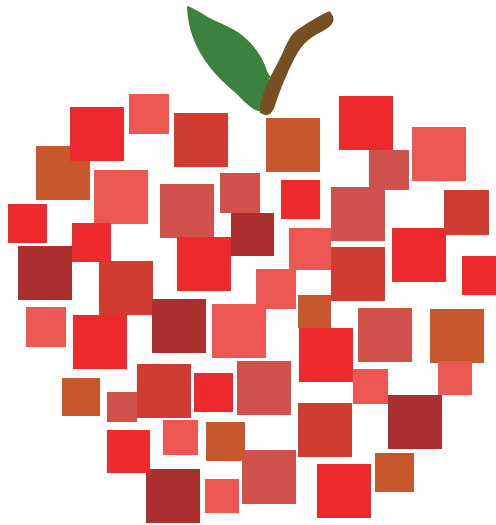


CONFERENCE GUIDE



REBOOT YOUR CLASSROOM

cccu conference on technology
may 28-31, 2003
union university

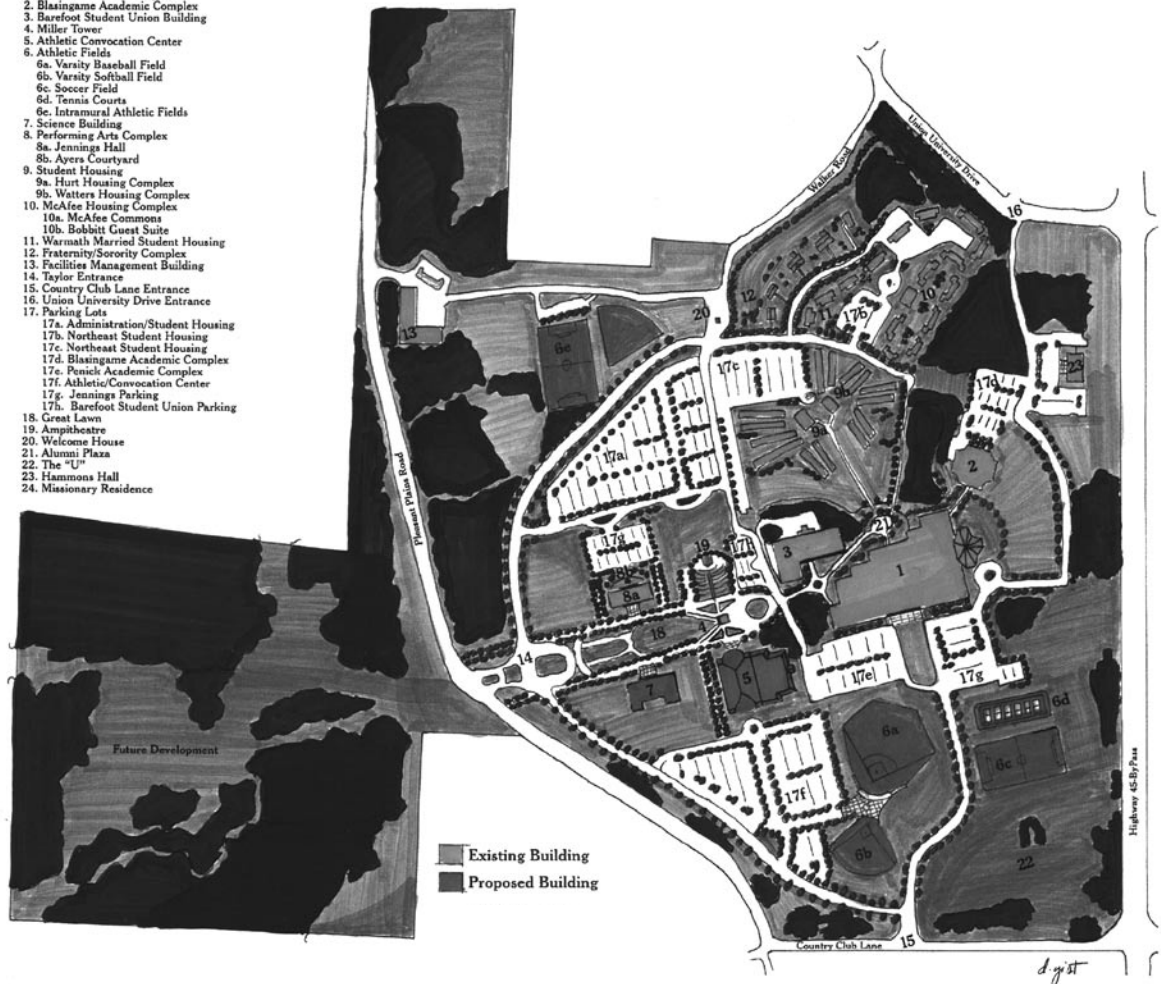
Welcome to Union University!

It is a true pleasure to have each of you on campus here in Jackson, Tennessee for the Annual CCCU Conference on Technology. To help you familiarize yourself with our campus, we have provided the map below. You are staying in the McAfee Residence Complex (10). The main building for the conference will be the Barefoot Student Union Building (3) nicknamed the SUB. Breakout sessions will occur in the Penick Academic Complex (1) nicknamed the PAC. A more detailed map of the conference area is provided in the schedule section. Union is a smoke-free campus.

To the north of the campus, you'll be able to find Target, Kroger, Arby's, Outback Steakhouse, Red Lobster and a variety of other shopping options. To the southeast, you'll be able to find Wal-Mart, Sam's Club, Starbucks, Wendy's and other eating options. On Thursday night, we'll be visiting the Old Country Store which is located just south of the university and I-40 off of Highway 45 Bypass.

