



# EXCHANGE

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

New England Faculty Development Consortium

## Message from the President

*Jeff Halprin, President, NEFDC*

Randy Bass gave a thoughtful and inspiring keynote address to our Annual Conference last November (see page 10 for a summary). It was an astute exploration of uses of technology in pedagogy. I was particularly struck by Randy's forthright presentation of his teaching struggles and the role they played in his successes. No doubt, those of us in the audience would be happy to have achieved half of the successes Randy has in designing ways to use computers to assist learning. But his willingness to use the "downs" as well as the "ups" to help us understand how he arrived at his current vision of the role of technology is a particularly vivid model of what I find to be the singular strength of the NEFDC conferences. That is, our members and presenters arrive prepared to roll up their sleeves and really look at how things work.

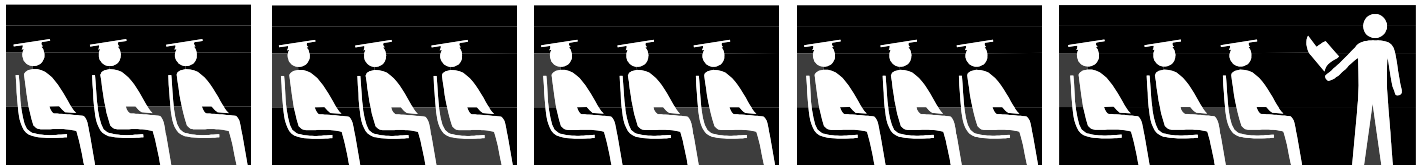
It was probably a surprise to most of us, when we started as teachers, to find out that, generally, self-promotion is a significant part of this profession. It turned out that if we mentioned too often the things that didn't go according to plan in the classroom, it just might come back to haunt us when raises or promotions were being discussed. But improving teaching depends on honestly looking at the process, and analyzing what works most effectively and why.

The NEFDC is committed to providing an environment designed for exploration, not for promotion; for teaching development, not for career building. The Annual Fall Conference, the Spring Roundup, and this Newsletter are all designed to provide a platform from which members can offer their new and original ideas. And, just as important, they are designed to let us connect with each other in discussions of what we doing right now, without any concern about whether it is the newest, latest, most expensive thing. Which provides a great segue for me to thank the members of the NEFDC Board for all their work this year. Remember, everything that the NEFDC does is accomplished by the volunteer efforts of an outstanding group of people from colleges all over New England. I'd like to give public

thanks to Steve Berrien and Judy Miller, who came on to the Board just last summer and immediately took on the organization of the Fall Conference, setting up a process to facilitate networking among NEFDC members, and lots more; thanks to Judith Kamber, who served both as Clerk of the board and Co-Chair of the Fall Conference; thanks to Michael Reder, who has brought an engaging, thoughtful and analytical presence to the Board; thanks to Ellen Nuffer both for taking the lead in organizing last spring's Roundup and for taking a turn as the Treasurer; thanks to Sue Barrett for editing the Newsletter and taking back the duties of Treasurer; thanks to Tom Edwards for always looking at the big picture; a special personal thanks to Matt Ouellet for continuing advice and support; thanks to Bill Searle for his constant extra work (and for doing every single thing he says he will do, usually within about 10 minutes after he says he will); thanks to Susan Pasquale for keeping track of our history and bylaws; thanks to Bill Rando, Eric Kristensen, and Pam Sherer, who all bring a depth of analysis, experience and understanding of faculty development which provides a philosophical backbone to our process; and finally, thanks to Rebecca More, who will step down from the Board after only one term but whose thoughtful and experienced analysis will be missed.

There is a list of our affiliations on the cover of the Newsletter. Please feel free to contact anyone of us for questions about networking, participating in NEFDC activities, joining the Board, and anything else. These members of the Board represent decades of experience in Faculty Development, and, just as importantly, they share with Randy Bass a willingness to share their struggles as well as their successes in the effort to help the rest of us in our quest to constantly improve our teaching.

