



# EXCHANGE

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New England Faculty Development Consortium

## Message from the President

*Jeff Halprin, President, NEFDC*

It seems impossible to sit down to write anything right now without thinking about what one can say about the thousands of lives stolen at the World Trade Center, the Pentagon, and on the plane apparently heroically crashed in Pennsylvania; about war on the horizon; about the possibility of an endless cycle of attack and retribution; about the fear that the effort to bring the murderers to justice might instead become a generalized attack on Afghans or Muslims. Yet, for me, it feels that anything I say outside the context of an extended discussion of these issues would trivialize the deaths and the horror of what happened. The article by Matt Ouellett in these pages is, much more appropriately, an example of the deliberate analysis we all must do and have been doing.

That said, in truth it is a great pleasure for me to step into the role of the President of NEFDC. Matt Ouellett, who has just completed serving two terms as President, has left me a task so much easier than the one he took on. He has devoted himself to directing the Consortium so it can most fully be responsive to the evolving needs of the members. He has guided us to increased visibility in the region and the nation. And he has facilitated a degree of organization, cooperation, and efficiency in the Board where, now, practically all I have to do is set a date and time for the meetings. Simply saying thanks, on behalf of the Board, is an inadequate representation of the appreciation all of us feel for having had the opportunity to watch Matt at work.

The NEFDC Board has been strengthened with the addition of four new members who reflect the way in which the Consortium has been succeeding in bringing together the enormous experience in faculty development which exists in schools throughout the region. From Rhode Island, Rebecca Sherrill More, the Director of Brown University's Sheridan Center for Teaching and Learning has joined the Board. From Connecticut College, we added Michael Reder, Director of the Roth Writing Center and Center for Teaching and Learning. From Massachusetts, we have brought on the expertise of Judith Miller, the Director for the Center for Educational Development, Technology, and Assessment at WPI and Steven Berrien, the Director for the Center of Teaching and Learning at Bristol Community College in Fall River. And I should remind you of the new officers who continue on the Board: the Clerk is Ellen Nuffer from Keene State College in New Hampshire; the

Secretary is Judith Kamber from Northern Essex Community College in Haverhill, Massachusetts; the Editor of this newsletter is Sue Barrett from Boston College; and the newly-created position of President-Elect is Tom Edwards from Thomas College in Maine, who will take over the Presidency in July of 2003

This year, the NEFDC will continue, in the person of Randy Bass, to bring the most provocative, thoughtful, and well-known thinkers in the field to our conferences (See the article in this issue). We will continue to expand the network of faculty developers which our members can reach out to. We will continue to provide a multitude of opportunities to take a step back from the complete absorption in the moment which classroom teaching requires.

In the classroom, we can only focus on the students in front of us, the material being addressed, the hundred questions and directions that need to be chosen from the possibilities of the exact moment of NOW. All the activities of the Consortium are designed to allow us to take a few moments to think about where it is all going, where we want it to go, and how to try to get it there.

Being a member of the NEFDC Board for the last two years has allowed me to get together many times a year with people who are enormously enthusiastic, enormously knowledgeable, and enormously FOCUSED on faculty development. It has been a delight. It is the goal of the Consortium that the members get that same pleasure, that same opportunity for reflection—from this newsletter, from attending our conference, from leading sessions—and I hope that everyone who has had the patience to read this far will seriously consider volunteering to serve on the NEFDC Board in the future. (Nominate yourself or others to Susan Pasquale, the head of the Elections Committee.) You will have a wonderful time!

I look forward to seeing all of you at Holy Cross on November 16th for the Fall Conference. Make a point of introducing yourself to me and all the members of the Board.

