

CONFERENCE GOALS

Participants will:

1. Deepen understanding of Sloan Pillars.
2. Through expert input and discussion, identify where online learning fits into HBCU strategy and culture; new student attraction and enrichment of on-campus curriculum.
3. Define critical issues to consider in use of online management system and course development.
 - DEVELOP a collaborative strategy for HBCUs to work together to share courses, plan programs and attract funding sources.
 - EXPLORE how HBCUs can support faculty development, including technical assistance and issues including faculty incentives, legal and intellectual property constraints.

Outcomes:

1. Commit to collaborate with each other, Sloan-C and ADEC.
2. Agree to develop institutional strategic plans to develop online learning capacity, courses and programs.
3. Agree to share human resources.
4. Agree to cooperatively develop resources and develop grant proposals.
5. Agree to common course and program areas for development, target audiences and best practices appropriate for adoption by HBCUs.

ALN WORKSHOP AGENDA May 17-19, 2006

Wednesday, May 17

A. Reception – Introductions

Free-hearted and unpretentious interactions occurred amongst the attending members. Introductions naturally occurred. Most of the participants spent time interacting appropriately. AAMU “Jazz” Trio-Ensemble provided musical arrangements which were much appreciated by all in attendance.

1. Introductory information provided to Dr. Chris Odionu, CIO, Alabama A&M University, regarding the Conference Sponsor, Dr. A. Frank Mayadas and Dr. John Bourne.
2. *Dr. Frank Mayadas, Program Director, Alfred P. Sloan Foundation, Introductory Speech*

Thursday, May 18

B. Welcome & Opening Remarks:

1. ***Dr. Shirley Houzer, Interim Vice President for Academic Affairs, Alabama A&M University***
 - Son has a computer device connected to both sides of his brain...initially needed a computer for a senior project
 - Grandchild now uses a computer for learning
 - Currently, one school is involved. Bring the faculty along
 - Grab the young people to get them involved. They are already attuned to the need
 - Will help build the faculty

2. ***Dr. Robert Taylor, Professor and Interim Dean, School of Agricultural and Environmental Sciences, Alabama A&M University***
 - Program Manager in NSF
 - Tuskegee Graduate
 - Worked at Tennessee State University

3. ***Dr. Frank Mayadas (Opening Speech)***
 - Discussed the fact that this workshop is a “major step in learning whether the participants will do what is required to advance distance education within the participating HBCU representation
 - Highlighted that the intent of the workshop is to provide access for everyone who wants to learn
 - Sloan Consortium champions asynchronous learning with Quality, Breadth & Scale. Provide the same quality as if the person is on the campus learning
 - All types of schools; except for Ivy League schools – they don’t seem to want to do this
 - Quality pillars – the way to get the Quality, Breadth and Scale
 - Summary – if you are not in ALN, the best thing to do is to get started...with one course; find out the obstacles; bottlenecks; get it up to scale (e.g. faculty, costs...)
 - The important thing – baseline & benchmark. Ascertain the baseline – three metrics – 1) online enrollments; 2) courses offered; 3) full programs offered online. Get this info to Dr. Byrd. Twenty-four months from now, we want to go back and look at the metrics. Would we have doubled those numbers? Greater. Push hard. Twenty-four months from now we must provide the product that everyone who wants to learn has access to. One of the easiest ways – quality scale...on your campus is to become an active part of Sloan-C. John Bourne – it does not cost anything; if you do a great job, I might turn to you for an initiative. People (within Sloan-C) take on projects to “move this thing along”.

- We are starting a few new things: “The Presidents Initiative” Led by Sam Smith – formerly President of Washington State University. Trying to understand from a sample of 12-13 successful colleges how they view ALN as an asset. Is it a part of the Strategic plan? How is it worked into the next ten years? Urban campus - space limited...online learning? Quick assessments...a lot to do in this process.
- Another initiative – asynchronous – funny sounding word...localness – not only is the world online and on campuses; blended learning...one-time meetings...localness effort; strong in reaching people away from campuses and close to campuses. These are two new things that Sloan-C is involved in. The stuff that we have started is still being developed.

4. *Dr. Taylor Byrd, Jr., ALN Workshop Coordinator, Alabama A&M University* – “We accept your challenge...asked Dr. Houser to facilitate an introduction to the Alabama A&M University President”.

C. Workshop Goals & Participant Introductions:

Dr. Jan Poley, President/CEO, ADEC

This is about “YOU”

- Review the workshop goals & outcomes – Quality, Scale, Breadth
- Introduction of all participants – 44 plus late arrivals (four others)

D. Keynote Address – Online Learning: An Opportunity that is Here Today:

Dr. Burks Oakley, II, Associate Vice President for Academic Affairs, University of Illinois, Urbana-Champaign, Illinois (<http://www.online.uillinois.edu/oakley/>)

– See handouts...”bringing many more people into higher education...we are impacting people’s lives with this program. Series of video: Carla Ross starts her studies in her Master’s Degree at 2:00 a.m.; links are provided online. Introductions – first week assignment; Icebreaker – three truths and a lie...lead to trust in the online environment. Strategies to build trust early in the semester. Forty percent of the grade is online discussion.

