CHAPTER	8
TITLE	The Hybrid Academy: Building and Sustaining a Technological Culture of Use
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OVERVIEW	When the first-year composition program at the University of Texas at El Paso agreed to offer hybrid sections of composition, we had no organized structure in place to support the training, development, and delivery of these courses. Yet we were fully aware that more was required than teaching instructors how to use course-management systems. We didn't want the hybrid courses to be a one-time, unsustainable, potentially frustrating experience for instructors, students, and administrators. We also didn't want composition to be the only program to offer hybrid courses. To alleviate this situation, the Hybrid Academy was collaboratively formed. More than just a series of workshops, the Hybrid Academy was designed to help composition faculty—many of whom were at least somewhat familiar with teaching with technology but brand new to the idea of alternative delivery of courses—conceive, create, develop, and deploy fully functional hybrid courses. The Academy model has grown, at our institution, beyond composition, in part due to the fact that it does not follow the one-size-fits-all approach of the generic technology workshop. Rather, each academy is designed and run for individual disciplines. Through this situated design, we were able to affect technological and pedagogical change beyond the individual instructor and the isolated classroom, and rather to affect change that fostered and sustains a technological "culture of use" on our campus.
TAGS	Beth Brunk-Chavez, course redesign, culture of use, ecology, faculty development, faculty training, feedback loops, feedback, hybrid academy, hybrid, pedagogy, peer evaluation, portability, Shawn Miller, student*, sustain*, technolog*, University of Texas at El Paso, UTEP
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Technological Ecologies & Sustainability

The Hybrid Academy: Building and Sustaining a Technological Culture of Use

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Despite initial appearances, this chapter won't be about persuading individual faculty to accept and learn how to use technology in their courses. We[1] won't discuss new ways to present technological tools to faculty—to help them try to "fix" their courses, or to update them into something more dazzling or (post) modern. However, at the center of this chapter, we do indeed intend to discuss our experiences with technology training for faculty. The focus of our discussion will be something we call the Hybrid Academy—a locally developed, faculty-centered, intensive series of workshops designed to help participants recognize and value the intersections between technology and pedagogy and learn how to employ both more effectively in their courses. What makes this program unique is that it does not follow the one-size-fits-all approach of the generic technology workshop. Rather, each academy is designed and run for individual disciplines (and sometimes for core groups of interdisciplinary instructors and faculty with strong, common pedagogical goals). Through this situated design, we are able to affect technological and pedagogical change beyond the individual instructor and the isolated classroom into what we call a "culture of use."

Technorhetoricians rarely need to be encouraged to teach with new technologies or to be convinced of technology's pedagogical benefits. However, if we want to encourage and convince hesitant teachers to use technology in their classes, the conversation has to start at a pedagogical level. The Hybrid Academy's purpose, therefore, is to affect widespread change through a re-vision of pedagogical priorities, assumptions, and methods. As a result, the Academy interrogates the notions of "advanced technological training" and "cutting-edge technologies." A cutting-edge mentality, while useful and necessary for a transitional period of time, has on the whole failed to drive the massive shift needed to affect a sustainable technological culture of use in our classes and on our campuses. This chapter will discuss the conditions that led to the technology push on our campus, as well as the development and implementation of the Hybrid Academy for the first-year composition program, which eventually spread across campus. The Hybrid Academy model—our version of carefully planned faculty training—is, we believe, a proven and portable model that can initiate a sustainable culture of use at other institutions and on other campuses.

HOW COMPOSITION HELPED CREATE THE HYBRID ACADEMY

As may be the case at many colleges and universities, in late 2003, first-year composition at the University of Texas at El Paso (UTEP) found itself at the front end of the technology-marries-pedagogy-push at our campus. Courseware management systems such as WebCT and Blackboard had matured to the point that a general acceptance of such tools as university mainstays was imminent. With all-time high annual enrollments intensifying the problem of

[1] The "we" here is what we consider the best of both worlds in terms of faculty development and programmatic change. As a faculty member in Rhetoric and Writing Studies at UTEP, Beth brings her disciplinary background and pedagogical experience. As an Academic Technology Consultant at Duke University, Shawn brings technology knowledge and faculty training experience.

available classroom space, alongside our tradition of serving a largely non-traditional student population,[2] our administration began considering—and eventually understood the necessity of—alternative course-delivery methods. These considerations included the discussion of typical components: compressed semesters, mini-mesters, distance courses, and hybrid courses.

As a solution, therefore, for both saving classroom space and moving more of UTEP's courses into a digital environment, a group of instructional technologists approached the composition program to be the first organized—that is, institutionalized—discipline to hybridize courses. Composition was chosen as the first discipline on our campus to deliver courses as hybrids for several reasons. The most significant administrative reason was the large number of composition sections delivered each semester; moving toward a hybrid-delivery model would create a substantial impact on available classroom space. Although there has been some debate as to what a true "hybrid" course is, at UTEP, hybrid courses are those in which students meet one day a week face-to-face (F2F) and spend the rest of their "seat time" online.[3] Because our hybrids are true 50/50 splits every week of the semester, this model allows us to offer more sections of composition simultaneously. For instance, rather than scheduling six separate classrooms at 10:30AM on Tuesday and Thursday, those same six sections can be offered using just three classrooms, with three instructors meeting their class F2F on Tuesday and the other three meeting their class F2F on Thursday. Therefore, unlike other disciplines where there are one or two sections of the same course, thus requiring minimal classroom space, composition could easily free up ten classroom spaces in the first semester of the pilot. Because most of these classes were already taught in a cluster of computer classrooms, two instructors could be scheduled in the same computer classroom at the same time.[4] Finally, and most significant to us, as composition courses maintained a reputation for being at the forefront of technology use in teaching (generally requesting more

[2] UTEP is located on the U.S.–Mexico border and has a student population that is over 72% Hispanic. We educate many first-generation and English-as-a-second-language students. With over 19,000 students enrolled in 2005, 69% attended full-time, and the average age of the undergraduate student was 24. The majority of students commute, work part- or full-time, and raise families while attending UTEP. While designing the hybrid academy, we often faced the criticism that this particular population of students would not succeed in a hybrid format for a variety of reasons. We found the contrary, in most cases, to be true. Because of these characteristics, we felt even more responsibility toward assisting these students in becoming more technologically literate.

[3] To be more specific, instructors will divide the coursework between F2F activities and online activities. In a composition course, for example, an assignment might be introduced and discussed in class. Online, students will continue the discussion by participating in small discussion groups to generate ideas, and then post and critique drafts. When they return to class, the instructor can discuss important strategies such as judging the credibility of sources and incorporating them into their projects. Students might then work together online to analyze a series of Web resources and choose ones appropriate to their projects, and so on. In any case, instructors are taught to make effective connections between what is done in class and what is done online so that there is continuity in the course.

[4] One administrator we didn't account for in the beginning is the registrar, who had other thoughts about scheduling two classes in the same room at the same time. Until they were able to reprogram their system, one or both of the courses would automatically be kicked out. They were also unable, for some time, to mark these sections as hybrid in the schedule, and students would enroll without prior knowledge that the course was alternatively delivered.

technology and technology-enabled spaces than other disciplines), university administration determined composition to be an ideal candidate for testing a move to hybrid courses.

