



FY 2003-04 ANNUAL REPORT

UNC TEACHING AND LEARNING WITH TECHNOLOGY COLLABORATIVE



Division of Information Resources

The University of North Carolina

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Introduction

“As we look at the higher education system today, we see the best return on investment for the higher education institution around helping faculty and students to be better teachers and learners. Ultimately what this collaborative impacts is the ability for everybody within the system to share their best practices, their ideas, their methodologies to overall improve the educational offerings within the state.”

Carol Valone, President, WebCT

“The TLT Collaborative helps us understand that integrating technology into educational practices involves more than just buying hardware and software. The Collaborative provides the forum to discuss critical issues related to pedagogy and research. It is the one organization that provides a state platform for technology issues important to individual campuses, as well as the entire University system.”

Kathy Thomas, Manager, Center for Instructional Technology, UNC-CH

“It used to be that one person could know a mass of technology, but now it’s so complicated that we must build connections with colleagues on other campuses who are experts in certain areas. In tight budget situations, we must look for every possible way to maximize our efforts. The Teaching and Learning with Technology Collaborative helps us do that.”

Sandra Huskamp, Center for Interdisciplinary Instructional Technology Research, ECU

“The TLT Collaborative allows small institutions like Winston Salem State University to sit at the table with large institutions like UNC-Chapel Hill and N.C. State. We share what we are doing. We learn from each other. We realize that many of our campuses have the same issues, maybe just on a different scale.”

Joyce Williams Green, Associate Provost for Information Resources/CIO, WSSU

“The campus visit from the TLT Collaborative reinforced to the UNCP community the University’s commitment to the effective use of technology at our institution. We talked about what we are doing and where we want to go – and how the Collaborative can help. The campus visit put our successes and vision for the future in context and will enable the Collaborative to help us respond more effectively to the needs of our faculty and students. Exciting times are ahead.”

Maurice Mitchell, Associate Vice Chancellor for Information Resources and CIO, UNCP

No one describes the impact of the UNC Teaching and Learning with Technology Collaborative (TLTC) better than those who are benefiting from the organization’s work. Faculty and staff on UNC’s 16 campuses who have helped build the organization or tapped its resources use similar words to praise its efforts: efficient, cost effective, responsive, and of course, collaborative. All told, the TLTC has built a reputation for its ability to unite the collective interests and goals of UNC campuses in ways that nurture excellence, while serving as a leader and catalyst for innovation. Its success can be summed up in three words: doing more, together.

Established in 2000 as an integral component of the landmark UNC IT Strategy, this consortial organization of the 16 UNC campuses spearheads the exchange of ideas and information to ensure the University effectively and efficiently incorporates technology in teaching and learning environments. The TLTC concentrates its attention on learning-centered approaches, those that

focus on learning process and learning as the primary indicator of success. Through its projects and initiatives, the TLTC explores collaborative opportunities and assists in identifying and implementing effective practices, common services, and shared resources. Professional development activities are the cornerstone of its work.

By any measure, the TLTC has made a tangible and lasting impact across the University. The TLTC's efforts in course management systems, large enrollment course redesign, e-Learning pedagogy and support, assessment, web accessibility, and working with libraries and campus teaching and learning centers are serving as a resource for deployment of e-Learning programs and support services across the University. With a solid infrastructure in place, the TLTC continues to seek opportunities for learning events and support, thus helping to ensure that faculty take advantage of emerging technologies and practices associated with computer-based methods of enhancing instruction.

In less than five years, the TLTC has established itself as a leading resource on the ways in which instructional technology is shaping the present and future on UNC's 16 campuses. In January 2005, the TLTC board is expected to recommend to UNC President Molly Broad that the work of the Collaborative be continued beyond the six-year mandate in the UNC IT Strategy.

