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## Harnessing the Potential of Online Faculty Development: Challenges and Opportunities

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# 11

## Harnessing the Potential of Online Faculty Development: Challenges and Opportunities

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*This chapter explores several issues regarding the current state of online faculty development resources. First, it describes the breadth and depth of today's online teaching and learning resources. Then, it explains the benefits of designing an institutional teaching and learning center portal as a means for organizing and focusing resources. Finally, it discusses the importance of the faculty developer's role in harnessing these resources for individual and institutional advantage. The online portal provides a powerful tool for institutional change on a scale heretofore impossible for most, and puts faculty development at the center of an institution's mission.*

### INTRODUCTION

The recent explosion of online faculty development resources has expanded the practice of traditional faculty development. These resources have dramatically increased opportunities for faculty develop-

ment in two major ways. First, they provide faculty developers many new options for supplementing and/or replacing existing faculty development activities. Second, faculty members have opportunities to use online resources to engage in faculty development activities at any time, anywhere through the Internet, and through a rapidly growing base of providers.

The number and variety of available online resources is already daunting. They are available from both academic and for-profit private concerns. Sources from academia include teaching and learning online journals, listservs, chat groups, newsletters, professional association web pages, resource exchanges, and online courses and training programs. For-profit companies offer many similar resources. Notably, we see the rapid escalation of for-profit participation in this arena. Houghton Mifflin, Harcourt Brace, WebCT, Microsoft, and eCollege comprise some of the medium- to large-size companies investing substantially in these efforts.

Two of nine trends in higher education that Arthur Levine (2000b) considers inevitable are 1) a shift from teaching to learning and 2) the addition of two new forms of higher education institutions in addition to the traditional “brick” institution—the “click” institution and the “brick-and-click” institution. The institutional teaching and learning portal, led by the faculty developer, can serve as a significant institutional bridge for moving faculty from a teaching to a learning focus and, at the same time, moving the institution from a “brick” institution toward “the more competitive and attractive . . . brick-and-click” institution (Levine, 2000b, p. B10).

This chapter explores several issues related to understanding current opportunities in faculty development. First, it describes the breadth and depth of today’s online resources regarding teaching and learning. Then, it explains the benefits of designing an institutional teaching and learning portal as a means for organizing and focusing resources. Finally, it discusses the importance of the faculty developer’s role in harnessing these resources for individual and institutional advantage.

## **EXAMPLES OF WEB-BASED FACULTY DEVELOPMENT RESOURCES**

The latter part of the 1990s witnessed an explosion of web-based resources available to assist faculty in improving instruction. Several categories of these resources are discussed below, and examples are provided. Appendix 11.1 provides a sample of useful web resources, including the ones highlighted below.

### **University and College Teaching and Learning Center Web Sites**

The opportunities for faculty development created through access to teaching and learning centers have created innumerable opportunities for faculty developers, faculty, and administrators. Dalhousie University's Instructional Development and Technology Sites Worldwide ([www.dal.ca/~oidt/ids.html#AD](http://www.dal.ca/~oidt/ids.html#AD)) lists over 100 web sites related to higher education teaching and learning around the globe. In addition to centers for teaching and learning, their web site listings include academic departments in education and instructional technology, university and college centers for instructional technology, associations and networks promoting teaching and learning in higher education, and university centers for instructional and faculty development. For the faculty developer, as well as faculty and administrators, access to these sites not only connects centers, but also provides a library of up-to-date resources and activities on other campuses.

