"The rapid change of technology must continue to be viewed as both a need and a concern for teachers and learners. The advent of digital technologies and the computerized of traditional media must be planned properly and well implemented. If schools and colleges do not keep up with these technological trends, the level of services and instructional impact on teachers and learners teaching and learning at remote could be significantly diminished" (Iowa State University Instructional Technology Center, p. 2). The analysis of the multiple challenges facing education force educators within academic institutions to evaluate the possibilities of alternative forms of course content delivery, particularly with respect to educational technology and distance learning, and to make recommendations for their implementation on an institutional level.

The author of this paper will demonstrate the need to establish a 'Service for Teaching and Learning with Technology' (STLT) for a small community college to enhance teaching and learning outcomes. Arguments will be presented to support the creation of a STLT in relationship with research findings. The elements needed to establish a STLT such as mission, goals, staff needs, organization of the STLT, and a public relations plan will be documented.

Based on the research going on, I will demonstrate that the goals to be met by the STLT are important to justify its existence in order to:

1. Substantially increase the capacity of the STLT teaching staff to integrate technology in their teaching activities through project-based staff development.
2. Support and collaborate with academic units in identifying specific needs in staff development and in establishing standards of basic technology skills for teaching and administrative staff, as well as for students, both on and off campus.
3. Invite faculty, e.g. from education and psychology, to conduct research on the effectiveness of technology-enhanced and distance education.
4. Collaborate with program directors, professional organizations, and student associations in order to prepare students appropriately for the requirements in technology competencies for their studies and their future professions.
5. Assist academic programs and their teaching staff in course content delivery through technology, both on and off campus (Linking Strategic Planning with Program Implementation for Distance Education, p.3).
6. Guide the academic community in the evaluation and adoption of state-of-the-art and emerging technologies for course development and course delivery on site and at remote, serving individual students anywhere as well as distance education centers (Albright, M. J. & Graf, D. L. 1998).
7. Collaborate with other administrative central services, such as library, registrar, and others in establishing appropriate services for teachers and learners (A Survey of New Media Development and Delivery Software for Internet-Based Learning, p. 5).

Based on the author’s experiences and current research on Instructional Technology center for academic institutions, I will show in my presentation why we need to create a service that meets on one hand, teachers’ instructional technology needs for teaching, and on the other hand, the required technological media to be used in the learning process.
A technological proposal for the establishment of a 'Service for Teaching and Learning with Technology' will be presented to participants and this tool will help them to prepare their own proposal for a required STLT.

The author of this project will like to share his views with participants who are doing research in this area of educational technology and creating a collaborative network of educators who are interested to pursue further this research.