Initial Comparator Research – University of North Carolina
    (LMS = Sakai)

General Impression: UNC-Chapel Hill reflects many things about UO. EdTech services are distributed across campus units. Online programs lack strategic presence (objectives are unclear), with online offerings coming from many different places (CE courses, undergrad, grad programs, MOOCs through Coursera), but without much visible policy or development process identified. Continuing Education itself is distributed. There is a 'central' unit in the Friday Center, but individual schools and colleges organize and offer their own CE programs separately. One highlight of UNC is a very robust Center for Faculty Excellence which presents a very coordinated, resourced effort to support all instructional staff in all areas of their work (teaching, research, leadership and mentoring). This is worth examining as a model at UO.

1) What services does this institution's Extension unit provide to campus partners?
    Continuing Education (http://www.unc.edu/academics/continuing-education/) is distributed across campus; provided by separate schools and colleges as well as by the William and Ida Friday Center for Continuing Education (http://fridaycenter.unc.edu/) which offers a broad range of educational opportunities for part-time students and adult learners.
        - The Friday Center offers credit and non-credit programs through online, self-paced, and classroom studies. Non-credit incorporates 'professional' and 'enrichment.' They also run an Inmate Education Program. A variety of credit and non-credit programs are offered through schools, colleges and other units across campus independently of the Friday Center.
            - The Friday Center houses the Carolina Courses Online program (see #2).
        - CE in general seems to simply coordinate access to, and listing of, online, self-paced, and classroom studies. Classroom studies allows part-time students access to campus courses as space is available.

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?
    Carolina Courses Online (CCO) (http://www.unc.edu/academics/online-education/) "offers distance education courses on a semester schedule in the spring, fall and over an extended summer session. Class attendance is not required, but students communicate with classmates and their instructor via e-mail and discussion forums. Courses originate and credit is granted from UNC-Chapel Hill. CCO is open to anyone regardless of whether the individual is enrolled at UNC-Chapel Hill. Admission to UNC-Chapel Hill is not required, but students should be at least a high school senior.
        - There is an effort to provide online access to other UNC campus offerings through the UNC Online Exchange (http://online.northcarolina.edu/), which compiles courses from all UNC campuses, and provides a means to search and access them.

CCO is situated within (or via) the Friday Center, which seems to serve as a coordinator of online offerings (outgrowth of classroom studies concept, perhaps?). Hard to see if there is any management of online courses in terms of engagement, quality, design, etc. The Friday center does have a Communication and Instructional Design Team with a director, 1 e-learning manager, 2 instructional designers, 1 multimedia designer, 1 marketing manager, 1 marketing specialist/instructional designer, and 1 production associate.

Online graduate degree programs are offered through individual schools and colleges, not CCO, such as the Online MBA program from the Business school (http://www.kenan-flagler.unc.edu/programs/online-mba). The Online MBA was ranked #1 by U.S. News and World Report, but it is not really clear how it is delivered, or what unit in the Business school supports its.

A number of MOOCs are offered by UNC faculty through Coursera. There does not seem to be a campus-based support unit (references to Coursera's Instructional Support Site). The UNC Library does have guidelines for using copyrighter material in Coursera Moocs (http://library.unc.edu/scholcom/moocs-guidelines/).

Educational Technology support services are distributed across campus. The 'central' provider is UNC IT Services, Educational Technologies (http://its.unc.edu/services/educational-technologies/), but individual schools and colleges provide their own support. Pedagogy is centralized (see #3), but is separated from edtech services.

    - Office of Arts and Sciences Information Services (OASIS) (http://oasis.unc.edu/) "provides thoughtful, innovative, and sustainable technical solutions to advance the College [of Arts and Sciences'] mission to promote innovative learning, discovery and engagement, in partnership with faculty, staff and graduate students.

    - UNC School of Pharmacy, Office of Educational Technology (https://pharmacy.unc.edu/about-us/school-organization/educational-technology)

    - UNC Med School Office of Information Services, Instructional Technology (http://www.med.unc.edu/mc2/services/instructional-technology)

    - UNC School of Education, Instructional Technology (http://www.unc.edu/soe-itech/)

    - UNC School of Information and Library Sciences (http://sils.unc.edu/it-services/instructional-technology)

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

    Pedagogical support lives within a larger Center for Faculty Excellence (http://cfe.unc.edu/) created as a successor to a teaching and learning-focused center in 2008. The CFE provides "holistic to faculty members in all campus units across the spectrum of their professional responsibilities and activities: teaching, scholarship and

research, leadership, and mentoring." Not sure if this covers all instructional staff, just tenure/tenure-track faculty.

The Teaching and Learning program (http://cfe.unc.edu/teaching-and-learning/) within CFE provides programs and events, consultations, and workshop on many aspects of teaching, integrating technology topics throughout, and provides links and resources to support innovation (separate links to Resources for Faculty and to Resource for Graduate Students). There is a specific program (grants, workshops, resources) to address large lecture course environments called the CFE 100+ Initiative (http://cfe.unc.edu/100plus/initiative/) which includes both pedagogical and technological topics. THE CFE also offers instructional development funding through the CFE/Lenovo Instructional Innovation Grants (http://cfe.unc.edu/teaching-and-learning/resources-for-faculty/) as "Support for Faculty Members Pioneering Novel Uses of Instructional Technology."

IT-Educational Technologies directs people to various technology-training (for Sakai, for faculty, for students) in other campus units.

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?

The Friday Center seems to have the only organized instructional design effort, although it does not say much about common policy, standards (engagement, quality, etc.), or common project management process. The Friday Center's Communication and Instructional Design Team includes a director, 1 e-learning manager, 2 instructional designers, 1 multimedia designer, 1 marketing manager, 1 marketing specialist/instructional designer, and 1 production associate.

Some school and college technology services have instructional design support (usually one person), but not all (OASIS simply has tech support providers in their organizational list).

UNC has access to Gartner Inc.'s research on technology products, vendors, case studies and industry and market trends, as a 'Core Research' client through a password protected portal. (See company website at http://www.gartner.com/technology/home.jsp).

DigCCur Digital Curation Curriculum (http://ils.unc.edu/digccurr/institute.html) currently has an institute as an effort to development a doctoral-level program for managing and maintain digital material (library and otherwise), associated with the UNC library.

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?

Digital education, educational technology, and online programs are distributed across multiple units, with little visible description of objectives or policy from the campus. Most of the online structure seems to be aimed at offering courses to the general public (raise money?), perhaps also to allow degree completion by finding the necessary course (at Chapel Hill or at another UNC campus).

On the pedagogical side, the move to expand the teaching and learning center into a full, robust Center for Faculty Excellence (teaching, research, leadership, mentoring) began in 2008, truly active by 2010. Not sure about the source of this change. CFE initiative do seem to reflect desire of campus (from body of faculty or from administration?) to address and improve things like teaching to large lecture courses.