



FGDLA
FEDERAL GOVERNMENT DISTANCE LEARNING ASSOCIATION

2014 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.

Officers & Board of Directors

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Individual Awards

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

Michael Sousa, Director of Audiovisual and Learning, Pragmatics

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.

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

Mark Kazak, E-Learning Development Specialist, Interactive Multimedia, Integrated Learning Environment, Navy Medicine Education and Training Command

As the sole member of the Interactive Multimedia Department, Mark was managed over 160 Navy Medicine E-Learning Courses and the post graduate survey program. He developed interactive multi-media "flash cards" in providing blended learning opportunities across generational students, and created "just in time" training for the healthcare team. Most notable was his most addressing the provision of care to those military service members suffering combat related traumatic brain injury. Mark's knowledge, professionalism, and expertise has had a profound impact on the professional development of Navy's junior Sailors.

Helen A. Remily, TRADOC Capability Manager, The Army Distributed Learning Program, Army Training Support Center

Ms. Remily's distinguished service in supporting the management and future direction of the Army Distributed Learning Program has been exceptional. Her leadership includes oversight of key components of the Army's distributed learning program such as the Digital Training Facility, courseware development, learning management system integration, deployed digital training campus, and the Classroom XXI initiative. Her ceaseless efforts in maintaining the high standards expected of the Army's education and training programs have resulted in a highly qualified and fully prepared warfighter.

Samuel C. Hazzard, Emergency Management Education & Training Manager, Emergency Management Division Air Force Civil Engineer Center

Samuel's implementation of distance learning techniques resulted in the creation of streamlined, tiered training approach to disaster response force training conducted at every Air Force installation worldwide. His distance learning campaign effort in raising hazard and basic awareness issues across the Air Force ensured the military community was equipped with the knowledge needed to prepare for, respond to, and recover from all hazards that may affect them. By incorporating distance learning innovations in the Air Force's Chemical, Biological, Radiological, and Nuclear Defense Awareness course, he reduced student seat time by 33 percent resulting in a savings of \$335,000. Lastly, his

establishment of the Rapid Agile Development System streamlined process for Emergency Management distance learning courses resulted in significantly less development time and subsequent cost savings.

Timothy John Carrier, Executive Producer, The Justice Television Network, Office of Legal Education, Department of Justice

The Office of Legal Education is the primary training arm of the Department of Justice for Federal prosecutors, litigators and legal support staff, as well as supporting the mission of the DOJ's major law enforcement bureaus, offices, boards and divisions. Tim's distinguished service and leadership in supporting the Office of Legal Education, has resulted in numerous distance learning applications. Specifically, since its inception in 1998, his leadership and management of the daily operations, design, installations and contracts associated with Justice Television Network (JTN) and Media Services have been extraordinary, as evidenced by the production and distribution of hundreds of hours of critical legal training to a target audience of over 100,000 DOJ and other Federal legal staff.

Forrest R. (Rich) Schrum, Operations Manager, Aviation Training Network, FAA Academy, Dept. of Transportation

Rich's distinguished service and leadership in supporting the FAA Academy's Aviation Training Network (ATN) over the past fifteen years has been exceptional. His expertise pertaining to the selection and utilization of methodologies and media in the development, revision, and maintenance of training materials supporting the FAA Distance Learning Program has been invaluable to the success of the ATN. His dedication and commitment in leading instructional systems design teams in the development of new training courses for delivery using the Academy's state-of-the-art satellite television system have resulted in increased student throughput and significant cost savings.

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

Dr. Judith Bayliss, Center Director, Teaching and Learning Lab, Defense Acquisition University

Dr. Bayliss distinguished service in supporting DAU's mission by developing and deploying technologies supporting distance learning during the past several years have been exemplary. Dr. Bayliss leadership in establishing DAU's Teaching and Learning Lab and as Center Director, Curriculum and Faculty Services, has become a vital resource in ensuring DAU retains its leadership position among the Federal Government learning development community. As a promoter and advocator of distance learning and learning technologies, her contributions to supporting the mission of DAU has proved significant in providing the essential knowledge sets and critical skills in maintaining a highly effective and efficient DoD acquisition workforce.