Highlights of 2003-04

- The TLTC embarked on a major project in 2004 to explore better designs for large enrollment courses, an initiative based on research from the Pew Charitable Trust which found that blending traditional classroom instruction with online learning can improve student performance and retention and help campuses accommodate burgeoning enrollments.
- The UNC Professional Development Portal, the TLTC's signature project, grew to more than 2,500 entries. The TLTC added a focus area for librarians that contains more than 750 entries and initiated a portal redesign that will customize users' experiences according to their preferred focus areas.
- The 2004 UNC TLT Conference, co-sponsored by the TLTC and the UNC Faculty Assembly March 17-19, once again broke attendance records with more than 330 participants, representing an increase of 13 percent from the previous year.
- The TLTC published the UNC TLT Training Compendium, a single point of access to more than 200 self-paced tutorials, workshop syllabi, instructional videos, course handouts, and other training resources in the area of teaching with technology.
- The TLTC provided staff liaisons to support the growth and development of nine interest groups: Blackboard, distance education, e-Learning pedagogy, e-Learning support, IT professional development, librarians, TLT assessment, web accessibility, and WebCT.

2002-2005 Strategic and Operating Plans

http://www.unctl.org/tlt/about/s_plan_02.pdf

http://www.unctl.org/tlt/about/o_plan_02.pdf

In 2003-04 the TLTC continued implementation of its 2002-2005 Strategic and Operating Plans.

Approved by the TLTC Board and the Vice President for Information Resources in October 2002, the 2002-2005 Strategic Plan serves as a reliable touchstone for all TLTC work, ensuring the organization meets the documented needs of UNC campuses. The plan identifies the following five strategic directions for the organization; specific goals presented in the plan are associated with each direction.

1. Promote a strong focus on learning as the center of all TLT efforts.
2. Advocate for the effective use of technology in teaching and learning.
3. Facilitate collaboration at many levels.
4. Develop the TLTC's role as a transformational agent with respect to the use of technology in teaching and learning.
5. Assess the effectiveness of TLTC activities and projects.

In January 2003, the TLTC approved the 2002-2005 Operating Plan, which was developed in tandem with the Strategic Plan. The eight project groups described in the Operating Plan – with listings of activities, participants, implementation year, and outcomes – comprise the work of the TLTC.

TLT Professional Development

- Generate and disseminate TLT information and share experiences in TLT work.
- Facilitate ongoing interest groups with regional and special topic professional development activities for faculty and IT staff members.
- Support UNC's role as an institutional partner in MERLOT.

UNC Professional Development Portal (<http://www.unctl.org/pdp/home.cfm>)

- Provide professional development information online in four focus areas: teaching and learning, administrative development, human resources, and library.

UNC TLT Conference

- Sponsor annual conference to promote understanding of, and collaborative work on, TLT issues.

Assessment Initiative

- Promote effective use of technology in teaching and learning.
- Identify, develop, and organize TLT assessment resources.

TLT Policy Issues

- Identify TLT policy resources and facilitate TLT policy discussion.
- Advocate for consideration of TLT in UNC policy decisions.

Building UNC TLT Community

- Promote TLT community building within UNC and identify collaborating organizations.

Communication and Information Management

- Expand appropriate TLT information gathering and management processes.
- Provide TLTC web site, campus visits, and UNC Professional Development Portal.
- Publish various compendia of TLT information collected from the campuses.

Governance and Organizational Operations

- Provide core functions to support TLTC operations such as internal and external funding, staffing, governance, planning, reporting, and board and committee meetings.

TLTC projects will evolve over the life of the Operating Plan and may change in scope, emphasis, or design as the project participants learn more about specific areas. The TLTC anticipates increasing areas of connection in which work from one project group informs work in another, as illustrated by development of TLT interest groups within the professional development project group.

The following sections of this report summarize the progress made on major initiatives in the Operating Plan.

UNC TLT Conference

(<http://www.unctl.org/special/conference2004/about/overview.cfm>)

The fifth annual UNC Teaching and Learning with Technology Conference once again broke its attendance record when more than 330 UNC faculty and staff gathered March 17-19 in Charlotte. Participation was up 13 percent from the 2003 event. The conference showcased the best and brightest uses of new technologies on UNC campuses, and by all measures, it was a resounding success:

- 93 percent of participants rated the conference “excellent” or “very good” in facilitating knowledge sharing.
- 93 percent said session topics were important and timely.
- 85 percent rated their overall satisfaction as “excellent” or “very good.”

Co-sponsored by the TLTC and the UNC Faculty Assembly, the conference featured 140 presentations and spotlighted cutting-edge issues such as grid computing, e-portfolios, large enrollment course redesign, and intellectual copyright. Attendees could participate in panel discussions, focused seminars, and hands-on workshops and see demonstrations of new technologies. Also noteworthy, the UNC Distance Learning Forum held its spring meeting in conjunction with the conference, and nine TLT interest groups met during the event.

