



# EXCHANGE

[www.nefdc.org](http://www.nefdc.org)

New England Faculty Development Consortium

## Message from the President

*Thomas Edwards, President of NEFDC  
Thomas College, Waterville, Maine*

### ***The College is My Classroom***

I recently overheard an admissions counselor comment that “if it takes a village to raise a child, it takes a college to recruit a student.” His point: students choose a college based on a complex set of factors encompassing many offices and individuals. One department, in this case Admissions, can’t do it alone.

The same holds true—or should—for a college education. But while the concept of an integrated education is admirable, it’s often quite difficult to achieve. Our teaching can be isolating. We often struggle—and celebrate—in smaller versions of the collective: with our fellow adjuncts sharing an office, with the other faculty teaching the same course, with our colleagues in our department.

It takes time and energy to connect our work routinely with the larger context of the college. With each expanding layer of bureaucracy, the static and the background noise tend to increase, and we retreat back to the area of our most immediate and significant interaction with our students: our classrooms.

The college is my classroom? I’d rather not, thank you. Too much detail. Too many distractions. Too much that is irrelevant, unimportant or insignificant.

Yet if we surrender too completely to this attitude, we miss our responsibility to help students make connections, to integrate and apply what we teach beyond the definitions of our course or our discipline, to see the big picture. Our challenge with students is often one of integration: how do we help them distinguish between detail and concept, between theory and application, between the significant and the unimportant? If we don’t help

students integrate the college experience, who will?

One approach is to address integration throughout our course design process. L. Dee Fink is director of the University of Oklahoma’s Instructional Development Program and the keynote speaker at the NEFDC fall conference November 12 in Westford, Massachusetts. He defines learning in terms of change: lasting, significant, transformational change. And the taxonomy of that change for Fink includes the crucial components of caring, the human dimension, and integration, which he defines as connecting ideas with people with life.

We recognize the great teachers in our midst who achieve this integration on a regular basis, and we know each time in our classrooms when we’ve made that connection. Students respond immediately, and deeply, to the experience. They will tell you that they “get it.” That you have changed their lives. That you have changed them.

This kind of teaching is an awesome responsibility, but it is ultimately one of the most deeply rewarding parts of our profession. Making the connections between ideas and people and life, between our course and the college and the world around us, is all part of that sacred trust that characterizes the very best of our classrooms. The college can be our classroom, and our teaching and the learning of our students can reflect that.

Please join us in November to hear L. Dee Fink speak more about significant teaching and significant learning, and to hear what your colleagues are doing in the colleges across New England that are their classrooms. It is always a gift to spend time in the company of so many committed faculty and administrators. I will look forward to seeing you there.

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# Review of Robert Boice: Advice for New Faculty Members—*Nihil nimus*

**Eric Kristensen**  
**University of Ottawa, Ottawa Ontario**

Remember what it was like taking your first teaching job right out of graduate school? Perhaps it was decades ago, perhaps just a few years ago, or perhaps you are making that transition right now. Robert Boice has made a life's work of studying the experiences of new faculty members, and of academic culture in general. The summary of his findings, experiences, and advice can be found in this book, expressed in a thoughtful and conversational style. Boice notes that the transition from graduate student to professor is "far larger than most new faculty anticipate. Indeed, it may surpass the transition from living with your family and near life-long friends to independent life at college."

**Often, the warmth that potential new professors feel during the recruitment stage is replaced, once they arrive on campus, with a culture of busyness and isolation.**

(p. 225). He goes on to point out that this phenomenon is not limited to young new faculty members: professionals arriving on campus after a successful career outside academia face an even more daunting transition.