John F. Hemleben, Dean of Academics, Marine Corps College of Distance Education & Training, Marine Corps University

Dean Hemleben's contributions to the Marine Corp over the past fourteen years have been exceptional as evidenced by his leadership of the College of Distance Education and Training, Marine Corps Command & Staff College Distance Education Program. His involvement with the development of Marine Corp's College of Distance Education and Training onsite and online seminar programs supporting the Expeditionary Warfare School and Command and Staff College distance education programs has contributed significantly to increasing the effectiveness and efficiency of the Marine Corp warfighter. As a promoter and advocator of distance learning, his contributions to supporting the mission of Marine Corp University has proved significant in providing the essential knowledge and critical skills in maintaining a highly effective and efficient Marine Corp warfighting capability.

Dr. Reggie Smith, III, Senior Technical Advisor, JANUS Research Group, Inc.

Dr. Smith's distinguished service in supporting distance learning in the Federal Government for the past nineteen years have been extraordinary. His leadership in establishing video teleconferencing in the National Guard began as early as 1995, and ultimately culminated in the deployment of a nation-wide, video teleconferencing system supporting the war fighting capabilities of the National Guard as well as active duty military forces. His strategic planning and interagency outreach initiatives in supporting the Advanced Distributed Learning organization and the Joint Knowledge Online's knowledge development and distribution capability successfully bridged the cultural differences across federal agencies. As a promoter and advocator of distance learning, his contributions in supporting the development and deployment of distance learning technologies has proved significant in providing the essential knowledge sets and critical skills in maintaining a highly effective and efficient Federal Government and military workforce.

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

Dr. Christopher Hardy, Director, Strategic Planning, Office of the President, Defense Acquisition University

Dr. Hardy's distinguished service in supporting distance learning in the federal sector has spanned an impressive career. His accomplishments and contributions over the past twelve years have contributed immeasurably in laying the foundation for distance learning at the Defense Acquisition University. As DAU's previous strategic planner, he provided the road map for DAU's rise to national preeminence as an award winning corporate university that has repeatedly been recognized as one of the best throughout the public and private sectors. His initiative in advancing DAU's capabilities with a learning analytics team enhances the academic rigor and quality of DAU's distance learning courses. Through Dr. Hardy's leadership, DAU has incorporated games and simulations, virtual worlds, and robust social collaboration methods into the distance learning curricula. This exemplifies how DAU looks continually at emerging trends and technologies to ensure the university offers the best capabilities to the workforce.

Organizational Awards

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.

I.G. Brown Training and Education Center (TEC), TEC TV, Air National Guard

The I.G. Brown Training and Education Center serves as the Air National Guard's (ANG) Program Management Office for the Warrior Network. The Warrior Network provides information transport capabilities for the purpose of mass communication and distance learning via satellite to 186 downlink sites across the US. After a significant facility upgrade, TEC TV embarked on a concept of operation called Video Tele-Training (VTT), a high frame rate/high definition video telepresence over a dedicated Virtual Private Network (VPN) IP-based circuit. The VTT delivered training and education programming to remote sites that provided synchronous video and audio. Combined with TEC TV's production capabilities, VTT has supported interactive learning exercises, teaching interviews, panel discussions, guest speakers, student interaction with the experts, and student-to-student interaction. VTT has increased the accessibility of content for all ANG members, greatly reduced travel expenses, and supports the TEC strategic goal to leverage technology to achieve its mission to engage, educate, and inspire leaders responsible for our Nation's defense.

Mental Health Web Services, Mental Health Informatics Section, VHA Mental Health Services, Department of Veterans Affairs

The growing need for mental health services within the military, the stigma associated with receiving care for the 'invisible wounds' of war (e.g., post-traumatic stress), and the challenges the Department of Defense (DoD) and Department of Veterans Affairs (VA) face in assisting a common population at different life stages, has necessitated a joint effort between the Cabinet-level Departments; the effort is referred to as the DoD/VA Integrated Mental Health Strategy (IMHS). In response to IMHS's call for developing web-based interactive programs for Veterans who may have mental or behavioral health concerns, VA partnered with DoD to develop two free online courses called *Moving Forward: Overcoming Life Challenges* and *Parenting for Service Members and Veterans*. These courses help veterans, service members, and busy parents to better understand their problem-solving strengths and weaknesses, identify goals, and formulate plans to confidently face demanding situations. These open source courses require no log-in or identifying information, provide users with complete privacy and anonymity, and their modular structure allows learners to quickly navigate to the topics that are of immediate interest and relevance.

