Initial Comparator Research – University of Arizona
>(LMS = D2L; https://d2l.arizona.edu/. Managed by University Information Technology Services as a central service. LMS support for Main Campus (i.e., primarily residential) students and faculty is provided through their 24/7 IT Support Center; http://uits.arizona.edu/departments/the247.)

General impression: UA's Main Campus benefits from a centralized faculty development and educational technology unit and central IT's "ownership" of the LMS, though online courses for its residential population have been developed on an ad hoc basis. UA Online is a venture so distinct from the rest of UA that it verges on segregation; its offices are housed on UA's Main Campus, but it will serve a completely separate population.

Organizational note: Arizona already differentiates between its Main Campus (roughly equivalent to UO in Eugene) and UA South, a collection of learning centers across southern Arizona which provide transfer pathways from regional community colleges (with whom they are often co-located). UA South confers a number of traditional bachelor's and master's degrees that are offered on the Main Campus, as well as bachelors' degrees of applied science in professional subjects, which are not offered on the Main Campus. UA South already offered degree completion programs online; those are now part of UA Online's purview.

1) What services does this institution's Extension unit provide to campus partners?
>Continuing education at UA is somewhat decentralized. It is not related to UA Online or other efforts to provide online courses and programs for credit.
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>In the past, UA's Outreach College (http://oc.arizona.edu) seems to have been a home (at the very least, an aggregator) for both credit and non-credit education, including online graduate programs and the degree completion programs offered through UA South. But many of the efforts of Outreach College have become part of the UA Online portfolio (see http://odl.arizona.edu/faqs) The Outreach College online catalog does have current (summer and fall 2015) courses listed, mostly online delivery, with some face to face, and some self-paced, within categories of undergraduate, graduate, and high school. The non-credit tab sends people over to UA Continuing and Professional Education (below).
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>There is a centralized office of Continuing and Professional Education (http://ce.arizona.edu), which focuses on non-credit programming for external audiences. They offer professional education, personal enrichment, customized programming, non-credit certificates, OLLI, teacher training, and travel.
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>In addition to the university-wide CE office, UA's College of Agriculture and Life Sciences offers a Cooperative Extension service (CALS-CE; http://extension.arizona.edu), which provides the statewide services (including 4-H, agricultural and food safety, family services, gardening, health and nutrition, natural resources, and water) common to land-grant institutions. CALS-CE maintains offices in each county, as well as on 5 of Arizona's reservations.

Individual schools and colleges are also conducting statewide outreach and some continuing education efforts. UA's division of Outreach and Extension has a single aggregator web site, http://uaforyou.arizona.edu, which allows the user to navigate to programming across the university and the state. Links to these college-level outreach programs seem to echo listings elsewhere.

One example of a school or college-based CE-type effort is a Cancer Survivorship e-Learning series, developed by the campus medical center in conjunction with national organizations (http://azcc.arizona.edu/news/cancer-survivorship-e-learning-series). This would seem to be a type of professional development training available to care providers. Even if they call it an "online continuing education program" with the option for CEs (by their definition a continuing ed credit, not CEU here) I am not sure it actually provides certification at the end, nor meets CEU professional requirements for doctor, nurses, etc. Might be the beginning of such a thing, though.

2) Where is digital education housed? Are there separate units for online learning and blended or hybrid courses? Are technology and pedagogy combined or separate? How much of this effort is centralized?

Digital education at the University of Arizona is coordinated through two centralized organizational structures running in parallel.

Their newly heralded e-campus venture, UA Online, is a strategic effort being developed through the Office of Digital Learning (http://odl.arizona.edu). ODL has its own instructional designers and development staff; it *only* supports the development of fully-online courses and programs that are being designed for UA Online. It partners with academic programs and departments that exist on the UA Main Campus, working with them to develop courses and degree pathways that will be profitable. Interested academic departments are taken through a four-stage development process that includes market research, curriculum development, and business planning. ODL uses and endorses Quality Matters. They are beginning to train UA faculty and staff as QM peer reviewers this summer (see http://uanews.org/calendar/59699-online-course-applying-quality-matters-rubric).

UA Online, the "brand" being marketed by ODL, has subsumed and expanded the efforts of UA's Outreach College (http://oc.arizona.edu), which previously offered online and face-to-face programming in both credit and noncredit models. It is a direct outcome of the university's current strategic plan, "Never Settle" (http://neversettle.arizona.edu). It is also the new home of online degree completion programs and master's degrees previously offered by UA South.