LEGEND

1. Penick Academic Complex
2. Blasingame Academic Complex
3. Barefoot Student Union Building
4. Miller Tower
5. Athletic Convocation Center
6. Athletic Fields
 - 6a. Varsity Baseball Field
 - 6b. Varsity Softball Field
 - 6c. Soccer Field
 - 6d. Tennis Courts
 - 6e. Intramural Athletic Fields
7. Science Building
8. Performing Arts Complex
 - 8a. Jennings Hall
 - 8b. Ayers Courtyard
9. Student Housing
 - 9a. Hunt Housing Complex
 - 9b. Watters Housing Complex
10. McAfee Housing Complex
 - 10a. McAfee Commons
 - 10b. Bobbitt Guest Suite
11. Warmath Married Student Housing
12. Fraternity/Sorority Complex
13. Facilities Management Building
14. Taylor Entrance
15. Country Club Lane Entrance
16. Union University Drive Entrance
17. Parking Lots
 - 17a. Administration/Student Housing
 - 17b. Northeast Student Housing
 - 17c. Northeast Student Housing
 - 17d. Blasingame Academic Complex
 - 17e. Penick Academic Complex
 - 17f. Athletic/Convocation Center
 - 17g. Jennings Parking
 - 17h. Barefoot Student Union Parking
18. Great Lawn
19. Amphitheatre
20. Welcome House
21. Alumni Plaza
22. The "U"
23. Hammons Hall
24. Missionary Residence



Technology Access

Phone Access in Residence Complex

Phone jacks are available in each room. If you brought a phone, you may plug it into the jack that is on the wall opposite of the desk. The jack above the desk is a network jack. You might have received the phone number for your room at registration, but if not feel free to visit the commons and ask. It will begin with 731-661-XXXX. If you would like to give those you've left behind an emergency number at which you can receive a message during the conference, you can give them **731-394-2922**. This is the 24/7 number of our Safety & Security Office.

Internet Access in Residence Complex

If you wish to connect your computer to the university's 100-megabit local area network to use our free, filtered, three-megabit Internet access, you must have certain equipment and must configure your computer to work with our network. Every computer connected to Union's network must have an Ethernet network interface card (NIC) and an Ethernet cable (sometimes called a jumper). Plug your Ethernet cable into the jack above the desk.

In order for your computer to access the Internet using Union's network (through our firewall), your computer must be set to acquire a TCP/IP address automatically using a system called **DHCP**. Instructions included here explain how to make these changes for common current options - Windows 2000, Windows XP, or Mac OS X, using Internet Explorer 6. Instructions can be found for other systems at <http://www.uu.edu/computing/setup.htm>.

To adjust network software settings in *Windows 2000* to get an IP address

- Click the **Start** button
- Select **Settings**
- Select **Control Panel**
- Double-click **Network and Dialup Connections**
- Right-click on **Local Area Connection** and select **Properties**
- Under "Connect Using", be sure your network card is selected
- Under "Components checked are used by this computer", scroll down and look for "Internet Protocol (TCP/IP)"
 - If it is not present, click "Install...", double-click "Protocol", select TCP/IP, and click OK; it should then be installed
- Click on **Internet Protocol (TCP/IP)** and click **Properties**
- Be sure **Obtain an IP address automatically** and **Obtain DNS server address automatically** are selected
- Click **OK**
- Click **OK** or **Close** as needed to close any windows you opened
- Skip to the section below titled To find out if the Windows 2000/XP network software settings are working properly

To adjust network software settings in *Windows XP Professional* to get an IP address

- Click the **Start** button
- Select **Settings**
- Select **Control Panel**
- The instructions below assume you are using the Classic View for Windows XP. If you are using the default Category view, to temporarily change to Classic View, Click **Switch to Classic View**
- Double-click **Network Connections**
- Double-click **Local Area Connection**
- Select **Properties**
- Under "Connect Using", be sure your network card is selected
- Under "Components checked are used by this computer", scroll down and look for "Internet Protocol (TCP/IP)"
 - If it is not present, click "Install...", double-click "Protocol", select TCP/IP, and click OK; it should then be installed
- Click on **Internet Protocol (TCP/IP)** and click **Properties**
- Be sure **Obtain an IP address automatically** and **Obtain DNS server address automatically** are selected
- Click **OK**
- Click **OK** or **Close** as needed to close any windows you opened
- If you wish to return to Category View, click Start, select Settings, select Control Panel, click Switch to Category View, and close the Control Panel window

To find out if the Windows 2000/XP network software settings are working properly

- Run Internet Explorer; you should now be able to get to sites such as www.uu.edu, www.cnn.com, www.microsoft.com, and www.afa.net.
- If you are reading a printed version of this information, the latest version can be accessed from your room at www.uu.edu/computing/ after you complete the steps above.
- If you want to learn about downloading and installing software for additional on-campus services, visit the Novell NetWare and GroupWise links on www.uu.edu/computing/setup.htm.

To access the Internet through Union's network using *Mac OS X*

To set DHCP and proxy settings for Mac OS X, bring up the docking bar and click the system preferences icon (it looks like a light switch).

1. Click the Network icon; do not click the icon for Internet settings.
2. If the TCP/IP tab is not highlighted, click the TCP/IP tab. On the box labeled "Configure" make sure "Using DHCP" is in the box. If this does not appear, click the drop down box and select it.
3. In the box labeled "DNS Servers", type 172.16.0.2
4. Close any open windows.
5. Run Internet Explorer; you should now be able to get to sites such as www.uu.edu, www.cnn.com, www.microsoft.com, and www.afa.net.

Internet Stations

Throughout the conference, computers with internet connections will be made available from 10:15 AM - 5:00 PM in the Student Lounge in the SUB building.

Wireless Access

Wireless internet access will be available in and around Harvey Hall in the SUB building for those of you with wireless network cards installed on your laptops, PDAs, Dick Tracy watches, and other futuristic devices. Please refrain from heavy usage near plenary session times because the speakers may be needing that connection for their talk. One note: you'll need to turn on DHCP to get to the internet.

