<table>
<thead>
<tr>
<th>Ref No</th>
<th>Themes</th>
<th>Projects</th>
<th>Work Products</th>
<th>Roles &amp; Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Bridging research and practice</td>
<td>Create “translators” of research material; middleware for research synthesis and application in praxis; Rotate a full-time position to collate and synthesize research within academic support services; intermediate layer; A digital library of research on practice (collect and distribute available resources); possibly create templates for use as translators; or create process for effectively accessing research (ie, translations would have to take different forms to be effective with different people. For example, some faculty are fine reading educational research. Others don’t want anything to do with it so you have to boil it down. Others don’t want a summary but would pay attention to case studies. Others need to see a template.)</td>
<td>NLII</td>
<td></td>
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<tr>
<td>2.0</td>
<td>Multiple “bridgers” roles</td>
<td>Identify key functionalities in a “bridging” role that will be attractive for faculty and/or researchers; examine non-traditional roles for institutions to explore and develop</td>
<td>Build a viable job description that has institutional incentives; set up support infrastructure for these multi-role individuals (and possibly certification)</td>
<td>Advocacy partnerships</td>
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<tr>
<td>3.0</td>
<td>Changing academic culture</td>
<td>Overcome “phat elephant” in traditional institutions; Alter graduate certification for teaching; incorporate certification into national creditation or conferences.</td>
<td>Create community certification process or at least the requisites (skill set) that would be most desirable and a consortium of institutions which would offer workshops; distance conferences; CoP’s and certification towards this.</td>
<td>Which national committees would partner and lead this?</td>
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<tr>
<td>4.0</td>
<td>Infrastructure</td>
<td>Survey institutions what roles people are doing to support the bridging process and identify key needs Develop resources of best projects and access to these projects</td>
<td>Develop surveys; Develop process guides; Develop “litmus tests” for comparison with these “best projects” for institutions to place themselves within and ways to reach goals</td>
<td>NLII; AAHE;</td>
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</tbody>
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## 5.0 Communities & stars & social networking

| Need to make examples available, and results (create a culture of evidence) then find a form of peer-to-peer learning so faculty learn from a respected colleague. Consider communities of practice as one mechanism. Perhaps faculty development is another. Highlighting national “stars” in practice and getting them and their work into the community as models. | Since no one community can be the solution, a variety of communities needs to be set in motion and sponsored to seek possible best practices. | See *Designing Virtual Communities* Barab, Kling, et. al. for reference and possible partnerships. Partner senior faculty with junior faculty; Sr designer with jr designer; Sr instructional support with jr instructional support – can be cross institutional. |

## 6.0 Training, background, technologies, constituents, blended communities and different levels

| Have faculty experience what it is like to actually learn differently; develop best practices that could be put together in sponsored project programs. Need to model the best behavior to instructors and instructional support. | Seek sponsored projects within disciplines working with 1-1 researcher and instructor. Create site of course-related or instruction/research related material to then feed into digital library (ie MOATS-type project). | Research-based practice. This really synthesizes the research as well as practice. (May need to implement things by disciplines.) Interesting if can cross-institutional collaborate |

## 7.0 Remove barriers to researchers & practitioners working together

| Create a technology that houses research findings & make it transparent. Go horizontal and vertical with it, with common access to resources for each at different levels. | This also creates common vocabulary & ontology – gets the research out of the “lab” into the class | Vendors? |
### Strategies for Diversity of Perspectives & Mutual Respect

Part of larger system, larger environment – there is a commonality of going through a process such as sharing opposing or differing agendas and examining approaches from those viewpoints. Creating a Shared responsibility from it.

### Project & goals:

- **Challenge in changing the central support initiatives (i.e. provost level):**
  - NLII identify groups that support teaching and learning with technology
  - Aggregate those groups. Collect data on who and share mission statements
  - Share funding models
  - Faculty needs to be valued by advancement practices – partner senior faculty with new faculty
  - Researcher & Faculty & Technologist need a feed of publications or a bibliography of where the researchers are publishing their work.

- **Support issues:**
  - Not a problem of research design, more so research support
  - Necessity of having the right individuals in support roles

- **Collaboration requires social integration, respect, & if not understanding at least acknowledgement:**
  - Carnegie will redo the classification system to incorporate measures of innovation in teaching (2005)
  - Faculty, Researcher profiles
  - NSF fund social networking events. Get to know each other.
  - Team building
    - Walking in each other's shoes – administrators teaching a course. Taking on different roles. Online activity allows for taking on roles “in theory”.
    - Debriefing - Have discussion about transforming dysfunction into function, what
    - Have students (re)design a course
    - Games, retreats, online activities, physical.

- **Specific project: SimEd**
  - Randomize roles or assign
    - Instructor => Instructional designer
    - Student =>
    - Admin =>
    - Researcher =>
    - Instructional designer =>
    - Observer/Reporter (for reality check)
  - Online: Role in subject, role play in different milieu (or not)
  - Switch roles in an online teaching scenario, lottery, characteristics of the player
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