

Faculty Support Strategies

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Abstract: The panel will discuss a variety of approaches for supporting faculty who teach with technology. The panelists will describe strategies and lessons learned when implementing different support models. Support strategies range from centralized help desk support, online help, just-in-time training modules, student consultant teams, and workshop formats to individualized consultation with full-time staff either in a faculty support center or in faculty offices. The panel will also share challenges faced at their institutions including, scaling support to meet increased use and complexity of technology, varying models of software training, and production services. Ample opportunity for discussion will help instructional technology specialists, faculty and campus administrators explore different options for leveraging the potential of teaching with technology.

Introduction

E-Learning by definition involves teaching with technology. With increasing numbers of faculty requiring support, how do institutions meet the demand with existing or in some cases decreased resources?

Panelist Abstracts

Kimberly Hayworth

Abstract: There are a variety of faculty support models in place at Stanford University ranging from discipline-specific Academic Technology Specialists in some departments, Academic Technology Lab (ATL) support for creation of instructional materials from any discipline, the Center for Teaching and Learning that provides an emphasis on pedagogy, general web-based training resources to centralized Help Desk support. Academic Computing is currently consolidating consulting models to leverage resources and expand the support base. The goal is to move from individualized consultations with faculty by full-time staff in the ATL to a more project-based programmatic or departmental approach driven by teams of student consultants behind the scenes. The resulting projects and materials would then be available for use on a wider scale. Other pilots include outreach to departments by providing tailored workshops for groups of faculty as well as the development of departmentally-based resource centers staffed by Academic Technology Associates.

William Koffenberger

Abstract: Positive Changes?

The George Washington University (GWU) provides faculty with two primary types of centralized instructional technology support based on a model initiated in the late 1990's. Our faculty teaching technology support model has consisted primarily of skills transfer (staff-to-faculty and faculty-to-faculty) and provision of course content development tools (multimedia technologies) through our resource center, the Instructional Technology Lab. Seeking to build a more scalable model for faculty support, the university is embarking on a new effort to increase faculty support through increased distance based course development. Revenue from these courses would be redistributed to expand other faculty support services. Changing a faculty support model from a direct skills transfer and reactive support model, through our lab, to a more intensive production orientation, presents many challenges and opportunities. This panelist will briefly outline the original support model, highlight previous changes to our model and discuss several current challenges involved in the transition.

Kimberly Hall

Abstract: At Emerson College, the Instructional Technology Group (ITG) provides faculty development primarily through one-on-one consultations. The presentation will detail the short history of ITG and its growth of four staff members serving a faculty body of approximately 250. It will detail ITG's experiences with providing workshops, support through online and print documentation, and a series of consultations throughout the semester. The presentation will explain the principles behind this approach in the aims to integrate effective instructional design practices, and how we find the one-on-one practice to be most effective in this aim. The panelist will explain how ITG integrates with other support departments. These departments are also within Information Technology: the Help Desk, Lab Operations, Networking, and Information Services. Academic departments include the Library and technologists placed in Journalism, Visual Media Arts, and the Institute for Liberal Arts and Interdisciplinary Studies. Past milestones, challenges, and future plans will be explained.

Panel Outline

I. Panel Introductions

Kimberly Hayworth, Panel Lead

II. Overview of Current Faculty Support Models

William Koffenberger

Kimberly Hayworth

Kimberly Hall

III. Opportunities and Challenges

William Koffenberger

Kimberly Hayworth

Kimberly Hall

IV. Future Plans

William Koffenberger

Kimberly Hayworth

Kimberly Hall

V. Question and Answer Period