As is characteristic of most composition programs, a large number of instructors consistently teach first-year writing and teach multiple sections of the same course concurrently. This enabled the training of a relatively small number of faculty for a relatively large impact on the numbers of sections taught within each semester and over time. Numbers were also an important consideration regarding the students in each section. Because of composition's "low" cap of 25 students per section (rather than, for example, the 125 that enroll in a typical UTEP history survey course), instructional technologists believed that instructors new to teaching with technology would be able to effectively manage their students online–allowing technologists time to provide enough individual attention for faculty to grow confident in the hybrid process and their information technology literacies. Along with one-on-one support in developing sustainable hybrid-delivery approaches, as an added incentive to teaching the first hybrids, Academy directors negotiated to reduce the number of students in the initial hybrid course offerings to 18.[5]

A final reason for launching composition courses as hybrid—and perhaps the most important reason to the discipline of composition—is its process-oriented pedagogy, its emphasis on collaboration, and the kind of learning students generally do in first-year writing; these aspects coincided with current scholarship on teaching online.[6] This, along with the fact that the collective attitudes toward trying new technologies and new pedagogical approaches were for the most part positive (which is a trait of many composition programs disciplinarily), persuaded the composition program to be the first at UTEP to create and teach hybrid courses, and our Composition Committee agreed to pilot a hybrid program for the second-semester composition course.[7] Eight well-respected instructors were invited to create at least one, and up to three, hybrid courses for the first semester of the pilot. They also retained the option of teaching some of their courses entirely F2F.

However, persuading instructors in the composition program to agree to this step was just the beginning of a relatively long process. Without an organized structure in place to support the training, development, and delivery of these courses, but fully aware that "faculty development involves more than familiarizing teachers with their software options" (Fleckenstein, 2005, p. 170), the Hybrid Academy was collaboratively formed. More than just a series of workshops, the Hybrid Academy was designed to help composition faculty—many of whom were at least

[5] The reduction of course size was a temporary measure, as part of a larger set of "incentives" provided by administration to entice faculty into participating in hybrid courses and course development.

[6] See, for example, Beth Hewett and Christa Ehmann (2004), specifically their discussion on "OWI and its epistemological roots in social constructivism" (p. 33). In an interesting discussion concerning the ways in which distance education can either move writing pedagogies forward or backward, DePew, Fishman, Romberger, and Ruetenik (2006) stated that distance education "pioneers saw significant value in the dialogic and epistemic properties of writing and utilized those properties when defending [distance education] techniques" (p. 57).

[7] A primary reason cited for the decision to pilot hybrids in the second-semester course was student maturity. The committee was reluctant to pilot hybrid courses in the first-semester course largely because of the F2F time first-semester students might need or desire. This attitude is currently shifting, however, and hybrids may be used in the first-year course in the near future.

somewhat familiar with teaching with technology but new to the idea of alternative delivery of courses—conceive, create, develop, and deploy fully functional hybrid courses.

Although initiated through the hybridization of composition courses specifically, from its inception, the Hybrid Academy was a collaborative entity housed within UTEP's Instructional Support Services (our instructional technology center). Following James Surowiecki's (2004) concept of the wisdom of crowds, there needed to be several parties involved in the development of the Academy, the training of the faculty, the overall implementation, and the ongoing and final assessments of the courses. Surowiecki found four characteristics that make a crowd wiser than an individual: *diversity* (group members come to the project with their own areas of knowledge or expertise), *independence* (each person's opinions are formed apart from those also in the group), *decentralization* (group members are able to draw on individual, local knowledge rather than one person dictating the group's direction), and *aggregation* (the group must have a way of creating one decision, plan, or opinion; p. 10). Within UTEP, the Academy leaders—comprised of composition faculty, the director of UTEP's teaching and learning center, administrators, and instructional technology experts—offered a diverse set of technological and pedagogical experiences, training and education, and thinking. Because of these diverse backgrounds, the knowledge was decentralized, independently generated, and aggregated to create a plan that could become a sustainable, portable model. This model needed to be one that met the needs of composition instructors and also one that, in the interest of establishing a campus-wide culture of use, could be used by other disciplines and programs interested in hybridizing their courses.

Portability of the Academy model was a significant issue, given that pedagogies vary, sometimes significantly so, across campus. Academy leaders considered the possibility that multi-disciplinary academies run with, for example, participants from business, education, biology, and composition would have some advantages, particularly in terms of diversity; too much diversity, however, would force the pedagogical and technological training into the one-size-fits-all model that we were trying to avoid. To be more specific, multi-disciplinary academies would not create a contextualized space for intensely theoretical, as well as highly practical, discipline-specific conversations. For that reason, discipline-specific Hybrid Academies were created.[8] Academy leaders envisioned that in the discipline-specific Hybrid Academies, individual participants would become a truly collaborative learning group, engaging in conversations that would lead to shared discoveries about the technologies available, as well as shared invention into discipline-specific approaches to teaching with these technologies. Discipline-grounded conversations that move beyond merely training faculty to use technology, coupled with faculty training and collaboration on course design, could become the catalyst for creating a larger culture of use and ultimately lead to a sustainable technological ecology.

The Hybrid Academy's location within Instructional Support Services (ISS), enabled any department or program on campus to participate. ISS exists as an instructional technology center, not as a part of any particular school or discipline, and not under technical administration (i.e., the Information Technology department). Because of this, ISS can function as an advocate for faculty seeking to use technology in their teaching. To date, ISS has facilitated technology adoption for disciplines such as developmental writing, first-year composition, education, business, and other disciplines and units, including the first-year experience initiative at our institution. During summer 2007, instructors from our local

[8] For the purposes of the Hybrid Academy, directors make assumptions about pedagogical cohesiveness. We know, of course, that pedagogies vary across courses and teachers within the same discipline, but directors aim for basic commonalities in order to efficiently facilitate the workshops.

community college, a major feeder school for UTEP, participated in a Hybrid Academy, thus further expanding the culture of use and the potential for sustainability.

Admittedly, many universities and colleges may not have a center that does exactly what ISS does, but they may have one or more individuals or groups who do work along the same lines, or could help in similar ways. Possibilities include:

- those staff or faculty who have teaching experience and work closely with the school's information technology department, but are autonomous for whatever reason;
- directors or associates of teaching and learning centers that take a proactive approach to technology integration into teaching practices;
- emeritus faculty who have grown interested in new and/or experimental kinds of teaching and/or technology;
- part-time instructors who have taught for some time in the unit, and want to expand their work with technology, teaching, and working with other faculty;
- university assessment staff, lab managers with teaching experience, and/or graduate students with strong technology skills; and so on.

We recommend that those interested in a Hybrid Academy model, or in just building a stronger culture of teaching with technology support, might search for these allies across departments and independent centers. Many universities are so large and fragmented that it is possible to locate, if not discover, people whose job descriptions map nicely to coordinating a hybrid training program.

Having described the inception and structure of the Hybrid Academy, we next examine the attitudes and perceptions of instructors toward technology, and then move to discuss the curriculum in more detail.

