



## **FY 2004-05 ANNUAL REPORT**

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### **UNC TEACHING AND LEARNING WITH TECHNOLOGY COLLABORATIVE**



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## **Introduction – UNC TLT Collaborative Gains Permanent Status**

*“I am exceptionally pleased that this initiative has positively influenced and advanced teaching and learning activities University-wide, and I fully support the TLTC Board’s request for permanent status within the Division of Information Resources in the Office of the President.”*  
University of North Carolina President Molly Corbett Broad

Thanks to tremendous support from the TLT Collaborative Board, senior executive leaders at the sixteen UNC institutions, and numerous faculty and staff members, President Molly Corbett Broad recently awarded the UNC Teaching and Learning with Technology Collaborative (TLTC) permanent status in the UNC General Administration. This was the culmination of five years of planning and implementing initiatives to foster TLT opportunities throughout the sixteen UNC campuses.

When President Broad established the office in the spring of 2000, it was for a six-year term, at the end of which, the President would consider whether to award it permanent status. Over the past five years, the TLTC inspired and supported hundreds of faculty, librarians and instructional support staff representing all sixteen campuses. The TLTC provided thousands of hours of professional development and training, for members of the teaching and learning community in all parts of the UNC system. The TLTC developed programs to facilitate knowledge sharing and resource building through the annual UNC TLT Conference, the Professional Development Portal, the University’s nine TLT Interest Groups, and the publishing of online compendia of training materials and effective practices. It has shared information, knowledge, and experiences with colleagues from North Carolina’s community colleges and private institutions around the state. In addition, the TLTC has been active on a national level by presenting at most of the major conferences devoted to teaching and learning, including the National Learning Infrastructure Initiative (NLII) and Western Cooperative for Educational Telecommunications (WCET). Moreover, the TLTC received unanimous endorsement from all sixteen UNC provosts as well as the UNC Faculty Assembly. In the years to come, the TLTC will continually strive to serve the constituent institutions of the University of North Carolina through collaboration, resource sharing, effective practices, and quality programs.

Before President Broad made her decision about the TLTC’s permanent status in the spring of 2005, UNC campus leaders sent letters of support for the TLTC’s programs and activities. The following quotes represent only a few of the many expressions of gratitude for the TLTC:

*“If UNC is to continue to intelligently move forward with the incorporation of technology in teaching and learning, it will require the joint effort of all our campuses. The TLTC provides the framework for collaborating on comprehensive technology-related projects that are too big for a single campus to undertake, sharing information and resources on teaching with technology in a cost-effective and timely manner, and serving as a system-wide catalyst and resource base for promoting innovative technology-related teaching pedagogies. I applaud the efforts of this group over the past five years and look forward to benefiting from the continuing good work of the TLTC in the years to come.”*

Carolyn W. Meyers, provost and vice chancellor for academic affairs, North Carolina Agricultural and Technical State University

*“This academic year has proved to be the best yet for Collaborative activities including the implementation of the Compendium, enhancement of the community through the use of Interest*

*Groups, and reflection on it's work to determine future plans and initiatives.....The ultimate recipients of these improvements are the students at ECU. The Collaborative has not just taught us how to be better instructional professors and instructors but it has also taught us about intellectual property rights, class room management, ways to assess the work that we do on our campus, and improved grant preparation. These contribute to learning practices that provide access to our programs to the citizens of the eastern region and all of North Carolina.”*

James Smith, interim vice chancellor for academic affairs, and Elmer Poe, associate vice chancellor for academic outreach, East Carolina University

*“Over the last five years, numerous faculty and staff have participated in the annual UNC TLT conference, and participants report that the sharing of information and experience at the conference has allowed them to experiment with and adopt promising practices with which they otherwise might have had little or no contact.”*

Stan Aeschleman, provost and executive vice chancellor, Appalachian State University

Over the past five years, the TLTC chartered a course for enabling campuses to do more together. The TLTC will continue to promote the most effective procedures as well as look for ways to continually improve efficiencies practices in TLT within UNC. As we look toward the future, change and innovation will continue to play strong roles in the development of new programs and initiatives; nevertheless, improving learning for all UNC students will remain the primary objective of the TLTC and all sixteen UNC institutions.