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



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# Teaching Who We Are: The Changing Face of Academic Advising

**Thomas S. Edwards,  
Thomas College**

**"We teach who we are."  
—Parker Palmer  
*The Courage to Teach***

Faculty everywhere are dealing this year with the aftermath of the events of September 11th. In their roles as teachers, as mentors, as scholars, they have responded in excellent form: forums for discussions, vigils for peace, new courses to examine the causes of the crisis. For the role of faculty advisors, however, the events of that day have highlighted the need for us to pay greater attention to this crucial, but often neglected, segment of our professional lives.

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anxious, they are  
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Faculty advising has suffered from an identity crisis: often, no one is really quite sure what it is that faculty are expected to do. Administrators and faculty alike acknowledge that advising (and hence retention) are key goals of the institution, but we often don't get far beyond the mechanics of registering students for classes. It's hard to maintain that mentoring, career guidance, and advice on a student's academic career can be adequately covered in the time press of building a schedule prior to the registrar's office deadlines. Mastering curricular details alone is daunting for many. Yet for most of us caught in this cycle, it's difficult to find the time-and the know-how-to do it well.

The events of September 11th alerted us that students are anxious, that they are having

difficulties with setting priorities, that decision-making is a challenge. The tragedy highlighted what we have known all along-that students today come to our campuses and our classes with a tremendous load of social and personal issues that cannot easily be disentangled from the daily routines of studying, learning and working toward a degree. Student Life staff and those involved in the many innovative First-Year programs across the country have long advocated a closer examination of the ties that (should) bind the academic and social components of higher education in our students' lives. We recognize that good faculty advising should and does go beyond choosing a course schedule. The larger question is: how do we prepare and reward faculty for such a demanding task?

Good advising is a daunting responsibility that many of us have learned by doing. Like teaching, advising is complex, challenging, frustrating, and, most of all, time-consuming. As with teaching, higher education has historically done little to prepare us for the role. If few of us benefited in our graduate careers from instruction in the art and science of teaching, many can now look to teaching and learning centers to help us refine our classroom skills. We have brought teaching out into open. We have acknowledged the value of peer support and review, and we welcome the chances to learn as a profession about how to incorporate new discoveries about teaching and learning into our work.

And advising? It unfortunately lags behind. Less defined, less visible, less tangible even than teaching, advising has not received the attention from either the faculty or the administration that it needs. Campuses often lack a systematic approach to academic advising or preparing our advisors. We simply assume that with a catalogue and the intricacies of the on-line course registration system, all will be well. Yet for faculty who know the needs of their students, that kind of preparation is simply not enough.

Perhaps one solution is to approach advising as we do teaching. We need to find ways to recognize and reward the efforts of our truly good advisors. We need to assess how our advising

system works, and use the results to improve our efforts. We need to work better at building the links with staff and peer advisors who can add so much to our resource base. Perhaps most importantly, we need to provide training and support for faculty—especially new faculty—on the issues that students confront, and how they both complicate and complement what we do in the classroom.

If it seems as though the workload of faculty increases at every turn, perhaps it is an overdue recognition of how complex and intricate good teaching has been all along. Advising is not

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an "add-on" to "regular" faculty work. Good advising has always been about good teaching, and it has always been more than registering students for classes. If we teach who we are, we also advise who we are. We help students make decisions, we provide them guidance, we urge them along the path of self-discovery in the process that has brought us to our own careers. By bringing academic advising fully into the fold of our professional responsibilities and expectations, we acknowledge its importance for our students, for our work and for ourselves.

*Tom Edwards is Vice President for Academic Affairs at Thomas College.*

Last semester I joined a group of 20 faculty and staff in a seminar aptly called "Intersections." We met on 10 Mondays, for three hours each time, to discuss student development and the college experience. The goal of the seminar was to better prepare us to help students make decisions about their futures. We had reading assignments (from Richard Light, Willi Lambert, Sharon Parks and others) and some formal seminar discussions, which were enlightening and gave us a chance to be students again. We also read and discussed case studies in small groups, revisiting our own college experiences as we figured out the best ways to help the students in the different cases. But by far the most valuable part of the experience was getting to know a group of colleagues in such an intense way. For 30 hours, we shared an extraordinary opportunity to step away from normal work and reflect on the bigger picture with a group of peers who do parallel work in different parts of the university. It was fascinating, for example, to watch faculty members hear for the first time from people who work in housing about the realities of student life. It was a time to find the intersections in our lives and work.

