

Facilities Focus: Centers for Instructional and Faculty Development

Academic libraries are in pursuit of the patron. With brick and mortar facilities emptying in favor of online access to resources, academic libraries are developing strategies to make their facilities indispensable across the demographics on campus. Information Commons and Learning Centers are being designed into new buildings while space is being carved from older facilities to allow more collaborative work among students. Coffee shops and technology labs are becoming commonplace (Carlson, 2001).

One change in building design is co-locating with instructional technology departments, tutoring centers, and centers for instructional and faculty development. Faculty development centers located in libraries are a collegial connection reflective of the strengths of the faculty member's content expertise and the librarian's command of appropriate curriculum resources and technological applications. "Just in time" services are expectations that faculty have now of librarians and those services and activities have physical arrangement implications. The goals of most of the faculty development centers are similar in supporting innovative uses of technology for classroom content and the production of curriculum products (Warnken, 2004).

Because expectations of the faculty's expertise in instructional strategies and demands of productivity have increased, the academic library can supply the facilities and expertise to integrate electronic resources and technological innovation into the classroom curriculum (Rader, 1998). The library is a natural partner bringing the skills of web design principles, well-supported courses using a variety of appropriate resources, and experience in teaching electronic research skills (Bazillion & Braun, 2001).

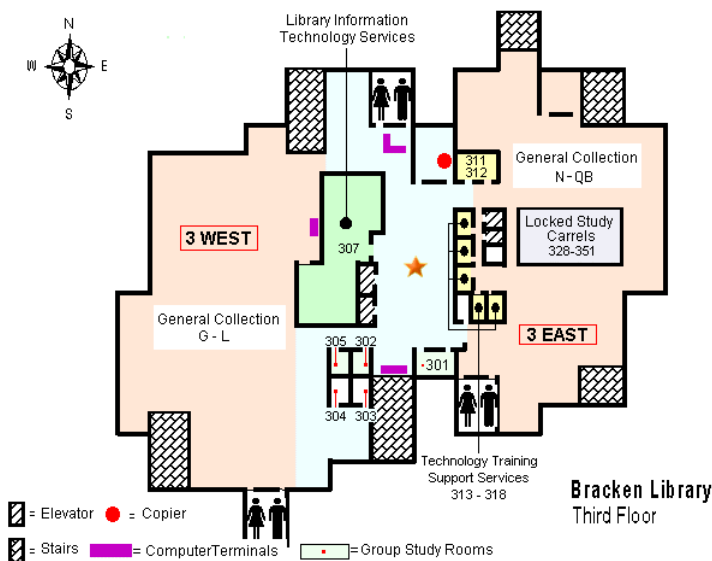
Looking at faculty development centers in academic libraries reveals a wide range of support for curriculum development. Having been trained in WebCT design in the e-Learning

Center at Northern Arizona University, first-hand experience in a long-established program for planning, design, management, testing, and implementation of instructional technological innovation is useful in critiquing other institutions. The atmosphere in a center for faculty provides professors a space for learning that is supportive and private. The pressure of being a professor is lifted as the faculty member becomes a student in a collegial venue. Alas, the center at Northern Arizona University is not housed in the Cline Library.

In examining faculty development centers in an array of universities, there is a difference between co-locating services in the library’s physical space versus the center being a library service. When the center is a library service, the integration of library print and electronic resources are more evident in the courses offered. Librarians will often be assigned to the staff of the centers to assure integration of resources. These types of program often approach technology with an information literacy focus that links the faculty’s skills to student learning. Not having universities nearby to visit physically, this paper looks at various universities with a variety of liaison arrangements with the library facilities and staff. Some very successful programs are physically located in centers away from libraries but some academic libraries, through renovation efforts or new construction have included faculty development centers in the

library buildings. The following is a sampling of some facilities and their attributes.

Technology Training and Support Services at Ball State University is located in the Bracken Library on the third floor. This program operates less as a lab and more as an instructional space. An examination of their



workshop offerings reveals a separation of technology skills from information literacy integration. There are no librarians on the staff of the center but library resources are prominently displayed on their webpage. The center comes off a quiet study area and includes the offices of the technology training staff and a teaching classroom (Ball State University, 2007).

At Emory University's Center for Interactive Teaching in the main library on campus, Woodruff Library hosts an array of three "smart" classrooms and one teaching theatre. There are computer workstations, projection systems, videoconferencing, interactive displays and modular furniture for rearranging to adapt for the activity at hand. These facilities are shared with students and staff. The events calendar lists the sessions being offered, revealing an emphasis on technology applications for the classroom from podcasting to personal response systems. Use of library resources or instruction on web searching and evaluation were not included. None of the university librarians serve on the staff of this center (Emory University, 2006).



