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

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***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](http://www.acenet.edu/bookstore).

## **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.

## **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

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