- Look at Dr. Oakley’s online course offerings. Site sources for info that is “borrowed”. Community of “Best Practices”
- Development of infrastructure – “faculty must feel ownership of the curriculum...” Faculty support/governance – Mayadas – peculiar type of person to teach online. This was a wrong assumption. The most effective online teachers were the experienced, dedicated to teaching...got online; transformed what they knew already to an online environment. Dr. Burks was already known to be an effective teacher in the classroom
- When it comes to putting a degree program online...speak to the issues – Response: several programs (UI Springfield). None of the departments had a ...liberal studies – interdisciplinary program – degree online provided. Interested faculty came behind placing their courses online. Led to 300 online degrees
- Assess “why” you are addressing online approaches

- Integrity of the student – engaging the student daily; proctored-final exams; Ray Shroeder – person can verify that the person was the person...validate the person. Apply subtlety in validating the person's identity. Check the work against plagiarism. Incorporate student comments into their papers
- Burks Oakley II – search “GOOGLE” for previous presentation

E. Building the Sloan-C Community

Dr. John Bourne, Executive Director, The Sloan Center at Olin & Babson Colleges

- Pillars, Listserv, Journal, Publications, Conferences, Workshops, Communities online and Wikis
- Community Building – Sloan-C; knowledge sharing – invites your participation
- Pillars-Scale: reach more people: access, learning effectiveness, student satisfaction, faculty satisfaction; cost effectiveness = framework [created by Frank Mayadas: Elements of Quality: The Sloan-C]
- Depth: Learning Effectiveness = interaction, course design, “swift trust” – participants and courses; metric back-up = indicators; measure; progress; source; reports from Institutions
- Listserv (daily)
- Journal (JALN) 600,000 downloads/paper 2005; newsletter once monthly
- Publications of books; sample shown; “E-Army U”
- Website: www.sloan-c.org most of the “stuff” that Sloan does is on the website
- 800-900 online degree programs are listed
- Conferences – once annually
- Annual surveys: www.sloan-c.org
- Three million students taking online courses
- Two-thirds of all students face-to-face; 40% offer Master's programs online
- Annual conference: November 8-10, 2006 -- 12th Conference
- Summer Workshops – constantly working in the core group investigating “localness”; emergency ALN; faculty training; leadership; minority institutions
- Join Sloan-C listserv = free; go to the website and sign up; 2d page = join listserv; engage in conversations about topics in which Sloan-C is engaged. “Elluminate” synchronous software application – a synchronous and online discussion tool provided to Sloan-C by the vendor. Free to HBCU = grant program; what you'd like to do – see about funding. Ask Blackboard asynchronous software application for their support. Provide “Elluminate” synchronous software application via a grants program; hosted out of Calgary
- Effective Practices: www.sloan-c-wiki.org = new effective practices; add practices to it
- Extension to a “sphere” of practices (e.g. HBCU)
- Workshop findings; synthesize the research; lose a lot of info in Listserv; Editors: Karen Swan, Peter Shea, John Sener, Tana Bishop and Melody Thompson (Inputs Processes; Outcomes = quality sits in the middle; community tool
- Community Building – “Elluminate” synchronous software application grant; connecting Sloan regional presentations; increase reach of workshops; cross-HBCU “Elluminate” synchronous software application/wiki/course

- Premium membership and College Pass
- Seeking external funding
- Online workshop for people interested in Wikis; “Elluminate” synchronous software application
- Workshops online once weekly [1000 participants up to this date]; faculty training
- Communities online – investment in
- Effective Practices
- Catalog online
- Wikis

F. Online Learning Pedagogy (online courses; use of the Internet)

Dr. Chris Odionu, CIO, Alabama A&M University

- According to Dr. Odionu: August 2006 plans to provide a “Big Potential”; at this time, Dr. Odionu will make a presentation
- Planning a larger presentation for the Fall 2006
- Addressed the Sloan-C Foundation in solicitation of support
- Growth area: Professor at University of Maryland [Designing Instructional Web Pages from Learning Modules]; upgrading infrastructure – June 2006: online infrastructure (best in Alabama). Faculty/Administrators; human infrastructure is still lacking. This semester/Fall 2006 SAC accreditation body toward substantive change in the Fall/2006; ready for initiation in the Spring 2006. SAC and State Department of Education. Dr. Smith’s program has been approved (internally). Seed money is required. Center for Distance Education Technology [Teaching Online Technology] has been initiated. Full access to “Elluminate” synchronous software application & Blackboard asynchronous software application in order to access required funds. University awareness will be presented via speakers commencing in the Fall 2006
- Faculty involvement; President’s commitment
- Traditional vs. Online = predominant audience-mature students functioning based on their own learning. Assess the learning styles of the student
- Instructional System Approach to Teaching/Learning: Organize content
- Two-phase planning approach: Phase 1 – Pedagogy; web page design using the IMPPACTS Planning System; Phase 2: Hitting the keyboards (buttonology) design the Real Web Pages
- Acronym: IMPPACTS explained in PowerPoint presentation
 - a. Explain the topic; list the learning performance objectives; learning domain; cognitive learning
 - b. Motivation: explain the “why”
 - c. Practice: learning performance module; exercises and activities; match the cognitive levels
 - d. Presentation: Learning Performance Modules; handouts; PowerPoint; Video clips; other learning aids; outline lecture; write narrative; select additional exercises
 - e. Assessment: pre/post tests; ungraded self-tests; other strategies
 - f. Communication: group; synchronous; asynchronous; treaded discussion; feedback

- g. Transfer: group projects; group discussion; application of knowledge to real life

G. Course Management System: A New Form of Transportation:

Angela West Jones, Education Delivery Specialist, Hampton University

Concepts presented:

- Provided a framework for understanding Course Management
- Detailed the presentation so that the overall design of the course was provided
- ADDIE
- Effectiveness of printed material: enhance teaching; course syllabus; interactive study guides; graphics; visualize
- What catches attention: sight, sound, color, motion; LESS TEXT
- Font size; color/contrast; alignment; capitalization
- Property Rights Issues: Permission from rights holders is required before audiovisual material can be used in transmitted distance education courses. Copied material for face-to-face course cannot be put in online format without permission
- IT: Sports Car – excellent performance; faster access; dependability
- Questions: Study anywhere looking at culpability of online vs. traditional graduates – course content; delivery; face-to-face: reliable
- Question: Is there some benign ambivalent for hiring an online graduate? Quality of the well-developed course
- Question: Safeguard for technology: provide a safeguard to insure that the back-ups will be provided; protocols for the university to provide adequate delivery of the material. Flexibility of the presentation must be insured
- Levels of online: Enterprise model (e.g. for-profit) any person can enter Traditional institutions: model for HBCUs are attempting to follow
- Question: Dr. Mayadas – add a little something...”it’s a peculiarly academic view that everything has to be studied. I’m from the industry...if you do something right, it is obvious (in industry) that you’ve done something right.” Most graduates of online programs did not take all of their courses online. They needed some number of courses. ...This guy took x# of courses online...that is not an exception. Many courses (today) have some online components of coursework. Doctorates online – do not require laboratories. Same level of intellectual input. Studies: evidence of the graduates not learning...bad faculty members produce bad results. Individuals taking online courses are different in traditional vs. online graduates.

H. Importance of Collaboration for Program Development and Funding

Dr. Janet Poley

- Collaborations for developing courses, degrees; resources for funding...
- ... Many years of research: distance education – ADEC website www.adec.edu will give you comfort in “good instruction and good design”. Learning resources are also available at this site

- Faculty level input: developing community...collaboration as it relates to institutions and multi institution input. Set up for work we are going to do today and tomorrow... will help you do more together than alone
- We tend to think independently. We do not have a notion of collaborating with others (on campus; off-campus)
- Down side of e-mail: less face-to-face interaction
- Defined Collaboration: independent; coordinate; cooperate; collaborate; integrate...required to “scale” for public universities
- Prestigious universities are not interested
- Interest in community colleges. ADEC represents Land Grant institutions...bigger impetus to “outreach”
- May require cooperate, collaborate, integrate...learning. World campus – Penn State. Now changing to “World Campus” is mainstreaming...across its whole system. Wilder Foundation Action Research; Active Learning; Results: Getting it done...Shared Vision...
- Collaboration is long term
- Costs for the Phoenix Online Learning: how many learners can you serve?
- Where do the dollars go? How do you keep feeding the process? Design is an issue at the faculty level. Behaviors, design, organizational development. Later on where we go for funding

I. Four Mini Cases of Ongoing ALN Collaborations (10 minutes each)

1. Consortium for Bioinformatics Instruction (USDA/CSREES Grant)

*Dr. Venkata Atluri, Department of Computer Science,
Alabama A&M University*

- Dr. Govind C. Sharma; Dr. Ramesh Kantety; Dr. Victor Brown.
- Bioinformatics – expose other students to course. Course developed in 2005; offered since then; online by Fall 2006.
- Goal: share the new course.
- Bioinformatics (defined). No standard definition. Emerging, fast growing interdisciplinary field. Development, implementation and analysis of tools and techniques (computational and mathematical) for the management and analysis of biological/biomolecular/biomedical data. Computational Bioinformatics; analytical bioinformatics
- Explanation of molecular biology: chromosome; cell; DNA explanation leads to the intro of a Gene (Central Dogma).
- Goal: understand encoded message
- Each person has 50,000 genes; on 23 pairs of chromosomes; tucked into the nucleus of almost all 100 trillion cells; DNA is the key component; DNA is made up of a quartet of chemicals or nucleotide bases: adenine. **BLAME IT ON THE GENES – symptoms, diseases; FIND EVERYTHING ABOUT ALL THE GENES**
- Reaching the Goal: Traditional – biological studies examine individual systems in detail, and frequently compare them with a few that are related. Using bioinformatics, the goal is to compare...Sequencing of genome

sequencing: 384; 1500 more. Using the vast biomedical data, write programs for new knowledge. Main goal: map info to human genes

- Outputs: more powerful medicines; better, safer drugs; more accurate methods of determining appropriate drug dosages; tailored drugs; advanced screening for disease; better vaccines; improvements in the drug discovery and approval process; decrease in the overall cost of health care
- Potential: a global project of \$60 billion by 2008; pharmaceutical industries such as Wyeth, Novartis, Pfizer, Pharmacia, Bristol-Myers Squibb; Medrick; GlaxoWellcome; Smithkline; Astro Zenica, and Roche. Change the way medicine will be practiced.
- Fall 2006 – acquire new skills; Accessibility; affordability; blended learning model

2. **1890 Family and Consumer Sciences – Distance Instructional Alliance**
Dr. Cynthia Smith, Chairperson; Dr. Dorothy Brandon, Alabama A&M University/FCS

(Review the presenters' PowerPoint "Sciences Collaboration" presentation)

3. **Community Development On-Line Master's Program**
Susan Fey, Program Coordinator, NCRCRD, Iowa State University

(Review the presenter's PowerPoint presentation)

