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# Promoting Faculty Adoption of Technology

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# Background

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- ◆ Plan for the Class of 2000
  - Emphasis on small class size
    - 40 new faculty positions
    - First Year Seminars
  - Technology Initiative

# First Year Seminars

Art	Sacred Spaces
Chemistry	Structure and Symmetry in Nature and Design
Education	Race, Class, and Gender in a Color Blind Society
Humanities	Homosexuality: History, Culture, and Religion
Physics	Understanding Stuff
Theatre & Sociology	The American Family: Explorations In theatre and Sociology

# Technology Initiative

- ◆ ThinkPads
  - Why Laptops?
  - Portability, Portability, Portability!
- ◆ Enhancement of the campus network
  - Dorms, classrooms, work areas wired
  - Wireless
- ◆ New technical staff
  - Additions to IS staff
  - Technical staff out side of IS

# Academic Computing Specialists

- ◆ Assigned to “blocks” of academic departments
- ◆ Report to Dean and Department Chairs
- ◆ Technical ability AND area specific degrees
- ◆ 10 hired originally
- ◆ Not centralized
- ◆ No “career path”



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Academic Computing Specialist

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Instructional Technology

Specialist

Consultant

Analyst



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# STARS

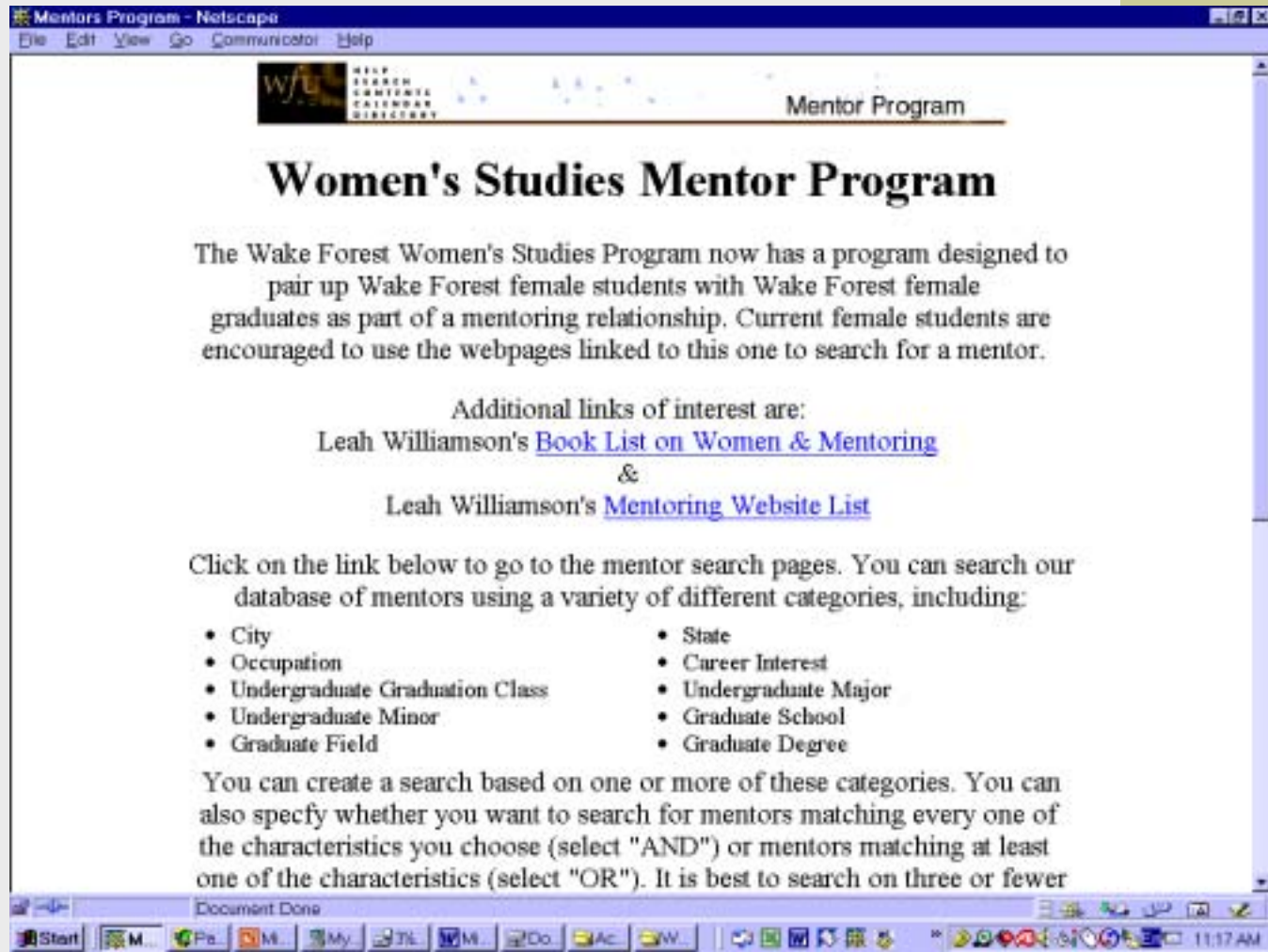
## Student Technology Advisors

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- ◆ Students that work 1 on 1 with faculty
- ◆ Incorporate technology into the curriculum
- ◆ Assigned to a long term project
- ◆ 10 to 15 hours per week
- ◆ Can be trained on a specific technology
- ◆ PowerPoint to Java apps

# STARS

## Sample Project



The screenshot shows a Netscape browser window titled "Mentors Program - Netscape". The address bar is empty. The page content includes a logo for "WAKE FOREST UNIVERSITY LIBRARY" and "Mentor Program". The main heading is "Women's Studies Mentor Program". The text describes the program's purpose: "The Wake Forest Women's Studies Program now has a program designed to pair up Wake Forest female students with Wake Forest female graduates as part of a mentoring relationship. Current female students are encouraged to use the webpages