Emergency Management Division, Air Force Civil Engineer Center

The Emergency Management Division has been at the forefront of innovative distance learning for several years. Recently, the Air Force's Chemical, Biological, Radiological, and Nuclear (CBRN) Defense Awareness course was significantly enhanced by integrating video demonstrations that utilized alpha channels to create the illusion the learner

was completely immersed in the graphical user interface. Specifically, live action models demonstrated the use of the protective mask and donning of the chemical protective overgarment. The innovative use of embedded, immersive videos provided cue points for enhanced interactivity and actively engaged the learner rather than being a passive element in the educational process. Additionally, the Emergency Management Division developed an emergency preparedness app made available to all federal government employees, contractors, and dependents. The app included information on 32 hazards and steps an individual or family should take before, during, and after a hazardous emergency. The continuous efforts of displaying and disseminating hazard and basic awareness information is paramount in ensuring federal government employees, contractors, and families are equipped with the knowledge needed to prepare for, respond to, and recover from all hazards that may affect the federal government workspace and community.

The Civil Engineer School, Air Force Institute of Technology, Air Education & Training Command, USAF

Supporting the Air Education and Training Command initiatives to reduce costs and increase learning opportunities for Air Force Warriors, The Civil Engineering School has been instrumental in expanding their distance learning programs. Through the use of innovative e-learning tools and instructional media, annual student throughput has increased 56 percent. The Civil Engineering School has reengineered their distance learning broadcast studios to improve the quality of their interactive television (ITV) courses. This was achieved by integrating a lecture capture capability so learners can access the courses from remote locations. Also, integrating video teleconferencing systems into the broadcast studio has provided the capability for guest speakers to access the ITV classroom from remote locations. This enhanced function has made a substantial enrichment of the guest speaker program, permitting each class of learners the opportunity to connect with the “Best of the Best” subject matter experts. The school has also added the ability to stream ITV courses to locations where no ITV receive capability exists, resulting in increased student throughput and significant cost savings.

Joint Improvised Explosive Device Defeat Organization, Dept. of Defense

TRADOC Capability Manager for Biometrics, Forensics, & Machine Foreign Language Translation, U.S. Army

U.S. Army Intelligence Center of Excellence

Collectively, these three organizations collaborated in the development of a modular, fully immersive 3D virtual cinematics and environment-based serious game. Named “Operation Identity Dominance”, this innovative application of serious gaming technology trained warfighters on biometrics and forensics intelligence collection, and analysis and dissemination procedures. Additionally, this virtual training solution is also being used to train Joint military forces worldwide via a distributed learning initiative. This game technology is the largest non-shooter serious game under development within the Department of Defense (DOD) and the Army’s only serious game program of record. The game is a blend of Interactive Multimedia Instruction and cinematic-based conceptual training for biometrics and forensics processes, intelligence collection, and culture training set in a realistic Virtual Training Environment (VTE). It provides the ability to teach

students, leaders and units to combine critical thinking, organizational skills, improvised explosive defeat strategies, and attack.

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

Section 508 Office, Office of Information & Technology (OIT), Department of Veterans Affairs

Section 508 of the Rehabilitation Act requires equal access to Federal agency electronic and information technology (EIT) for individuals with disabilities. The VA is the largest employer of Veterans and persons with disabilities in the Federal government. Consequently, the Section 508 Office of the VA's Office of Information and Technology developed six distance education courses made available to over 300,000 VA employees and contractors through its talent management system. The awareness course, *Section 508: What is It and Why is it Important to You?*, was recognized by other government agencies (Department of Homeland Security, Department of Education, and General Services Administration) for its wealth of content, design style and ease of navigation. These agencies began to use the course as part of their Department's learning management systems. Additionally, this course was submitted and accepted to become part of the learning curriculum of the Defense Acquisition University (DAU).

