



# Preparing Faculty for the Future: Transforming Education through Faculty Leadership

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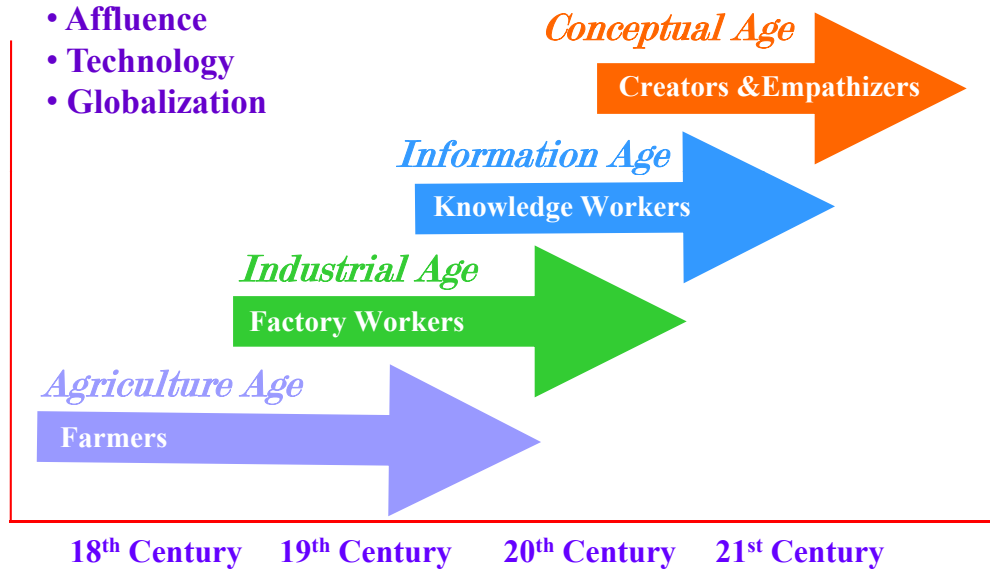
- A. Greater Expectations in the New Global Century
- B. AT@UMBC: A Living Learning Community for Aspiring Teachers
- C. Re-Envisioning General Education and Assessment
- D. Transforming Education through Faculty Leadership



## A. Greater Expectations in the New Global Century

### The Era of Accelerated Transition

- Affluence
- Technology
- Globalization



### Higher Education in the New Era

- Increased Urgency to Re-Envision Our Notions of *Educational Equity & Excellence*
- Establish Greater Expectations with the Mindset for *Mutual Accountability*
- Develop Framework that Facilitate *Reciprocal Transformations, P-20*
- Cultivate Faculty Leaders for *Capacity and Linkage Building*

## B.1 Initiatives in Transforming Higher Education

### University of Maryland Baltimore County

- **Carnegie Classification**  
**RU/H: Research Universities (high research activity) | Enrollment: 12,870 |**  
**Affiliation: Public**
- **Ranked #1 among up-and-coming national universities and # 4 in undergraduate teaching by *U.S. News & World Report America's Best Colleges Guide 2010***
- **“Combining the traditions of the liberal arts academy, the creative intensity of the research university and the social responsibility of the public university” (Vision Statement), UMBC actively creates contexts and conditions for *high impact practices* aiming to engage and enhance student success.**
- **Among the many endeavors are first-year seminars and experiences, learning communities, writing-intensive courses, undergraduate research, service learning, community-based learning, internships, and capstone courses and projects.**

## B.2 AT@UMBC: A Living Learning Community for Aspiring Teachers

### Teacher Education

- *Aspiring Teachers at UMBC (AT@UMBC)*  
A vision for embracing liberal arts tradition within the progressive-oriented teacher preparation program.
- Jointly supported by the Office of Undergraduate Studies, the Office of Residential Life, and the Department of Education with two faculty members and one professional staff serve as mentors of the LLC.
- Combining four *high impact practices* in addressing the four **LEAP ELOS** and the 21<sup>st</sup> century skills, program activities are created as *purposeful pathways* that integrate knowledge construction with practical application, and connect academic preparation with real world experience.

LEAP: Liberal Education and America's Promise  
ELOs: Essential Learning Outcomes



