



# 2013 Annual Awards Program

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## About the FGDLA

**Vision.** To be the premier professional Association supporting distance learning in the Federal Government

**Purpose and Goals.** The purpose of the Association is to promote the development and application of distance learning (DL) for education and training, primarily within the Federal sector.

- **Facilitate** the exchange of information regarding the current application of and potential further uses for DL in the Federal government.
- **Guide** the appropriate application of DL in the Federal Government through the sharing of best-practices, and fostering research in DL theory & practice.
- **Develop** opportunities for the Federal Government in partnering with industry and academia.
- **Lead** efforts to promote Federal interagency cooperation and collaboration.
- **Advocate** the use of DL for training and education within the Federal Government, and provide recognition of outstanding achievements

**History of the FGDLA.** The FGDLA has a long and rich history with its roots originating at the 1993 TeleCon Conference and the parent organization, the United States Distance Learning Association, which granted the FGDLA charter in 1995. For the past two decades, the FGDLA has been a leading advocate of distance learning in the Federal Government. To view the chronological timeline of the FGDLA.

**Reporting of Financial Data.** Federal requirements to report and file 501(c)(6) FGDLA financial data provided by Essex & Associates Inc., Tax and Accounting Services

## Officers & Board of Directors

**President:** Alex Autry, Dept. of the Air Force

**Executive Director:** Dr. Jolly Holden, American InterContinental University (Ret., USAF)

**Vice President, Government Sector:** Greg Frederick, Dept. of Defense

**Vice President, Higher Education Sector:** Dr. Carla Lane, UCLA

**Vice President, Corporate Sector:** Russ Colbert, Polycom

**Treasurer:** Randy Palubiak, Enliten Management Group

**Secretary:** Joy L. Green, Dept. of Defense

**Chairman of the Advisory Board:** Michael Sousa, Pragmatics

**Chairperson, Board of Directors:** Dr. Philip J.-L. Westfall, Dept. of the Air Force

**Membership Chair.** Paul Keenan. Dept. of the Air Force

**Publications Chair.** Catherine Upton, Group Publisher, eElearning! Media Group

**Marketing & Business Development Chair.** Mike Tippets, VP Hughes Solutions Group

## Achievement Award

**Outstanding Achievement Award:** In appreciation of outstanding service in supporting the vision and goals of the Association.

*John G. Fox, II*, Executive Director, Society for Applied Learning Technology  
*Carrie Vespico*, Conference Manager, Learning Technology Institute

## Individual Awards

**Pillar Award:** In recognition for outstanding service or significant contribution to the FGDLA by an individual not affiliated with the Federal Government.

*Mike Tippetts*, Vice President, Hughes Solutions Group.

Mike's long and distinguished service in supporting distance learning in the Federal Government over the past decade has been exceptional. Particularly noteworthy is his continued and unselfish support of the Association and its members by serving in the capacity of Advisory Board Chair and Marketing & Business Development Chair.

**Pioneer Award:** In recognition of an individual for demonstrating initiative and leadership in the development and implementation of distance learning in the Federal Government.

*Deborah Stokes*, Curator for Education, National Museum of African Art, Smithsonian Institution.

Deborah's distinguished service in supporting the Smithsonian Institution's mission by developing and deploying distance learning technologies has been exemplary. Specifically, through Deborah's initiative, the Smithsonian Institution's National Museum of African Art is putting art back in classrooms that lets students and organizations visit the museum's collection via collaborative meetings utilizing video teleconferencing technology. Virtual visits are replacing in-person field trips with students finding new ways to view, appreciate and understand art and the cultures that created it.

*Major Michael R. Bliss*, Commander, 367th Training Support Squadron ("The Griffin"), USAF.