What exacerbates the difficulty of making this change? Often, the warmth that potential new professors feel during the recruitment stage is replaced, once they arrive on campus, with a culture of busyness and isolation. "Almost all the failures and miseries of ... new hires owed to misunderstandings about effective ways of working and socializing.... What marked [their] career beginnings ... [was] the immoderation and excessiveness with which they worked – with far more misdirection, busyness and disruptive distress than for their successful peers who simplified

their work and their lives." (pp. 1-2)

How then does one survive? Boice's mantra is *nihil nimus* – nothing excessive. According to his research of exemplary new faculty, moderate and consistent work will surpass constant busyness and late night work binges every time. He offers invaluable research-based advice for planning and organizing the early years of your career, and then provides exercises to guide your planning for the three major tasks of your academic career: teaching, writing and social integration into the department and university.

For teaching, Boice found that one of the most reliable predictors of faculty success or failure over the long term was what he calls classroom incivilities. These include students talking so loudly that other students cannot hear what is going on in class, students who interrupt a lecture with sarcastic comments or disapproving groans, or a classroom provocateur whose "unpredictable and highly emotional outbursts...make the entire class tense." (pp. 85-86) In his study of new faculty at colleges and universities, "classroom incivilities dominated many classrooms, and its presence or absence in first classes proved a strong predictor of how teaching careers would proceed, even of how likely new faculty would thrive in the reappointment process." (p. 82) The trigger points for many of these scenarios turn out to be the first days of class, before and after the first and second exams, and near the deadlines for major projects. Boice gives new faculty members sound advice on how to understand and mitigate these events, which can be so corrosive of students' and teachers' experience of a course.

Turning his attention to writing and research, Boice again advises that daily, short sessions dedicated to writing result in far greater productivity than setting aside large chunks of time. Work moderately, but consistently, and one's success as a writer will increase. Again, he offers advice based on his research as well as exercises and guidelines designed to stimulate a frame of mind for writing. His exemplary writing styles list includes:

Awareness of the need for preliminaries before rushing to prose

## Sue Barrett and Susan Pasquale

Sue Barrett and Susan Pasquale were there at the inception of the NEFDC. This past summer, they both stepped down from the NEFDC Board, after serving on it since those first days.

As we take on the editing duties of this newsletter, it is our delight to be able to recognize the work of these two consummate faculty development professionals. Sue Barrett is the Director of the Academic Development Center at Boston College. Her commitment to and engagement with students there models, everyday, what it is that brings people into the world of teaching. Susan Pasquale, the Director of Curriculum & Faculty Development at UMass Medical School, focuses her career on giving faculty members the tools to be the best teachers they can possibly be.

Sue and Susan, models, mentors, and friends to so many in the world of Faculty Development, have carried on the work of the New England Faculty Development Consortium in a way that energized all of us who work with them.

Susan was the first President, overseeing, by force of will, the incredible job of pulling together the faculty from the hundreds of colleges and Faculty Development Centers all around New England. Her unswerving vision of a coordinated, consistent, and coherent organization, focused on bringing together the enormous talent engaged in the improvement of teaching throughout the region, has been critical to keeping us on track. So has her good humor, underscored by her sharp wit.

Sue has been editing this Newsletter, has been the Treasurer, the Clerk, and more than any of those titles, has done absolutely everything necessary to keep this Consortium and faculty development moving forward. Every job no one wants to do, Sue volunteers for. She has always been the first one to arrive at a conference and the last one to leave, after making sure everything is in order. Supporting all this work has been a fierce commitment to the belief that every project the NEFDC undertakes must provide the maximum possible value to the people who pay the dues.

Sue and Susan have volunteered their time to do all of this and a hundred other things impossible to list. Their enthusiasm, their commitment, and, most importantly, the power of their ideas will be sorely missed on the Board. We look forward to seeing them, often, at conferences and workshops throughout New England.

**Jeff Halprin and Bill Searle,  
Editors, NEFDC Exchange**

Patience for timely stopping (and, in turn, for timely starting)

Seeing what needs doing and doing it with constancy / moderation

Calm emotions and low levels of suffering

More compassion for self and critics

Self-disciplines focused on pleasant efficiencies.  
(p. 112)

This may come off as a bit of Zen for pros, but he backs up his claims with solid research and practical advice on how to realize the benefits of this approach.

