

ADEC STRATEGIC PLAN

Notes from All ADEC Meeting April 26, 2005

Question 1 – ADEC’s Role?

- Consortium of members – engage – conversations among institutions
- Mechanism for institutions to focus on issues and get resources.
- Small-large enough
- Diagnostic mode – talk to people in ADEC – “House” cadre of expertise
- International – can connect to all land grants in one place
- Leverage the collective power that none could do alone
- Place where discovery and innovation occurs
 - push front forward
 - Program Panel – move technologies forward
- What are land grants – ADEC could help challenge system in making meaningful changes
- Facilitates Capacity Building – Eliminate duplication – Sharing resources others can tap into
- Sustainability must be valued – indigenous people – worldwide – equity
- “Forum” to meet – discuss – create connections and interactions

Constraints

- Real – Imagined
- Put up clearinghouse
- Hints on “fudge factors” strategies
- Inter-Institutional agreements to eliminate barriers
- Example: “Great Plains Deans” and “Big Ten Scholars”
- How to deal with CB of ADEC membership
- What corps provide for \$\$ - equivalency in corporate world
- Management of Content – content management system – easy access to info and courses – “seamless”
- Campus Barriers – Continuing Ed – Extension – Campus Stovepipes
- How does ADEC get credit for what it does?
 - Branding
 - Innovation
 - Give freely
- People who are not members come in and take freely – limit use to members – “Members Only Privileges”
- Members take product branded by one university – Call if Purdue course with course – brand
- Group agrees that here is core good stuff – Saved 80% instructional design effort
- Example: Advanced Manufacturing “Common Core” – Pay for tailoring
- Biological & Life Sciences – critical linkages – How to tie together

- Culture Change for Faculty – may have to look to adjunct faculty – example: 26% of faculty – forced to do things in new ways. This way or no way – “Curriculum Committee”
- Announce we are doing this – curriculum development teams
- Tuition Issues
- Keep “Learner Driven”
- Faculty Incentives – labor intensity – up-front – incremental
- \$125,000 to have 1-2 courses taught – there is considerable cost savings potential (particularly where we do not need research piece)

Next steps:

Group –

Role

Projects

Priorities

Guiding Principles

Five Year Vision

Let Jan and Don Know what they want to work on

Question 2 – Activities

- Big Ideas – NSF Type
 - Public-private partnership
 - Creating access together
 - Use the critical mass
 - Use political diversity
- Singular driving vision others can resonate to – improve as change occurs
- Resource Constraints
- Pro-active in policy formulation related to what we do – create- take some positions and promote – land-grant role – “Elected officials”
- International cooperation – partnerships – interactions
- Segmented strategic alliances – clusters – promoted (too much versus fewer well)
 - segment to manage
- Sharing “credit” courses – level this playing field – tuition policy (instate tuition across courses.
 - Credit banking – ADEC in good position to do this.
 - Unbiased broker of degrees.
 - Ten institutions
 - Who grants – ADEC coordinates the courses across multiple campuses
- What’s in it for learner?
- e-Learning – learning – hybrid – mix – distance education
- Degree from two universities – is this possibility? International there.
- Target getting credit course act together

- Digital Libraries – International bring this to our communities
- “Certificate”
- Modeling – Class – “us” as participants. Example: e-store, collaboration tools
- Facilitation of Outreach
- ADEC offers “futuring”
- ADEC as glue
- Reach out to community colleges – dual enrollment – partnership – AP – high schools
- ID Future
- Leaders? Give them opportunities to grow – International
- Long-term Sustainability
- Impact Comm Economic Development – Place bound out of economic rut
- Effectiveness of technology R&D – test – put in people’s hands – discovery and innovation – “New ways of learning at a distance”
- New Ideas – integrate in new ways – new applications – study – innovate again
- Capacity Development – Professors need this so they can do it.
- Complete list of DE courses in land-grant institutions
- What does it take to access this? Get past enrollment barriers

Question 3 – Priority Setting Criteria

- Business Model Versus Consortium Model
- Sustainability Plan
 - Dues?
 - Grants?
 - Menu of Services?
 - Future Leadership? (Jan and Jeff)
- International Rep – IICA – Broader – Board – Program Panel
- ADEC should represent member interests. ADEC represented all the members to get better outcome
- Maximizing perceived consortium benefit
 - Share Resources
 - Share Courses
- Facilitate this
- What can we do better together than separately?
- Where do we add value?
- Which do we best address – ADEC why?
- Learning outcomes versus faculty centric

Question 4 – ADEC in 2010?