UNC President Molly Broad opened the conference with comments on the ways information technology and the knowledge-based economy are shaping the future of the University. Keynote speaker Larry Johnson, executive director of the New Media Consortium, shared valuable insight on emerging technologies and their potential impact on teaching and learning.

Blackboard, WebCT, and Macromedia were sponsors for the 2004 conference.

Post-conference comments included:

“The TLT Conference is the best source of information about colleagues’ practices that I have.”

“Meeting with others who are facing the same problems and sharing solutions is of immense help. These professional connections will be of continuing importance!”

“Worthwhile conference from a strong and timely organization!”

“Fantastic conference. The TLTC has a winner on its hands.”

UNC Professional Development Portal

<http://www.unctl.org/pdp/home.cfm>

Providing access to online professional development resources for UNC faculty, administrators, staff, and librarians for four years, the UNC Professional Development Portal (PDP) continued to grow during 2003-04 with 860 new submissions, increasing its resources to more than 2,500. The successful development of the librarians focus area, which grew to include more than 750 entries, made a large contribution to the increase in submissions. During 2003-04 the PDP averaged more than 1,300 queries per month.

In fall 2003 the TLTC began a project to redesign the PDP. To learn how the PDP could be a more effective tool for UNC, the TLTC gathered feedback from focus groups of UNC faculty, administrators, and librarians at three conferences: NCSU’s EDTECH (Raleigh, September), North Carolina Libraries Association (Charlotte, September), and UNC CAUSE (Wilmington, November). The biggest perceived strength of the PDP is its relevance to the UNC community, and users appreciated that all PDP resources are selected by their UNC colleagues for use within the UNC community. Suggested improvements included the ability to use the PDP to connect with colleagues, customizing the PDP to user interests, and simplifying the search screen.

The TLTC welcomed the opportunity to update the PDP to support increasing usage, encourage more unsolicited submissions, and improve the existing technical platform. In consultation with the Portal Oversight Committee of the TLTC board, the TLTC redesigned the graphical user interface and underlying database to address suggested improvements. When complete, the new design will customize users’ experiences according to their preferred focus areas. For example, a user with a preference for teaching and learning will be greeted with relevant announcements, a list of most recent submissions, upcoming conferences, and other information selected by a teaching and learning focus area editor. PDP search results will not only show professional development resources on a selected topic, but also will suggest a list of other PDP users who have listed that topic as an area of interest. A demo of the redesign is available at <http://www.unctl.org/test/pdp/demo/> and functional and technical specifications are downloadable at <http://www.unctl.org/test/pdp/screens.htm>. The TLTC gathered feedback on this redesign at the UNC TLT Conference in March through presentations and usability testing.

Plans for the redesign also include updates to the technical platform. Currently running Cold Fusion and Oracle, the PDP will migrate to the open source MySQL and PHP. Supported by Online Services in the UNC Office of the President, this platform will allow the TLTC to host

the PDP on its own server and provide in-house support for the project. This migration also represents the first step in making all the TLTC's technical and content management more efficient.

MERLOT

As of 2003–04, UNC has maintained its institutional partnership in MERLOT (Multimedia Educational Resource for Learning and Online Teaching) for five years. The UNC Division of Academic Affairs continued to provide travel funds and stipends to selected UNC faculty in support of their participation on MERLOT's discipline-based editorial boards. The TLTC provided similar support to a UNC teaching and learning center director as a member of the editorial board for faculty development. Participants in 2003–04 included:

- Barbara Levin, UNCG, teacher education board co-editor
- Michael Rothkopf, NCSA, music board co-editor
- Ray Purdom, UNCG, teaching and technology board co-editor
- Irene Mueller, WCU, health science board member

TLTC program coordinator Hilarie Nickerson again served as a member of the MERLOT Project Directors Council and provided administrative oversight for UNC's MERLOT efforts. In addition, she participated for a second year as a member of the program committee for the MERLOT International Conference.

UNC faculty and staff, including two supported editorial board members, were involved in four presentations at the 2003 MERLOT International conference in August 2003. Several additional presentations on MERLOT were made during the year on UNC campuses and at UNC events, as well as at discipline-specific conferences.