Federal Acquisition Institute, General Services Administration (GSA)/Office of Management and Budget (OMB)

The Federal Acquisition Institute (FAI) was established to foster and promote the development of the Federal acquisition workforce. FAI continually seeks to ensure availability of exceptional training, provide compelling research, promote professionalism, and improve acquisition workforce management. To meet this demand, FAI has been at the forefront of providing innovative performance-focused eLearning courses and performance support tools for Federal acquisition personnel. FAI's custom elearning solutions employ a blended multimedia approach to facilitate learners' understanding and retention of course content. FAI's performance-based courses interweave real-life scenarios and learning activities to help learners connect the content to their own circumstances and immediately apply what they have learned. Since FAI incorporated distance learning into its learning curriculum, it has been able to increase efficiencies, reduce costs, and improve learner access to critical certification training and continuous learning resources.

DoD Cybersecurity Training, Defense Information Systems Agency

The Defense Information Support Agency (DISA), a Combat Support Agency, develops and distributes cybersecurity training products and provides cybersecurity training to users of DoD and Federal Government information systems and the cybersecurity professionals. For nearly two decades, DISA has created a large variety of training, education, and performance support solutions. Using sophisticated distance learning technologies, it has developed over 100 highly interactive web-based courses, more than a dozen performance-based, short-format learning modules, and numerous electronic cybersecurity job aids and performance support systems and tools. DISA's dynamic ap-

proach to delivering the training content enables learners to see the relevance of the content immediately through the use of serious games and simulations and cutting-edge 508 compliance solutions. The result of DISA's distance learning initiatives have resulted in tens of millions of dollars in saving while reaching millions of user from nearly all civilian Federal government agencies, as well as all DoD components.

Communications and Information Agency, Education and Training, North Atlantic Treaty Organization (NATO)

The NATO Communications and Information Agency (NCIA) delivers secure, coherent, cost effective and interoperable communications and information systems and services in support of consultation, command & control and enabling intelligence, surveillance and reconnaissance capabilities. Specifically, the mission of the Education and Training Service Line is to manage, coordinate and deliver education and training services to Agency customers and internal staff in support of NATO. To fulfill its mission, the Education and Training Service Line has deployed distance learning technologies in developing a blended learning strategy in order to reach NATO students spread throughout the participating NATO countries. By integrating videoconferencing, satellite communications, desktop computers, mobile devices, and learning management systems, the NCIA has been able to maintain a secure competitive advantage and increase NATO's readiness.

Instructional Design, Multimedia, and Production Support Branch, Human Resources Services, Defense Logistics Agency

The Instructional Design, Multimedia, and Production Support Branch supports DLA's overall mission of providing worldwide logistics support, in both peace and war, to the Military Services as well as civilian agencies, and foreign countries. Recently, the DLA Training installed state-of-the art broadcast studios to maximize accessibility to quality training as well as to reduce costs by allowing instructors to utilize the Department of Defense (DOD) Web conferencing platform, Defense Connect Online (DCO). Instructors using DCO can lead multi-screen live video conferencing, and produce high-production value, professional quality videos that includes animated 3-D graphics, SMARTboards, document cameras, and computer screen sharing. This initiative has drastically reduces training costs and lost work time while improving overall productivity by saving the DLA \$3.7 million in travel-related expenses and delivered over 130 distance learning courses spanning an eight month period.

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.

Air Force Institute of Technology, Air Education and Training Command, USAF

AFIT's distinguished accomplishments and pioneering efforts in distance learning began over forty years ago when, in 1973, the Teleteach program was created which utilized audio conferencing technologies. In 1980, the Teleteach system was expanded to include an electronic white board and, in the mid 80's, AFIT continued its expansion into distance learning through the distribution of videotape courses. During the early 90's, AFIT

created the Center for Distance Education, becoming the first "formal" distance education organization in the DOD. Later in the decade, AFIT developed computer based instruction courses and, in 1994, launched the Air Technology Network (ATN), a satellite-based distance learning system which later became the foundation for the Government Education and Training Network (GETN). Upon the dawning of the new millennium, AFIT continued its distance learning journey by expanding the ATN globally, and developed the capability to offer online graduate degrees.

