Dr. Kate Kellum grew up with The University of Mississippi campus as her playground, earned her undergraduate degree here, traveled and worked with people with disabilities, and earned her doctorate in psychology from the University of Nevada Las Vegas. Now back on campus as the Associate Director of Institutional Research and Assessment, she is also an assistant professor in the Department of Psychology and teaches one class each semester. In her present positions, assessing teaching is both a part of her administrative job and a major interest as a faculty member. Her former playground is now the focus of her work. She says that “the mix of clinical psychology and teaching assessment interact well together with student learning, my primary research interest.” In this semester’s class, she is using behavioral analysis as a topic for student work as well as analyzing her own teaching behavior to try to improve student learning.

Professor Kellum relies on active student response in her style of teaching. She says that there is a fine line she walks in keeping the students active. And that line provides the difference in simply giving students busy work and giving them assignments and projects just outside the reach of the class discussion. She requires that students analyze and then re-synthesize components of an issue to try to reach a resolution. She says that students need at hand most of the pieces to resolve an issue. It is her job to provide those pieces by defining activities that correspond to her class objectives, knowing what the students need to do every day, and determining lecture and outside reading with enough positive reinforcement that students meet learning objectives.

As Professor Kellum thinks about what students must accomplish, she develops short activities that use only 3 to 5 minute blocks of class time. She says that some activities fail and are not repeated, but others help students achieve the desired goals. She admits that some class activities take longer than she expects causing her to change the class on a moment’s notice. Using her own research in behavioral analysis as a backdrop, she constantly evaluates and modifies assignments based on class experiments. As a result she is practicing theory while continued on Page 5
Change is an interesting phenomenon. It is so common; yet so challenging to orchestrate. There are myriads of theories and models that attempt to explain and guide its processes. Cultural change models, describing change as long-lasting, occurring slowly as a natural response to environmental changes and involving values, beliefs, myths and rituals, seem especially appropriate to our University given its rich history and presence. Finally, since February marked the start of the fourth year of the Center for Excellence in Teaching and Learning, consider the changes that this unit is working to bring about.

The University of Mississippi, like most doctoral degree-granting research universities, manifests a collegial culture, where research is valued more than teaching. This culture finds meaning primarily in the disciplines represented by faculty in the institution. Those aligned with this culture value faculty research and scholarship as well as the quasi-political governance processes of the faculty. They also tend to hold assumptions about the dominance of rationality in their institution and conceive of their institution’s primary enterprise as the generation, interpretation, and dissemination of knowledge, and as the development of specific values and qualities of character among young men and women who are future leaders of our society. (Bergquist & Pawlak, 2008, xiii)

The Center for Excellence in Teaching and Learning was envisioned by the Provost and established by a faculty committee in 2006. Its original mission was to promote exemplary teaching and effective learning at the University of Mississippi. It was recognized early on that enhancing the value of teaching in a collegial culture would require significant change. How can such change be orchestrated?

To help answer this question, consider a qualitative study (Kezar & Eckel, 2002) that looked at institutional culture and the change processes (strategies) used to promote the transformation of teaching and learning at six different institutions. Kezar and Eckel focused on five core change strategies. They found that institutional culture was related to successful change strategies along the dimension of the dimensions or core change strategies: senior administrative support, collaborative leadership, robust design (vision), staff development, and visible actions. They found that the success of a change initiative could be determined by analyzing the fit between the institution culture and the tactics used to facilitate that change along the dimension of these core change strategies. Successful strategies used by institutions sharing our collegial culture are described below.

**Senior administrative support.** Successful change begins with senior administrators designing the overall change process, providing resources, creating accountability measures, and allowing various colleges and departments to make key decisions regarding the details of how that change will be crafted. Incentives should be determined at the college level. Deadlines and discussions should be made public. The potential for new administrative structures and value statements show a measure of senior administrative support.

**Collaborative leadership.** Senior administrators delegate responsibility and authority to deans and chairs, who in turn form cross-functional teams to make decisions for their departments and colleges and which are directly involved in the change initiative from conceptualization to implementation. These teams should also have a voice in the pace of change to recognize and honor the autonomous nature of schools and colleges within the collegial culture and allow for collaboration to facilitate participation and ownership by faculty.

**Robust design (vision).** Although senior administrators develop the master document that outlines responsibilities delegated to colleges, they must allow the colleges to create the specific plans that satisfy their responsibilities and meet institutional goals. This process allows for “robust design,” a flexible and desirable vision of the future. Communications among collaborators should be highly coordinated, structured, and intentional, often relying heavily on written forms of communications. Rather than hold themselves accountable to each other, collaborators could rely on outside experts to legitimize the design.

**Staff development.** Programmatic opportunities for learning skills and knowledge related to the change initiative should be developed. Faculty members may be sent to conferences and outside speakers can be brought to campus. Local experts can be identified and recruited to provide leadership and guidance in aspects of the change initiative.

**Visible actions.** Tangible evidence, labeled visible actions, demonstrate that change is occurring and is an important factor in the change process. Visible actions provide
New Teaching Tool Available: Tutorial to Reinforce Lessons on Academic Honesty and Intellectual Property

by Stephen Monroe, Assistant to the Dean of Liberal Arts

The University of Mississippi Information Literacy Committee (ILC) was formed in 2005 by Dr. Amy Mark, Coordinator of Library Instruction, who realized that many UM students needed additional instruction in information literacy. The ILC began as an unofficial—or what Mark calls “underground”—library committee, but it now enjoys the full support of the university and is an official subcommittee of the university’s General Education Committee. The ILC has now developed a tutorial to reinforce lessons about academic honesty and intellectual property.