## **Highlights of 2004-05**

- In recognition of the TLT Collaborative's success in promoting effective teaching and learning with technology University-wide, and at the request of all 16 UNC campuses and the TLTC Board, President Broad awarded the TLTC in March 2005 permanent status within the Division of Information Resources in the UNC General Administration.
- The TLTC's 2005-2008 Strategic Plan, the organization's second strategic plan, was developed in 2004-05 and approved by the TLTC Board and the UNC Vice President for Information Resources and CIO in February.
- In April 2005, the TLTC launched the redesigned UNC Professional Development Portal. The improved site includes: better searching and browsing capabilities, user customizations based on focus areas, and additional methods of searching for colleagues.
- The 2005 UNC TLT Conference, co-sponsored by the TLTC and the UNC Faculty Assembly from March 30 to April 1, continued to attract a record number of attendees with more than 400 participants, representing an increase of twenty percent from the previous year.
- Due to the popularity of the UNC TLT Training Compendium, the TLTC initiated an expansion of this collection of hundreds of self-paced tutorials, workshop syllabi, instructional videos, course handouts, and other training resources in the area of teaching with technology. All materials in the compendium were developed by UNC faculty and staff who agreed to share their work with colleagues. An additional 220 items have been added to the Compendium, nearly doubling the collection to 450 resources.

- Leadership teams from several campuses participated in regional MERLOT workshops during 2004-05. Team members learned about effective practices in MERLOT-related faculty and staff development, and considered outreach activities to address the TLT needs of their own campus communities.

### **2005-2008 Strategic Plan**

<http://www.unctl.org/about/strategicplan0508.pdf>

The TLTC's 2005-2008 Strategic Plan, created in 2004-05 and approved by the TLTC Board and the UNC Vice President for Information Resources and CIO in February 2005, builds on the progress and momentum generated by the TLTC's first strategic plan (2002-2005).

The 2005-2008 Strategic Plan reaffirms the TLTC's strategic directions and goals and further defines the organization's key strategic issues, while remaining faithful to the original mission and vision. Using the plan as its roadmap, the TLTC staff and Board members will continue to focus their expertise and resources on accomplishing clearly defined goals that address five strategic directions:

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 to address TLT issues.
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.

As in the previous plan, each strategic direction includes a list of goals and indicators of success to clarify expectations for its implementation. The goals and indicators of success for each direction have been updated to reflect the TLTC's progress in each of these strategic directions.

### **UNC TLT Conference**

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

The annual UNC Teaching and Learning with Technology Conference, held each spring since 2000, brought 400 people from all over the state to Raleigh, NC from March 30 through April 1, 2005. This attendance represented an increase of twenty percent over 2004. While the vast majority of participants were UNC faculty and staff, representatives from other educational organizations and corporate sponsors also attended. The 2005 theme, *The Scholarship of Teaching and Learning with Technology*, led to a first-rate event. On a scale of 1 (poor) to 5 (excellent), participants provided the following average ratings on key measures:

- 4.5 for facilitating knowledge sharing.
- 4.4 for important and timely session topics.
- 4.4 for overall satisfaction.

As in recent years, the conference was co-sponsored by the TLTC and the UNC Faculty Assembly. The UNC Distance Learning Forum held its spring meeting in conjunction with the conference, and system-wide initiatives such as large enrollment course redesign were highlighted. The 150 presentations, roundtables, demonstrations, and workshops covered five major TLT topic areas of interest to UNC campuses, including effective practices, instructional resources, and challenges and opportunities of technology use. A number of sessions focused on significant issues such as intellectual property rights, open source applications, integrating library services for distance learners, and grid technology. New conference features included podcasts of key sessions and a conference weblog.

Participants were treated to plenary sessions by Dr. Diana Oblinger, vice president, EDUCAUSE and former vice president for information resources and CIO at UNC, and Dr. Gary Brown, director of the Center for Teaching, Learning, and Technology at Washington State University. Dr. Oblinger described how generational differences lead to diverse perspectives on technology and shared her thoughts on the resulting implications for higher education practices and programs. Dr. Brown discussed his research on principles for assessing and guiding TLT innovation.

The number of corporate sponsors increased to nine: Anystream, Apple, Blackboard, Centra, e-College, Elluminate, MCNC, SAS, and WebCT.

Post-conference comments included:

*Every session I attended provided information and food for thought. Many were even inspiring, intriguing and exciting. The keynotes were excellent.*

*It gave me a good opportunity to learn what people are doing in the state and have a more thorough understanding of the different environments and challenges on each campus.*

*I really enjoyed the faculty presentations. It's exciting to see new ways faculty are incorporating technology into the classroom.*

*I have been at all of them since Boone in 2000 and they get better each time. THANKS.*

## **UNC Professional Development Portal**

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

Celebrating its fifth year of providing online professional development resources to the UNC community, the UNC Professional Development Portal (PDP) expanded to contain new features, streamlined functionality, an improved technical architecture, as well as new resources. In April 2005 the TLTC launched the redesigned PDP site at <http://pdp.unctl.org>. Included in the redesigned site are the following enhancements:

- **Improved Searching.** Searching is available across subjects, keywords, resource types, and abstracts for over 2500 entries and will now sort results by relevancy, title, or date.
- **Expanded Browsing.** Users can browse by subject term, resource type, or campus.