I think NEFDC can ideally provide something of this experience for its members. We do our parallel jobs in our various schools—teaching, advising, doing faculty development—and it's easy to become isolated in our classrooms and offices. NEFDC conferences in the fall and round-ups in the spring are times to talk and listen, to find the intersections where we meet. In this issue of the Exchange, we get an inside look at the teaching and learning center at Bristol Community College, we have a chance to reflect on the vital role of faculty advising, and we learn about the very intensive instructional skills workshops being offered in Connecticut. We also get previews of the May 31 Round-Up and next fall's conference. I encourage you all to contribute your own experiences and reflections to future issues of the Exchange and to come to the Spring Round-Up!

**Sue Barrett**

**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

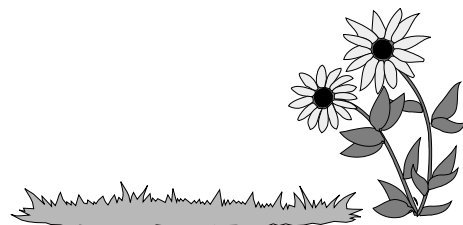
# NEFDC Spring Roundup:

## Accessing Resources for Faculty Development

May 31, 2002 the NEFDC will hold its annual Spring Faculty Development Roundup at Worcester Polytechnic Institute in Worcester MA. It will include plenty of opportunities for networking and professional development for those involved with faculty development efforts on their campuses.

The morning session will consist of a welcome/networking session followed by two concurrent sessions, designed for both experienced and new faculty developers. This will provide attendees a banner opportunity for networking among peers from institutions all across the region.

Following lunch, our plenary session will address the topic "Strategies for Utilizing On-Line Faculty Development Resources." Eric Kristensen (Orion Educational Development), Pamela Sherer (Providence College) and Timothy Shea (UMass Dartmouth) will share their recent work on the burgeoning world of on-line faculty development, and how it can and will have an impact on the provision of faculty development services. Break out sessions will focus on how these resources can be used to develop faculty learning communities, how web portals can become mechanisms for ongoing faculty development, and how these technologies might change the role of faculty developers on campus.



# REGISTRATION FORM



New England Faculty Development Consortium

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

“...enhancing professional development of faculty and administrators.”

## 5TH ANNUAL SPRING ROUND-UP FOR FACULTY DEVELOPERS

Friday, May 31, 2002

9:30 am – 3:00 pm

Worcester Polytechnic Institute, Worcester, Massachusetts

TOPIC:

### ACCESSING RESOURCES FOR FACULTY DEVELOPMENT

Workshop Leaders:

Dr. Timothy Shea, Associate Professor, Marketing/Business Information Systems, UMass., Dartmouth

Dr. Pamela Sherer, Associate Professor, Management, Providence College, RI

Eric Kristensen, Orion Educational Development, West Gloucester, MA

NAME	
INSTITUTION	
ADDRESS	
PHONE	
EMAIL	

\_\_\_\_\_ Please check here to register for the session for new faculty developers.

**Registration form and check must be received by May 17, 2002.**

**Registration Cost:**

\$45 for NEFDC members (\$75 for non-members)

Make checks out to NEFDC Spring Conference and mail to:

Thomas Edwards, Conference Co-Chair  
Thomas College  
180 West River Road  
Waterville, ME 04901  
[edwardst@thomas.edu](mailto:edwardst@thomas.edu)  
207-859-1362

# Creating a Comprehensive Center for Teaching and Learning

**Steve Berrien,  
Bristol Community College**

A Center for Teaching and Learning devoted to professional development for faculty has to provide resources that will help faculty develop a fuller understanding of their students and of approaches to teaching that will promote student learning.