The TLTC has continued to collaborate with MERLOT to develop federated search capabilities for the UNC Professional Development Portal. When this work is complete, MERLOT users will be able to see Portal entries in their search results for teaching and technology resources. Also, representatives from the TLTC and the UNC Division of Academic Affairs have been actively discussing how MERLOT's peer review process might be modified and applied in the context of faculty evaluation for reappointment, tenure, and promotion.

In May 2004, UNC Greensboro hosted the annual meeting of the MERLOT editorial board co-editors. Following that meeting, MERLOT's executive director, Gerard Hanley, spoke with TLTC board members and UNC campus representatives by videoconference about the increasing benefits for MERLOT institutional partners.

TLT Interest Groups

<http://www.unctl.org/tlt/groups/groups.cfm>

The TLT interest groups serve as a venue for UNC personnel to discuss shared issues, to build and share professional development resources, and to facilitate collaborative opportunities among participants. All interest groups function under the leadership of campus-based

facilitators, assisted by a liaison from the TLTC. Groups active in 2003–04 included:

- Blackboard course management system
Facilitators: Kathy Thomas, UNC-CH, and Libby Evans, UNC-CH
Key activities: At the TLT Conference, held an interest group meeting and sponsored a session on Blackboard administration tools. Also, the Blackboard interest group sponsored a full-day seminar with Blackboard administrators at UNC-CH in February 2004, as well as a systemwide videoconference on licensing issues in May 2004.
- Distance education
Facilitator: Jim Sadler, UNC Office of the President
Key activities: At the TLT Conference, provided a UNC distance education update that served as an interest group meeting and sponsored the semi-annual meeting of the UNC Distance Learning Forum. Members of the interest group's listserv actively contribute to discussions on a variety of teaching, learning, and administrative issues.
- E-Learning pedagogy
Facilitator: Laura Rogers, TLTC
Key activities: At the TLT Conference, conducted a workshop on instructional methods and implications for learning in electronic environments. This workshop also served as an interest group meeting.
- E-Learning support
Facilitator: Connie Ingram, NCSU
Key activities: At the TLT Conference, held an interest group meeting and sponsored a panel on support challenges and innovations.
- Instructional technology professional development
Facilitator: Chris Weaver, ECU
Key activities: At the TLT Conference, held an interest group meeting focused on planning future activities in response to a needs survey, and sponsored a drop-in session for conference participants to address TLT issues.
- Librarians
Facilitators: Terry Brandsma, UNCG, and Cindy Saylor, UNCP
Key activities: Held an information session at the North Carolina Library Association meeting in September 2003. At the TLT Conference, held an interest group meeting and hosted lunchtime discussions on technology issues for public services and technical services librarians. Members of the interest group led the effort to identify content for the librarians focus area on the Professional Development Portal.
- TLT assessment
Facilitators: Steve Breiner, ASU, and Erin Kirby, ASU
Key activities: At the TLT Conference, held an interest group meeting and sponsored a demonstration of TLT assessment resources. At the request of the TLTC board, this interest group also agreed to explore the issue of course evaluations conducted online.

- **Web accessibility**
Facilitators: Lisa Fiedor, NCSU; Carolyn Kotlas, UNC-CH; and Jason Morningstar, UNC-CH
Key activities: At the TLT Conference, held an interest group meeting and sponsored a session on challenges for students with disabilities who work with electronic materials.
- **WebCT course management system**
Facilitators: Mark Sivy, UNCC; Jana Avery, UNCC; and Lorraine Stanton, UNCC
Key activities: At the TLT Conference, held an interest group meeting, promoted the group with a poster session, and hosted a lunchtime discussion on WebCT Vista.
Members of the interest group's listserv held a discussion on technical issues.

UNC TLT Training Compendium

<http://www.unctl.org/training>

In May 2004 the TLTC published the UNC TLT Training Compendium, a single point of access to more than 200 self-paced tutorials, workshop syllabi, instructional videos, course handouts, and other training resources in the area of teaching with technology. Entries cover a range of TLT topics from getting started with Microsoft Word to managing communication in an online course. All materials in the compendium were developed by UNC faculty and staff who agreed to share their work with colleagues at UNC institutions. Response to the compendium has been positive, with more than 500 hits to the site on the first day it was announced. The TLTC presented the compendium at both the UNC TLT Conference in March and EDUCAUSE Southeast Regional Conference in June.

