Summary of literature:
1. Declare good teaching (or student success) in vision statement.
2. Provide student transition assistance and support.
3. Know our students.
5. Encourage student-faculty contact.
6. Provide a good environment for teaching (tools, rooms, technology).
7. Invest in teaching and learning units.
8. Provide generous feedback to students.
9. Reward good teaching.
10. Ensure that diverse perspectives are represented.
11. Recruit faculty and staff who are committed to student learning.
12. Support internationalization of the curriculum and campus.
14. Create and maintain a culture of quality.

Review of literature:
Chickering & Gamson (1987):
1. Encourages contact between student-faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task (effective time management)
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Kuh et al (2005):
Ch. 13. Principles for Promoting Student Success:
1. “Tried and true:
   a. “Student success starts with an institutional mission that espouses the importance of talent development and then enacts the vision.
   b. “Student success is enhanced when an institution provides many complementary policies and practices to support students academically and socially.
   c. “Making programs and resources available is necessary but not sufficient to promote student success. Schools must induce large numbers of students to use them.
   d. “Student success is promoted by setting and holding students to standards that stretch them to perform at high levels, inside and outside the classroom.
   e. “Student success becomes an institutional priority when leaders make it so.
   f. “Financial and moral support are both necessary and important for sustaining effective educational practice.
   g. “Staying the course.
   h. “Ultimately, it’s about the culture.
2. “Sleepers:
   a. “Problems and challenges are converted into opportunities.
   b. “Engaging pedagogies are mainstreamed, rather than marginalized.
c. "Organizational structure doesn’t matter (much) to student success.
d. "Data were used to guide institutional reflection and action.
e. "Assessment serves many important institutional purposes, only one of
which is measuring student performance.
f. "Widespread use of student paraprofessionals enhances the climate
for learning.
g. "Substantive, educationally meaningful student-faculty interaction just
doesn’t happen; it is expected, nurtured, and supported.
h. "Student success is enhanced when student affairs’ operating
philosophy is congruent with the institution’s academic mission.
i. "Electronic technology complements intentional face-to-face student-
faculty interaction.
j. "A powerful sense of place connects students to the institution and to
one another.

3. “Fresh ideas:
   a. “Effective educational practices are synergistic and ‘sticky.’
   b. "Students flourish when their prior learning is valued and their
preferred learning styles are recognized.
c. “Students are more likely to thrive when support comes from multiple
sources.
d. “Curricular improvements that enhance student learning are typically
grounded in a contemporary fusion of the liberal and practice arts.” (pp.
265-287)

Ch. 14. Recommendations: (selected)
1. Incorporate student success in vision/mission statements of university and
departments.
2. Champion undergraduate education.
3. Establish high expectations of everyone.
4. Know your students.
5. Provide generous amounts of feedback.
6. Balance academic challenge with academic support.
7. Put someone in charge.
8. Invest in activities that contribute to student success.
10. Ensure that diverse perspectives are represented in the curriculum.
11. Align the reward system with the institutional mission, vision, and priorities.
12. Recruit faculty and staff who are committed to student learning.
13. Ensure high-quality student support services.
14. Front load resources to smooth the transition (from high school to university).
15. Teach newcomers about campus culture. (Pp. 295-317)

Seldin (2004):
1. “Making the campus environment more responsive to teaching.
2. “Providing the proper setting and tools to support instruction.
3. “Rewarding improved teaching.” (p. 6)
Cowan et al (2004):
1. “Curriculum development prospers when it is a consequence and part of explicit institutional development.
2. “Such curriculum development will almost certainly call for concurrent staff development, must usefully develop directly when it is needed and will be used shortly thereafter.” (pp. 455-6)

Weimer (1996):
“Why is improved practice needed?”
1. “better responding to our changing student body.
2. “strengthening the links between teaching and learning.
3. “seeing the interconnections among student experiences.
4. “seeing teaching and learning issues in larger contexts.” (pp. 1-5)