Boice's final subject is the socialization of new faculty members in the department and university. This process can be tricky, and he takes pains to be frank about academic culture and to describe how successful new faculty members negotiate this potential minefield. Unstated expectations, diverse personalities, and stress over retention, promotion and tenure processes can take a toll. Boice again offers advice gleaned from observing exemplary faculty members, and provides useful exercises and tasks to help new faculty members learn about their department, build relationships with colleagues both within and without the department, and find effective mentors and nurture them. His research found that successful mentoring resulted in a new faculty member always coming close to department expectations for scholarly productivity, always exceeding departmental expectations for adequate teaching, and always rated by reappointment committees as adequately collegial and cooperative.

When someone on my professional list serve asked for recommended books to give to new faculty, Judith Miller from Worcester Polytechnic Institute in Massachusetts replied that her center has offered this book to new faculty members for several years. Many of the WPI faculty members described Boice's book as "transformative." Perhaps you are one of the three to five percent of Boice's new faculty members who are exemplary role models, and for you this book will simply confirm what you already suspect is true. But for most of you who are new faculty, I suspect that this book will prove to be full of useful and sage counsel.

### The NEFDC EXCHANGE

Jeff Halprin, Nichols College, Dudley MA co-editor

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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 members, it depends upon member submissions. Submissions can be sent to either editor, [wsearle@acc.comnet.edu](mailto:wsearle@acc.comnet.edu) or [jeffrey.halprin@nichols.edu](mailto:jeffrey.halprin@nichols.edu). Materials in the newsletter are copyrighted by NEFDC, and may be copied by members only for their use.

# From Nepal to Iceland and Back Distance Learning Characteristics of Two Cultures

**Karen A. Lemone,  
Worcester Polytechnic Institute, Worcester MA**

Icelanders often pride themselves on their independence, Nepalese on their interconnection. When the teacher is from one culture and the students are from another, effective teaching involves added issues. Woe betide the instructor who designs courses without accounting for that kind of cultural variety.

In 1955, the Icelandic author Haldór Laxness won a Nobel Prize for his 1946 book "Independent People" which described a man too independent for his own good. This trait emerged in my course at the University of Iceland where half the students chose to take the course via web-based distance learning.

Technologically savvy and computer literate, the Icelandic students needed little in the way of support to thrive. The distance learners did as well or better than their peers who chose to come to class (at 8 a.m. in the dark of winter!).

At the other end of the spectrum, my web-based distance learners at the University of Kathmandu in Nepal approached such learning in a way that was consistent with their culture: interdependently. Nothing made this clearer than their first bulletin board posting: they posted as a group, signing it as coming from the entire class.

Both groups were doing a project-oriented course (they were to design a technologically sophisticated web site) that also had weekly homework and a final exam. While working together (virtually or otherwise) was allowed and even encouraged on the project, most Icelandic students chose to do individual projects, that is, to work independently. The Nepali students, however, chose to work in groups of twos and threes, that is, interdependently.

This independence versus interdependence continued in all areas of the course. The weekly homework and final exam were clearly specified to be individual work. With few and minor exceptions, the Icelandic students followed these directions. They continued to work independently. But nothing - patient explaining, impatient explaining, splitting grades among "sharers" and a variety of other techniques - stopped the Nepali students from working together. This peaked at the final exam where the

department head, while proctoring, allowed them to confer with each other (one of the students who was also an instructor reported it). Clearly, a different course mode was needed for them.

Other factors than independence and interdependence influenced these courses. The Icelanders had immense experience with computers and the Internet (almost everyone in Iceland has a computer and they are one of the most "connected" cultures in the world.) In addition, Icelanders are excellent writers and many of the students produced visually beautiful and useful projects. Perhaps they would have been even better if they had worked in teams. Most of the Nepali students knew little computer science; none had their own computer, and frequent electrical outages, computer crashes and terrorist-related school closings limited their work.