The TLT Training Compendium was created in response to campus requests to share their own training material and learn from what other UNC campuses were doing. All campuses are developing training to support their faculty's use of desktop software, course management systems, and the Internet. The TLTC saw an opportunity to facilitate the sharing of these materials, reducing the need for campuses to duplicate efforts.

To begin building this collection, the TLTC gathered contact information for TLT-related organizations on all UNC campuses including faculty centers, libraries, instructional technology departments, computer centers, and distance education centers. By browsing department web sites and contacting campuses, the TLTC identified useful training material. The TLTC abstracted and cataloged each training entry using a controlled vocabulary, allowing users to browse training by campus, topic, or format. The TLTC secured permission from the appropriate campus department for each training item that is listed in the compendium. This process of gathering new and updated training materials will be ongoing, ensuring the compendium is a timely resource.

Assessment Initiative

The TLTC assessment initiative was developed to address a need for gathering assessment resources and facilitating collaboration on TLT assessment. During the 2003-04 year, the

projects of the assessment initiative merged with the work of the TLT Assessment and Evaluation Interest Group. The merger facilitated progress toward the goals of the assessment initiative while also serving as a contribution to the professional development resources for the interest group.

The TLT Assessment and Evaluation Interest Group is conducting a survey of current TLT assessment and evaluation practices, needs, and interests on the 16 campuses. The information is helping to shape the TLTC staff's work on assessment resources, which include online access to information about assessment types, strategies, and methods for gathering and analyzing data. This information provides context for TLT assessment associated with a number of purposes, including needs assessment, assessment of student learning/growth, assessment of student achievement (learning outcomes), assessment of instruction, and assessment of new programs, initiatives, and alternative approaches. For each assessment type, content has been developed to examine the purpose of the assessment, associated decision making, possible questions that might be addressed, possible research designs, possible data collection strategies, possible data analysis methods, and types of reports. Where possible, the assessment resources will be linked to TLT assessment and evaluation work shared by the campuses.

In addition, TLTC staff developed a standard case study protocol to facilitate collecting examples of suitable cases to serve as exemplars for the assessment concepts and methodologies presented. The protocol identifies key information needed for each case so that it may be appropriately linked to the information resources. The protocol will be considered by the TLT Assessment and Evaluation Interest Group for possible use in interest group activities.

Large Enrollment Course Redesign

Responding to requests from campuses, the TLTC embarked on a major project in 2004 to explore better designs for large enrollment courses, an initiative that promises to improve student performance and help campuses accommodate burgeoning enrollments. Twelve campuses are participating in the project, which is taking its cues from research sponsored by the Pew Charitable Trust. Pew research found that courses using blended models – those that combine traditional classroom instruction with online learning – increase student satisfaction, increase student learning, and significantly reduce failing and withdrawal grades.

The redesign process focuses on three areas: pedagogy, assessment, and cost. Each of the participating campuses is identifying one or two courses for possible redesign as blended models following the Pew format. The process is led by teams of faculty, administrators, and support staff on each campus. Sallie Ives of UNC Charlotte and Steven Breiner of Appalachian State University, 2003-04 TLTC board co-chairs, are coordinating campus efforts with the assistance of TLTC staff.

Campus Visits Project

To further strengthen communication within the University, the TLTC launched a series of formal campus visits in 2003. The goal is to learn more about TLT activities under way and how

the TLTC can better assist campuses in moving forward in their chosen areas of TLT. Working in collaboration with campus TLT liaisons, TLTC staff members tour special facilities, have open meetings for all faculty and instructional technology staff, lead small focus groups to hear the needs and opinions of TLT leaders, and interact with chancellors and provosts to gain a broad understanding of campus strengths and future plans. During 2003-04, TLTC staff visited five campuses: NCSU, UNCA, UNCP, UNCW, and WCU. The remaining campuses will be visited in 2004-2005.

Survey of Academic Software

To improve efficiency throughout the University, the TLTC launched a project in 2004 that will survey academic software being used on the 16 campuses, an initiative that will lead to cost savings by pinpointing products for group purchasing and licensing. The survey will also identify software that campuses would like to have available for instructional use. The survey directly responds to a request from the technology committee of the Faculty Assembly for an inventory of discipline-specific and non-discipline-specific software. The TLTC will share survey results with Coordinated Technology Management, the unit in the UNC Division of Information Resources responsible for negotiating group acquisitions and systemwide contracts to contain costs.