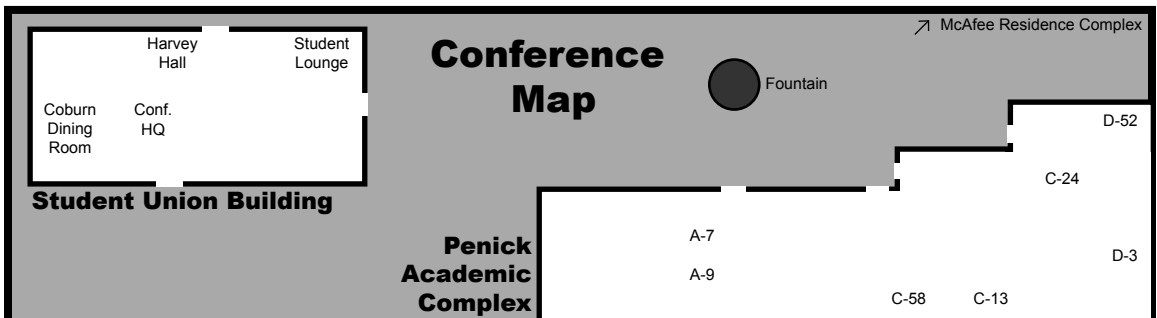
Conference Schedule

Wednesday, May 28

| | | |
|-------------------|---|-------------------------|
| 9:00 AM – 3:00 PM | Commission on Technology Meeting (invitation only) | PAC, C-58 |
| 1:00 PM – 6:00 PM | Registration | McAfee Commons |
| 6:00 PM - 8:00 PM | Dinner | SUB, Coburn Dining Room |
| | Welcome: David S. Dockery, President, Union University Entertainment: Terry Whisnant, Professor Behavioral Sciences, Southside Virginia Community College <i>How to Succeed at Almost Anything Almost All the Time</i> | |

Thursday, May 29

| | | |
|---------------------|--|-------------------------|
| 7:30 AM – 8:30 AM | Breakfast | SUB, Coburn Dining Room |
| 8:30 AM – 9:00 AM | Devotional and announcements | SUB, Harvey Hall |
| | Devotional: Jim Kirk, Assistant Professor of Computer Science, Union University | |
| 9:00 AM – 10:30 AM | Plenary speaker | SUB, Harvey Hall |
| | Marti Harris, Research Director, Gartner Research, Inc. <i>Gartner Update on E-learning in Higher Education</i> | |
| 10:15 AM – 5:15 PM | Vendor Exhibits | SUB, Student Lounge |
| 10:30 AM – 11:00 AM | Break | SUB, Student Lounge |
| | Sponsor: Howard Computing | |
| 11:00 AM – 12:00 PM | Breakout Sessions | |
| | <i>Hot Topics in IT</i> | PAC, A-7 |
| | Facilitated by Jan Wilms, Union University | |
| | <i>Fluency in Research Information Technology: Calvin's Approach</i> | PAC, A-9 |
| | Rob Bobeldyk & Nancy Zylstra, Calvin College | |
| | <i>Educational Technology Use by Nursing Faculty</i> | PAC, C-24 |
| | Barbara Ihrke, Indiana Wesleyan University | |



| | | |
|--------------------|---|-------------------------|
| 12:00 PM – 1:00 PM | Lunch | SUB, Coburn Dining Room |
| 1:00 PM – 4:00 PM | Workshop <i>Tools of the Trade: Best Practices using Blackboard's Advanced Features</i> Rob Bobeldyk & Nancy Zylstra, Calvin College | PAC, C-13 |
| 1:00 PM – 2:00 PM | Breakout Sessions | |
| | <i>Keeping & Motivating Your Next Generation Technical Staff</i> John Mrazek, Judson College | PAC, A-7 |
| | <i>Confronting the Challenge of Information Literacy</i> Steve Baker, Union University | PAC, A-9 |
| | <i>Personal Digital Assistant (PDA) Pilot Project</i> Ruth Chastain & Jill Webb, Union University | PAC, C-24 |
| 2:00 PM – 2:30 PM | Break Sponsor: ACS Technologies | SUB, Student Lounge |
| 2:30 PM – 3:30 PM | Breakout sessions | |
| | <i>Struggling with Technology in the Classroom</i> Michael Rhoadarmer, Wheaton College | PAC, A-7 |
| | <i>Service and Support for Online Learners: How to Maximize Learner Satisfaction and Completion Rates</i> Philip Laird, Trinity Western University | PAC, A-9 |
| | <i>High Tech: Mandatory Curriculum Component in Nursing Education</i> Barbara Ihrke, Indiana Wesleyan University | PAC, C-24 |
| | <i>"Absolutely" Dazed and Confused - The ERP Selection Process</i> John David Barham, Union University | PAC, D-52 |
| 3:30 PM – 4:00 PM | Break Sponsor: Spectrum | SUB, Student Lounge |
| 4:00 PM – 5:00 PM | Breakout Sessions | |
| | <i>Implementing A Formalized Programming Prioritization Process</i> Jim Trietsch & K.B. Massingill, Abeline Christian University | PAC, A-7 |
| | <i>Improving Learning in Higher Education: An Overview of Charleston Southern University's Title III Grant</i> David Naylor & Patricia Hambrick, Charleston Southern University | PAC, A-9 |
| | <i>Technology Making a Difference in the Taylor University Learning Environment</i> Gary Friesen, Taylor University | PAC, C-24 |
| 6:00 PM – 8:00 PM | Dinner Shuttle Buses will leave McAfee Commons starting at 5:45 PM Music: The Jackson Area Plectral Society Entertainment: Dennis Swanberg, America's Minister of Encouragement | Old Country Store |

| | | |
|-------------------|---|-------------------------|
| 2:30 PM – 3:30 PM | Breakout Sessions | |
| | <i>Creating Value from Technology - Providing High Levels of Technology on a Limited Budget</i> Peter Saxena, Roberts Wesleyan College | PAC, A-7 |
| | <i>Virtual University- A Higher Education Administration Simulation and Learning Tool</i> Barbara Perry, Union University | PAC, A-9 |
| | Vendor Presentation: <i>Managing all that Web Content on Campus</i> Steven Franzkowiak, ACS Technologies, Inc. | PAC, C-24 |
| 3:30 PM – 4:00 PM | Break Sponsor: Datatel | SUB, Student Lounge |
| 4:00 PM – 5:00 PM | Breakout Sessions | |
| | <i>Creating Value from Technology CONTINUED: interactive discussion</i> Peter Saxena, Roberts Wesleyan College | PAC, A-7 |
| | <i>Using Higher Order Thinking and Problem-Solving through Learning Webs</i> Dottie Myatt & Anna Clifford, Union University | PAC, C-13 |
| | <i>Using Technology to Create and Enhance Collaborative Learning</i> Jim Dvorak, Oklahoma Christian University | PAC, C-24 |
| 6:00 PM – 7:30 PM | Dinner Music: Jacob's Well | SUB, Coburn Dining Room |

