

- Use full text articles from magazines, newspapers, and journals available from CD-ROMs and other portable databases.
- In general, avoid using electronic correspondence including e-mail and conversations from electronic discussion groups and bulletin boards. In some publication manuals (such as the one published by the American Psychological Association), these types of sources would be treated as personal communications and would not be considered as appropriate for inclusion in the list of references.
- Avoid home pages unless the author is specifically affiliated with a recognized authority such as a specific department within a college or university, a federal or state agency, or a nationally recognized organization.
- Avoid sites in which the authoritativeness of the information or the author cannot be determined.

There will, of course, be exceptions to these suggestions. For instance, a student may be able to interview a celebrated author or a scientist of national recognition through the use of e-mail. Certainly, such a source

would make a valuable contribution to a student's paper and should be encouraged. However, I believe the guidelines are realistic enough to meet the needs of most of students and to assist faculty as they work with their students in the classroom.

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Recruiting & Training Faculty for Distance Learning: When Conscription is Not an Option

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MANY OF YOU MIGHT REMEMBER watching movies of the sea, with savage pirates and the noble King's fleet battling in their fragile wooden ships by day and carousing side by side in seedy port town bars by night. Whatever their moral and political differences might have been, these sea faring men of yore had much in common. They shared a passion for the sea, and a fondness for a good drink poured amid the murmur and din of voices. Often, they shared a method of recruiting as well. Picture if you will a young man celebrating his pending marriage, unaware that he is about to be clubbed over the head by his new-found "friends." His fiancée, they know, will assume her intended simply got cold feet. He disappears without a trace. On a nearby street an old man with a limp, doddering and drunk after the night's festivities, is carried off by men intent

on setting sail and reaching a destination that simply must be reached. Shanghai! So common was conscription in that port city that its very name became synonymous with what might politely be termed involuntary recruiting. And yes, this scenario is possible for distance learning "recruitment" in the age of cyberspace and two-way, interactive audio/video travel. Old habits never die, especially when the rewards are so enticing, unless the Captain in charge is a well-read academic, perhaps even an English major, who has not stared into an administrative sea for so long he knows not and remembers not what happened to Narcissus. At Darton College we are fortunate enough to have a Vice President for Academic Affairs who had the vision to implement a distance learning program that, while supported by technology, was driven by instruction, and a President

willing to staff this new frigate with a volunteer crew. Though we can only tell you how we went about recruiting and training faculty for the distance learning program at Darton College, the model should be useful throughout the fleet, on any seaworthy ship.

When exploring new and uncharted waters, someone has to go first. In distance learning, this seaman-recruit, destined to become first mate, does not necessarily need to have a technical background, but shouldn't be a technophobe either. After all, you wouldn't want to staff your ship with a crew that was afraid of the water. More important is an adventurous spirit, a leap-before-you-look attitude and a "look-at-me-mom, no hands" gusto quality, tempered by self discipline and a commitment to instructional excellence. The faculty member also needs to have the ability to engage in spontaneous navigational maneuvers—should the wrong wind or dark clouds appear on the technological horizon—yet avoid straying off course too much while necessary course content is covered. This strange seaman needs to have rapport with students. Finally, and most important of all, this faculty member needs the unwavering support of his or her Captain so that he or she can walk away without feeling too responsible for a broken mast or two.

Once the first faculty member has arrived safely ashore in distance learning, a few other would-be sailors will approach to want to go to sea and weave their own yarns—such is human nature. Allow these sailors to do some sailing, and then you can think about establishing a more formal training academy.

We know some people are born to the sea; they are sailors in the womb; we also know people who are afraid to dip one toe into the water; and that before the movie *Jaws*. With this in mind, it's important provide an opportunity for a non-threatening boating experience, even allowing some faculty members to stay safely on the shore. At Darton, we used the general fall faculty workshop to give a hands-on demonstration cruise on the good ship *Distance Learning*. We had "target practice" for the faculty, who got to aim the GSAMS camera guns at dolls placed in different locations of the classroom. As soon as the faculty hit their mark, the one-dollar store doll was theirs (never mind that three dolls came to a one-dollar package; only the slightly overzealous trainers who paid out of their own pocket had to know how cheap the dolls really were). We also showed a video, "The Dos and Don'ts of Distance Learning," a mixture of straightforward advice on how to teach on television and how not to; cut and dry information was lathered up with comical sketches. Last, we asked the faculty to take two minutes each and to tell us, on camera, what they did on their summer vacation. The results were amazing, and probably so amazing because we had chosen such a banal, theme-forced assignment.

Comedians emerged who were usually chairpersons contributing to the highly voluntary, rapid recycling process of memo generation and disposal. Professors who had the reputation of being soporifics became triple

espressos. All this as they paced back and forth against the stark-white back wall of the classroom, putting on a show of their former shadow selves, while other faculty members were assigned to be camera persons. Much delight was had by all in the room as professors and their professor camera people played tag and came up with all sorts of amazing angles, the unintentional ones the very best on the overhead tv monitors visible to an audience of peers.

After the workshop, word spread around campus that distance learning wasn't such a remote possibility for people to try. At this time it should be revealed that the workshop was our initial, secret plan for the distance learning faculty training program, undertaken in part as a project under the auspices of the Distinguished Professor of Teaching and Learning project at Darton College.