Those resources should include books, articles, and websites that address teaching and learning issues. They should include instructional technologies that give faculty additional tools to enhance effective teaching and learning strategies. They should also include appropriate work and meeting space. But the most important resources for faculty are people: support staff, outside experts, and especially their colleagues. All too often, college faculty are isolated within their classrooms and lack the support of a comprehensive professional development program that allows for and even requires conversations and interactions with their peers. The opportunity to engage in such sustained conversations seems to be the most valuable professional development activity of all.

Once good resources and opportunities are available, the next challenge is to provide the time and incentive for faculty to use them. The well-known paradox of community colleges in particular is that because they are teaching institutions whose faculty are dedicated teachers, those same faculty characteristically operate in an environment of relatively heavy teaching loads and relatively scarce institutional resources, an environment that offers little time and less money for the exploration of teaching and learning issues. While some faculty have investigated pedagogical questions as part of their own education, others have been trained only as experts in their discipline, with little attention paid to how to develop in their students understanding of and enthusiasm for that discipline. In either case, few instructors have had the chance to focus substantial time and effort on how students learn and how their teaching can best address the broad diversity of student backgrounds, needs, and learning styles.

The Center for Teaching and Learning at Bristol Community College (BCC) seeks to create an environment that systematically brings faculty together for the purpose of discussing, studying, and transforming what happens in their classrooms. It helps faculty see themselves as part of a learning community where teachers and students are familiar with and committed to the theories, classroom

practices, and technologies that promote the best teaching and learning.

Supported by a five-year federal grant under the Title III/Higher Education Act for its comprehensive project Design for Change: Strengthening Faculty Development and Student Advising, BCC initiated the creation of a comprehensive Center for Teaching and Learning (CTL) in October 2001. Located in the Learning Resources Center, the CTL now houses the Director, an Information Technology Support Specialist, conference space for colloquia and training activities, a number of workstations equipped with current instructional technologies, "smart classroom" equipment, and a collection of readings. It is also coordinating the creation of "smart classrooms" (with permanently-installed instructional technologies) across the campus.

One of the primary objectives identified in the grant proposal was to integrate adjunct faculty more fully into the professional life of the college by increasing opportunities for them to interact with colleagues, both full- and part-time, and by providing dedicated space for their professional use.

To those ends, the Center houses an Adjunct Faculty Center with six fully-equipped workstations partitioned off so that faculty can meet privately with students. At the same time that the Center was developed, the College underwent a major reorganization to realize the President's "one college" vision. The Division of Continuing Education was eliminated, and all credit-bearing courses were brought under the Dean of Instruction and Student Life. As a result, all services for adjunct faculty, including a full-time secretary, were moved to the Center, so that it has truly become the home for adjunct faculty at BCC and the vehicle for bringing them together with their colleagues.

The other grant objectives are as follows:

- Increase opportunities for faculty and staff to research, reflect on, and improve their teaching practice through Classroom Action Research (CAR) and, by so doing, improve faculty effectiveness in teaching students from diverse social, ethnic, educational and linguistic backgrounds.

- Strengthen the College's infrastructure to support faculty and staff more productively with professional development opportunities; increase opportunities for faculty and staff to engage in meaningful conversations about their classroom teaching and, thereby,

form a teaching and learning community; increase faculty and staff access to materials to improve teaching practice.

