2010 Sloan Consortium Awards

Presented at the *16th Annual Sloan-C International Conference on Online Learning*

The Power of Online Learning: Stimulating New Possibilities

November 2010

"Too often we fail to recognize and pay tribute to the creative spirit."
—Alfred P. Sloan, Jr.

The Sloan Consortium is proud to recognize the following individuals and organizations for their significant contributions to the field of online education:

Outstanding Achievement in Online Education by an Individual
Anthony G. Picciano, Hunter College and the Graduate Center
"For a lifetime of outstanding scholarship, teaching, and service, and for greatly enriching and extending our understanding of online and blended learning."

Excellence in Online Teaching
Glenda A. Gunter, University of Central Florida
"For a passionate pursuit of excellence in online course design and delivery, leading to high student satisfaction and outstanding learning outcomes."

Outstanding Online Program
Masters of Teacher Leadership, University of Illinois Springfield
"For creating and sustaining an innovative, high-quality online graduate program that prepares its graduates to become leaders in the teaching profession."

Excellence in Institution-Wide Online Education
Drexel University
"For developing and delivering a premier university-wide online initiative at Drexel University that is characterized by exceptional quality, scale, and breadth."

Excellence in Institution-Wide Online Education
Boston University
"For outstanding university-wide online programming that demonstrates Boston University's commitment to and passion for quality."

A. Frank Mayadas Leadership Award
Raymond E. Schroeder, University of Illinois at Springfield
"For distinguished leadership that has advanced online and blended education on a national scale through advocacy, collaboration, and implementation of innovative programs."

Ralph E. Gomory Award for Quality Online Education
Western Governors University
"For continuously innovative work in using quantitative data to assure excellence in competency-based online education.

Excellence in Faculty Development for Online Teaching
Kennesaw State University
"For creating a highly effective faculty training program with high standards that serves as an engine of change and enables outstanding online education at KSU."

President's Special Achievement Award
Valerie C. Haven, UMass Boston, UMassOnline
"For innovative and inspirational work assisting online learners with diverse disabilities succeed, opening the door to new forms of technologically-mediated instruction."

About Sloan-C

The Sloan Consortium is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education. Membership in the Sloan Consortium provides knowledge, practice, community, and direction for educators. Originally funded by the Alfred P. Sloan Foundation, Sloan-C is now a non-profit, member-sustained organization.

Join with Sloan-C to lead higher education in meeting social needs for affordable access, quality innovations, and teaching and learning excellence.

The Sloan Consortium works to make education a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines, by helping learning organizations continually improve quality, scale, and breadth of their online programs, according to their own distinctive missions. Sloan-C encourages networks among people as channels for sharing knowledge and effective practices in learning effectiveness, access, scale, student satisfaction and faculty satisfaction.

Sloan-C serves a wide range of member institutions, consortia, and industry partners. Programs that adhere to Sloan-C quality principles are led by instructors, emphasize high levels of asynchronous interaction, and create online quality that is commensurate with face-to-face programs and industry standards. Sloan-C consultants assist institutions in learning about online methodologies; Sloan-C conferences and workshops help implement and improve online programs; Sloan-C publications—*The Sloan-C View*, the *Journal of Asynchronous Learning Networks* (JALN), and annual volumes in the quality series—inform and advise academic, government and private sector audiences.

Applications for membership are welcome at http://www.sloanconsortium.org.

Sloan-C Awards Statement

Bruce N. Chaloux, Sloan-C President

The Sloan-C awards program, which recognizes outstanding achievements in Asynchronous Learning Networks (ALN), celebrates the creative spirit that improves the quality of online learning and program development.

The Alfred P. Sloan Foundation began supporting ALN implementations and research in 1992. Much has changed in the past decade, thanks to the efforts of ALN pioneers. Our understanding of how to teach effectively using new technologies has matured, and several communications channels document this understanding—conferences and workshops, the *Journal of Asynchronous Learning Networks*, volumes in the Sloan-C series on quality, and Sloan-C forums for sharing research and effective practices.

Today, ALN is part of the mainstream of higher education, supplementing face-to-face learning and rapidly becoming the predominant delivery mode for distance education courses and programs in the United States. These annual Sloan-C awards pay tribute to trailblazers whose contributions are significant for the evolution of ALN.

