

Please join us in welcoming [United Board](#) (New York, NY and Hong Kong) to the NITLE Network!

NITLE Liaisons' Update

February 26, 2009



Campuses will be dealing with the impact of the current economic crisis for the next several years as it affects endowments, fundraising, and students' needs and expectations. As they do so, they must focus on efficiency and cost-cutting and also on their strengths: student engagement, effective curricula, and educational value. This update outlines a few approaches to using NITLE offerings to advance your institution in tough times. If you'd like to discuss how your institution can use NITLE to promote its goals, please contact me at michael.nanfito@nitle.org.

Table of Contents

1. Networking and Professional Development: The Virtual Way
 2. When Virtual is not Enough
-

1. Networking and Professional Development: The Virtual Way

Colleges and universities need to do more with less, but how? Part of the answer lies in faculty and staff members having opportunities to learn about effective, lower-cost approaches to getting things done, including ways to engage students in and out of the classroom. Another part lies in their having access to a broader community of professionals who work in similar circumstances and whose fresh perspectives and practices can cast old challenges in a new light. How can campuses use NITLE to provide such opportunities for networking and professional development at lowered cost?

Building Relationships and Networks: No Travel Required

Travel budgets are tightening, but the need to maintain relationships and networks remains. In [the last liaisons' update](#), Carleton College was featured for its recent and successful use of multipoint, interactive videoconferencing (MIV) to engage colleagues across campuses around issues of cost-cutting. For faculty and staff members looking to build and maintain their relationships with students and colleagues across distance, MIV may offer a solution. Here's why:

- Institutions in the NITLE Network already have access to MIV. Each institution that enrolls in the NITLE Network receives a MIV room that accommodates up to 10 users.
- Users can access MIV right from their desktop or laptop computers. All they need is a high-speed internet connection, a webcam, an echo-free audio system (such as a USB headset), and a computer manufactured no earlier than 2005.
- Once in MIV, users can interact with colleagues and students using a number of tools. Cues from both video and audio along with a shared whiteboard allow for discussion, problem-solving, and—perhaps most importantly—a sense of social presence.

*For more information, please visit www.nitle.org.
Questions? Please contact us at participate@nitle.org.*

- Once acclimated to the MIV environment, people find that they can use MIV for a variety of purposes, including
 - Staying in touch with students in the field (e.g., student teachers) or studying abroad
 - Supplementing in-person office hours
 - Developing courses or other learning materials with off-campus colleagues
 - Developing collaborative presentations for professional or disciplinary conferences
 - Holding meetings (e.g., trustees' meetings, consortial meetings)
 - Conducting interviews with potential candidates
 - Planning events
- Training is available, including free, do-it-yourself training modules available in [the MIV Community](#). (Users can also post questions and get feedback in the MIV Community's forums.) Campuses looking to provide additional training for key community members may also request "[Web-Based Video-Conferencing: Teaching, Learning, and Collaborating](#)," a NITLE Workshop To Go designed to help participants use MIV effectively.

Faculty and staff members can access their institution's MIV room via their [My NITLE](#) accounts. Additional rooms and seats are available via NITLE's [Enhanced MIV Service](#).

Moving to Open-Source Learning Management Systems

Birmingham-Southern College is in the midst of a move from Blackboard to Moodle, with plans to roll Moodle out fully for the entire campus in fall 2009. The move will lower costs but it also means introducing and managing a significant change. BSC's approach:

- *Invest in training for a core group of faculty members who are piloting Moodle this semester.* BSC chose "[Teaching with Learning Management Systems: Moodle](#)," a NITLE Workshop To Go, and registered four faculty members from the pilot group of sixteen. BSC also chose to have the workshop delivered virtually. NITLE's virtual workshops spread training out over multiple sessions, so—in addition to costing less—the virtual delivery option is allowing BSC to integrate training into its Moodle pilot, using a "learn-and-do" approach spread over time.
- *Take advantage of experience within the NITLE Network.* BSC's workshop will be delivered by Bob Puffer, Academic Technology Coordinator at Luther College and a NITLE Technology Fellow with a focus on Moodle. In addition to his Moodle expertise, Bob also has direct experience with Blackboard-to-Moodle transitions from his work at Luther. BSC will gain from Bob's first-hand experience, including his knowledge of the similarities and differences between using Moodle and Blackboard in a campus environment. BSC and Luther College will also share faculty members' course-creation experiences.
- *Use the online resources included with the workshop.* Workshop participants gain access to several Moodle courses with information about feature use. In addition to using this information, participants will use the courses to ask questions and learn from each other's experiences. Since BSC chose the Network option for hosting this workshop, its workshop participants can use these courses to share with and learn from participants from other institutions in the Network. In this way, BSC is contributing to the development of a new, inter-institutional cohort of Moodle instructors within the NITLE Network.
- *Create a professional development opportunity for faculty and an instructional technologist.* Jan Pontia, an instructional technologist at BSC, will assist in delivering the online workshop. Teaching something, as is often said, is the best way to learn it; in this case, it also creates a

professional connection with an experienced colleague. Once the online workshop begins, Jan will leverage her new expertise by working with the other twelve faculty members from the pilot group, training them in-person on campus. One of BSC's goals is to fine-tune this locally presented workshop for faculty-wide trainings to begin in May.

- *Roll out the new system with a core Moodle community in place on campus.* This core community will include both faculty with experience using the system and an instructional technologist prepared to offer support. BSC will also provide sample Moodle courses as part of this wider training. (In support of continued training, the Moodle courses included with the original online workshop are downloadable for installation onto BSC's Moodle installation.) The faculty members from the pilot group will also be able to assist by sharing their experiences.

Questions about NITLE's Workshops To Go? Just contact Rebecca Davis (rebecca.davis@nitle.org). Workshops To Go that are available for online delivery include:

- [Digital Repositories: Using DSpace](#)
- [Emerging Technologies and the Liberal Arts Campus](#)
- [Manakin: Developing Interfaces and Interactivity for DSpace](#)
- [Social Software for Education: Collaborative Learning and Research Practices](#)
- [Teaching with Learning Management Systems: Moodle, Sakai](#)
- [Virtual Collaboration](#)
- [Web-Based Video-Conferencing](#)
- [Web 2.0 Storytelling](#)

Creating Policies for the Times

Intellectual property, fair use, privacy: in a digital environment that is enabling users to develop new ways to use, share, and manipulate content at a rapid pace, information services leaders and staff members need to develop policies that are appropriate and in line with institutional values. This task is significant; succeeding at it means that an institution can have a more proactive relationship with the complex world of managing digital content.

On April 17—and then continuing on April 24 and May 8 & 15—**“From Property to Privacy: the Ethics of Information”** will provide information services leaders and their staffs with a chance to catch their breaths, focus on key topics, hear from experts, benchmark their efforts, make useful professional connections, and get concrete take-aways that will help them make decisions about their policies for information use. This virtual conference will offer four opportunities to meet with peers and get a handle on a difficult, complex set of issues that participants are responsible for managing:

- **“[What is Information Ethics?](#)”** – April 17, 2009; register by March 27, 2009 – Kay Mathiesen, Assistant Professor, School of Information Resources and Library Science, University of Arizona, will present a broad overview of the ethics of managing digital content.
- **“[Social Media and the Ethics of Information](#)”** – April 24, 2009; register by April 3, 2009 – Rachel Bridgewater, Electronic Resources Librarian, Reed College, and Anne-Marie Deitering, Undergraduate Services Librarian and Franklin McEdward Professor for Undergraduate Learning Initiatives, Oregon State University, will lead an exploration of how social media are raising new ethical considerations as students, faculty, librarians, and other academic professionals develop and publicize their personae online.

- [“Fair Use in Classrooms and Libraries: The Best Practices Model”](#) – May 8, 2009; register by April 17, 2009 – Patricia Aufderheide, Professor and Director, Center for Social Media, School of Communication, American University, and Peter Jaszi, Professor of Law and Faculty Director of the Glushko-Samuels Intellectual Property Clinic, American University, will demystify fair use, discuss the legal logic behind it, and engage participants in discussing efforts to develop guidelines and best practices for communities of use on campus: scholars, archivists, librarians and – of course – students.
- [“Intellectual Freedom: Balancing Privacy and Security”](#) – May 15, 2009; register by April 24, 2009 – Barbara Jones, Caleb T. Winchester University Librarian, Wesleyan University, will lead participants in a discussion of how librarians and information services staff can balance the conflicting claims of privacy and security.