- Leader in R&D related to e-learning
 - Data Collection
 - Learning Modules
 - New Technologies

- New Delivery System
- ADEC should be FAIR
- What will it take to become these?
- Learner centered organization beyond land grant public institutions – new model for public education
“Virtual land grant & affiliated strategic partners”
- Leader in sharing courses – Ag – NR – Life Sciences worldwide – ADEC would be first place to come
- 20-30 members outside U.S.
- Learning Organization – FAIR
- ADEC first choice to improve e-learning capacity
- Other organizations – relationships collaboration – prevent duplication – don’t duplicate
- ADEC stay important – professional development organization for members
- Test: Core members wants to be in!
- Individual Dean ideas about who pays?
- Have to keep selling
- New and common global space versus affiliation with international partners
- Community Colleges – affiliation – how
“Making Lives in our Communities Better”
- Solutions – Blurring
Stovepipe Missions
Ownership Issues at individual institutions
- Learner & Community and People: R&D has to be “partnered”
Teaching – curriculum will increasingly be “partnered”
- University Space
- More partnering, i.e. Med Schools
- Response to Learners
- Legislatures – Societal needs
- Rethink Funding Model on Grants

ADEC staff gets little as PI – more program, no indirects now – money available for member institutions – have to figure out - example: NSF grant

ADEC Member Responses to Strategic Thinking Questionnaire

1. What is ADEC’s role as a member driven organization (that is, the member Institutions are ADEC)?

“To use the collaborative nature of the organization to provide resources (technical, intellectual, political, organizational, financial, . . .) derived from the strengths of the collective membership and from grants and contracts obtained through the strength of the collaboration.”

“Forum for interaction, debate, and collaborative development”.

“This assumes the members have a vision. ADEC needs to challenge the system and provide a mirror so that we can see ourselves as we really are. Sometimes a good friend is the one that points out our faults. Because we meet and congratulate ourselves on doing a good job doesn’t make it so.”

“It defends the interests of its members – example: the IFPRI – CGIAR – six distance masters degrees did not take into account the interest of the land-grant institutions but ADEC made a difference.”

“Discovery and innovation around distance education and associated technologies”.

2. *What activities/projects should ADEC be involved in and how should they be involved?*

“Innovative Technologies, Research & Development, proving concepts. Using these technologies to deliver distance education related information to the membership. Unique, non-duplicated efforts”.

“Futuring. How to be learner-driven. Leadership development. Technology proof of concept”.

“Barriers – we have to stop looking into the future and discovering the present”.

“Become a clearinghouse – for those who want to partner and those who need a partner in order to offer a new education program, fill holes on an existing one, etc. Informal versus formal. Build tools that many can use related to distance education – related to educational effectiveness. Professional development/capacity building for IT users/IT support persons. Share models to accomplish unique strategies – IDEA, etc. Consider schools of Human Ecology as members – some still have food and nutrition and they are working at a distance (IDEA) after tied to Ag schools”.

“Networking of faculty of agriculture – vet resources with the Americas. Networking for knowledge exchange on e-learning – eXtension – e-research”.

“Continue to develop new ways of learning and sharing at a distance”.

3. *How do we set priorities for selecting activities/projects?*

“Consider using the framework outlined by Jim Collins’ Good to Great . . . an activity or project should answer all three questions in the affirmative.

(1) Is this something that ADEC is passionate about?

(2) Is this something that ADEC can be the best in the world at?

(3) Is this something that drives/enhances ADEC’s economic engine?”

“Combination of needs and resources. Determination by the consortium membership. Priority then given to ground-breaking, justifiable projects”.

“What can we do together better than even institutions can do separately?”

“Serves most members. Provides ‘beef for buck’”.

“According to the demand by professors and students and see what donors are ready to participate in the projects written”.

“Those that provide maximum benefit to members and those that provide most credit back to ADEC”.

4. Describe characteristics of the ideal ADEC in 5 years (2010).

“Greater diversity on the Board in terms of age, gender, ethnicity, [types of institutions represented] currently appears to be “big hitter” (and grant universities)”.

“Distance education – e-Learning transition. More diverse member institutions by choice, need”.

“FAIR, learner centered, more international, more public members, sensing environment . . . how are we doing?”

“Distance education will not be a sufficient reason for ADEC participation. We will be in an increasingly information-based economy. Distance ed will need to be harnessed with a far-reaching, shared information system that is based as standards and inter-operability. It will be more important that our institutions are known as having the right information as opposed to having “branded” information. We cannot limit ourselves to land-grant institutions”.

“Leader, R&D re: e-learning; learning modules; PD for IT support staff, IT users, learner, faculty; enables collaborative and consortial activities of course development, implementation and evaluation; virtual land-grant - strategic partners the NTU of land grant”.

“An organization which will have members all over the world, which will favor the exchange of courses, knowledge and which will discuss and set the rules to exchange, courses, credit and money – also do the same for research and extension; how to use better the technology”.