Support of UNC e-Learning Initiatives

From TLT interest groups to its Compendium of Effective Practices, the TLTC plays an expanding support role in the deployment of e-Learning programs and services across the University. An emerging role for the TLTC is support for the University's e-Learning Council, which is charged with addressing systemwide e-Learning issues. The TLTC will serve as a resource for the council's faculty support committee, providing insight and information to help its members identify effective practices, common needs, and shared resources.

Web Site

<http://www.unctl.org/>

In 2003-04 the TLTC began work customizing a technical platform that will support and integrate all of the TLTC's online projects, including the Professional Development Portal, TLT Training Compendium, UNC TLT Conference web site, and the main TLTC web site. Implementing the Content Management System (CMS) developed by Online Services in the UNC Office of the President, the TLTC built a strong technical architecture that will manage user accounts, set site permissions, store fielded data, allow non-technical members of the TLT community to contribute to the TLTC's web sites, and more. A centralized authentication platform allows users access to all TLTC projects and initiatives with only a single account. The TLTC also customized the CMS to create an administrative interface to manage the database-driven content in the TLT Training Compendium. Many of these web-based initiatives are

reusable modules that Online Services is incorporating in the new release of the CMS, which will be available to the 16 campuses.

Development in 2003-04 of the PDP redesign, conference web site, and TLT Training Compendium has strengthened the architecture on which TLTC can continue to expand the main web site. In June the TLTC began working with a graphic designer to create a consistent online identity for the TLTC web site and other online projects.

Communications

Throughout its history, the TLTC has used a variety of channels to promote communication with campuses and provide resources to faculty and staff. The UNC Teaching and Learning with Technology Conference offers an opportunity to share information face-to-face about TLTC and campus initiatives, while facilitating TLT knowledge transfer among conference participants. The TLTC web site gives visitors up-to-date information about past and present TLTC activities, as well as pointers to other TLT resources. Frequent stories in UNC Links, the online newsletter produced by the UNC Division of Information Resources, ensures that campuses are kept abreast of news and announcements. In addition, TLTC staff and board members regularly participate in UNC meetings and events, make presentations within and outside the University, and take part in national meetings and conferences.

The TLTC launched three new communications initiatives in 2003-04:

- Formal visits to the 16 campuses to get a first-hand look at facilities and a better understanding of needs and successes.
- Production of a CD that documents TLTC’s singular role in helping faculty incorporate technology. The CD also includes information about TLTC projects and resources. The TLTC distributed the CD across the University and to external partners in higher education. (To request a copy of the CD, contact Carolyn Parker, cep@northcarolina.edu, 919-962-2617).
- An annual orientation for new TLTC board members to acquaint them with the organization’s history, goals, and projects, thereby preparing them to actively participate in the board’s deliberations. Orientation is held in conjunction with the first fall board meeting.

The TLTC recognizes that two-way communication leads to results and relies on building strong personal relationships with TLTC board members and TLT leaders on the 16 campuses. To that end, each campus has a designated TLTC staff member who serves as a liaison to facilitate the exchange of ideas, concerns, and needs.

TLTC Staff Campus Liaisons	
TLTC Staff	Campus
Hilarie Nickerson	ASU, ECU, FSU, NCSU, UNCP
Andrea Eastman-Mullins	NC A&T State, NCSA, UNCC, UNCG, WCU, WSSU
Laura Rogers	ECSU, NCCU, UNCA, UNC-CH, UNCW

TLTC Board Chair-elect Attends Frye Leadership Institute

Sharon Pitt, TLTC Board Chair-elect for 2004-05, was nominated and selected to attend the 2004 Frye Leadership Institute held at Emory University June 6-8. The Frye Institute is a prestigious leadership institute for mid-career higher education administrators in the information technology or digital library science disciplines. The international group of 45 participants studied and discussed current issues and challenges facing higher education.