Those interested in participating in selected sessions may register online (1 program unit per session); to participate in all four sessions for 3 program units, please register by sending an e-mail to participate@nitle.org. Participation requires no travel. Please send questions about program content to Nancy Millichap (nancy.millichap@nitle.org).

Using Low-Cost Approaches to Teach Difficult Concepts

Can you visualize—in three dimensions—what the earth looks like beneath its surface? Can you imagine students having difficulty doing so? In the geosciences, helping students wrap their heads around difficult concepts often involves showing them what they need to learn. This simplest of forms—show-and-tell—can also be truly useful for those responsible for teaching difficult concepts. It helps spark the imagination and also provides a locus for sharing and questioning.

On March 17, [“Visualizing the Solid Earth Using Virtual Globes Such As Google Earth”](#) will offer a great “show-and-tell” learning opportunity for faculty members, instructional technologists, GIS specialists, and librarians who want to enhance learning and student engagement in the geo-sciences. Featuring Declan De Paor, Research Professor of Geophysics at Old Dominion University, this virtual event will focus on how to create structural visualizations of the earth’s subsurface.

Benefits:

- See how low-cost, readily available, and easy-to-use technologies can advance pedagogy. Free applications with advanced visualization capabilities—Google Earth and SketchUp—are being used to push pedagogy in the geosciences to a new frontier and develop students’ spatial skills.
- Gain an opportunity to provide input into the development of a project with potential for positive impact in the undergraduate geoscience classroom. Professor De Paor is the principal investigator for an NSF awarded-project, [“Collaborative Research: Enhancing the Geoscience Curriculum Using GeoBrowsers-based Learning Objects.”](#) Participants’ feedback on and critiques of the model presented will be solicited, in particular their perspectives on how well it will work in the classroom.
- Meet colleagues with shared interests and get a chance to talk with them about different approaches to visualizing structures within the subsurface; make professionally useful connections in the process.

Registration in this virtual event costs one program unit; participation requires no travel. Send questions about program content to Sean Connin (sean.connin@nitle.org). **The registration deadline is this Friday, February 27!**

Those interested in attending “Visualizing the Solid Earth” might also be interested in [“Creating a Digital Footprint in Google Earth: The ‘AUGE’ Experience”](#) (program date: April 21, 2009).

Sharing Solutions and Solving Problems Together

Even in the midst of economic slowdown, students must learn languages in order to live, work, and participate in a world shaped by the forces of globalization. When it comes to helping students learn less commonly taught languages, smaller institutions can benefit from shared problem-solving. For example, what is the best approach when a student wants to learn a language that the institution isn’t positioned to support with a tenure line? With or without a full-time or tenure-line position, what approaches best allow a college to adequately support both faculty and student needs, particularly when pedagogical materials are hard to obtain and resources are in short supply? What if students learning a less commonly taught language (e.g., Arabic, Chinese, Japanese, or Russian) could network across institutional lines to find conversation partners? What are the right strategies for smaller colleges and universities on tightened budgets looking to provide quality educational experiences for students studying these languages?

On March 19, Hiroyo Saito (Director of the Language Learning Center, Haverford College) and Rachid Aadani (Assistant Professor of Arabic, Wellesley College) will lead a problem-solving session for those who teach and support the teaching of less commonly taught languages ([“Technology and Less-Commonly Taught Languages”](#)).

Benefits:

- Brainstorm with colleagues trying to achieve similar goals in similar contexts and take advantage of a significant opportunity for shared problem-solving and networking.
- Discuss issues of support for less commonly taught languages: finding and assessing resources, determining whether they are level-appropriate, finding and securing the right hardware and software solutions, finding and taking advantage of free and low-cost tools and resources.
- Join an on-going conversation about teaching less commonly taught languages and contribute to the development of a peer network that can provide support into the future and reduce the need to “reinvent the wheel” as much as possible.

Registration in this virtual event costs one program unit; participation requires no travel. Send questions about program content to Michael Toler (michael.toler@nitle.org).