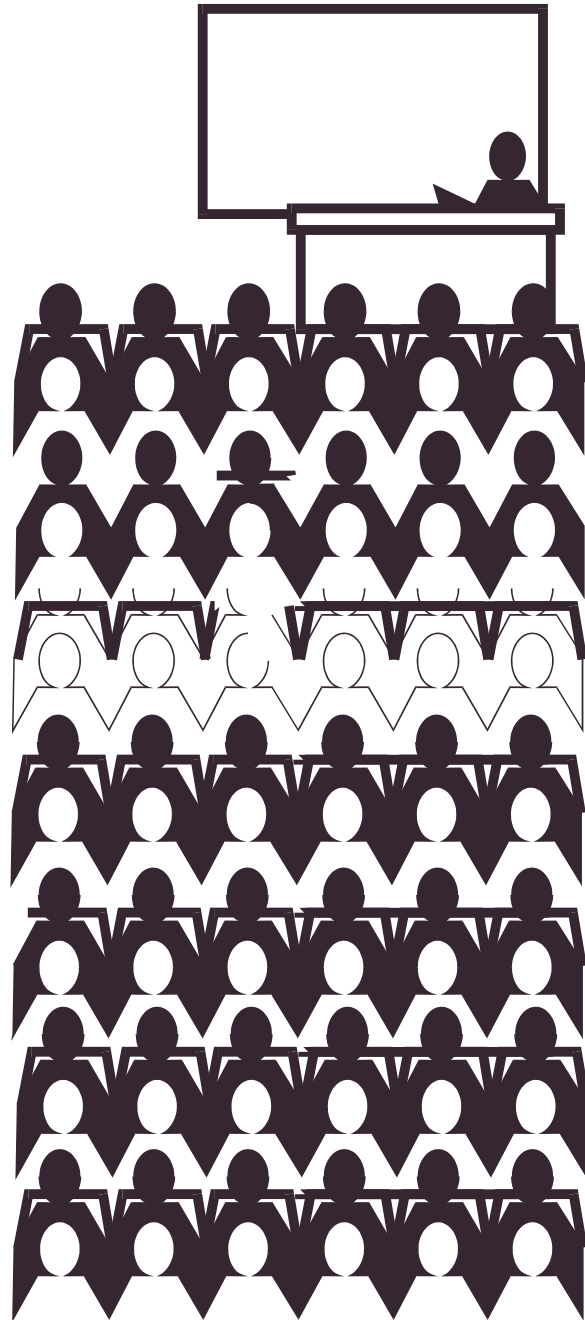
• Increase faculty use of technology-mediated instruction as appropriate to faculty's disciplines and students' diverse needs. The Center has developed a number of programs and activities to meet these objectives. Beginning with the Spring 2001 semester, the Center has sponsored workshops and presentations by internal and external experts on a variety of teaching and learning issues. But the heart of its mission is embodied in four ongoing faculty programs:

- CLASSROOM ACTION RESEARCH (CAR)
- PEER PARTNERSHIPS
- TECHNOLOGY MEDIATED INSTRUCTION (TMI)
- MENTORING

Each semester, interested faculty apply to participate in one of these four activities. Participation is encouraged and rewarded either by stipends or by release time, depending on the nature of the project and the status (full- or part-time) of the faculty member. The Fall 2001 cohorts involved 37 faculty; 41 faculty are part of the Spring 2002 teams. Faculty conducting CAR and TMI projects develop and implement individual projects in a specified course; they also meet in a weekly seminar to discuss their projects and a series of related readings. Peer partners attend a designated class of their partner for an entire semester and meet regularly to provide feedback on their classroom observations. Experienced faculty serve as mentors to new full- and part-time faculty. Adjunct faculty as well as full-time faculty are eligible to participate in all of these programs and have been doing so in increasing numbers. As faculty complete their activity, they not only write a report but share what they have learned through presentations at the College and at state, regional, and national conferences. The next step is the creation of a BCC Journal to disseminate more widely the new understanding gained from these programs.

Like every other activity at BCC, the work of the Center is intended to improve students' learning outcomes and to help them achieve their educational goals. Because faculty are eagerly embracing these opportunities, the Center is well on its way to achieving its goal.

*Steve Berrien is Director of the Center for Teaching & Learning, Bristol Community College.*



# Instructional Skills Workshops

## **Bill Searle, Asnuntuck Community College**

"This is the most amazing professional development experience I've been to!"

"What a great three days!"

"The feedback I've gotten from you folks is more than I've gotten in 17 years of teaching!"

