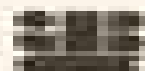


Improving Undergraduate Education Through Faculty Development



Jossey-Bass Publishers
San Francisco London 1998

Improving Undergraduate Education Through Faculty Development

Yijin Wang



Improving Undergraduate Education Through Faculty Development:

Improving Undergraduate Education Through Faculty Development Kenneth Eugene Eble, Wilbert James McKeachie, 1985 **A Guide to Faculty Development** Kay J. Gillespie, Douglas L. Robertson, 2010-02-18 Since the first edition of *A Guide to Faculty Development* was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to envision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011 and director Center for the Advancement of Teaching and Learning Elon University Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2003-01-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology *Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics* offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses

how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields

Effective Teaching in Higher Education Raymond P. Perry, John C. Smart, 1997 Assists academic staff to develop their effectiveness as teachers and improve their students learning by giving practical guidelines and suggestions for teaching and a series of activities

Developing High-Impact Course Design Institutes Jordan D. Troisi, Michael S. Palmer, Mary C. Wright, Lori A. Hostetler, Carol A. Hurney, 2025-02-17 Drawing on the authors extensive experience and robust survey data this critical resource unpacks the inner workings of one of the most powerful mechanisms for improving teaching and learning in higher education the course design institute CDI CDIs are intensive often multi day facilitated experiences where instructors design or redesign a course based on learning focused and equity minded teaching and learning principles This resource offers a comprehensive introduction to CDIs discussing both key elements and why they are worth the time and investment to design implement and assess The chapters cover the values structures and approaches that designers use to develop CDIs along with evidence of their transformative impact on instructors and institutional teaching cultures The book also provides institutional leaders the rationale and evidence needed to support investment decisions

Developing High Impact Course Design Institutes is a playbook providing educational developers with the critical background knowledge and vetted direction needed to launch or refine their own CDIs

Enhancing Quality in Higher Education Ray Land, George Gordon, 2013-06-19 Interest in the quality of higher education provision has been steadily increasing over the last twenty years This has been driven largely by the international creation of explicit policies and reporting requirements to review audit and evaluate provision The interest is associated in many countries with the granting by governments of greater autonomy to higher education institutions This crucially comes bound with increased requirements for accountability in the exercise of such power Enhancing provision promoting innovation cultivating exploration and adopting information led approaches to practice are at the very heart of higher education As such quality enhancement comes in many guises and is under constant scrutiny Enhancing Quality in Higher Education looks critically at recent developments in higher education taking snapshots of changing practices around the world and analysing the varied theoretical perspectives of quality enhancement that are emerging The opening section draws upon this theoretical base whilst the second section contextualises it through the analysis of a diverse range of international case studies The

concluding section considers future prospects for the enhancement agenda in the light of the international pressures facing all systems of higher education in the future Policy will inevitably be shaped by the historical contexts within which national systems are located The book draws on a wide range of international case studies examined by a host of contributing experts The movement towards quality enhancement can be seen as stimulating action at the grassroots of the academy to self generate improvement It is a counter to the prevalent view that change in higher education is essentially about the institutional response to increasing societal pressure and state control and as such is a welcome contribution to the literature This comprehensive volume is essential reading for anyone involved in higher education and educational policy

University Teaching James Forest, 2018-10-10 Originally published in 1998 University Teaching looks at the world of university and college teaching in the study of higher education Providing a broad perspective it examines preparation assessment and reward from cross cultural perspectives and explores the cultural and social influences that affect these dimensions The book provides a considerable richness in diversity of topics and authors and provokes the reader to observe the many commonalities in the thinking and approaches towards college teaching that pervade the higher education systems worldwide

Routledge Library Editions: Higher Education Various, 2021-03-29 The volumes in this set originally published between 1964 and 2002 draw together research by leading academics in the area of higher education and provide a rigorous examination of related key issues The volume examines the concepts of learning teaching student experience and administration in relation to the higher education through the areas of business sociology education reforms government educational policy business and religion whilst also exploring the general principles and practices of higher education in various countries This set will be of particular interest to students and practitioners of education politics and sociology

Higher Education, 2010 **Higher Education: Handbook of Theory and Research** J.C. Smart, 2006-01-18 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains manuscripts on such diverse topics as research on college students and faculty governance and planning advances in research methodology economics and finance and curriculum and instruction The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world It encompasses Comprehensive reviews of contemporary and emerging issues in postsecondary education Hundreds of citations in a wide range of scholarly journals including all leading journals of higher education and many other social science and professional journals An indispensable resource for administrators researchers