This event is the first in a virtual series, [“Special Topics: Teaching Tools for the Global Age,”](#) which addresses a critical challenge for higher education: to graduate students able to cope in a world that is at once increasingly globalized and increasingly fragmented. The series focuses on cost-effective tools for teaching about the peoples of the world and the relationships between and among them.

2. When Virtual Is Not Enough

Despite the benefits it offers, sometimes virtual is not enough. Face-to-face interaction still plays an important role when it comes to meeting institutions’ needs for professional development and networking, in part because it allows for serendipitous discovery, focused time on task, and the creation of important social capital. Since “doing more with less” is not an exercise in across-the-board cost-cutting but rather a strategic one, different institutions will make different decisions about which face-to-face opportunities are essential to strategic aims. Here are a few opportunities available in April and March:

Mapping for Sustainability – April 23 - 25, 2009, University of Redlands (Redlands, CA)

Institutional leaders know that students—and faculty and staff members—care about environmental sustainability. But what is “sustainability” and what do we mean when we use that word? In order for the concept to be useful on an institutional level, stakeholders on campus must first agree about what it means. Second, they must have tools and approaches that enable them to analyze the sustainability issues facing their campus. Third, they need to be able to use their analyses to inform the campus’s conversations about sustainability.

At this conference, participants will focus on these key issues and learn how geospatial tools can be used to measure, analyze, and understand sustainability on a whole-campus level, sharpen students’ quantitative and reasoning skills, and foster enriched opportunities for community service within and beyond the campus environment. From learning what is happening in sustainability across campuses today (and therefore gaining the perspective needed to benchmark local efforts) to considering how the use of geospatial technologies can broadly inform the management of campus infrastructure as well as support student learning, participants will have an opportunity for in-depth, exploratory discussion with an informed, diverse group of peers that shares their concerns. When stakeholders have good information about how to manage and conserve resources, the institution has a better chance to define goals for sustainability that are focused, mission-appropriate, and achievable, and the campus community as a whole benefits.

Registration in this face-to-face event costs 7 program units; participation requires travel. Send questions about program content to Sean Connin (sean.connin@nitle.org). **The registration deadline is this Friday, February 27!**

NITLE Summit – March 29 - 30, 2009, DoubleTree Hotel, Philadelphia, PA – Campus leaders seeking substantive, high-level collaboration in this time of economic challenge will gather in late March for the NITLE Summit.

Dr. Ed Ayers, President of the University of Richmond, will deliver the keynote address: “Leading in Unusual Times.” Our institutions’ resources are contracting even as the need for our work has never been greater. Meanwhile, the digital realm offers new opportunities even while colleges and universities struggle to meet basic needs. This talk, offered by a historian, digital scholar, and university president, will provide perspective on where we might be and some ideas on how we might respond.

Additional sessions at the Summit:

- **Envisioning and Planning Trans-Institutional Work in the Age of the Cloud.** Robert Kieft (College Librarian, Occidental College) and Michael Roy (Dean of Library and Information Services, Middlebury College) will lead a highly interactive, action-oriented session that will use a series of brainstorming and analytical exercises as springboards for next-generation projects. The adventure begins now. Go to <http://doteducloudward.blogspot.com/> and <http://doteducloudward.uservoice.com/> to begin.
- **Determining Core and Context: Information Services.** Richard A. Holmgren (Executive Director of Learning, Information, and Technology Services and Director of The Learning Commons, Allegheny College) will lead participants in defining what functions are core to information services work at liberal arts colleges vs. those that are “context” and could/should be outsourced.

Also on the table: what functions might be more effectively or efficiently addressed by a collaboration of small colleges?