- Video overview of ODL: https://www.youtube.com/watch?v=yBOHCl-MRgo

- Official University Relations announcement of UA Online:
  http://uanews.org/story/ua-launches-online-campus

Each degree offered through UA Online is affiliated with a school or college, either at the Main Campus or at UA South. But to some extent this is misleading; while the new programs may be developed by ODL and academic units in partnership, there remains a *complete* separation of student populations at UA. According to ODL's FAQ (http://odl.arizona.edu/faqs --worth reading in its entirety), UA Online students will not be allowed to take in-person courses at the Main Campus. Nor can UA Online students enroll in the online courses developed for Main Campus. Main Campus students can take online courses developed specifically for them (these are called iCourses, see more below) but will not be allowed to take courses through UA Online.

Arizona students have been completing online degrees (either in part or in full) prior to the development of UA Online. Many were coordinated through UA South, but some were developed through the Main Campus (see: http://uanews.org/story/some-grads-earned-degrees-from-a-distance). iCourses— those online courses developed for Main Campus, "in residence" students who are generally pursuing their degree face-to-face—have a less obvious point of origin than do the courses being developed through UA Online. In general, they seemed to be developed on the basis of faculty/departmental initiative (similarly to those courses developed at UO, whether through Academic Extension or via other units). Support is provided on an individual basis through UA's Office of Instruction and Assessment (http://oia.arizona.edu). OIA is a Main Campus office providing both educational technology and general pedagogical support to faculty at all levels, as well as to graduate student teachers.

Organizationally, these efforts report through different structures. ODL reports up through the Vice Provost for Digital Learning and Student Engagement, to the Senior Vice Provost for Academic Initiatives and Student Success, who reports to the Provost (http://odl.arizona.edu/organizational-chart) but is *also* a part of the President's executive team in her own right (see multiple lines at http://president.arizona.edu/campus-organization-chart). In contrast, OIA is headed by the Assistant Vice Provost for Instruction and Assessment, reporting to the Senior Vice Provost for Academic Affairs, who reports to the Provost (http://oia.arizona.edu/sites/default/files/orgt%20chart%20heir%202.13.2015.pdf)

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?

The primary home for faculty development on UA's Main Campus is the Office of Instruction and Assessment (http://oia.arizona.edu), which provides both educational technology and broader pedagogical support in an integrated format. Programming includes course development support for delivery in multiple modalities, assessment and evaluation support at the classroom and program

levels, and training in instructional strategies and learning technologies. Individual consultations are offered, as are workshops, focus groups, and observations. OIA also offers rich web resources and houses a production unit—i.e., it can actually create online courses and resources in partnership with academic units on the Main Campus. (These would be iCourses for on-campus students, if delivered online—OIA's efforts are distinct from UA Online.)

OIA coordinates a 10-credit graduate certificate in college teaching, as well as a self-paced noncredit TA training which is delivered via D2L.

In addition to the comprehensive offerings at OIA, there is a coordinated cross-campus effort to train student preceptors, who help facilitate large courses at UA. This Teaching Teams program (http://teachingteams.arizona.edu), which originated in Arizona's Department of Planetary Science in 1998, trains cohorts of students in innovative peer-to-peer learning techniques. While it began in the College of Science, it is designed to be content-neutral; trained preceptors can work alongside instructors in all academic disciplines.

4) Where are instructional design and instructional technology housed? What pathways exist to guide faculty to instructional technology services? Is access to instructional technology support uniform across different faculty groups at the institution?

In addition to providing general first-tier tech support (e-mail troubleshooting, hardware basics, etcetera), UITS's 24/7 support center also provides first-line support for D2L for faculty.

More comprehensive support is provided through the Office of Instruction and Assessment (http://oia.arizona.edu). OIA's D2L support is wide-ranging; its Instructional Support division, which has a technological orientation, has a staff of 18 as well as student workers. Access to instructional technology support is uniform across the institution; OIA is open to all instructional staff and research staff at UA.

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? For example, does the institution count, encourage, or otherwise track student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? What institutional investments have been made in hybrid and/or blended learning?

Arizona's current capital campaign, Arizona NOW, launched in April 2014 with the goal of raising $1.5B by April 2018. It has 3 priorities—improved student experience, promoting innovative thinkers, and "expanding the UA's reach." That last priority explicitly includes online education. (A review of the first year of Arizona NOW: http://uanews.org/videos/arizona-now-first-year)

Never Settle, UA's current strategic plan, is assessing UA's progress from 2008 to 2020 on a set of particular metrics. These include undergraduate enrollment, research expenditures, annual bachelor's degrees, freshman retention, six-year graduation rate, community college transfers, the number of community college graduates who earn bachelor's degrees, and the number of online degrees UA confers each year. In that last category, they report 200 degrees conferred in AY 08-09, 300 in AY 13-14, with a goal of 1,000 online degrees conferred each year by 2020. (See http://neversettle.arizona.edu/#url=progress for all the details on these metrics.)

iCourses are funded through an additional $50/course student fee (http://www.wildcat.arizona.edu/article/2014/11/ua-students-face-new-online-class-fee).