*Jeff Halprin is an Associate Professor of English and Director of the Nichols College Faculty Teaching Center.*

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# Teaching Through the Disaster

**Matt Ouellett,  
University of Massachusetts-Amherst**

The events of September 11, 2001 are indelibly etched in our minds. From some future position, I think that our recollections about the 11th of September will begin with recalling where we were when we first heard about the World Trade Center. On the Richter Scale, this event may have been the equivalent of the assassination of President Kennedy. For many of us, the place is the same one --- a classroom on a college or university campus. Where our discussions go from that memory will be reflect all the diversity of our students and our schools.

## **Shock, Grief, and Anger**

In the weeks since the 11th, I have written and rewritten this column in a mirror of my emotional cartwheels. In retrospect, I can see that many colleagues and students shared these stages of coping, grieving. At first, the best I could manage to do was to try and be present emotionally, to talk with those who needed to talk and to sit with those who just wanted company. Talking with colleagues in faculty development in New England, I have been struck by the combination of compassion and creativity with which instructors have helped students understand these events at personal, national, and global levels. In the last several weeks there has been a trend to offer healing events and to find ground that is familiar to teachers--and perhaps where we are at our best--which is bringing to bear the intellectual resources of the institution to understanding the events. Many colleges and universities are hosting panel discussions, lecture series, and colloquia. At the individual level, a poetry teacher at Boston College said that he drew a connection between the

way students create meaning for themselves as they read a poem, and the way we all have to create meaning from this event. At UMass, an instructor began her classes with a brief writing and discussion exercise using the question, "How did you first hear about the events of September 11th?"

We all have profoundly deep and complex feelings about the events of recent weeks. One of the best trends in education has been the acknowledgement of the importance of both cognitive and affective modes of knowing. As we continue to become a more inclusive, multicultural nation, in time I think this will be an opportunity for us look more closely at values and beliefs, at how we have come to think the way that we do, and to better understand perspectives different from our own.

In no prior world event has media coverage been so immediate, graphic and complete. Many Americans watched in "real time" the collapse of the second World Trade Center tower. In a kind of mirror of this, universities and colleges across the nation used the web to create and share widely information and resources, too. Almost immediately, members of the teaching and learning centers at the Universities of Michigan, Washington and Arizona State organized and published websites with resources that helped many of us respond effectively to the needs of instructors on our own campuses. Their contributions helped many of us to sharpen our own efforts. A few are listed below.

*Matt Ouellett is Associate Director of the Center for Teaching, University of Massachusetts-Amherst.*

## **Selected Web Based Resources**

### **Arizona State University, Center for Learning and Teaching Excellence**

<http://www.asu.edu/provost/intergroup/resources/classconflict.html>  
("Responding to difficult situations with students" and "Resources on conflict de-escalation.")

### **Harvard University, Derek Bok Center for Teaching and Learning**

<http://www.fas.harvard.edu/~bokcen/docs/TFTrace.html#cardinal>  
("What a teacher can do to handle hot moments.")

### **University of Michigan, Ann Arbor. Center for Research on Learning and Teaching**

<http://www.crlt.umich.edu/tragedydiscussion.html>  
("Guidance for UM Instructors Leading Class Discussions on the Tragedy of September 11, 2001.")

### **University of Washington, Seattle. Center for Instructional Development and Research**

<http://www.depts.washington.edu/cidrweb/guide.html>  
(A very comprehensive site that also links to many other resources.)

### **Media Education Foundation**

<http://www.mediaed.org>  
(An independent, non-profit organization committed to both the production and distribution of educational resources, and the research of contemporary media issues. Resource for global perspectives and for critical analysis of domestic media.)

**Sue Barrett**

Dear Exchange Readers,

I'm happy to take on the role of newsletter editor for the NEFDC, although Jeff Halprin is a tough act to follow. I know we all appreciate what a wonderful job Jeff has done with the newsletter over the past couple of years and look forward now to his work as president.