"I love the interaction with 5 other faculty members."

Instructional Skills Workshops started in western Canada, and are prevalent in the western United States, but aren't well known out here. They should be.

### **The ingredients:**

- 5 faculty
- 2 faculty-facilitators
- 1 video camera
- 1 monitor
- 1 chalkboard
- 1 overhead projector and screen
- 1 flip chart
- food and drink

### **The background:**

Faculty learn best from other faculty acting as students. Faculty learn best from direct, quick feedback on their teaching. Faculty learn a great deal by intentionally watching other faculty teach and providing them feedback. Video tape provides a valuable short-term learning tool, and is an even better long-term memory jogger.

### **The process:**

Each person presents a ten minute mini-lesson to the others, who act as her/his students. The "students" then fill out, and hand in, a feedback form, while the "teacher" meets with the facilitator who will lead the feedback session. Oh yes, the lesson is video-taped.

Feedback sessions last under 15 minutes. The facilitator of the session records the comments on a flip chart, moderates the discussion, and may cue up the tape to review a particular section of the lesson. At least 15 ideas pop up during the discussion.

Incidentally, participants learn how to provide specific, personal, direct feedback by first participating

in a lesson taught by one of the facilitators (who is a faculty member with training), and giving feedback to that person.

Next, everyone takes a 5 minute break while the new "teacher" prepares the class area for his/her 10 minute mini-lesson.

The process continues until everyone has made a presentation. Interspersed between actual mini-lessons are discussions of various teaching/learning tools—classroom assessment, outcomes assessment, multiple intelligences, collaborative learning—whatever topics the 2 faculty-facilitators know something about (always handy when having a discussion, some expertise!).

At the end of the day, well, it's not over.

Faculty voluntarily working together to concentrate on their teaching, and how it affects people, will talk about learning. (Did you see the review of the new book, *Just Talking: How Ordinary Conversation Helps Make Better Teachers*, highlighted in the *Chronicles* last February?) But, participants also have a problem. Overnight, they also must create a second mini-lesson to present Day Two.

Day Two proceeds as Day One, except that people are more comfortable with each other so discussion flows much more easily. Night Two proceeds as Night One, well, except for the possibility of better food, and the likelihood that various people will watch themselves teach their mini-lesson.

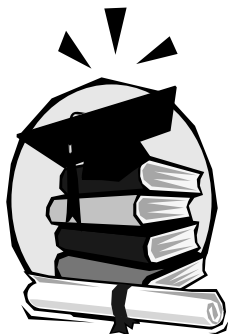
Day Three proceeds as Days One and Two, except by now people are very comfortable with each other. Lots of exciting interaction occurs.

It's over.

Faculty leave with video of their 3 mini-lessons, piles of feedback forms on their teaching, the newsprint summary of three feedback sessions, materials they have invariably borrowed from each other, resources they have downloaded from the Internet, and excitement.

Sound interesting? Connecticut just spent close to \$20,000 training 9 faculty-facilitators in the Instructional Skills Workshop process. You might be able to take advantage of their expertise. Contact me for their names.

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



# ANNOUNCING THE NEFDC FALL 2002 CONFERENCE

**FRIDAY, NOVEMBER 15, 2002**

**The College of Holy Cross**

## **TRANSFORMATIONAL LEARNING FOR FACULTY DEVELOPMENT**

NEFDC will hold its annual Fall Conference on **Friday, November 15, 2002**, at the College of Holy Cross in Worcester, Massachusetts. The keynote speaker will be Robert Kegan.

Dr. Kegan is the William and Miriam Meehan Professor of Adult Learning and Professional Development at Harvard University's Graduate School of Education. He is the author of *In Over Our Heads: The Mental Demands of Modern Life* and most recently *How We Talk Can Change the Way We Work: Seven Languages for Transformation* (co-authored with Lisa Laskow Lahey). His interactive keynote will engage faculty "above and below the neck" in a journey of self-discovery in search of answers to such questions as, How can we get real "development" back into "faculty development"? What processes and concepts can further our ongoing growth as persons and professionals?