### **University and College Center Online Workshops**

Several university and college faculty development centers have put workshops on the web. Some have used their institution's implementation of Blackboard or WebCT to make them available to faculty, but generally they are only available on a registration basis to faculty in their institution or system. The Adams Center for Teaching Excellence at Abilene Christian University, however, has put an Active Learning Strategies workshop on the web that is accessible to all ([www.acu.edu/cte/activelearning](http://www.acu.edu/cte/activelearning)). The web site demonstrates four strategies for classroom and online courses based on Mel Silberman's 1996 book, *Active Learning: 101 Strategies to Teach any Subject*. The workshop's introductory pages provide general information about active learning and its uses plus an overview of strategies for the classroom and for online courses. Each strategy is introduced by a general description, a comment on its instructional value, and directions for using the strategy. Printable portable document format (PDF) files containing a pre-class planning form and a post-class summary form are provided for the teacher to use in class preparation, implementation, and assessment. A series of short video demonstrations showing different stages of the strategy in a real class situation provide "touch and feel" to the online workshop. Each strategy is cross-referenced to Mel Silberman's book. This site represents the beginning of a growing number of high-quality, multimedia workshops developed and sponsored by individual centers.

### **Virtual Teaching and Learning Technology Centers (V)TLTC**

A number of faculty developers have just recently begun experimenting with a new concept, the Virtual Teaching and Learning Technology Center (V)TLTC. An example of an innovative, well-designed, emerging center is the Appalachian College Association and its Virtual Teaching, Learning, and Technology web site. Its stated mission is “to provide a place and means for the 33 member colleges to share knowledge in order to constantly improve the education offered to its students” ([www.acaweb.org/Vcenter/](http://www.acaweb.org/Vcenter/)). The project is funded by a grant from the Mellon Foundation. The Virtual Center provides access to virtual departments ([www.acaweb.org/Vcenter/virtualdepartments.htm](http://www.acaweb.org/Vcenter/virtualdepartments.htm)), information technology and services, instructional design resources, Appalachian College Association libraries, workshops, training and conferences, listservs, a faculty database, and more.

The virtual component of the faculty development office is moving well past a simple, informational web site. A recent virtual conference sponsored by WebCT and hosted by Steve Gilbert of the Teaching, Learning, and Technology (TLT) Group discusses this emerging model for faculty development in some detail (Gilbert, 2000b).

### **Online Teaching and Learning Courses**

Since 1995, there has been continued growth in online faculty professional development courses offered by college and university teaching centers, higher education professional associations, and business organizations. Due to the variety of technology and pedagogical issues involved in moving to computer-based or computer-enhanced instruction, the current trend in online faculty development seems to be an integrated series of course modules. Courses can be as short as one day or one week, and some offer a longer series of courses leading to certificates. Most courses charge a fee.

One such program is the Distance Education Certificate Program (DECP) at the University of Wisconsin, Madison. The DECP “is a professional development curriculum designed to build or enhance knowledge, skills, and leadership in distance education and training. This program offers a curriculum of core modules and electives and uses a variety of distance learning formats including modular print packages, audiotapes, videotapes, audio conference seminars, and Internet seminars to reach working professionals in their home communities” ([www.wisc.edu/depd](http://www.wisc.edu/depd)). Upon satisfactory completion of 200 curriculum hours (20 continuing education units), a Certificate of Professional Development is awarded.

Students may enroll in individual courses on a certificate or a noncertificate basis. The DECP can be completed individually as a self-paced track curriculum or as a collaborative track curriculum using a cohort learning group. Where a cohort system is used, faculty have the opportunity to become involved in learning communities outside their institutions and take advantage of expertise from other institutions and organizations. The DECP web site provides three major learning hubs which include references and resources, learner support services, and a learning center. The resources involved in developing programs such as the DECP are often beyond the reach of individual centers. Therefore, most institutions will likely be taking advantage of existing, well-developed program offerings.

### **Technology Product Companies**

One of the major reasons for the ongoing explosion of online resources is the maturation of software tools for creating and maintaining such sites. WebCT is one of a handful of major providers for course management software, the core software for creating and delivering distance learning classes and web-assisted, traditional classes. The home page ([www.webct.com](http://www.webct.com)) is a good demonstration of a portal (discussed later), where WebCT is providing a variety of value-added services in order to create brand loyalty in a highly competitive market. In addition to providing links for seeing a demo of the software, downloading the software for a trial period, and ordering or reordering the software, the home page contains options for

- students, including online tutoring, a career center, a scholarship database, a discussion room concerning binge drinking, an online research tool, and technical support
- instructors, that includes discipline-specific content and discussion boards, newsletters, an online course (Introduction to Multimedia), a collection of case studies of exemplary courses, online colloquia events, and technical support

One great advantage faculty developers have is that the competition in the software market will ensure regular updates and improvements to course management software.

