment at UWF with both degree seeking and non-degree seeking students
- Offer more courses at remote locations across the UWF service area
- Increase course offerings at the Ft. Walton Beach Campus
- Facilitate the classroom space issue by offering combined web-based and traditional courses, thus reducing the amount of in-class time and increasing the “distributed” class time via the web, CD-ROM or other instructional medium
- Facilitate web-enhanced courses taught in traditional courses.
To achieve the goals of Virtual UWF, several elements must be in place. Specifically, the concept of “one-stop shopping” for both faculty and students will be critical to the success of Virtual UWF. Although this proposal suggests that services such as infrastructure, library support, and training be distributed throughout the campus, a central location must be established. This proposal suggests that a centralized unit be established to manage Virtual UWF. The proposal suggests a strategy for achieving a centralized distance learning function on the UWF Campus by establishing a Center for Innovative Technologies & Instruction. This plan suggests that there are five areas of the total system that must be addressed:

- Student Support
- Faculty Support
- Training
- Infrastructure
- Instructional Design Services

Each area will be discussed later in the plan to provide recommendations made by the committee during implementation of Virtual UWF. To ensure that each of the five areas are addressed and will achieve the strategic goals, mission, and vision of Virtual UWF, the following objectives have been established as a tangible structure for the upcoming three years:

**Objectives**

1. Establish the organizational structure for distance learning on the campus.
2. Identify target market opportunities for distance learning courses, programs, and workshops congruent with academic strengths.
3. Prioritize identified market opportunity programs on a yearly basis for design, development, and implementation in collaboration with instructional development teams.
5. Provide a long-range training schedule for faculty to design, develop, implement, and evaluate distance courses and programs.
6. Design, develop, and implement distance learning courses, programs, and non-credit generating Institutes and workshops.
7. Provide web-based student support services including online registration, admissions, advising, and financial aid to all students in distance courses or programs.
8. Provide strong facilitation and mentoring of students in Interactive Distance Learning and web-based courses.
9. Provide strong library services and remote opportunities to students at distant locations.
10. Maintain strong infrastructure support for the Interactive Distance Learning Classrooms and all web delivery.
11. Adopt a continuous improvement model to adapt, revise, and re-identify opportunities for high-quality distance courses, programs, and workshops.
12. Promote Virtual UWF through a highly visible marketing campaign.

**Organizational Structure**

The committee discussed three strategies for organizing Virtual UWF,

(1) establish a “Center” that has as its primary mission the support for innovative technologies and instruction,
(2) create a University College that mirrors the Graduate Research Colleges around the country, or
(3) expand the services of CoPS Office of Distance Learning to a University level.

**Model 1: Establishing a Center**

Given the logic of re-purposing services that already exist on the campus, The Center should serve as the “hub” for distance learning activities in Student Support Services, ITS, Sponsored Research, The Library, and CoPS Office of Distance Learning. The Center would contract with existing units on campus to provide faculty training, faculty support, student support, and to make recommendations for continued expansion of distance learning services on the campus.

Virtual UWF, in essence would have several coordinating partners on the campus, each serving a role in its success.

**Figure 1: Virtual UWF**
Model 2: University College

In this model, a college would be established that provides all service support to the University distance learning efforts including student support, faculty support, and instructional design services. Administratively, the University College would offer distance degree programs in partnership with the respective colleges, with FTE going to the college in which the program resides. In some universities and community colleges, this model has been very successful and serves as a revenue-earning, entrepreneurial college.

Model 3: Enhancement of Current Office of Distance Learning

In this model, the current responsibilities of the Office of Distance Learning, currently housed in CoPS would be enhanced to provide support and services to the university as a whole. Currently the Office of Distance Learning is:

- provides support to faculty and students in both a graduate and undergraduate program,
- trains and monitors the facilitators for the whole university,
- employs the support team member for UWF,
- trains and monitors the online mentors for UWF’s first distance program, ETMS, Instructional Technology,
- promotes high-quality pedagogy in all its efforts,
- works with student support and enrollment services to provide support to students
- works with the library to provide materials to remote learners
- has established an instructional video on learning at a distance, and more.

