What can faculty developers learn from their counterparts in other countries?

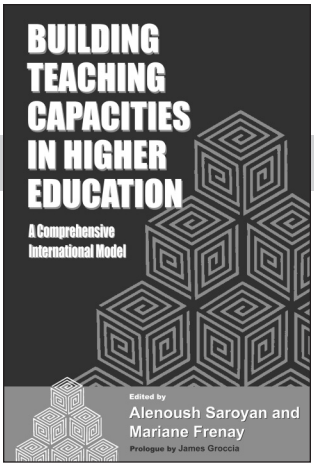
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Building Teaching Capacities in Higher Education

A Comprehensive International Model

EDITED BY ALENOUSH SAROYAN AND MARIANE FRENAY

PROLOGUE BY JAMES GROCCIA



This book—the result of a collaboration of teams of faculty developers, professors, and graduate students from eight institutions in five different European and North American countries—provides a unique international perspective on university-level pedagogy, and offers a new model for educational development.

This collaboration aimed to conceptualize what an internationally-appropriate, formal academic program for faculty development in higher education might look like, taking into account differing national contexts – from a framework of national standards for faculty development (U.K. and Scandinavia), to almost universal institutional support (North America), through to the virtual absence of formal programs (France). The first section comprises five case studies that describe current practice in Belgium, Canada, Denmark, France and Switzerland, and a synthesis chapter that provides a framework for comparing the different systems.

The second objective of the international collaboration was to create and nurture a community of practice, enriched and informed by the contributors' range of expertise, different higher education traditions, and cultures. The second section of the book presents the culmination of this work: a concrete and comprehensive model, presented as a concept map, that captures the essence of educational development in higher education, and that defines the necessary skills, expertise, and knowledge. The model can be used for professional development, for monitoring and assessing the effectiveness of development programs, and to inform research about how best to meet increasing demands for public accountability.

The strength of the model lies in the validity it derives from the variety of proven policies and practices on which it is based. The cases provide a new perspective from which the reader can examine the practices of his or her institution. For North American readers it also offers insight into the vision and aims of the Bologna Process with which they may need to engage to maintain international competitiveness. For European readers, it provides models of best practices and benchmarks for educational development as their institutions become more proactive in developing teaching in their institutions.

THE EDITORS: Alenoush Saroyan is a full Professor and Chair of the Department of Educational and Counselling Psychology at McGill University, in Montreal, Canada. Her area of expertise and research is quality of teaching and learning, and pedagogical development in higher education. She serves as a consultant to various international organizations including the World Bank, the European Commission, OECD, and UNESCO. Mariane Frenay is a Professor and the Dean of the Faculty of Psychology and Education at Université catholique de Louvain, Belgium. She is co-director of the UNESCO Chair of University Teaching and Learning and a senior member of the Interdisciplinary Research Center on Socialization, Education and Training (GIRSEF). She is involved in faculty development at her institution and at other European Universities.

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