Information literacy is marked by the ability to find and use reliable information. According to the Association of College and Research Libraries (ACRL) (2000), “information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.” Students who are information literate understand the “economic, legal, and social issues surrounding the use of information,” and they can access and use “information ethically and legally.”

The university already has well-established procedures for sanctioning students who commit acts of academic dishonesty. The ILC’s plagiarism tutorial is something else—a preventative measure. Debra Riley-Huff, who worked extensively on the tutorial, said the ILC has a mission and responsibility to educate. “Most students are eager to learn, and they want to do the right thing with regards to citations, intellectual property, and fair use. This tutorial gives them the information they need.”

The tutorial has two parts: a video to introduce students to key concepts and a quiz to measure learning. The tutorial can be deployed in any course. Instructors simply enroll their sections in the information literacy “course” in Blackboard. Their students can then view the video and take the quiz. Instructors can access results. According to Dr. Mark, an instructor’s information guide will be available in the future.

The Information Literacy Committee is planning to produce other tutorials in the future, all designed to further the ILC mission of ensuring that the graduates of the University of Mississippi are information literate. For more information about the Committee or its plagiarism tutorial, please contact Dr. Amy Mark, Coordinator of Library Instruction, at aemark@olemiss.edu.

Reference

Students need to study. Although this statement provides impetus for several types of discussions related to psychology, philosophy, methodology, etc., there is general consensus regarding its validity among educators, administrators, parents, and students themselves. If queried about “what study means,” however, these same groups would no doubt respond differently. For students, actions such as reading over materials, working over the same problem sets repeatedly, or memorizing study guides constitute studying. Studies (Glenn, 2010) have shown that students tend to presume much of their own understanding and learning simply because they attended class and perused materials. Moreover, if students are not successful with these study techniques, they tend to find fault anywhere but with themselves and their own actions.

Promoting effective learning is a primary goal for the Center for Excellence in Teaching and Learning. To support this goal, Academic Success Training (AST) Workshops have been designed for all students who are enrolled in the University of Mississippi and interested in improving academic practices. Research (Proctor, et al., 2006) indicates that academic achievement is highly correlated to the following broad areas: time management, learning and testing strategies, reading skills, and motivation. All of the following workshops offered address specific aspects of these broad areas:

**Making and using notes: March 23-25**
Notes are more than just reading material. Strategies are provided for not only taking notes, but for actually studying them.

**Strategic reading for recollection & comprehension: March 9-April 1**
Reading is an essential skill. Also important is the ability to use reading strategies appropriate for specific reading tasks. This workshop addresses strategies for reading academic texts and associated study skills.

**Managing time toward achieving goals: April 6-8**
Time management is foundational to any strategy for academic improvement. In this workshop students engage in not only documenting how they spend their time, but also reflecting on what they want to accomplish academically and planning for it.

**Study to learn (Part I): April 13-15**
This workshop is the first part of a two-part series. Various techniques for learning material are provided. These techniques range from facilitating memory to higher order thinking.

**Study to learn (Part II): April 20-22**
This workshop is the second part of a two-part series and addresses additional techniques to improve study skills.

**Preparing for the test (Part I): March 2-4 and April 27-29**
This workshop is the first part of a two-part series. This workshop focuses on test preparation in terms of time management, various kinds of tests and test items, techniques for studying to support not only information recall, but also critical analysis.

**Preparing for the test (Part II): March 9-11 and May 4-6**
This workshop is the second part of a two-part series and continues with additional techniques for studying for tests.

For the Spring 2010 Semester, workshops are offered on Tuesdays, Wednesdays, and Thursdays at 4:00 pm. All meetings take place in Hill Hall, room 201.

If you would like additional information regarding these workshops offered by CETL, please refer to the following website: http://www.olemiss.edu/depts/cetl/AST.html

**Reference**

Dr. Kellum describes herself as a “geek about having data to make decisions.” Thus, she constantly uses data to make class-teaching decisions. Though she reads many journals and keeps active in her theoretical field, major data influencing teaching decisions are from the classes themselves. Having data about her students’ learning tells her which strategies work better than others in given situations. Or at least the data helps her make informed decisions about teaching situations on a daily basis.

Data in Professor Kellum’s class may come from the following daily activities: a short reading quiz including a mix of factual information and students’ thoughts, flash cards with definitions, 5-minute review of previous material at the beginning of class and at the end of class, lecture, and a cumulative class quiz. Each activity is associated with a point system for students with the cumulative points in the class used in conjunction with a final to determine the final course grade. Dr. Kellum says “most people receive either an A or an F for the course because they can re-work many assignments until they are happy with the grade.” With this mastery type of learning model, the choice is the student’s. She also says that this model is not for all students and likely not for all professors.

Professor Kellum typically receives outstanding teaching evaluations from students and identified the following for successful teaching:

1. Control the classroom environment and control situations in the classrooms to make changes as they are needed.
2. Be clear in assignments and expectations.
3. Collect information so that you know whether you are teaching what you want students to know.

This appears to be sound advice from one who is working in her former playground and who describes teaching as a “complex behavior that cannot be learned by watching others do it.”
motivation and generate momentum. One type of visible action is the publicizing of faculty members’ ideas and contributions. Monetary resources are another very effective visible action. Small grants can be used as incentives for collaborators and can create ownership as well as enthusiasm.

Several mentioned change strategies have been initiated on this campus. It is the Center’s intention to continue these efforts and encourage additional ones. All can be involved in advancing a campus change initiative emphasizing teaching and learning, regardless of position in this collegial culture. If the enhancement of teaching and learning is something that the University here wants to promote as a campus-wide change initiative, we must all play a part to make it happen.

References