Dezure (2003):
“Internationalization:
1. “foreign language study,
2. “study abroad,
3. “global, diaspora, and area studies,
4. “presence of international students.” (p. 42)

“Goals and outcomes of internationalization:
1. “sensitivity to diversity,
2. “multi-cultural and intercultural competencies,
3. “civic global, and environmental responsibility and engagement.” (p. 42)

“International education can support other campus initiatives:
1. “service-learning,
2. “interdisciplinarity and integrative learning,
3. “learning communities,
4. “distance learning and other forms of instructional technology,
5. “assessment of student outcomes.” (p. 49)

Kalivoda et al (2003):
“Establish a Teaching Academy:
1. “The central idea of the academy is that effective teachers, working through an honorary and service-oriented collective, can have a significant impact on an institution’s pursuit of teaching excellence.” (p. 80)
2. Case study of University of Georgia.

Cox (2003):
“Faculty learning communities:
1. “Briefly, each faculty learning community is a cross-disciplinary community of eight to ten faculty engaged in an active, collaborative, year-long curriculum focused on enhancing and assessing student learning, with frequent activities that promote learning, development, the scholarship of teaching and learning, and community. A faculty participant in any faculty learning community selects a focus course in which to try out innovations, assess resulting student learning, and prepare a course mini-portfolio to report the results…Evidence shows that faculty learning communities
provide effective deep learning that encourages and supports faculty to investigate, attempt, assess and adopt new (to them) methods.” (p. 110)

2. Promotes the scholarship of teaching and learning (SoTL).

3. Case study from Miami University (Ohio).

Bellows and Danos (2003):
“Online workshops for faculty:
1. “…took advantage of the many opportunities technology provides to plan, design, develop, and deliver an online workshop in syllabus construction for faculty.” (p. 161)

2. Two case studies compared: University of Nebraska, Lincoln and Delgado Community College.

3. Benefits:
   a. “Support system to help ease faculty transition into the use of new technology.
   b. “helping faculty view the use of technology and the learning process from the students’ point of view.
   c. “a vehicle for faculty to reflect on and discuss their teaching.” (p. 173)

4. Drawbacks:
   a. “Up-front work involved in developing the workshop.
   b. “increased FTE time focused on one event.
   c. “ability to respond to problems inherent in new technology.”

Seymour (1993):
“Causing quality in higher education:
1. “Developing a lot of happy, satisfied customers – whether they are students, parents of students, alumni, professors, or industry employers – should be a primary goal of causing quality in higher education.” (p. 42)

2. “A unifying, guiding, and distinctive vision is the foundation on which a ‘house of quality’ is built.” (p. 60)

3. “A distinctive vision allows a college or university to establish a unique position in the higher education environment.” (p. 66)

4. “A distinctive vision is an organizational rallying force.” (p. 68)

5. “Solving problems is not the answer to causing quality. The solution is understanding and continuously improving the processes that give rise to the problems.” (p. 75)

6. “Let’s focus on the essential variables – those that can provoke improvement.” (p. 91)

7. “The responsibility for quality in higher education is not something that resides in special offices or with selected persons. Causing quality requires the energy, commitment, and knowledge of everyone within the organization.” (p. 96)

8. “Causing quality in higher education involves the process of creating and maintaining an ‘unshakeably’ prideful administration, faculty, and staff.” (p. 113)

9. “Continuous improvement, a fundamental element in causing quality, is easier to accomplish in strong cultures than in weak cultures.” (p. 146)

10. “A strong culture enable people to feel better about what they do.” (p. 147)
11. “A culture of quality can be profoundly reinforced and amplified through an institution’s recruiting practices.” (p. 157)
12. “A culture of quality requires open, honest, efficient, barrier-breaking, and fault-free lines of communication.” (p. 159)

References:


http://www.olemiss.edu/depts/VC_academic_affairs/improve.html