TURNING FACULTY ON TO THE "ALWAYS-ON" STUDENT

Before we move on, we'd like to address and better define what we mean by a technological "culture of use." We use this phrase to describe the environment in which the ongoing criticism and revision of technological tools and/or concepts moves toward a gradual deeper overall acceptance. Part of achieving this "overall acceptance" is to gain "buy in" not only from faculty, but, of course, from students. An initial approach then, is to locate and assess the gaps between student reality and faculty assumptions. In terms of a technological culture of use, assessing whether or not a separation actually exists between faculty and students is useful. Faculty, as a micro-culture, often seem to assume such a gap exists and many tend to separate students by assuming a generational gap, and labeling students "Net Geners" (Oblinger & Oblinger, 2006), "always-on" students (Harley, 2006; Roberts, 2005), or "digital natives" (Prensky, 2001).[9]

[9] This is not to say that we believe that every student enrolled on our campuses is proficient with, and has sufficient access to, technology. And, even though we see students walking to class with an MP3 player in one hand and a cell phone in another, we know better than to assume that students are experienced with using technology for educational purposes. However, informal surveys administered to students in first-year composition as well as more formal surveys administered by our instructional technology unit have demonstrated that, for

Many faculty face a tough uphill battle in the acceptance and negotiation of the digital shift: those faculty invested in teaching with technology not only have to discover and learn these technologies, but they also need to determine if and how they can be effectively used as teaching tools. Given the ever-changing state of technology, as well as the lack of support many departments and institutions provide for learning new technologies, faculty often face pressure when considering if and how to integrate digital technologies into their cultures of use—especially if they are pre-tenure faculty. As Sibylle Gruber (1999) suggested, budding technorhetoricians "do not want to jeopardize tenure but also do not want to participate in a system that devalues innovative approaches to teaching, scholarship, and service" (p. 46).[10] Thus, any considerations of a sustainable faculty development program for teaching effectively with technology must acknowledge and seek to alleviate the pressures faculty face in adopting and adapting to new technologies.

Diane Harley's (2007) study found that the primary reason faculty do not incorporate technology into their courses is that the tools they know of "simply do not mesh with [their] pedagogies" (online). Harley continued by noting: "We should not expect faculty, who we can assume know more about teaching their subject than non-specialists, to shoehorn their approaches into a technical developer's ideas of what is valuable or the correct pedagogical approach" (online). So even if faculty do perceive value in incorporating technology into their pedagogies, the software or course management systems made available to them may not fit their needs (and, as is often the case, seem out of step with the types of technology they already use for their research). Further, faculty may not have the technological know-how to create or manipulate the software so that it can enhance their pedagogies.

Stuart Selber (2004), in his influential work on technological literacy, *Multiliteracies for a Digital Age*, drew upon two models of technology users created by Shoshana Zuboff and Thomas Barker: *computer-mediated* users and *empowered* users. Computer-mediated users find themselves largely at the mercy of technology. They are often confused, lost, or overwhelmed by technology and have a difficult time working to find technological solutions for themselves. Empowered users, however, are able to "integrate computers more productively, and cope reasonably well in dynamic environments…. [They] confront skill demands, collaborate online, and explore instructional opportunities" (p. 46). Although Selber is primarily concerned with the literacy needs of students, in developing the Hybrid Academy we found that we also should consider the technological literacies of faculty who are sometimes inhibited by learning a new technology or are afraid of making mistakes, especially in front of—physically or virtually—students in their classes. Some faculty do not find themselves to be empowered users of technology, and this prevents them from engaging with technologies in meaningful ways.

Several factors, however, can compel faculty to become more empowered users of technology. Culturally, we often talk about the coming of ubiquitous technology and computing, where technology grows to be so prevalent and pervasive that it is less special or unique and more a part of our everyday existence (see Weiser, 1991)—transparent to the point where we don't register an effort toward using technology. In many aspects of our lives, this is happening or has already happened, of course. Ubiquitous technology can move computer-mediated users from occasional, supplemental use to more integrated, frequent technology use. Knowing and accepting this, we can make a strong case for faculty to apply

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the most part, our students have reliable access to technology and a respectable amount of experience in using it.

[10] For more discussion on the conflict between teaching with technology and tenure, see Selfe (2005), as well as volume 17, issue 1 (2001) of *Computers and Composition*.

their energies to learning about and embracing the use of new technology in their teaching, if not already in their research and home lives as well.

We also want to be careful that we aren't setting up a dichotomy in which the typical student is computer literate, well-versed in a range of applications, and thus empowered, and the typical faculty member is only marginally computer or technologically literate. That's often not the case, despite what some may assume (and it is often the instructional technologists and the faculty who are most guilty of these assumptions). Many faculty are well-equipped and knowledgeable in technological areas—some faculty have grown up with new media and technology in one way or another, or even use new technologies in their research—and there are many students, young and old, who come to college expecting to learn "something about computers" and who are relatively unprepared and unacquainted with recent technological developments.

The Hybrid Academy helps to resolve these gaps, in part by asking teachers to become students in a hybrid learning experience. For a great deal of the time spent in the Academy, instructional designers become instructors, and faculty become students. For faculty who have never taught an online or hybrid course—and for faculty who hold the assumptions that students are "always on" and faculty are "always left behind"—playing the role of a student creates an opportunity for a meta-discussion wherein instructors and instructional designers can step back and unpack, analyze, and reflect on different hybrid experiences. What we want to emphasize, therefore, is that rather than meeting the "net generation" on their collective terms alone, true change and adoption of various technologically enabled approaches can better happen if all parties—students, faculty, and administration—embrace a common set of goals and a desire to reach them.

CREATING A CULTURE OF USE

Outside of academia, we have learned that designing new technology involves more than a cool new gadget and its end user; it also involves a network of people (designers, marketers, developers, etc.), the context of use (the "need"), and the culture (the "want"; van der Veer, 2006). Therefore, before a technology can be launched into the marketplace, designers must understand these networks well enough to establish a fit. If there is no fit, no culture of use will be established, and the technology will ultimately fail. Consider, for example, the mobile phone. For this once-emerging technology to be successful, there needed to be either an existing culture that desired mobility and was waiting for a new technology to enable that activity, or a mobile culture had to be created by producing and marketing a technology that made people want to communicate on the go. Most often, the culture of use is created out of a combination of an established and a created culture. Designers of new technologies consider what the culture of use will look like and in what ways a technology could be implemented—that is, consider their audience and/or potential audience. They consider barriers that might prevent a new culture from taking hold, and also determine if the technology is dependent upon a new culture, or is the re-creation of an existing one. Finally, they consider the distance between the existing culture and the new culture of use. In any case, the end-users, whether existing or new, are both influencers of and influenced by the new technology, which in turn, generates loops that can circulate and feedback indefinitely as developers, designers, and users continue collaborating (both directly and indirectly) and using the technology.

This concept of "culture of use" can also extend to changes and developments in the overall effective pedagogies of an individual faculty member all the way up to an entire university. For example, use of a particular technology can be sustained when that technology becomes so integrated into teaching that it would be impossible to teach without it. This is not just a matter of instructors requiring technological tools to complete assignments, but of reconfiguring the

ways they teach and students learn to the point that the technology becomes inseparable from and essential to the teaching and learning goals. For many, the prospect of making one's teaching inseparable from digital technology strikes a chord of fear or even revulsion more than one of hope or progress.[11] As instructors and researchers who have dealt with the many pitfalls of technology (from corrupted files to faulty equipment to accidentally overwritten drafts of this chapter), we can relate. We also, however, find some resonance with Donna Haraway's (1991) concept of the cyborg. Haraway's famous manifesto drew attention for its hopeful positing of the current state of feminism through the lens of the cyborg. A half-human, half-machine person attains quite a bit of freedom in creating a unique, new identity (or even multiple identities). In similar ways, the concept of combining teaching and technology gives us a chance to see both of them in new ways and to shape different identities for the pedagogical practices that emerge.