Saturday, May 31

| | | |
|---------------------|---|-------------------------|
| 7:30 AM – 8:30 AM | Breakfast | SUB, Coburn Dining Room |
| 8:30 AM – 9:00 AM | Devotional and announcements Devotional: Stephanie Edge, Associate Professor of Computer Science, Union University | SUB, Harvey Hall |
| 9:00 AM – 10:30 AM | Plenary speaker Lorne Oke, Assistant Professor, Bethel College <i>Planning for Information Technology in the Small College</i> | SUB, Harvey Hall |
| 10:30 AM – 11:00 AM | Closing | SUB, Harvey Hall |
| 11:00 AM – 11:30 AM | Break Sponsor: Course Technology | SUB, Student Lounge |

Abstracts

Plenary Sessions

Harris, Marti: *Gartner Update on E-learning in Higher Education.*

Colleges and universities moving toward monolithic e-learning environments run the risk of being unprepared for the more complex environments that will break into the mainstream in 2004. Vendor changes, financial issues, and strategic plans for e-learning will be discussed in light of Gartner's latest global e-learning survey for higher education.

Key issues covered in presentation:

- What issues must institutions resolve as e-learning becomes mission-critical?
- What strategies should higher education institutions adopt to provide e-content and protect intellectual property?
- How should institutions assess and adopt new technologies for e-learning?

Weigel, Van: *Deep Learning and Digital Stewardship: Discovery and Discernment in Christian Higher Education*

What is the meaning of stewardship for Christian higher education in the Information Age? The presentation explores this question in light of the potential of collaborative Internet technologies for deep learning, with special emphasis on discovery-based learning and developing skills in discernment. Using QuickPlace from IBM/Lotus and Groove from Groove Networks as two low-cost options for collaborative learning, the presentation will examine two key institutional constraints that must not be dismissed or underestimated: (1) the constraint of faculty time and energy; and (2) the constraint of diminishing institutional budgets for technology and technical assistance.

Oke, Lorne: *Planning for Information Technology in the Small College, based on his dissertation research on Technology Master Plans.*

Abstract: The results of a descriptive study of CCCU institutions with enrollments under 3,000 students will be shared. Levels of planning integration will be identified and various practices for decision making described. Recommendations for planners derived from a synthesis of current literature and the study will be expanded upon.

Workshops

Bobeldyk, Rob; Zylstra, Nancy: *Tools of the Trade: Best Practices using Blackboard's Advanced Features*

Explore best practices using Blackboards course management system and community portal. Participants will not only explore best practices but walk away with the skills needed to implement best practices in their own course.

Breakout Sessions

Baker, Steve: *Confronting the Challenge of Information Literacy*

Confronting the challenges to any academic institution posed by the revolution in information resources since the appearance of the Internet can be a daunting task. Providing the financial and human resources required to provide reliable and secure access can alone be a major hurdle. The specialized equipment needed to effectively incorporate the new resources into student learning environments present an additional burden. The need to collaboratively manage the systems and adapt staffing patterns to the new resources can challenge the skills of the best administrators. The patterns of information seeking behavior exhibited by students in today's richly diverse information environment can frustrate the assumptions that both faculty and librarian have long held about the research process. For those colleges who have made significant strides in addressing these challenges the last one may be the most important from a pedagogical perspective.

Barham, John David: *"Absolutely" Dazed and Confused - The ERP Selection Process*

After months of ERP vendors answering every question "Absolutely! We can do that!", IT staff can find themselves dazed and confused in the search for the best long-term, affordable solution for the university. A brief overview of Union University's experiences in the ERP selection process will be followed by a round-table discussion of experiences at other schools.

Blair, Chris; Eland, Don; Mayer, Arnie; Baker, Wes: *Digital Media Studies – Technological Opportunities and Challenges*

Digital Media Studies is a growing field of study in academia, and the CCCU is leading the trend in private colleges. The CCCU currently has a number of colleges and universities offering various digital media degree programs. While a program in digital media can take a number of forms – some in Communication departments, some in Art departments, some are independent programs, some are interdisciplinary programs - all of the programs face similar technological and curriculum challenges. Digital Media Studies programs often require the most powerful computers, outrageous amounts of storage, and a wide variety of specialized software applications to effectively instruct in their classes. This panel seeks to identify the opportunities and challenges a Digital Media Studies program presents for the technology community in the CCCU.

Bobeldyk, Rob; Zylstra, Nancy: *Fluency in Research Information Technology: Calvin College's Approach*

RIT was created as part of Calvin College's core curriculum. Every incoming freshman must take the RIT course. There are over 20 faculty members, from 12 different disciplines teaching sections of the RIT course. This one-credit semester-long course not only educates students on the different technologies they may encounter, but also focuses on some of the major technology issues facing our culture today.

Chastain, Ruth; Webb, Jill: *Personal Digital Assistant (PDA) Pilot Project*

This talk reports on an ongoing pilot project to evaluate the effectiveness of using handheld/PDA devices for nursing faculty and students in the clinical lab experience at Union University School of Nursing. Three nursing faculty will use PDAs in actual clinical lab experiences and report qualitatively the advantages and disadvantages of using this technology. The faculty will use the PDA in a medical/surgical nursing setting, a skills practicum setting, and a psychiatric nursing setting. They will meet at least monthly to compare experiences and student feedback. At the end of the semester, a recommendation will be made to the Dean of the School of Nursing regarding the desirability of investing in this technology for faculty and recommending or requiring student purchase of handheld/PDA devices.