- **Robbing Peter to Pay Paul: How To Stop Doing Some Things To Allow Us To Do Other Things in the Library.** Katherine Gill, Ph.D. (College Librarian and Associate Dean of Information Services, Whittier College) – As library use at our institutions continues to shift from print to digital, how are we squeezing costs from processing and maintenance of the print library that can be devoted to the digital library? Jonathan Miller and Katherine Gill will introduce the discussion with an outline of progress on personnel and organizational change in the Olin Library at Rollins, and with a report on the Mellon funded, Duke-directed project to rethink library functions with the goal of producing an open source library “system.” OLE.
- **Job and Expertise Exchanges.** Sam Demas (College Librarian, Carleton College), Susan Perry (Senior Advisory, The Andrew W. Mellon Foundation), and Rachel Frick (Senior Program Officer, Institute of Museum and Library Services) will lead participants in developing plans for a national job and expertise exchange system. Wanted: Brave souls interested in pioneering a new horizon in pro bono expertise exchange, domestic and international. The goal: to identify and develop less expensive and more targeted ways of exchanging expertise across institutions.
- **Recent Findings on Undergraduates’ Approaches to Research.** Ithaka Strategic Services and JSTOR recently conducted a study into the needs and activities of undergraduate researchers. This research, in particular the focus groups with students and recent graduates, produced intriguing findings: Sabrina Manville (Ithaka) will share these, and she and Nancy Millichap (NITLE) will lead participants in a discussion of what the findings mean for NITLE participating colleges.

The [full preliminary agenda](#) is available online. Send questions about program content to Michael Nanfito (michael.nanfito@nitle.org). Those interested in attending who haven’t yet registered are welcome to do so. Registration in this event costs 5 program units; participation requires travel.

[Instructional Technology Leaders Conference](#) – March 27 - 29, 2009, Ursinus College (Collegeville, PA)

Leaders of instructional technology will gather to discuss “Trade-Offs: Leading Instructional Technology in Times of Hard Choices.” For those working at the intersection of pedagogy and technology, what are the issues that are emerging in this moment and how are these being managed? Participants will have an excellent opportunity to hear about what is going on at other institutions, benchmark local efforts, and share practices. As a community of practice, participants will hear from an academic dean and a chief information officer and discuss where instructional technology fits into the institution mission. How can instructional technology units best partner with faculty? Be more engaged with pedagogy and more integrally involved with the educational mission? Participants will break out and work on specific project plans for their campuses, made richer by input from peers and reflection on the relationships among instructional technology, other communities on campus, and campus leadership.

See the [preliminary agenda](#). Questions about program content may be sent to Nancy Millichap (nancy.millichap@nitle.org). Those interested in attending who haven’t yet registered are welcome to do so. Registration in this event costs 7 program units; participation requires travel.

Don't Miss These Opportunities!

- [Special Topics: Update on Emerging Technologies](#). March 4, 2009, 4 – 5:00 p.m. Eastern. Delivered online via MIV. 1 program unit. Seats available.
- [Digital Video in the Curriculum](#). March 6, 2009, 12 – 1:00 p.m. Eastern. Delivered online via MIV. 1 program unit. Seats available.
- [Visualizing the Solid Earth Using Virtual Globes Such As Google Earth](#). March 17, 2009, 4 – 5:15 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by Feb 27.
- [Mapping for Sustainability](#). April 23 - 25, 2009 (6:00 PM, Thursday - 12:00 PM, Saturday). University of Redlands, Redlands, CA. 7 program units. Register by Feb 27.
- [Technology and Less-Commonly Taught Languages](#). March 19, 2009, 4 - 5:15 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by March 6.
- [Digital Identities: Maintenance, Boundaries and Ethics for Students and Faculty](#). March 25, 2009, 4 – 5:00 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by March 13.
- [Special Topics in Information Services: Digital Repository Strategy](#). March 26, April 2, and April 9, 2009, 2 – 3:15 p.m. Eastern. Delivered online via MIV. 3 program units. Register by March 13.
- [Special Topics for Instructional Technologists](#). April 3, 2009, 12 – 1 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by March 20.
- [Special Topics in Information Services: Manakin, The DSpace Interface Toolkit](#). April 8, 2009, 3 – 4:30 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by March 27.
- [Special Topics: Update on Emerging Technologies](#). April 8, 2009, 4 – 5:00 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by March 27.
- [Virtual Voyages: Using Technology to Convey a Sense of Place](#). April 9, 2009, 4 – 5: 15 p.m. Eastern. Delivered online via MIV. 1 program unit. Register by March 27.

A complete listing of professional development opportunities is always available at <http://www.nitle.org/www/events>.