The investments made in online learning are paying real dividends as enrollments continue to soar. The 2010 recipients all have demonstrated exceptional leadership and real success in advancing online education. Sloan-C is particularly pleased to recognize the Western Governors University with the Ralph E. Gomory award, honoring the leadership and support of retired President Gomory at the Alfred P. Sloan Foundation.

Bruce N. Chaloux, President, Sloan-C

Outstanding Achievement in Online Learning by an Individual

Anthony G. Picciano, Hunter College and the Graduate Center

"For a lifetime of outstanding scholarship, teaching, and service, and for greatly enriching and extending our understanding of online and blended learning."

Anthony G. Picciano

Anthony G. Picciano receives the award for the 2010 Most Outstanding Achievement in Online Learning by an Individual in recognition of his exemplary work and contributions to the field of distance and online education.

Picciano has held many leadership positions throughout his career, but at his core, he has always remained an outstanding teacher and teacher educator. Picciano is on the faculty of the Hunter College School of Education and the CUNY Graduate Center Doctoral Programs in Urban Education and Interactive Pedagogy and Technology, and the Graduate Center's School of Professional Studies' Interdisciplinary Program in Communication and Culture.

Although quantity of Picciano's scholarly work is in itself extraordinary, the quality of the work sets it apart. With Chuck Dziuban, he is co-editor of *Blended Learning: Research Perspectives*. His *Educational Leadership and Planning for Technology* is in its fifth edition; and his interactive multimedia programs--Five Points, Heaven Help the Working Girl, and Central High--are exemplary.Two Picciano pieces, in particular, have significantly expanded our collective knowledge of the field. The first of these is his 2002 paper, "Beyond student perceptions: Issues of interaction, presence, and performance in an online course." This paper is one of the first studies to link online learning processes to performance outcomes. It was the most read JALN article of 2005, generating approximately 350,000 downloads. The second scholarly piece of particular importance that Picciano has generated is his "Blending with Purpose Model," which is probably the most referenced model of blended learning in the literature.

Perhaps most importantly, Picciano saw early on the importance of both blended learning and online learning in the K-12 arena and has been very influential in bringing Sloan-C into these extremely significant areas. He was a founder of the Sloan-C blended learning workshop and conference and continues as a member of its steering committee. He wrote and was Co-PI on the grants to study the extent of K-12 online learning in the United States, as well as investigating K-12 reform.

Tony Picciano's many contributions to the field of online and blended learning include seminal scholarly work, significant leadership in multiple areas, particularly in blended learning and K-12. As George Otte states in his letter of support, Tony Picciano has truly been the Johnny Appleseed of online and blended learning. He has received many awards in his long and distinguished career for these efforts including the 2007 Mike Ribaudo Award for Excellence in Information Technology, the 1998 George M. Schuster Scholarship Award, and the 1997 Hunter College Presidential Award. He was a Faculty Fellow of the City University of New York from 1994 to 2002. He is an associate editor of the *Journal of Asynchronous Learning Networks* and a member of the Sloan-C Board of Directors.

Excellence in Online Teaching

Glenda A. Gunter, University of Central Florida

"For a passionate pursuit of excellence in online course design and delivery, leading to high student satisfaction and outstanding learning outcomes."

Dr. Glenda Gunter is a pioneer in online education, having developed her first online courses when the Web was in its infancy. Since that time, she has created and taught over 70 fully online or blended courses at the University of Central Florida (UCF), where she is an Associate Professor in the College of Education.

Gunter has developed two online graduate programs: the eLearning Professional Certificate and the eLearning Master's Program, which prepare candidates to design and develop high quality materials for fully online and blended learning environments. For the certificate program, Dr. Gunter also created two new ALN courses: EME6417 Interactive Online and Virtual Teaching Environments, and EME6458 Virtual Teaching and the Digital Educator. EME6417 provides a theoretical foundation for creating interactive online content and focuses on how today's digital learners are best motivated and engaged. In this course, students explore trends in learning theory and human-computer interaction. Through requiring the use of tools such as discussion boards, blogs, and wikis for collaborative assignments, students are not only exposed to Web 2.0 tools, they become more comfortable with them and more likely to incorporate them into future courses they will develop.