### **Publishing Companies**

Houghton Mifflin's Faculty Development Programs unit has provided face-to-face campus-based faculty development workshops for a number

of years. Faculty development professionals under contract have delivered these for Houghton Mifflin, which markets and supports the delivery of these workshops to campuses around the country ([www.facultytraining.com](http://www.facultytraining.com)). Since 1999, Houghton Mifflin Faculty Development Programs have partnered with both software companies and academic associations. Technology partnerships include WisdomTools, Inc., to use their proprietary web-based tools, and Time Revealed Scenarios, to develop online faculty development programs. Academic partners in the development of these workshops, called FacultyDirect, include The League for Innovation in the Community College, The TLT Group: The Teaching, Learning, and Technology affiliate of the American Association for Higher Education (AAHE), The Historically Black Colleges and Universities Faculty Development Network, and The National Teaching and Learning Forum.

The product consists of a suite of workshops designed for four different audiences: college and university faculty, community college faculty, teaching assistants, and those interested in the integration of technology into teaching and learning. They are available to individuals on a scheduled basis throughout the year. Enrollment is limited to 25 participants per section (a minimum enrollment of 15 is required to offer the workshop). Participants are asked to invest 20 hours for asynchronous activities and discussions during a four-week workshop. Group registration packages are also available for institutions, districts, systems, and consortia. These workshops will be scheduled according to a group's needs, and will be facilitated by Houghton Mifflin's Faculty Development Programs or they will provide training for facilitators designated by the contracting group ([www.facultytraining.com/facdirect/index.html](http://www.facultytraining.com/facdirect/index.html)).

### **Associations**

Good efforts are currently underway at a number of associations, though none offer comprehensive resources for teaching, learning, and technology. Three examples illustrate the range of available resources. The American Association for Higher Education's web site offers the broadest array of resources for faculty development. In particular, the Teaching Initiatives and TLT pages offer ideas and examples of faculty development activities appropriate for both individuals and institutions (<http://www.aahe.org>).

The Professional and Organizational Development Network in Higher Education (POD), North America's association of faculty development professionals and practitioners, is a rich source of information and publications for the development of teaching and learning in higher

education. It also sponsors a particularly effective listserv for those involved in faculty development programming (<http://lamar.colostate.edu/~ckfgill/>).

The Association of American Colleges and Universities (AACU) offers a convenient group of resources in its Knowledge Network section, which bills itself as a “resource hub for general education, teaching and learning, civic responsibility, campus leadership and more...” ([www.aacu-edu.org](http://www.aacu-edu.org)).

### **Professional Academic Discipline Associations**

Professional disciplinary associations provide a variety of member services. Most associations have interest groups or divisions focused on teaching and are accessible online. One example is The Society for the Teaching of Psychology (STP) (<http://teachpsych.lemoyne.edu/teachpsych/div/divindex.html>), a division of the American Psychological Association (APA). STP represents the interests of psychologists in academic institutions from the secondary through the graduate level. Among its extensive services, it publishes *Teaching of Psychology*, a quarterly journal devoted to improving teaching and learning, develops and distributes a variety of peer-reviewed teaching and advising materials, sponsors programs and conferences, maintains a web site (*OTRP-Online*), and fosters a teaching community through *PsychTeacher*<sup>TM</sup>, a moderated electronic discussion list. In addition, it publishes a monthly electronic newsletter, *TOPNEWS-Online*, through *Psychology Partnerships Projects* that includes extensive links to psychology resources worldwide. STP also provides resources through *Psych-E*, an electronic journal for undergraduates. Clearly, professional associations are major players in professional development for instructors, and increasingly, for students. Current technologies provide new and exciting learning connections and opportunities, and instructors are encouraged to explore their professional associations’ online resources.