Addressing learning differences in web-based courses while at the same time being aware of cultural differences can improve the experience for both the student and the instructor: the Icelandic independence and technological sophistication and the Nepali interdependence and need for technological support all need to be addressed for courses which include these audiences.

While awareness of cultural differences is important for effective classroom teaching, it is critical for online courses. To really reach students, teachers from one culture need to be especially aware and sensitive to the cultural issues of their "other culture" students, adapting the course to take advantage of these different ways of learning.



# Building Community with Technology

**Elise Martin, Middlesex Community College, Bedford MA**  
**Charles Kaminski, Berkshire Community College, Pittsfield MA**

At this year's Spring Round-Up held at Bridgewater State College in Bridgewater, Massachusetts, we facilitated a group discussion on the topic of building community with technology. Approximately fifteen Round-Up attendees representing a diverse group of perspectives disciplines, and institutions participated in a rich discussion on the topic.

As educators, most of us believe strongly that when students feel that they are part of a community of learners, they are more invested in their education and will often reflect greater achievement and success as a result. With the introduction of technology mediated communication tools such as threaded discussion and asynchronous chat, the opportunity for community development in the classroom, and extending beyond, are tremendous. However, with this opportunity also comes great challenge.

## Students often use technology to communicate more readily than faculty

Though various specific and general opinions and concerns regarding the use of technology to build community in the classroom arose during the conversation, several fundamental considerations came out of the discussion. Below we have summarized the major points that arose during the discussion:

It is important to remember that simply using technological collaborative tools such as threaded discussions and asynchronous chat will in no way guarantee the building of a community.

When using technology to build community, it is essential to differentiate between students truly becoming part of a community and their merely doing what is asked of them in order to meet course requirements. In other words, students' participation does not necessarily imply that they are active members of the community.

The process of community development is quite often an organic one that simply may or may not happen. This is unpredictable and often independent of the instructor's actions.

Younger students are extremely comfortable and fluent with electronic communication tools. It is important to keep this in mind when designing activities. Any rigid restrictions or limitations to the acceptability of communication formats will be seen as artificial to these students. This will result in the activity being strictly academic to the learner and not conducive to natural community development.

You are likely to face some student resistance to active participation due to their experiences and expectations from prior, more passive learning situations. It is, therefore, essential to explicitly clarify expectations and require participation for all students.

In some cases, students will use class communication tools for non-academic, social interaction. This socializing is a natural aspect of being the member of a community. It is up to you to determine how these types of communications should be handled. There are three basic options with regard to handling such exchanges: 1) They can be uniformly prohibited. 2) They can be tolerated with a redirection to the intended topic of discussion. or, 3) They can be relegated to a designated discussion board for topics not-related to class activities.

Each class is unique, with representation of diverse students, attitudes, experiences, expectations and learning styles being present. For this reason, a strategy that successfully builds a community for one class may not for another group.

There is no "magic formula" that will always work towards building community. It is important to experiment and try different strategies and approaches with different groups.

# Two Hours and Fifteen Minutes

**Tom Thibodeau**

**New England Institute of Technology, Warwick RI**

It's Thursday night and I have just gotten home after our quarterly new faculty orientation seminar. The seminar was two hours and fifteen minutes. Classes start on Monday. Four of the five new instructors attended and actively participated. It was a great session. Three of the instructors have previous college teaching experience and the fourth had Adult Ed. teaching experience. They all asked a lot of questions. We spent the first ten minutes introducing ourselves. The number of staff from the Office of Teaching and Learning equaled the number of new faculty members. We had the Faculty Resource Coordinator, the Director of the Academic Skill Center, the Educational Technologist and me, the Assistant Provost.

After the introductions, all the new faculty were given the chance to ask their "burning" question right off...the one question they felt they had to get an answer to before they left the building. Next we discussed the importance of the syllabus and the need to integrate it into the first session; the importance of getting to know student names and making a personal connection as soon as possible; the need to make an appointment with the Faculty Resource Coordinator to begin the Instructional Development Plan and how all faculty can utilize the services of the Academic Skill Center to keep their students on track. The group dynamic in this session was particularly great. There were lots of questions, answers and laughter.