4. **Protocols for Sharing Resources Between HBCU's**
Michael Evan Johnson, Distance Education Consultant, Tuskegee University

- Asynchronous Learning Network Development
- Presented by Michael Evan Johnson; in collaboration with John Munro, Professor, University of Virgin Islands, St. Croix
- Five Pillars: Identification of where the pillars work into the HBCU education initiatives
- Access – all Alabama counties to UVI
- Learning effectiveness – design stage
- Student satisfaction – student involvement in software design
- Faculty satisfaction – actual (UVI)
- Cost effectiveness – actual (TU/UVI)
- Proof of the Shared Protocols Concept: collaboration between M. Johnson, Tuskegee University, and J. Munro, UVI-St. Croix
- SWIDE system first used in Alabama
- Design evolution by e-mail, fax, and telephone conversations (AL - VI)
- Design and implementation by HBCU students, alumni, faculty at UVI-STX
- evolution and enhancements ongoing
- Goals, objectives – targets
- Expert content
- Guidelines – best practices
- Resources: human and technological

- Overenthusiastic undergraduates (who have not yet learned what they can't do)
- Enabled and empowered by technological tools
- See PowerPoint slides for additional concepts presenting “Best Practice” approaches that were utilized.

J. Institution Break-out Sessions: School Team Reviews of ALN Pillars – Pedagogy – CMS – Funding – Collaborations

1. Jackson State University

Edelia Cartham

Emily Miller

Raymonda Mays-Delaware

Loria Brown, Ph.D.

- Ideas for collaboration: Survey each partner for current core courses offered online
- Identify a pool of virtual adjuncts
- Needs: Determine the classes/courses that could be offered based on survey results.
 - a. MOU – includes details of the agreement; inform students that they can take the courses while they are enrolled at Jackson State University
 - b. Establish Distance Learning Liaison
 - Conduct surveys
 - analyze data
 - c. Action Plan:
 - Develop/plan proposal to submit to administrators based on survey results
 - Market courses
 - Implement

2. Florida A&M University

- Ideas for collaboration:
 - a. More communication among various units and campus-wide
 - b. Collaborative/inter-disciplinary proposals (Internal & External)
 - c. Coordinated faculty development (on-line)
 - d. Resource Sharing (e.g. computers, laboratory, human, recording studio, etc.)
 - e. Establish faculty Distance/on-line club
 - f. Content areas: Agriculture Sciences; Engineering Technology
- Needs
 - a. Finance
 - b. Enhanced knowledge of online delivery system(s)
- Short-term multi-disciplinary courses; encourage faculty to develop courses as support mechanism; not many other institutions; Long-term goal: full-fledged program online; Create a club of the willing
 - a. Needs: Finance

- b. Enhance online delivery systems
 - c. Enhanced infrastructure; replace outdated equipment
 - d. Plan of Action: Phase I
 - Create the faculty online club
 - Encourage faculty participation in online training
 - Teach each other on a volunteer basis
 - Offer online courses as support to on-campus offerings
 - e. Plan of Action: Phase II
 - Start writing proposals (for funding)
 - Seek Institutional, state input & accreditation (e.g. SACS)
 - f. Plan of Action: Phase III
 - Collaborate with other institutions
 - Expand curricula offerings
3. **Tennessee State University/Langston University**
 Ideas for collaboration – existing schools; school of Arts & Sciences coordinators; inter institution collaborations; Regis: partnership to create degrees online. First year – 3000 students; offer three undergrad & three masters degrees; each institution has Regis online Continuing Education – Department of Labor
- Needs: Collaboration with; proposed institutional; money & personnel are not in place
 - Action Plan: Specific to Ag Collaboration with Langston & Tennessee State – Bioinformatics Class; Family Consumer Science Program; Ag Education enhancing partnerships

4. **Alabama A&M University**
- Ideas for collaboration: Family Consumer Sciences; Trial by fire...collaborations in existence - 1890 Family Consumer Sciences; Computer Science (Plant & Soil Science) collaboration; Physics collaboration with Boston College & University of California, Davis
 - Needs: Existing programs that can be effectively put online; types of grants to lead to other collaborations
 - Action Plan - New CIO; President – Jennings; Infrastructure enhancement (in progress). Internal marketing: faculty/staff to buy-in to the plan; traditional enhancement via incorporating Distance Education. Secure additional input from upper level management. Funding needs – leading to other sources of funding. Maximize existing dollars. Plan to secure a “match” for funding – collaborations could provide this. Insure that consistency is provided (e.g. quality, integrity from students/faculty in transfer from traditional to online). Needs Assessment – how can we best meet the needs of the faculty?

K. Four HBCU “Breakout Session Themes” -- summarized by Dr. Janet Poley:

1. Faculty development is critical - engaging faculty; passions
2. Administrative buy-ins is very important; new leadership changes
3. Resources: money, money, money; human resources (overlaps with faculty)

4. Not technology needs; getting human resources; getting financial resources pooled to help
5. Management of collaborations – manage the workload; faculty; administrative buy in; resources

Friday, May 19

L. Keynote Address: Institutional Policy Considerations for Building HBCU Support for Online Course and Program Development

Dr. Bruce Chaloux, Director, Electronic Campus, Southern Region Education Board (SREB), Atlanta, GA