## B.2 AT@UMBC: A Living Learning Community for Aspiring Teachers

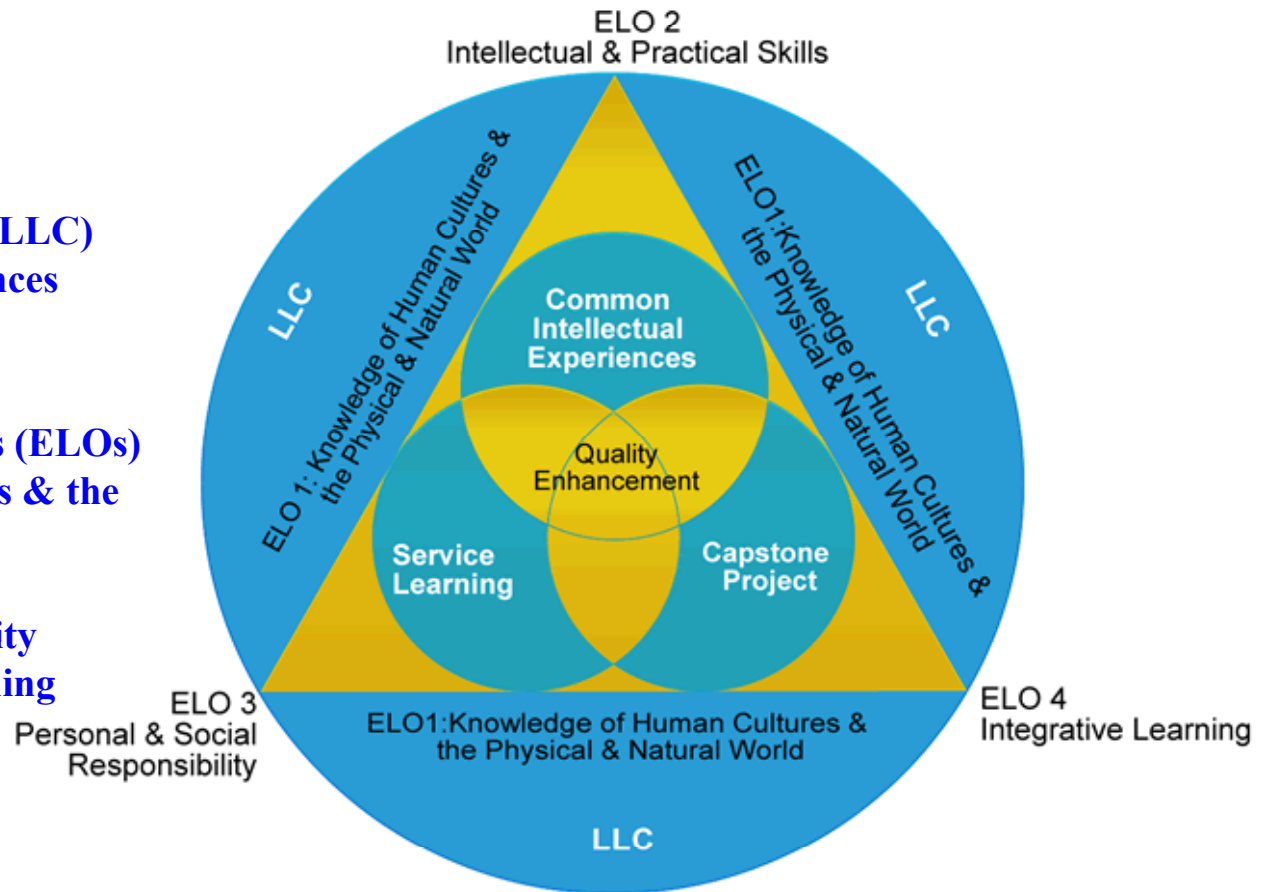
### AT@UMBC A Living Learning Community for Aspiring Teachers

#### Four High Impact Practices

1. Living Learning Community (LLC)
2. Common Intellectual Experiences
3. Service Learning
4. Capstone Project

#### Four Essential Learning Outcomes (ELOs)

1. Knowledge of Human Cultures & the Physical & Natural World
2. Intellectual & Practical Skills
3. Personal & Social Responsibility
4. Integrative and Applied Learning



## C. Re-Envisioning General Education and Assessment

### Re-Envisioning General Education & Assessment

- Re-Envision General Education
  - Program, Curriculum, Instruction & Assessment
  - Maryland Functional Competencies
  - LEAP Essential Learning Outcomes
- Co-Constructing the Agenda for Mutual Transformation
  - Public Accountability
  - Institutional Effectiveness
  - Student Learning Outcomes

### Creating Contexts & Processes for Capacity and Linkage Building

- Developing Coherent Institutional Assessment Policies and Processes
- Establishing Support and Leadership Structures
- Collaborating with Campus-Wide Units
- Creating Networks of Excellence
- Cultivating Faculty Champions
- Providing Professional Development & Reward Opportunities



## D. Transforming Education Through Faculty Leadership

### Creating Contexts & Processes for Capacity and Linkage Building

1. The **Re-Envisioning** process helps articulate community visions & goals.
2. The **Re-Organization** process helps establish organizational accountability structures and leadership teams.
3. The **Re-Engineering** process helps align program, curriculum, standards, and assessments to ensure coherency.
4. The **Realization** process helps establish technological infrastructures, and creates quality control systems and improvement machineries.
5. The **Renewal** process helps review progress, manages change expectations and re-energizes capacity and linkage for sustained implementation.

The Five R Processes



# Transforming Education Through Faculty Leadership

## Strategic Planning via the Five-R Processes

Goal(s)		High Impact Practice(s)			
<b>1. <i>Re-Envision</i></b> Visions, Goals Capacity & Linkage Building	<b>2. <i>Re-Organization</i></b> Organizational Culture & Infrastructure	<b>3. <i>Re-Engineering</i></b> Program, Curriculum, Standards, Instruction & Assessments		<b>4. <i>Realization</i></b> Technological Infrastructures & Quality Control Systems	<b>5. <i>Renewal</i></b> Support, Resources & System Renewal
Context	Process	Content	Assessment	Technology & Systems	Resource
To Glow	To Glow	To Glow	To Glow	To Glow	To Glow
To Grow	To Grow	To Grow	To Grow	To Grow	To Grow
To Act	To Act	To Act	To Act	To Act	To Act