It is the suggestion of some members of the committee that this model be enhanced and replicated at a university level. The recommendation is that the current Office of Distance Learning manage all aspects of Virtual UWF within the following framework:
The model proposes that the Director of Virtual UWF report directly to the Provost on all matters related to Distance Learning. Virtual UWF would work closely with each of the three colleges providing support specifically to programs selected as key distance programs and to faculty pursuing web-enhanced distance learning strategies with a STRONG focus on supporting students and making distance learning at UWF a positive, high-quality experience.

Committee Structure

Regardless of the model organizational structure selected, it will be essential to form some type of committee structure to ensure support campus-wide.

To maintain open lines of communications and to reduce redundancies with activities occurring within individual colleges, it is proposed that two committees be formed, an Executive Committee and an Advisory Committee.

Executive Committee Membership

Provost, VP of Academic Affairs  
Director, Virtual Campus  
Admissions/Registrar  
ITS Chief Information Officer  
Director of FWB Campus  
General Counsel for UWF  
Academic Deans

- Meets as required  
- Defines policy for University-wide coordination/support

Advisory Committee Membership

Director, Virtual UWF  
Representative(s) from niche distance programs  
CNET Representative  
Business Partner  
1 member from the NW Florida Distributed Learning Consortium [represented by the Navy, PJC, Escambia County Schools, Santa Rosa County Schools, UWF, and the Chamber]

- Meets monthly [at first] – later moving to bi-monthly  
- Recommends policy on such issues as:  
  - Faculty incentives/compensation [royalties for faculty, release time for course development, etc.]  
  - Intellectual property  
  - Academic “re-engineering” of courses and programs
• Determining levels of responsibility campus-wide (do we want to be developers of distance learning resources, consumers of courses/materials or brokers?)
• Continue in discussions on redundancies in course and program development within colleges and as part of Virtual UWF.
• Recommend strategies and tasks to achieve the objectives of Virtual UWF.

Supporting Partners Team

• ITS
• Haas Center
• Teaching Center
• Library
• Student Support Services
• CoPS Office of Distance Learning

Responsibilities include:

• Operations of campus-wide distance learning
• Partnership responsibilities
• Campus-wide issues related to compensation, intellectual property, copyright, and other areas of concern
• Make recommendations to Advisory and Executive Committee

Responsibilities of Existing Campus Supporting Partners

Information Technology Services (ITS), The Library, Student Support Services, The Office of Sponsored Research & Graduate Studies, The Teaching Center, and the campus-wide Distance Learning Team will each play a key role in the implementation of Virtual UWF. Each entity, already in existence on the campus can expand its role to encompass Virtual UWF.

The overall responsibility for Virtual UWF will be to manage all aspects of distance learning and to coordinate with the existing campus entities to ensure that students have a successful experience and that faculty have adequate support and compensation for their efforts. Overall, Virtual UWF will provide institution-wide support for distance learning faculty, students, courses, and classrooms for all Distance Campus activities. The following are responsibilities:

• Provide specific support for students including coordination of facilitators and mentors; mail-outs of resource materials welcoming students to distance learning at UWF; establishment of videos & other instructional materials on how to be a distance learner. Will serve as a liaison for all Student Support
Services (e.g., financial aid, admissions, registration, bookstore purchases, etc.)