A call for proposals for presentations at the conference will go out shortly. Look for conference details and registration information at the NEFDC website ([www.nefdc.org](http://www.nefdc.org)) in the near future. For more information, contact Conference Chair Professor Judith Miller at Worcester Polytechnic Institute ([jmiller@wpi.edu](mailto:jmiller@wpi.edu)).



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

*Notes and excerpts from the NEFDC annual conference lunch keynote by Randy Bass, Georgetown University.*

## **Two Revolutions-in Tandem and Tension**

We are in the midst of two “revolutions” in higher education: the proliferation of information technologies and the shift to a “learning-centered” paradigm of instruction. “Revolution” may be too strong a word or either for both of these changes. Nevertheless I use the word because I think each represents a significant transformation in higher education, after which we will be changed forever. I say “two” revolutions because I think they need to be considered separately. Of course, there are a lot of commonplace assumptions that technology and learning go hand in hand, and that we are in the midst of one big transition where new modes of learning and new learning environments are mutually reinforcing. We can all cite instances where this is true, where, for example, collaborative learning is enabled by online discussion tools, or a more personalized and responsive instruction is enabled by email communication between teacher and student.

Sometimes we even see an example that really captures a “vision worth working toward” (as Steve Gilbert of the TLT Group would put it).

Recently I was sent a homemade cd-rom in the mail. It had a series of recordings made by students at the Portland Juvenile Justice Center. The cuts were readings of poems by well-known African American poets set to different kinds of music chosen and edited by the student/inmates in the center. The combinations of music and poetry were absolutely mesmerizing. Charlie Nanos, the man who sent me the cd-rom, tells me that he has a small computer lab at the Juvenile Justice Center for sound editing and other kinds of work. “We use technology to help youth cope with the turmoil in their lives. We use it as a tool to help shape their behavior. They are held in custody here from date of arrest until trial time....We try to make a positive impact in the time we have them, perhaps bridging just a bit of the digital divide in the process.” Everything about this cd makes me feel good about the “digital revolution”: it uses new technologies in a hybrid way, making the materials of learning malleable and meaningful to people who otherwise would feel alienated from them. And it was new technologies that brought this gift to me, as it was only through learning resources that I had placed on the Internet that Charlie Nanos found me in the first place.

There is no question that there's real convergence between new technologies and learning.

We all need to discover, develop, and celebrate them. On the other hand, if we are to be critical and aware in a time of change we have to look closely at the tensions between new technologies and learning, not to resist these changes so much as to learn how to manage them. We have to ask what are the full range of consequences of rethinking teaching and learning in light of new technologies? Let me mention a few of these tensions very briefly.

## **Remember, Your Closest Innovation May Be Behind You...**

I could focus on any one of a number of reference points for looking at these tensions, but I'll start with my own experience as a teacher, wrestling with new technologies and learner-centered pedagogies over the past 7 or 8 years. For example, many years ago, in my American Literature courses, I had students writing Web-based hypertext papers instead of traditional papers. These were exciting experiments: students attended to language and textual connections in ways they had not before. The subtle interconnectedness of the novels became vivid for them in unique ways in these new environments. But I also sensed that these projects could be better. It was clear that the quality of traditional analysis was suffering somewhat because of the limitations of the tools we had at our disposal. This then led me to questions about student work and learning that I had not asked before.

My own journey into new technologies became a journey into understanding the relationship between my teaching and my students' learning. Over the past several years, I have tried a number of different experiments and innovations in my teaching, with a variety of different technologies, including a course managements system, online discussion tools, online digital archives, and videotape. For me, this journey has led to a series of revelations about the relationship between new technologies and learning: (1) Each innovation or experiment with technology has led me to ask new questions about learning, where the pedagogical innovation seemed just as important as the technological one, if not more so; (2) The more I have learned about what works in the classroom, the more selective I have become about the technologies I use. Over the past seven years I have found myself using fewer technologies better. I think there is an assumption that faculty who use



new technologies continue to increase their usage, using more and more as each year passes.