- SREB – 16 campuses: Online Learning
- Policy Discussion
- Reports: three strong – growth of online learning (handout) targets 16 SREB states vs. nation (south leads); importance of online learning. Referenced in the presentation. Technology can assist (e.g. tech agenda) drives efforts at SREB to expand the use of online learning
- Outline Institutional Policy Considerations
“Premise: Online learning is changing the teaching learning experience”
- Georgia Tech – using technology worked. Getting faculty on board – worked. Focus not on delivering distance product. It was in on-campus delivery
- Continued focus on student learning/interaction; tech infrastructure; restructuring support services (e.g. library; student access)
- Little focus on:
 - a. Faculty on-line learning
 - b. Implications for the transformation of the global tech/info-rich environment
 - c. Changing the nature of the faculty/student relationship
 - d. Role of faculty is critical – changing; implications to online learning; change the role of faculty; adjust policy to fit with changes...align environment with the nature of online learning
- The Teaching Role: Questions
Who, if not faculty, will provide the guidance to understand the complexity and volume of info? Who, if not faculty, will provide analytical and ethical framework?
- SREB’S Faculty Policy Goals – Panel
 - a. To use tech to improve the effectiveness of teaching/learning process – encourage the achievement of this goal
 - b. Appropriate compensations to accompany incentives – have a number “in your pocket”; have commitment from the management...who wants to do this? Do not force those who do not want to do this. Cultivate the interest; work with those individuals to develop an online learning strategy. Invent: release time; additional resources; surround the faculty with support; create opportunities to give them appropriate technology. Revenue sharing formula and management. Find the “champion”; build on strengths.
- Policy Principle/Actions

- a. Faculty need and should expect institutional (and state) commitment to development activities and support structure, which improve their productivity in the classroom – Georgia Tech engaged from top down; when funding was constrained...turned the online learning around at the time. Faculty brought in large groups; develop plus computer (at the end). Risks: faculty entered; not completed. Faculty used technology to re-construct their instruction. Create incentives – now other means.
 - b. Increase your commitments to human resource development for on-line learning within your campus.
 - c. Set-asides (e.g. “chunk of your budget”)
 - d. Faculty Development initiatives (copy Georgia Tech’s model)
 - e. Program Development Initiatives – in-depth analysis; where can you provide this online service; pockets of interest (on-campus); begin here. Pull in support services; assess initially; determine where you should go in these efforts
- Cooperative/collaborative activities have the potential to achieve both economies of scale and qualitative improvements
 - You can work with other consortial institutions
 - Course sharing can stretch your limited faculty resources & target them to maximize enrollments
 - Teaching and learning are no longer solitary pursuits in the on-learning environment and thus, faculty roles and responsibilities must change
 - Cadre of support within the institution – Faculty (core); surround with resources/services.; participate/join in learning object repositories. Morrow? Pieces of electronic courses; use as a component to “add”
 - Strategies for evaluation and continuous improvement are an essential ingredient to assuring quality and effective learning
 - You can adopt one or more of the readily available evaluation schemes to assess readiness for and/or quality of current on-line learning initiatives (e.g. Sloan-C/ SREB/Quality Matters)
 - More Difficult:
 - a. Contracts and compensation packages should be crafted in new and more flexible ways in an on-learning environment
 - b. You can create incentives for faculty engaged in on-line learning: overload pay; course reduction for development/teaching; revenue sharing models
 - Have not done a good job at the broader community (evaluating faculty)
 - Contributions to the scholarship of teaching, the creation of digital learning materials and the effective use of those materials should be honored and rewarded in the tenure, promotion and review process
 - A continuing challenge (no immediate answers)
 - Institutions (and states) should eliminate productivity and accountability measures that inhibit on-learning. Learner outcomes and evaluation of “effective practice” should be substituted for seat time and course length
 - Another uphill challenge, but some good efforts at many Sloan-C institutions that are breaking the “seat in a seat” model (accrediting bodies are starting to come around to this issue)

- Other wild cards: Carol Twigg’s Center for Academic Transformation (effectively being used in multiple disciplines at many institutions across the country); shows promise on both learning outcomes and cost. Problem: 40-50 sections per semester; leadership decided = not graduate teaching courses; equation did not work. Re-design: wiped out entire sections; replaced with: “learn as you wish to learn” - Learning lab: model can be used. Faculty were “restructured” instruction via faculty; students worked at their own pace. Spectacular at cost; outcomes
- Joint Program Development/Delivery (Great Plains IDEA); SREB Nurse Educator Initiative: Great cost-same course; low numbers? Share the course across other institutions... Need so great; must take action: Institutions did not have adequate faculty; SREB - acted as a “fulcrum”; models are out there
- Utilize the “connectedness” of SREB and the existing and developing strengths of our region’s colleges and universities to:
 - a. Establish a regional “marketplace” ; www.sreb.org
 - b. TheTeacherCenter.org

Strategies That Have Worked to Build On-line Courses

 - c. A short “Ad” for SREB’s Electronic Campus [refine your courses?]
 - d. Legislators: K-12; pre-service; inservice; professional service of teachers
 - c. “Learning Passport” – Agreement among participating institutions to establish criteria and protocol for enrollment without formal admission:
 - online alternative to admission process & application
 - streamlines “back office” operations for institutions
 - provides “rapid enrollment” especially for e-learning
 - e. VESA (Visiting Electronic Student Authorization)
 - f. Create opportunities
 - g. Reduce barriers to learning
- SREB launched: nearly 300 colleges and universities from all 16 SREB states
- More than 15,000 credit courses
- Approaching 600 degree programs
- “Sunshine Connections” on the desktop – records; lesson plans; includes VESA framework
- Questions & Comments to Bruce Chaloux’ presentation (throughout)
 - a. Obstacles learned from educational initiatives and outcomes caused by Hurricane Katrina
 - b. Utilization of these lessons learned from Katrina; develop a “buddy-system” among institutions – enabling contact with other communities. Web-site available “no matter what”
 - c. Students went to the institutions’ website for “info”...some schools had no communication for a “couple of weeks”
 - d. Note from All ADEC meeting - you put the “learner” at the center of the model. Clear description about the decision-making process....facilitates solutions