Glenda A. Gunter

Gunter encourages students to tailor their learning to their specific needs. For example, in the EME6417 final project students create a syllabus for an online course and use the ASSURE model to guide course development. In this project, students must satisfy rigorous design criteria, while being able to customize their work. Modeling alternative and authentic assessment strategies, Gunter employs grading rubrics to inform students how they will be evaluated. After EME6417, students enroll in EME6458 Virtual Teaching and the Digital Educator, which explores the practical application of instructional theories to online learning. In EME6458 students create modules for an online or blended course including Web 2.0 tools and rich media. Students also engage in online class discussions, exploring topics such as blended learning, student assessment strategies, time management, and online course management. The final project for EME6458 is the development of four complete modules of an online or blended course with all materials developed and posted online. Students create a complete syllabus, Excel grade sheet, content modules, participatory learning activities, assessments, and rubrics.

Dr. Gunter effectively blends theory with practice in her online teaching. She helps to prepare the next generation of online teachers and course designers. In doing this, she continually develops the tools and techniques she employs to advance the overall practice of online teaching and learning.

2010 Sloan Consortium Annual Awards

Outstanding Online Program

Masters of Teacher Leadership, University of Illinois Springfield

"For creating and sustaining an innovative, high-quality online graduate program that prepares its graduates to become leaders in the teaching profession."

Back Row: Don Kussmaul, Dave Turner, Ryan Williams, Karen Swan, Mike Lane, Len Bogle, Dan Matthews, Brian Schwartz, Larry Stonecipher (Dean of the College of Education and Human Services); Front Row: Bill Phillips, Jennifer May, Candace Mendrole, Rae Lynne Kynion, Marcie Dutton, Scott Day, Mary Loken

The Master of Teacher Leadership (MTL) program at the University of Illinois Springfield is a fully online graduate program designed to develop the leadership abilities of teachers. MTL faculty and staff strongly believe that teacher leaders can make a significant difference in their schools and in the lives of their fellow teachers. Program goals are focused on producing graduates who are reflective practitioners and life-long learners, as well as on developing students' data-based decision making, technology, and leadership skills.

MTL program requirements consist of 20 credits each of required and elective courses. Core courses include: Foundations of Teacher Leadership, Teacher Leadership, Instructional Design, Educational Research Methods, and the culminating Capstone course, in which students actually apply all they have been learning to identify a problem in their schools, develop and implement problem solutions, and measure their effectiveness. One of the more unique and valuable aspects of the MTL program is their program coordinator, a staff member dedicated to helping students negotiate both the online environment and specific MTL courses.

Since 2001, the MTL program made it possible for 593 teachers to obtain their masters degrees and become leaders in their schools. Dr. David Turner, Retired Executive Director of the Illinois Principal's Association writes, "The MTL program provides a high quality program to teachers in rural sections of Illinois who would not otherwise have the opportunity to complete a graduate degree." A principal from one such school writes, "The value of working with teachers who are pursuing the MTL degree is without question, the best experience for me and our school. Our teachers have more opportunities to take graduate courses and still maintain their teaching responsibilities and family lives." Eighty-six percent of MTL students believed that they were motivated to work at their highest levels in MTL courses. One student writes, "Thanks again for all your help and support. I know I would never have had these articles published if I weren't a student in the MTL program. I feel very encouraged and hope to have more published in the future."

Excellence in Institution-Wide Online Education

Drexel University

"For developing and delivering a premier university-wide online initiative at Drexel University that is characterized by exceptional quality, scale, and breadth."

The Drexel University Online (DUO) education story dates back to 1996, when it became one of the Sloan Consortium founding institutions. At that time, under the leadership of the late President Constantine Papadakis, the university was awarded a grant to build an online degree program based on what developed as the Sloan-C Five Pillars of Quality Online Education.

In 2001, the Board of Trustees approved a new subsidiary called Drexel eLearning (marketed to students under

Front Row (left to right): Dr. Gloria Donnelly, Dr. George Tsetsekos, Dr. Mark Greenberg, Dr. Donna Murasko, Dr. Marla Gold. Back Row (left to right): Mr. Allen Sabinson, Mr. Arthur Zamkoff, Dr. David Fenske, Dr. William Lynch, Dr. Kenneth Hartman.

the name DUO) with the goal of delivering quality online degrees. Since 2001, and with continuing support from Sloan-C, DUO has grown from five fully online degree programs, to more than 90 Bachelor's and Master's degrees and Certificates in disciplines including: education, engineering, engineering technology, information systems, nursing, health services, clinical research, computer science, library science, game-based learning, psychology, communications, criminal justice, human resource development, sports management, project management, property management, construction management, hospitality management, and business, including the MBA. From just a handful of students enrolled in 2002, DUO enrollments have grown to roughly 7,000 students in 2010 from all 50 states (plus DC and Puerto Rico) and in multiple countries. Since 2001, DUO has expanded its online course offerings from under 100 to over 700 unique course titles to its online students, making DUO a premier nonprofit, private university offering fully online degrees.