We proceeded further. We sent out a call for interested applicants to participate in a year-long distance learning training program. We held an introductory meeting. At the meeting, we distributed distance learning course proposal sheets. Out of our total college faculty of 78, we had 15 faculty who were interested enough to fill out the form (we kept it brief on purpose) and to want to offer a course via distance learning. The key to success in getting such a large number of participants (and we got participants from each division on campus) was to stress to the faculty, and we put it bluntly, what was in it for them. The key was to stress technological and clerical support was theirs for the asking. We handed out a bright orange flyer during the first meeting that read in all caps, "FOR ROAD SIDE ASSISTANCE CALL," with our names and phone numbers on it. We also stressed that the faculty members should indicate which distance learning medium they were interested in using; after all, one person's two-way audio/video vision is another's on-line dream. We also stressed the faculty members should write a proposal for a course *they* wanted to teach; not a course they thought their chair wanted them to teach, for example.

Many of the faculty could not believe they would actually be allowed to be innovative and develop their own courses without institutional stumbling blocks. We assured them that the project had the full support of the VPAA and that he would approve course offerings and give feedback directly to the participating faculty members. No one would be left spinning his or her wheels just for the sake of spinning them as a process in itself. The process would lead to a tangible product. Such support from the top is essential to the success of any program. Thus, one junior faculty member who for two years had wanted to develop an accounting course for television but was meeting resistance on a departmental level, was now free to pour her energies into designing a class. A philosophy faculty member could pursue an on-line version of his class to take advantage of the potentially larger market for his class, i.e., he would have a class that would actually make, now not bound to one on-campus location, and the dis-

tance learning medium he chose would be ideal for reflection to allow a synchronous responses from students as well as the pursuit of a Socratic method in a real-time Plato chat cave. The workgroup method of going around the conference table and allowing each faculty member to make his or her pitch for the class-of-choice during one of the program's early meetings inspired curiosity, enthusiasm, and collegiality.

While we wanted to allow the faculty maximum freedom in their course design, we also wanted to make sure they had a sound foundation in the possibilities that distance learning could provide. We wanted the faculty to have some hands-on experience as well. We struck a compromise that did not compromise the enthusiasm of these innovative people. We had very short, intense meetings within a short time period that exposed faculty members to our existing campus facilities and provided an overview of available instructional technology. Another meeting focused on producing multimedia presentations for the classroom. Another covered teaching in an interactive distance learning environment. Yet another concerned itself with teaching cable courses on television, while another session presented information on teaching via the Internet. All these workshops were given within the course of one quarter and with the understanding that faculty members, after having received general training information in the form of "The Dos and Don'ts of Distance Learning" video as well as a tour of facilities and a session on multimedia presentations for the classroom, could choose to attend the workshop on the distance learning medium they wanted to employ for their course. Thus, an Internet person did not have to attend a cable television session. However, in the call to these workgroups we stressed, somewhat mischievously, that the door would not be locked if, for example, a cable person tried to sneak in on a meeting of two-way video/audio persons. The result was that many faculty were curious enough to attend all sessions.

Faculty members who participated in the training program knew from the beginning that the program had specific requirements, as follows:

- 1) Faculty participating in training program will offer a minimum of one course via distance learning during the 1997-98 academic year.
- 2) Faculty participating in training program will attend a minimum of one distance learning or instructional technology conference during the 1997-98 academic year.
- 3) Faculty participating in training program will submit a minimum of one proposal to present on distance learning or instructional technology related issue at a professional conference during the 1997-98 academic year.
- 4) Faculty participating in training program will submit a minimum of one distance learning related article for publication. Article to be submitted to Ulf Kirchdorfer or Chris Robbins no later than 30 days

after the conclusion of the course developed for this program.

Before we end, we must mention how much our faculty distance learning program was helped by a faculty member who has taught art at Darton for 28 years. The entire college was convinced that this individual would never join anything that would be harmful to a faculty's extreme well-being. The art professor, through his friendship with the two young "whippersnappers" who ran the distance learning program, decided to record his Understanding of Art class as a twenty-six episode, pre-produced course. His vocal presence on campus—"Hey, I always say, 'What's in it for me,' and 'I don't have to get up until 11, 'cause my tapes are already playing on tv and I get paid for it,'" along with some other strategic remarks, fuelled an incentive reaction among the tenured, mid- or late-career faculty.

In closing we would like to offer this final advice on training faculty for distance learning. Make sure the faculty are rewarded for their hard work. And make no mistake about it—distance learning requires hard work. The rewards should be release time to prepare courses for a distance learning format. The rewards should be that if enrollment merits, the course counts as two sections, three sections, and so on, in that faculty member's teaching load. The rewards should be more than lipservice weight given to tenure, promotion, and merit raise decisions for those who go the distance. Most important, do not even attempt to offer distance learning courses, yet alone create a full-fledged distance learning program if you do not have the support of your administration. It is essential, for distance learning to succeed, that this support be steered by an academic officer. Distance learning is here to stay but should only be here to stay if academic integrity and pedagogical soundness are primary, with thoughts of EFT generation a boon that results from the responsibilities we have as educators, more than empty words on our diplomas, more than what could very easily turn into the Ancient Mariner's scenario of "Water water everywhere nor any drop to drink."

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