M. Student/Faculty Support Issues for ALN Collaborations in HBCUs

Gwendolyn A. Godard, Associate Director, Center for Distance Learning North Carolina A&T State University, Greensboro, NC

N. Review of Pre-Workshop Survey Findings for Faculty and Student Support
Dr. Taylor Byrd, Jr., ALN Workshop Coordinator, Alabama A&M University

O. Commitment to Collaborate

Individual Presentations by Participating Schools:

- **Florida A&M University**
 1. Yves Anglade
 - a. Enhance Distance Education
 - b. Establish a Faculty Distance Education Club
 - c. Collaborate with existing programs
 2. Zacch Olorunnipa
 - a. Sit down; plan what the course will look like
 - b. Review the plan
 - c. Communicate with Instructional Designers
 - d. Feedback from ALN conference attendees
 - e. Select online courses; facilitators
 - f. Sloan-C community; visit the website
 - g. Work with Dr. ? in the Club
 3. Ron Gilmore
 - a. Tech Support
 - b. Talk to faculty members
 - c. Ascertain interest
 - d. Work with others at Florida A&M University
 - e. Call once weekly

- **Tennessee State University**
 1. E. Jenell Sargent
 - a. Get together with key players; Alabama A&M University; Tennessee State University; Langston; work with Dr. Taylor & ADEC – broadband system with Tachyon
 2. Sarah Winter Riebal
 - a. Instructional design (needed)
 - b. Organize; website; proposal
 - c. Re-motivate others

- **Tuskegee University**
Alabama A&M University
Consortium of Tennessee State University; Tuskegee University; Alabama A&M University
 - a. Joint course in Bioinformatics – nucleus; additional courses
 - b. Accept challenge from SREB – teacher education

c. Create a nucleus: Physics; Nutrition; expand science area(s)

- **Alabama A&M University**
 1. Summary of the ALN activity
 2. Share this info with Tech Committee
 3. Integrate and impact Institutional policy for online courses
 4. Look at K-12 (science & math teachers) in rural Alabama; instruction in Math & Science
 5. Mohan Aggarwal
 - a. Learn some more
 - b. Enhance some basic Physics courses
 6. Support from tech support areas
 7. Dr. Brown
 8. Govind Sharma

- **Jackson State University**
 1. Review the policies and procedures to enhance online experience
 2. Faculty
 3. Utilize services of others in collaborating with SREB
 4. Take two days of vacation to make sure that courses required are signed
 5. Turn-It-In – application to check for plagiarism
 6. Look for “buy-ins” to develop courses

- Bruce Chaloux (mentioned the design of a treatise)
 1. New leadership issues
 2. Pull from the summary: importance of value of leadership input; cover all the things that have been discussed in the past fifteen minutes
 3. Leadership – Executive level

- Dr. Byrd and Dr. Poley committed to the treatise

- Dr. Byrd has committed to look at survey with Gwen Godard; share the info with other institutions; improve questions; responding areas; better specify

- Baseline & Benchmarks – North Carolina A&T State University workshop; link this info together

- **Hampton University**
 1. Angela Jones
 - a. Religious Studies (Dr. Booth) core faculty
 - b. Train Core faculty; utilize mentoring group
 - c. Solicit “official” policy
 - d. Online Program – create the course; solicit input to provide synergy
 - e. Created online CMS – conscious effort to create a website; on a shell; provide access through the wiki

- f. Shared information to utilize appropriate documentation; provide revisions before the “final” is “due”
- Write a proposal for a similar workshop at Hampton University
- Solicit other input from participants
- **Jackson State University**
 - List of online course instructors online for other schools to access
 - Question regarding the number of students allowed to enroll in an online course. Gwen Godard’s response: North Carolina A&T State University – 25 enrollment max; caveats are allowed
- Limit of 20 expands to 60: other students participate from other colleges; retention of students
- Burks Oakley: Ask him to share the models that he has used regarding class enrollment. Dr. Poley will communicate with Burks Oakley II
- Susan Fey (Iowa State):
 1. Sloan information will be shared at Iowa State University
 2. Dr. Brown has shared information regarding “relationship building”
 3. Native scholarships for the program participants
- Gwen Godard (North Carolina A&T State University)
 1. Population
 2. Access to the info via wiki
- Bruce Chaloux (SREB)

Add to the mix someone from the State level: Board of Regents; ultimately requires input from state level support; may provide grants
- Govind Sharma (Alabama A&M University)
 1. Question for “Turn-It-In”: Answer: Sample “for free” for one semester; e-mail sent to all the faculty; surveyed faculty; workshop with the library and writing lab department; process of plagiarism; 35 faculty used ; contact person will be sent to individuals asking for that access. Subscription costs: unknown. \$50/student
 2. Elaborate on Elluminate – will get the offer verbally to spell out info about Elluminate.

