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## **Strategic Opportunities in Collaborative Distributed Education: A Discussion Document A Working Draft**

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**Prepared by:**

Karen Partlow, Program Administrator, CIC Learning & Information Technologies  
Merri Beth Lavagnino, Director, CIC Learning & Information Technologies

**For the CIC Members:**

Geoffrey R. Stone	University of Chicago
Richard Herman	University of Illinois
Sharon Stephens Brehm	Indiana University
Jon Whitmore	University of Iowa
Nancy Cantor	University of Michigan
Lou Anna K. Simon	Michigan State University
Robert H. Bruininks	University of Minnesota
Lawrence B. Dumas	Northwestern University
Edward J. Ray	Ohio State University
Rodney A. Erickson	Pennsylvania State University
Sally Frost Mason	Purdue University
Gary D. Sandefur	University of Wisconsin-Madison

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# Table of Contents

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<b>Letter From Chair of CIC and Director of CIC</b> .....	1
<b>Introduction</b> .....	3
The Question and the Process .....	3
Overview of this Discussion Document .....	4
Definitions of Key Terms .....	4
<b>Part 1: Survey of Distributed Education Landscape</b> .....	6
Growth in Internet-based Distance Education in Postsecondary Education .....	6
Status of Distributed Education at CIC Institutions .....	7
National Status of Collaborative Distributed Education in Higher Education .....	14
■ CIC Common Market of Courses and Institutes .....	14
■ Midwest Universities Consortium for International Activities (MUCIA) Global—A Collaborative International Distance Higher Education Provider .....	15
■ University Alliance for Life Long Learning .....	15
■ Collaborative Master’s Degree in Family Financial Planning .....	16
■ MERLOT and World Lecture Hall .....	17
■ National Laboratory for Applied Network Research (NLANR) Clearinghouse ..	18
■ Southern Regional Education Board (SREB) Electronic Campus .....	18
■ SREB Distance Education Policy Laboratory .....	21
■ Virtual Resource Centers for Teaching and Learning with Technology .....	22
<b>Part 2: Check for Common Understanding</b> .....	24
Assumptions about the CIC as an Organization .....	24
Critical Attributes of Successful Collaborative Distributed Education Initiatives .....	24
Critical Attributes of Not-So-Successful Collaborative Distributed Education Initiatives ..	25
<b>Part 3: Strategic Opportunities for Collaborative Distributed Education within the CIC</b> .....	26
Collaborative Courses and/or Degree Programs .....	26
Collaborative Continuing Education Courses and/or Certificates .....	27
Collaborative Research and Sharing of Research on Distributed Education .....	29
Collaborative International Distance Education .....	29
Collaborative Distributed Education Model Policy Development .....	30
Collaborative Virtual Resource Center for Teaching and Learning with Technology .....	31
Collaborative Online Catalog of Distance Education Courses .....	33
Collaborative E-Marketspace .....	33
Collaborative Partnership with Corporate Entity .....	35
<b>Part 4: Summary</b> .....	36
<b>Appendix A: References/Commenters/Resources</b> .....	37
<b>Appendix B: CIC Groups Invited to Review Discussion Document</b> .....	44



## Letter from CIC Chair and CIC Director

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August 2001

Greetings, CIC Colleagues:

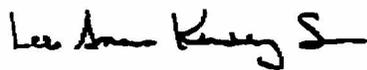
The current state of distributed education within the CIC member universities is characterized by great complexity, including many and diverse strategies, and partnerships with multiple organizations. The CIC Provosts believe that we should not be deterred by such complexity, but should aggressively consider opportunities to leverage our respective institutional investments in these programs. The exact nature of these opportunities is not yet clear, however, as the strategies and programs on the individual campuses continue to emerge and evolve.

Informed discussion can only take place when a picture of the current state of development, in all its complexity, can be drawn. Thus, the CIC Provosts charged the headquarters staff to develop this discussion document in order to provide a framework for continued discussion and catalyzing new ideas. This discussion document will be regularly updated and released through the CIC Web page in order to support ongoing consideration of the opportunities.

Additionally, the Provosts have agreed to the judicious development of demonstration projects that leverage our individual actions in this area. These include experiments in the delivery of less commonly taught languages and expanding the CIC Traveling Scholar model to include opportunities for access to online courses where appropriate.

As with all CIC activities, our aim is to consider and advance those activities that characterize the very best of the CIC - providing a structure wherein our universities may voluntarily share resources and expertise. From our world-class library resource sharing system to our framework for sharing study abroad programs to our newly established CIC American Indian Studies Consortium, we continue to provide opportunities to leverage our individual efforts to create new opportunities for our students, faculty, and staff.

Cordially,



Lou Anna K. Simon  
CIC Chair



Barbara McFadden Allen  
CIC Director



# Introduction

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The Committee on Institutional Cooperation (CIC) is engaged in a strategic planning effort intended to identify a coherent set of focused activities that add value to the member universities. In all areas of the work of the CIC, it is essential to periodically step back and examine what has been learned through past collaborative experimentations before again moving forward. The time is right to review past CIC collaborations in learning technologies and online course development and delivery and consider what collaborative activities will yield the greatest benefit to our universities in the coming years.

It is important to recognize the collaborative work that has been carried out to date in this area. In 1995, the CIC launched the Learning Technology Initiative to accelerate the development and delivery of courses using new technologies, with an emphasis on inter-institutional sharing and collaboration through a 'seed grant' program that encouraged faculty development of courses. Shortly thereafter, the CIC launched the experimental Common Market of Courses and Institutes as a system through which students enrolled in any CIC university could take online courses from any other CIC university. The Market relied upon voluntary contributions of courses and an inter-institutional exchange of paper forms, permissions and agreements for every participating student. These two efforts have provided momentum for a coordinated approach to online educational opportunities, but neither approach as originally conceived can fully address the range of potential opportunities, in part because the environment has rapidly changed and matured on each of the member campuses, and in part because no one CIC group or committee represents all of the key stakeholders in a broadly defined distributed education discussion.

## The Question and the Process

Should the CIC pursue some strategic opportunities in collaborative distributed education? There is a strong desire from the Members (the Provosts), from discussions in CIC peer groups, from input during the CIC site visits to each member campus during 2000-01, and from inquiries to the CIC office directly, to "do something" collaboratively in distributed education. Unfortunately, while there seems to be momentum to "do something," there is no common agreement on what that something should be or how it might relate to the core missions of the CIC institutions, nor is there any one existing CIC committee or group comprising all the stakeholders required to inform such a decision. Thus, in December 2000, the CIC Members directed their CIC headquarters staff in Learning and Information Technologies to prepare a discussion document that surveys the landscape nationally and then identifies and describes various opportunities in collaborative distributed education for consideration by and discussion among the CIC Members. In April 2001 a draft was distributed to key CIC groups [see Appendix B] as well as select individuals within and outside of the CIC, followed by a month-long review and comment period. The document was revised and then presented to the Members in May 2001 for discussion at their June 19, 2001 meeting. Final changes were made based on the Members' discussion and a working draft was published and distributed during the summer of 2001 to encourage ongoing discussion.

## Overview of This Discussion Document

This document has been designed to assist and support the CIC Members' discussion of which new strategic directions, if any, the CIC will pursue in the area of collaborative distributed education. It is expected that any directions determined by the Members will likely be derivatives or combinations of the opportunities presented in this document, or even be completely new and different opportunities that emerge through the discussion generated by this document. To this end, the discussion document:

- defines key terms to allow for common vocabulary,
- surveys the environment, regionally and nationally, to allow common understanding of current collaborative practices,
- checks for common understandings, and
- presents strategic opportunities in collaborative distributed education.

## Definitions of Key Terms

There are a number of terms that are used interchangeably when referring to technology-mediated instruction and learning. For the purpose of this discussion document, it is important for us to define these terms up front in order to have common vocabulary.

### **Distributed education**

Distributed education is an instructional model that allows instructor, students, and content to be located in different, non-centralized locations so that instruction and learning happen independent of time and place. The distributed education model can be used to augment traditional classroom-based courses, to deliver traditional distance education courses, or it can be used to create wholly virtual classrooms.

### **Distance education**

Distance education is a means of providing access to instructional programs for students who are separated by time and/or physical location from an instructor. In the past, distance education was often thought of as prepackaged text, audio, and/or video courses taken by an isolated learner with little or no interaction with a faculty member or other students, but this perspective is dated. Today's information technologies allow a richly interactive distance education experience, which can, in some cases, surpass the interactivity of a traditional lecture-based classroom.

### **e-learning**

e-learning refers to any type of learning that involves the use of computers in an asynchronous or synchronous environment. Typically, there are two types of e-learning: that which is independent computer-mediated self-study, and that which involves computer-mediated study with an instructor.

### **Instructional technology**

Instructional technology refers to designing a learning environment that combines educational theory and technology of all forms resulting in an enhanced learning experience.

**Learning technology**

Learning technology refers to technologies, usually digital or computer-mediated, used as tools to enhance teaching and learning.

Based on the above definitions, the discussion in this paper on strategic opportunities in collaborative distributed education within the CIC will focus on distance education, e-learning, and ways to improve both on campus, and distance instruction and learning through the use of technology.

# Part 1: Survey of Distributed Education Landscape

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To provide a foundation for discussion, this document will first outline what is happening in distributed education in higher education. Through discussions and readings related to developing this document, two divergent streams quickly appeared within distributed education—one that involves the traditional granting of degrees and the other involving continuing education. Both types of activities will be addressed in this document.

This survey will begin with a brief overview of the growth of e-learning in postsecondary education followed by a brief status report on distributed education at the CIC institutions. Finally, a national scan of collaborative distributed education initiatives will be presented. This list will not be exhaustive, but rather will emphasize examples that have particular relevance to the CIC, for example, focusing on consortia that include large research institutions and have members in more than one state.

## Growth in Internet-based Distance Education in Postsecondary Education

The statistics below, reported in the Web-based Education Commission's December 2000 report to the U.S. Department of Education, reflect the current national status regarding the growth of distance education in postsecondary education and the changing student demographics toward one that favors the delivery flexibility that e-learning can provide.

- Postsecondary enrollment in distance education courses is projected to triple to almost 15% of total enrollment in 2002 from just 5% in 1998.
- A record of 15.1 million postsecondary students is the projected enrollment for the fall of 2000. Between 1998 and 2010, full-time enrollment is projected to increase by 22% with part-time enrollment increasing by 16%.
- Despite the rising enrollments described above, just 16% of college students fit the traditional 18-22 year-old profile, attend full-time, and live on campus.
- In the last decade, average tuition and fees at public institutions have increased 44% and the average increase at private institutions shows a 40% increase after adjusting for inflation.
- It is estimated that 50% of all employees' skills become outdated within 3 to 5 years.
- The adult age cohort is the fastest growing segment of students in postsecondary education. These estimated 77 million adults are typically currently employed men and women who must stay abreast of their fields or are preparing to enter new and emerging fields, but are unwilling or unable to become full-time resident students on campus.
- In the last thirteen years the number of companies that have opened corporate universities grew from 400 to 1,800. Forty per cent of Fortune 500 companies have established corporate universities. At the current rate, the number of corporate universities will exceed the number of traditional universities by the year 2010.
- e-learning is big business now and will continue to grow. The postsecondary online market is estimated at \$1.2 billion and it is expected to grow to \$7 billion by 2003.