This has been a strange and stressful semester for all of us. Students, faculty and staff all share a national sorrow and fears about the future. Many of us are in a thoughtful mood, and our newsletter articles reflect these feelings. As Jeff says in his "Message from the President," it seems impossible to sit down and write anything that doesn't somehow reflect what's on all our minds. Matt Ouellette's "Teaching through the Disaster" considers some of the ways that campuses and teachers have dealt with the events after September 11, and Michael Reder provides us the example of Connecticut College. Bill Searle's image of the labyrinth creates a powerful image for the complex paths we need to negotiate as we pursue "The Spirit of Teaching." And for me, seeing the "Hope Photographs" was a beautiful experience that I personally wanted to share with you.

We're also looking forward to the Fall Conference on November 16. We'll be at Holy Cross in Worcester once again, as you'll see from the full-page "reminder" in these pages. And we have an outstanding speaker in Randy Bass. I've heard Randy speak a number of times and I know you will enjoy his keynote.

While this issue of the newsletter has a lot to offer, it would be even stronger if it included pieces from more schools and more authors. It's always interesting to hear about programs and innovations at other schools. So please consider writing up a description of faculty development on your campus, or of a teaching technique that has worked for you, or a good book, or an inspiring lecture. I'd like to have submissions for the next Exchange by March 1, 2002, but I'll even accept them right now! Don't run the risk of forgetting to send me that great article—just do it now and shoot it off to me.

I hope to see you at the conference on November 16.

## Connecticut College Responds to September 11

**Michael Reder,  
Connecticut College**

Immediately following the tragedies of September 11th, the Connecticut College community held several candle-light vigils and services. On September 13th, almost a dozen faculty from across the disciplines, including an officer/faculty member from the nearby Coast Guard Academy, participated in a panel discussion.

The panel, entitled, "Perspectives on Terrorism," featured experts from religion and Islamic studies, government, history, psychology, economics, transnational security, and ethics. The event was open to the public, and was very well attended (almost 400 people—impressive for a campus of 1650 students). The panel was also covered by several local and state television stations and newspapers. Panel members provided a broad-based analysis of the terrorist attacks and their implications for the future.

Assistant Professor of Religious Studies Patrice Brodeur also led a discussion in his Islamic Tradition class, and stressed two points—be wary of stereotyping Muslims and pay attention to the role of the media. In a story covered in the local New London paper, *The Day*, Brodeur said the Koran teaches only that, if attacked, it is acceptable to retaliate as a matter of self-defense. The Koran, the sacred book of Islam, doesn't condone suicide or murder, Brodeur told students. He also noted that the media seem to have learned from past mistakes and have been careful to avoid prematurely assigning blame. (For more information and names of panel members, visit this Web address: <http://laurel.conncoll.edu/camel/home/news/index.cfm?fuseaction=view&story=509>)

On October 26th, during the College's common hour, the Connecticut College community as a whole gathered to remember the victims of the tragedies of September 11, 2001. Planned as an outdoor service on the College's green, it generated a true sense of community on our campus. The departments of physical plant, dining services, and Media Service all donated their time and goods for the service. Participants were encouraged to bring baked items to for the reception that followed the service. Members of the College community also helped create memorial flags, inspired by Tibetan Prayer flags, which were displayed at the service.

Most significantly, Eugene V. Gallagher, Professor of Religious Studies and the Founding Director of our Center for Teaching & Learning, will coordinate a general college course titled "Religion and Terrorism" this coming Spring. This course will examine religious terrorism in a comparative context by focusing on a series of recent case studies, including the events of September 11th. The focus will be on the analysis and interpretation of primary sources. The class will be team-taught, and will feature presentations by faculty members across the disciplines followed by small group discussions.

*Michael Reder is the Director of the Center for Teaching and Learning at Connecticut College.*

### The NEFDC EXCHANGE

**Sue Barrett, Boston College**

The NEFDC EXCHANGE is published in the Fall and Spring of each academic year. Designed to inform the membership of the activities of the organization and the ideas of the members, it depends on your submissions. Please keep us up-to-date with listings of events you are putting on, as well as book reviews, descriptions of successful programs, and discussions of issues which have engaged your interest.

