The Faculty Colloquium on Excellence in Teaching (FACET)  
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FACET's Roles in Addressing the Expanding Crises in Teaching

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When I began teaching (shortly after St. Augustine died), information was difficult to acquire and much of teaching was transmission of information that was only available to experts and was relatively stable. Further, critical thinking and valuing were mostly really much simpler than they have become. Currently, we are still struggling to switch to course-level, assessed, major outcomes and to teaching that represents current best practices and is both evidence-based and framed by learning theories. Even deeper challenges are coming from the need for a post-information vision and for deep and systematic curricular integration. Partly because we as faculty have been so slow to change systematically, these challenges are embedded in a more difficult societal framework. What can FACET do to help us make these transitions more effectively?

1. What are three really important things that you have gained by being a member of FACET?

2. What are three things you should now do to further improve your students’ learning?


1. Movie or Novel: Isolated Perceptions of One Character, Event or Etc
3. Movie: Can Be “About” Some Theme [Can Analyze A Story for Theme]  
   History: Author’s Perspective, Themes & Values in A Historical Narrative
4. Individual Interpretations Now Subject to [Disciplinary] Analysis  
   May Begin in Late Teens. It stretches MANY students in Higher Education  
   Largely An Invention Of Last Half Of 20th Century. [Perry On Harvard Finals.]
5. Individual Disciplines [Paradigms] Now Subject to Analysis wrt Some Critical Theory  
   Not [often] Predominant [Spontaneous] In Self Until After 40 [If Then]  
   Stretches MOST Undergraduates & MANY Graduates [and some faculty—cn].  
   Largely an Invention Of Recent Decades.
6. Can Compare Alternative Frameworks for Combining and Evaluating Disciplines and Paradigms  
   Implicit in Kegan’s Analysis  
   [Currently being developed] by some faculty in some fields. Stretches Many Faculty?


Information Then: Access difficult. Experts had near monopoly. Expertise ~ Information  
IU Biology 1200+ Journals; ILL Slow; Reprints essential; Xeroxes Expensive;  
Slide-rule (10” circular); Mechanical calculators; Punch-cards and FORTRAN
**Teaching Then: Information as focus. Critical Thinking, Communication Etc NOT Issues**

Textbooks smaller; rarely updated; little or no color.
Faculty Made Slide Collections; Required access to expensive books etc.
Often augmented by exchange with other researchers whom one knew personally. Video??

**Alternative delivery systems** could not match quality of tenure track faculty (however bad)
Lecturers and part-time faculty and other non-tenure track appointments fairly rare.
No “University of Phoenix” and Few CCs or under-resourced state campuses

3. **Teaching Now: Which of These Do You Now Do Well?**

“Backwards Course Design”: Outcomes drive content choices and pedagogy?
**Major Outcomes Well Assessed At Course Level?**
**Know and Use Evidence-Based, Well-Researched “Best Practices”?**
**Understand and Apply At Least Three Different Learning Theories to Understand Difficulties?**

4. **Teaching Planned: Which Have You Begun Well?**

Post-Information Focus: Minimal Transmission; Focus On Evaluation, Application Etc
Deep-Curricular Integration: Stepwise Development of Competencies

5. **The Expanding Crises in Teaching: Key Aspects: [Apologize for overgeneralizations]**

Information Now Universal Access: Removes One Core Faculty Role
High Quality Information & Organization Now Universal Access:
   [Wikipedia; MIT Open Courseware, ALL Courses] Parallels Another Core Faculty Role
Video and Images Now Universal Access: Removes Another Core Faculty Role
Faculty Resisted Assessment and Vertical Integration: “Academic Freedom”
   Can’t Demonstrate How Well [or Poorly] We Are Doing
Faculty Refused to Take Responsibility for Maximizing Real Student Success
   “Dysfunctional Illusion of Rigor”
   Results Clearly NEEDLESSLY Biased Against SS From Underpowered Backgrounds
Tenure-Track Faculty Increasingly Replaced by Non-TT, Some with PhDs, Some MA/MS

6. **What Changes Do We Need to Make?**

What can FACET do to help us make these transitions more effectively?
Three key summaries of important research [for all faculty].


Use one of these (or an equivalent) in designing or revising a course:


Use one of these (or an equivalent) in designing or revising student evaluation and grading:


Some ways to get started on assessment:


See also for online examples: http://www.siue.edu/%7Ededer/assess/catmain.html

• Assessment Resources, National Resource Center on the First-Year Experience and Students in Transition, University of South Carolina. Includes a searchable database of assessment instruments and much more http://www.sc.edu/fye/resources/index.html