### Source:

Web-based Education Commission's December 2000 report to the U.S. Department of Education, "The Power of the Internet for Learning: Moving from Promise to Practice." <http://interact.hpcnet.org/webcommission/index.htm>

## Status of Distributed Education at CIC Institutions

The CIC institutions have all moved at different paces and taken different steps with regards to their involvement in distributed education. Most CIC institutions have expanded their continuing education programs to include some online courses, certificate and degree programs. In addition, many individual departments, schools and colleges within the CIC institutions have developed and deliver online courses and degree programs. However, the greatest investment thus far in distributed learning in CIC institutions appears to be in the area of enhancing residential learning through providing such services as computer labs, multimedia classrooms, improved networking, learning management systems, and staff that provide development and support for faculty engaged in using learning technologies. These investments seem consistent with the core mission of large, research institutions such as those in the CIC—the production and dissemination of knowledge. Little will be mentioned in this section about these on-campus efforts since all CIC institutions appear to have well-developed programs and resources. Instead, this section will focus on the status of distance education at CIC institutions.

A brief summary of distance education activities for each institution is presented, with some extended information on selected ventures at specific institutions that present particularly relevant implications. The descriptions are presented in alphabetical order by institution. Following these descriptions is a list of related implications for CIC collaboration.

### University of Chicago:

The University of Chicago (UC) has entered into partnerships with two for-profit e-learning providers, Unext and Fathom (the University of Michigan has also forged a partnership with Fathom). The partnership between Unext and UC can be characterized as follows:

- To date, most of UC's relationship with Unext has been with their School of Business. In addition, the relationship between Unext and UC has been extended to UC's writing program.
- Unext and UC have a financial agreement where UC has a potential for some revenue, but UNext is the prime investor with the associated much larger financial risks and potential for profit.
- UC's faculty and Unext staff work together to develop courses. Unext delivers the courses.
- UC offers no certification of any kind. These are Unext courses prepared in collaboration with UC faculty.
- UC has ongoing oversight and guarantees for anything with UC name attached.

There are aspects of the Unext partnership that were cited as being particularly attractive to UC. They include:

- Unext understands that the issue of how to best deliver education via the web is an unsolved problem on which progress needs to be made if it is truly to become a serious learning tool. Unext doesn't claim to have all the answers, but is willing to make a significant investment in order to produce an excellent product.
- Unext was also willing to focus on a collection of partners that UC was comfortable with—they took a "high end" approach.
- Unext was clear that their courses would not replace on-campus education. They are sharply focused on a market that will not come to campus for education. Unext is not interested in delivering all courses—only those they can make money at, like business, writing, and maybe law.

- Unext is willing to spend a lot of money because they are expecting to make a lot of money. It costs a lot of money to produce high quality, interactive courses. UC needed a for-profit institution as a partner since UC would not have been willing to invest \$50M in an e-learning venture they considered not to be of the highest priority for their core mission.
- UC enjoys the increased visibility and new avenue for dissemination they have through their partnership with Unext and looks forward to perhaps receiving money for it too.
- Unext is ahead of UC when it comes to knowing how to actually deliver online courses in a quality manner, so it is fine that UC is not involved with the actual online delivery. As long as course delivery is done well by Unext, UC is happy to help develop the content for Unext and have them to do the delivery.

The relationship with Fathom provides an opportunity for UC's faculty who are interested in projecting their work to a wider audience. Fathom is not aimed at providing certificates or degrees. It is developing three types of material aimed at what is described as a "PBS" type audience. These are reference material; stories, much like a high end magazine piece; and most recently 5-7 hour short courses that they call "chunks." These "courses" are supposed to be more substantive than a magazine article but without the interactivity complexity. Faculty work with Fathom producers to develop stories and course "chunks." There is no certification.

The cited attractive aspects of UC partnership with Fathom include:

- UC is not in the Fathom relationship for money, and has a modest investment. Fathom has recently hired a production manager, based on the UC campus, to assist UC faculty who work with Fathom.
- This relationship allows interested UC faculty to disseminate their work and materials more broadly. It also gives faculty a chance to acclimatize to using the Web for education, which is believed to be an opportunity to transfer skills to faculty's regular course delivery.

UC offered some "lessons learned" and advice regarding collaborative efforts in e-learning with corporate partners:

- Undertaking online education can be a vast enterprise. Partnerships have advantages in bringing resources and talent to bear from outside the university, with minimal financial risk, while still fostering activity that connects to universities' missions.
- Keep in mind partnerships with corporations like Unext and Fathom carry their own risk. They are not "sure deals" financially, and ongoing management of the relationship is required; financial pressures will inevitably create pressure to take certain actions, and protections are required.
- Partnership with companies such as these are good choices if institutions wish to be "players," and their identities are not tied up in being a stand-alone leader in technology.
- These relationships have the added value of helping to interest faculty in using learning technology and creating a demand for the next step in transforming learning through technology.

**Source:**

Interview with Robert Zimmer, Vice President of Research and Deputy Provost, University of Chicago

**University of Illinois:**

A variety of online professional development sequences, graduate-level degree programs and undergraduate courses are available through the Office of Continuing Education Division of Academic Outreach. Academic Outreach offers a wide range of services to

students at a distance. Some online courses offered are paced semester-based format while others are of the continuous enrollment, self-paced variety. The Division houses a Web Technologies Group, which assists faculty with the design of online courses.

Two additional initiatives related to distance education at the University of Illinois will be highlighted: the University of Illinois Online and the Illinois Virtual Campus. U of I Online is the central source for information about the online courses, programs, and public service activities offered by the three campuses of the University of Illinois including an online directory of distance courses offered through Academic Outreach. The U of I Online's decision to focus on supporting the development of complete online degree programs as opposed to a variety of unrelated courses has been cited as key to their success to date in distance education. The other initiative, the Illinois Virtual Campus (IVC), is a directory of online and other distance-delivered courses offered by all the colleges and universities in the state of Illinois, including the University of Illinois.

Additional information about IVC offers some insight and implications for providing a cooperative online catalog of courses for multiple institutions.

- Information about these courses listed in the IVC has been easy to get from the member institutions, but there are concerns for future collaboration because (1) it requires a double entry of the same data from a number of institutions, and (2) there is no documentation that shows the IVC has contributed to increasing the participating institutions' online student registration.
- The IVC is also a network of 40 Student Support Centers housed at community colleges across the state that provide support services for online students including help desk, test proctoring, and academic advising.
  - Evidently, most community colleges in Illinois were already providing these services for their own students, so in retrospect the IVC's decision to first invest in developing these centers would not be their foremost investment choice today. IVC staff is concerned that only community college students, enrolled in that community college's online courses, will make use of the centers.
- Another feature of the IVC is an online resource center providing online tutorials for students and faculty.
- The IVC would like to be able to provide a centralized online application process, but thus far has been unable to persuade all schools involved to commit to a single set of categories of information for student applications.

#### **Sources:**

Comments from Faye Lesht, Head, Academic Outreach, Office of Continuing Education, University of Illinois at Urbana-Champaign

Web site for Academic Outreach, <http://www.outreach.uiuc.edu>

Web site for U of I Online, <http://www.online.uillinois.edu>

Interview with Cathy Gunn, Director, Illinois Virtual Campus

Web site for Illinois Virtual Campus, <http://www.ivc.illinois.edu>

#### **Indiana University:**

The Office of Distributed Education plays a coordinating role in distributed education at Indiana University by maintaining the master list of distributed education courses, offering assistance in best practices, copyright issues, and providing funding, to name a few. The School of Continuing Studies, which reports to the Office of Distributed Education, offers hundreds of courses and several degree programs and non-degree certificates to students at a distance. IU courses are offered through a variety of delivery systems—correspondence, Internet, IU's interactive video network (the Virtual Indiana Classroom, or VIC network), IHETS (Indiana Higher Education Telecommunication System), television, and videotape.

The Indiana University School of Continuing Studies is the major provider of distance education for Indiana University with over 275 courses available at the high school, college, and graduate level. The courses are available in web, paper, and e-book format and are delivered to students in all 50 states and 63 other countries. Degrees available at a distance include a high school diploma, and associates, bachelors, and masters degrees.

In addition, Indiana University is part of the Indiana College Network. Working together, Indiana's colleges and universities deliver distance education courses to hundreds of locations across the state and beyond. Some of these sites are located at public schools, libraries, government offices, businesses and hospitals; others are in one of over 60 learning centers; still others are delivered directly into homes. Using technologies like interactive television, the Internet, videotapes, CD-ROMs, and computer disks, students can take virtually the same classes that are taught on campus.

**Sources:**

Comments from Gerardo Gonzalez, Dean, School of Education, Indiana University

Comments from Jeremy Dunning, Dean, School of Continuing Studies, Indiana University

Comments from Carol Kegeris, Distributed Education Coordinator, Office of Distributed Education, Indiana University

Web site for Office of Distributed Education, <http://www.indiana.edu/~iude/frameset-about.html>

Web site for Indiana College Network, <http://www.icn.org>

**University of Iowa:**

Iowa offers a variety of distance education courses and programs through their Center for Credit Programs, a division of Continuing Education. Distance education courses use various media including the Internet. An interesting collaborative degree program delivered by Iowa and Penn State, called LionHawk, is described later in the section that summarizes Penn State's distance education efforts.

**Source:**

Web site for the Center for Credit Programs, <http://www.uiowa.edu/~ccp>

**University of Michigan:**

Much of the distance education activity at the University of Michigan to date has come from the colleges and professional schools, as opposed to a centralized university initiative. However, one centrally supported distance education initiative to note is the University of Michigan's partnership with Fathom, a for-profit e-learning company. The University of Michigan is one of thirteen other renowned universities (including the University of Chicago), museums, libraries, and cultural institutions that work with Fathom to provide a range of free content in the form of lectures, seminars, videos, and research.

In addition, the University of Michigan participates in a virtual university operated by the state of Michigan. The Michigan Virtual University (MVU) is a statewide initiative open to participation from all state institutions. The level of involvement with MVU varies across institutions. The MVU began as the Michigan Virtual Automotive College (MVAC), which was formed in 1996. Today the MVAC is the Michigan Virtual Automotive and Manufacturing College and is a division of the MVU. The MVU is a private, not-for-profit 501(c)3 Michigan corporation established in 1998 to meet the workforce development education and training needs of Michigan businesses and industries and their current and prospective employees through the innovative use of electronic learning technologies. MVU is a flexible, lean, responsive, market-driven organization that contracts for the delivery of its programs and services. The MVU does not develop courses; instead, it brokers through the state's colleges, universities and private training providers. It does not grant degrees; instead, credentials are granted by the organization providing the program.