DUO's results over the last nine years are remarkable. DUO has been very successful in recruiting non-traditional online students and generating revenue for the institution. With over 70% of all graduate students earning their degree fully online (excluding medical and law students), Drexel takes a proactive approach via its Online Learning Council, implementing the Sloan-C Five Pillars to ensure university-wide commitment to enhancing the quality of the student academic with approaches and tools that support assessment and continuous improvement in student learning.

Excellence in Institution-Wide Online Education

Boston University

"For outstanding university-wide online programming that demonstrates Boston University's commitment to and passion for quality."

Top row (L to R): Charles Southworth, Thomas Adams Martin, Eldon Strickland, Steve Hufsmith. Middle row: Elizabeth Curran, Leota Smith, Nancy Coleman, Jim Frey, Jennifer Sullivan, Diane Sito. Front: Daisy Cerritos, Patti McDonnell, Jan Morris, Brad Kay-Goodman, Sa Sun, Eric Friedman, Anna Jensen-Clem, Fawn Thompson, Lea Hadley, Dan Hillman

Since 2003, Boston University has shown institutional commitment at the very highest levels to develop and deliver robust, student-centered, and faculty-directed online programming worthy of Boston University's world-class name. As a Research 1 institution with a strong reputation for excellence and a global presence, BU takes this commitment very seriously and strives to act as a leader in distance education.

With more than 35 programs at the undergraduate, graduate, doctoral, certificate and non-credit levels, BU offers programs that span the disciplines of business, law, social work, engineering, health care, computer science, liberal arts, entrepreneurship, social sciences, education, music, art and more. Truly global, BU serves students in all 50 states as well as 43 countries worldwide.

BU is a diverse community, comprised of 17 schools and colleges. Online learning is for the most part centralized and administered by the Office of Distance Education (ODE). ODE's mission is to partner with BU's 17 schools to build quality online programs, as needs and interest dictate. ODE is housed within one of the academic units, Metropolitan College, and reports in to its Dean. Comprised of instructional design and student services staff, ODE collaborates with academic departments to assess the need for and viability of online programs, educates faculty and staff about delivery, and then partners with faculty members to build high quality, interactive online courses in a cost effective manner. Currently, ODE supports online programming in nine of Boston University's 17 schools.

Boston University's model of online education is somewhat unique in the sense that instructional designers within ODE build courses for faculty, which helps assure Boston University standards for quality are maintained. As a parallel process to course development, faculty receive hands-on training in effective online delivery practices. A strong benefit to this model is that faculty are able to focus on learning objectives and content, without having to worry about technology.

2010 Sloan Consortium Annual Awards

A. Frank Mayadas Leadership Award

Raymond E. Schroeder, University of Illinois at Springfield

"For distinguished leadership that has advanced online and blended education on a national scale through advocacy, collaboration, and implementation of innovative programs."

Ray Schroeder receives the A. Frank Mayadas Leadership Award. Spurring greater national conversation, Ray has consistently and with clear purpose proposed and guided numerous initiatives designed to meet the arguably most important Sloan Pillar, access. Ray championed and led two successful Sloan-C grants, which established fully online degree programs—extending the reach of degree completion and the dreams of a college education for many. He did so in the very early days of the field when few could rally support for a single ALN course.

Raymond E. Schroeder

Every day, for over ten years, Ray has culled through numerous publications and websites to create three posts of significant news items in online learning, educational technologies, and emerging technologies. He first offered this information as a listserv then as an early adopter transitioned to blogs to take advantage of RSS technology. His unmatched dedication to this effort has made the Online Learning Update Blog a number two and sometimes number one (non-paid) listing in Google (when searching for the term 'online learning'). His use of blogs to increase awareness and create a national presence for the University of Illinois at Springfield, contributed greatly to UIS's 2008 recognition by the Society for New Communication Media for Innovation in Reputation Management.

In 2005, Ray's partnership with Burks Oakley, Bruce Chaloux, and Frank Mayadas created access to *Sloan Semester*, a national coalition of colleges and universities that provided free online courses to students displaced by hurricanes Katrina and Rita so that they were able to continue their education at a distance, with the credit earned going back to their home institution to support both the institution and the graduation plans of the student. Through this collaborative mission of maintaining access, institutions across the country now have a model for sharing in times of crisis.