Conrad, Jon: *Navigating the Obstacle Course of Technology*

While many universities are instituting or have instituted centers to instruct faculty in the use of technology, there is a pressing need to identify the obstacles that prevent many faculty from getting on board. Why do some faculty resist technology; specifically, computer-related technology? What are some common obstacles that hinder the acceptance of new methods? In order to successfully introduce faculty to the use of technology, we must first identify these obstacles. Only then can we hope to develop strategies to navigate these obstacles. It is my goal to identify the major obstacles, and then propose ways of dealing with them.

Dvorak, Jim: *Using Technology to Create and Enhance Collaborative Learning*

Oklahoma Christian University has implemented a ubiquitous computing program where every student and faculty member are equipped with IBM ThinkPad laptops that connected to a wireless network. The technological enhancements provided by this program helped to create an environment where collaboration between students and faculty could be increased. During the first full year of implementation, one course typically taught in a lecture-based format was re-designed to foster more collaboration and active learning. The instructor enhanced the course with collaborative technology, delivered most of the first exposure to the materials online, and created collaborative assignments to be done during the classroom time. A survey and several interviews were conducted to glean student feedback. Students found the course challenging and they rose to meet that challenge.

Franzkowiak, Steven: *Managing all that Web Content on Campus*

Managing the mass amount of web content submitted across campus can be a daunting task for even the best of webmasters. Keeping campus information current and your web site dynamic, equally as challenging. This session addresses those issues and the ACS Technologies solution for effective content management, and web site publication on your campus.

Friesen, Gary: *Technology Making a Difference in the Taylor University Learning Environment*

Is technology just an expensive add-on or does it really improve a campus learning environment? At Taylor University the instructional benefits from technology are rapidly picking up momentum. Faculty are becoming believers. Students are appreciating new means of access. Ten successful technology initiatives will be shared in this session: 1) Electronic Portfolios Using Blackboard Level 1; 2) Extending the Classroom Through Campus Cable; 3) Freshman Library Orientation

Using Blackboard; 4) "Over the Top" PC Workshop for Faculty; 5) Holy Land DVD Fly-over; 6) Online Blackboard Testing Using Respondus; 7) Personal Network Storage for all Students and Faculty; 8) Student Wireless Laptop Initiative; 9) Online Support for faculty; 10) Campus-wide Discussions Using Blackboard.

Hogan, Mark: *Building communities of learning: Differences in community building strategies delivered by technology assisted instruction at the undergraduate and graduate level.*

The presenter of this session has used Blackboard to assist in the delivery of courses both at the undergraduate and graduate level. This session will focus on the differences in building a community of learning, using technology assisted instruction, specifically looking at a sophomore level course, a senior capstone course and a completely on-line graduate course. Analyzed within this session are strategies which build a community of learning across students and how these strategies differ dependent upon content and context of the learning environment.

Ihrke, Barbara: *Educational Technology Use by Nursing Faculty*

The purpose of this study was to examine the use of educational technologies for instructional purposes by nurse educators in generic baccalaureate nursing programs in Indiana. Accrediting organizations expect that information and healthcare technology will be included in nursing curricula because professional nurses are expected to use technology in the workplace. However, many nurse educators have not adopted and integrated computer-based technology into the teaching/learning process for a variety of reasons.

Ihrke, Barbara: *High Tech: Mandatory Curriculum Component in Nursing Education*

Professional nurses are making use of technology everyday in their places of employment thus they need to acquire technology skills in their undergraduate programs. Programs of nursing education in the United States have begun to incorporate information skills and computer skills into their curricula. An organized plan is needed so that at the time of graduation, each graduating nurse is capable of using technology and understanding information management. At Indiana Wesleyan University, nursing students are required to take a two-credit nursing informatics course which incorporates computer literacy skills and information literacy skills. Most nursing courses incorporate technology concepts into assignments and in clinical settings.

Laird, Philip: *Flexible Design Development and Delivery: Using the E-Course Manual to Simplify Faculty Transitions to Online Education*

In the Fall of 2001, Trinity Western University's Global Mediated Learning Center embarked on the development of an online education program. After consultation with numerous institutions regarding best practices in transitioning faculty to the delivery of online education, a strategic initiative to develop an online learning template to structure each e-Course was implemented. The upshot of this strategic initiative was to create a framework within which faculty could assemble their face-to-face course materials for delivery and dissemination online. This system would free faculty of the technological barriers and constraints in their initial excursions into online education. In February of 2002, the TWU's e-Course manual was completed. Relying extensively on current learning theories, especially constructivism in Piagetian and Vygotskian frameworks, the eCourse manual provides step-by-step instructions for faculty concerning the re-construction of their existing course materials for online dissemination. After extensive consultation with our online learn-

ing team, faculty submit their materials to the Global Mediated Learning Center ready for online construction. The assembled content is then submitted to the Global Mediated Learning Center where the staff of the GMLC construct the online course. The resultant process is smooth, easy to coordinate around prescribed development markers, and expertise-specific [faculty are the content experts and GMLC staff are the technical/service/support specialists] The presentation will involve an elucidation of the e-Course manual structure as well as the advantages and disadvantages of it's usage. In addition, the presentation will detail various measures of success in utilizing the e-Course manual for faculty transitioning to the online educational environment.

Laird, Philip: *Service and Support for Online Learners: How to Maximize Learner Satisfaction and Completion Rates*

Student completion and satisfaction data regarding online education programs to date has been poor. A key strategic goal of TWU's online learning initiative was to create a learning system and support structure to maximize learner satisfaction and completion rates in online courses. In order to accomplish this task, online learning was considered in a two main ways. With regard to course construction, prescriptive pedagogical and structural elements needed to be included in the construction of each online course; strategic learner motivational and interaction strategies need to be detailed by each instructor; and flexible learner options need to be included to allow the course to adapt to learner schedules. With regard to course delivery, learner support and service must be extensive. Learners in our community begin by completing a personal learning profile which provides the necessary background information and learner goals to match services to needs. Learning facilitators are available by phone or email in the days and evenings Guaranteed responses to learner concerns in less than 24 hours is assured. Learning facilitators track learner progress, motivate learners to complete projects on time, and communicate with faculty and learners when learning breaks down. The combination of learner-centered construction of online courses as well as extensive learner support has proven highly successful. This presentation will outline TWU's online learning support and service strategy as well as provide data on the relative successes and failures with the strategy.