One hour and thirty minutes left. Could we possibly fit it all in?

The rest of the evening was dedicated to making

sure that each new instructor could access, understand and operate the online resources of the college. The Web for faculty system for final grades, schedules and rosters; the Attendance Tracking System for daily attendance and contact with Student Services; Blackboard for online course management and the college intranet for policies, forms and information. Just introducing each system could take more time than I had but the group was quick and caught on easily. College faculty really are "smart" people...the seminar was going great.

There were no "bumps in the road". Everyone was able to access the online resources. We offered individualized training sessions for anyone who wanted them. We offered groups sessions too. They all agreed to seek more training. We covered our agenda and everyone seemed to leave happy. The session evaluation forms stated in each case what we already knew...the session was good but was too short.

Two hours and fifteen minutes is not enough time to effectively orient new faculty to any college...but it was usually the best we could do, especially with the busy schedules that adjunct faculty have. However, even if we spent an entire day it would still be too short because there is just too much information that not only has to be covered but that has to be experienced. Faculty orientation is really an on going process that might begin with a faculty orientation session but that must continue with other experiences, training sessions and meetings. Nevertheless, as one new faculty member states, "I feel that I know some vitally important people", and maybe that's enough to start.

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## Elections to NEFDC Board

Each year, the NEFDC elects about a third of the members of the Board of Directors. If you are interested in serving, or know someone who you think would be a valuable addition to the Board, the call for nominations will be coming out soon. Please watch for it. Elections will be in late winter.

The Board is very active, planning and operating all that NEFDC does. Board members help with the month-to-month activities necessary to keep NEFDC going, run the Fall Conference and Spring Roundup, and of course edit this newsletter. There is no remuneration for Board service, other than the chance to meet and work with some of the most active people in New England. Members guide the Consortium's support for teaching throughout New England. They develop and strengthen connections to organizations and Teaching Centers throughout the region and with other regional and national organizations.

If you wish to discuss Board service, or to talk to a Board member about serving on the Board, please visit the website and link to the Board members' email addresses. Board members serve for three-year terms, and can run for two terms in a row.

# Learning Disabilities in Higher Education: An Overview of Profiles and Practices

**Paul Petritis,  
Landmark College, Putney, VT**

## **LD, ADHD and the Context of Higher Education**

In recent years, the number of college students arriving on campus with learning disabilities has risen significantly, and today more than 1,000 post-secondary institutions are offering services of some kind to these types of students. This comes as the result of changes in enrollment patterns that are themselves reflective of shifts in societal views regarding what these students may achieve academically, as well as greater appreciation for what they may contribute. In addition, legislation mandating access has opened the doors of opportunity more widely so that students with learning disabilities, ADHD and related disorders now make up a significant portion of the milieu in higher education.

Findings from more than 30 years of research have shown that individuals with these profiles form a predictable sub-group within a given population. Evidence indicates that 7 – 10% of people have these disabilities and as a result may be more likely than not to experience significant difficulties learning in formal settings, despite possessing average-to-above-average intelligence. In other words, these learners have abilities associated with normal intelligence but disabilities that may hinder them from applying their native talents in ways customary to higher education.

This article is the first in a two-part series that will provide some basic information to help faculty work with these students.

## **Learning Disabilities: Language-based learning disabilities**

One specific profile of a person with learning disabilities involves those people with widely recognized language-based disorders such as Dyslexia and other difficulties with learning to read or write;

Some signs that language-based difficulties may be

present include observing students who require extra time to complete assignments which involve reading or writing, submitting written work that is sparse, filled with mechanical or spelling errors, or unreflective of the caliber of thinking these same students might demonstrate in their classes. In short, students with language-based learning disabilities exhibit noteworthy difficulties in reading or writing, and may also have some difficulties listening or speaking effectively.