### **Online Newsletters**

The National Teaching and Learning Forum publishes a bimonthly newsletter containing articles on teaching and learning in higher education. The editor aims to create a conversation on teaching and learning on a wide variety of cross-disciplinary concerns. One or more articles from the current issue and sample articles from previous issues are available online from the newsletter’s web site. Individuals can order print



subscriptions and institutions can order site licenses for their entire faculty, making all past and current issues available online ([www.ntlf.com](http://www.ntlf.com)).

### **Teaching and Learning Online Journals and Magazines**

The development and availability of online teaching and learning journals continues to expand. Some are currently accessible in both print and online. An excellent example of an exclusively online journal is *The Technology Source*, a free, peer-reviewed, bimonthly periodical whose purpose is to provide “thoughtful, illuminating articles that will assist educators as they face the challenge of integrating information technology tools into teaching and into managing educational organizations” (<http://horizon.unc.edu/TS/>). The journal provides articles and resources on faculty and staff development, assessment, technology tools, case studies, commentary, etc. Because of its online format, this type of journal is readily accessible to all faculty, and like print journals, develops a community of national and international followers interested in this particular faculty development technology thrust. In addition, it is easily archived for future reference and research.

### **International Resources Online**

The International Consortium for Educational Developers (ICED) was formed in Oxford, England, in 1993, with the goal of linking national and regional educational development networks and sharing best practices in higher education across national boundaries. It sponsors biannual conferences, the latest having taken place July 2000 in Bielefeld, Germany ([www.uni-bielefeld.de/IZHD/ICED/](http://www.uni-bielefeld.de/IZHD/ICED/)). Its member organizations sponsor web pages with numerous resources. HERDSA (Higher Education Research and Development Society of Australasia) ([www.herdsa.org.au](http://www.herdsa.org.au)) offers conferences, publications, and sponsors research on teaching and learning in higher education with links to many of these resources on its web page. SEDA, the Staff and Educational Development Association of the United Kingdom, offers accreditation services for faculty development professionals as well as publications, conferences, and web resources for faculty development practitioners (<http://www.seda.demon.co.uk/>). Particularly useful is its links page, with pointers to many resources and organizations dedicated to faculty development in the English-speaking world (<http://www.seda.demon.co.uk/other.html>). Links to faculty development organizations in other countries can also be found at the Society for Teaching and Learning in Higher Education/La société pour l'avancement de la

pédagogie dans l'enseignement supérieur in Canada ([http://www.umani-toba.ca/academic\\_support/uts/stlhe](http://www.umani-toba.ca/academic_support/uts/stlhe)).

### **ADVANTAGES AND CHALLENGES**

The breadth and depth of these new online resources and providers offer a wealth of teaching and learning opportunities for faculty and faculty developers. In particular, faculty developers and centers have much to gain, including

- more faculty development opportunities than ever before
- continuous provision of faculty development through anytime/anywhere delivery of resources
- easier access to information, especially at time of need
- access to providers of faculty development beyond one's institution
- increased opportunities for faculty developers to connect with and assist a greater number of faculty and for faculty to assist one another
- increased opportunities to facilitate the development of faculty learning communities inside and outside one's institution
- online opportunities for publishing teaching and learning scholarship
- expanding faculty development from an event on-campus to everywhere all the time
- opportunities to develop fresh models for faculty development

All of the above, through increased access to a larger variety and higher quality of pedagogical resources, contribute to more engaged, better informed, creative faculty with an emphasis on the role of faculty as learners. They also create a variety of new avenues for faculty to learn together and alone.

As faculty developers continue to gain experience using these new resources, they will need to be particularly mindful of how traditional faculty development practices can be utilized to maximize their benefits. In particular, faculty developers will need to focus on continuing to provide

- occasions for face-to-face faculty development events
- leadership for campus focus, direction, and coordination of all faculty development resources

- opportunities for collaboration across departments, divisions, academic/student affairs, etc.