Reach me at:

Academic Development Center, O'Neill Library, Boston College, Chestnut Hill, MA 02467 617-552-0835 and [barretsc@bc.edu](mailto:barretsc@bc.edu)

# Annual NEFDC Fall Conference



## Higher Education After Technology: Faculty Work In a Wired World

The NEFDC 2001 Fall Conference will feature workshops, teaching tips, resources and networking opportunities to educate and inspire us all.

Faculty members at every stage of their careers—from teaching assistants to chairs and deans—will be enriched. Faculty, administrators and faculty developers will learn the latest strategies for teaching with and without technology.

**Date:** Friday, November 16th, 2001  
**Time:** 9:00 am  
**Place:** The College of the Holy Cross,  
Worcester, Massachusetts

### Preliminary Agenda

8:30 a.m. Registration  
9:00 a.m. Welcome  
9:30 a.m. Concurrent Workshops I & Teaching Tips  
10:55 a.m. Concurrent Workshops II & Teaching Tips  
12:15 p.m. Lunch  
1:00 p.m. Keynote Address,  
Dr. Randy Bass, Georgetown University  
2:00 p.m. Roundtable with Randy Bass  
and Conference Wrap-Up

Workshop topics will include:  
Teaching and Technology in Specific Disciplines, Methods of Integrating  
Technology, Web-Based Teaching, Distance Learning, Teaching  
and Learning Without Technology.

For a complete listing of presentations and for registration information, visit our website at:  
[www.nefdc.org](http://www.nefdc.org) or contact the conference co-chairs Judith Kamber at [jkamber@necc.mass.edu](mailto:jkamber@necc.mass.edu)  
or Judy Miller at [jmiller@wpi.edu](mailto:jmiller@wpi.edu)



## Randy Bass, Keynote Speaker at NEFDC Fall 2001 Conference



NEFDC is very pleased that Randy Bass will be our keynote speaker this year. Not only is Randy an expert on our topic of "Faculty Work in a Wired World," he is also a terrific speaker and we know that you will enjoy listening to him.

Randy is Associate Professor of English and a member of the American Studies Committee at Georgetown University. In 1993-4 he served as the American Studies Keck Foundation Faculty Fellow at Georgetown. He is the author of *Border Texts: Cultural Readings for Contemporary Writers* (Houghton Mifflin, 1999); and co-editor of *Intentional Media: Reflections on Technology and Learning in the Culture and History Classroom*, a double issue of the journal *Works and Days* (Fall, 1999).

Randy has been working with educational technology since 1986 and has directed or co-designed a number of electronic projects and publications on the use of technology in teaching culture and history.

He is currently Executive Director of Georgetown's Center for New Designs in Learning and Scholarship and director of the Visible Knowledge Project (VKP), a five-year scholarship of teaching project exploring the impact of technology on learning in the humanities. In conjunction with the VKP, he is also the Director of the American Studies Crossroads Project, an international project on technology and education in affiliation with the American Studies Association. In conjunction with the Crossroads Project, Randy is the supervising editor of *Engines of Inquiry: A Practical Guide for Using Technology to Teach American Studies*, and executive producer of the companion video, *Engines of Inquiry: A Video Tour of Learning and Technology in American Culture Studies*.

He is also co-editor of the Electronic Resources for the Heath Anthology of American Literature (third edition, Paul Lauter, ed.). For several years he has served as a facilitator and consultant to the "American Memory Fellows Program" of the National Digital Library of the Library of Congress.

For 1998-99, he served as a Pew Scholar and Carnegie Fellow in conjunction with the Pew-funded Carnegie Teaching Academy, for the Carnegie Foundation for the Advancement of Teaching. In 1999, he won the EDUCAUSE Medal for outstanding achievement in information technology and undergraduate education.