New Staff Member

The TLTC entered 2003-04 with four staff members: the executive director, two program coordinators, and an information and technology coordinator. To support its electronic information and technology infrastructure, including its web sites, the TLTC used funds from the TLTC operating budget to contract web programming support services from an outside vendor (Alphanumeric). In summer 2003, a second information and technology coordinator position was established to support technology projects and web development services half-time for the TLTC and half-time for Online Services in the UNC Office of the President. This position, which replaces the contract with the outside vendor, was filled in November by Steven Hopper, a UNC-CH honors graduate with a B.S. in computer science.

Board Meetings

The TLTC board held 12 business meetings in 2003-04: four face-to-face meetings (September 12, November 18, February 6, May 26), seven videoconference sessions (August 13, October 8, December 10, March 10, April 14, May 12, June 9), and one telephone conference (January 21). Minutes of all board business meetings are available at www.unctlt.org/tlt/board/meetings2003.cfm.

Presentations by Staff Members

TLTC staff members made the following presentations at regional and national conferences in 2003-04:

The UNC IT Strategy Project by Jo Ann Pearson, Frank Prochaska, and Tom Warner; EDTECH 2003 Conference, North Carolina State University, September 2003.

Organizational Models: Leveraging Change from Awkward Positions in the University (Panel Discussion) by Charlotte Farr (moderator), Daniel Granger, Fred Hurst, James Monaghan, Thomas Peterman, Frank Prochaska, Robert Robinson, and Ellen Waterman; WCET 15th Annual Conference, San Diego, November 2003.

21st Century Students and Faculty: Inhabiting the Evolving Universe of Teaching, Learning, and Technology by Frank Prochaska; 2004 UNC TLT Conference, Charlotte, March 2004.

We Can't Afford to Reinvent the Wheel: The New UNC TLT Compendium of Training by Andrea Eastman-Mullins and Steven Hopper; 2004 UNC TLT Conference, Charlotte, March 2004.

Redesign of the UNC Professional Development Portal by Andrea Eastman-Mullins and Steven Hopper; 2004 UNC TLT Conference, Charlotte, March 2004.

The Teaching and Learning with Technology Glossary (Poster) by Hilarie Nickerson; UNC TLT Conference, Charlotte, March 2004.

Firsthand Experiences in Online Learning and Teaching (Roundtable) by Laura Rogers (moderator), Lothar Dohse, Steven Mark, Ramin Cooper Maysami, and Irene Pittman Aikens; 2004 UNC TLT Conference, Charlotte, March 2004.

Pedagogy to Facilitate e-Learning (Workshop) by Laura Rogers; 2004 UNC TLT Conference, Charlotte, March 2004.

UNC Teaching and Learning with Technology Collaborative by Frank Prochaska and Andrea Eastman-Mullins; 2004 Digital Content Consortium, UNC Pembroke, March 2004.

Conference Reflections (Panel Discussion) by Katherine Reynolds-Chaddock (U. of South Carolina), Connie Ingram (NCSU), Hilarie Nickerson, Akbar Aghajanian (FSU), Mary Grimes (FSU); Conference on New Directions: Rethinking Teaching and Learning for Social Justice, Fayetteville State University, March 2004.

We Can't Afford to Reinvent the Wheel: Collaborative Professional Development at UNC by Andrea Eastman-Mullins; EDUCAUSE Southeast Regional Conference, Atlanta, June 2004.

Presentations by Board Members

TLTC Board members made the following presentations on TLTC-related topics at regional and national conferences in 2003-04:

Using MERLOT in Faculty Development Initiatives: Dreams and Nightmares Revisited by Ray C. Purdom and Colleen Carmean; 2003 MERLOT International Conference, Vancouver, August 2003.

Creating a MERLOT Teaching and Technology Discipline Community by Ray C. Purdom and Colleen Carmean; 2003 MERLOT International Conference, Vancouver, August 2003.

MERLOT and Faculty Development by Ray C. Purdom and Flora McMartin; Professional and Organizational Development (POD) Network Annual Conference, Denver, October 2003.

Training Faculty to Teach Online by Beverly Vagnerini and Dana Little; UNC CAUSE 2003, Wilmington, November 2003.

Learning in a Technology-Rich Environment: A Quality Enhancement Plan for a Research University by Sharon P. Pitt, Karen Helm, and Hugh Devine; SACS Annual Meeting, Nashville, December 2003.