One thing is certain: The flood of new, online resources is only the beginning. The challenge, even at this early stage, is to find a way to bring the best and most meaningful online resources to the faculty at your institution. The next section, which introduces the concept of the portal, provides a means for accomplishing that objective.

### **HARNESSING THE ONLINE ONSLAUGHT: THE POWER OF THE PORTAL**

The previous section gives examples of currently available web resources for faculty and faculty developers. However, a number of faculty development web sites have moved past simply posting lists of web resources. This is part of a growing trend—the creation and maintenance of a cyber community. The notion of a cyber community is not a new one but neither is it an idea that has had time to mature. The most intense activity has been in the for-profit sector, often under the guise of e-business or e-commerce. Academia has jumped into the fray with vigor since 1999. For business, it is a community of customers, stockholders, suppliers, and the like. For academia, it is a community of alumni, students, faculty, administration, and prospective students. This section will summarize some of the lessons others have learned about creating successful online communities and about the important role that the portal plays.

#### **The Portal**

The portal, an increasingly common concept in today's Internet world, "is a place that draws people to it because of what it offers and what it enables" (Norman, 2000). An example of a general portal is Yahoo.com, AOL.com, or MSN.com. Each service wants you to enter the World Wide Web through them, so they try to offer the most value to the general user—an easy to use search engine, an email service, a chat room service, as well as current news, sports, and entertainment. The value they provide entices the user to continue to use their site as an entry point to the World Wide Web.

A company's home page would be another type of portal. Its purpose is to serve existing customers, prospective customers, suppliers, and stockholders. The home page would have information and services of interest to all stakeholders. Meanwhile, a very distinctive path through the site is developed for each stakeholder group so that they may pursue in-

formation and services specifically focused to their needs. Likewise, a university's campus portal will serve as a "gateway to the entire Internet and an aggregator of information on one or more areas of interest" (Pitinsky, 1999). These sites will typically have a common home page as well as different paths for current students, prospective students, alumni, and faculty. The prospective student path might include university promotion of the school, admissions, academic support, and career services. In this way, each path is "an abridged and customized version of the institutional Web presence" (Java in Administration Special Interest Group (JA-SIG) Clearinghouse, 2000), or put another way, "personalized information sources and communities of interest within a campus or university World Wide Web site" (Olsen, 2000).

The primary purpose of the portal is to provide value. Groundswell, a consulting company specializing in portal development, promotes the following characteristics for a successful, valuable portal ([www.groundswell.com](http://www.groundswell.com)).

- An aggregation of products and services including
  - ~ knowledge that is useful for the intended audience(s)
  - ~ transactions, such as online purchasing or registering for a workshop
  - ~ analytics, tools to help the user find, compare, and evaluate products
  - ~ collaboration, or means to support, facilitate, and enhance personal connections;
- A people-centric, well-designed site
- A focus on developing brand loyalty, by such means as encouraging communication by email or through online registration
- An unparalleled online experience

A second, more detailed description of portal content with regard to features, information, tools, and relationships is available from David Eisler's work as provost of Weber State University (Eisler, 2000).

For the faculty developer, an institution's teaching and learning portal will be different from but linked to the campus portal or institutional web site, and also different from but linked to the various course portals that serve individual distance learning or web-enhanced classes. An insti-

tutional teaching and learning portal can provide value by offering a useful collection of resources and communication links that will attract faculty members to the site and provide incentive for them to use it again—whenever they want to be connected to a community of faculty focused on teaching and learning.