**Sources:**

Comments from James Hilton, Associate Provost and Professor, University of Michigan  
 Web page for Fathom, <http://www.fathom.com>  
 Web page for Michigan Virtual University, <http://www.mivu.org>  
 Web page for Michigan Virtual Automotive College, <http://www.mvac.org>

**Michigan State University:**

In addition to participating in the MVU mentioned above, Michigan State University offers over 200 credit courses and 30 noncredit courses (including eight courses that prepare high school students for the Advanced Placement examinations) directed at external audiences. Off-campus students may earn, entirely through online courses, masters degrees in four fields and post-baccalaureate certificates in eight. These courses and programs are offered by academic units, with marketing and customer relationship management support from MSU Global Online Connections and production and technical support from the MSU Virtual University unit within Libraries, Computing, and Technology. Offerings are listed at the MSU Virtual University web site. The web site also provides for online registration, help desk and online support, and a listing of e-tools provided by MSU.

**Sources:**

Michigan State University's Office of the Provost  
 Michigan State University's Virtual University, <http://www.vu.msu.edu>

**University of Minnesota:**

The University of Minnesota has assembled a Distributed Learning Task Force that has developed a report addressing issues of governance, vision, infrastructure, content, faculty and student support, and evaluation. Many colleges have distance education programs in place including engineering and pharmacy. In addition, the University of Minnesota Extension Service and the College of Continuing Education both have strong outreach missions and have many courses and programs that are delivered via distance education.

**Sources:**

Comments from Linda Jom, Director, University of Minnesota Digital Media Center  
 Web page for engineering distance education courses, <http://www.unite.umn.edu/streaming-video/index.shtml>  
 Web page for pharmacy distance education program, <http://www.pharmacy.umn.edu/outreach>  
 Web page for Extension Service, <http://www.extension.umn.edu>  
 Web page for the College of Continuing Education, <http://www.cce.umn.edu>

**Northwestern University:**

Northwestern has focused its resources in distributed education primarily to enhance on-campus courses through the use of technology as opposed to providing online courses for distance education. Nonetheless, the University is developing a plan to provide access to selected graduate level programs through distributed education within the next two years. Such programs may be in fields such as engineering where highly qualified students seek to pursue degree programs on a part-time basis. The establishment of these distance education programs is a collaborative effort between Northwestern's School of Continuing Studies and the respective disciplinary divisions of the University.

**Sources:**

Comments from John D. Margolis, Associate Provost for Academic Affairs, Northwestern University  
 Web page for Academic Technologies, <http://www.at.northwestern.edu>  
 Web page for School of Continuing Studies, <http://www.northwestern.edu/scs>

### **Ohio State University:**

Ohio State University lists its online courses and programs through the Technology Enhanced Learning and Research (TELR) Center. Course development grants, course development tools, and other distance learning activities are also listed there. Currently, Ohio State uses distance learning technologies to deliver a nontraditional doctorate in pharmacy, master's degrees in nursing, an executive MBA Program, an undergraduate degree in business that links regional campuses with the Fisher College of Business on the OSU Columbus campus, and a Gerontology certificate program. A master's degree in Welding Engineering is under development. In a typical quarter, an additional 30 credit courses and a variety of non-credit courses are offered online or via video at Ohio State. OSU also participates in the Ohio Learning Network (OLN), an online catalog of all online courses and degree programs provided by colleges and universities in the state of Ohio.

One particular initiative in distance education involving collaboration between Ohio State University and Ohio University is titled "Meeting Foreign Language Needs of the 20<sup>th</sup> Century." The project, funded at \$500,000 by the Ohio Board of Regents in 1999, aims to permit the offering of courses in less commonly taught languages that are emerging in importance in the global economy (e.g., Japanese, Chinese, Russian, and Arabic, using Web-based instruction). The universities plan to create the Ohio Foreign Language Coalition by inviting other colleges and universities to become part of this collaborative learning network.

#### **Sources:**

Web site for TELR, <http://www.telr.ohio-state.edu/index.html>

Web site for Ohio Learning Network, <http://www.olin.org/ohiolearns.html>

Comments from Steve Acker, TELR Director, Ohio State University

Comments from Diane Birckbichler, Professor and Chair, Department of French and Italian, and Director of the Foreign Language Center, Ohio State University

Web site for Ohio Board of Regents grants, <http://www.regents.state.oh.us/bdmeet/jun99/agd6-10a.pdf>

### **Pennsylvania State University:**

Penn State has a broad-based distributed education environment through its Department of Distance Education. The World Campus uses online technologies to extend key undergraduate, graduate, and professional development programs to off-campus students nationally and internationally. In addition, Independent Learning courses use multiple media to deliver a portfolio of undergraduate and noncredit courses. A distributed classroom system supports delivery of interactive video courses to other campuses and worksites. An interesting Independent Learning collaboration between Penn State and the University of Iowa is LionHawk, through which distant students can earn an associate degree at a distance from Penn State and continue into a distance-delivered baccalaureate degree at Iowa.

#### **Sources:**

Site visit discussion with Jim Ryan, Vice President for Outreach and Cooperative Extension, Penn State University

Web site for Penn State's World Campus, <http://www.worldcampus.psu.edu/pub/index.shtml>

Web page for Distance Education Catalog Online, <http://www.worldcampus.psu.edu/search>

Web site for LionHawk program, <http://www.cde.psu.edu/DE/Catalog/degree/Lionhawk>

### **Purdue University:**

Within Purdue's Center for Lifelong Learning are two primary offerings: Distributed Learning Services (DLS) and the Extended University. DLS provides workshops, seminars, and teleconferences that assist faculty in developing distributed learning activities by contributing to their conceptualization, design, and development. The Extended University includes a variety of learning experiences, residential and at a distance, for adult learners in Indiana and beyond. Within the Extended University are

listed five distinct Distance Learning programs including the Krannert Executive Master's Degree Programs in Management, Executive Master's in Agribusiness, Weekend Master's in Technology, Cohort Doctoral Program in Educational Administration, and the Veterinary Technology Distance Learning Program.

**Sources:**

Web site for Center for Lifelong Learning, <http://www.cl.purdue.edu/index.cfm>

Web site for Distance Learning within the Extended University,

<http://www.cl.purdue.edu/extendeduniversity/cde/distancelearning/index.cfm>

**University of Wisconsin-Madison:**

The Department of Information Technology (DoIT) maintains links to an online catalog of the University of Wisconsin-Madison's online courses, certificate and degree programs, the UW System Catalog of Distance Learning, as well as a number of other online learning opportunities within the UW System including full associates, bachelors, and master's degree programs.

**Sources:**

Comments from Kathy Christoph, Director, Academic Computer Services, DoIT, University of Wisconsin-Madison

Web site for DoIT Learning Technology and Distance Education, <http://wiscinfo.doit.wisc.edu/ltde>

Web site for UW System Catalog of Distance Learning, <http://www.uwex.edu/disted/catalog/index/.html>

**Implications for CIC collaboration:**

- If the CIC initiates some kind of collaborative e-learning partnership, it would be imperative to ensure that there is "real value" to the participating institutions.
- The plan needs to be imaginative and interesting to encourage the CIC institutions to participate.
- All in all, any plan of this sort should clearly be separate from, but supportive of, the core missions of the institutions.
- Since several of the CIC institutions already have online directories of their distance education courses, a collaborative online catalog would need to be clearly seen by CIC institutions as a "value add." Along these same lines, any collaborative online directory would likely have a greater opportunity to succeed if it includes complete online degree programs as opposed to simply aggregating disparate online courses.
- Should the CIC decide to pursue a major collaborative distance education initiative that targets professionals in search of continuing education, it would be advisable to follow a model that focuses on a narrow audience, brokers courses from participating course developers, and leaves the credentialing to the course providers.
- The Ohio Foreign Language Coalition, a projected result of the Ohio State University–Ohio University partnership to develop and deliver lesser-taught languages in a distance format, is also an interesting model that the CIC should explore prior to deciding to pursue any collaborative distance education ventures involving lesser-taught languages.

## National Status of Collaborative Distributed Education in Higher Education

“As the proportions of university budgets spent on expensive equipment and information networks grow, so also do the rewards from collaboration. In the business sector, these are the times for mergers and acquisitions. The parallel among research universities is collaboration and sharing. Without it we cannot expect to remain competitive.”

*David G. Brown, Vice-President and Dean, International Center for Computer Enhanced Learning, Wake Forest University (after meeting with the CIC in late 2000 to discuss the potential development of a “CIC of the ACC”)*

The above sentiments of the ACC’s David Brown about universities needing to collaborate and share to remain competitive in the postsecondary education “industry” are increasingly shared by other higher education leaders. This is evidenced by the veritable boom in educational consortia and collaboration nationwide. For the purposes of this discussion document, only those initiatives deemed of particular interest and relevance to the CIC are highlighted. Two primary criteria influenced this selection: initiatives that cross state boundaries as opposed to being confined to a specific state, and initiatives that include large research institutions similar to those in the CIC.

### **CIC Common Market of Courses and Institutes**

The CIC Common Market of Courses and Institutes (CMCI) was developed as a mechanism by which graduate and advanced undergraduate students in the CIC could take online courses offered by any CIC member university. The Market provided a virtual space in which faculty could “register” their courses as available, and where students could view the offerings. Like the CIC Traveling Scholar Program, this project was intended to provide faculty with access to more graduate students, and to provide students with access to unique course offerings. The process of registration, admission, and fees was handled on a per student basis, with CIC headquarters staff, registrar and admissions staff, and university administrators all involved in the process. It should be noted that the CMCI was conducted with no budget, no full-time staff to promote or administer it, and with a Web site developed by volunteers.

From the fall of 1998 through the spring of 2000, 79 courses and 1 linguistics institute were listed through the CMCI. During that time, 25 CIC students participated in 8 of the courses listed. The Linguistics Institute enrolled 36 students.

The CMCI can be considered a concluded experiment, as it is currently on hold pending the completion of the discussion intended as a result of this document. The Common Market did not have an adequate, streamlined process for registration, grade reporting, and fees because enrollments were small. On the other hand, enrollment was not well promoted because the infrastructure was not in place to support more than a few students per semester. Although provisional means of handling these processes were developed, without the dictate that accompanies high demand, long-term changes in processes and policies that would have allowed large numbers of students to participate were never developed.

### **Implications for CIC collaboration:**

- The CMCI experiment indicated the need for a streamlined admissions, registration, and fee support structure undergirding the effort.

- The CMCI experiment indicated that basing the Common Market on voluntary course contributions without thought to the development of a coherent set of offerings does not generate interest from faculty or students, and is difficult to “promote.”
- If the CIC were to attempt a scalable initiative to deliver online courses, degrees, or certificates, there should be a well-developed rationale for the set of course offerings, an associated administrative infrastructure for registration, fees, course credit management, and student services, along with an appropriate budget and staff.

**Sources:**

Barbara Allen, Director, Committee on Institutional Cooperation

Yolanda Zepeda, Program Administrator for Academic Programs, Committee on Institutional Cooperation

### **Midwest Universities Consortium for International Activities (MUCIA) Global—A Collaborative International Distance Higher Education Provider**

The Midwest Universities Consortium for International Activities (MUCIA) had an educational component called MUCIA Global, which served as the for-profit educational arm of MUCIA. The MUCIA board of directors is currently reorganizing and restructuring for a new organization, as the MUCIA organization was officially without staff or budget as of March 1, 2001. Once new direction is finalized, the board of directors will determine whether to hire a new executive director. MUCIA was described by one board member as an organization that is "transforming," and that the MUCIA Global arm would very likely remain a part of the new organization in the future. It is clear, however, that the new organization will consist of only a subset of CIC institutions.