Major Bliss' distinguished service and leadership in supporting "The Griffin" resulted in numerous and innovative distance learning applications. Specifically, under his guidance, the number of distance learning courses doubled annually, thereby greatly reducing production time and costs which resulted in significant cost savings. Additionally, to ensure compliance with Air Force Standards/Advanced Distributed Learning Service standards, Major Bliss oversaw the creation of five new interactive multimedia instruction courses for Air Mobility Command. Culminating in the command of the 367th Training Support squadron, Major Bliss pioneered the way ahead for the entire U.S. Air Force in the creation of mobile applications. Based upon his pioneering and innovative initiatives, the Air Education and Training Command invited the

squadron to create an Air Force Smart Operations for the 21<sup>st</sup> Century Mobile App for all Air Force AFSO21 facilitators.

**Hall of Fame:** In recognition of an individual who has made significant contributions in promoting and developing distance learning in the Federal Government.

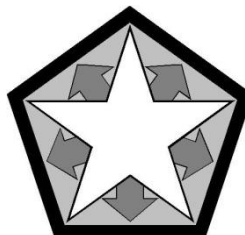
*Russ Colbert*, U.S. Federal Government Market Director, Polycom, Inc.

Russ distinguished career in supporting distance learning in the federal sector has spanned two decades. Specifically, his distinguished service in the U.S. Navy included the establishment, management, and operation of the U.S. Navy's Electronic Schoolhouse Network (ESN). As the Video Teletraining Officer, he supervised the expansion and operation of this network from five locations to twenty-two locations, including ships-at-sea, and successfully designed the first Shore-to-Ship connectivity and course of instruction. Based upon his success with the Navy's ESN, he also assisted many government agencies, universities and corporations in establishing a video network and operations. After serving his country as a U.S. Naval Officer, he continued serving the needs of the Federal Government through various corporate entities as a Distance Education Manager and senior consultant for the integration of video conferencing technology.

**Eagle Award:** In recognition of an individual that has served the Federal Government distance learning community by providing exceptional leadership, vision, and advocacy.

*Dr. Philip J.-L. Westfall*, Director, Air Technology Network, Air University.

Phil's long and distinguished service in supporting distance learning in the federal sector has spanned a career encompassing over two decades. Phil's contributions have contributed immeasurably in laying the foundation for distance learning in the Air Force and extending to the Department of Defense (DoD). This is evidenced his establishment of the Center for Distance Education at the Air Force Institute of Technology, where he became its first Director. His pioneering efforts resulted in the development of the Air Technology Network (ATN), a satellite-based interactive television (ITV) network which ultimately led to the establishment of an interagency ITV network, which he aptly named the Government Education & Training Network (GETN). Additionally, Phil co-founded the FGDLA and subsequently became its first President. As a result of those contributions, 1994 Phil was inducted into the Teleconferencing Hall of Fame, the first [and only] active duty military officer selected for the Hall of Fame. Later acknowledgements of his contributions to distance learning resulted in his induction into the United States Distance Learning Association Hall of Fame, as well as the Federal Government Distance Learning Hall of Fame.



## Organizational Awards

**Pillar Award:** In recognition of an organization that has provided outstanding service to the Association.

*Government Solutions Group, Hughes Network Systems.*

For the past eighteen years, the FGDLA has been the premier professional organization supporting distance learning in the Federal Government. Hughes Government Solutions Group has been instrumental in supporting the FGDLA and achieving its mission through their gracious contributions and energetic support over the past decade.

**Innovation Award:** In recognition of an organization for demonstrating leadership in the development of emerging distance learning technologies providing enterprise-wide solutions for the Federal Government.

*Training Program Office, National Highway Institute, U.S. Dept. of Transportation.*

The National Highway Institute (NHI) development of a three-dimensional (3D), Virtual Bridge Inspection (VBI) computer-based training (CBT) module is an integral component part of NHI's cornerstone, two-week bridge inspection training course. During this course, students participate in field trips to actual bridge sites that allow them to practice applying key bridge inspection concepts. While extremely valuable to the student experience, the field trips are often difficult to arrange due to the many factors the host State transportation agencies must confront. The VBI enables NHI students to practice inspection activities they otherwise would not be able to perform. By using the Virtual Bridge Inspection (VBI) computer-based training (CBT) model, students are able to inspect a up to 30 defects, some of which may be uncommon or rare in their area, practice inspection procedures, and utilize tools, all in a controlled safe environment.

