

Case Study Part II

A few days later on the second floor of Hallowed Hall, the central administration building, a committee meeting ensues...

- A: Many of us are already spending more time than ever on our courses. Besides keeping up with our grading, we have to prepare new slides and web pages for each class. I love my students but this is getting out of hand.
- B: Look, we've been at it for two hours and I don't see anything resembling a draft that we can submit to the provost. We're wasting our time – I need to get back to the lab; I've got to finish a paper for Friday's symposium."
- C: "Simpler is better when it involves faculty using technology. I recommend we distill our recommendations into some overarching principles.
- D: "Good idea, I guess. Fewer principles the better I say. But please don't forget that we eventually need to get faculty approval."
- E: "I like the idea of just three. Then we could run a three-day workshop just before the semester begins, focusing on one principle each day. More would make the workshop too long and the faculty wouldn't attend."

Suddenly walking in the room and joining the conversation...

- F: "How's it going folks? Anything I can do to help? Besides providing additional resources, of course..."

Activity 2: Match the statements above with the following stakeholders.

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| ___ Nolira | upper administration |
| ___ Whinesabit | faculty leader, president of the faculty senate |
| ___ Knowsmuch | instructional technology director, responsible for distance learning |
| ___ Wizard | winner of last year's excellence in teaching award |
| ___ Grants | typical faculty member |
| ___ Gladsome | learning center director |

Are there any stakeholders missing from this list?