Establishing proactive and reactive support routes for researchers who use ACI resources, including standards of response. Promoting learning and user empowerment in providing support for user-reported or observed issues. Leveraging external technical expertise.

Assisting

Researchers in the Use of ACI

Establish Assistance Routes

- Promote these clearly to researchers!
  - … and don't have too many

- **Common routes**
  - Email/tickets
  - Schedule meetings
  - Office Hours
  - On-demand (chat, phone, etc.)

some assistance interactions evolve

into more of an engagement!

Effective Communication: Clarity

- Use terms that you know are familiar to the researcher
- Use the simplest terms possible (avoid jargon)
- Use specific nouns (avoid pronouns)
- Avoid concept overload
- Define new terms and distinguish these from other concepts

Effective Communication: **Empathy**

- First, understand the researcher's perspective
  - What is their computing background and what are their goals
- Build a relationship with the researcher

- Encourage future assistance requests

- **Especially important in email!!!**

Effective Communication: **Professionalism**

```
--------------------------
```

I tried to use scp to copy data to my user directory on host1.org.univ.edu, but I get a "Permission denied" error. Is something wrong with my account?

-John Scientist

```
--------------------------
```

Hi John,

Thank you for writing to us with this question. In order to understand why your 'scp' command isn't working, can you send me the exact command you're using and the terminal output when you run the command? From what I can tell, there doesn't seem to be anything wrong with your account, but we'll figure out what's not working.

Thank you,

Michelle Facilitator

Research Computing Facilitator, CHTC

Advancing Researcher Capabilities

Teach to fish!

- Clearly identify issues, solutions, and the researcher's next steps
  - avoid solving the problem FOR the researcher, where possible
- Anticipate the *real* and *next* questions
  - Is the researcher asking the 'wrong' question?
  - Is there a next question that you can go ahead and answer?
- Empower the researcher to find their own answers

Proactive Support

Assistance not initiated by the researcher

- a distinguishing aspect of facilitation versus reactive-only support ("beyond the help-desk")

- When?

Proactive Support

- a distinguishing aspect of facilitation versus reactive-only support ("beyond the help-desk")

- When?
  - metrics indicate issues or opportunities for optimizing a researcher's outcomes
  - increase in user activity after hiatus (new type of work?)
  - new information applicable to the researcher
  - check-up after a long time with no issues or usage

Reflection and Record-Keeping

- Prior practices will be greatly enhanced if a "case load" of interactions with researchers is documented

- Reflect on common 'user' issues, facilitation challenges, infrastructure limitations to inform
  - Additions of learning materials
  - Enhancements to resources
  - Policies and cost models
  - Changes is support practices