MUCIA Global typically sold "courses" to other countries, but not programs. Most of these courses were delivered via videotaped lectures and focused on the areas of business and engineering. Although trends are pointing to Internet-course delivery, there are technological limitations to doing so in most foreign countries outside of Europe, Eastern Asia, Japan, and Australia. One significant difficulty MUCIA Global experienced was an economic downturn in Asia.

**Implications for CIC collaboration:**

- Because of MUCIA's "transformation," membership and mission are not clear. Should MUCIA transform into a new organization, it would be very important to clarify its relationship to the CIC, particularly if the CIC decided to pursue CIC-wide collaborative activities in international education.
- Any CIC-wide international educational efforts would require leadership that is experienced in foreign markets and strong in promotion and marketing.

**Sources:**

Interview with Earl Kellogg, Board Member of MUCIA and Associate Provost for International Affairs, University of Illinois at Urbana-Champaign

Interview with Gary Miller, Board Member of MUCIA and Associate Vice President of Continuing and Distance Education, Penn State University

Interview with Steven Hoch, Associate Provost and Dean of International Studies, University of Iowa

**University Alliance for Life Long Learning**

This alliance between Princeton, Stanford, Yale, and Oxford will provide online distance learning courses for their collective 500,000 alumni. The four universities recognize the potential appeal of the Alliance's educational opportunities to other audiences seeking ongoing personal enrichment, and they plan in the future to make their offerings available

to a wider public. They have hired Herbert Allison, Jr., former president of Merrill Lynch & Co., Inc., to serve as president and CEO of the nonprofit University Alliance for Life Long Learning.

At present, it appears the plan is to engage faculty at the four institutions to create courses based on undergraduate curriculum, although greatly abbreviated from traditional semester long courses in order to maintain the interest of their target audience—alumni. Each institution has pledged \$3 million dollars to the venture. Courses are planned to be interactive in design, but not requiring a live instructor.

The Alliance hired McKinsey & Co, to conduct market research to help them decide what course subjects are of interest to alumni and how much to charge them for access to the materials.

#### Implications for CIC collaboration:

- The alumni market is a wise audience choice for this new consortium of prestigious institutions because it is one that has already established its “brand” loyalty with the alma maters and their academic peer institutions.
- It could be argued that alumni from CIC schools would also have a strong loyalty and connection to their respective alma maters and academic and regional peers. In addition, the number of alumni from CIC schools would literally dwarf that of the four institutions participating in this particular partnership, resulting in a potentially huge audience.
- An important point to note is that these four institutions hired a consulting firm to conduct market research in order to inform and direct the product or course development and pricing. This “market-driven” approach, although not common in academe, is important to consider for adult learners who value convenience, low cost, and around-the-clock access.

#### Sources:

Article by David Robinson (Feb 15, 2001). “Universities team up to offer online courses for alumni.” *The Daily Princetonian*. Available at: <http://www.dailyprincetonian.com/Content/2001/02/15/news/904.shtml>  
 News release from Office of Communication, Princeton University (Sep 28, 2000). “Oxford, Princeton, Stanford, Yale to invest \$12 million in distance learning venture.” Available at:  
<http://www.princeton.edu/pr/news/00/q3/0928-allison.htm>  
 Web site of McKinsey and Company, <http://www.mckinsey.com>

#### Collaborative Master’s Degree in Family Financial Planning

Seven universities (Iowa, Kansas, Montana, North Dakota, Oklahoma, and South Dakota State Universities, and the University of Nebraska), members of the Great Plains Interactive Education Alliance, which is a consortium of ten universities from ten of the Great Plains states, have decided to work together to collaboratively develop and deliver an online master’s degree in family financial planning. None of these institutions had developed an online master’s degree in family financial planning prior to this initiative, nor were any in a position to do so on their own. In addition, they determined the market to be supportive of such a degree. Clearly, there was a well-defined, shared goal for collaboration. Other degrees in gerontology and youth development are being developed.

A major accomplishment of this consortium is their successful development of an electronically based infrastructure for registration, using credit cards for fee payment. Students enroll in one of the participating institutions and take online courses from all seven. The student receives the master’s degree from the university in which he or she enrolled. Administrators cited the most challenging part of creating a collaborative degree program was working through the bureaucracy of the different universities – it was not the technology. They cited equality of partners (all land grant institutions of similar size and

mission) as an essential component of this Alliance's success. In addition, they noted that, contrary to their original beliefs, a common learning management system was *not* at all important to the success of their program.

#### Implications for CIC collaboration:

- This is an example of a consortium that has worked through the bureaucratic obstacles to collaborative degree programs. The CIC could learn from this successful model about how to approach the process of identifying and developing collaborative degree programs, especially in academic areas where no single CIC institution has the expertise or staff to develop or deliver an entire degree program, yet the degree program has either strong academic and/or market appeal.

#### Sources:

Interview with Virginia Moxley, Associate Dean of Academic Affairs for the College of Human Ecology, Kansas State University

Article by Dale Carnevale (Feb 26, 2001). "6 Universities Collaborate Across State Lines to Create a Distance Degree." *The Chronicle of Higher Education*. Available at: <http://chronicle.com/free/2001/02/2001022601u.htm>

Web site of Great Plains Interactive Distance Education Alliance, <http://www.okstate.edu/hes/gpdc>

#### MERLOT and World Lecture Hall

MERLOT, or Multimedia Educational Resource for Learning and Online Teaching, was created in 1997 by the California State University Center for Distributed Learning. MERLOT's mission is to improve the effectiveness of teaching and learning by expanding the quantity and quality of peer-reviewed online learning materials that can be easily incorporated into faculty designed courses. MERLOT has multiple aspects. It is a cooperative of individual members, institutions of higher education, and higher education systems working together to improve teaching and learning with technology. MERLOT is also a set of processes by which implementation of the peer review of online teaching and learning materials in twelve disciplines (so far) occurs. Finally, MERLOT is not a repository, but instead a searchable database of links to discipline-specific online learning materials, pedagogical support, and people. Individual members of MERLOT can contribute to and search the MERLOT database for free.

Another related collaborative distributed education initiative is called the World Lecture Hall, which was created in 1993 and is hosted and administered by the University of Texas at Austin. The World Lecture Hall is a database of links to university-level academic courses, some that are completely Web-based, and others that are partially Web-based. This site boasts 5,000 visitors a day, and houses links to over 2,000 courses. The World Lecture Hall currently grows at a rate of 100 course links per month. Courses that are accepted into the World Lecture Hall meet these minimum requirements:

- link to a working, freely browseable hypertext URL at a noncommercial site;
- contain academic content at the university level;
- exploit Web-based course technology, presenting one or more hypertext pages for course components such the syllabus, assignments, exams, lecture notes, grades, or links to related materials; and
- be in good working order. The site must not be password-protected, "under construction," or missing promised components, and it should exemplify good Web-course publishing practices.

#### Implications for CIC collaboration:

- Several CIC institutions' respective university systems or board of regents are already members of MERLOT. CIC institutional MERLOT members include: Illinois Board of Regents, Indiana

Commission for Higher Education, State of Iowa Board of Regents, and the University of Wisconsin System. The University of Michigan is the only CIC institution that is independently a MERLOT member and has played an active leadership role.

- Before considering investing in any collaborative searchable database of links or actual repository of online learning objects or courses within the CIC, a thorough review of MERLOT and the World Lecture Hall should be conducted to avoid any unnecessary and costly duplication of efforts.

**Sources:**

Web site for MERLOT, <http://www.merlot.org/Home.po>

Web site for World Lecture Hall, <http://www.utexas.edu/world/lecture>

**National Laboratory for Applied Network Research (NLANR)**

**Clearinghouse**

The Advanced Applications Database (AAD) is the core of the NLANR Clearinghouse project, which is a searchable database that contains links to research projects and resources from universities and labs across the country. The database entries are tagged and catalogued in a manner that is particularly targeted to those searching for research. The Clearinghouse was created initially to provide access to collected information. Later it is planned to serve as an online collaboration space or collaboratory. NLANR identifies at least three different communities who could make use of this content:

- Researchers and faculty who would want to use the data collection to identify those who are working with related technologies in order to build partnerships or else to determine potential competitors.
- User and resource support personnel who would be charged with assisting new users, and/or helping identify similar activities their clients could benefit from.
- Administrators who would look for communities of disciplines or applications clustered by network requirements or by technology.

The NLANR Clearinghouse plan looks to expand its content to include other projects such as the NASA Information Power Grid, more international projects, consortia, unions, associations, coalitions, etc.

**Implications for CIC Collaboration:**

- NLANR is reportedly looking for “partners” to use and contribute to this database. This presents an opportunity for the CIC to have a well-designed and managed searchable database that would facilitate collaboration and sharing between researchers at the CIC institutions, and if desired, researchers from other universities and laboratories.

**Source:**

Web site for NLANR Clearinghouse, [http://dast.nlanr.net/Clearinghouse/clearing\\_main](http://dast.nlanr.net/Clearinghouse/clearing_main)

**Southern Regional Education Board (SREB) Electronic Campus**

The Electronic Campus is a consortium of over 325 colleges and universities from the 16 SREB member-states in the South (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia). SREB describes the Electronic Campus an “electronic marketplace” of courses, programs and services targeted to a broad audience of learners, with a focus on reaching those not served by traditional campus offerings because of work, family or other restrictions. It also seeks to encourage “open enrollment” for students from participating institutions in courses not available at their home institutions, adding value to the region by sharing available capacity and thus

extending educational resources. The sharing of educational resources is the foundation of the 53-year-old SREB, which was established at the request of Southern governors in 1948.

The Electronic Campus was launched in December 1997 and today offers over 5,000 credit courses, 175 degree programs, and provides electronic library services. From listening to a SREB staff representative's presentation and discussing it with a participant from a SREB Electronic Campus member school, it was evident that SREB has experienced significant challenges which, to date, have limited the number of students registering for distance learning courses at other SREB institutions.

Tuition Charges. The biggest challenge the Electronic Campus has faced is how to deal with tuition issues. In-state and out-of-state differentials are significant and have represented a real barrier to the creation of an electronic marketplace.

Credit Transfer. The second biggest challenge is credit transfer and the recognition of credit. This issue centers on the acceptance and transferability of distance learning credits between the 325 institutions.

One feature of the Electronic Campus is the common information collected from participating institutions. All courses and programs must be certified by the home state as meeting SREB's Principles of Good Practice before being listed on the Electronic Campus Web site. This effort helps to ensure quality and permits students to "compare" information about institutions and specific courses and programs. However, an Electronic Campus member school representative noted the concern that this does not fully address the poor state of available information for students on how to go about selecting an online course or program beyond those offered by their "home institution." Do they turn to gateway sites like SREB's Electronic Campus, or to sites that evaluate programs, or to discussion groups, or to print and online advertising, or to news coverage and press releases? The point being that until collaborative gateways like the SREB Electronic Campus can help guide students to make appropriate and informed decisions about online course enrollment, their value for cross-institutional collaboration remains questionable.