The Teaching and Learning Center (TLC) at Lied Library on the campus of the University of Nevada at Las Vegas, is located inside the Collaborative Learning Center on the third floor. The arrangement is a cooperative venture by sharing space with the activities of the library's instructional staff. The librarians' skills overlap into the faculty's need for technological and electronic resources for instruction. To cement the collaborative activities, a librarian serves on the TLC board and one of the librarians serves as the editor for their peer-reviewed journal. One result of their alliance is

that the librarians have connected with faculty members that have not been traditional library users (University of Nevada at Las Vegas, 2001, 2007).



Long and short-term projects are conducted at the Information Arcade at the University of Iowa. This facility is rich with resources featuring both major operating system computers for creating multimedia. These stations can be used by small groups or individually and include slide and film scanners, flatbed scanners, and digitizing equipment for converting LPs

and cassette, VHS and mini-DV formats to digital formats. Librarians act as consultants to faculty to infuse innovative applications of technology to the content of lessons and presentations. However, this facility is shared with students (University of Iowa, 2006).

Northern Kentucky University's Stealy Library, is the center of the campus moonscape. A modern campus, perched high on a hill in Highland Heights, Kentucky, this young institution established in 1968 uses the library as the welcome center for the campus. Established in 2005, the Professional and Organizational Development Center (POD) moved into a newly-renovated space on the second floor to combine two programs: Faculty Development and Educational Technology and Training. The facility has a classroom of fifteen Dell computers and an instructor's presentation podium. There is a videoconferencing room, two viewing rooms, two digital editing rooms with *Final Cut Pro* software and capturing, editing, and storing capabilities for video. There is a



SMART conference room, featuring a SMART board, document camera and presenter's podium for POD trainings. There is an open work area with six Dell computers, three iMacs, and two G4 computers. Flatbed scanners are also available. A large format poster printer is available. The assistant provost in charge of the facility is not a librarian, but the instructional librarian is on staff at the center. The range and frequency of programs from new resources in the library to podcasting indicates a very active facility (Northern Kentucky University, 2007).



In contrast, the Oregon State University, featuring an Information Commons with a Collaborative Learning Center for students, hosts no special facilities for faculty. Science and math tutoring and writing help are supported in an open flow from the Information Commons to the CLC.

This area is located just inside the main entrance of the library just behind the reference desk. There is a desk just behind the reference desk, hosting help for computing technology. Staffed by a person wearing a telephone headset, the Information Commons is commanded from there and help is readily available for printer and computer assistance of a general nature. An elaborate reader board exhibits the print queues and work station occupancy. The faculty is invited to use the facilities, of course, but there is no dedicated space or program to support technological innovations in the classroom. With so much space dedicated to student achievement, an area could have been planned for faculty support as well. There is little evidence on the website of training facilities elsewhere on campus and the reference librarian knew of no other facility on

campus for this purpose. He indicated that faculty help is readily given on an individual basis and that workshops are offered as well (Oregon State University, 2007).

On the ground floor of the University of Oregon’s Knight Library, the Center for Educational Technologies offers faculty individual or group attention from wikis to traditional Blackboard instruction. Established in 2004, the Center is clustered with media

services and video streaming facilities. There is also a seventy station Information Technology Center that faculty shares with students. A librarian does not serve on the Center’s staff but their “Workshops on Demand” list includes instruction on the library’s databases, web searching, copyright issues, and plagiarism that would infer some integration of information literacy skills beyond the technology focus (University of Oregon Libraries, 2007).

Whitman College in Walla Walla, Washington established their Center for Teaching and



Learning in 2000 on the third floor of the newly renovated Penrose Library. Focusing less on technology and emphasizing critical reflection and the use of different modalities of student learning, the Center sponsors a bi-weekly series of programs and discussions.

There is a special collection of education print resources available in a bookcase outside the

room. The room serves more as a seminar center for examining and utilizing new pedagogical resources that may include the use of instructional technology. It is not a production area for faculty to assemble educational products or for training in the use of educational technology. This center conducts the orientation for new faculty every year. The technology training is offered by the Technology Services department located in Olin Hall and the service is expert and extensive. The staff patiently spends time ferreting out issues and makes sure that the patron understands procedures before departing. However, training for faculty is limited to Blackboard and the school's web interface for advising and grade management. The deep commitment to the examination of pedagogy for the Center of Teaching and Learning is in line with the style of Whitman's delivery of information. While assignments are rich with collaborative opportunities (the library is packed every evening with much group work feverishly pursued), the delivery of information in the classroom is more traditional (Whitman College, 2007).