- Establish and maintain the Virtual UWF web site.
- Design and develop university-selected distance programs in niche areas campus-wide. (Using the teaming approach with an Instructional Designer, Faculty Member, and Web Developer this can be accomplished.)
- Serve as the point of contact for all Distance Learning services at UWF and be responsible for attending state-level and national distance learning meetings to represent Virtual UWF and the University.
- Provide pedagogical consulting to faculty planning to design and develop distance courses.
- Conduct (or facilitate) the faculty development workshops, courses, and seminars on pedagogy for distance learning.
- Conduct all facilitator and mentor training. Support all facilitators & mentors once trained.
- Consult on grant-related efforts for distance learning courses and programs campus-wide.
- Schedule the Interactive Distance Learning Classroom in Bldg 77/145.
- Work with Public Affairs to promote distance courses and programs at UWF.

Supporting Partners

In addition to the direct responsibilities of staff within Virtual UWF, the support partners, already in place on the campus will provide the following to the Virtual UWF effort.

Information Technology Services is a central support organization that maintains the university information technology infrastructure and works in partnership with computer support personnel in UWF's colleges and divisions. ITS consists of eight workgroups, four of which concentrate chiefly on the academic infrastructure and support.

1. Infrastructure Services, which maintains the data, television, and instructional videoconferencing networks and enterprise-wide servers.
2. Client Services, which operates instructional audiovisual services and the faculty/staff technology helpdesk.
3. Educational Technology Services, which focuses on direct support of faculty computing and the integration of technology-enhanced instruction into both the classroom and distance learning environments.
4. UWF-TV that provides video production and transmission services for instructional projects and educational programming.

*Within the four workgroups, the following tasks will be supported through ITS:*

- ITS will maintain all institutional technical and infrastructure support for the Interactive Distance Learning Studio (IDLS) and
• Maintain UWF web servers and supporting infrastructure for a web-based distance learning environment.
• Provide all technical and software training for faculty members.
• Provide technical support for faculty as they develop WebCT (and other) distance learning courses.
• Maintain the Technical Support help desk for all distance learners on an expanded schedule to include evenings and weekends.

The Library's commitment to distance learning includes providing access to UWF's Library Catalog, plus the library catalogs of all of the Florida State University System libraries and all public community college libraries. Eli (UWF's electronic library) compiled by UWF librarians working directly with faculty, consists of unique resources arranged by subject and designed to guide users through the wide range of information resources available in print and on the Internet. The library will play an active role in the access and distribution of library resources to distance learners including:

• Remote access to online databases, full-text journals, and other resources to assist students & faculty within courses and across programs
• Inter-library loan information to distance students
• Training sessions for faculty & online training for students to learn more about the library’s distance opportunities
• Ongoing training about copyright issues related to distance learning design, development and the use of video
• Gateways to other library services and resources including Galileo and others.
• Access to Eli for all distance learners

Student Support Services

• Establish a web site for all distance student support services to support Virtual UWF including: Admissions, Financial Aid, Registration, Withdrawal, Health, and others.

Office of Sponsored Research and Graduate Studies

• Maintain resources for the Virtual UWF including: current intellectual property guidelines, copyright guidelines, and other relevant legislation that may be valuable to faculty members developing distance learning courses and programs.
• Establish a web-form that will enable faculty to complete to determine the specific issues they may encounter when designing a distance course (eg., for hire with university funds; on a contract-grant basis; without funding other than university salary, etc.
• Establish policy and directives on courses delivered using non-credit generating courses.
Five Area Implementation Strategies

The committee recommends that the following five areas are critical to the success of Virtual UWF, regardless of its' organizational position within the university. Student support, faculty support, training, infrastructure, and instructional design services are all necessary components, if one is missing, distance learning at UWF will fail.

Student Support

Student support will include orienting students to distance learning to help them become more confident distance learners. Strategies for accomplishing this should include:

- designing a videotape for delivery during the first night of class in the Interactive Distance Learning Studio,
- sending a welcome to distance learning letter to students discussing specific facts about distance learning at UWF and their course, and
- designing a web-based tutorial on becoming a distance learner.

Additional student support by providing facilitators for Interactive Distance Learning courses and mentors for web-based courses is also an important element of student-to-UWF interaction.

Additional student support will include what is typically considered support including Financial Aid, Registration, Admissions, use of the Library, the Bookstore, and more.