A Quality-Enhancement Plan for Learning in a Technology-Rich Environment by Sharon P. Pitt; NLII Annual Meeting, San Diego, January 2004.

Introduction to MERLOT by Ray C. Purdom; 2004 UNC TLT Conference, Charlotte, March 2004.

Transitioning to Enterprise LMS at NC State by David Howard, James Bossert, Elliott Fisher, and Sharon P. Pitt; 2004 UNC TLT Conference, Charlotte, March 2004.

Getting From Same Old Stuff to True Innovation by Connie Ingram, Jane Harris, John Labadie, Patricia LeClaire, Robert Muffoletto, Todd Nicolet, and Beverly Vagnerini; 2004 UNC TLT Conference, Charlotte, March 2004.

Summary of General Operations

Structure

The TLTC, created by UNC President Molly Broad in Spring 2000, is a consortial organization of the 16 UNC campuses. Formal operations commenced on March 20, 2000. Permanent staff members are part of the Division of Information Resources in the UNC Office of the President. The executive director of the TLTC reports to the UNC Vice President for Information Resources and Chief Information Officer.

Governance

The TLTC is governed through a collaborative arrangement between the UNC Vice President for Information Resources and CIO and the TLTC board, which includes representation from each of the 16 campuses and ex-officio members from allied UNC organizations.

Membership for FY 2003-04 included:

Board officers

Co-Chairs

Steven J. Breiner and Sallie Ives

Vice-Chair

Brenda Shaw

Secretary

Kathy Thomas

Voting Board members (UNC campus representatives, including Board officers)

Appalachian State University

Steven J. Breiner

East Carolina University

Steven Duncan (July – November)

Sandra Huskamp (proxy for Elmer Poe, December – June)

Elizabeth City State University

Velma B. Blackmon

Fayetteville State University

Arasu T. (Nick) Ganesan

North Carolina A&T State University

Bruce G. Clark (proxy for Rodney Harrigan)

North Carolina Central University

Brenda Shaw

North Carolina School of the Arts

Jill Lane

North Carolina State University

Sharon Pitt

UNC Asheville

Patricia P. McClellan

UNC-Chapel Hill

Kathy Thomas (proxy for John Oberlin)

UNC Charlotte

Sallie Ives

UNC Greensboro

Ray Purdom

UNC Pembroke

Maurice C. Mitchell

UNC Wilmington

Beverly Vagnerini

Western Carolina University

Lee Rayburn

Winston-Salem State University

Glen A. Holmes

Ex Officio Board members

UNC Division of Information Resources

Robyn Render, Vice President for Information Resources and Chief Information Officer

UNC Division of Academic Affairs

Betsy Brown, Associate Vice President, Academic Affairs

UNC University Librarians Advisory Committee

Mary Reichel, University Librarian, ASU

UNC Faculty Assembly

Yogendra P. Kakad, Associate Chair, Department of Electrical and Computer Engineering, UNC Charlotte

Standing committees

Planning and Assessment Committee

Steven J. Breiner, Steven Duncan, Glen Holmes, Beverly Vagnerini, Henry Schaffer (former board member)

Bylaws Committee

Maurice Mitchell (chair), Velma Blackmon, Betsy Brown

Finance Committee

Brenda Shaw (chair), Ray Purdom, Sharon Pitt

Nominating Committee

Sandra Huskamp (chair), Velma Blackmon, Betsy Brown

Sources of additional information

For additional information concerning the TLTC Board, visit
http://www.unctlt.org/tlt/board/board_list2004.cfm.

TLTC Staff

Executive Director

Frank Prochaska

Program Coordinator

Hilarie Nickerson

Program Coordinator

Laura Rogers

Information and Technology Coordinator

Andrea Eastman-Mullins

Information and Technology Coordinator (half-time)

Steven Hopper

Resources

The TLTC is now fully staffed with four and one-half permanent staff members directing TLTC activities, facilitating project groups, and managing communication and information. Despite a 3% budget reduction entering the 2003-04 year, TLTC's careful planning made it possible to implement the key components of the organization's mission and goals outlined in the 2002-2005 Strategic and Operating Plans. To supplement its budget, the TLTC is pursuing other sources of revenue. It is developing policies and procedures for seeking external funding and identifying additional corporate sponsorship for the annual UNC TLT Conference.