*Training Technology Development Subgroup, Combating Terrorism Technical Support Office (CTTSO)/Technical Support Working Group (TSWG).*

In partnership with their prime contractor, the Combating Terrorism Technical Support Office (CTTSO)/Technical Support Working Group (TSWG) used touch screen authoring tools and technologies to create an innovative mobile learning project/product. The result was the design and development a state-of-the-art mobile Gas Chromatography-Mass Spectroscopy (GC-MS) performance support tool. Performance requires careful manipulation of the GC-MS and multiple components requiring psycho motor skills and ability to follow precise processes. The resulting application enables touch manipulation of the GC-MS system in a 3D environment, including assembly, calibration, operation and maintenance. Over 5,000 first responders (DoD Counter-Terrorism Technical Support Office, FBI Hostage Rescue Team, OSHA, and the US Marine Corps) deployed to dangerous environments will now benefit from this innovative mlearning technology application.

**Five Star Award:** In recognition of an organization for demonstrating excellence in providing enterprise-wide distance learning solutions for the Federal Government.

*367th Training Support Squadron (The “Griffin”).*

The 367th Training Support Squadron has created some of the most innovative, technologically advanced digital tools to hit the Air Force, including the development of the Air Force’s first desktop engine run simulator, mobile learning applications, tablet-based digital maintenance checklists, digital publishing, and an internally designed and developed aircraft marshaling simulator using the Microsoft Kinect. Additionally, since mobile Learning has become an integral part of classrooms worldwide, the Griffin recognized these efforts and developed a mobile courseware delivery strategy that provides access to learning anytime, anywhere.

*Center for Development of Security Excellence (CDSE), Defense Security Service (DSS).*

The Defense Security Service (DSS) Center for Development of Security Excellence (CDSE) supports its mission to ensure protection of our nation’s security and its warfighters by providing security education and training to Department of Defense (DoD) and other U.S. government personnel, DoD contractors, and sponsored representatives of foreign governments. With limited staff and a small traditional classroom capacity, CDSE decided in 2007 to expand its ability to offer hands-on courses to security professionals using proven distance learning technologies. Over time, CDSE has devised new and innovative ways to reach its audiences and enhance their performance of security-related duties. This foresight positioned CDSE to successfully fulfill its mission in the current environment of shrinking budgets, employee furloughs, and reduced travel ability. Since CDSE began increasing its focus on providing enterprise-wide distance learning, it has seen a tremendous increase in course completions. Completions jumped from just over 30,000 in 2007 to over 300,000 in 2012.

*US Army Enterprise Classroom Project: Classroom XXI, Infrastructure Office, Education Support Division, Army Training Support Center (ATSC).*

The Enterprise Classroom Programs technology establishes a modernized digital classroom environment. These digital classrooms support approved instructional methodologies and instruction associated with resident training and education courses, thereby ensuring standards of interoperability, compatibility, scalability and sustainability. Through the use of distance learning technologies, this innovative program contributes to operational and sustainment efficiencies in maximizing soldier training effectiveness in supporting the Army’s Learning Model 2015 initiative.

*Landstuhl Regional Medical Center, European Regional Medical Command.*

The LRMC provides primary care services for more than 65,000 beneficiaries and specialty care and hospitalization for 245,000 U.S. service members and their families serving in Europe. To meet their increasing demand in providing quality healthcare training, the LRMC is using interactive, video conferencing technology to support their training and medical education.

*Joint Forces Staff College.*

The Joint Forces Staff College (JFSC) is the premier institution for educating national security professionals in planning and executing joint operations. Specifically, the JFSC has developed two distance learning programs, the Advanced Joint Professional Military Education, and the Senior Enlisted Joint Professional Military Education, in order to provide reserved component officers with a means to meet Joint Professional Military Education requirements. These programs integrate an online component with the traditional classroom in creating a blended learning solution anchored by a learning management system. The self-paced, online component utilizes multimedia instruction, case studies, group collaboration using wikis, discussion boards, and synchronous sessions. The learning management system provides a dynamic classroom environment with rich interactive multimedia instruction.

