

Nomination Portfolio for

Ron Simpson

Recipient of the 2001 Regents' Teaching Excellence
Award

Research Universities

MY PHILOSOPHY OF TEACHING

Ronald D. Simpson

I feel like the person who once said "Before I was married I had five theories about raising children; now I have five children, and no theories."

With the possible exception of parenting, there is no human endeavor that involves more dimensions of human knowledge, behavior and feeling than teaching. Metaphors such as "teacher as communicator, teacher as counselor, teacher as actor, teacher as scholar, and teacher as human being" abound. There is hardly no area of human activity that does not in some fashion connect to the teaching and learning process.

Over the 37 years that I have been teaching my "philosophy" has evolved. During my early days as a biology teacher I was focused primarily on the content that I taught and, of course, worried considerably about whether or not the students would like me. As the years passed I worried less about content and "covering the material" and tried to ascertain from the faces (and performance) of students as to what they were learning, and how this was impacting their lives--at least possibly to some small degree.

As the years passed further, I began to see myself more as a designer and facilitator of an environment that was conducive to deeper learning. In fact, I have now come to see the teacher as one who creates the circumstances within which learning occurs. For example, making arrangements for a large class of students to experience the power of rich intellectual dialogue in a highly interactive manner, ultimately leading to a significant educational outcome, is no small task. Yet it is the teacher who can make this happen and send students out the door buzzing for days or weeks about a big debate on some highly relevant topic. The potentially profound thing is that events like this can be life-altering. How many other professions have the opportunity to accomplish this?

It is challenging for me to write a reflective essay about "my philosophy of teaching" in one or two pages; primarily because I am in the joyful position of being able to "study" the process of learning and teaching each day in my own world of scholarship. And, again, theories and research results from the social, behavioral and educational sciences are everywhere. What I do come down to after all these years is that teaching is a deeply human and emotional enterprise. After all is said and done, the things I think we remember most about all this are associated with human attachments and value-laden commitments.

Tuesdays With Morrie has had the greatest impact on me of any book I have read in the past five years. Morrie says in the book that, in the end, the most important thing in life is love. With teaching, the thing that remains with students the longest (and I have research results to back this up) is how they feel about the relationship they have encountered with a special teacher or professor. In almost all cases these lasting memories stem from a relationship established on genuine concern and mutual respect. So, as I get close to the end of my teaching career, the most significant thing that emerges is the nature of the human relationships that I have had with students over the past four decades. This is what I will take with me into the next phase of my life. This is the most lasting part of teaching and learning.



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FACULTY

Ronald D. Simpson

Professor Emeritus of Higher Education and Science Education

Director Emeritus of Office of Instructional Support and Development
Ed.D., University of Georgia, 1970



Ronald Simpson is professor emeritus of higher education and science education in the Institute of Higher Education.

Simpson obtained B.S. and M.S. degrees in biology from the University of Tennessee in 1960 and 1964, respectively. In 1970 he received a

doctorate in science education from the University of Georgia where he joined the faculty in 1972 as an assistant professor. In 1975 Simpson moved to North Carolina State University in Raleigh where eventually he became head of the Department of Mathematics and Science Education and was named Alumni Distinguished Professor of Science Education.

Dr. Simpson returned to his alma mater, the University of Georgia, in 1981 as the first director of the Office of Instructional Development and served in that capacity for 15 years. As director of this university-wide activity, he provided instructional leadership across the entire campus. This office offers a wide range of instructional and professional services for faculty and academic administrators in the University's thirteen schools and colleges. The Office of Instructional Development at the University of Georgia is recognized today as one of the most comprehensive and successful units of its kind in the country and attracts numerous visitors each year from across the United States and the world.

