

MINUTES
18 November 2008
ACADEMIC BOARD MEETING

In Attendance	
YES	BG Sam Hines
YES	COL Spike Metts
	LTC Tara McNealy
	Dr. Ray Jones
	COL Angie LeClercq
YES	LTC Bill Woolsey
YES	MAJ Sylvia Nesmith
	School of Business Administration
YES	COL Ron Green
YES	COL Mark Bebensee
YES	MAJ Wes Jones
	School of Education
YES	COL Tony Johnson
YES	MAJ Jennifer Altieri
YES	COL George Williams
	School of Engineering
	COL Dennis Fallon
YES	COL Ken Brannan
YES	COL John Peeples
	School of Humanities and Social Sciences
YES	COL Bo Moore
YES	COL Mark Del Mastro
YES	COL Gardel Feurtado
YES	COL David Allen
YES	COL Keith Knapp
YES	LTC Steve Nida
	School of Science and Mathematics
YES	COL Chuck Groetsch
YES	COL Joel Berlinghieri
YES	COL John Carter
YES	COL John Moore
YES	LTC Paul Rosenblum
YES	COL Randy Blanton
	ROTC Departments
YES	COL Richard Townes
YES	COL Douglas Fehrmann
YES	COL Paul Dunahoe
	Guests

BG Hines called the meeting to order at 1515.

ITEM 1. Approval of minutes of 21 October meeting of the Academic Board.

The minutes were approved as presented.

ITEM 2. Presentation on FERPA and Clery Act

Mark Brandenburg, General Counsel for the College, gave a detailed presentation of the latest FERPA regulations and the Clery Act. Details are available on The Citadel webpage under “General Counsel.”

ITEM 3. On-Line Courses

BG Hines provided the Board with two documents: Report on the On-Line Instruction Pilot conducted by The Citadel School of Business Administration and IT Support of Distance Learning: Challenges and Opportunities Report on online pilot conducted by CSBA, Summer 2008. These documents are included as Attachments A and B. BG Hines indicated that he wanted to begin a discussion of the role of on-line courses at The Citadel. These discussions need to take place at the school/department levels as well as at the institutional level and need to address issues of guidelines for course development, costs/revenues, faculty development, technology support, course ownership, and many more. BG Hines indicated that the Air Base could provide as many as 400 officers who might be interested in a graduate degree program that has an on-line component. The relocation of the Africa Command to Charleston would bring another 15,000 potential students. A spirited discussion followed, and it was decided that the Provost would appoint a task force to develop a “straw position.”

ITEM 4. Other matters.

COL John Peebles reported that the School of Engineering had received a gift of \$1.5 million from Bernard Gordon.

There being no further business, the meeting was adjourned.

Respectfully submitted,

Isaac S. Metts, Jr., Ph.D.
Associate Provost for Academic Affairs

Attachment A.

REPORT ON THE ON-LINE INSTRUCTION PILOT CONDUCTED BY THE CITADEL SCHOOL OF BUSINESS ADMINISTRATION

SUMMER 2008

THIS PURPOSE OF THIS PILOT PROJECT WAS TO ASSESS BOTH STUDENT DEMAND FOR ON-LINE COURSES AND OUR CAPACITY TO DELIVER THEM EFFECTIVELY. OUR CAPACITY TO DELIVER THEM EFFECTIVELY WAS DEEMED A FUNCTION OF OUR TECHNOLOGY INFRASTRUCTURE, FACULTY INTERESTS AND ABILITIES, AND OUR ABILITY TO MAINSTREAM ON-LINE INSTRUCTION INTO OUR PROGRAMS AND PEDAGOGIES.

OVERALL, THE PROJECT WAS DEEMED A SUCCESS BY ALL WHO PARTICIPATED. EIGHT COURSES WERE OFFERED BY SIX FACULTY WITH AN AVERAGE CLASS SIZE OF 11.4 COURSES ENROLLMENT LIMITS WERE ORIGINALLY SET AT 16 DUE TO THE NUMBER OF FACULTY WHO WERE TEACHING ON-LINE FOR THE FIRST TIME AND THE DESIRE TO EASE THEIR BURDEN. OF THE EIGHT COURSES, FOUR WERE TAUGHT AT THE UNDERGRADUATE LEVEL AND FOUR AT THE GRADUATE LEVEL. A VARIETY OF DELIVERY METHODS WERE USED, RANGING FROM NEARLY 100% BLACK BOARD DELIVERY WITH AN EMPHASIS ON THREADED DISCUSSIONS TO ONE FACULTY WHO VIDEOTAPED EACH LECTURE AS WOULD NORMALLY HAVE BEEN MADE IN THE CLASSROOM AND MADE THIS, IN ADDITION TO ALL OTHER COURSE MATERIALS, AVAILABLE TO ALL STUDENTS IN THE ON-LINE SECTION.