Much of the value of portals, especially an academic institution's teaching and learning portal, is fueled by two trends. First, we live in an age where faculty and students need more information than ever, and need their information refreshed and updated more frequently than ever before in order to be effective (Levine, 2000a). Secondly, due to information overload, finding the right information is often a difficult, tedious task. As teachers, faculty are being pushed

- to find new ways to improve both their productivity inside the classroom as well as enhance their role outside the classroom (Sherer & Shea, in press)
- to find ways to be more sensitive to diversity issues in the classroom
- to be more attentive to the needs of the fastest growing demographic of college students—adult learners
- to incorporate an ever-expanding array of new instructional technologies
- to successfully compete against the well-heeled, profit-making sector that is rapidly making inroads into the traditional academic marketplace

Unfortunately, there is too much information, too many attractive options, and a lot of useless information, especially on our main source of connection, the World Wide Web. Therefore, we are both overconnected and disconnected at the same time (Hallowell, 1999). This is exacerbated by the overlap of resources provided by knowledge producers and content providers, such as course management software providers, textbook publishers, PBS, and the like.

For the inundated faculty member, the faculty developer can become the architect of an institution's teaching and learning portal, providing value as a filter and as a connection point. By designing useful, well-organized, and easy-to-access content from within the campus and beyond, the faculty developer can provide access to high-quality, relevant, and coherent information. The faculty developer provides connections by identifying and providing means to communicate with both on-campus and

off-campus resources. On-campus resources might include the reference librarian, media services, registrar's office, student technical assistants, sources of internal funding opportunities, and the local Teaching, Learning, and Technology Roundtable (TLTR). Off-campus links might include the national TLTR, assessment centers, professional societies, and book publishers who also provide faculty development workshops and discipline-specific online content. In doing so, the portal creates a link between faculty using the portal and the faculty development office.

While the definition of a portal is not precise, three characteristics common to most portals include: 1) a core product or service plus related, value-added products, 2) services and connections outside the site's institution, and/or 3) a clear organization of different paths through the site depending on specific interests of the end-user. The following are examples of academic web sites already described in an earlier section with some characteristics of portals.

- WebCT, a leading course management software company (<http://www.webct.com/>), illustrates the idea of connecting value-added components such as discussion groups on current topics (for example, binge drinking), recent educational news, tutoring, research, and discipline-specific course content. These components are intended to get student and faculty users to come back and use the site as part of a learning community, rather than simply as a software company.
- Dalhousie University's Office of Instructional Development and Technology (<http://www.dal.ca/~oidt/>) lists internal resources but also maintains a list of links to instructional development and technology sites worldwide (<http://www.dal.ca/~oidt/ids.html>).
- Abilene Christian University's Center for Teaching Excellence ([www.acu.edu/cte](http://www.acu.edu/cte)) focuses on internal resources but clearly defines separate, multilevel paths for first-time web visitors, information on academic computing, instructional technology available on campus, faculty interests, and policies. The site becomes an entry point and a guide to help the user get the information they desire.

A teaching and learning portal for a specific institution begins with the strategic objectives for teaching and learning within the institution. The faculty developer, as architect of the institution's teaching and learning portal, will focus on organizing the enormous variety of resources available, from on campus and throughout the web. The goal is to create a relevant, organized, and coherent site that will also integrate commu-

nication links to helpful online discussion groups, chat rooms, and the like. The next section considers the changing emphases and roles that faculty developers will want to consider in order to become a successful architect of their institution's teaching and learning portal.

### **EMERGING LEADERSHIP ROLES FOR FACULTY DEVELOPMENT**

The emergence of online resources for faculty development, available essentially any time and anywhere, changes the possibilities for faculty developers to reach faculty and become more effective change agents on their campuses. The implementation of a significant, virtual component can provide an important lever for increasing the effectiveness of a faculty development center or program. It also creates new roles and metaphors for staff as well as programs. These changes can help move faculty development to a more central place in the everyday lives of faculty and require a greater leadership role than ever before, supporting the institution's teaching and learning mission.

One of the most important tasks to accomplish while setting up a virtual component for your faculty development program consists of making sure the aims and principles of the web site, or portal, are consistent with the mission and goals of your institution and its academic affairs office. For a fully integrated web presence on campus, faculty developers will need the full support and collaboration of those in control of the financial and staff resources needed. From there, faculty developers can begin to forge collaborations with information services, learning support services, library, printing and media services, grants, and possibly even the faculty senate and union to create a full service web site that faculty will want to use consistently.