and policymakers Published annually since 1985 Resources in Education ,1995-06 **Faculty Development in the Age of Evidence** Andrea L. Beach,Mary Deane Sorcinelli,Ann E. Austin,Jaclyn K. Rivard,2023-07-03 The first decade of the 21st century brought major challenges to higher education all of which have implications for and impact the future of faculty professional development This volume provides the field with an important snapshot of faculty development structures priorities and practices in a period of change and uses the collective wisdom of those engaged with teaching learning and faculty development centers and programs to identify important new directions for practice Building on their previous study of a decade ago published under the title of Creating the Future of Faculty Development the authors explore questions of professional preparation and pathways programmatic priorities collaboration and assessment Since the publication of this earlier study the pressures on faculty development have only escalated demands for greater accountability from regional and disciplinary accreditors fiscal constraints increasing diversity in types of faculty appointments and expansion of new technologies for research and teaching Centers have been asked to address a wider range of institutional issues and priorities based on these challenges How have they responded and what strategies should centers be considering These are the questions this book addresses For this new study the authors re surveyed faculty developers on perceived priorities for the field as well as practices and services offered They also examined more deeply than the earlier study the organization of faculty development including characteristics of directors operating budgets and staffing levels of centers and patterns of collaboration re organization and consolidation In doing so they elicited information on centers signature programs and the ways that they assess the impact of their programs on teaching and learning and other key outcomes What emerges from the findings are what the authors term a new Age of Evidence influenced by heightened stakeholder interest in the outcomes of undergraduate education and characterized by a focus on assessing the impact of instruction on student learning of academic programs on student success and of faculty development in institutional mission priorities Faculty developers are responding to institutional needs for assessment at the same time as they are being asked to address a wider range of institutional priorities in areas such as blended and online teaching diversity and the scale up of evidence based practices They face the need to broaden their audiences and address the needs of part time non tenure track and graduate student instructors as well as of pre tenure and post tenure faculty They are also feeling increased pressure to demonstrate the return on investment of their programs This book describes how these faculty development and institutional needs and priorities are being addressed through linkages collaborations and networks across institutional units and highlights the increasing role of faculty development professionals as organizational change agents at the department and institutional levels serving as experts on the needs of faculty in larger organizational discussions **The Michigan Alumnus** ,1986 In v 1 8 the final number consists of the Commencement annual *Centers for Teaching and Learning* Mary C. Wright,2023-09-12 An in depth look at Centers for Teaching and Learning and their profound impact on US higher education Centers for Teaching and

Learning CTLs are important change agents on campus with strategies that are unique and impactful but sometimes unarticulated or misaligned In this wide ranging book Mary C Wright maps the landscape of 1 200 CTLs in the United States through a unique approach by conducting complex web searches to identify and categorize CTLs then examining the wealth of information that is available on these institutions own websites The data she uncovers reveal important insights into CTLs strategies and operations and offer a fuller picture of the impact these centers are making on US higher education as a whole Drawing from this web based methodology as well as interviews with CTL leaders and staff Wright provides a broad picture of educational development in the United States and examines trends in what CTLs aim to accomplish key strategies for reaching these goals programs and services they offer and their impacts on campuses She also explores new organizational mandates for CTLs including ones involving instructional technology and online learning assessment writing service learning and community engagement and career and leadership development In response to increased constituency sizes and expanding missions and mandates she notes centers are also incorporating new faculty and student engagement structures Key chapters focus on goals and theories of change program types and exemplars organizational structures assessment and evaluation practices and emerging trends Offering guidelines for effective strategic leadership Centers for Teaching and Learning documents the growth of this important organizational unit in US higher education and explains the role these centers play in supporting operational needs strategic aims and organizational change *Undergraduate Science, Mathematics and Engineering Education* National Science Board (U.S.). Task Committee on Undergraduate Science and Engineering Education,1987

Departments of Veterans Affairs and Housing and Urban Development, and Independent Agencies Appropriations for 2000: National Science Foundation United States. Congress. House. Committee on Appropriations. Subcommittee on VA, HUD, and Independent Agencies,1999 **Higher Education:**

Handbook of Theory and Research 12 J.C. Smart,1997-02-28 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities **Student Motivation, Cognition, and Learning** Paul R. Pintrich,Donald R.

Brown,Claire Ellen Weinstein,2012-12-06 Designed to present some of the current research on student motivation cognition and learning this book serves as a festschrift for Wilbert J McKeachie who has been a leading figure in college teaching and learning The contributions to this volume were written by former students colleagues and friends A common focus on a general or social cognitive view of learning is shared throughout the volume but there are significant differences in the perspectives the researchers bring to bear on the issues They provide an excellent cross section of current thinking and research on general cognitive topics such as students knowledge structures cognitive and self regulated learning strategies as well as reasoning problem solving and critical thinking Social cognitive and motivational topics are also well represented including self worth theory and expectancy value models More importantly an explicit attempt is made to link cognitive and

motivational constructs theoretically and empirically This area of research is one of the most important and promising areas of future research in educational psychology Finally most of the chapters address instructional implications but several explicitly discuss instructional issues related to the improvement of college students motivation and cognition **Academic Advising** Virginia N. Gordon, Wesley R. Habley, Thomas J. Grites, 2008-09-29 One of the challenges in higher education is helping students to achieve academic success while ensuring their personal and vocational needs are fulfilled In this updated edition more than thirty experts offer their knowledge in what has become the most comprehensive classic reference on academic advising They explore the critical aspects of academic advising and provide insights for full time advisors counselors and those who oversee student advising or have daily contact with advisors and students New chapters on advising administration and collaboration with other campus services A new section on perspectives on advising including those of CEOs CAOs chief academic officers and CSAOs chief student affairs officers More emphasis on two year colleges and the importance of research to the future of academic advising New case studies demonstrate how advising practices have been put to use *After the Bell* Karen Albright, Dalton Conley, 2004-01-29 Since the publication of the Coleman report in the US many decades ago it has been widely accepted that the evidence that schools are marginal in the grand scheme of academic achievement is conclusive Despite this educational policy across the world remains focused almost exclusively on schools With contributions from such figures as Jeanne Broo

Improving Undergraduate Education Through Faculty Development Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Improving Undergraduate Education Through Faculty Development**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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