Faculty Support

Faculty support must include ongoing just-in-time training and coaching during development of web-based, web-enhanced or interactive distance learning courses. Many universities provide online resources for faculty to use including online professional development, links to clip art galleries, html code, Java scripts, and more. Faculty choosing to design, develop, and implement distance courses must have assistance and guidance as they move through the process. The assistance from administrators may include possible course reduction or recalculation of load for teaching a distance course, possible release time during the first semester a course is implemented at a distance, and solid support in recognition that this is a scholarly pursuit during annual evaluations, tenure, and promotion.

It is the recommendation of the initial distance learning committee to continue reviewing the roles and responsibilities of Virtual UWF in comparison to the roles and responsibilities within each College on campus to reduce overall redundancies.
Training

Training is a vital component of the ongoing success of distance learning. By educating faculty on how to design, develop, and implement successful distance learning courses and programs, not only will faculty gain additional skills, the courses designed will be of high quality and will represent UWF as an institution with high standards for its students. Training is not limited to just faculty, students must also be trained. As discussed in the Student Support paragraph, students must understand completely their new roles as distance learners. Much research exists about the characteristics of a distance learner. Training on how to gain those specific skills will be essential for student success. Finally, facilitators and mentors that are a part of the distance experience must also be trained. Typically, facilitator and mentor training occurs once a semester, about 3 weeks prior to the start of a new semester. Another body of research clearly suggests that facilitation is an essential component of “good” distance learning.

Instructional Design Services

Instructional Designers are trained on the principles of human learning and how to translate those principles into high-quality instruction. Having Instructional Design expertise will be vital to the overall success of courses and programs. Designers will work with content experts, the faculty, to design and develop specific courses for Virtual UWF. It is envisioned that the Instructional Designer will be assigned the “niche” programs to design and develop, while providing his or her expertise to the faculty at-large through professional development training. Additionally embedded within the Instructional Design Services component is the maintenance and updating of programs and courses on a systematic basis.

Infrastructure

Obviously this is a critical element. With one distance classroom being used during most hours of the school day, evenings, and on weekends, the need to ensure that this room is maintained in a timely manner, using high-quality technical support is essential. When the room is down for one day, as many as 10 classes could be missed. Multiply that by a week, and hundreds of students have missed class. Additionally, with the demand for this room being so high, it is time to consider the retrofit of another classroom space on campus to serve as the second distance learning classroom. Finally, the web and mail servers on the campus are essential for our students learning via the World Wide Web. When the servers are down for whatever reason, class is missed.

It is recommended strongly that ITS and Virtual UWF work closely together to meet the campus-wide needs for program offerings at remote locations and that someone from Virtual UWF be a member of the University Planning Council Information Technology Subcommittee.
Strong infrastructure support is the nuts and bolts of the entire Distance Learning effort. Without financial support to ensure that services are up and running, the success of the students and instructors will be diminished.

**Implementation Plan**

Proposed are the implementation strategies for the next 3 years at Virtual UWF. Some of the activities in Year 1 have already been implemented.

**Year 1: 99-00**

Form Distance Learning Task Force  
Establish Strategic Plan for Distance Learning  
Implement Virtual UWF  
Establish an Executive Committee for Distance Learning  
Develop 2 programs via distance learning  
Market programs

**Year 2: 00-01**

Form Advisory Committee  
Establish Virtual UWF website  
Establish Training Plans  
Identify 2 programs for development  
Identify 10 web-enhanced courses  
Identify 1 non-credit generating Institute for DL  
Establish Policy on Intellectual Property for DL  
Establish Policy for recalculating load for DL courses

**Year 3: 01-02**

Plan quarterly meetings for DL Team  
Develop 2 distance programs  
Develop 10 web-enhanced courses  
Develop student support materials  
Develop online student support website  
Conduct training  
Market a total of 4 programs for DL  
Develop 1 non-credit generating Institute  
Maintain Virtual UWF Website
Issues Remaining