linked to this one to search for a mentor." Below this, it lists "Additional links of interest are:" followed by two blue underlined links: "Leah Williamson's [Book List on Women & Mentoring](#)" and "Leah Williamson's [Mentoring Website List](#)". A paragraph then states: "Click on the link below to go to the mentor search pages. You can search our database of mentors using a variety of different categories, including:" followed by a bulleted list of search criteria. The list is split into two columns: City, Occupation, Undergraduate Graduation Class, Undergraduate Minor, Graduate Field, State, Career Interest, Undergraduate Major, Graduate School, and Graduate Degree. The final paragraph explains: "You can create a search based on one or more of these categories. You can also specify whether you want to search for mentors matching every one of the characteristics you choose (select \"AND\") or mentors matching at least one of the characteristics (select \"OR\"). It is best to search on three or fewer". The browser's status bar shows "Document Done" and the taskbar at the bottom displays various application icons and the system clock at 11:17 AM.

Mentors Program - Netscape  
File Edit View Go Communicator Help

WAKE FOREST UNIVERSITY LIBRARY  
Mentor Program

## Women's Studies Mentor Program

The Wake Forest Women's Studies Program now has a program designed to pair up Wake Forest female students with Wake Forest female graduates as part of a mentoring relationship. Current female students are encouraged to use the webpages linked to this one to search for a mentor.

Additional links of interest are:  
Leah Williamson's [Book List on Women & Mentoring](#)  
&  
Leah Williamson's [Mentoring Website List](#)

Click on the link below to go to the mentor search pages. You can search our database of mentors using a variety of different categories, including:

- City
- Occupation
- Undergraduate Graduation Class
- Undergraduate Minor
- Graduate Field
- State
- Career Interest
- Undergraduate Major
- Graduate School
- Graduate Degree

You can create a search based on one or more of these categories. You can also specify whether you want to search for mentors matching every one of the characteristics you choose (select "AND") or mentors matching at least one of the characteristics (select "OR"). It is best to search on three or fewer