At this point, language-based learning disabilities have been studied extensively for decades. Clinical understanding of these difficulties has by now been well-established and comprehensively documented, as are many of the educational practices most likely to help these students achieve their academic goals.

## **Accommodations: What Educators Can Do**

There are many steps educators may take to assist students with these learning disabilities. Typical accommodations for students with language-based disabilities, such as Dyslexia include:

- Extend time to completing tests or writing assignments
- Provide alternative test formats
- Offer guidance in planning and outlining specific writing assignments
- Schedule opportunities to provide some feedback on intermediate drafts of written assignments
- Provide support or encouragement for assistive technologies such as text readers—like the easy-to-use Kurzweil 3000 software, or one of the popular voice recognition programs, such as Dragonspeak.

*Editor's Note: Watch for the rest of Paul's recommendations in our next issue, where he will discuss students with ADHD and Non-verbal LD (NVLD).*



# Teaching with Technology: A Collaborative Approach to Faculty Development

**Judith Kamber,  
Northern Essex Community College, Haverhill MA**

Supporting and preparing faculty to design and deliver effective online/hybrid courses requires a multi-disciplinary team approach to faculty development. At Northern Essex Community College the Center for Instructional Technology (CIT) and the Teaching and Learning Center (TLC) collaborate to offer faculty a wide range of activities in support of online teaching excellence. CIT offers training and support to all NECC faculty with careful attention to the instructional design process. Faculty learn to consider audience analysis,

streaming video. The primary focus is to learn how to evaluate and analyze all aspects of the curriculum in order to adapt it to create a successful Web CT course. Upon completion of camp, faculty continue to visit CIT for personalized coaching.

“Teaching in Community (TIC) Online” TIC is a one semester project created at NECC to bring together online faculty to create a community of colleagues who collaborate and partner to better understand the best practices of online teaching and learn-

## FACULTY CAMP

### "OWN A PIECE OF THE WEB"

needs assessment, assessment methods, materials development and instructional strategies. Individual coaching on a wide range of technical and pedagogical topics is available. In addition, CIT and TLC co-sponsor two major projects each year.

“Own a Piece of the Web” Web Camp for Faculty. This program is offered twice a year for one full week in January and June. The project is limited to eight faculty at a time and faculty are introduced to WebCT (an online learning environment) In Web camp faculty select one course and work with the CIT staff to design a pedagogically sound and interactive course. Participants learn to create course materials, interactive tools such as chat room, bulletin boards and

ing. Faculty learn much about teaching from meaningful conversations with colleagues. Collaboration builds strong ongoing support that sustains reflection and long-lasting change. In TIC Online eight faculty commit to a one semester project in which they meet regularly to discuss reading and materials related to online teaching, participate in a virtual space for continued discussion of their work, and participate in inter-disciplinary partnerships as they visit their partners course (with fresh eyes) and learn to create community among their online students. Faculty learn how to bring their disciplines to life using their own teaching experiences and transforming them to the online environment.

## NEFDC Information

Have you visited the NEFDC web site? It is new and improved, thanks to the work of Board member Rob Schadt. Information on the Fall Conference, the Spring Roundup, contact information for the board, membership forms, and related data is all available online. Bookmark us at [www.nefdc.org](http://www.nefdc.org)

The Annual Meeting of the members of NEFDC will be at the Fall Conference on Friday, November 12, 2004 at the Westford Regency Inn and Conference Center in Westford, Massachusetts. If there are items you wish to discuss, please contact the President of NEFDC, Tom Edwards.

The NEFDC Board will meet on the following dates over the 2004-2005 academic year: October 12 at Landmark College in Vermont; January 28, 2005 at WPI in Worcester; and June 2, 2005 at the University of Connecticut



## Bill Searle and Jeff Halprin

Each issue we will feature several websites that NEFDC members find useful. As we deal with increasingly complex issues, knowing how to find information others have developed saves us enormous amounts of time. We will start you off this issue with these four. Send yours in – swamp us with your favorites. We'd be happy to have to print extra pages! Thanks, in advance, for your help.