Ray's many honors include a position as a Visiting Scholar for the University of Southern Maine from 2006-2009, Sloan Consortium recognition as "Distinguished Scholar in Online Learning 2001-2003," and the Sloan-Consortium "Most Outstanding Achievement in Online Learning by an Individual" Award in 2002. He has been listed in Who's Who in America in 2007, 2008, 2009, and 2010. In 2000, he was named the UIS Employee of the Year. He has given keynote speeches across the US and is frequently called on for interviews related to online learning by local and national news agencies including *The Chronicle of Higher Education.*

Ralph E. Gomory Award for Quality Online Education

Western Governors University

"For continuously innovative work in using quantitative data to assure excellence in competency-based online education."

Front Row (Left to Right): Nanette Black, Jim Schnitz, Janet Schnitz, Jo Hamilton, Phil Schmidt, Xuemei An. Back Row: Greg Fowler, Margaret Korosec, David Grow, Diane Johnson, Chris Mallett, Byron Russell, Randall Case

WGU's vision is to deliver exemplary, lower-cost higher education opportunities, and, as a result, be recognized as the premier competency-based, online, and truly national university. WGU's mission is to improve quality and expand access to post-secondary educational opportunities, allowing individuals to learn independent of time and place and to earn competency-based degrees and credentials that are credible to both academic institutions and employers.

WGU has created online Learning Communities to support students in which faculty mentor Subject Matter Experts (SMEs) and other students are available to pose and answer questions. The SMEs lead regular conference calls in which they present, discuss and review the materials being studied by the members of the community. They also reach out to struggling students on an individual basis. WGU faculty use an online conferencing system which allows them to share their desktops, documents, slideshows, multimedia presentations, and to speak with students via toll free conference call numbers. Learning Communities also contain message boards, blogs, and FAQs, where students can interact with each other, and receive learning support from the SMEs facilitating the Communities. Mentors meet with their managers on a weekly basis, and report feedback received from students in the communities.

WGU is committed to continuous quality improvement of its programs, all of which are available online. WGU regularly monitor factors regarding program quality, including program retention rates; graduation rates; the number of students in each program maintaining 'Satisfactory Academic Progress;' Student Satisfaction; Faculty Satisfaction; and pass rates on external 3rd party high-stakes exams including those required for teacher licensure; nursing licensure or IT certification.

WGU also periodically survey the employers of graduates in an effort to be better informed as to employer satisfaction with graduates' preparation and performance. In a 2010 survey, 93% said they were satisfied with WGU graduates as employees, 92% of employers said they would hire another WGU graduate and 88% reported that their WGU graduate employees needed little or no additional training to do their jobs.

Excellence in Faculty Development for Online Teaching

Kennesaw State University

"For creating a highly effective faculty training program with high standards that serve as an engine of change and enables outstanding online education at KSU."

Daniel S. Papp, Thierry Leger, Tamara Powell, Nikki Hill, Richard Vengroff

Kennesaw State University (KSU) is highly motivated to deliver quality faculty development in online teaching. KSU wants to help faculty get better at delivering online instruction because enrollment is exploding, classroom space is imploding, and non-traditional students are the majority of the student body. Only one-quarter of KSU's baccalaureate graduates began as freshmen and completed degrees in six years or less. For older, working students, the challenge of scheduling traditional classes into their busy lives can be a serious obstacle to their college careers. To solve the problem, the College of Humanities and Social Sciences (CHSS) at KSU has created, piloted, implemented, and evaluated a hybrid or blended (four sessions online, eight sessions face-to-face) training course designed to take potential online/hybrid instructors from "curious" to "comfortable and competent" in three months. The course design is based upon secondary research into adult learning and ten years of grant-supported primary research in professional development instructional technology. Faculty throughout the University are invited to take the course; the most recent cohort completed the course April 30, 2010. A total of 75 faculty in the humanities and social sciences, education, and nursing have successfully completed the training. All courses pass KSU's Quality Matters evaluation before delivery. In important ways, the training program has set high standards while serving as an engine of change. Bagwell College of Education has borrowed the workshop idea for a three-week version and 18 faculty, including 1 CHSS faculty member, successfully completed the shorter training. Additionally, to support online growth, KSU has established the Center for Distance Learning, or CDL. The new facility includes training labs designed to support and further the faculty development workshop.