*Office of the Chief Information Officer, Enterprise Applications Services, U.S. Dept. of Agriculture.*

In 2004, the department implemented AgLearn, the USDA's consolidated LMS. Since then, several improvements have been made to optimize the technology, improve business processes, and transform their organizational culture to support an enterprise-wide distance learning solution. The outcome of USDA's LMS integration initiative produced web-based training products that helped AgLearn administrators improve their system skills. A mobile learning solution was also implemented within AgLearn that supported USDA's dispersed workforce. The culmination of USDA's dedication in optimizing AgLearn resulted in numerous enterprise-wide distance learning solutions in supporting around-the-clock accessibility to the 110,000 USDA users. Since 2007, over 5 million online courses have been completed in AgLearn, and within the past three years, the USDA has been able to quantify the economic value of their activities by cost avoiding \$74 million.

*Office of Consular Affairs and Technology, U.S. Department of State.*

The Office of Consular Affairs and Technology mission is to provide support and training for the Department of State's 27 domestic passport sites and over 230 overseas locations. Confronted with mandatory budget cuts, the Office of Consular Affairs and Technology began an initiative to implement a distance learning solution. The results of their distance learning initiative were astonishing. Specifically, the Office of Consular Affairs achieved an estimated cost avoidance of millions of dollars, delivered over 40 subject-specific interactive online training packages, 15 training videos and 20 Quick Reference Guides and Job Aids to over 2,500 Dept. of State employees globally, encompassing 200+ live sessions. Year to date, there have been over 7000 visitors and over 15,000 views to the online training.

### *U.S. Army's Combined Armed Support Command (CASCOM's) Technology Integration Branch.*

The U.S. Army's Combined Armed Support Command (CASCOM's) Technology Integration Branch supports their proponent schools by providing an enterprise Learning Content Management System (LCMS). This innovative use of an LCMS integrates domain administration, maintenance, and training. Specifically, the Technology Innovation Branch develops in-house distributed learning computer and web-based courseware and training products and virtual and gaming training simulations within the software and hardware capabilities of the organization. The Technology Innovation Branch is CASCOM's lead for researching and delivering a mobile learning solution, as well as supporting other emerging training technology and tools. The branch also provides support during the development of training products by using new technology strategies and devices.

### *Medical Education Training Campus (METC).*

The Medical Education Training Campus (METC) supports medical specialists training encompassing all of the military services and the U.S. Coast Guard by integrating an enterprise Learning Management System (LMS). Beginning in 2010, the METC was able to expand its traditional classroom instruction to a blended learning environment through this innovative use of a LMS that resulted in the addition of over 11,000 new users. Since then, the METC launched 215 active courses and graduated over 1,000 medical specialists. Additionally, the METC has achieved impressive reliability and service levels since their LMS can support up to 2,000 simultaneous users that ensures optimal configurations in meeting ongoing training demand.

**Eagle Award:** In recognition of an organization in the Federal Government that demonstrates unique leadership in serving the needs of the federal government distance learning community by providing advocacy, information, networking, and opportunity.

### *Advanced Distributed Learning Initiative.*

The ADL Initiative was a result of Presidential Executive Order 13111 signed on January 12, 1999, to ensure that DoD and other federal employees take full advantage of technological advances in order to acquire the skills and learning needed to succeed in an ever-changing workplace. The ADL Initiative was developed to harness the power of learning and information technologies and to standardize and modernize education and training.

Since its inception, the ADL Initiative has fostered the development, dissemination, and maintenance of guidelines, tools, methodologies, and policies for the cost-effective use of advanced distributed learning resource sharing across DoD, other Federal agencies, and the private sector. It has also supported research and documentation of the capabilities, limitations, costs, benefits, and effectiveness of advanced distributed learning.