**Honolulu Community College.** Great categorized site, one of the older ones for faculty. Excellent links to primary sources of information on teaching and teaching tips. Categorized as a faculty member would, congratulations to Jerry Cerny and friends. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

**University of Massachusetts – Amherst.** Yes, our own UMASS. Check out their links, and be sure to visit the “ten best articles on teaching.” Their “new

books” link is an easy way to stay current. <http://www.umass.edu/cft/>

**The University of Oklahoma.** Ah yes, here is a surprise! The page of the Instructional Development Program that our fall keynote speaker, Dee Fink, runs. This is a wonderful source for focused articles and guides for faculty. Their “Self-Directed Guide to Designing Courses for Significant Learning” is superb, as is the short piece on “Planning Your Course.” Top quality, easy to navigate. <http://www.ou.edu/idp/index.htm>

**British Columbia Institute of Technology.** Hmmm. A Canadian. Yes, and they have an excellent series of “How-To” tip sheets on many aspects of teaching and learning. Their tip sheet on “Preparing Instructional Objectives” is clear, clean, short, and informative, for example. This is a practical site. <http://www.id.bcit.ca/resources/>

## What is your favorite way to Kill Student Participation in Class?

Enough of these positive ways to build success in class! Let's concentrate on the negative for once! That is right. In the next issue we want to feature the Dirty Dozen (or hopefully, the Dirty Hundred) ways to help prevent students from being active in class. Come on, you have some favorites, not that you have ever done anything like that (we have never, ever done anything that would discourage students ourselves). However, you remember old Professor Talkstomuch and those things that he did. To get you started...

- Asking questions that students cannot possibly answer with what they know
- Asking a question that isn't a question, but rather a way for the instructor to prove how bright he/she is
- Asking a question, but then answering it right away her/himself

You know we can get way beyond twelve! Send your ideas to [wsearle@acc.commnet.edu](mailto:wsearle@acc.commnet.edu)

## Newsletter Deadline

Have an idea for an article? Got a teaching tip that you think other faculty members would like to see? Or, perhaps you have an informational item that you want NEFDC to publish. The deadline for the spring issue of the newsletter is February 1. Please email your contributions to either of the editors, Jeff Halprin or Bill Searle. Submissions should be as Word documents, 12 point, Times New Roman and include the author's name, college, the college's town and state/province.

## Connecting With Others

There are two dominant national organizations of people who do faculty development work. The Professional and Organizational Development Network in Higher Education is primarily four-year college and university professionals. Link up with POD at [www.podnetwork.org](http://www.podnetwork.org)

The National Council for Staff, Program and Organizational Development is an affiliate council of the American Association of Community Colleges, and is primarily two-year college professionals. Link up with NCSPOD at [www.ncspod.org](http://www.ncspod.org)

# Fall 2004 Conference Friday, November 12, 2004

## Westford Regency Inn & Conference Center      Westford, Massachusetts Significant Learning, Significant Teaching: Creating Experiences that Promote Deep, Meaningful Learning

The NEFDC's Conference this Fall will once again provide a wonderful mix of explorations in teaching philosophy, concrete suggestions of innovative strategies, and opportunities to meet, renew conversations, and share ideas with hundreds of faculty from throughout New England. The Keynote event will be an interactive workshop led by L. Dee Fink, who is currently the President-Elect of the POD Network, the premier international faculty development organization. Dr. Fink has served as the founding director of the Instructional Development Program at the University of Oklahoma since 1979.