Martin, Chris: *Providing Essential Communication Services via Wireless Technologies: Northwest College Case Study*

Northwest College was provided an opportunity to purchase a 35,000 square foot building approximately ¾ of a mile from the main campus and Information Services was tasked with the rapid deployment of essential communication technologies for a move in 30 days. In an effort to keep ongoing costs at a minimum we implemented a comprehensive Mitel VoIP, a Non-Line-of-Sight Point-to-Point 5.8Ghz Redline communications backhaul, and 2.4Ghz wireless connectivity for 8 new classrooms in the Professional and Graduate Studies Building. This presentation will review the strategies and discuss the effectiveness of this move and the applications for new classroom build-out, as well as applications for existing infrastructure.

Mrazek, John: *Keeping & Motivating Your Next Generation Technical Staff*

Retaining and motivating highly skilled and sought after technical staff is fast becoming mission critical to the future success of every Higher Education Institution. What do you do when the old techniques no longer apply to the new generations? Learn a new set of tried and true techniques for keeping your increasingly younger team intact, focused, and ready to keep your institution moving forward at a velocity equal to the newest technologies.

Myatt, Dottie; Clifford, Anna: *Using Higher Order Thinking and Problem-Solving through Learning Webs*

Effective instruction is organized around the solution of meaningful problems; provides scaffolds for achieving meaningful learning; provides opportunity for feedback, revision, and reflection; and promotes collaboration and distributed expertise. These four principles can be utilized in the creation of learning webs in which teachers guide students to specific websites to gather information related to a relevant problem, then organize the information into a presentable format. This process involves student use of thinking skills above the knowledge level. An overview of creating learning webs that support the four principles of effective instruction will be presented. Participants will receive written instructions for creating a learning web.

Naylor, David; Hambrick, Patricia: *Improving Learning in Higher Education: An Overview of Charleston Southern University's Title III Grant*

In the Spring of 2001, faculty and staff of Charleston Southern University developed a comprehensive five-year plan to improve its retention and graduation rates by strengthening academic programs through technology. This plan was developed as a U.S. Department of Education Title III, Part A grant application. The university was one of thirty-seven institutions nation-wide to receive a grant in FY 2001 through the "Strengthening Institutions Program." While the amount of each grant varied, CSU was awarded \$1.75 million dollars over five years to implement this program starting in the Fall, 2002. The key components of Charleston Southern University's plan are to selectively purchase a variety of high impact technologies, identify and train a small cadre of faculty peer trainers to train and mentor the rest of the faculty in the use of these technologies, apply these new skills and resources throughout our academic programs, and evaluate the effectiveness of these efforts overall, and specifically, in increasing retention and reducing the failure rates of at-risk students. While the grant period is limited in time, the university's commitment to this program is permanent and on-going.

The presentation will accomplish the following objectives:

- 1) describe our overall strategy for infusing new technologies throughout the university's curriculum;
- 2) review the process involved in developing the plan and winning the grant;
- 3) summarize what we have learned in the sixteen months of implementing the program.

Pearson, Terri; Gray, Jeff: *ONITY---More Than Just A Lock Company... We're Partners In Education!*

Onity (formerly called TESA Entry Systems) is breaking ground these days, truly becoming Partners in Education. We understand that there is a need to help you improve your key management system, enhance your safety and security, and decrease long lines at check-in, all so you can better serve who is most important---the student!

At Onity, we recognize the growing issues that various departments, such as IT, Housing, and the One Card Office, face on college and university campuses: long lines of waiting students at check-in, lost keys and rings of multiple keys, and in particular, the challenge of ensuring the security of residents--for the students, for the parents, and for the staff.

To help you and your students, Onity offers a unique blend of products and services designed specifically for Education, such as our Integra stand-alone electronic locking system with multiple features and flexible software, our Education Advisory Council and Annual User Group Meeting, our consultative approach, and in particular, our Kiosk, developed especially for the One Card Office and Housing Office, so the student will no longer have to visit these departments for room change or stand in long lines at Check-In!

We welcome the opportunity to share with you how Onity can make your life easier in your campus operations and help you better serve your client---the student! As Partners in Education, we're not just a vendor--we're here to help you!

We look forward to seeing you Friday at 1:00pm, or feel free to stop by our table for a demonstration!

Perry, Barbara: *Virtual University- A Higher Education Administration Simulation and Learning Tool*

Remember all of the times you considered, if I were a member of the President's Cabinet or even President of this university, I could turn this place around? Now, you have your chance. Virtual University challenges the student, as a player, to be the president of a college or university. This first simulation of higher education administration provides graduate students an instructional tool which enables learner-centered teaching (Weimer, 2002), develops intrinsic motivation to learn (Wlodkowski, 1999) and serves as a valuable, practical, deep learning (Weigel, 2002) experience. The presentation will provide a look at the simulation, a discussion of how it has been utilized in graduate education, and consider VU's potential for professional development of college and university administrators.

Rhoadarmer, Michael: *Struggling with Technology in the Classroom*

Wheaton College, like many others schools, is struggling with the best way to incorporate new technology into the classroom. Issues such as functionality, ease of use, and costs can, at times, be hard to reconcile. This presentation will explore how Wheaton College balances these and other issues to come up with our current classroom standards for technology enhanced rooms. (aka Smart Classrooms)

Rotman, David: *uPortal meets Colleague*

This session will describe how Cedarville University has implemented uPortal and how uPortal channels provide access to custom Colleague transactions. uPortal is a freely-available portal developed by JA-SIG. Cedarville uses uPortal to access its Colleague host and provide transactions for:

- students (registration, transcripts, restrictions, etc.)
- advising (electronic advising folder, person lookup, register a student, etc.)
- curriculum (grading, rosters, etc.)
- finance (budget, interdepartmental charges, etc.)
- employee services (pay advice, Section 125 signup, time cards, etc.)