- **User Customization.** PDP users can customize the site to emphasize the focus area content they are most interested in: teaching & learning, libraries, or administrative development.
- **Connect with Colleagues.** Users can find colleagues by their specified areas of interest in the members' directory or beside their regular search results.

In addition to adding new features, the redesign included a migration from Cold Fusion and Oracle to the open source MySQL and PHP. This is the same platform that supports the UNC TLT Conference website, the UNC TLT Compendium, and the soon-to-be-redesigned TLTC website, allowing users to login once for access to all TLTC resources. For example, 2005 UNC TLT Conference attendees were able to automatically create a PDP login when they established an account on the conference website.

With the PDP site and technology updated, the Portal Oversight Committee is now focusing on increasing and improving site content. Although the PDP grew last year to almost 2,600 entries, the TLTC would like to see the content and usage continue to increase. To address this, a focus area editor was formally established for each focus area to find new content, edit submissions, promote the PDP, and add editorial content to the homepage of the PDP. Focus area editors are Betty Ladner (Libraries) and Ray Purdom and Scott Simkins (sharing Teaching and Learning and Administrative Development). The TLTC is also planning to work more closely with PDP campus liaisons to keep UNC campus information in the PDP current.

## **MERLOT**

This year (2004–05) marks the sixth year in which UNC has participated in MERLOT (Multimedia Educational Resource for Learning and Online Teaching) as an institutional partner. As in previous years, the UNC Division of Academic Affairs provided travel funds and stipends to selected UNC faculty in support of their participation on MERLOT's discipline-based editorial boards. In addition, the TLTC supported a UNC teaching and learning center director on the editorial board relating to faculty development. Participants in 2004–05 included:

- Michael Rothkopf, NCSA, music board co-editor
- Ray Purdom, UNCG, teaching and technology board co-editor
- Irene Mueller, WCU, health science board peer reviewer
- Beverly King, UNCP, psychology board peer reviewer
- Thomas DuBois, UNCC, chemistry board peer reviewer

TLTC Program Coordinator Hilarie Nickerson continues to serve as a member of the MERLOT Project Directors Council and to provide administrative oversight for UNC's MERLOT activities. In an effort to increase the use of MERLOT as an instructional resource, the TLTC invited small leadership teams from each campus to participate in regional workshops during the fall 2004 and spring 2005 semesters. Team members received background information about the MERLOT organization and its offerings, learned about effective practices in MERLOT-related faculty and staff development, and considered outreach activities to address the needs of their own campus communities. The workshops were developed and delivered by Hilarie Nickerson and regional facilitators Jeanne Dorle (WCU), Laurie Godwin (ECU), and Joyce Joines Newman (ECU). Altogether, twelve campuses participated in this initiative.

At the 2004 MERLOT International Conference, held in Costa Mesa, CA in August 2004, UNC faculty and staff were involved in six sessions. One of these sessions, led by Ray Purdom, Andrea Eastman-Mullins, and a MERLOT staff member, highlighted the expansion of MERLOT's Teaching and Technology collection through federated search of the UNC Professional Development Portal. At the 2005 Lilly South Conference on College and University Teaching, held at UNC Greensboro in February, Ray Purdom and Hilarie Nickerson presented a session on how MERLOT can be used to address different student learning styles. At the UNC TLT Conference in March 2005, four sessions focused on MERLOT, including a roundtable discussion for people who had participated in UNC's regional workshops or who were interested in planning for campus use of MERLOT.

### **UNC TLT Interest Groups**

<http://www.unctl.org/initiatives/ig/index.php>

The TLT interest groups (IG) 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 2004–05 included:

- **Blackboard Course Management System**

*Facilitators:* Kathy Thomas, UNC-CH, and Libby Evans, UNC-CH

The purpose of the UNC TLT Blackboard Interest Group is to provide an outlet for discussion; opportunities to share experiences, documentation, and training materials; and a mechanism for asking questions and problem-solving.

*Key activities:* Held an interest group meeting at the 2005 TLT Conference. Managed ongoing discussion of topics associated with implementation of Blackboard software during 2004-05. Met remotely for a demonstration of the Blackboard Content System.

- **Distance Education**

*Facilitator:* Jim Sadler, UNC General Administration

The broad goal of the UNC TLT Distance Education Interest Group is to enable campus personnel to do a more effective job in planning, implementing, and evaluating distance education degree programs and courses. It serves as a means to identify issues that would benefit from collective attention, to share innovative practices, to provide announcements and references to the distance education community, and to ensure a common understanding of policies that have an impact on our work.