WITH RESPECT TO DEMAND, THE GRADUATE (MBA) CLASSES EACH FILLED UP EARLY AND HAD FEW STUDENTS WHO DROPPED THE COURSE. THE UNDERGRADUATE DEMAND WAS NOT AS STRONG, ALTHOUGH TWO COURSES DID REACH ENROLLMENT LIMITS WITH SEVERAL STUDENTS SUBSEQUENTLY DROPPING THE COURSE EARLY IN THE SEMESTER. AT THIS TIME, WE HAVE NOT VERIFIED HOW MANY OF THE STUDENTS, PARTICULARLY UNDERGRADUATE, LIVED OUTSIDE OF THE REGION AND WOULD NOT NORMALLY HAVE BEEN CAPTURED BY FACE TO FACE COURSES. HOWEVER, WE DO KNOW THAT 13 OF THE 91 ENROLLED STUDENTS DID PAY OUT OF STATE TUITION. OF THESE 13, 10 WERE UNDERGRADUATE STUDENTS AND 3 WERE GRADUATE STUDENTS.

WITH RESPECT TO THE FUTURE PROFITABILITY OF THESE OFFERINGS, THE NINE COURSES DID GENERATE A TOTAL REVENUE OF \$78,108 WITH FACULTY SALARIES TOTALING \$41,641 FOR A NET "PROFIT" OF \$36,467. THESE NUMBERS MUST BE CONSIDERED WITHIN THE CONTEXT OF LIMITING ENROLLMENTS TO 16, LIMITED ADVERTISING/PROMOTION OF ON-LINE COURSES, AND CURRENT TUITION POLICIES WITH HIGHER TUITION CHARGES FOR OUT-OF-STATE STUDENTS YET NO "INSTRUCTIONAL DELIVERY" FEES FOR ALL STUDENTS. POLICIES WITH RESPECT TO MAXIMUM CLASS SIZE AND FUTURE TUITION DIFFERENTIALS MUST BE ESTABLISHED.

THE FOLLOWING BULLETED STATEMENTS REFLECT LESSONS LEARNED FROM THE LITERATURE REGARDING ON-LINE EDUCATION, FIRST IMPRESSIONS OF PARTICIPANTS, AND FEEDBACK GENERATED BY FACULTY AT A RECENT RETREAT:

RECOGNIZING THE AUDIENCE (STUDENTS 35 YEARS OF AGE OR YOUNGER IN 2008) AS OBTAINED FROM THE LITERATURE:

*USE OF THE TECHNOLOGY OFFERED IN ON-LINE COURSES IS SECOND NATURE TO OUR STUDENTS

*RELIANCE ON “DISCOVERY” LEARNING (RESULT OF COPING WITH TOO MUCH INFORMATION)

- OUTCOME DRIVEN
- SEEKS RELEVANCE
- TRIAL AND EXPERIMENTATION

*SCANNING, NOT READING (HENCE “ATTENTION GETTERS” ARE NECESSARY)

*CHATting, BLOGGING, AND MULTIPLE ON-LINE CONVERSATIONS ARE THE NORM (HENCE DEPTH IS SACRIFICED)

*STUDENTS ARE CONDITIONED TO EXPECT VISUAL AND AUDITORY STIMULATIONS IN EVERYDAY ENVIRONMENT (AND SHY AWAY FROM CONCENTRATED ATTENTION TASKS ON-LINE)

*STUDENTS WILL LEARN BY GATHERING IN SMALL GROUPS AROUND A COMPUTER OR WITH THEIR LAPTOPS TO DO ASSIGNMENTS; THIS IS SOCIAL ACTIVITY—THEY ARRANGE IT ON THEIR OWN.

*INTERPERSONAL CONNECTIONS, FACE-TO-FACE OPPORTUNITIES, PERSONAL EMAILS, OR OTHER SUCH OPPORTUNITIES WITH THE PROFESSOR ARE DESIRED BY STUDENTS

FIRST IMPRESSIONS:

*EARLIER ADVERTISING, MORE DEPTH OF OFFERING ACROSS SUBJECTS AND DISCIPLINES, WILL INCREASE OVERALL PROFITS.

*SUCCESSFUL TOOLS WERE BLOGS WHEN PROPERLY PREPARED AND PRESENTED. ASSIGNED READING WAS DISSECTED BY GROUPS WHO POSTED ANSWERS TO INSTRUCTOR QUESTIONS. STUDENTS WERE THEN REQUIRED TO RESPOND TO EACH OTHER IN DISCUSSION FORMAT. INSTRUCTOR PARTICIPATED.