Simpson has been active in several professional organizations in higher education, and is the author of numerous research articles and professional publications over the past 30 years. He has co-authored a leading textbook in his field entitled *Science, Students, and Schools*, published by John Wiley & Sons. He currently serves as editor of a national scholarly journal, *Innovative Higher Education*, and has recently co-authored with Susan Frost a book entitled *Inside College: Undergraduate*

Education for the Future, published by Plenum Press. Over his career he has served on the editorial board of numerous professional journals in science education and higher education. Professor Simpson served from 1995 till 2001 as the first coordinator of the Governor's Teaching Fellows program, a unique statewide faculty development program for Georgia professors established by Governor Zell Miller.

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SELECTED PUBLICATIONS

(with W. K. Jackson). "A Multidimensional Approach to Faculty Vitality." In J. H. Schuster and D. W. Wheeler (Eds.), *Enhancing Faculty Careers: Strategies for Renewal*. San Francisco: Jossey-Bass, 1990.

(with J. S. Oliver). "A Summary of Major Influences of Attitude Toward and Achievement in Science Among Adolescent Students." *Science Education*, 74(1), 1990, 1-18.

William K. Jackson and Ronald D. Simpson. "Refining the Role of Senior Faculty at a Research University." In M. J. Finkelstein and M. W. LaCelle-Peterson (Eds.), *New Directions for Teaching and Learning—Developing Senior Faculty as Teachers*, 55. San Francisco: Jossey-Bass, 1993, 69-69.

(with K. S. Smith). "Validating Teaching Competencies for Graduate Teaching Assistants: A National Study Using the Delphi Method." *Innovative Higher Education*, 18(2), 1993, 133-146.

Kalivoda, P., Sorrell, G. R., and Ronald D. Simpson. "Nurturing Faculty Vitality by Matching Institutional Interventions With Career-stage Needs." *Innovative Higher Education*, 18(4), 1994, 255-272.

William K. Jackson and Ronald D. Simpson. "Mentoring New Faculty for Teaching and Research." In M. A. Wunsch (Ed.), *New Directions for Teaching and Learning—Mentoring Revisited: Making an Impact on Individuals and Institutions*, 57. San Francisco: Jossey-Bass, 1994, 65-72.

(with T. R. Koballa, J. S. Oliver, and F. E. Crawley). "Research on the Affective Dimension of Science Learning." In D. L. Gabel (Ed.), *Handbook of Research on Science Teaching and Learning*. New York: Macmillan, 1994, 211-234.

MAJOR RESPONSIBILITIES WHILE IN THE OFFICE OF INSTRUCTIONAL DEVELOPMENT AT THE UNIVERSITY OF GEORGIA

- Served as first director of the Office of Instructional Development which provides instructional service and leadership across The University of Georgia campus. Over 30 activities and programs are sponsored or coordinated by this office in the major areas of instructional technology, faculty development and teaching assistant services.
 - New Faculty Colloquium
 - Conferences, seminars, and workshops on college teaching
 - Faculty Institutes on Academic Computing
 - Instructional Improvement Grants
 - Publication of Teaching at UGA and GTA Handbook
 - Noon Seminar Series
 - Special awards programs for outstanding teaching assistants
 - Individual and departmental consultative services
 - Computer Based and Multi-Media Instruction
 - Instructional Resources Center (campus-wide media)
 - Instructional Technology Grants
 - Lilly Teaching Fellows Program
 - Senior Teaching Fellows Program
 - Teaching Improvement Process (TIPs)
 - Teaching Assistants Mentoring Program
 - Special courses on college instruction for graduate teaching assistants (GSC 777)
 - Instructional Development Laboratory
 - Instructional Development Classroom
 - Large Class Interest Group
 - Interactive Learning Systems on Campus (ILSOC)
 - Special services for international teaching assistants
 - Annual campus-wide Workshop for GTAs
 - Teaching and Learning Group
 - Listservs on Teaching and Faculty Development
- Director of Lilly Teaching Fellows Program for 12 years which was initiated by a three-year grant of \$135,000 from the Lilly Endowment, Inc.
- Co-director of three-year grant (1988-1991) from FIPSE for establishment of a Senior Teaching Fellows Program (\$140,000).