I think it is healthy to imagine the possibility that maybe some pedagogical strategies are best achieved with fewer technologies—that faculty development trajectories do not have to go in one direction. In fact, it might be the case that we can only make the very best use of new technologies to promote learning when we have the confidence and courage to suggest in some contexts that older technologies may be the best solution for some approaches. This reminds me of the one thing I ever really pay attention to when I'm ignoring the "safety talk" at the beginning of an airplane flight: "Remember, your closest exit may be behind you." That always seems like a good reminder. Sometime a teacher's best innovation may be the simpler technology.

### Three Key Tensions

On the other hand, sometimes the best solution is a more complex technology. And in fact that is one of the the sources of tension that I see between the two "revolutions." I have certainly felt this in my own teaching. The higher my expectations about student learning and the kinds of learner-centered activity I want to promote, the less adequate seemed the available, supported tools at my institution. This leads to the first of three fundamental tensions I see confronting faculty and faculty development in the coming years. I'll outline these very briefly below:

- Scale and complexity. No tension is more in play than the conflict between tools (and support strategies) that will scale for large numbers of faculty and students. In the abstract, new "interactive" tools promise individualized learning environments, but in practice, currently available tools are often pitched at a lower pedagogical level than the explorations into student learning are leading us.

- Commodity and community. Phil Agre (UCLA) proposes that there are two competing models for imagining the University. The "commodity model" sees the University as a conveyor of "learning." This puts the most attention on outcomes; sees learning as divisible into sellable modules; and sees faculty primarily in their "instructional" role. The "community" model sees universities as serving the purpose of making and exchanging knowledge. Learning is less about "outcomes" than the integration of students into "communities of practice." Faculty are seen in multiple roles (research, service, teaching), and not merely the instructional role. These two models have always been in play in Universities, but it is clear that with the infusion of new technologies their competition will only increase. But what is the effect of the "learning-centered" revolution on the two models? Does the focus on learning (in some ways at the expense of a focus on faculty and faculty work) prejudice toward a "commodity" model as well?

- Widening and narrowing of the faculty role.

The competition between the commodity and community models has implications for a broader question about the widening and narrowing of the faculty role. In some ways, the technology and learning revolutions both bid for the widening of the faculty role: the faculty role widens as they become designers of learning environments, coaches of students, seekers of information resources. On the other hand, both revolutions might tend to narrow the faculty role by forcing-through the forces of commoditization or the overemphasis on "outcomes"—on the instructional role. If (and when) the university and college economy is totally driven by "learning" then who will pay for the other activities undertaken by faculty, such as research and service? Or, to put it another way: what gives way first when the technology revolution narrows faculty work by focusing only on instruction and the learning revolution widens faculty work by enlarging what it means to teach and students to learn?

### Careful What We Wish For

It has always been the case with each major shift in the technologies of literacy and knowledge that "practices" do not replace each other, but accumulate. It has never been more true than in this transition to a digital era. New forms of media and modes of information pile up one on top of the other. You only have to look at a cable news channel television screen to see an example of multiple layers of information, all competing for your attention.

Faculty in the first decade of the 21st century find themselves in the same predicament. As the paradigms shifts, practices accumulate. Faculty have so many choices to make, so many ways to change their teaching practices. And along with these new possibilities are rising expectations for productivity and new dimensions for the faculty role.

As the tensions outlined above play out, it is likely that the pressures on faculty and support staff will go up. In the long run, the consequences may be worse than that.

The only responsible and critical way to move forward is to recognize first that these tensions exist, and that our institutional designs should be shaped around managing the tensions, not pretending that they can be erased. And finally, we need to recognize that there are ways that new technologies and the new focus on learning might be developing at cross-purposes. Both are moving forward by names like "innovation," "accountability," and "active learning." But while we can value the impulses behind these abstractions, we need to carefully consider the consequences: in the nexus and pull of the two "revolutions," we just might get what we wish for.

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