Similar to Cynthia Selfe and Gail Hawisher's (2004) "dynamic of influence," where they argued that the collective force of parents purchasing educational computer games "generated a cumulative shaping effect on products, product development, and product marketing in the U.S. computing industry" (p. 45), we contend that the wider and more varied the culture of use on a campus, the more potential for growth and sustainability. Understanding that the culture at large is moving toward an increased use of technology for collaboration, communication, document sharing, research, and so on, creates a strong case for academia's embrace of that increase—whether it be through heightened awareness of technology use and technology's impact, or by increased and/or redesigned faculty training. Sustainability depends not only on the success of the early adopters, but also on the strength of the culture of use across campus. The greater the number and diversity of instructors who become proficient at teaching with technology, the greater the number of students who will be enrolled in these kinds of courses, and the demand will continue to grow from both directions. When this increase of use takes hold inside the Academy, the ongoing negotiations among all parties involved continues to expand, creating more opportunities for use and adaptation beyond initial piloting and intensive assessments, and creating more space for open, ongoing collaboration and negotiation to continue.

We refer to these patterns as *feedback loops*. Just as the development and spread of the adoption of mobile phone technologies has grown to the point that we can no longer imagine life without mobile phones, we see rapid and coming changes in the way academics uses and requires technology to support and inform teaching and learning. Sustaining these changes goes beyond merely "institutionalizing" them; once the culture of use reaches what Mark Taylor (2001) would call the "moment of complexity" (p. 5), it continuously grows and changes in ways we might not have predicted, in ways we may or may not like. Figure 1 illustrates our observation of the process that created feedback loops in Hybrid Academy development, with "official channels of communication" illustrated on the left, and more random, complex connections occurring via the lines on the right. It's worth noting that we don't use any arrows to show influence directionality, because no particular group ends up driving the resulting culture of use more or less than another group. In addition, although we've placed groups in an apparent hierarchy, we've done so to illustrate the original, linear conception of our process. The resulting connections that self-generated outside of this plan (the thinner lines) form a new network that eventually will grow stronger than the institutionally created, planned process.

[11] To those intimidated by or unimpressed with technology, we would point out that it has been, of course, always inseparable from teaching, whether it is the technology of the tablet, the feather pen, the blue book, or the chalkboard.

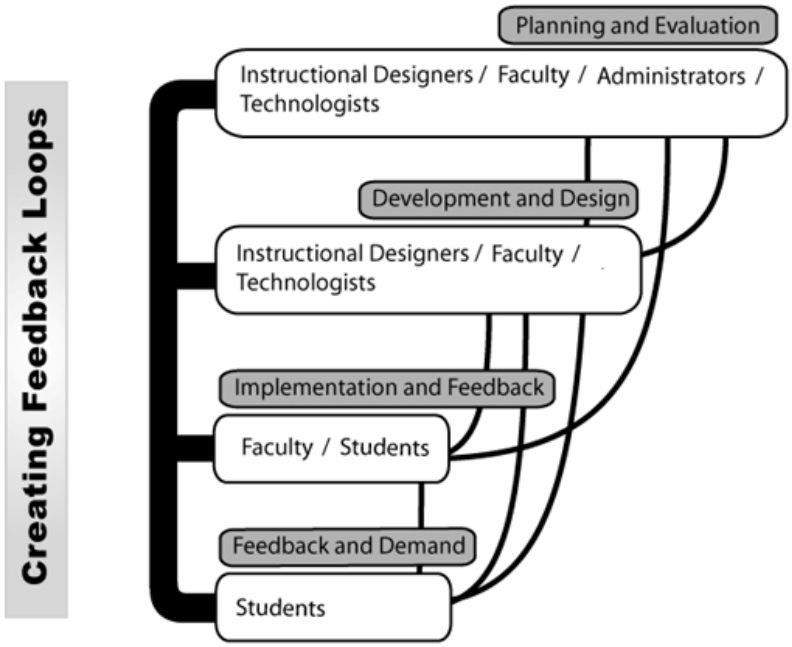

Figure 1. Creating feedback loops.

The remainder of this chapter will discuss the particulars of the Hybrid Academy in more depth. As discussed earlier, this Academy was established as a response to the existing and coming changes to learning and education that the culture outside academia—that of the always-on student in particular—is embracing. In fact, the changes taking place in academics today strongly reflect the changes already taking place in the way people do business, communicate, and socialize.

INTRODUCING INSTRUCTORS TO HYBRID COURSE DESIGN

Establishing a Culture of Use

Although the immediate purpose of the Hybrid Academy is to train instructors to deliver effective hybrid courses, the larger and more significant purpose is to establish and sustain a culture of use across campus. Experienced writing instructors who teach with technology know that it isn't the technology alone that makes for effective teaching and learning. Those of us who hope to establish and sustain a culture of use on our campus must take into account myriad factors beyond individual instructors and classes when developing a training program. For instance, in *Preparing Educators for Online Writing Instruction*, Beth Hewett and Christa Ehmann (2004) stated that instructors "must first identify *pedagogical principles* for training

that supersede specific technology platforms and then choose training methods adaptable to particular platforms." The result, they said, "will be a program that is philosophically sound, yet situationally adaptive" (p. 5). Selber (2004) also observed that the massive quantities of online training material "fail[s] to contextualize software applications for students and teachers in departments of English" (p. 5), or more specifically, writing instruction.

An initial concern, then, was maintaining the integrity of composition as a discipline, as well as the local composition program's stated goals and objectives, while at the same time transforming the way instructors conceived of and taught the course as hybrid. For various reasons, many instructors new to teaching with technology have the tendency to base their new, digitized approaches on simple translations from chalkboard to computer screen. However, as David Haily, Keith Grant-Davie, and Christine Hult (2001) argued, students become increasingly frustrated when their instructor assumes that what works for one form of delivery can work for another. Online teachers, they advised, should be prepared to take on the responsibility of fully (re)designing their courses. Academy leaders didn't want instructors to fall into this "shovel-ware" trap and therefore strongly discouraged the practice of loading tried-and-true F2F documents into a course delivery platform, canceling one day of class, and calling it hybrid. We emphasized the dangers of "rely[ing] too heavily on one-way literacy models... [Where instructors] simply transfer wholesale to the screen their existing assumptions, goals, and practices" (Selber, 2004, p. 23) concerning writing, pedagogy, and technology. We needed to equip instructors to meaningfully and productively incorporate technology into their courses and, at the same time, adapt to meeting with students F2F only one day a week. Therefore, the Hybrid Academy encourages a reflection and re-evaluation of the current pedagogical practices of an instructor (or within a given course) before choosing and introducing technologies.

Because many instructors expect to jump into the technology first, they are surprised when the Hybrid Academy starts with a series of discussions concerning course redesign, pedagogical shifts, and consequent changes to syllabi—all of which, we believe, are required to go hybrid. Larry Beason (2000) noted this predicament in preparing instructors to teach with the Web. The challenge, he found, is to achieve "balance between helping prospective teachers despite instructors' sometimes overwhelming desire to begin with the technical aspects" as well as to help "them consider the pedagogical implications" (p. 26) of their technological choices. Postponing interaction with and on computers and instead focusing on discussion and planning enables instructors to better reconceptualize their courses, in their teaching style, without limiting themselves to perceptions of what the technological tools can accomplish. In doing this, we insure a more stable culture of use, as instructors' pedagogical choices are not dependent upon a specific set of technological tools (such as WebCT, Blackboard, or more generically, wikis and blogs). Rather, if and when the platforms for delivery change—whether through administrative means or through personal pedagogical choices—instructors are able to transfer and continue to transform their pedagogies from old platforms to new ones with minimal interference. In other words, the pedagogy—not the platform—is the foundation for their courses.