As a direct result of the fourteen-week course, 19 new online and 27 new hybrid courses were developed and will be offered in the next two years. Thirty-eight will be offered in fall 2010 or spring 2011. In 2009, KSU offered 330 online sections of courses. The 2010 "Build a Web Course" Faculty Development training program will result in 71 new online and hybrid courses being developed by March 2011, which is a 22% increase over the number of online courses offered in 2009. In addition, more and more hybrid courses are developed and taught by adjuncts. To serve the needs of KSU's adjunct faculty, online, self-paced, faculty development courses/communities will be created, each uniquely designed with a specific department/program in mind. The first of these courses/communities will become available to 15 adjuncts in Psychology and 31 adjuncts in English in January 2011.

President's Special Achievement Award

Valerie C. Haven, UMass Boston, UMassOnline

"For innovative and inspirational work assisting online learners with diverse disabilities succeed, opening the door to new forms of technologically-mediated instruction."

Valerie Claire Haven

Last year an adult female student enrolled in three online degree completion courses at the University of Massachusetts Boston. That's not an unusual event. But in this instance the university learned that the student was both deaf and blind. Never before in the history of UMass Boston's online program had a deaf/blind student been enrolled. And, in May of this year, another first was achieved when this student finished her degree program and graduated from UMass.

Valerie Claire Haven's career in distance education and commitment to inclusive learning helps provide for learners with diverse disabilities and opens the door to the development of new forms of technologically-mediated instruction. This is important because disabled individuals, for obvious reasons such as safety, convenience and cost, enroll in online education on a per capita basis at much higher rates than individuals without disabilities.

Until last year, to the best of our knowledge, no institution or individual had ever devised an approach that makes synchronous online learning accessible to a Deaf/Blind student. Synchronous conferencing, meaning live online sessions in real time during which participants can communicate with one another just as they would in a traditional classroom is becoming a critical means for fostering the development of a learning community and high interaction. Synchronous conferencing also offers learners with disabilities new opportunities for social engagement never possible before.

Enter Valerie Claire Haven. She defined the challenge that needed to be met and outlined the solution. As the Academic Technology Coordinator at the Ross Center for Disability Services at UMass Boston her mission is to facilitate academic accommodations to provide equal access, promote universal course design, increase the understanding of disability throughout the university community, and empower students to learn and use assistive technology.

Here is how these combined and integrated technologies worked together to solve the problem: Using online conferencing, combined with the student's Braille display keyboard, the JAWS text to speech-tool, Accessible Event for presenter captioning, and the remote capturing of screen text, the student was able to read caption text with her Braille display and also read the text-chat window using JAWS. She could then respond to her classmates by entering comments either via her keyboard or vocally.

Says Valerie about this integration, "Basically we combined five accessibility tools to give her equal access to classes. We are reasonably sure that this level of access has never been offered before and it was quite a learning experience for all of us."

2010 Selection Committee

The Sloan-C Excellence in Online Teaching and Learning Awards Selection Committee for 2010 was comprised of

- **D. Randy Garrison** - University of Calgary, recipient of the 2009 Sloan-C individual achievement award
- **Jacqueline F. Moloney** - UMass Lowell, recipient of the 2009 Sloan-C individual achievement award
- **Gary E. Miller** - Penn State University, recipient of the 2008 Sloan-C individual achievement award
- **Meg Benke** - Empire State College, recipient of the 2007 Sloan-C individual achievement award
- **Catheryn L. Cheal** - Assistant Vice President of eLearning & Instructional Support, Oakland University
- **Robbie Kendall-Melton** - Associate Vice Chancellor for Academic Affairs and Educational Technology, Tennessee Board of Regents
- **Susan J. Wegmann** - University of Central Florida, recipient of the 2009 Sloan-C individual teaching award
- **Burks Oakley II** - University of Illinois Springfield, non-voting committee chair, recipient of the 2003 Sloan-C individual achievement award.

The Sloan Consortium is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education. Membership in the Sloan Consortium provides knowledge, practice, community, and direction for educators. Originally funded by the Alfred P. Sloan Foundation, Sloan-C is now a non-profit, member sustained organization. Join with Sloan-C to lead higher education in meeting social needs for affordable access, quality innovations, and teaching and learning excellence.