Establishing Virtual UWF is a first step in providing one-stop shopping for distance learning at the University of West Florida. However, the committee recognizes that establishing Virtual UWF is just the beginning. The committee makes the following recommendations for ongoing study:

• Establish a policy on faculty load and compensation when developing a distance course. In Articles 8 and 9 of the BOR-UFF Collective Bargaining Agreement on Appointments and Assignments, it is noted in Section 9.9 that new or revised polices are needed and that universities shall develop such policies and consult with the UFF pursuant to Section 2.2, prior to implementation. The 4 areas under 9.9 (c) as follows are the recommendation of the committee to pursue.

  (1) Recognition of that employee effort spent in the assigned development of instructional technology/distance learning materials and in providing instruction assigned in this manner which is appreciably greater than that associated with a traditional course;
  (2) Training and development resources available to employees who have been assigned to provide instruction through the use of instructional technology/distance learning;
  (3) Provisions for clerical, technical, and library support in conjunction with the assigned use of instructional technology/distance learning; and
  (4) Compensation, including recognition in an employee’s assignment or provisions for extra State compensation, for appreciably greater workload associated with the assigned development and use of instructional technology/distance learning.

• Establish policy based on the University’s Intellectual Property policy that incorporates a number of factors that include where the intellectual property resides when instructional designers support the development of a course, when additional compensation has been provided to faculty who develop distance courses (eg., $5000 stipends), and other possible scenarios for distance learning development.

• Recommend a final organizational structure that is congruent with the emphasis that the university intends to place on distance learning, that is reasonable given the limited resources available on our campus.
Recommendations for University IT Policy Issues

As the University finalizes its new “policy on policies,” one priority of the Chief Information Technology Officer (CITO) in 2002-2003 is a comprehensive review and update of University IT policies.

The following table, based on review of several collections of higher education IT policies, shows what might be considered a typical framework of basic University IT policies, and where UWF has policies fitting that framework.

<table>
<thead>
<tr>
<th>IT Policy Area</th>
<th>General Issues Addressed</th>
<th>Existing UWF Policies in This Area</th>
<th>Envisioned New UWF Policies in This Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use of information technology and eligibility for use.</td>
<td>Eligibility to use university IT resources, acceptable use, abuse, and sanctions for abuse.</td>
<td>ArgoNet Account Policies and Procedures (NAUTICAL Publication 78)</td>
<td>Combine all these into an integrated Use of University Information Technology Resources policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UWF Computing Resources Usage Agreement (the ArgoNet account activation “I Agree” statement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UWF Student Computer Use Policy (NAUTICAL Publication 31)</td>
<td></td>
</tr>
<tr>
<td>Use of electronic mail.</td>
<td>Specific appropriate use policies for electronic mail.</td>
<td>UWF Policy on Electronic Mail (NAUTICAL Publication 77)</td>
<td>Shorten and simplify; address mass communication issues.</td>
</tr>
<tr>
<td>Web publishing.</td>
<td>Specific appropriate use policies for web publishing resources, as well as content and/or style restrictions.</td>
<td></td>
<td>Presume that Marketing Communications will be initiating some policies in this area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Envision changes to student personal web publishing abilities.</td>
</tr>
<tr>
<td>University data management, data administration, and data access.</td>
<td>Access to, and management of, University information in databases and information systems.</td>
<td></td>
<td>Definite need; specific policies unclear.</td>
</tr>
<tr>
<td>Information privacy.</td>
<td>Privacy of personal information maintained in information systems.</td>
<td>Proposed UWF Policy on Web and Internet Privacy (see <a href="http://uwf.edu/its/policies.cfm">http://uwf.edu/its/policies.cfm</a>)</td>
<td>Make this an official policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Will need privacy policy for credit card system.</td>
</tr>
<tr>
<td>Management of University network.</td>
<td>Extension of the network and management of the network.</td>
<td></td>
<td>Management of University Networks</td>
</tr>
<tr>
<td>IT Policy Area</td>
<td>General Issues Addressed</td>
<td>Existing UWF Policies in This Area</td>
<td>Envisioned New UWF Policies in This Area</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Security of information technology resources.</td>
<td>An increasing concern since September 11, issues of protecting and securing IT resources and systems.</td>
<td></td>
<td>Envision several policies coming from the IT security initiative.</td>
</tr>
<tr>
<td>Intellectual property.</td>
<td>Faculty (and others') rights toward intellectual property specific to IT resources.</td>
<td>General intellectual property policy, not specific to IT.</td>
<td>Presume Faculty Senate is covering this.</td>
</tr>
</tbody>
</table>