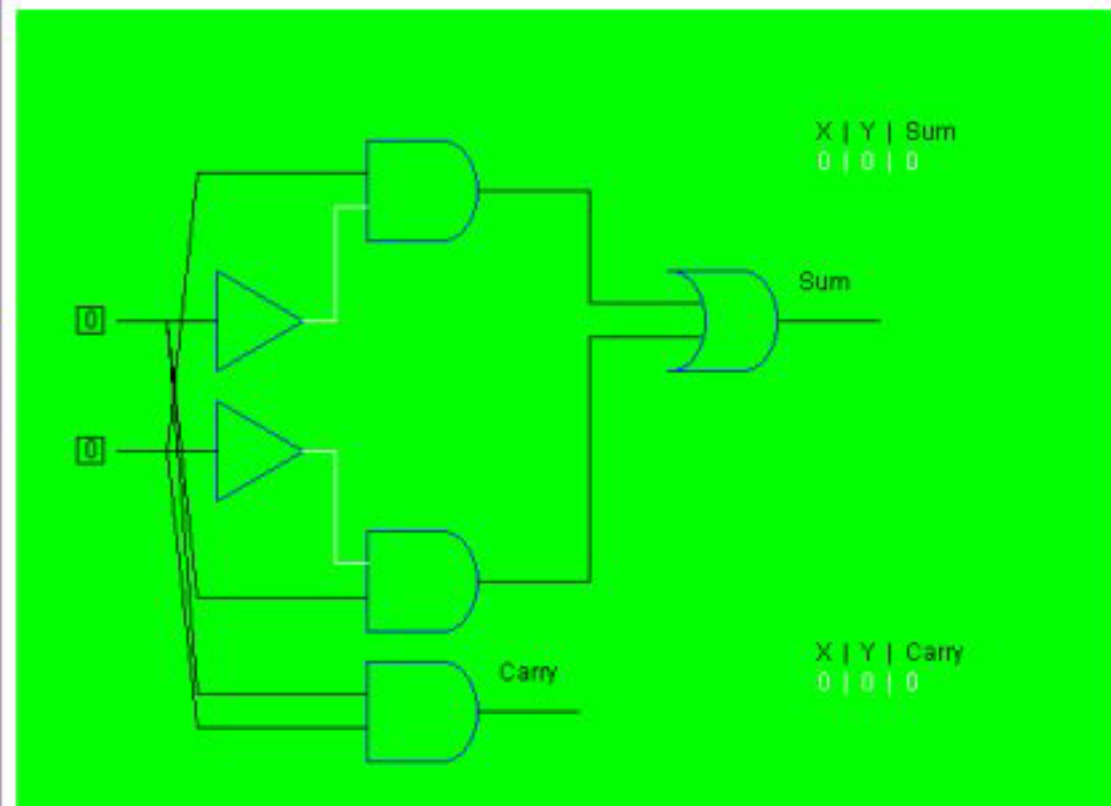
Document Done  
Start M... Ps... M... My... J... M... Do... Ac... W... 11:17 AM



## The Half-Adder

A circuit can now be constructed to generate the sum and carry bit by combining *and*, *or*, and *not* gates.

- [Statement Tutorial](#)
- [Advanced Gates](#)
- [Circuits](#)
  - [Adder Tutorial](#)
    - [Binary Addition](#)
    - [The Half-Adder](#)
    - [The Full-Adder](#)
    - [The Four Bit Adder](#)
  - [Decoder](#)



# Computer-Enhanced Learning Initiative—CELI

- ◆ Anonymous grant beginning Fall, 1997
- ◆ To encourage faculty development of effective uses of computers in instruction
- ◆ Release Time Grants
  - Attend luncheon meetings
  - Present at Tech Fair
  - Written report to Dean

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# CELI

## Sample projects

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History	An Electronic History of Wake Forest
Theatre	Computer Scenographics Studio for computer-assisted set design
Physics	On-line Physics Lab demo videos
Computer Science & English	Intelligent Writing Tutor



# Culpeper Foundation Grant



- ◆ A three year grant from the Charles E. Culpeper Foundation
- ◆ Summer program to promote use of technology in teaching
- ◆ 12 participants per summer

# Culpeper Foundation Grant

- ◆ Participants received:
  - \$2,900 stipends to pursue independent projects
  - \$1,200 for software or computer accessories
  - Assistance from Instructional Technologist and Advanced Technology Group
- ◆ Requirements of Participants
  - Written report to Dean
  - Poster session at Tech Fair

# Culpeper Foundation Grant

## Sample projects

Religion	Development of database of digitized 35 mm slides from archeological excavations in Israel
Religion	Use of voice-recognition software
Computer Science	On-line tutorial for Unix in Director
Computer Science	Incorporation of small robots into Artificial Intelligence class

# Final Thoughts

## Best Practices

- Communication
  - ◆ Between IS staff and Instructional Technologists
    - Quarterly face to face meetings
    - Email & Topical Listserv
- Coordination
  - ◆ Among Instructional Technologist
    - Daily listserv email; meetings as needed
  - ◆ Interdepartmental
- Continuity
  - ◆ On-going communication of services between Instructional Technologists and Faculty

# Promoting Faculty Adoption of Technology

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Additional information available at:  
[www.wfu.edu/~wickersg/educause2002/](http://www.wfu.edu/~wickersg/educause2002/)