*Key activities:* Provided a UNC distance education update that served as an interest group meeting at the 2005 TLT Conference, and sponsored the semi-annual meeting of the UNC Distance Learning Forum in conjunction with the TLT Conference. Members of the interest group's mailing list actively contribute to discussions on a variety of teaching, learning, and administrative issues.

- **e-Learning Pedagogy**

*Facilitator:* Laura Rogers, TLTC

The UNC TLT e-Learning Pedagogy Interest Group provides a structure for discussion of pedagogy to facilitate e-learning. Topics of discussion include: quality in e-learning, exemplary practice, pedagogical considerations for facilitating e-learning, ways to define effective e-

learning pedagogy, necessary conditions for effective e-learning, faculty and student support needed for e-learning, and what pedagogy best facilitates e-learning.

*Key activities:* At the 2005 TLT Conference, held an interest group meeting. Dede Nelson, TLTC's 2005 pedagogy scholar, developed a summary of current TLT pedagogy issues, including an annotated reference list of exemplary TLT pedagogy resources. The pedagogy summary is written to specifically address UNC needs and issues associated with TLT pedagogy and will serve as an organizational document for the UNC TLT e-Learning Pedagogy Interest Group's 2005-2006 activities.

- e-Learning Support

*Facilitator:* Connie Ingram, NCSU, and Hilarie Nickerson, TLTC

The purpose of the UNC TLT e-Learning Support Interest Group is to assist participants in performing an effective job of supporting technology-rich instructional programs. It serves as a means to identify issues that would benefit from collective attention, to share innovative practices, to provide announcements and references, and to ensure a common understanding of policies that have an impact on everyone's work.

*Key activities:* Held an interest group meeting at the 2005 TLT Conference. Shared announcements of e-learning support positions through the interest group mailing list during 2004-05.

- Instructional Technology Professional Development

*Facilitator:* Chris Weaver, ECU

The UNC TLT Instructional Professionals Interest Group was designed to provide a statewide forum to discuss the unique needs and concerns of instructional professionals (IP). Goals for the group include: greater communication and collaboration between college and university personnel in North Carolina, identification of needs and areas of support for instructional professionals, and development of resources and documents related to support for technology-rich instructional programs.

*Key activities:* Provided the Friday Report, a weekly blog addressing a wide variety of topics of interest to IG members, such as faculty development techniques, instructional tools, and learning theories. Held an interest group meeting at the 2005 TLT Conference and initiated the TLT Conference blog. Faith Dabney, TLTC's 2005 instructional professional scholar, worked with facilitator Chris Weaver to continue the collection and organization of IP resources that are shared through the IG's blog.

- Librarians

*Facilitators:* Terry Brandsma, UNCG, and Cindy Saylor, UNCP

The UNC TLT Librarians Interest Group addresses topics of interest to librarians, including legal issues, library/faculty collaboration, library instruction online, and many others. Librarians are encouraged to participate in the IG's mailing list to be aware of those discussions as well as announcements of various IG activities such as meetings at the NCLA and UNC TLT Conferences, workshops, and other meetings throughout the year.

*Key activities:* At the 2005 TLT Conference, held an interest group meeting focused on blogging and text messaging. Sponsored two workshops in June for UNC system librarians on using Camtasia and Narrated Presentation software.

- TLT Assessment

*Facilitator:* Steve Breiner, ASU

The UNC TLT Assessment and Evaluation Interest Group serves as a means to examine the TLT assessment needs of UNC campuses and to collect information about TLT assessment and evaluation, including tools of TLT assessment, methods of assessment, assessment design considerations, types of assessment design, and development of UNC TLT assessment resources.

*Key activities:* At the 2005 TLT Conference, held an interest group meeting. Kathryn Conway, TLTC's 2005 assessment scholar, worked with facilitator Steve Breiner to collect and organize shared and shareable information from the campuses about assessment practices, procedures and resources. It is expected that this effort will provide a pilot framework upon which future information collection can expand.

- Web Accessibility

*Facilitators:* Lisa Fiedor, NCSU, and Jason Morningstar, UNC-CH

The UNC Web Accessibility Interest Group is interested in identifying campus stake-holders around the UNC system. These people might be found in disability services, Web development, instructional technology, or other areas. The IG is interested in identifying people with both formal responsibilities as well as the informal "go-to" individuals when there are accessibility concerns on campus. Once it is known who is working on accessibility, the IG can better coordinate activities, problem solve, and share resources among the sixteen campuses.

*Key activities:* Held an interest group meeting at the TLT Conference. Met informally at the UNC CAUSE Conference in October.

- WebCT Course Management System

*Facilitators:* Mark Sivy, UNCC, Jana Avery, UNCC, and Lorraine Stanton, UNCC

The UNC TLT WebCT Interest Group provides a structure for communication among those using the WebCT software. WebCT administration/integration, WebCT support/design, and transition to Vista are the three main areas of discussion.

