

**Annual Meeting
Association of American Colleges and Universities
January 26-29, 2005**

**Transforming Teaching Cultures:
The Need for Teaching and Learning
Programs at Liberal Arts Colleges**

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Underlying Assumptions

- liberal arts institutions value teaching
- valuing teaching excellence is necessary but not sufficient to produce teaching excellence
- developing teaching excellence requires reflective and critical teaching practices

What brings you to this session?

**What specifically would you like to
change about the teaching culture
on your campus?**

Primary Goal

To encourage consideration of the teaching culture change you would like to experience on your campus and to connect that potential for change to faculty development.

Institutional Transformation and Change: Insights for Faculty Developers

Create Institution-wide Momentum and Energy

- actively make compelling case for change
- identify the right timing
- create rich opportunities for involvement
- identify champions
- used public deadlines efficiently
- gain external recognition

Remove Barriers

- develop new skills and knowledge
- secure new resources
- create new units and positions
- tap shared governance constructively

Help People Think Differently

- create numerous campus conversations
- benefit from outsiders and their ideas
- create processes to articulate guiding ideas
- use cross-departmental work groups
- give public presentations

Eckel, P. (2002). Institutional transformation and change: Insights for faculty developers. *To Improve the Academy*, 22, 3-17, Bolton, Mass: Anker Publishing.

Successful Institutional Change Results from...

- Compelling, attractive goals that inspire hope for something better
- Deep and sustained support from senior administration
- A focus on improvement without blame
- Collaborative and connected programs and leadership that empowers individuals
- Supporting structures that provide incentives and rewards
- Leaders that work within the culture while changing the culture
- Plans for the long-term, five to ten years

Change leaders are *intentional, reflective, and adaptive.*

From Eckel et al. (1999). Reports from the road: Insights on institutional change. *Occasional Paper No. 2*. American Council on Education.
www.acenet.edu/bookstore.

Ten Principles of Good Practice in Creating and Sustaining Teaching and Learning Centers

(Sorcinelli, 2002)

- 1) Build stakeholders by listening to all perspectives.
- 2) Ensure effective leadership and management.
- 3) Emphasize faculty ownership.
- 4) Cultivate administrative commitment.
- 5) Develop guiding principles, clear goals, and assessment procedures.
- 6) Strategically place the Center within the organizational structure.
- 7) Offer a range of opportunities; lead with strengths.
- 8) Encourage collegiality and community.
- 9) Create collaborative systems of support.
- 10) Provide measures of recognition and rewards.

Transformative faculty development programs ...

- Are governed and driven by faculty with administrative support and input
- Focus on enrichment, not remediation
- Carry no political agenda
- Value all faculty. All are welcome; all have something to contribute.
- Honor local experts
- Offer interdisciplinary opportunities, bridge content differences, spark intellectual curiosity
- Foster substantive conversations among diverse groups
- Signal the permanence, status, and visibility of faculty development programs and resources
- Provide flexible, efficient support for emerging issues in academic affairs
- Remain independent of promotion & tenure

As you consider the potential benefits to strengthening your campus faculty development work, we encourage you to keep the following questions in mind:

- Who should lead the effort on your campus? Think strategically.**
- Is an actual Center necessary for productive, coherent faculty development?**
- How will you motivate and sustain faculty enthusiasm for your programs?**