*CHAT WAS USED TO DISSECT VIDEO CASES; STUDENTS WATCHED ON THE STUDENT’S OWN TIME, AND THEN CHATTED AROUND INSTRUCTOR QUESTIONS. INSTRUCTOR PARTICIPATED. GROUP ACTIVITY WITH A WRITTEN GROUP REPORT.

*GROUP PRESENTATIONS WERE POSTED TO THE SITE.

*STUDENT ACTIVITY LOGS INFORM THE INSTRUCTOR OF WHICH TOOLS AND HOW OFTEN THE TOOLS ARE BEING USED BY STUDENTS. THIS PERMITS MODIFICATION OF THE COURSE "ON-THE-FLY."

FACULTY FEEDBACK FROM RETREAT:

*STUDENTS REPORTED SATISFACTION WITH FORMAT, EASE OF USE, AND OPTION TO CHOOSE AN ON-LINE COURSE.

*STUDENTS DESIRE MORE COURSES AND MORE SELECTION OF COURSES.

*ON-LINE STUDENTS OUT-PERFORMED FACE-TO-FACE INSTRUCTION STUDENTS IN ONE CASE.

*RECOMMENDED FOR THE EVENING UNDERGRADUATE; EXPECTED TO INCREASE ENROLLMENT WHILE MAXIMIZING FACULTY EFFORT.

*MIX OF REQUIRED AND ELECTIVE COURSES PROVIDE BEST OPTIONS FOR STUDENTS.

*OTHER ACADEMIC UNITS HAVE EXPRESSED INTEREST AND SHOULD BE ENCOURAGED.

*INCREASED BLACK BOARD PROFICIENCY FOR FACULTY DESIRED FOR SOME.

*CONCERN FOR INTEGRITY OF TESTING.

*BREEZE PROMISED BUT NOT AVAILABLE.

CONCLUSIONS:

OVERALL, THE ON-LINE EXPERIMENT WAS A SUCCESS. THE LEVEL OF FACULTY PARTICIPATION WAS OUTSTANDING, AND FACULTY DISCUSSIONS HAVE GENERATED SIGNIFICANT INTEREST. SEVERAL FACULTY HAVE VOLUNTEERED TO DEVELOP COURSES IN THE FUTURE. THERE ARE STILL ISSUES AT THE INDIVIDUAL FACULTY LEVEL THAT CAN BE ADDRESSED WITH TRAINING OR COURSE DESIGN. AN ON-GOING PROFESSIONAL DEVELOPMENT PROGRAM FOR FACULTY IS A MUST.

ON-LINE EFFORT AT THE CITADEL NEEDS TO CONTINUE WITH MAXIMUM INSTITUTIONAL SUPPORT. WITHIN THE SCHOOL OF BUSINESS, IT IS ANTICIPATED THAT ON-LINE COURSES WILL BE IN GREAT DEMAND ON THE PART OF OUR MBA STUDENTS AND MUST BE DEVELOPED TO MAINTAIN OUR STRONG POSITION WITHIN THE MARKETPLACE. THERE IS ALSO EVIDENCE THAT ON-LINE COURSES WILL BE IMPORTANT TO OUR PLANS TO "GROW" OUR UNDERGRADUATE EVENING DEGREE COMPLETION PROGRAM. STUDENTS ALREADY HAVE THIS OPTION AT TRIDENT TECH, AND MANY POTENTIAL STUDENTS ARE LIKELY TO BE PLACE BOUND, MAKING DISTANCE DELIVERY AN IMPORTANT FEATURE OF OUR PROGRAM.

RECOMMENDATIONS:

- 1) THE PROVOST SHOULD CALL A MEET OF PARTICIPATING FACULTY AND ADMINISTRATORS TO DISCUSS SOME OF THE TECHNICAL ISSUES THAT AROSE. IN PARTICULAR, FACULTY MUST BE CONVINCED THAT RESOURCES, PARTICULARLY RELATED TO INFORMATION TECHNOLOGY, WILL BE MADE AVAILABLE TO THEM IN THE FUTURE. THIS WILL SHOW SUPPORT OF ON-LINE EDUCATION AT THE HIGHEST LEVELS OF THE INSTITUTION.

- 2) AFTER REVIEW OF AND DISCUSSION BY THE DEANS, INFORMATION FROM THIS REPORT MUST BE SHARED WITH THE MOST APPROPRIATE COLLEGE-WIDE COMMITTEE TO ENSURE THAT THIS IS NOT SEEN AS A SCHOOL OF BUSINESS PROJECT. THERE ARE MANY OTHER PROGRAMS AND COURSES ON THIS CAMPUS THAT MAY BENEFIT FROM ON-LINE INSTRUCTION.
- 3) AN APPROPRIATE FACULTY PROFESSIONAL DEVELOPMENT PROGRAM MUST BE INITIATED.