*Key activities:* Held an interest group meeting at the 2005 TLT Conference. In a June 2005 meeting, the IG identified three areas for further discussion as well as five areas of WebCT-related strategies and efforts that have been particularly effective.

## **UNC TLT Training Compendium**

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

During its first full year online, the UNC TLT Training Compendium proved to be one of the TLTC's most popular resources, attracting over 4,400 hits to the site. The TLTC Board and UNC campus instructional technology staff have repeatedly shared positive feedback about the project. The UNC TLT Training Compendium provides a single point of access to hundreds of self-paced tutorials, workshop syllabi, instructional videos, course handouts, and other training resources covering 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.

Due to the popularity of the Compendium, the TLTC has focused on expanding the content in new areas, such as web accessibility and the use of MERLOT. Additionally, the Compendium

now includes material on information literacy, compiling UNC library training resources covering topics from how to research online to tutorials on how to use the library. To keep material updated and growing, the TLTC hired two research assistants attending UNC Library Science graduate programs, to search for new content and enter it into the Compendium. As a result of these efforts, an additional 220 items have been added in the Compendium, nearly doubling the collection to 450 resources.

### **Synchronous Learning Management Systems**

This year, the TLTC began a project to test and evaluate leading Synchronous Learning Management Systems that enable online interaction through voice over IP, application sharing, text messaging, and other communication features. From December 2004 – June 2005 the TLTC hosted a pilot of Elluminate for all UNC campuses. The TLTC hosted a kick-off event at which nearly forty campus representatives were trained to use Elluminate, and the TLTC staff provided support and scheduled sessions throughout the pilot. In 2005-06 the TLTC will administer similar pilot projects for Centra and other systems.

In order to provide campuses with a formal evaluation of these systems, the TLTC established a Synchronous Learning Management System Task Force, co-chaired by Rob Hambrick from NCSU and Andrea Eastman-Mullins of the TLTC staff. This Task Force has developed an evaluation rubric and is evaluating leading systems. The final product will be a report presented to the TLTC Board in spring 2006.

### **UNC Content Management System**

In response to campus interest in this topic, the TLTC Board agreed to study the concept of a system-wide content management system that would allow faculty to share and reuse teaching material and also work collaboratively between campuses. To initiate the study, the Board recommended that a committee first establish requirements for this type of system.

A UNC Content System Requirements Committee, co-chaired by Andrea Eastman-Mullins and Scott Simkins from NC A&T State, was formed to establish requirements. The committee included fifteen members from eleven different campuses plus UNC-TV and UNC General Administration. At the same time, the TLTC joined the WCET Edutools project, which formally evaluated six learning object repositories in spring 2005. The systems reviewed included Blackboard's Content System, Desire2Learn, the Learning Edge, Fedora, Commonwealth of Learning's Learning Object Repository, and CWIS (Collection Workflow Integration System).

Initial discussions with the requirements committee revealed many different perspectives on what a content system might accomplish. To move forward, the committee members recommended a needs assessment process that included a round of focus groups, followed by a brief web survey, in order to learn campus views on content management issues.

During spring semester 2005, the committee held five focus groups with a mix of faculty, librarians, administrators, and IT staff at NC A&T State, UNCG, UNC-CH, UNCW, and WSSU.

The committee created a moderator's guide for each facilitator to follow during the focus groups. The focus groups revealed that faculty members were interested in collaborating on research documents as well as sharing teaching support material. There was, however, reluctance expressed by faculty in all focus groups to the sharing of actual teaching material. The focus group participants expressed an interest in sharing best teaching practices and teaching strategies, but not their own content. Every group also expressed concerns about intellectual property rights. Furthermore, focus groups revealed an interest in having a centralized location to store large multimedia files, such as MP3 files, video, and images.

Based on the focus group results, the committee decided not to move forward with the web survey but instead to concentrate efforts in 2005-06 on faculty concerns about intellectual property issues associated with sharing teaching material. The TLTC is working with the UNC Faculty Assembly to elucidate these faculty concerns on intellectual property rights. Moreover, a list of best practices as well as examples of content sharing already taking place within UNC is being compiled.

### **WebCT Vista Pilot Project**

The TLTC and six UNC campuses developed a pilot project in 2005 to explore the use of WebCT's Vista course management software in a centrally-hosted environment. Building upon NCSU's implementation of Vista in 2004-05, the TLTC and NCSU, UNCC, ASU, UNCA, UNCW, and WCU organized a project that allows UNCC to perform a campus-wide implementation of Vista in 2005-06 and the other four campuses to examine and pilot its use for the 2005 calendar year. All five additional campuses are being hosted by NCSU in their use of Vista. This project represents the first time within UNC that an enterprise software application system has been hosted by one campus for another in a production environment. The project is providing an opportunity for ASU, UNCA, UNCW, and WCU to learn about Vista and decide whether or not they would like to implement this next-generation course management system.

