Summary of Faculty and Peer-to-Peer Transfer of Technology
Participants: variety of roles: faculty, comp. Center, TLT support

Session A on Wednesday: Examination of the best practices in education and the professional
advancement of both professors and TLT professionals
Define critical issues, concerns, and priorities

Concerns

General:

Student demand – for web enhancement, want speed, convenience and NOW – and want pizzazz. "Any
information on the web which doesn't help me complete my assignment is worthless."

It's the amount of money, plus decision on how to spend it. There is variation in how well campuses, and
units on campuses, spend IT and faculty development funds. Desktop computers, with approx. 3 year
replacement*, should be considered normal productivity tools needed for quality work, instruction, … But
doing this productively requires a good quality IT staff to provide support – and that requires the
administration to make a commitment. We encourage the Chancellors to make IT a priority, both support
and for faculty use.

Can we get more students involved in the TLT Collaborative?

Working with Faculty: General

"Them" – who? Implications of this label

Who to call to get help – a PR problem – will a call be answered by a live person, who is sympathetic, and
who can connect to a person who knows the answer.

Should support people also teach? Support titles – don't describe roles well
Many faculty don't know how to get answers

Cultures – student, faculty, staff

Distinction between the ITC doing things for the faculty, vs. teaching the faculty to do things.

Library may have a better relationship with faculty than IT/LT support does, but have some similar
problems in training/support, e.g., of new databases.

A PR problem – in informing faculty of what can be offered to them.

Workload – hard for faculty to foresee how much work a task will involve

Whose responsibility is pedagogy? Needs both the ITC and the faculty to be thinking!

Who to call to get help – a PR problem – will a call be answered by a live person, who is sympathetic, and
who can connect to a person who knows the answer.

Working with Faculty: Instruction:

Questions:
- Reactive/Just in Time vs. Proactive training?
- Do workshops work?

- How about 1 on 1? (e.g. "by appointment")
- How do these strategies scale?
- Workshops – what about short, focused, direct practical result? vs. a theoretical/philosophical ones?
- How do pedagogy & technology get together in support?
- Whose responsibility is pedagogy? Needs both the ITC and the faculty to be thinking!
- How to design for more than one platform: Handhelds and WebTV

Many campuses are using adjunct (part-time) faculty to teach on-line courses – and not giving them support, computers, etc.

UNC system wide IP policy – also needs specific implementation at each campus – more provision for faculty ownership (see policy listed in Resources section at bottom of this)

Should there be central support for new services (comparable to old centralized slide processing) e.g. scanning, video work?

Should campus specify what computer/software must be used by everybody?

Legal issues – see UNC IP Policy – ADA issues

Workload – hard for faculty to foresee how much work a task will involve.

Computer lingo can be difficult for faculty to understand.

Working with Faculty: Incentives
Faculty incentives: carrot vs. stick – carrot is better, but campus priorities may divert effort to stick.

Faculty barriers:
- Time
- Fear
- Inexperience
- bad history of interaction with MIS (including myths), bad experiences with immature CMS.

Faculty motivations:
- told to use technology
- want to do a presentation like ones seen

Effective types of support – e.g. "house calls" – cost to campus, is there administrative backing for the cost?

Faculty roles and rewards, and Promotion and Tenure – may not be looked on positively by the senior faculty who vote on P&T.

Might departments give some "load reduction" to faculty putting material on-line for the first time? Does it take more or less time to continue teaching an on-line course vs. traditional?

Resources:
Training Instructors in New Technologies http://www.thejournal.com/magazine/vault/A20ll.cfm

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http://www.northcarolina.edu/docs/aa/research/copyright/BOG_copyright_policy.pdf

Legal issues – see UNC IP Policy – ADA issues http://www.ga.unc.edu/~hes/access.html