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2010 Sloan Consortium Annual Awards

Sloan-C Awards for Excellence in Online Teaching and Learning 2001–2010

Outstanding Achievement in Online Learning by an Individual
2010 Anthony G. Picciano, Hunter College and the Graduate Center
2009 Jacqueline F. Moloney, University of Massachusetts Lowell
2009 D. Randy Garrison, University of Calgary
2008 Gary E. Miller, Penn State University
2007 Meg Benke, SUNY Empire State College
2006 Karen Swan, Kent State University
2005 Charles Dziuban, University of Central Florida
2004 Starr Roxanne Hiltz, New Jersey Institute of Technology
2003 Burks Oakley II, University of Illinois
2002 Ray Schroeder, University of Illinois at Springfield
2001 John R. Bourne, Olin and Babson Colleges

Excellence in Online Teaching
2010 Glenda A. Gunter
2009 Susan J. Wegmann, University of Central Florida
2008 Jeannette Riley, University of Massachusetts Dartmouth
2007 Michelle Pacansky-Brock, Sierra College
2006 Bill McCarthy, Quinsigamond Community College and Susan Oaks, SUNY Empire State College
2005 Joan Cannon, University of Massachusetts Lowell
2004 Jason Scorza, Fairleigh Dickinson University
2003 William Pelz, Herkimer County Community College
2002 Mary Ann Koory, University of California Berkeley Extension Online
2001 Lorelei Lambert, Salish Kootenai College

Excellence in Faculty Development for Online Teaching
2010 Kennesaw State University
2009 Regent University
2008 University of West Florida
2007 Maryland Online
2006 University of Maryland University College
2005 University of Massachusetts Lowell
2004 University of Nebraska
2003 University of Central Florida
2002 –University of Illinois
2001 SUNY Learning Network

Outstanding Online Program
2010 Masters of Teacher Leadership, University of Illinois Springfield
2009 Professional Masters Degree in Geographic Information Systems, The Pennsylvania State University
2008 Online Graduate Behavioral Intervention in Autism Program, UMass Lowell, UMass Medical Shriver Center, UMassOnline

2007 AS Veterinary Technology Distance Program, St. Petersburg College, and the Stevens China Program, Stevens Institute of Technology
2006 Basic and Advanced Certificates in Turfgrass Management and BS in Turfgrass Science, Pennsylvania State University
2005 MBA Program, University of Maryland University College
2004 Master of Engineering in Professional Practice, University of Wisconsin
2003 Master of Distance Education, University of Maryland University College
2002 Graduate Medical Education Core Curriculum, University of Illinois at Chicago
2001 LEEP Program, University of Illinois at Urbana-Champaign

Excellence in Institution-Wide Online Education
2010 Boston University and Drexel University
2009 Savannah College of Art & Design (SCAD)
2008 Fort Hays State University
2007 University of Illinois at Springfield
2006 [not awarded]
2005 University of Massachusetts Lowell
2004 eArmyU
2003 Stevens Institute of Technology
2002 SUNY Learning Network
2001 University of Maryland University College

Ralph E. Gomory Award for Quality Online Education
2010 Western Governors University
2009 American Public University System (APUS)
2008 University of Central Florida
2008 University of Illinois at Springfield

A. Frank Mayadas Leadership Award
2010 Raymond E. Schroeder, University of Illinois at Springfield

Sloan-C President's Achievement Award
2010 Valerie C. Haven, UMass Boston / UMassOnline
2009 Ellie Olazabal, The Alfred P. Sloan Foundation

2009 Board of Directors Award
Cheryl J. Wachenheim, North Dakota State University

2008 Special Recognition
Eric E. Fredericksen, University of Rochester

Sloan-C Awards for Effective Practices and Program Profile 2002-2010
2010 Sloan-C Effective Practice Awards
Kaye Shelton
Dallas Baptist University and multiple institutions
A Quality Scorecard for the Administration of Online Education Programs

Nada Dabbagh and Kevin Clark
George Mason University
LATIST: Learning Asset Technology Integration Support Tool

Clark Shah-Nelson and Grady U. Miller
SUNY Delhi
Online Support + Web 2.0 = Access + Availability

Alexandra M. Pickett
SUNY Learning Network
The SUNY Learning Network (SLN) online teaching self-assessment survey for experienced online faculty

James T. Fatzinger, M.Div., MBA
 Metropolitan State University (Minneapolis and St. Paul, MN)
"Automatic" gradesheets: A holy grail for simultaneously improving faculty and student satisfaction