### **Large Enrollment Course Redesign**

Recent research sponsored by the Pew Charitable Trust found that courses employing strategic use of instructional technology – especially those that combine traditional classroom instruction with online learning – increase student satisfaction, enhance student learning, and significantly reduce failing and withdrawal grades. Responding to requests from campuses, the TLTC embarked on a major project, in 2004, to explore better designs for large enrollment courses. It is expected these initiatives will improve student performance and also help campuses accommodate burgeoning enrollments.

Twelve campuses have participated in the project, which is based on the Pew research and specific campus requests. The redesign process focuses on three areas: pedagogy, assessment, and cost. Interested campuses are identifying one or two courses for possible redesign following models developed in the Pew program. Teams of faculty, administrators, and support staff are leading the efforts on each campus, and eight re-designed courses were piloted in 2004-05. Sallie

Ives of UNC Charlotte, 2003-04 TLTC Board co-chair, is coordinating campus efforts with the assistance of TLTC staff.

### **UNC TLT Collaborative Web Site**

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

In 2004-05, the TLTC began the first step of a two-phase process to update the TLTC website. In the first phase, the TLTC is updating the graphic design to create a consistent online identity for the TLTC web site and its other online projects including the TLT Conference website. The TLTC worked with a graphic design firm to establish the new look, which has been approved by the TLTC Board. The first phase of the website redesign will also include the content system that currently supports the UNC Professional Development Portal, TLT Conference website, and other online initiatives. The content system will allow TLT Interest Group facilitators, TLTC staff, and others to update and edit content on the new site, thus keeping the information as current as possible. The second phase of the site redesign will reexamine the information architecture of the website in an effort to improve storage and access of the increasing body of TLTC information.

### **UNC TLT Conference Web Site**

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

The UNC TLT Conference web site serves as the primary medium for information exchange between the TLTC and the conference participants, while simultaneously providing the functionality necessary for conference organizers to efficiently manage all aspects of conference logistics. This site was developed last year, by the TLTC, to be a resource that can be used annually for the conference. The process begins with online proposal submission, which captures submissions in electronic format for the subsequent review and approval process. Once the accepted proposals have been identified by the proposal review committee, the program schedule is generated by dragging and dropping the accepted proposals into the available time slots. The full online program is dynamically generated from this electronic schedule, which guarantees its accuracy. In addition, participants use the web site to register for the conference, sign up for workshops, and upload presentation materials.

The conference web site uses an internally developed content management system to provide all the aforementioned utilities to participants and organizers. This system provides an integrated profile for all TLTC affiliated users throughout the University. This integrated profile will be used in all TLTC online endeavors. The content management system is built with PHP and currently resides on the General Administration's web server and MySQL database.

### **Campus Visits Project**

To learn more about TLT activities throughout the University, the TLTC continued to hold formal campus visits this year. During 2004-05, TLTC staff visited UNCC and NC A&T State.

Feedback received during the visits helps the TLTC plan future projects to best address the TLT issues that are priorities for UNC campuses. In addition, the in-person visits allow the TLTC staff members to tour local facilities, meet faculty and instructional technology staff members, hold small focus groups to learn from TLT campus leaders, and interact with chancellors and provosts to gain a broad understanding of campus strengths and future plans.

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 sixteen 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.

<b>TLTC Staff Campus Liaisons</b>	
<b>TLTC Staff</b>	<b>Campus</b>
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

### **Survey of Academic Software**

In 2004, the TLTC began a project that will survey academic software being used on the sixteen campuses. This project is part of a broader initiative to improve efficiency throughout the University. 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 purpose of this survey is to pinpoint products for group purchasing and licensing, thereby reducing costs. It will also identify software that campuses would like to have available for instructional use. Once the survey is completed, the TLTC will share the 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 Training Compendium, 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 is serving 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.

### **TLTC Nominated for Hesburgh Award**

In November 2004, the TLTC was nominated by President Broad for the 2005 TIAA-CREF Theodore M. Hesburgh Award.

According to TIAA-CREF, the Hesburgh Award “recognizes exceptional faculty development programs designed to enhance undergraduate teaching and learning and seeks to strengthen the teaching tradition at America’s undergraduate colleges and universities by acknowledging that an energized faculty is the key to educational excellence.”

In the nomination, the TLTC’s success in promoting faculty and staff development was attributed to the collaborative, campus-directed nature of the organization, its responsiveness to campus-requested TLT activities, and to the numerous and varied professional development opportunities it provides.