This year's concurrent workshops provide a wide range of topics and opportunities for both new and experienced faculty members. A sampling of session titles reveals this rich diversity: Creating Significant Learning Experiences Across the Curriculum, The Power of Story-Telling: The Giving and Receiving of Memory in the Classroom, Using Peer Assessment to Stimulate Deep Learning, Rich Benefits of Team Teaching, Learning in the Digital Age: A Multimedia Approach to Enhance Student Learning, Teaching for Inclusion, and Service-Learning: an Effective Pedagogy to Promote Deep Learning. Other sessions will explore best practices and innovative strategies in such areas as self-directed and collaborative learning, student/faculty/tutor relationships, cultural change in higher education, the benefits of blackboard technology, and writing an effective conference

proposal, just to name a few. Come join your colleagues for a day of new ideas, thoughtful discussion, and excellent company!

Dr. Fink is a nationally recognized expert on various aspects of college teaching, and has recently published a book on instructional design, "Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses" (Jossey-Bass, 2003).

In Dr. Fink's workshop, we will:

- Examine the place of instructional design in the "big picture" of teaching,
- Take a close look at what each of us really wants our students to learn, and
- Then systematically work through a new model of instructional design that will enable us to "design high quality learning into our courses."

We are very pleased to be able to provide Dr. Fink's "Guide to Designing Courses" to you, by way of the NEFDC website [<http://nefdc.org>]. To get the most out of Dr. Fink's Workshop, we encourage you to read as much or as little of the Guide as you have a chance to before coming to the Conference.

For Dr. Fink's Self-Directed Guide to Designing Courses for Significant Learning, go to the NEFDC website. Warning: there will be a (friendly!) test on the reading (individual and group) near the beginning of the workshop. For more information and to register for the Conference, all the necessary information is also on the website.

## Book Reviewers! Book Reviewers! Calling All Book Reviewers!

Remember that book on learning that you set aside to read "as soon as possible?" Or, the one your colleague recommended because it had a great section on different methods of grading?

Everyone has a few books on teaching and learning to read, "someday." Need an excuse? Here is one—read it so you can write a short review for the NEFDC EXCHANGE. We want to feature a book review per issue, and that means we need you. Do not turn around, do not turn the page, and please do not tell Somebody Else to do it. Else is a great person, but many people are asking her to do things. Good

old Somebody is just not able to do everything.

How do you write a book review for NEFDC? It is simple. Pick a book. Email either editor with your name and the book you wish to review ([www.nefdc.org](http://www.nefdc.org), click on either of our contacts and you'll zip right to us). We will immediately get back to you.

Now is the time, before Somebody Else does decide to do a review for the spring. Give yourself a good excuse for doing reading you want to do. Help your colleagues with ideas about whether the book you review is appropriate for them. Today!

# 8th Annual Faculty Development Roundup

## “Key Issues for Faculty Developers” University of Connecticut June 3, 2005

### What’s going to happen?

This is a participant-focused and participant-driven workshop. We will have a full day of discussions on faculty development issues.

Morning and afternoon sessions will feature small group discussions. Each group will include people with experience to help guide the discussion, field questions, discuss alternative approaches, and provide information.

A working lunch will provide time to talk with people who have interests similar to yours. Maximum discussion time.

### Who is this for?

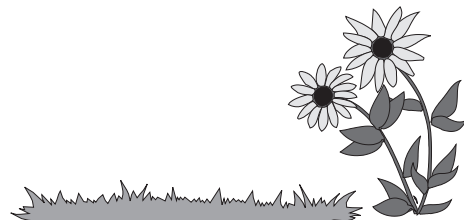
- People responsible for faculty development
- Faculty members
- Members of faculty development committees
- People interested in development
- People with administrative responsibilities for faculty development

### Feeling isolated?

Wish you knew others doing what you do? Looking for ideas for speakers, workshops, programs? Want to talk about challenges with colleagues facing similar ones? Desire to share ideas on programming? Need advice on implementing a classroom assessment project, or “conversations on learning,” or “the learning college,” or...

**Meet. Discuss. Question. Make contacts. Get ideas.**

## Save the Date!



NEFDC EXCHANGE  
Associate Dean Jeff Halprin  
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## Board of Directors

The fifteen 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.

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