These issues and other emerging policy "barriers" to distance learning are being addressed through SREB's Distance Learning Policy Laboratory, described in more detail later in this document.

An innovation conceived by SREB (and currently out for RFP for development) to address these challenges is a proposed new regional gateway or learning portal called "WAYS IN™," which is described as a "learning network for the South." It has some very interesting special features, including:

Learning Bank™. The Learning Bank™ will be a regional repository choice for students where they can deposit their digital credentials to an electronic portfolio of academic credits and CEUs, industry certification, and other "learning artifacts." Students would authorize digital delivery of their portfolio to institutions, employers, placement services, etc.

Learning Inventory™. The Learning Inventory™ will be a tool that non-degree pursuing students who accumulate credit by taking various courses could use to evaluate their online credit and compare it to courses of study required for a degree.

Learning Passport™. The Learning Passport™ will acknowledge generally qualified students seeking a course but who don't have a "home" institution where they have applied for and been accepted into a program. The "passport" will create a digital certificate "honored" by participating institutions and would serve as an online alternative to the admission process and application.

Learning Coach™. The Learning Coach™ will provide an online assessment of learning that offers secure, interactive testing that is standards-based, provides immediate feedback, and links assessment results to online learning.

Learning Guide™. The Learning Guide™ will be an intelligent agent that would provide personalized orientation for new or returning students seeking online learning from colleges and universities. This feature will allow for the creation of "community portals" like e-Army portal, IRS portal, teacher-certification portal, etc.

The SREB reported that it has learned several lessons through their work with the Electronic Campus. These "lessons learned" follow:

- There is a general lack of understanding and knowledge about distance/distributed learning among policy makers.
  - They think it's a "silver bullet" and it's not.
  - They think it's a cost saver or "budget maker" and at this point, it's not.
  - They think it requires a one-time investment, which is not true (it is a long term investment proposition).
  - A lot of decisions are made in distance learning to "keep up with the Jones'."
  - There needs to be an alignment of technology policies and practices.
- Policy constructs and traditions die hard.
  - Policies are still tied to the traditional college-aged full-time on-campus student when it comes to:
    - Funding models
    - How we count
    - How we deploy resources
    - Faculty considerations
- Changes tend to be marginal and not systematic.
  - Student-centric model is more talk than reality.
  - Benefits of collaboration are still to be defined in higher education.

#### **Implications for CIC collaboration:**

- Although the SREB is a far larger consortium than the CIC and one whose members include only a few large research institutions, it is likely that the CIC would wrestle with the same or similar issues that SREB has faced with their Electronic Campus should the CIC choose to explore a collaborative e-learning initiative. In fact, the CIC already has struggled with many of these issues with its Common Market of Courses.
- The most vexing problems for a collaborative online initiative appear to have more to do with policies and funding, and much less to do with technological limitations.
- It would be advisable for the CIC to learn more about and monitor the progress of the WAYS IN™ project.

#### **Sources:**

NLII presentation (Jan 2001) by Bruce Chaloux, Director of SREB Electronic Campus  
NLII small group discussion on SREB Electronic Campus including Ronald Legon, Provost of the University of Baltimore (a member of SREB Electronic Campus)  
Web site for Southern Regional Education Board, <http://www.sreb.org>  
Web site for SREB Electronic Campus, <http://www.electroniccampus.org>

### **SREB Distance Education Policy Laboratory**

Building on the Electronic Campus, the Southern Regional Education Board established the SREB Distance Learning Policy Laboratory in June 1999, to address distance learning policy. It is supported in part by FIPSE's Learning Anytime, Anywhere Partnership (LAAP) and from the Stranahan Foundation (Ohio). The Policy Laboratory seeks to reduce or eliminate existing or potential policy barriers to distance learning activities in three broad areas: *access*, *quality*, and *cost*. The Policy Laboratory's main objectives are:

- Assessing educational policy issues that are identified as barriers;
- Establishing policy baselines of current practices, procedures and strategies;
- Assisting states and institutions as they develop ways to use technology to improve quality, expand access, and reduce costs;
- Establishing trial or pilot efforts with State Partners to test new distance learning approaches or strategies;
- Promoting state-level policy changes via existing SREB organizational arrangements and agreements;
- Developing and testing agreements among institutions and states;
- Utilizing the regional platform to serve as a clearinghouse for states and institutions to discuss policy issues and concerns; and
- Measuring the implementation of policy changes in the SREB states and widely disseminating the results.

The Policy Laboratory is comprised of LAAP State Partners, Policy Laboratory staff, and the Policy Laboratory Leadership Group, which was established to guide and support the Policy Laboratory's efforts and includes 16 leaders in higher education, state government, and distance learning. Seven policy subcommittees have been formed and are currently at work with membership from SREB states (state agencies and institutions along with various content experts) to devise and develop approaches to piloting and testing new strategies in each of the following areas:

- Financial issues, including traditional funding models and budget allocation practices;
- Faculty issues, including faculty assessment, skill development, reward structures, and intellectual property issues;
- Student issues, including credit transfer, credit "banking," and student services for the distance learner;
- Tuition differentials between in- and out-of-state students;
- Quality assurance;
- Financial aid for distance learners;
- Reaching underserved populations;
- Coherence and values in distance education.

The Policy Laboratory will issue periodic reports on their progress and will conclude the current three-year work plan with a major conference during the summer of 2002. SREB will utilize the results of the Policy Laboratory to establish a policy agenda for its member states, to support pilot projects, and to incorporate the policy framework in the Electronic Campus and WAYS IN™ initiatives.

#### **Implications for CIC collaboration:**

- If the CIC were to enter into a collaborative distance education venture, progressive and innovative policies addressing the issues listed above would need to be developed to allow smooth and seamless operation. A policy "think tank" of sorts could be helpful to identify areas of new or revised policy and advise and facilitate institutional decision makers during the policy development process.

**Sources:**

NLII presentation (Jan 2001) by Bruce Chaloux, Director of SREB Electronic Campus  
SREB Electronic Campus web site, <http://www.electroniccampus.org/policylab/index.asp>

**Virtual Resource Centers for Teaching and Learning with Technology**

Steven Gilbert, president of the TLT Group, which is the teaching and learning affiliate of the American Association for Higher Education, has been featured at conferences and hosting webcasts from around the country promoting the value of developing virtual teaching and learning with technology centers, or what he refers to as (v)TLTCs. Gilbert stated in one of his webcasts that most central campus or college support centers for Teaching and Learning with Technology do not have the adequate staff or resources to keep up with the rapidly growing demand for integrating technologies into teaching and learning; nor do the faculty and professional staff members on most campuses have the time and resources for keeping up with the proliferation of new combinations of pedagogy and technology. To meet these growing needs, Gilbert proposes inter-institutional collaboration in support of the work of local Teaching and Learning with Technology Centers as a more attractive and (with the support of new communications technologies) increasingly feasible option. Establishing a *virtual* Teaching and Learning with Technology Center for a group of institutions (consortium, state system, etc.) can be, in Gilbert's view, another important step toward increasing the quality of teaching and learning in higher education.

The Appalachian College Association's Virtual Center is an example of a virtual center for Teaching and Learning with Technology. The mission of their Virtual Center is to encourage and support efforts to improve teaching and learning by fostering collaboration and resource sharing among the 33 institutions, enhancing their instructional technology resources and services. To accomplish the mission of the Virtual Center, the center performs the following functions with the primary goals of facilitating faculty development, technical collaboration and instructional design.

- Faculty development is promoted by encouraging faculty interaction and learning opportunities across the Appalachian College Association, along with funding support, as needed and where available.
- Technical collaboration is accomplished by brokering information and services with resource sharing among institutions and with outside agencies, as needed, including training of IT student workers.
- Instructional design awareness develops through sharing best practices and case studies, and leads to appropriate consulting services.
- The Center's Virtual Meeting Hall fosters collaboration through the use of traditional and Web-based tools.
- The Center's Virtual Departments serve as a repository for relevant discipline-specific information and Web-based tools and provides a wider exposure for faculty and their participating colleges.

This idea of a collaborative virtual center for teaching and learning technology has been embraced by others as well. For example, the Illinois Virtual Campus provides online resources for faculty and staff of all universities and colleges in the state of Illinois. These include workshops (live and online tutorials), policies and research, as well as a faculty "collaboratorium," a collaborative area for faculty to share knowledge and experiences about online teaching and learning in their own disciplines.

**Implications for CIC collaboration:**

- Due to ever-increasing needs for instructional technology staff and resources, it seems that faculty development initiatives, particularly those that extend services in a cost-efficient manner, are likely candidates for collaboration among CIC institutions.
- The (v)TLTC movement appears to take the CIC Learning Technology Initiative model, which primarily focused on exchanging best practices between central learning technology staff, a step further. (v)TLTCs provide an online resource intended for direct access and sharing by faculty and departmental learning technology staff, as well as by central learning technology staff.

**Sources:**

Article by Steven W Gilbert (Nov 2000). "Virtual Teaching, Learning, and Technology Centers (V)TLTCs™: meeting rising expectations for educational uses of information technology." *Syllabus*, 14(4).

Live Webcast Jan. 9, 2001 on (v)TLTC by Steve Gilbert, TLT Group

Web site of Appalachian College Association Virtual Center,  
<http://www.acaweb.org/VCenter/virtualcentermission.htm>

Web site of Illinois Virtual Campus, <http://www.ivc.illinois.edu>

## Part 2: Check for Common Understanding

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This section of the discussion document provides the opportunity to check for a common understanding, based on what has been learned so far. First, some assumptions about the CIC as an organization will be presented. Then, a list of attributes of successful collaborative initiatives in higher education distributed education will be presented as well as a list of attributes of not-so-successful collaborative distributed education initiatives. The purpose of this check is to determine that common understanding exists prior to the contemplation and discussion of types of collaborative opportunities to be presented later in this document.

### Assumptions about the CIC as an Organization

- Any new CIC initiatives or programs should offer a “value-add” to its members, such as improving access of students to quality learning experiences, broadening course offerings, eliminating unnecessary duplication, increasing enrollment, strengthening bonds between institutions to establish a strong and stable foothold in an increasingly competitive higher education market, etc.
- The value and benefits, as described above, of any new CIC initiative or program should clearly outweigh the costs.
- A collaborative venture within the CIC should be structured so as to leverage each institution’s respective strengths and expertise.
- The CIC itself does not grant course credit, degrees or certificates. Only the individual CIC institutions do.
- Any collaborative distributed education opportunities that the CIC might consider must not compete with nor constrain any of the member institutions’ own distributed education initiatives or partnerships.
- To accomplish this, guiding principles would need to be established before proceeding. These guiding principles could address questions such as: How would an institution be compensated for their participation in the venture? How would students register, pay fees, and receive transcripts?
- Participation in any and all CIC programs, projects, and initiatives is always voluntary.
- All CIC institutions may not be ready to move forward on any given collaborative venture at a given time. However, the CIC may move forward in collaboration on a new venture with only a subset of the consortium membership participating.
- CIC headquarters staff fosters change and initiates new activities, but it is the universities that actually develop and implement the activities.
- Any collaborative venture pursued by the CIC would need a clear and obvious business model, funding plan, and decision-making structure.