The nomination document also cited the TLTC as a strong example of the synergy created by UNC’s commitment to learning and access to key informational, financial, and collegial resources. The TLTC leverages many aspects of TLT resources available throughout the University to promote the effective use of technology. This innovative approach is dedicated to improving learning for all UNC students.

## **Board Meetings**

The TLTC Board held eleven business meetings in 2004-05: five face-to-face meetings (August 26, October 13, December 16, February 15, May 18), and six videoconference sessions (September 8, November 17, January 19, March 9, April 13, and June 15). Minutes of all Board business meetings are available at [www.unctl.org/tlt/board/meetings2005.cfm](http://www.unctl.org/tlt/board/meetings2005.cfm).

## **Presentations by Staff Members**

TLTC staff members made the following presentations in 2004-05:

*The MERLOT Federated Search and the MERLOT RSS Feed* by Ray Purdom, Andrea Eastman-Mullins, and Martin Bastiaan; 2004 MERLOT International Conference, Costa Mesa, CA, August 2004.

*Will your Tenure/Promotion Committee Recognize your Teaching Innovation?* by Sebastian Uijtdehaage, Kevin Souza, Gerard Hanley, Hilarie Nickerson, and Kylie Hsu; 2004 MERLOT International Conference, Costa Mesa, August 2004.

*Evaluating Digital Scholarship: Developing a State-Level Peer Review Process* by Betsy Brown and Hilarie Nickerson; 2004 MERLOT International Conference, Costa Mesa, August 2004.

*Counting Uses and Using Counts* by Elizabeth Bernhardt, Andrea Eastman-Mullins, Barbara Gushrowski, and Cynthia Saylor; North Carolina Library Association Conference, Charlotte, November 2004.

*The UNC Teaching and Learning with Technology Collaborative* by Frank Prochaska; SREB Educational Technology Cooperative Online Learning Task Group Meeting, Atlanta, December 2004.

*Using MERLOT to Address Diverse Learning Preferences* by Ray Purdom and Hilarie Nickerson; 2005 Lilly South Conference on College and University Teaching, Greensboro, February 2005.

*The UNC Teaching and Learning with Technology Collaborative* by Frank Prochaska and Sharon Pitt; UNC Board of Governors Educational Planning, Policies, and Programs Committee, Chapel Hill, March 2005

*Teaching and Learning with Technology* by Frank Prochaska and Sharon Pitt; UNC Board of Governors Workshop, Chapel Hill, March 2005

*Finding Online Instructional Resources with MERLOT* by Hilarie Nickerson and Laurie Godwin; 2005 UNC TLT Conference, Raleigh, March 2005.

*MERLOT: A Source of Online Materials for Learning and Instruction* by Hilarie Nickerson, Beverly King, and Laurie Godwin; 2005 UNC TLT Conference, Raleigh, March 2005

*Planning for the Use of MERLOT on your Campus* by Hilarie Nickerson, Jeanne Dorle, Laurie Godwin, and Joyce Joines Newman; 2005 UNC TLT Conference. Raleigh, March 2005.

*Instructional Uses of Multimedia Distribution Services (Roundtable)* by Andrea Eastman-Mullins, Jill Lane, and Joni Petschauer; 2005 UNC TLT Conference, Raleigh, March 2005.

*Professional Development Portal Redesign* by Andrea Eastman-Mullins, Steven Hopper, and Ray Purdom; 2005 UNC TLT Conference, Raleigh, March 2005.

*UNC Content System Discussion (Roundtable)* by Andrea Eastman-Mullins and Scott Simkins; 2005 UNC TLT Conference, Raleigh, March 2005.

*UNC TLT Training Compendium (Demonstration)* by Andrea Eastman-Mullins; 2005 UNC TLT Conference, Raleigh, March 2005.

## **Presentations by Board Members**

TLTC Board members made the following presentations on TLTC-related topics at regional and national conferences in 2004-05:

*The MERLOT Federated Search and the MERLOT RSS Feed* by Ray Purdom, Andrea Eastman-Mullins and Martin Bastiaan; 2004 MERLOT International Conference, Costa Mesa, CA, August 2004.

*Evaluating Digital Scholarship: Developing a State-Level Peer Review Process* by Betsy Brown and Hilarie Nickerson; 2004 MERLOT International Conference, Costa Mesa, CA, August 2004.

*Using the Blackboard Content System to Facilitate Inter-Institutional Collaboration* by Ray Purdom; 2004 Blackboard Southeast Users Group Conference, Durham, September 2004.

*Using the Blackboard Content System to Facilitate Inter-Institutional Collaboration* by Ray Purdom; 2004 UNC CAUSE Conference, Boone, October 2004.

*Strategic Planning for Enterprise e-Learning* by Sharon Pitt; 2004 UNC CAUSE Conference, Boone, October 2004.