For precisely this reason, the Hybrid Academy begins with a series of syllabus workshops, which is as much about rethinking course delivery as it is about restructuring the content. One of the first considerations for teachers new to teaching with technology is managing the shift from physical to virtual space. University instructors rarely have the opportunity to design their learning spaces, nor are they typically required to inform students how instruction will occur in the physical space. In fact, instructors and students bring certain expectations based on common experiences: students will sit in their seats, notes will be written on the chalkboard, papers will be submitted to the instructor at the start of class, and so on. Teaching online provides the exciting, but potentially overwhelming responsibility, of designing the course beyond the usual steps of choosing textbooks and creating assignments. No longer can the

instructor simply walk into a classroom and without much thought utilize the available equipment. Rather, the virtual space where students will convene and learn must be thoughtfully considered as faculty begin to plan and shape their courses. Consequently, the basic assumptions, expectations, and practices of teaching are altered—even challenged.

Although many instructors will use an available course management system, there are many, many decisions to be made within that system including, but not limited to, how students will access information; interact with the content, with each other, with the instructor; and submit their material. Choices to be made about the layout, color, icons, and so on can also carry a significant impact on the course. Additionally, a course management system may operate on a set of pedagogical, or even functional, assumptions that don't entirely sync with an instructor's pedagogy or process and may create barriers in many circumstances. Therefore, instructors need to identify first their pedagogical assumptions for the online classroom and carefully consider ways to create the most effective virtual space—even if it is within the confines of a content management system that doesn't completely support their pedagogies.[12]

Mike Palmquist, Kate Kiefer, James Hartvigsen, and Barbara Goodlew (1998) advised that "as teacher–trainers, we cannot expect participants in our training programs to infer our assumptions" (p. 202). The same will be true in the parallel case of instructor and students. To avoid confusion and frustration, "we need to explain explicitly how our design decisions at all levels (classroom layout, syllabus, writing tasks) reflect our goals and expectations for the" hybrid course (p. 202). Many of these assumptions and decisions should be articulated through practical revisions and additions to the syllabus. For example, a traditional syllabus would not provide students with directions to the classroom or tell them how many words they are expected to speak in class. Yet, directions for attaining access to an online course need to be made explicit, even for the always-on student. Students also need to be explicitly told how often they are required to log into the class, if their virtual presence is expected at designated days and times, and how many words count as participation. Many of these considerations are off the radar for teachers new to hybrid environments and are often considered only after something goes wrong. Facilitating a discussion where instructors consider policies and the impact of design decisions prevents some of these disasters from occurring while they are teaching the course. Also, because instructors play the role of student in the Hybrid Academy, they experience these types of questions from the student perspective. This experience, combined with discussion with other teachers, enables instructors to troubleshoot their courses before they go live. Without these considerations, both instructors and students can quickly become frustrated with the new delivery format. These frustrations accumulate and lessen the chances of establishing and/or sustaining a culture of use.

All of these considerations, individually and collectively, impact the syllabus, so it is not surprising that instructors often find that a complete syllabus and course calendar revision is required to reflect pedagogical changes. Working with instructors to increase the overall precision and transparency of their goals and objectives in the syllabus creates a clear and

[12] What happens when an instructor is faced with the reality of using a CMS/LMS that poses a direct conflict to the instructor's own pedagogy? Does the instructor make this fact transparent for her students? Or does she do the best she can with the tools provided? There are serious issues involved with using tools that create roadblocks to true interaction and collaboration, though for the purpose of the Hybrid Academy, these issues were only dealt with on the periphery, because part of the instructors' goals included acclimating students to university technologies and policies and, like it or not, most of the students would end up using the chosen CMS/LMS beyond just this one hybrid course. On the other hand, there's little chance that students would ever use the CMS/LMS to the extent that they would in a hybrid composition course.

refined document. The hybrid course syllabus should become the roadmap, master plan, and strong, clear foundation for the course itself—for instructor and students alike.

Mapping the Course: Designing a Hybrid Course

Once a course is reconceived through the syllabus workshops, and some basic technology has been introduced, instructors draw course maps in the form of diagrams or flowcharts for their entire course, paying close attention to separating their F2F teaching days from their hybrid teaching days. After they design the "big picture" for their course, they similarly outline specific activities and assignment sequences using a spreadsheet document designed for this purpose. The resulting map becomes vital to Academy directors who can then begin to assess the effectiveness and feasibility of the instructor's initial plans. It is also invaluable to the instructors, as the map will guide them through both the design phase and the actual teaching of the course. Interestingly, mapping wasn't an original part of the Academy plan, but it came about partly because composition faculty were already familiar with teaching students how to create concept maps and idea clouds.

Introducing Technologies to the Redesign

After this course redesign, Academy participants are ready to fit their pedagogies to the technologies that will facilitate them. Designing shared spaces that allow for interactions (including those between student and content, student and instructor, and student and student) becomes the integral part of creating a genuinely engaging hybrid course (see Brunk-Chavez & Miller, 2007). Instructors are advised to avoid the "busy work" that can result from the shovel-ware approach and to look instead for ways to incorporate various available tools that will enable them to create meaningful, often collaborative, learning experiences that are frequently referred to as "modules". These learning modules collectively form a framework that results in a rich learning experience—an experience that could potentially be viewed through Fleckenstein's (2005) "ecological orientation," where "the constitutive elements of a system are co-dependent. Each possesses an identity only within the context of the other's actions and by means of the other's actions" (p. 153). Learning modules aren't enclosed systems unto themselves (in terms of single interactions between the student and the content alone), rather, they have the potential to require and leverage communication and collaboration between students. Through revising content and assignments for increased interaction and continuity, faculty consequently streamline the course to the point where they create time to handle the new sets of interactions central to a hybrid course. Engagement through meaningful interaction and the efficiency of the course sustain the interest in online courses from both student and instructor perspectives.

As for initiating actual work with the course-supporting technology, we agree with Angela Crow (2000) that when teaching technology, the "sequencing of assignments needs to be based on scaffolding concepts and on building the most fundamental and most vital skills so that through repetition, students learn the necessary concepts" (p. 405). The Hybrid Academy is no different than a classroom in this respect. We assume that our instructors will possess a common skillset as they enter the Academy. In most cases, this is a safe assumption; however, regardless of the advertised "ease of use" of a given technological tool, there is always a learning curve. For some, the learning curve is just a minor hurdle, but for others the curve can more closely resemble a complete roadblock. For the latter case in particular—remember that most Academy participants are not early adopters—various aspects of the technology they will be using are broken down and presented in simple, short, hands-on training sessions often lasting for only 20–30 minutes. These quick technology training

sessions evolve into more complex discussions pertaining to the pedagogical and/or practical value of each tool, as well as alternative ways of accomplishing tasks, not to mention alternative ways of using these tools. Through this scaffolding, information overload can be avoided (or at least minimized), and teachers can be encouraged to try, apply, and utilize the skills acquired during the previous training sessions.[13] Crafting these experiences requires Academy directors to facilitate constant learning, but also to protect participants against being overwhelmed. Nothing kills a technology buzz faster than moving through the steps too quickly.