### Critical Attributes of Successful Collaborative Distributed Education Initiatives

- They clearly and narrowly define a target audience with documented evidence of educational need.
- They provide seamless access to student services (e.g., online library, help desk, academic counseling, etc.) and administrative services (e.g., registration, fee payment, transcripts, etc.)
- They clearly are consistent with and supportive of the core missions of the institutions.

- They are appropriately funded so as to avoid overloading faculty and thereby jeopardizing the core instructional, research, and outreach missions.
- They offer a meaningful “value-add” to all participants.
- They provide learning opportunities as a consortium that would either be difficult and expensive, if not impossible, to offer as an individual institution.
- They involve faculty who do not confine themselves to traditional roles and are open and accepting of new ones.
- They involve decision-makers who are willing to challenge tradition in order to participate in a centralized structure for student application and registration.
- They provide well-designed courses and programs that meet the learners’ needs and are taught by faculty who are expert in teaching online.
- They provide a robust technology infrastructure that allows for use of multimedia course delivery.
- They use flexible, responsive organizational structures and governance that allow for quick decisions and rapid course development.
- They understand that the most vexing problems for a collaborative online initiative have more to do with policies and funding, and much less to do with technological challenges.
- They are guided by a well-developed rationale for the set of course and program offerings and an associated administrative infrastructure for registration, fees, and course credit management.
- They follow a “market-driven” approach to course development and pricing, especially for adult learners who value convenience, low cost, and around-the-clock access.

### **Critical Attributes of Not-So-Successful Collaborative Distributed Education Initiatives**

- They force participation.
- There is no added value.
- They have no focused audience.
- They often aggregate and offer courses currently available as opposed to strategically selected and/or developed degree and certificate programs.
- They do not effectively differentiate between similar course offerings, which results in (often unintended) competition between partners.
- They lack a sustainable business model.
- Their funding is inadequate.
- The partners are unwilling to modify long-standing policies, procedures, and methods.

## Part 3: Strategic Opportunities for Collaborative Distributed Education within the CIC

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This section of the discussion document sets out to list possible strategic opportunities with supporting data that will assist in analysis and discussion. The list is not exhaustive; it is intended only to begin the conversation. As dialogue ensues, it is expected that other opportunities or combinations or subsets of these opportunities will emerge.

Each category of opportunity is presented with the following descriptive elements to aid discussion.

- **Primary audience** – identifies a likely target audience
- **Potential description/components** – describes possible components
- **Benefits and value of such a collaboration** – summarizes main reasons why CIC might be interested in pursuing
- **Impact on individual institutions' work in same or similar area** – identifies potential conflicts or problems
- **Resource implications** – lists likely categories of expense and potential, if any, for revenue
- **Key issues to be discussed** – provides a set of common questions to assist in analyzing and discussing the opportunities

### Collaborative Courses and/or Degree Programs

**Primary audience:** CIC students

**Potential description/components:**

- Collaborative courses and degrees in areas that could not be offered by a single institution because of limited number of local faculty experts and/or the subject matter lends itself best to a virtual environment
- Courses and degree programs could be *created* by CIC institutions in collaboration
- Courses and degree programs could be collaboratively *delivered* by CIC institutions in a virtual environment
- Courses could be created and delivered by individual CIC institutions, but *aggregated* into a collaborative degree program delivered in a virtual environment
- Virtual departments, which aggregate faculty at different institutions, work together to deliver degree programs unique to the CIC
- New degrees created by allowing students, with college oversight, to design their own courses

**Benefit and value to such a collaboration:**

- Creates opportunity to increase access of educational experiences to students and to offer unique degrees and courses are created
- Leverages the CIC institutions' unparalleled scholarship and teaching excellence in a collaborative distance education environment to develop higher education opportunities second to none
- Demonstrates colleges' willingness to meet student needs
- Reduces unnecessary and costly duplication of course and program development and delivery

- Provides an opportunity to create and refine a framework for inter-institutional and departmental collaboration
- Strengthens bonds between CIC institutions through shared efforts to develop, promote and deliver distance education courses and programs, helping to guard against potential division in an increasingly competitive market

**Impact on individual institutions' work in same or similar area:**

- Collaborative courses and degree programs should not impact individual institutions negatively—only positively. They should allow department heads and deans to extend their course and degree offerings beyond their current faculty expertise and help “fill seats” for specialty, esoteric courses.

**Resource implications:**

- Development costs, such as costs associated with working with central and/or college learning technology support staff to develop courses, etc.
- Operational costs, such as staff to oversee and manage the initiative, facility rental, etc.
- Delivery costs, such as promotion, marketing, help desk, technology, etc.
- Modest revenue potential exists. If this initiative is expanded to include degrees of high interest or in other ways meet students' needs and interests, the revenue potential could increase significantly.

**Key issues to be discussed:**

- 1) Is there a need for this kind of collaboration? Do department heads and deans see a value in providing collaborative courses and degrees?
- 2) How would collaborative courses or degree programs be initiated? By department heads and deans? By individual faculty? Based on market need? Based on need to share faculty expertise?
- 3) What courses and degrees could be targeted for this type of collaboration? Courses and degrees in areas with known faculty limitations (such as lesser-taught languages), courses and degrees that focus on student interests and needs, or innovative and unique courses and degrees unavailable elsewhere? Should collaboration draw from individual faculty strengths or support where faculty resources are limited?
- 4) What are the benefits and drawbacks to developing and delivering the courses for a degree program collaboratively versus developing and delivering the courses independently but in cooperation with other institutions within a degree program?
- 5) Is there sufficient interest among the Members to pursue development of a collaborative framework that will address and resolve issues regarding tuition, credit transfer, and others related to offering collaborative courses and degrees?
- 6) How would such an initiative be structured so as to secure buy-in from all the primary stakeholders? How would such an initiative be promoted?

**Collaborative Continuing Education Courses and/or Certificates**

**Primary audience:** CIC alumni and adult citizens of 8-state region

**Potential description/components:**

- Collaborative development and delivery of learning experiences targeted at non-degree-seeking alumni and adult citizens of CIC states
- Market-driven learning opportunities primarily using the anytime, anywhere model

- For economy of scale, an instructional design model could be created that would address the learning needs and preferences of the adult learner cohort and could be taught hundreds of times by different instructors or perhaps no instructor, using one set of course materials, yet would not compromise CIC institutions' commitment to providing a high quality educational experience.

**Benefits and value of such a collaboration:**

- Opportunities to open new and expand existing access to students, such as
- CIC alumni, adult citizens of home states of the CIC institutions needing professional development, and corporate clients
- The establishment of good will and positive public relations toward funding sources (*i.e.*, citizens, legislatures, alumni) by expanding educational services to meet the broader needs of their constituents
- More value provided to CIC alumni, which helps to retain their loyalty and resist losing them as lifelong learners to for-profit education providers
- The establishment of faculty support for transforming the learning process through technology by voluntary participation on teams using instructional technology and innovative pedagogical approaches

**Impact on individual institutions' work in same or similar area:**

- For a collaborative venture of this sort to be successful, it must not compete with member institutions' existing continuing education programs and initiatives. Instead, the collaborative initiative should complement other programs, help strengthen them by drawing on the specialized faculty expertise of other institutions, and directly benefit those who contribute to the initiative.

**Resource implications:**

- Start-up costs, such as contracting for market research, business plan preparation, etc.
- Ongoing operational costs, such as staff to oversee and manage the initiative, facility rental, etc.
- Development costs, such as instructional designers and technologists, evaluation specialists, etc.
- Delivery costs, such as marketing, help desk, technology, etc.
- Modest revenue potential exists. If this initiative is expanded to include certificates of high interest or in other ways meet students' needs and interests, the revenue potential could increase significantly.

**Key issues to be discussed:**

- 1) Many institutions within the CIC separate the continuing education stream from the more traditional degree-seeking stream in terms of provostial jurisdiction. Can these and should these two streams converge in higher education today, and, if so, should this convergence be done collaboratively?
- 2) Do the values of shared investments and efforts outweigh the potential individual gains of those pursuing continuing education courses and certificates independently?
- 3) Is greater emphasis on providing for the lifelong learner, as described above, consistent with the existing or evolving core missions of the CIC institutions?
- 4) Is there commitment among the Members to create the framework necessary to support a market-driven and learner-centered educational experience?
- 5) How would such an initiative be marketed and managed? Would the CIC institutions assume those roles or enter into a partnership with a for-profit entity?

## Collaborative Research and Sharing of Research on Distributed Education

**Primary audience:** CIC faculty, staff, and students involved in research

**Possible description/components:**

- A searchable database that would house links to pertinent information about research/researchers, links to completed research, and links to research in progress
- Information entered/submitted by faculty, staff, and students of the CIC
- Search function identifies areas needing research as well as prospective collaborators in specific research areas

**Benefits and value to such a collaboration:**

- Researchers, faculty, and students could readily discover which of their CIC colleagues are researching similar areas or using related technologies, in order to build partnerships when appropriate and share information
- Help to avoid costly duplicate research efforts (except where duplication is desired)
- Help identify and initiate needed research

**Impact on individual institutions' work in same or similar area:**

- The decision to enter information into the shared database about a researcher's project should be encouraged, but ultimately should be the choice of the researcher

**Resource implications:**

- Costs associated with the design, development, maintenance, and publicity and promotion of a database
- Potential funds to "seed" select collaborative research
- Should the CIC partner with the already developed NLANR Clearinghouse (mentioned earlier in this document), the resources required would be greatly reduced

**Key issues to be discussed:**

- 1) Any database is only as good as it is current and accurate. Would CIC researchers, faculty, and students value such a database to the extent that they would voluntarily contribute to and use it?
- 2) Would the CIC wish to develop its own shareable and searchable research database or enter into a partnership with NLANR?

## Collaborative International Distance Education

**Primary audience:** International students; foreign governments

**Possible description/components:**

- Courses, programs, and certificates offered to foreign governments and students
- Offered in a virtual environment using both non-interactive and interactive media and course design
- An exchange component back to the CIC student with local (foreign) expertise that could help provide a perspective to which our domestic students might not otherwise be exposed

**Benefits and value to such a collaboration:**

- Enhance professional reputation of CIC universities and consortium globally as education providers
- Influence higher education and discipline studies globally

- Potential to maximize revenues by pooling course development resources
- Provides a broader, global perspective to CIC students regarding economic, political, and cultural issues related to development and delivery of educational programs, particularly in foreign countries
- Provides flexibility for international students at CIC institutions to take some CIC courses in their home countries
- Assist universities in other countries interested in establishing new programs by offering CIC courses not available at the home university

**Impact on individual institutions' work in same or similar area:**

- Several schools already have agreements with foreign countries.
- It is unclear if and how MUCIA might evolve into a new organization that delivers international distance education and whether that new organization would have any ties to the CIC. This would need clarification to assess impact on individual CIC institutions.

