Inspiring faculty to innovate and collaborate in instructional design

**Discovered Efficiencies**

**Approaches:**
- Provided shortcuts and time-saving tips
- Highlighted central resources and support structures
- Balanced an initial investment with long-term payoffs

**Faculty Voices:**
- "This will revolutionize my grading! I'm so happy that I can now comment on papers online rather than repeatedly writing the same comments on hard copies of students."
- "These three things [web conferencing, lecture capture and live streaming of lectures] are good rather than repeatedly writing the same comments on hard copies of students."  
- "I definitely feel more excited and able to intelligently incorporate technology into my teaching. Given the wide array of options, and the focus on student learning, the institute engaged me in complex thinking about using technologies."

**Improved Morale**

**Approaches:**
- Provided good food, formal recognition and a community spirit
- Fostered partnerships with support staff and peers
- Eased faculty fears, sense of isolation, and apprehension  
- "Thank you all for making me feel comfortable. I walked into the room believing that you guys were trying to have technology take my place in the classroom. I also had fear because I felt ignorant about all these tools. Knowing that you are here to help me as I implement some of the strategies and tools I am learning through Academic Technology gives me confidence to follow through with what I intend to implement with the students."  
- "I am very aware of and teach about invisible disabilities, but now I am planning to use, for example, the [accessible] syllabus tool to expand my ability to reach out to students."  
- "I'm thinking about ways to restructure the course, ways to integrate more media, ways to engage students and have them share research with each other on forums etc..."  
- "I thought I was helping my students by providing them with great resources. But I did not realize I was "data dumping" and thus making important and useful resources inaccessible to some students."  
- "Now I can see that providing instant feedback, exploiting a multitasking environment, etc., can have a didactic value."

**Improved Courses**

**Approaches:**
- Highlighted positive and negative examples for organizing courses
- LMS site provided resources, templates and team-created course modules
- Shared students’ voices lamenting the LMS as a “document dump”
- Demonstrated UDL principles within the context of course organization

**Faculty Voices:**
- "I thought I was helping my students by providing them with great resources. But I did not realize I was "data dumping" and thus making important and useful resources inaccessible to some students."
- "I’m thinking about ways to restructure the course, ways to integrate more media, ways to engage students and have them share research with each other in forums etc..."
- "I thought I was helping my students by providing them with great resources. But I did not realize I was "data dumping" and thus making important and useful resources inaccessible to some students."
- "I’m thinking about ways to restructure the course, ways to integrate more media, ways to engage students and have them share research with each other in forums etc..."
- "I was “data dumping” and thus making important and useful resources inaccessible to some students."

**Developed Strategies to Meet Student Needs**

**Approaches:**
- Explored informal learning styles and corresponding teaching approaches
- Highlighted central resources and support structures
- Developed partnerships with support staff
- Provided shortcuts and time-saving tips

**Faculty Voices:**
- "I was “data dumping” and thus making important and useful resources inaccessible to some students."
- "I’m thinking about ways to restructure the course, ways to integrate more media, ways to engage students and have them share research with each other in forums etc..."
- "I was “data dumping” and thus making important and useful resources inaccessible to some students."
- "I’m thinking about ways to restructure the course, ways to integrate more media, ways to engage students and have them share research with each other in forums etc..."

**Further Points of Interest**

- Apply a flipped classroom model
- Publish a faculty learning community to develop courses together
- Follow up with advanced institutes for faculty
- Provide institutes for students
- Allow faculty to work on own courses in an institute setting

**Developed Partnerships**

**Approaches:**
- Speakers modeled best practices
- Project-based learning format allowed for peer mentoring
- Assigned instructional designers provided enduring 1:1:1 mentoring
- Faculty met support staff

**Faculty Voices:**
- "Most important takeaway . . . the buddy and cohort."
- "I especially like how we are assigned to technology consultants to tailor our own classes, rather than having a one size fits all workshop."
- "Without feeling strange, now I can contact my personal technology consultant to discuss and get some help!"
- "I especially like how we are assigned to technology consultants to tailor our own classes, rather than having a one size fits all workshop."
- "Without feeling strange, now I can contact my personal technology consultant to discuss and get some help!"