Instructors quickly notice that working and learning with their departmental colleagues is valuable at moments when frustration levels run high. Instructors can learn from each other in ways that they do not—and sometimes cannot—learn from the technology experts who occasionally look down on those new to the technology. This experience fosters a communal knowledge-building among the instructors, often referred to in composition studies as lore. Stephen North (1987) wrote that "communal lore offers options, resources, and perhaps some directional pressure," although he noted that "the individual, finally, decides what to do and whether (or how) it has worked—decides, in short, what counts as knowledge" (p. 28). The development of lore within the Hybrid Academy experience lays a foundation for sustained development and discussion, as instructors share tips, tricks, strategies, and pedagogical and technological insights with each other, further shaping and cementing their learning.

Modeling Peer Evaluation and the Microcosmic Culture of Use

The Hybrid Academy models actual hybrid courses on a micro level by using discussion boards, schedules, surveys, assignments, and small, interactive assessments to deliver content, generate development, and provide a shared virtual space for course development and learning among instructors. Through this modeling, Academy participants simultaneously experience the space as student, instructor, and developer. This is a crucial and core aspect of the Academy experience, as faculty are not expected to have the time to put themselves in students' shoes during a frantic semester, nor do are they expected to possess the desire to do so.

Stuart Blythe's (2001) suggestion of "adopting a user-centered attitude toward course design where design is on-going based on feedback and input from the users" (p. 338) is reflected in this approach. The participants' individual courses begin as a blank shell where they can build and experiment without the pressure of a set of live students subject to their experimentation. After an initial period of course development, the courses are made available to other Academy participants, who are asked to anonymously assess each others' courses on usability, clarity, and general course design, all within the framework of a "best practices" approach (Chickering & Ehrmann, 1996).Employing a strong peer evaluation component maintains a critical feedback loop that produces a wealth of suggestions and improvements—allowing instructors to both give and receive feedback without the pressure of trying approaches for the first time on real students. This experience becomes one of the most fulfilling parts of the Academy. Through the experience of learning in the course while also creating their own course, instructors bond with each other on multiple levels and form a network that, once again, supports a culture of use within and beyond the Academy.

[13] It's important to note here, that, for purposes of introduction to technology, the "tool" metaphor for technology is serviceable, if perhaps, still unfortunate. It continues to hide the bigger picture of what's actually happening in the learning space formed by the academy.

MAKING THE ACADEMY MODEL PORTABLE

Although our composition unit's first concern was effective hybrid teaching within its own program, an important secondary concern was the portability and sustainability of the model across campus. First-year writing would not be the only program asked to pursue alternative delivery, particularly after surveys and course studies began to reflect the efficacy of teaching in a hybrid format. Additionally, without an established culture of use throughout the campus, first-year composition hybrid courses would remain an anomaly—a first-year experience for some students, but not an experience across the curriculum, within majors, or in upper-level courses. The sustained success of hybrid courses is dependent, at least in part, on acknowledgement, assessment, and adoption. A closed loop involving only composition would eventually lead to other disciplines discrediting the Academy model for being solely focused on one discipline. Simple replication, then, is not enough to sustain a culture of use. The resulting replications must comprise a larger system (Taylor, 2001, would use the term "swarms"), and yet share similar goals, attitudes, and direction.

Based on the successes and, yes, failures, of the first Hybrid Academy, the next step of the project, therefore, was to create a portable model simple and dynamic enough to be a framework for developing an academy, but one that did not make up a completed, static structure. Leaders agreed that some topics should remain common across all Hybrid Academies: syllabus and course (re)design, evaluation and assessment, communication and collaboration, and basic course management. Nevertheless, the model had to allow for discipline-specific alterations and individual faculty and student input where warranted.[14]

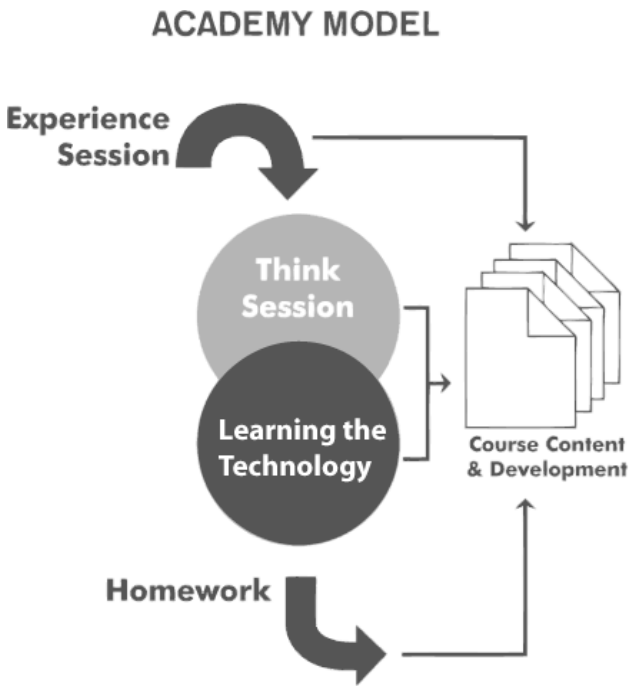

Figure 2. Academy model (Palsole & Miller, 2006).

[14] At this point in Hybrid Academy history, Instructional Support Services, lead by Sunay Palsole and Shawn Miller, began streamlining and otherwise improving upon the original Hybrid Academy in large part to make it portable across disciplines.

The resulting academy model (see Figure 2) is both simple and cyclical. The figure above represents one day's activities—one day's learning and development cycle, which is repeated daily for an intensive, consecutive 4–6 day academy. "Experience" sessions are short sessions that plunge faculty into a student-simulating situation. These are typically followed by theoretical conversations about technology, teaching, and the hybrid experience called "think" sessions. Next are the "learning the technology" sessions, which are practical, hands-on sessions that relate directly to the topic of the think session. Academy participants leave the workshops with homework assignments to be completed online, including assignments, discussion board postings, or course-development projects intended to help faculty produce or revise their existing course materials for hybridization. No matter what discipline is participating in the Hybrid Academy, sessions must be carefully coordinated so that they feed back into course content and development; otherwise, they become a scattered and fragmented set of workshops that do not promote a cohesive and sustainable program.

Because the model is relatively simple in its design, each new discipline that enrolls in the Hybrid Academy is able to address their unique pedagogical concerns. This is especially important because, as Selber (2004) explained, "if teachers…leave technology design and education to those outside the field, it is entirely probable that students will have a much more difficult time understanding computers in critical, contextual, and historical ways." Perhaps more significant, "technology designs, informed by pedagogical and cultural values not our own, will define and redefine literacy practices in ways that are less than desirable" (p.13). Although we now have a portable, sustainable model for hybrid academies, it remains no less important to allow the model to be shaped by the specific needs and characteristics of a given discipline. Without such an approach, the culture of use initiated by the Hybrid Academy will not be sustained.

Promoting the Hybrid Idea

In *Sustainable Computing Environments*, Richard Selfe (2005) argued that if we

> are to extend the efficacy of [our] instructional efforts in technological environments, [we] need to keep [our] general priorities as humanists straight: focusing first on the literacy needs and talents that students exhibit and the collective talents that teachers, administrators, and staff members can bring to bear on instructional problems. (p. 12)

To accomplish this, he suggested considering the roles and importance of people first, pedagogy second, and technology third. Similarly, we realized that to create a culture of use on our campus, where teaching with technology becomes fully integrated into our pedagogies, we had to first—and then continuously—generate buy-in from faculty, students, and administrators. The difficulty with doing so is that, until the actual outcomes start becoming more and more apparent, it is somewhat difficult to see the obvious difference between average technology training and support, and the holistic approach of the Academy. The growing amount of positive research about hybrid learning did make this process somewhat easier, however.[15] We agree with Michael Moore (2005) that

> compared to many other promising innovations in the distance education field that end up being reduced to no more than dovetailing new technology to old pedagogies and institutional structures, [blended or hybrid learning] is an

[15] See, for example, Charles Dziuban, Joel Hartman, and Patsy Moskal (2004); Harvey Singh (2003); Randy Garrison and Heather Kahuka (2004); and Robert Albrecht (2006).