The flow of the library to faculty development centers is not fluid from the activities of the rest of the library. In general, the logistics of faculty development centers are often located close to other media services and often on the ground or upper floors of libraries. There is also a sense of retreat in these centers so that faculty can develop and produce educational products unencumbered with other teaching duties and advising while they are working. In most of the centers, multi-platform computers, scanners, video and sound editing equipment are available at workstations but group work is accommodated using seminar type spaces. Some centers house the video instruction services for video-conferencing and teaching and are conducted in studio facilities.

In thinking about the technology consumerism and habits of the Net Generation, Jane Lippincott of the Coalition for Networked Information writes that information environments

must include training for staff and faculty to include a wide range of technological skills. She reminds faculty that many students are visual learners and consumers of many types of technology in their social community and the delivery of academic information must utilize those same technologies. She advocates changing the physical spaces of libraries to include more information commons to enhance the free flow of students with doing project work, projecting information on walls of the library, and making library websites true portals on library computer screens. Academic libraries need to be the essential partner in their faculty's ability to be where the student flow of information is - instant messaging, video streaming, *YouTube*, *Facebook*, or *Second Life*, as examples (Lippincott, 2007).

Academic libraries carving out space or planning for areas in new facilities for faculty development centers make a statement about strengthening the connection between the classroom and the library. Even if centers are staffed by the instructional technology department, librarians must be proactive by serving on their advisory boards or suggest workshops that fall into the librarians' areas of expertise. It is appropriate that centers for faculty be out of the traffic flow to protect the professors' time to be the learner and provide a supportive atmosphere for experimentation. It is important that the work area be a place that will support long-term projects as well and that the facility has lockers for securing personal work. Having a workstation area that is large enough to work and include writing space for note-taking and the maneuverability for scanning, converting analog materials to digital, and multimedia authoring is desirable. A space that is well-lit and has furniture that can be configured for the project is also necessary. Assuring a place for information literacy in the house assures that faculty will not only build their skills in technology, utilize technology in innovative ways, but also model for students the research skills necessary for academic success and life-long learning.

References

- Ball State University. (2007). Technology Training Support Services. Retrieved February 12, 2007, from <http://www.bsu.edu/techtrain/>
- Bazillion, R. J., & Braun, C. L. (2001). Classroom, library and campus culture in a networked environment. *Campus-Wide Information Systems*, 18(2), 61-67.
- Carlson, S. (2001). The Deserted Library; As Students Work Online, Reading Rooms Empty Out -- Leading Some Campuses to Add Starbucks [Electronic Version]. *Chronicle of Higher Education*. Retrieved January 24, 2007 from <http://chronicle.com/free/v48/i12/12a03501.htm>
- Emory University. (2006). Emory's Center for Interactive Teaching homepage. Retrieved February 12, 2007, from <http://cet.emory.edu/ecit/>
- Lippincott, J. K. (2007). Net Generation Students and Libraries [Electronic Version]. *Educause Resource Center*. Retrieved February 12, 2007 from <http://www.educause.edu/NetGenerationStudentsandLibraries/6067>.
- Northern Kentucky University. (2007). POD-Professional and Organizational Center. Retrieved February 12, 2007, from <http://pod.nku.edu/>
- Oregon State University. (2007). CLC- at OSU. Retrieved February 16, 2007, from <http://osulibrary.oregonstate.edu/clc>
- Rader, H. B. (1998). *Faculty-librarian collaboration in building the curriculum for the millenium- the US experience*. Paper presented at the 64th IFLA General Conference Retrieved February 12, 2007, from <http://www.ifla.org/IV/ifla64/040-112e.htm>.
- University of Iowa. (2006). At the Information Arcade: staff support. Retrieved February 10, 2007, from http://www.lib.uiowa.edu/arcade/atthearcade/staff_support.html
- University of Nevada at Las Vegas. (2001). Collaborative Learning Center. Retrieved February 12, 2007, from http://www.library.unlv.edu/info/newlib/photos/album/pages/slide0023_image056.html
- University of Nevada at Las Vegas. (2007). Teaching and Learning Center. Retrieved February 12, 2007, from <http://tlc.unlv.edu/staff.html>
- University of Oregon Libraries. (2007). Center for Educational Technologies. Retrieved February 10, 2007, from <http://libweb.uoregon.edu/cet/index.html>
- Warnken, P. (2004). New technologies and constant change: managing the process [Electronic Version]. *Journal of Academic Librarianship*, 30, 322-327.

Whitman College. (2007). The Whitman College Center for Teaching and Learning. Retrieved February 12, 2007, from <http://www.whitman.edu/content/ctl>