CURRENT ACTIVITIES IN THE INSTITUTE OF HIGHER EDUCATION

- Director of the Institute of Higher Education
- Advise doctoral students in higher education, teach courses on college teaching and faculty development, conduct research on instructional development and faculty development in higher education
- Served as Graduate Coordinator before becoming Director
- Currently serve as major professor for approximately 10 doctoral students
- Coordinator of the Governor's Teaching Fellows Program, sponsored jointly by the Institute of Higher Education and Office of Instructional Development, and serving faculty members from all private and public institutions of higher learning in Georgia.
- Have served on masters and doctoral committees in other areas such as Forestry, Recreation and Leisure Studies, Adult Education, Instructional Technology, Social Work, Physical Education, Educational Psychology, Educational Leadership, and Biological Sciences.

RECENT GRADUATE STUDENTS IN HIGHER EDUCATION AND SCIENCE EDUCATION

Students in Higher Education for whom service as major professor has been performed since 1990:

<u>Name</u>	<u>Current Title</u>
Robert Thomas (current)	
Nancy Borkowski (current)	Graduate Student for Governor's Teaching Fellows Program
Sue Achtemeier (current)	Graduate Student for the University of Georgia Self-Study
Eugenia Snyder (current)	Snyder Remarks
Samuel R. Parker (current)	
Theodore Kalivoda, 2000	Remote Site Supervisor I, University Computing & Networking Service, University of Georgia
Joyce Sandor, 2000	Director of Graduate Admissions, University of Georgia
Brian Finnegan, 1999	Project Manager: Emerging Instructional Technologies, Board of Regents of the University System of Georgia
Patricia Kalivoda, 1993	Assistant Vice President for Academic Affairs, University of Georgia
Rebecca Owens, 1992	Director of Programs for Academic Support Services, Texas Tech University
Karen Kalivoda, 1991	Director of Disability Services, University of Georgia
Kathryn S. Hunt, 1991	Associate Professor of Mathematics, Chair, Department of Math and Computer Science, Gainesville College
Michael Lariscy, 1991	Coordinator, Physical Education Programs, Armstrong State College
Kathleen B. Smith, 1991	Coordinator of Teaching Assistant Support, University of Georgia
Geraldine R. Sorrell, 1991	director of Counseling and Testing, Middle Georgia College

Graduates in Science Education for whom service as major professor was performed since 1990:

Catherine Gardner, Ph.D.
Linda Grynkewich, Ph.D.

COURSE PROSPECTUS

EDHI 9030: Instructional Processes in Higher Education
Fall Semester 2000
Tuesdays and Thursdays, 2:00 p.m.-3:15 p.m.

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I. Course Description

An examination of major instructional practices in higher education including the formulation of instructional goals, analysis of traditional as well as emerging teaching methods, and the evaluation of learning outcomes. A critical review of scholarly literature of instruction and faculty development will be conducted throughout this course. In general, the course will encompass the major forces, activities and issues inside and outside higher education that relate to instruction in colleges and universities. Also, considerable attention will be devoted to the concept of career-span development for faculty. A wide range of instructional methods and materials will be used in the course.

II. Course Objectives

1. To acquaint students with important trends, issues and problems relating to instruction in U.S. higher education: past, present and future.
2. To familiarize students with the basic theories from the social and behavioral sciences that underlie teaching and learning in higher education.
3. To analyze fundamental as well as newly emerging instructional strategies commonly used in higher education in the United States, including new information exchange systems resulting from advances in instructional technology.
4. To assist students in understanding and using a systematic process for planning, implementing, and evaluating courses in higher education.
5. To become familiar with ideas and procedures associated with documenting teaching effectiveness.
6. To experience first-hand current strategies being used to facilitate instructional development and faculty development at today's institutions of higher learning.

7. To become familiar with the research and pertinent literature that relates to the scholarship of teaching.
8. To examine both internal and external forces and how they influence instruction in today's contemporary colleges and universities.