> innovation that almost inevitably leads to significant changes in both pedagogy and the way resources are apportioned and applied. (p. 129)

Of course, we saw the potential for change as a real opportunity for growth in our program. We also knew that faculty who had an interest in teaching with technology but didn't know how to get started could "get their feet wet" by learning how to develop a hybrid course. It is not essential for faculty to have previous experience in teaching with any sort of technology. What they must possess, however, is a willingness to experiment with their pedagogy—to take risks with their teaching. In our experience, it wasn't difficult to find groups of faculty excited about taking on a new challenge in the classroom and interested in the value of teaching in some type of online format.

Building upon this excitement and interest, the Hybrid Academy is designed to provide a space for faculty to examine, consider, and rejuvenate their pedagogical foundations and practices. Lisa Gerrard (1991) and Robert Samuels (2004) have both noted this lack of space; Samuels argued that "due to [the] temporary institutional status of most compositionists, there is rarely enough time to experiment with new technologies and to take risks by developing pedagogical and curricular innovations" (p. 64). Seasoned teachers of writing rarely have the opportunity to reconsider so completely their pedagogical assumptions, their teaching styles, and the effects these may or may not have on students. Participating in a Hybrid Academy where the training does not simply facilitate or replicate current teaching practices, but provides the valuable opportunity for instructors to experiment with and improve their pedagogies enables instructors to become aware of pedagogy in a way that does not often occur in typical training workshops.

In addition to the pedagogical and philosophical reasons for participating in a Hybrid Academy, the material conditions of the instructors must also be considered, particularly if the participants are graduate students or lecturers. Many times, less-than-desirable working conditions are exasperated when technology is introduced. Kristine Blair and Elizabeth Monske (2003) noted that, especially with distance learning, instructors may "benefit the *least* within these new virtual communities" (p. 449) because "technology-based pedagogies require significant labor in design, development, and delivery. Much research shows that fully online courses require more up-front planning, more detail in design, and just as many, if not more, contact hours with students than traditional, classroom-based courses" (p. 447). For instructors teaching with technology and/or in a hybrid format for the first time, the initial planning and learning time can be a serious drawback. For this and other reasons—including the fact that UTEP had been mostly untested as a university population ready for hybrid learning—incentives were provided to the group. These first-time incentives included a laptop and portable projector (to ensure both an understanding of and access to the everyday classroom technology), a reduced course cap for three semesters (from the usual 25–27 students to 18), and funding for professional development related to teaching writing with technology.[16] Of course, most universities cannot provide this level of incentives for long, if at all. Academy leaders should be keenly aware of what incentives are meaningful to instructors, as each program's working conditions vary. We have found, though, that over time, as instructor use cases and proven experiences start to accumulate, incentives are no longer necessary. Instructors participate in the Academy because they choose to or because their department encourages them to redesign their course delivery. In any case, participating in a Hybrid Academy needs to be worthwhile professionally and personally, rather than something

[16] Future hybrid academies outside of the composition program chose to negotiate a course reduction for their training and/or pilot semesters. As the academy has become an established component of Instructional Support Services, most instructors who participate do so by their own choice. Departments are no longer required to provide the incentives we gave at the start.

a chair or dean is forcing them to do. To sustain a culture of use, past participants of the Academy must "pass on" their excitement to the next cohort of participants. They must also be willing to continue—if not expand—their delivery of hybrid courses over time.

Student awareness and buy-in are also critical aspects of the Academy, and ultimately, an integral part of the resulting culture of use. Virginia Crank (2002) wrote that "a traditional classroom, no matter how we arrange the chairs, still inherently places the teacher at the center of all discussions, as moderator, validator, authority" (p. 147). For some students, the idea of moving into a virtual space and thereby removing the teacher from the center of the classroom creates a great amount of distress, particularly for first-year students. Despite this apprehension, many students may also be looking for a learning experience that "extends beyond the four walls of the college buildings and beyond the confining traditions of writing instruction" (Crank, p. 154). Of issue is, however, if students are able to assess how well-suited they are for hybrid courses, especially if they are new to the university and the rigors of college life. In our pilot semesters, instructors found lack of student awareness to be one of their biggest challenges in teaching a hybrid course. Students need to know that they are enrolling in a hybrid course and what it means to be in a hybrid course. Acquiring this knowledge requires providing information to advisors and new student orientation teams, as well as disseminating the proper information within the university's course catalog and enrollment structure. Developing an online survey to help students determine the suitability of an online writing course is a good service to provide as well.[17] Articles in the student newspaper, a link to hybrid information on the department or program Web site, and presentations in pre-requisite courses are other places to create awareness and an atmosphere of excitement and advancement.

Clara Fowler (2003) advised instructional project designers to "identify your stakeholders," those "external groups that will have a stake in the success of the project" (p. 43). For most of us, these stakeholders are administrators at various positions throughout the university. The Academy leaders quickly learned that although one group of stakeholders encouraged alternative delivery of courses, not everyone was so enthusiastic. It is important to understand early who holds what expectations for the project and who will be able to determine the ultimate continuance of it. Once the stakeholders are on board with the project, it is important to keep communication open. Keep them informed of the progress in training and the successes in implementation. Lack of administrative support is one of the surest ways to squash what might be a productive program, and support sometimes dissolves when administrators are not appraised of an initiative's results and impact.

Just as with most curricular changes or delivery modifications, administrators should realize that new hybrid instructors require a "growing period" that might sometimes be painful. During the first semesters when instructors are learning to teach comfortably and effectively with technology, student drop rates may run higher or end of semester evaluations might not be as stellar as they usually are.[18] These initial outcomes are typical of any significant programmatic

[17] Several self-assessments are available on the Web. We have adapted ours from Colorado Community Colleges Online: "Is Online Learning for Me?"

[18] An informal study at UTEP indicated that hybrid drop rates were higher than the traditional classroom drop rates. In fall 2005, the second semester of the hybrid program, the drop rate for hybrid courses was at 22%. The drop rate for traditional courses was just over 18%. While we believe there are a variety of factors that should be accounted for, the "numbers," are what administrators may be interested in. One significant factor to consider was the uncertainty of student acceptance of the hybrid format in the first few semesters hybrids were implemented. This led to an unofficial practice of openly inviting students who may feel the least bit "uncomfortable" with taking a hybrid course to drop the hybrid course and switch to a

change, especially when introducing new methods of instruction.[19] In the case of hybrids, this includes technological changes as well, which, until a culture of use is established on the campus, may illicit student objections to lessened lecture time and the increased need for student time-management. For the program to prove its success, individual instructors, as well as the entire project, should be given the space to make mistakes, revise, and regroup. Together, program trainers and administrators should develop and agree on criteria for evaluation, ideally before the classes become hybrid. These criteria might include, but are certainly not limited to, student performance, drop and pass rates, teaching observations, student evaluations and surveys, and instructor evaluations and surveys. Student and faculty enthusiasm must be joined with administrative support to grow and sustain the culture of use on campus.