**Resource implications:**

- A thorough professional market analysis would need to be conducted to identify international markets that best fit with CIC college and faculty expertise. The plan could also include an international marketing and promotion plan.
- Resources would also be necessary to establish and manage a collaborative international distance education venture.
- Potential for revenue would need to be determined by a professional market analysis that also factored in lost market share to for-profit education providers, and takes into account the volatility of the global market.

**Key issues to be discussed:**

- 1) Would the CIC prefer to compete with for-profit entities to prospect, develop, promote, deliver and manage education of this sort internationally or to enter into a partnership with a for-profit or other nonprofit entity?
- 2) How will developing countries that have the highest need for higher education finance this education? What would be the revenue model?
- 3) Where will faculty come from for the faculty-delivered interactive programs?
- 4) How will cultural differences be accommodated in course materials and delivery?
- 5) Due to technological limitations in developing countries, videotaped lectures appear to be the most accessible means of course delivery. How should quality be balanced with accessibility?

## **Collaborative Distributed Education Model Policy Development**

**Primary audience:** Provosts and other high-level university administrators; continuing education directors, registrars, and others who are responsible for developing and implementing policy regarding student application, registration, and support services

**Potential description/components:**

- Comprised of higher education policy experts from the CIC and from around the nation, along with select administrators and faculty
- Identify and discuss issues related to distributed education that are of concern to individual institutions and consortia of higher education institutions
- Review other model policies
- Create White Papers about distributed education related policy issues, especially as they relate to large research institutions like those in the CIC

- Work with administrative groups within the CIC involved with collaborative distributed education and in need of developing new policies to accomplish collaborative innovations
- Serve as a consulting body to CIC institutions and their lobbying agents. For example, it could review current policies from CIC institutions, as requested, and make recommendations or review proposed legislative mandates and make recommendations.

**Benefits and value of such a collaboration:**

- Members could have the opportunity to have their institutions' distributed learning policies reviewed in light of new needs and emerging technologies that will allow for better education, access, and service to students mediated by technology.
- Members could receive expert guidance in developing policies and procedures to allow for collaborative distributed learning innovations.
- Members could receive expert guidance to help forward or shape national agendas that have real implications for large, research institutions.
- Pooling expertise and resources could be very valuable to member institutions in this very important but challenging arena.

**Impact on individual institutions' work in same or similar area:**

- The model policy recommendations should only be advisory in nature—member institutions could decide whether or not to incorporate such recommendations.
- The model policy development should enhance and build upon individual institutions' work in policy development.

**Resource implications:**

- Travel and meeting expenses for those involved with the model policy development
- Staff to coordinate the model policy development efforts
- It would likely be necessary to provide release time or money for graduate assistants to free policy experts to participate.

**Key issues to be discussed:**

- 1) Would model policies in distributed education be of value to Members and others in the CIC?
- 2) Are there some particular distributed education policy issues, such as intellectual property issues, that the Members would wish to see tackled early on?
- 3) How might any model policies developed actually be implemented?

**Collaborative Virtual Resource Center for Teaching and Learning with Technology**

**Primary audience:** CIC faculty, staff, and graduate assistants

**Potential description/components:**

- A collaborative virtual resource center for teaching and learning with technology directly accessible by faculty, staff, and graduate assistants—comprised of informational web pages, software, databases, communication tools, links, etc.
- A repository of learning objects for shared use across CIC
- A clearinghouse of information and tools to help faculty, staff, and graduate assistants use learning technology tools
- A place to find online resources, online tutorials and training, links, and communication tools for faculty development

- Provide CIC-wide benchmarks related to learning management systems, faculty development support, etc.
- Provide forums for discussion among ad hoc groups of faculty or staff interested in topical discussions
- Links to model online courses authored by faculty in various academic departments. Online course authors could control access by having other CIC faculty request a guest password to view their courses, if such control is desired.
- For pedagogical tools desired by faculty but not yet available, the Virtual Resource Center might involve interested CIC institutions and/or appropriate corporate entities to identify and develop innovative new pedagogical tools.

**Benefits and value to such a collaboration:**

- Provide “one-stop shopping” place for faculty, staff, and graduate assistants who are looking for teaching and learning with technology resources
- Share innovations between and among academic and technical departments within CIC
- Facilitate the benchmarking of learning technology tool use by faculty and staff across the CIC
- Could identify areas of duplication and work to reduce these where appropriate

**Impact on individual institutions’ work in same or similar area:**

- Since all CIC institutions have central support units that provide faculty support for the use of teaching and learning technology, the collaborative virtual resource center should not replicate existing services, but instead offer services and resources that would only be possible through collaboration of funds and other resources, and facilitate information sharing between and among institutions.

**Resource implications:**

- Staff to coordinate the collaborative design, implementation, and maintenance of the Center’s resources
- Travel and meeting expenses for those involved in the design, implementation, and maintenance of the Center
- Space on a server
- Acquisition or development of materials identified as key, such as innovative online, pedagogical tools, online tutorials (e.g., how to stream video using course management systems, how to stream audio, etc.), tools, and other resources

**Key issues to discuss:**

- 1) Are existing collaborative virtual centers for teaching and learning with technology effective? How has that been measured?
- 2) Would the resources required for this center be worth the value and benefits it would provide to faculty, staff, and graduate students?
- 3) What unique resources and services would be in this center that are not already provided locally?
- 4) With MERLOT and the World Lecture Hall already in place as free searchable databases of links to discipline-specific, peer-reviewed learning objects and courses, respectively, should the CIC invest in creating its own online repository of learning objects or database of e-course links?

## Collaborative Online Catalog of Distance Education Courses

**Primary audience:** Students and prospective students of CIC institutions

**Potential description/components:**

- An online search tool that could appear as a single catalog of distance education courses, but actually searches all the catalogs of the CIC institutions
- All participating institutions would need to agree on a standard format for storing or exporting information about courses.
  - For example, through the work of IMS, CIC institutions could agree to a single protocol for the data to be exchanged and the format for tagging that information.
  - Each institution could maintain their own databases of course offerings, but use the same tool to search the catalogs of participating institutions.

**Benefits and value of such a collaboration:**

- A shared online catalog would be a service to students—further enhancing the image of the CIC institutions as being “student-centered.”
- This online catalog could facilitate providing lifelong learning to corporate entities that may be interested in taking courses from different CIC institutions.
- Coming to consensus on a standard format for information would be an essential prerequisite for allowing students to register online across institutions—an important element should the CIC ever pursue a collaborative e-learning venture.

**Impact on individual institutions’ work in same or similar area:**

- It will be very important to avoid developing or accentuating a competitive environment within the CIC—something that could easily happen whenever courses are presented side-by-side to prospective students.
- The catalog should be designed so that double keying of information would not be necessary.

**Resource implications:**

- There would be significant costs involved to develop the search tool as well as to support the meeting process of consensus building between stakeholders, such as registrars, on our campuses.
- There may be other prospective partners interested in developing such a search tool (or sharing one already created) that may be willing to share development expenses.
- There may also be grant or foundation funding opportunities for projects like this.

**Key issues to be discussed:**

- 1) Would the benefits of having an online catalog be worth the costs of development?
- 2) Are the existing online databases of online courses at almost two-thirds of the CIC institutions used sufficiently now to justify making a larger consortial investment?
- 3) Would a collaborative online catalog add sufficient value to the majority of CIC institutions who already have an online catalog of distance education courses?

## Collaborative E-Marketplace

**Primary audience:** Educators at all levels, corporate training specialists, scientists, CIC institutions, and others (depending on the content of the electronic materials)

**Possible description/components:**

- An online collection of educational materials for sale that have been created by CIC faculty and staff, including CD-ROMs, downloadable software, Web-site links, etc.
- A Web listing of CIC faculty who are interested in creating and/or teaching online courses for other CIC institutions during the summer
- A Web listing of retired CIC faculty who are interested in creating and/or teaching online courses for other CIC institutions
- Links to all the CIC university presses and bookstores

**Benefits and value of such a collaboration:**

- Provides a common online marketplace with a greater number and variety of resources and, therefore, greater potential return on investment
- Provides faculty with a competitive alternative to working with software publishers or retailers
- Extends the impact of CIC faculty's work outside of CIC institutions
- Provides motivation for faculty to consider developing materials with multiple uses for different audiences
- Provides incentive for faculty to become involved with creating and teaching online courses
- Provides retired faculty with opportunity for extended service
- Provides a pool of interested, high quality faculty from which to choose for the development and delivery of e-learning

**Impact on individual institutions' work in same or similar area:**

- Could interfere with university presses that perform a similar function
- Could interfere with faculty's existing agreements or relationships with publishers
- Could interfere with faculty's existing agreements with home institutions

**Resource implications:**

- A thorough professional market analysis would need to be conducted to identify markets and product gaps that best fit with CIC faculty expertise. The plan could also include a marketing and promotion plan for advertising the e-resources.
- Resources would also be necessary to establish and manage a collaborative e-commerce site that would house and sell/distribute the e-resources (or to pay others to provide this management service).
- Certainly there would be potential for revenue, but the potential would be greater if the marketplace was clearly defined by a market analysis that served as the "driver" for the product development, as opposed to simply entering all product developed by faculty into the marketplace.
- Resources would also be necessary for establishing and maintaining a database of active and retired faculty interested in creating and/or teaching online courses for other CIC institutions.

**Key issues to be discussed:**

- 1) Would the investment required to establish and manage this e-marketplace be worth the benefits?
- 2) What would be the motivation for faculty to contribute to the marketplace?
- 3) How would issues of intellectual property and faculty compensation be handled?
- 4) What kind of impact, if any, would a collaborative e-marketplace have on the university presses at the CIC institutions?

## **Collaborative Partnership with Corporate Entity**

**Primary audience:** Depends on corporate entity selected for partnership

**Possible description/components:**

- Participating CIC institutions could enter into a partnership with a corporate entity that provides some value-add distributed education service or product
  - Examples are Fathom and Unext (online education), Xap and College.net (online applications), Questia and NetLibrary (online library services), Blackboard and WebCT (course management systems), etc.

**Benefits and value of such a collaboration:**

- Partnering as a consortium could result in much greater leverage for favorable negotiations with the select corporate entity than any single university
  - Could result in lower investment and/or risk per university
  - Could result in greater CIC influence in corporate decision-making
  - Could result in providing a service that leads to the increase of enrollment, student learning, and faculty satisfaction

**Impact on individual institutions' work in same or similar area:**

- Could interfere with universities that already have a partnership in place with this or another similar corporate entity
- Could interfere with faculty's existing agreements or relationships with this or another similar corporate entity
- Could interfere with faculty's existing agreements with home institutions

**Resource implications:**

- Thorough, professional needs and market analyses would need to be conducted to identify CIC institutional needs and prospective markets where a collaborative partnership with a corporate entity would be valuable.
- Depending on the nature of the agreement, resources may be required of each participating institution. Likewise, each participating institution may receive revenues.