EDELIA CARTHAN (Jackson State University)
EACH INSTITUTION SHOULD PROVIDE A NEEDS ASSESSMENT
 3. Access will be provided via Plenary sessions from North Carolina A&T State University by webcasting

- Incentives to motivate us to do the wish list:
 1. Feelings of growth & learning; team input
 2. Support from all involved (e.g. department; campus-wide; online community)
 3. “The End result” – taking on a challenging job; accomplishing it
 4. No issue that others face is too small to get a response from Sloan-C community – Bruce Chaloux
 5. Excitement of learning “new” things
 6. Fear factor – Langston College
 7. Seeing the accomplishments of this workshop: “AWARENESS” & “IMPORTANCE OF THE ONLINE COURSES”
 8. The importance of education in everyone’s life. Offers the greatest opportunity to others. If some of us do not step up and accept the challenge of helping to educate others, who will?

P. Break-out “Discussion/Planning” Group Activity (5 groups)

- **Tasks:**
 1. Complete a Summary Report within the Groups
 2. Provide the audience with a “Final” Report from each of the Small Groups
 3. List ideas; things to do; and a final plan of action
- **Fort Valley State University**
 1. Get statistics course registered
 2. Convene task force for administrators
 3. Re-evaluate the website and align it with Gwen Godard’s recommendations
 4. Collaborate with other Distance Learning coordinators
- **Langston University**
 1. Online Policy Committee
 2. Modify training/network
 3. Put Liberal Studies Degree online by utilizing SREB & Fort Valley State University courses
 4. Prepare listserv for ALN participants (standardize language)
- **Florida A&M University**
 1. Enhance Distance Language courses
 2. Establish a faculty club for online learning
 3. Write a plan for what online course should look like
 4. Get more involved with Sloan-C
 5. Talk to faculty to see what their interests are as it relates to online course(s)
- **Tennessee State University**
 1. Bring key players together to discuss e-learning
 2. Re-organize staff and course proposals
- **Alabama A&M University**

1. Look at additional courses in science
 2. Get workshop summary together and share with others
 3. Focus on K-12 Science Teachers (especially in rural areas)
 4. Enhance basic physics courses
- **Tuskegee University**
 1. Support administrative “buy-in”
 2. Communicate with SREB
 3. Set up a meeting with AAMU
 4. Review policies and procedures
 - **Jackson State University**
 1. Utilize services being offered
 2. Develop more education courses
 3. Look at software “Turn-It-In”
 - **Hampton University**
 1. Pull statement from summary and add information to share with administrators
 2. Use helpful information from other schools
 3. Create an online orientation for students to use “Blackboard”
 - **Outcomes:** “What we plan to do, once we return home?”
 - **All participants**
 1. Develop a pool of online instructors from all institutions with appropriate credentials
 2. Ask Dr. Burks to share his “model” on Best Practices and online student enrollment in courses (#)
 - **Iowa State University**
 1. Network with other institutions
 2. Share information with students on writing styles
 3. Write a proposal to have workshop at Hampton University
 - **North Carolina A&T State University**
 1. Make workshop at North Carolina “better” than Alabama A&M University’s
 2. Make workshop available live online
 3. Add someone from the state level in workshop activities
 4. Conduct/complete a Needs Assessment (or list) from each university to share materials
 5. Look into using “Turn-It-In” free
 6. Send in a three-page proposal for Elluminate
 7. Develop a Teaching Tuesdays or WebCT Wednesdays” that will highlight Instructional Technology & Distance Learning.

- **Jackson State University**
 Edelia Carthan
 Emily Miller
 Raymonda Mays-Delaware
 Loria Brown
 1. Survey each partner for current core courses offered online
 2. Identify pool of “virtual” adjuncts
 3. Determine what classes can be offered based on survey results.
 4. Produce a MOU between institutions with details of agreement; which documents that students may take courses while enrolled at Jackson State University
 5. Establish distance learning liaison.
 6. Conduct surveys
 7. Analyze data**Action Plan**
 1. Develop proposal to submit to administrators based on survey results
 2. Market courses
 3. Implement

- **Florida A&M University**
Ideas for collaboration:
 1. More communication among various units and campus-wide
 2. Collaborative/interdisciplinary proposals (internal & external)
 3. Coordinated faculty development (online training)
 4. Resource sharing (e.g. computers, laboratory, human, recording studio; etc.)
 5. Establish faculty Distance/online club
 6. Content areas: Agriculture; Sciences; Engineering Technology**Needs:**
 1. Finance
 2. Enhanced knowledge of online delivery system
 3. Enhanced infrastructure**Plan of Action:**
 Phase I
 1. Create faculty online club
 2. Encourage faculty participation in online training
 3. Offer online courses as support to on-campus offerings
 Phase II
 1. Write proposals (funding)
 2. Seek institutional, state and accreditation
 Phase III
 1. Collaborate with other institutions to expand curricula offerings

- **Alabama A&M University**
Existing Collaboration:
 1. Physics-Distance Education based on residential collaboration with Boston University & University of California-Davis

2. Agri-Business – Community Development Course at Graduate Level in Agri-Business; Comm. PL
3. Family & Consumer Science (Farm Fin. PL.) with Great Plains Interactive Distance Education Alliance
4. Plant & Soil & Comp. Science
5. A basic physics course
6. CIO (Dr. Odionu) presented his ideas for collaboration as a concept for a Center for Teaching & Learning
7. Conduct surveys
8. Small seed grant for on-campus collaboration and course development
9. Search for content-based collaboration within and outside (e.g. Family Finance and Ag Economics and Economics. Then, go to other campuses (e.g. participants in the workshop)
10. Bioinformatics, CMS, PSS, FDS, Biol