Questions for the Committee:

1. What involvement, if any, does the Committee desire to play in the revision of existing University IT policies or the development of new University IT policies? Options would include participating in policy formulation, review of draft policies, and/or endorsement/approval of final policies.

2. Does the Committee have recommendations regarding needs for new University IT policies?

3. Does the Committee have any concerns in general regarding University IT policies or the policy process?
University IT Master Plan

In the UPC-IT Committee Charter, under "Specific Responsibilities," responsibility number 4 implies the existence of a University-wide information technology master plan:

"4. Review annually the strategic plan of the Information Technology Services department, and the University Technology Plan."

Why do we need a strategic university IT plan, or "IT Master Plan?" Principally because information technology has become big, expensive, and costly to implement, requiring long-range planning and coordination. In other words, for exactly the same reasons that we have a "Campus Master Plan" for physical facilities.

In addition, a University-wide IT plan serves as a coordinating force for local implementations of technology (if anyone pays attention to it). Hopefully, such a plan employs the "carrot rather than the stick" philosophy – that is, it seeks to coordinate efforts through guidance and incentives, rather than through restrictions and command-control mechanisms. The figures below depict the philosophy that such an IT strategic plan would play.

**Current situation without overall IT strategic plan:**

- UWF Partnership Strategic Plan
- Divisional and College Plans
- Departmental Plans

- Departments make uncoordinated technology plans in support of their departmental plans.
- University-wide information technology goals and priorities are often diluted or lost, or "cost sub-optimization" occurs.

**Envisioned environment with IT strategic plan (fantasy?):**

- UWF Partnership Strategic Plan
- Divisional and College Plans
- Departmental Plans

- Units are guided in their technology plans by the overall University IT plan.

(Cost sub-optimization refers to the situation where units make local technology decisions that appear locally cost-effective as they optimize their own budgets, but in terms of the overall institution actually raise IT costs or create institutional problems.)
The benefits of a University Strategic IT Plan would hopefully include the following:

1. Clearly identify ongoing major goals and priorities for information technology in support of the University’s Partnership Strategic Plan.

2. Identify major needs that require centralized University funding versus local unit funding.

3. Identify areas where divisions, colleges, and local units should work in a coordinated, cooperative, and collaborative fashion related to IT. (Examples might include student computer labs, or technology support services.)

4. Serve as a guide to local units as they make technology plans. (Perhaps the Strategic IT Plan itself would do this, or alternatively it might serve as the anchor for more detailed policies and tactical plans that provide that guidance.)

5. Give focus to the ongoing activities and agenda of the UPC-IT Committee.

6. Give guidance to the strategic plans of ITS and the activities of the CITO.

In terms of forming such a plan, there are various options:

1. The UPC-IT Committee (or a subcommittee) could draft the initial plan.

2. The Committee could ask the CITO to draft an initial plan, and then the Committee would revise and finalize the plan.

3. Or other models ....

Questions for the Committee:

1. Should we proceed to formulate an IT Master Plan? Is there sufficient need for it? Do we agree it would provide benefits worth the effort?

2. If so, what process shall we use to create it?

3. Are there initial recommendations for contents of the plan?