**Key issues to be discussed:**

- 1) Would the potential benefits of the collaborative partnership be worth the investment required to establish and manage this partnership?
- 2) What is really meant by entering into a "partnership" as opposed to a contracted service? Is a partnership really what would be most beneficial to the CIC institutions?
- 3) How could a partnership with a corporate entity be structured so as to ensure the support of students, faculty and staff?

## **Part 4: Summary**

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The Committee on Institutional Cooperation has always been governed by three founding principles: that no single institution can or should attempt to be all things to all people, that inter-institutional cooperation permits educational experimentation and progress on a scale beyond the capability of any single institution acting alone, and that voluntary cooperation fosters effective, concerted action while preserving institutional autonomy and diversity.

Guided by these principles since 1958, the scope of cooperative ventures between the CIC member universities has been remarkably broad, and the possibilities for future collaboration are limited only by our imagination. At the dawn of the twenty-first century and the 43<sup>rd</sup> year of working together, the CIC faces the opportunities and the challenges presented by collaborative distributed education. Should the CIC combine their great force and resources and “do something” together in this area? This is a question that deserves great contemplation and discussion among the Members since the emphasis on and role of distributed education at the different institutions varies across the CIC.

Now is the time for the CIC Members to reflect on their institutions’ core missions and the role of distributed education within those missions, and to consider the many collaborative distributed education opportunities, subsets or combinations, as well as new opportunities that arise through the process of discussion. It is hoped that this document will provide a format for critical thought, questioning, and discussion that will help the Members determine which, if any, shared path to take into the future.

## Appendix A: References/Commenters/Resources

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### Interviews/Site Visit Discussions/Commenters

- Comments by Steve Acker, Director, TELR, Ohio State University
- Interview with Barbara Allen, Director, Committee on Institutional Cooperation
- Interview with Jack Barnette, Associate Dean, Public Health Administration, University of Iowa
- Site visit with Anthony Basil, Director, Continuing Education, Ohio State University
- Comments by Curt Bonk, Associate Professor, Department of Counseling and Educational Psychology and Department of Instructional Systems Technology, School of Education, Indiana University
- Comments from Diane Birckbichler, Professor and Chair, Department of French and Italian, and Director, Foreign Language Center, Ohio State University
- Interview with David G. Brown, Vice-President and Dean, International Center for Computer Enhanced Learning, Wake Forest University
- Comments by Nicholas Burbules, Professor, Education Policy Studies, College of Education, University of Illinois at Urbana-Champaign
- Interview with Sugato Chakravarty, Associate Professor, Consumer Sciences & Retailing, Purdue University
- Comments by Kathy Christoph, Director, Academic Computer Services, Department of Information Technology, University of Wisconsin-Madison
- Interview with Elizabeth Constantine, Grants and Development Officer, International Programs, University of Iowa
- Comments by Jeremy Dunning, Dean, School of Continuing Studies, Indiana University
- Comments by Susan Fowler, Professor and Dean, College of Education, University of Illinois at Urbana-Champaign
- Interview with Jonathan Fox, Assistant Professor, Consumer & Textile Sciences, Ohio State University
- Comments by Gerardo Gonzalez, Dean, School of Education, Indiana University
- Interview with Cathy Gunn, Director, Illinois Virtual Campus
- Interview with Ken Gustin, Director, Web Technology Group, Academic Outreach, University of Illinois at Urbana-Champaign

- Comments from Linda Harlow, Professor, Department of French and Italian, and Associate Dean, College of Humanities, Ohio State University
- Comments by James Hilton, Professor, Department of Psychology, and Associate Provost, Academic, Information, and Instructional Technology Affairs, University of Michigan
- Interview with Steven Hoch, Associate Provost and Dean, International Studies, University of Iowa
- Interview with Fred Hoxie, Professor and Swanlund Endowed Chair, Department of History, University of Illinois at Urbana-Champaign
- Site visit discussion with Paul Hunt, Vice Provost, Libraries, Computing and Technology, Michigan State University
- Comments by Linda Jorn, Director, Digital Media Center, University of Minnesota
- Comments by Carol Kegeris, Distributed Education Coordinator, Office of Distributed Education, Indiana University
- Comments by Shake Ketefian, Professor, School of Nursing, and Director, Doctoral/Postdoctoral Studies and International Affairs, University of Michigan
- Interview with Earl Kellogg, MUCIA Board Member, and Associate Provost, International Affairs, University of Illinois at Urbana-Champaign
- Comments by Faye Lesht, Head, Academic Outreach, Office of Continuing Education, University of Illinois at Urbana-Champaign
- Comments by Jim Levin, Professor, Educational Psychology, College of Education, University of Illinois at Urbana-Champaign
- Comments by John D. Margolis, Associate Provost for Academic Affairs, Northwestern University
- Interview with and comments by Gary Miller, MUCIA Board Member, and Associate Vice President, Continuing and Distance Education, Pennsylvania State University
- Interview with Virginia Moxley, Associate Dean, Academic Affairs, College of Human Ecology, Kansas State University
- Comments by Eva Pell, Vice President, Research, and Dean, Graduate School, Pennsylvania State University
- Interview with Marilyn Rothert, Professor and Dean, College of Nursing, Michigan State University
- Site visit discussion with Diane Ryan, Executive Director, Penn State Alumni Association
- Site visit discussion with Jim Ryan, Vice President, Outreach and Cooperative Extension, Pennsylvania State University

Interview with Yolanda Zepeda, Program Administrator, Academic Programs, Committee on Institutional Cooperation

Interview with Robert Zimmer, Vice President, Research and Deputy Provost, University of Chicago

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## Conference Session Attendance

### Council for Adult and Experiential Learning (CAEL) Conference "Managing Online Education Partnerships," Chicago, IL, Nov 15, 2000.

- Ken Salomon, Atty., Dow, Lohnes, & Albertson, "Managing Intellectual Property Issues in Online Education."
- Anne Moore, Director, Information Technology Initiatives, Electronic Campus of Virginia, "Structure/Governance."
- Mary Beth Susman, Chief Executive Officer, Kentucky Commonwealth Virtual University, "KCVU."
- Cathy Gunn, Director, Illinois Virtual Campus, "Funding Opportunities."
- Kate Carey, Director, Ohio Learning Network, "Building, Managing, and Maintaining Relationships."

**Live webcast from The Teaching, Learning, and Technology Group (TLTG) Group,  
Jan 9, 2001**

Steve Gilbert, President, TLTG, "(v)TLTC."

**National Learning Infrastructure Initiative (NLII) Conference, New Orleans, LA, Jan  
28-30, 2001.**

Bruce Chaloux, Director of SREB Electronic Campus, "SREB Distance Learning Policy Laboratory."

Small group discussion on SREB Electronic Campus including Ronald Legon, Provost of the University of Baltimore (a member of SREB Electronic Campus).

**Intellectual Property in the Digital Environment: Exploring the Possibilities  
Conference, Madison, WI, May 6-8, 2001.**

Marybeth Peters, Register, United States Copyright Office, "The Challenge of Copyright in a Digital Age."

Ken Salomon, Atty., Dow, Lohnes, & Albertson, "Trends in Distributed Learning."

Lolly Gasaway, Professor of Law and Director of the Katherine Everett Library, University of North Carolina at Chapel Hill, "Distance Education and Copyright."

David L. Lange, Professor of Law, School of Law, Duke University, "Theory and Practice in Copyright."

Ryan Craig, Vice President of Business Development, Fathom, "Partnering with Other Institutions to Lead the Development of Online Education."

## Related Web Sites

Academic Technologies, Northwestern University, <http://www.at.northwestern.edu>

Academic Outreach, University of Illinois, <http://www.outreach.uiuc.edu>

Appalachian College Association Virtual Center,  
<http://www.acaweb.org/VCenter/virtualcentermission.htm>

Center for Credit Programs, University of Iowa, <http://www.uiowa.edu/~ccp>

Center for Lifelong Learning, Purdue University, <http://www.cll.purdue.edu/index.cfm>

College of Continuing Education, University of Minnesota, <http://www.cce.umn.edu>

Distance Education Catalog Online, Penn State University,  
<http://www.worldcampus.psu.edu/search>

Distance Learning within the Extended University, Purdue University,  
<http://www.cll.purdue.edu/extendeduniversity/cde/distancelearning/index.cfm>

DoIT Learning Technology and Distance Education, <http://wiscinfo.doit.wisc.edu/ltde>

Economic Development courses through the Extension Service, University of Minnesota,  
<http://www.edo.umn.edu/register.html>

Educause's Institutional Readiness database pilot project,  
<http://webdevel.educause.edu/dss/index.asp>

Fathom, <http://www.fathom.com>

Great Plains Interactive Distance Education Alliance, <http://www.okstate.edu/hes/gpdc>

Illinois Virtual Campus, <http://www.ivc.illinois.edu>  
 Indiana College Network, <http://www.icn.org>  
 McKinsey and Company, <http://www.mckinsey.com>  
 MERLOT, <http://www.merlot.org/Home.po>  
 Michigan State University's Virtual University, <http://www.vu.msu.edu>  
 Michigan Virtual University, <http://www.mivu.org>  
 Michigan Virtual Automotive College, <http://www.mvac.org>  
 NLANR Clearinghouse, [http://dast.nlanr.net/Clearinghouse/clearing\\_main](http://dast.nlanr.net/Clearinghouse/clearing_main)  
 Office of Distributed Education, Indiana University, <http://www.indiana.edu/~iude/frameset-about.html>  
 Ohio Learning Network, <http://www.olin.org/ohiolearns.html>  
 Penn State's World Campus, <http://www.worldcampus.psu.edu/pub/index.shtml>  
 School of Continuing Studies, <http://www.northwestern.edu/scs>  
 Southern Regional Education Board, <http://www.sreb.org>  
 SREB Electronic Campus, <http://www.electroniccampus.org>  
 TELR, Ohio State University, <http://www.telr.ohio-state.edu/index.html>  
 U of I Online, <http://www.online.uillinois.edu>  
 Unext, <http://www.unext.com>  
 University of Wisconsin System Catalog of Distance Learning,  
<http://www.uwex.edu/disted/catalog/index.html>  
 Virtual Universities by the Association for Institutional Research,  
<http://airweb2.org/links/virtualu.cfm>  
 World Lecture Hall, <http://www.utexas.edu/world/lecture>

### Contact Information for Discussion Document Authors

Karen Partlow, Program Administrator, Learning and Information Technologies, Committee on Institutional Cooperation, 302 E. John Street, Suite 1705, Champaign, IL 61820, 217-265-8006, [kpartlow@cic.uiuc.edu](mailto:kpartlow@cic.uiuc.edu).

Merri Beth Lavagnino, Director, Learning and Information Technologies, Committee on Institutional Cooperation, Committee on Institutional Cooperation, 302 E. John Street, Suite 1705, Champaign, IL 61820, 217-265-8006.

## **Appendix B: CIC Groups Invited to Review Discussion Document**

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Chief Academic Officers

Registrars

Graduate Admissions Officers

Continuing Education Directors

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Learning Technology Group

Library Directors

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