Each campus, of course, will have many differences in what is possible and what is desirable to include in a site, but the goal is to provide a full-service faculty portal to internal and external services and programs on which faculty depend. Focus groups and surveys can provide invaluable information for the direction such a project might take.

In implementing a portal, faculty developers may need to conceive of their roles a bit differently than they have in the past. They will need technical skills and knowledge. They will need to understand how to sort and distribute information more effectively. Finally, they will need to expand their centers to encompass, at least in a virtual sense, technology, distance learning, and media services, as well as teaching. In order to accomplish this, they will need to collaborate with a number of

units on campus, presumably with the support of administrators and with funding. In this way, faculty developers can become central figures in the delivery of resources to faculty.

Metaphors that capture elements of these new roles include diplomat, orchestral conductor, and outfitter. For example, to forge the collaborations necessary to implement an institutional teaching and learning portal, the skills of a diplomat would be very useful. Coordinating and managing a number of services from different offices on campus would require the skills of an orchestral conductor, to make sure the individual services work harmoniously and coherently with the whole. When thinking about the elements needed in an institutional teaching and learning portal, the skill of an expedition outfitter also comes to mind (Bulik, 2000). What will a faculty member need during a typical semester, and how can the center support it, both virtually and physically? For this, true collaboration (not just coordination) with all relevant units on campus is needed.

All of this points to a possible reordering of priorities for programs and centers. By reaching out more broadly to more people, the center's workload will undoubtedly increase. Developers will need to spend more time negotiating and developing collaborative partnerships with other units on campus. They will need to devote time to facilitating online discussions and workshops. And, they will need to continue to provide settings where they can meet with faculty members face-to-face. From the experience of faculty developers who have run online workshops, for example, it is clear that face-to-face interaction with the faculty development office dramatically increases the likelihood that online workshop participants will engage fully and complete their projects.

The metaphor of a lone outpost concerned with teaching on campus no longer serves faculty developers or their institutions well. Teaching is, in most instances, given a high place in an institution's mission, but less so in implementation. A successful faculty development program will be able, with leadership and foresight, to take the goal of supporting teaching and learning on campus from mere lip service to reality by working across departments, divisions, and administrative units such as student affairs, academic affairs, information services, and support services. This requires the ability to plan strategically with broad constituencies to create a learning community for faculty (Cox, 2001).

Useful metaphors for a virtual teaching and learning center include base camp; directory; reference desk; mentoring center; resource room; forum; and innovation, research, and/or assessment center (Gilbert,



2000b). From a faculty member's point of view, useful metaphors for a virtual teaching and learning center can include workspace, play space, studio, training center, lounge, and stress clinic. It is clear that in order to build these elements into a virtual teaching and learning center that is specifically oriented to the needs of an institution and its faculty, the faculty developer will take an active leadership role in creating true collaboration with many units on and off campus. One may see the stirrings of a learning community growing out of this collaboration. Faculty members will be able to form their own learning circles and groups to share information, communicate with colleagues about teaching and professional development, get financial support for projects through mini-grants, and register for internal or external online workshops.

Even though the priorities of institutions have moved closer to those of faculty development programs since the mid-1980s, meaningful ways to effect broad institutional change have been difficult to implement with the relatively small resources allocated to most faculty development programs. An institutional teaching and learning portal, developed collaboratively with other units on campus, appropriately funded and aligned with institutional goals, can bring to a faculty member's desktop the wealth of substantial online resources and connections with colleagues both on and off campus with a single click. This fosters an enhanced faculty learning community and allows a relatively small program to have much greater impact on teaching, learning, and professional development than would otherwise be possible. It gives faculty developers a powerful tool, a lever, for institutional change on a scale heretofore impossible for most, and gives faculty development a place at the center of an institution's mission.

