

## Case Study Part I

Midday at a mid-sized university, midway through the semester, we listen in on a conversation between President Fixitnow and Provost Nolira...

*Fixitnow:* "We've invested millions in technology. So why aren't more professors using it?"

*Nolira:*  
*(stating proudly)* They are! Almost 1/3 of our professors are already using Blackboard this semester.

*Fixitnow:* But we are a tech savvy University. We should have more. Can we move from 1/3 to 2/3?

*Nolira:*  
*(with a slightly furrowed brow)* Sure, we can work on that.

*Fixitnow:* And I don't just want more of the same. Make sure that the instruction improves.

*Nolira:*  
*(turning so his look of panic cannot be seen)* OK, we'll work on that too...

*Fixitnow:* Good, don't let me down. I'm working on a report to the Ed Affairs Committee of the Board next month. And I need a plan by then.

*Nolira:*  
*(walking away)* I'll get right on it.  
*(additional remarks unintelligible)*

*Activity 1: Discuss the questions below in small groups.*

1. If this scenario were to happen at Tufts, how might the parameters of the conversation differ?
2. How might the Provost encourage faculty to transform the learning process?
3. At your institution, to whom would the Provost likely turn for assistance?