Saxena, Peter: *Creating Value from Technology - Providing High Levels of Technology on a limited Budget*

The challenge for Technology Leaders is that the demand for technology continues to rise exponentially year over year. At the institutional level, the economics have stayed either the same or have gone down over the last two years. As a result; the resources and budget allocations for technology either remain the same or see a minor rate of increase and it becomes very difficult to match the rate of funding with the rate of demands.

At Roberts Wesleyan College, we face the same challenge of flat lined budgets but we continue to provide high levels of technology and faculty support through an institution wide discipline to comprehensively manage all aspects of technology and its impact. This strategy creates:

- 1) Technology strategies that the senior administration, faculty leaders and IT leaders can help define and therefore support.
- 2) A technology Financial plan that funds the Technology Plan and produces predictable and flat lined budgets, year over year.
- 3) A technology Plan that implements the desired strategies but works within the desired budget and still supports very high levels of technology in the classroom and offices, appropriate support resources and technology regeneration strategies as well as transitional integration of new and emerging technologies.
- 4) A strong focus on creating value through relationships with the campus faculty, staff and student constituencies.
- 5) A strong focus on Faculty development through training, hand holding and high levels of "high touch" support.

I will present how we work through these strategic and planning stages and create value for the institution on their technology investment. We have been successfully using this process for over 5 years with some very good results.

Torrey, Jennelle: *A Course Management System with Low Cost and Endless Flexibility*

Roberts Wesleyan College has been using Outlook Web Access in conjunction with our Course Management Methodology with very good results. It gives a more Open Systems approach to Course Management and significant flexibility in meeting faculty specific needs. It is also much more cost effective than the other options. This session will present this methodology and explore its advantages and drawbacks with implied comparisons to proprietary Course Management Systems.

Three years ago Roberts decided against using Blackboard or WebCT and instead choose to use an open ended, cost efficient approach to course management. We decided on integrating Microsoft Exchange and Microsoft Outlook as the core Course Management Engine, coupled with a faculty driven Course Management Methodology. We have found this to be very valuable in meeting the course management needs of our diverse faculty members across multiple disciplines. This system is being used successfully for undergraduate, on-line and master degree classes. We have been able to take the Outlook Public Folder system that exists in Microsoft Outlook and customize it into a flexible and stable Course Management System. The Course Management System has been designed in such a way that there is a standard set of folders that can be used

by all faculty. This system is also fully integrated with Roberts Wesleyan College's Registration Database and the college's intranet.

Trietsch, Jim & Massingill, K.B.: *Implementing A Formalized Programming Prioritization Process*

The demand for custom programming or integration with administrative systems usually far exceeds our programming staff's ability to provide it. If programming priorities are not made at the highest levels of the university, choices may be made that fail to take into account enterprise-wide funding strategies, life cycle planning, support issues and integration opportunities. Yet in order to get the university's highest officials to take part in such a process it must be consistent, succinct, and eventually beneficial to all concerned. Consistent in that it is predictable and regular, succinct in that it avoids involving decision makers at too low a level, and beneficial in that each participant feels that his or her interests are being considered. One way to deal with these issues is to formalize the programming prioritization process. In this session we will demonstrate the difficulties of implementing such a process, and the benefits to doing so. We will provide templates for project submissions, calendars and communication approaches to be successful. This session should be particularly beneficial to small or medium size universities with a limited number of campuses.

Attendees

| Name | Title | School |
|---------------------|---|----------------------------------|
| Albrecht, Steve | Education Web Designer | Moody Bible Institute |
| Austelle, Al | Director Center for Instructional Technology | Lipscomb University |
| Baker, Steve | Director of the Library & Professor of Library Services | Union University |
| Baker, Wes | Professor of Communication Arts | Cedarville University |
| Barham, John David | Director of Computing Services | Union University |
| Baylis, By | Vice President for Academic Affairs | Indiana Wesleyan University |
| Beekman, Allyn | Director, Center for Distributed Learning | Indiana Wesleyan University |
| Birch, Jeff | Director of Customer Services & Network Operations | Azusa Pacific University |
| Bivens, Judy | Instructional Resources Librarian | Trevecca Nazarene University |
| Blair, Chris | Coordinator of Digital Media Studies & Assistant Professor of Communication Arts | Union University |
| Bobeldyk, Robert | Teaching & Learning | Calvin College |
| Bowell, Dan | University Librarian | Taylor University |
| Bowling, Jim | Asst. Dean for Teaching & Technology | Grace College |
| Campbell, Gary | Director of Technology Services | Huntington College |
| Carnegis, Kathy | User Services Coordinator | Cedarville University |
| Chastain, Ruth | Professor of Nursing | Union University |
| Childers, Joe | Academic Technology Resource Manager | Taylor University |
| Clifford, Anna | Assistant Professor of Early Childhood Education | Union University |
| Conrad, Jonathan | Assistant Professor of Political Science | Indiana Wesleyan University |
| Corley, David | PC Technician | Simpson College |
| Cross, Neal | Technology Support Specialist | Southwest Baptist University |
| Curtis, Steve | Manager of Educational Technology Center | Taylor University |
| Dent, Richard | Director of Information Technology Services | Messiah College |
| Desai, Akash | VP, Business Development | Lance Technologies |
| Dixon, John | Director of IS | Lee University |
| Donald, Dennis | Student | Rensselaer Polytechnic Institute |
| Doyle, Bill | Vice President of Information Technology Services | Bethel College |
| Dupreee, Paul | Director of Information Services | Asbury College |
| Dvorak, James | Director, North Institute for Educational Technology | Oklahoma Christian University |
| Edge, Stephanie | Associate Professor of Computer Science | Union University |
| Eland, Donald | Cordinator of the MultiMedia Institute | Oral Roberts University |
| Franzkowiak, Steven | Higher Ed Consultant | ACS Technologies, Inc. |
| French, Ken | Professor | John Brown University |
| Friesen, Gary | Director of Academic Technology | Taylor University |
| Ferguson, Ann | Chair, School of Nursing | Southern Nazarene University |
| Galbreath, Susan | Associate Professor of Accounting | Lipscomb University |
| Garrett, Paul | Director of Information Services | North Greenville College |
| Hackler, Gwen | Professor and Director of General Education | Southern Nazarene University |
| Hagerty, Robert | Associate VP for Academics | Cornerstone University |
| Hambrick, Patricia | Director of Academic Technology/Professor of Education | Charleston Southern University |
| Harder, Jerry | Assoc VP for Information Technology | Point Loma Nazarene University |
| Harris, Marti | Research Director | Gartner Inc. |
| Hartley, Marty | ETS Engineering Manager | Moody Bible Institute |
| Halvorson, Marke | Communication Specialist | Trinity Western University |
| Hilverda, Kent | Director Information Technology | Reformed Bible College |
| Hoffman, Karen | Assistant Professor of Nursing | Indiana Wesleyan University |
| Hogan, Mark | Professor of Education | Eastern Mennonite University |
| Hogue, Jeffrey | Director of Instructional Computing | Southwest Baptist University |
| Holeman, Gary | Senior Director of Information Technology | LeTourneau University |
| Hopper, David | V.P. for Information Technology | Spring Arbor University |
| Ihrke, Barbara | Associate Professor of Nursing | Indiana Wesleyan University |
| Isaac, Don | Professor, Business Administration | Tabor College |
| Jaber, Bill | Assistant Professor of CIS | Lee University |
| Johnson, Lucie | Consultant for Instructional Technology Services | Bethel College |
| Jones, John | Assistant Vice President, Information Tech. | Indiana Wesleyan University |
| Jorgensen, Harlan | Director of Computing Services | Northwestern College |