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## **APPENDIX 11.1**

### **ONLINE SOURCES AND PROVIDERS OF FACULTY DEVELOPMENT**

#### **University and College Teaching and Learning Center Web Sites**

Dalhousie University's Instructional Development and Technology Sites  
Worldwide

<http://www.dal.ca/~oidt/ids.html#AD>

University of Kansas Listing of Worldwide Teaching and Learning Centers

<http://eagle.cc.ukans.edu/~cte/index.html>

#### **University and College Center Online Workshops**

The Adams Center for Teaching Excellence at Abilene Christian

<http://www.acu.edu/cte/activelearning/>

#### **Virtual Teaching and Learning Technology Centers (V)TLTC**

The Appalachian College Association and Virtual Teaching, Learning,  
and Technology

<http://www.acaweb.org>

Center for New Designs in Learning and Scholarship (CNDLS)

<http://www.georgetown.edu/main/provost/candles/>

#### **Online Teaching and Learning Courses**

Distance Education Certificate Program University of Wisconsin, Madison

<http://www.wisc.edu/depd>

LERN: A one-week course (Teaching Online)

<http://www.lern.org/TeachingOnline/>

UCLA: Online Teaching Program (OTP)

<http://www.onlinelearning.net/CourseCatalog/index.html>

Florida State University: Five-module online professional development  
program

<http://www.fsu.edu/~pie/>

#### **Technology Product Companies**

WebCT

<http://www.webct.com>

Blackboard

<http://www.blackboard.com/>

eCollege

<http://www.ecollege.com/>

JonesKnowledge.com

<http://www.jonesknowledge.com/>

### **Publishing Companies**

Houghton-Mifflin's Faculty Development Programs

<http://www.facultytraining.com>

Harcourt Brace

<http://www.harcourtelearning.com/>

Southwestern Thompson Learning (E-learning)

<http://www.swcollege.com/front.html>

### **Associations (resources, listservs, chat groups, archives)**

American Association for Higher Education (AAHE)

<http://www.aahe.org>

Association of American Colleges and Universities (AACU)

<http://www.aacu-edu.org>

DeLiberations

<http://www.lgu.ac.uk/deliberations/>

Epiphany Project for Teachers of Writing

<http://www.has.vcu.edu/epiphany/>

Professional and Organizational Development Network in Higher Education (POD)

<http://www.podnetwork.org>

Tomorrow's Professor Listserv (Originates at Stanford University's Learning Laboratory)

<http://sll-6.stanford.edu/projects/tomprof/>

### **Online Newsletters**

Infobits

<http://www.unc.edu/cit/infobits/infobits.html>

Teachdaedalus: Moderated discussion lists

<http://daedalus.pearsoned.com/>

National Teaching and Learning Forum (NTLF)

<http://www.ntlf.com>

eCollege Newsletter

<http://www.ecollege.com/>

Chronicle Report on Teaching (from *The Chronicle of Higher Education*)

<http://www.chronicle-teaching@chronicle.com>

TLT Group Flashlight Newsletter

[http://www.tltgroup.org/resources/F-LIGHT/f-light\\_Aug2000.html](http://www.tltgroup.org/resources/F-LIGHT/f-light_Aug2000.html)

**Teaching and Learning Online Journals and Magazines**

The Educational Development Resource Center Online Journals in Education

[http://158.132.100.221/INET\\_EDU.folder/OnlineJrnls.html](http://158.132.100.221/INET_EDU.folder/OnlineJrnls.html)

The Technology Source

<http://horizon.unc.edu/TS/>

**International Resources Online**

International Consortium for Educational Developers (ICED)

<http://www.uni-bielefeld.de/IZHD/ICED/>

Higher Education Research and Development Society of Australasia (HERDSA)

<http://www.herdsa.org.au>

Society for Teaching and Learning in Higher Education/La société pour l'avancement de la pédagogie dans l'enseignement supérieur (STLHE/SAPES) in Canada

[http://www.umanitoba.ca/academic\\_support/uts/stlhe](http://www.umanitoba.ca/academic_support/uts/stlhe)

The Staff and Educational Development Association of the United Kingdom (SEDA)

<http://www.seda.demon.co.uk>

UK Learning and Teaching Support Network

<http://www.ltsn.ac.uk>