III. Topical Outline

- A. History of Instruction in the United States
 1. Early methods of college teaching
 2. Factors influencing methods of college teaching
 3. Trends and issues in university-level instruction
- B. Theories Underlying Teaching and Learning in Higher Education
 1. Early educational theories
 2. Behavioral theories
 3. Cognitive development theories
 4. Information processing and contemporary issues in learning in higher education
- C. Planning for Effective Instruction
 1. Defining goals and objectives
 2. Components of the course syllabus
 3. Evaluating instructional outcomes
 4. Considering the needs of a diverse student body
- D. Fundamental Instructional Strategies in Higher Education
 1. Teacher-centered strategies
 2. Student-centered strategies
 3. Self-directed strategies
 4. Mixed strategies
 5. Emerging technology-based strategies
- E. Instructional Technology
 1. Traditional technologies used to support instruction
 2. Computer-based instruction
 3. Interactive videodisc and CD-ROM technologies
 4. Technologies for managing large group instruction
 5. Emerging models for instruction in the future including Web-CT and learning by distance.
- F. Instructional Development in American Higher Education
 1. The emergence of centers for instructional improvement
 2. Common strategies for enhancing instruction on college and university campuses

3. Resources for improving college teaching

- G. Faculty Development in American Universities
 - 1. Early faculty development programs in higher education
 - 2. Contemporary models for faculty development programs in American higher education
 - 3. Contemporary issues in faculty development in the United States
 - 4. Faculty development at The University of Georgia

- H. Documenting Teaching Effectiveness
 - 1. Components of effective teaching
 - 2. Techniques for evaluating individual course instructors and for documenting teaching effectiveness for promotion and tenure purposes
 - 3. Constructing teaching portfolios
 - 4. Classroom assessment techniques
 - 5. Peer review of teaching

- I. Resources and Facilities for Supporting Instruction
 - 1. Instructional media support in higher education
 - 2. Classroom facilities design in higher education
 - 3. Innovative facilities meeting future instructional needs
 - 4. Additional resources needed to support instruction

- J. Policies, Trends and Issues Affecting Instruction in Higher Education
 - 1. Policies and procedures for instruction in higher education
 - 2. Status reports on the condition of undergraduate instruction in U.S. higher education
 - 3. Legal responsibilities of teacher and students
 - 4. The role of graduate teaching assistants in higher education
 - 5. Current trends and issues in college teaching, including attitudes, values and cultures

IV. Reading Materials

Additional books and assignments are recommended reading and appear in the bibliography section. Other reading materials and assignments will be distributed throughout the course.

V. Course Requirements (still tentative at this time)

Evaluation of course performance will be derived from the quality of written assignments, class presentations, two written examinations, a course portfolio and overall class participation. A group project will be assigned and a subsequent paper on a relevant instructional research topic will be required. The instructors reserve the right to make minor adjustments in course requirements when warranted.

VI. Attendance Policy

Students are expected to attend all classes. In cases of illness or unusual circumstances, please contact an instructor prior to class or as soon as possible.

VII. Location

The course will be offered at 2:00-3:15 on Tuesdays and Thursdays in Room 101, Meigs Hall. The final examination will be scheduled for each student during examination week.

VIII. Bibliography

Feldman, Kenneth A. and Michael B. Paulsen. Teaching and Learning in the College Classroom. Needham Heights: Ginn Press, 1994.

Boyer, Ernest L. Scholarship Reconsidered: Priorities and the Professoriate. Lawrenceville, NJ: Princeton University Press, 1990.

Campbell, Wm .E. and Karl A Smith. New Paradigms for College Teaching. Edina, MN: Interaction Book Company, 1997.

Davis, James R. Better Teaching. More Learning. Phoenix, AZ: The Oryx Press, 1993

Edgerton, Russell, et al. The Teaching Portfolio: Capturing the Scholarship in Teaching. Washington, D.C.: American Association for Higher Education, 1991.

Glassick, Charles E., et al. Scholarship Assessed: Evaluation of the Professoriate. San Francisco: Jossey-Bass, 1997.

Hutchings, Pat. Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review. Washington, D.C.: American Association for Higher Education, 1996.