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|---------------------|--|--------------------------------|
| Kelley, Kevin | Network Administrator | Southwest Baptist University |
| Kilmer, Robert | Associate Professor of Business Information Systems | Messiah College |
| Kirk, Jim | Assistant Professor of Computer Science | Union University |
| Kistler, Bob | Lead of Instructional Technology Services | Bethel College |
| Klassen, Dan | Director, Instructional Technology Initiative | CCCU |
| Krause, Will | Assoc. V.P. for Technology and Planning | Greenville College |
| Laird, Philip | Assistant Academic Dean - Global Learning Connections | Trinity Western University |
| Mallard, Kina | Director of the Center for Faculty Development & Professor of Communication Arts | Union University |
| Martin, Chris | Chief Technology Officer | Northwest College |
| Massingil, KB | CIO | Abilene Christian University |
| Mayer, Arnie | Division Chair of Communications & Associate Professor of Broadcasting | John Brown University |
| McDaniel, Brett | Instructional Technology Manager | Asbury College |
| McGlasson, Bob | Director of Instructional Technology | Southwest Baptist University |
| McNeal, Scott | Coordinator of Correspondence | Southwest Baptist University |
| Metzger, Randy | Technology Support Coordinator | Huntington College |
| Mrazek, John | Director of Technology Services | Judson College |
| Mulkey, Danielle | Coordinator of Instructional Technology | East Texas Baptist University |
| Myatt, Dottie | Director of Teaching Education & Associate Professor of Elementary Education | Union University |
| Naylor, David | Professor of Sociology | Charleston Southern University |
| Neely, Shana | Account Executive | Howard Computers |
| Netz, Dave | Vice President for Information Services | Dordt College |
| Nevill, Bob | Director Computing & Networking Services | Abilene Christian University |
| Oke, Lorne | Assistant Professor | Bethel College |
| Olin, Gary | Software Specialist | Cedarville University |
| Pearson, Terri | Education Market Specialist | Onity, Inc. |
| Perry, Barbara | Director of the LAUNCH & MBA Programs & Associate Professor of Management | Union University |
| Pfztinger, Scott | Technology Education Director | Cornerstone University |
| Rempel, Norman | VP, CIO and Registrar | Fresno Pacific University |
| Reynolds, John | VP for Administration and Information/CIO | Azusa Pacific University |
| Rhoadarmer, Michael | Media Systems Manager | Wheaton College |
| Rodgers, Gwen | Associate Faculty - CIS Department | Southern Nazarene University |
| Rodkey, John | Associate Director of IT | Westmont College |
| Rohwer, Michael | VP for Information Systems | Cornerstone University |
| Rotman, David | Director of Computing Services | Cedarville University |
| Russell, David | Director, Instructional Services | Biola University |
| Russell, Sue | Assistant Professor of Anthropology | Biola University |
| Saxena, Peter | CIO | Roberts Wesleyan College |
| Seymour, Dennis | Director of MIS | Olivet Nazarene University |
| Simmerok, Bruce | Director, Distance Learning | Azusa Pacific University |
| Springer, Laureen | Director of Information Technology | Southern Nazarene University |
| Strait, Mark | Technical Services Manager | LeTourneau University |
| Tindall, Dave | Executive Director Computer & Info Systems | Seattle Pacific University |
| Torrey, Jenelle | Director of Academic Support and Training | Roberts Wesleyan College |
| Tracy, Cam | Web Development Agent | Union University |
| Tracy, Scott | Director of Information Technology | California Baptist University |
| Trietsch, Jim | Associate CIO | Abilene Christian University |
| Wakeman, Wendy | Dean, School of Professional Studies | Fresno Pacific University |
| Webb, Jill | Director of Master of Science in Nursing Program & Associate Professor of Nursing | Union University |
| Weigel, Van | Professor of Economic Development | Eastern University |
| Weiland, Les | Assistant Director of Academic Computing | Messiah College |
| Whitaker, Patrick | Graduate Student | College of William & Mary |
| Wilms, Jan | Associate Dean, College of A&S & Professor of Comp. Sci. | Union University |
| Wytcherley, Gary | Sr. Director of Information Systems | Biola University |
| Zollinhofer, Mark | Dir. of Instructional Technology | Eastern Mennonite University |
| Zylstra, Nancy | Teaching & Learning | Calvin College |

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