Needs:

1. Training
2. Uniform policy for tuition; release time
3. Needs Assessment in each unit
4. Capacity to generate resources
5. Possible degrees online
 - a. Social work
 - b. Human Development Family Studies
 - c. Logistics
 - d. Information science
 - e. All programs now requiring labs
 - f. Skill certification courses
 - g. Horticulture
 - h. Nutrition

Plan of Action:

Dr. Byrd and Dr. McAlpine solicit development of policy

1. Organize a distance education committee
2. Conduct benchmarking studies
3. Insure/document infrastructure advances
4. Identify courses, certificates, minors and majors
5. Look for resources

• **Tuskegee University**

Ideas:

1. Collaboration inside
2. Use Blackboard class
3. Agriculture and Veterinary Medicine; IBPh.D. program
4. Two colleges and several departments – not online but trying
5. Meet the new provost
6. Document the Provost’s “new direction”
7. Catch-all for teacher education; different department

8. Conduct workshops for high school teachers (e.g. Agriculture, Engineering, Forestry, Wildlife)
9. Leadership and action
10. Online Master's program in Electrical Engineering Education
11. Grants

Action Plan:

1. Develop a plan with the team of other participating schools
2. Take plan to the new provost
3. Document ideas regarding why online courses should/could take place
4. Secure survey of online courses from ADEC

Plan:

1. Answer the question of why online courses should take place
2. Utilize the Agriculture Department's "3-2" program
3. Utilize academic studies
4. Offer courses online to fulfill credits

- **Fort Valley State University**

Ideas:

1. The languages of business
2. Interdisciplinary program of online courses to support business, English, Mass Communications, Agriculture, Family and Consumer Science, CIS and Commercial Design Courses include:
 - a. Report Writing
 - b. Advanced Technical Writing
 - c. Professional Editing
 - d. Business Communications
 - e. Statistics
 - f. Business Ethics
 - g. Business Psychology
 - h. Computer Graphics

Needs:

1. Working computers
2. Functional classrooms and labs
3. Marketing
4. Administrative support and "buy-in"

Plan of Action:

1. Research to find similar programs
2. Faculty development from workshop participants. Utilize this resource to learn to develop and teach online courses
3. Conduct workshops among participants. Decide curriculum
4. Write grants for funding for additional technology and technical support
5. Write proposals to curriculum committees and faculty
6. Look for future collaboration with other institutions

- **Tennessee State University**

Ideas:

1. Extended Education
2. Document existing institutional collaborations - Center for Extended Education with Agriculture and IT center
3. Document existing inter-institutional collaborations with Regents Online Degree Program and Regents Online Continuing Education program
4. Proposed institutional collaborations
5. Expand CEE link to all academic areas
6. Inter-institutional: Agriculture education with Langston University, Alabama A&M University

Needs:

1. Personnel
2. Funding

Plan of Action (specific to Agriculture collaboration with Langston University and Alabama A&M University):

1. Get the key players together
2. Expand existing partnerships
3. Determine what the next steps should be

Q. Oral Review and Evaluation

• **Frank Mayadas**

1. Used “recycled” IBM punchcards to write notes
2. Personally: Desires to generate wealth/will
3. Personally: Desires to provide some form of motivation; reflected on his thoughts about what has to be done; what he might do in next 12 months to move the ball
4. Personally: Desires to place a timeframe on goals; one-year plan; three-month outcomes
5. Personally: Desires to share his personal strategies to “shake loose” HBCU “help”; resources to get the ball rolling
6. Reflected on having “met some terrific people” [during this conference]; nothing happens without the right people involved
7. Shared his perception of group activities and outcomes: collectively more aware; snapshot of what’s going on today. We cannot be complacent; insure that it “keeps going on”.
8. Shared his view of the “Five Pillars”

Five Points:

1. We need tools and infrastructure strengthened to move forward
2. We need faculty incentives – courses, programs, this is not self-taught system
3. We need to develop courses; new courses
4. We need policy input
5. We need leadership support; things will get “bogged down”

To Do List:

1. To personally “Do” something that is “distinctive” at the HBCU level
2. To personally “Do” something to influence HBCU leadership

- **ADEC/Sloan-C**
 1. Many people who can assist in grant proposals
 2. Collaboratives; develop funding
 3. Standardize the language (Frank Mayadas)

- **Evaluations Provided on the “Flip Charts” (Recommendations from the Participants):**
 Suggestions for improving the program
 - a. Framework for the “mini cases”; obstacles encountered
 - b. What other things are going on at other universities
 - c. Minority scholars – possibility of going to Sloan-C conference
 - d. How-to implement activities (e.g. assessment) “break out” sessions; follow-up sessions
 - e. More “hands on” activities (e.g. laboratories)
 - f. Share good assessment tools to take back to the schools
 - g. Benchmarks, Sloan-C surveys; one of the most powerful tools

- **Evaluation/Results:**
 1. Provide framework for collaborations
 2. Involve other universities/speakers
 3. Include some “how-to” sessions to assist in course development and policies development
 4. Have a hands-on activity
 5. Share good assessment tools that we can take back and use
 6. This workshop was a very exciting workshop with relevant information

Conference Goals and Notes from the ALN Conference
 Alabama A&M University
 Notes taken by: Michael Evan Johnson