We hope you'll be able to join us at the NEFDC conference on November 16 and take this opportunity to meet Randy and hear his keynote remarks.



# The Spirit of Teaching

**Bill Searle**  
**Asnuntuck Community College**

**“True teaching takes courage.”**

That simple statement is the focus of a great deal of thought and discussion for some faculty in Connecticut community colleges this year. Building on a powerful workshop using 20 different labyrinths under labyrinth master creator Greg Coleman last spring, “seasoned” faculty at the college asked for ways to extend their thinking and work—to renew the spirit in their teaching.

Labyrinths and Parker Palmer come together in a new series of “conversations about teaching” that many on the faculty are now engaged in. The basis for the process is highlighted in the following statements. Perhaps you will want people to work on similar ideas in preparation for Palmer’s keynote at the 2002 NEFDC Fall Conference.

“True teaching takes courage because we have to deal with who we are in the classroom and constantly encourage, pull, push, dig out, praise, chastise, and/or challenge students to explore who they are.

True teaching means connecting with our students’ hearts, because it is only through connecting with them at this level that we can give students the choice to change. That is the difference between training and education. Education provides opportunities for people to change. Training provides information. Yes, one of the key problems we all face is that many of our teachers were doing “training” under the guise of education. Thus, many of the models in our heads are inappropriate.

True teaching takes courage because we must constantly be reinventing ourselves, as we search deeper and deeper within for who we are and how we can add to the truth in our students’ worlds. We must change, else how can we ask students to change?

True teaching means that our life work is helping other people move along their labyrinth of self-knowledge, and that means that we must get onto our own labyrinth path. Students know about those who talk good games, but can’t play.

True teaching is not about techniques or styles, it is about being present in yourself and sure that you are embarked on a journey of discovery.

Techniques extend our reach, once we know what we are reaching for. They are not ends, nor are they a panacea for student problems. Once we know what we are teaching for, techniques give us more power. However, techniques

inappropriate to our unique teaching style are wasteful and counterproductive.

True teaching is about exploring the “teaching spirit” within each of us—that spark of genius that drives us to teach in a way unique in the world.

True teaching recognizes that we cannot find everything on our own. We need to help each other find what it is we are to do, and how we are to do it. Only with the help of other master teachers are we really able to develop our own spark to its brightest.

We know we must first plant seeds, and later harvest ideas. Complex life problems—and determining who each of us is and what the genius is that each brings to teaching is a life problem—are not amenable to quick answers.

Discovery is a process requiring careful nurturing, in a caring environment, with other master teachers moving along similar paths. Discovering who we are, being present ourselves in all our teaching, is emotional. It can be painful. It is like being in a labyrinth—sometimes we seem to be getting closer to our truth, only to find a zag in the path that seems to take us away from it. But, like a true labyrinth, once we are on the path, we really are always getting closer to our center.

We will make mistakes, because teaching from the heart means taking chances—and that means making mistakes. It is not safe to make mistakes. True teaching requires us to take chances, to make mistakes—because sometimes those chances pay off. Sometimes we connect with students, change their lives, keep them in school—fan the spark within. A trainer cannot do that, because she/he has no depth, no passion, no commitment to life beyond information.

Our personal spark of teaching genius becomes brighter the more we follow it—one step at a time, neither looking where we came from, nor worrying about the distance to go, but instead focusing on our progress.”

Parker Palmer and labyrinths. A powerful combination. Having some of Coleman’s “finger labyrinths” available for people to use during discussions creates a dynamic on campus that is unique. In the world of words, a tactile sensation helps create a different orientation to the world.