Emily Sawtell, Senior Director of Student Innovations
McGraw-Hill Higher Education
Bringing peer-support and collaboration to online learning with web 2.0

Patricia A. Adams, MS Ed, RN
Sally Davis, MSN, RN, CNE
Western Technical College
Bringing the demo home

Facilitating student achievement in online courses with self-regulated learning segments
 Quinnipiac University
Frances Rowe
Jennifer Rafferty
Christopher Neidig
Bernard Grindel

Carol Elston
University of Leeds, UK
LearnHigher CETL
Resources to assist educators with the delivery of student workshops

Phil Ice
Jennifer Staley
Justin Beals
American Public University System
Semantic mapping of learning assets

Lawrence Perez
Patrick Quigley
Saddleback College
The development of an online supplemental instruction tool array

Julia Braham
Carol Elston
University of Leeds (UK) and Multiple institutions
Using online multimedia resources to support students working in teams

Michelle Pacansky-Brock
VoiceThread: Enhanced community, increased social presence and improved visual learning

2009 Sloan-C Effective Practice Awards
American Public University System
Using the Community of Inquiry Framework Survey for Multi-Level Institutional Evaluation and Continuous Quality Improvement

Kansas State University
ELATEwiki: E-Learning and Teaching Exchange Wiki to Support Faculty Development

2008 Sloan-C Effective Practice Awards
Susan Wegmann
University of Central Florida
Content Area Vocabulary Digital Stories

Edward Gehringer
North Carolina State University
Engaging Students through Electronic Peer Review

Brian J. Beatty
San Francisco State University
Using the Hyflex Course and Design Process

2007 Sloan-C Effective Practice Awards
Andrea Han and colleagues
Miami University
Using Quality Matters to Guide Online Course Development

Philip Ice and colleagues
West Virginia University, University of North Carolina Charlotte, Virginia Tech**;**
Asynchronous Audio Feedback to Enhance Teaching Presence and Students' Sense of Community

2006 Effective Practice Awards
Albert Ingram, Kent State University
Combining Effective Individualized and Group Instruction

Dennis Pearl, Ohio State University
The Statistical Buffet

Bruce Kingma, Syracuse University
Rae-Ann Montague, University of Illinois, Urbana-Champaign

WISE: A Collaborative Distance Education Model for Library and Information Science

2006 Program Profile Award
University of Michigan
College of Engineering and GM Technical Education Program
Master of Engineering in Global Automotive and Manufacturing Engineering

2005 Effective Practice Awards
Barbara Benjamin and Boria Sax, Mercy College
Using Cohorts to Build an Online Learning Community

2004 Effective Practice Awards

Rogue Community College
Discipline-Specific Online Writing Lab with 24/7 Access and Asynchronous Peer Tutoring

Devon Cancilla
Western Washington University
Integrated Laboratory Network: Better Access to Scientific Instrumentation

Gerd Kortemeyer
Michigan State University
Effective Feedback to the Instructor from Online Homework

eArmyU
Providing anytime, anywhere online access to higher education for a highly mobile learner population

Maria Puzziferro
Florida Community College at Jacksonville
Supporting Online Adjunct Faculty: A Virtual Mentoring Program

Sloan-C 2003 Effective Practice Awards
Jimmy Reeves
University of North Carolina, Wilmington
Doris Kimbrough
University of Colorado,
Anytime Anywhere Chemistry Experience

Olin Campbell
Brigham Young University
Cost-Effective Distributed Learning with Electronics Labs

Melody Thompson
Pennsylvania State University World Campus
Faculty Self-Study Research Project

Jeremy Dunning
Indiana University

Repurposeable Learning Objects: the TALON Learning Object System

James Theroux
University of Massachusetts
The Real-Time Case Method: Access to Real-Time, Real-World Cases

2002 Effective Practice Awards
Boria Sax
Mercy College
Wizards: Student Tutors Help Peers Learn

John T. Harwood and William L. Harkness
The Pennsylvania State University
Mixed Delivery Model Proves Cost-Effective

Carol J. Scarafiotti and Patricia S. Case
Rio Salado College
Systems Approach to Online Learning

UniSCOPE
The Pennsylvania State University
Multi-Dimensional Model for Review of Scholarly Activity

David Sachs and Nancy L. Hale
Pace University
Online Support Services: Focus on Student Satisfaction