RESPECTFULLY SUBMITTED ON AUGUST 29, 2008,

RONALD F. GREEN, PH.D.	MARK BEBENSEE, PH.D.	RAY JONES, PH. D.
DEAN	ASSOCIATE DEAN	ASSOCIATE DEAN,
SCHOOL OF BUSINESS ADMIN.	SCHOOL OF BUSINESS ADMIN.	THE CITADEL GRADUATE
	COLLEGE	

Attachment B.

IT Support of Distance Learning: Challenges and Opportunities Report on online pilot conducted by CSBA, Summer 2008

The summer pilot program was successful from the perspective of the ITS staff who were involved. However, we were fortunate in that there were no unforeseen events that might have disrupted the courses. We cannot always assume that things will go as smoothly. There was some confusion at the outset due to a number of circumstances beyond our control. First, the purchase of WebCT by Blackboard had put ITS and The Citadel on notice that migration from the old, unsupported version of WebCT needed to be accelerated. This would involve installation of new hardware and software, acquisition of new skills by ITS staff responsible for WebCT/Blackboard and retraining faculty. Second, we had decided to use Blackboard's hosting service to deliver the pilot courses, as this would eliminate the need for 24x7 support at The Citadel and provide us with more time to get our own server up and running. At the 11th hour, we were advised by Blackboard that their reasonably priced hosting service was not particularly reliable. Third, we were unable to arrange a meeting of all the faculty who would be developing online courses and were therefore unable to achieve a consensus as to which tools would be used. At least one instructor was not aware that we would be using Blackboard instead of WebCT. Lastly, while we had been able to establish a new ITS staff position responsible for assisting faculty in online course design, it was not at a salary band level sufficient to attract a qualified candidate. (We have since been able to upgrade the position and hire a capable individual to provide this service.)

Challenges

Students enrolled in online, distance education courses expect the systems to be available 24x7 for the duration of the course. We were fortunate that there were no major technical

disruptions during the pilot program. However, The Citadel's senior administration and faculty need to be aware of the following:

1. The Citadel's computer room and network infrastructure do not have access to uninterruptible power. We have a battery backup system that protects the servers from power fluctuations, but they are unable to provide power for more than about 20 minutes.
2. There is no offsite facility or capability to switch to an alternate site should the campus facilities become unavailable due to power outage or evacuation.
3. The campus experiences frequent "brownouts" that cause the air handlers in the computer room to turn off. They do not come back up automatically. If left unattended, servers in the computer room become overheated and, if they are not shut down, can be damaged irreparably.
4. ITS staff able to resolve technical issues with the servers and network are not available on a 24x7 basis. Although they are expected to respond to an emergency outage, we do not have enough such staff to allow a rotation. Furthermore, anyone who comes in at night to work on an issue should not be expected to work a full shift the next day. As more mission-critical

applications that need to be available 24x7 come online, the number of outages deemed to be an emergency will increase. Also, the more staff are expected to respond to emergencies, the less time they have for planning and providing new services.

5. Courses in Blackboard are created manually by ITS staff at the request of the instructor. As the number of online courses increases, the greater the burden on ITS staff to create these courses. There will be a tight integration with the new Enterprise Information System (Banner), with automatic course creation and account provisioning. However, this will not occur until the student modules of Banner go live in 2010.

Opportunities

With or without the addition of online courses, there appears to be an expectation on the part of The Citadel's administration and stakeholders that Information Technology Services be available in the event of a power outage or weather-related emergency. This will necessitate additional investment in infrastructure and services. A prioritized list would be as follows:

1. Installation of a backup generator (preferably natural gas) with sufficient capacity to provide power to the computer room and network equipment rooms in Bond Hall (including power to the air handlers and lighting) and, optionally, a conference room that could be used as an emergency "command center."
2. Install fiber optic cable (or obtain permission to use existing, state-owned fiber) to connect to the South Carolina Light rail. In addition to providing new collaborative research opportunities to our faculty, this would also provide a high speed connection to other data centers (such as Clemson University) capable of hosting backup servers and storage.
3. Make contractual arrangements to allow the hosting of backup servers and storage off-site (e.g. at Clemson.)

4. Purchase hardware and software to facilitate the replication of mission-critical services.

Other actions which would facilitate the creation and support of online courses include:

1. Create a faculty committee to develop standards for the delivery and assessment of online courses.
2. Provide a forum which would allow faculty and ITS to evaluate and select software and technology to be used to deliver these courses.
3. Hire additional staff to provide remote technical assistance to students. (Some institutions have been successful in outsourcing this.)
4. Consider how existing “centers” on campus, such as OASIS and CASTLE may be used to assist “online” students.