*Bill Searle is Professor of Management and Future Studies at Asnuntuck Community College.*



# The Hope Photographs

**Sue Barrett,  
Boston College**

The McMullen Museum of Art at Boston College opened a new exhibit on September 30. The traveling exhibit, called "Hope Photographs," displays the works of over 90 contemporary photographers. Along with the photographs are answers from BC faculty to the question, "What gives you hope?" The exhibit was planned over a year ago, and the answers to that question were all written before September 11. As I visited the museum this week, I was overwhelmed by the timing of this exhibit—just when so many of us need a little hope, here it is. The pictures and words encouraged and even uplifted me, and I'd like to share those good feelings with you.

For the most part, the exhibit has remained the same as pre-September 11. One picture, though, has been moved to a position of prominence. "To the Rescue" (Elliot Schwartz), which shows a dusty, young fireman, is now the first picture you see when you enter the gallery. And just outside the gallery are photographs taken at B.C. on September 11, pictures of a noontime service held on that day. The curators of the exhibit, Alice Rose George and Lee Marks, gathered the photographs of hope in response to what they perceived as the overly negative images that surround us, "believing that instances of cooperation and harmony are far more common than the proliferation of negative images would suggest." The collection has scenes from many places, times, and situations. Some of the most striking are: a beautiful photo of sperm meeting an egg (Lennart Nilsson), a homeless man reading a book in the middle of garbage cans (Edward Kealy), a table set for dinner amidst ruins in Chechnya (Anthony Suar), a laughing child wearing a bright red jacket against the grays and browns of an alley in Beijing (Regan Louie), and a very old woman smiling with the pleasure of having her hair dressed (Nicholas Nixon). One series of photos, "Grandpa Goes to Heaven" (Duane Michals), shows a young boy standing by his grandfather's bed as the man sits up, wearing wings, and leaves by the window; in the last picture, the child is looking out the window toward the sky.

The pictures capture all types of hope, as do the answers to the question about where people find their hope:

*For those who require evidence, hope is the green pointed tip of the first crocus, the Yule lights at the Winter Solstice or breaking the fast for Yom Kippur. Dogs hope for the sounds of their folks. Cats hope, but do not let on. They bask in the sun, purring the music of hope.*

*Donna Canavan  
Psychology*



*It is the start of the semester; the first class. I am in front of one hundred young students and I am amazed, every time. Here they are ready to hunker down and learn what I am about to teach. And this learning is hard work. The new generation's consent to enter the world I inhabit with all of its difficulty and complexity, is for me a source of wonder and hope. It is like the feeling of renewal when, in the late days of March, we see daffodils poke their green shoots through the cold ground.*

*Paul Davidovits  
Chemistry*

*Hope is one of those mysteries that offer us permission to keep dreaming and reaching.*

*Richard Mackey  
Graduate School of Social Work*

*Hope always has a human face to it—and hands, and a voice, and a story. Hope is grounded in those precious, particular images we live by, images of those who stand in the darkness of apparent defeat and loss, and yet still remain open to an unimaginable but affirmed future. It is Etty Hillesum keeping her journal by night in the concentration camp at Westerbork.*

*It is Wally dying with AIDS adopting a golden retriever puppy.*

*It is my grandfather in his high nineties, still reading seed catalogues in November with dreams of an April planting.*

*John McDargh  
Theology*

Each picture and each quotation gives us its flash of hope. And they prompt us to find our own answer—what gives **you** hope?

**Sue Barrett is Director of the Academic Development Center at Boston College and teaches English in Advancing Studies.**

The McMullen Museum of Art is free and open to the public. Hours are Monday-Friday, 11am to 4pm and Saturday and Sunday, 12pm-5pm. The Hope Photographs will be at the museum until December 9. For more information, and to view a selection of the photos, go to [www.bc.edu/artmuseum](http://www.bc.edu/artmuseum)

NEFDC EXCHANGE  
C/O Sue Barrett  
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## Board of Directors

The twelve members of the Board of the NEFDC serve staggered three-year terms. Board Members are available for and welcome opportunities to meet and consult with members of the NEFDC and others who are interested in faculty development. We welcome nominations and self nominations for seats on the Board - Contact Susan Pasquale.

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