Strategizing for Success

Those of us in composition studies have long known the value of carefully crafted assessments. In the first three semesters, Hybrid Academy directors took Trudi Hahn's (2003) data-collection advice to "focus energy on collecting and analyzing only what you will use to measure the goals you are trying to achieve" (p. 96). Academy directors assess instructor attitudes toward and skills in using technology using a pre- and post- Academy survey. Additionally, summary surveys for Hybrid Academy participants are performed at the semester's end. Online surveys for students participating in hybrids are given during the first week of classes, at mid-semester, and finally, at the semester's end. All of these measures provided valuable data concerning the Hybrid Academy itself as well as what happens when the participants' courses go live. Combined, they helped to create and sustain the portable framework discussed above, as well as provide feedback to the individual instructors.

We happily discovered that toward the end of our pilot semester, survey results showed over 70% of students accepting and/or recommending hybrid courses.[20] Students—who, at the

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traditional course. Additional factors we see as contributing to these numbers included the misinformation coming from our academic advising units (many of whom thought hybrid courses had to do with fuel-efficient vehicles). This was an issue that was quickly remedied, but magnified the need to incorporate as many people into the hybrid initiative as possible.

We also want to note that although this 22% drop rate may seem high to some readers, it is not alarming at our institution which has a great deal of student movement in and out of classes—particularly first-year classes—through the first 2 weeks of each semester.

[19] Many scholars studying hybrid learning often lump together (or find synonymous) data collected from students in distance learning courses and hybrid courses. An important point to consider is the audience for such courses. Students in distance learning courses are more than likely taking such courses because they have a real, direct need for taking a distance course rather than a traditional course (e.g., location, work schedule, family needs). That is to say, few students would probably "prefer" a complete distance course in most cases, but necessity drives the demand. Conversely, students in hybrid courses can easily opt out without drastically rearranging their schedules and lives to accommodate such a change—thus, students are less likely to "stick out" a hybrid course that they're uncomfortable in than a distance learning course wherein they've already spent several hours going through orientations, learning course protocols, paying extra fees, or where that's their only choice for instruction.

[20] This means that just fewer than 30% of the students surveyed did not accept or recommend hybrid courses. Their comments state that issues such as reliable access and technology

start of the semester, didn't know what a hybrid course was—were able to outline the benefits and drawbacks of hybrid courses, just as clearly as the faculty themselves; most pointed out that the benefits far outweighed the drawbacks. Among other things, these results reinforced the need for and benefits of Hybrid Academy participation as faculty shift their courses online.

What we believe has made the Hybrid Academy successful is that at its core it heeds Cynthia Selfe's (1992) wise advice to avoid "a nearsighted and limited focus on the technology itself rather than on the instruction it supports"; we need, instead, to train and encourage "educators to think critically about *how* and *when* virtual environments can support the educational objectives of teachers in composition classrooms" (p. 24). Using this as a starting point, we've created this list of tips for those considering ways to create and sustain a technological culture of use on their campus. Although many variables undoubtedly exist at different schools, we feel that the following should be constant:

- **Understand and articulate the need for training:** Demand that instructors be prepared to teach effectively with the technologies.
- **Go beyond functional technological literacies:** Provide instructors with the opportunity to become empowered users of technology. Teach them more than how to use the tools.
- **Ask for volunteers, but also invite selected faculty members:** Let the trailblazers lead the way on your campus, but don't overlook those instructors who haven't worked with technology much.
- **Identify advocates and allies:** Look for other departments that might participate in training, and identify centers and other spaces of campus support on campus.
- **Create positive buzz:** Provide faculty and administrators with scholarship that supports hybrid courses as effective. If possible, bring in people—faculty, administrators, even students—to share case studies.
- **Find time to work:** People need to be willing to give up about a week to work with each other on their courses. Don't save time by focusing exclusively on the technology, and don't underestimate the importance of course redesign.
- **Get organized:** Course materials, course goals and objectives, and shareable content can all be worked out ahead of time, and courses being prepared for hybridization benefit greatly from doing this in advance.
- **Take advantage of tools and options available at your university:** Be flexible with your options and choices.
- **Look to the Web:** There are growing amounts of free resources available to faculty who want to hybridize. Work with graduate students and/or other departments to help choose free wikis, blogs, and other tools that may help create a virtual course space.

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glitches (our favorite was: "sometimes the internet is stupid") were commonly cited reasons for discontent. Interestingly enough, some students said they did not like hybrid courses for reasons we would deem as positive: it forced them to manage their time more effectively, made them work more with other students, and required that they learn to use computers.

- **Plan for assessment and continuous improvement:** Although it is important, don't rely exclusively on anecdotal evidence that teachers teach better and students learn more in a hybrid course. Be able to provide evidence.

As we send this chapter to press, the Hybrid Academy is half-way through its fourth year. To date, the Academy has assisted over 50 instructors in redesigning their courses, the demand for the Academy is still steady,[21] and the number of hybrid courses offered increases each semester.[22] Although Instructional Support Services hopes to sustain this momentum, there will come a time where our campus reaches that mid-life crisis that other writing and technology across the curriculum initiatives often face. Already, though, we are looking ahead; Instructional Support Services is seeking to hire additional instructional consultants and considering creating technology ambassadors who will encourage late adopters in their departments or colleges. It is our hope that through a careful reflection on the Academy, and by writing chapters such as this one, we can continue to think critically about our approaches and revise and renew them until the general culture of use on our campus has grown to the point that such programs as the Academy may not be necessary—as hybrid courses appear on the schedule with more frequency and as the culture of use expands far beyond the necessity of a Hybrid Academy. This would, in the future, allow us to at least partially reallocate expertise into better design and assessment of hybrid courses, instead of continually training and informing new hybrid instructors and students.[23]

Beth Hewett and Christa Ehmann Powers (2005) stated that online educators "often need specific training for online writing instruction—training that transcends technological skills or specific platforms—as they prepare to teach in online writing environments" (online). They found, however, that "the subject of preparing educators for online writing instruction is insufficiently discussed in published literature" and consequently called for "more professional discussion about training and professional development programs for online instructors" (online). We hope that this account of our experiences creating a culture of use on our campus will contribute to an ongoing conversation about the most effective, efficient, and sustainable ways for training university and college faculty to reach and teach the always-on student.

[21] Although 50 may not seem like a large number, Hybrid Academies are run twice a year and admit 10 participants per session. ISS reports that the academies are full shortly after being announced. Additionally, this does not account for the number of faculty who have participated in Technology Leadership and Teaching Online academies.

[22] For example, the Composition Program is currently engaged in a redesign in which all second-semester courses will eventually be delivered as hybrid courses within the next 2 years, and several Rhetoric and Writing Studies courses are regularly offered as hybrids.

[23] Although the Hybrid Academy and other technology initiatives are still new enough that we haven't had to deal with significant sustainability issues, we need to consider what happens when and if faculty lose enthusiasm. What can we do when and if the academies aren't immediately filled by eager faculty? Writing Across the Curriculum literature provides valuable insights into how to maintain momentum. Interested readers might want to refer to Rebecca Jackson and Deborah Morton's (2007) "Becoming Landscape Architects: A Postmodern Approach to WAC Sustainability." Also of interest is McLeod, Miraglia, Soven, and Thaiss (2001), *WAC for the New Millennium: Strategies for Continuing Writing-Across-the Curriculum Programs.*

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