*What Works? Envisioning Learning Spaces that Enhance Learning* by Sharon Pitt, Stan North Martin, and Cynthia Williford; 2005 NLII Annual Meeting, New Orleans, January 2005.

*IT Innovation Program: Linking Faculty with IT and Accelerating the Learner-Centric Model in the Classroom* by Beverly Vagnerini and Kim Kelly; 2005 NLII Annual Meeting, New Orleans, January 2005.

*Snapshots of Teaching and Learning: Using the Carnegie KEEP Toolkit* by Ray Purdom and Flora McMartin; 2005 Lilly South Conference on College and University Teaching, Greensboro, February 2005.

*Using MERLOT to Address Diverse Learning Preferences* by Ray Purdom and Hilarie Nickerson; 2005 Lilly South Conference on College and University Teaching, Greensboro, February 2005.

*Just-in-Time Teaching: Using Web-Based Assignments to Inform and Modify Classroom Teaching* by Scott Simkins; 2005 Lilly South Conference on College and University Teaching, Greensboro, February 2005.

*Promoting the Scholarship of Teaching at WCU through a Campus-wide Faculty-led MERLOT Initiative* by Jeanne Dorle, Debra Randleman, Irene Mueller, and Robert Orr; 2005 UNC TLT Conference, Raleigh, March 2005.

*Peer Review of Digital Scholarship: a UNC Peer Review Process for Personnel Evaluations?* by Yogendra Kakad and Gerald Ponder; 2005 UNC TLT Conference, Raleigh, March 2005.

*SAKAI: Exploration of an Open Source Course Management System* by Steve Breiner, Sharon Pitt, and Bill Randall; 2005 UNC TLT Conference, Raleigh, March 2005.

*Synchronous Learning Management Systems* by Sharon Pitt, Scott Brewster, Dave Whisler, and Rob Hambrick; 2005 UNC TLT Conference, Raleigh, March 2005.

*IT Innovation Program: Linking Faculty with IT and Accelerating the Learner-Centric Model in the Classroom* by Beverly Vagnerini, Robert Tyndall, and Kim Kelly; 2005 UNC TLT Conference, Raleigh, March 2005

*Professional Development Portal Redesign* by Andrea Eastman Mullins, Steven Hopper and Ray Purdom; 2005 UNC TLT Conference, Raleigh, March 2005.

*Large Course Redesign at UNC-Chapel Hill and at UNC Greensboro: Early Lessons Learned* by Ray Purdom, Charles Green, and Robert Henshaw; 2005 UNC TLT Conference, Raleigh, March 2005.

*UNC Content System Discussion (Roundtable)* by Andrea Eastman-Mullins and Scott Simkins; 2005 UNC TLT Conference, Raleigh, March 2005.

*e-Portfolios* by Sharon Pitt; 2005 Southeast Regional EDUCAUSE Conference, Atlanta, June 2005.

## **Summary of General Operations**

### *Structure*

The TLTC, created by President Broad in spring 2000, is a consortial organization of the sixteen UNC campuses. Formal operations commenced on March 20, 2000. Permanent staff members are part of the Division of Information Resources in the UNC General Administration. 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 sixteen campuses and ex-officio members from allied UNC organizations.

TLTC Board Membership for FY 2004-05 included:

#### *Board Officers*

Chair

Sharon Pitt

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

Chris Weaver

Elizabeth City State University

Kimberley Stevenson

Fayetteville State University

John Brooks

North Carolina A&T State University

Scott Simkins

North Carolina Central University

Brenda Shaw

North Carolina School of the Arts

Jill Lane

Susan Keely

North Carolina State University

Sharon Pitt

UNC Asheville

John Myers

UNC-Chapel Hill

Kathy Thomas

UNC Charlotte

Sallie Ives

UNC Greensboro

Ray Purdom

UNC Pembroke

Maurice C. Mitchell

UNC Wilmington

Beverly Vagnerini

Western Carolina University

Robert Orr

Winston-Salem State University

Forrest McFeeters

*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

Amy Dykeman, University Librarian, UNCC

UNC Faculty Assembly

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

*Standing Committees*

Planning and Assessment Committee

Steven J. Breiner, Glen Holmes, Sallie Ives, Beverly Vagnerini

Bylaws Committee

Maurice Mitchell, Betsy Brown, Christine Weaver

Finance Committee

Sharon Pitt, Brenda Shaw, Ray Purdom

Portal Oversight Committee

Ray Purdom, Betsy Brown, Steve Breiner, Betty Ladner, Henry Schaffer

*Sources of Additional Information*

For additional information concerning the TLTC Board, visit

<http://www.unctl.org/board/2005/index.htm>

### *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 2004-05 year, the 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, such as seeking additional corporate sponsorship for the annual UNC TLT Conference.