McKeachie, Wilbert J. Teaching Tips: Strategies, Research, and Theory for College and University Teachers. 9th ed. Lexington, MA: D.C. Health and Company, 1994.

Menges, Robert J., et al. Teaching on Solid Ground: Using Scholarship to Improve Practice. San Francisco: Jossey-Bass, 1996.

New ASHE series to be distributed in class.

REFLECTIONS ON SYLLABUS CONSTRUCTION AND USE

- Every course we craft is a lens into our discipline or profession, including our personal conceptions of our fields and how they relate to other subjects in the curriculum.
- Careful thought to the shape and content of a course should be examined as if it were a scholarly argument, treatise, or even a publication.
- When thinking about a course one should perhaps ask the following questions:
 - Why does it begin where it does?
 - What theses lie behind your argument for this course?
 - What do you and your student do as the course unfolds?
 - What do you lecture about or lead discussions around?
 - What are the key assignments?
 - What are the major criteria for student evaluations?
 - How does your course end?
 - Why does it end the way it does?
 - What do you want your students to believe?
 - What do you want your students to question?
 - How can a colleague develop a sense of you as a scholar by examining the basic features of your syllabus?
 - How does your course connect with other course in your own or other fields?
 - What do you expect students to find particularly fascinating about your course?
 - Where do you think they will encounter the most difficulty?
- Lastly, try playing with some metaphors for characterizing your course and its place in the larger curriculum, or in the broader intellectual and moral lives of your students. (Is it a parable, an obstacle course, a concerto, a sports event, a journey, etc.?)

FINAL EXAMINATION

EDHI 9030
Fall Semester, 2000

Please complete the following assignment by no later than 3:00 p. m. on Wednesday, December 13, 2000. You may feel free to use any of the materials you have received during this course, but you should not discuss your answers with anyone else. Please turn this in at 202 Meigs Hall.

General Context: You have completed your doctorate in Higher Education from The University of Georgia. You are now an assistant professor of higher education at a large, public research university (2,000 faculty members and 30,000 students). You also have an administrative appointment as coordinator of faculty development for the institution.

Part A

The Provost has given you \$10,000 to design a summer workshop for faculty with a general theme of "What Faculty Need to Know about Teaching and Learning: The Next Decade." Drawing from what you have learned from your EDHI 9030 course (Instructional Processes in Higher Education), design the content, format, and physical structure for the workshop. In your design of this program share your ideas regarding the following questions as well as other variables you think are important in planning such an event:

- How many participants do you want to include?
- How will participants be selected for the workshop?
- What incentives could you offer to the faculty for attending this event?
- How would you spend the \$10,000 allocation from the provost?
- How many days would you want this event to last?
- What are the major topics associated with teaching, learning, and faculty growth and development you would include in your schedule?
- What would the program look like on paper once it is finished?
- Are there other things that should be considered?

Part B

One of the three courses that you have been hired to teach as part of your appointment in the Department of Higher Education is "Instruction in Higher Education." To aid in your designing the course, develop a concept map that melds the Scholarship of Teaching Model and the Instructional Processes Model that were emphasized in class.

Add to that concept map other things that you feel are important and should be included in the course. To aid you in this process, an example of concept mapping is enclosed. You should design this map to reflect how you see the major ideas fitting together in a doctoral level course on the topic of instruction in higher education.

STUDENT EVALUATION FORM RESPONSE SUMMARY

INSTRUCTIONAL PROCESSES IN HIGHER EDUCATION, EDHI 9030

1. What were the things (two or three) that the instructors did this semester that were most valuable in helping you learn the important content and accomplish the major goals of the course?

Formative Assessment—do more! They help me to organize my thoughts and notes. Book/article summaries—good for building useful bibliography. Conceptual map—great teaching tool.

Guest speakers, PowerPoint presentations, interactive exercises/discussions, and computer-assisted classes

The instructional and psychological models were interesting and new to me. Exposure to several people on campus and Drs. Gardner and Swing was beneficial. The WebCT component is a good idea and could be expanded.

Explained the practical applications of the models and theories presented. Instruction is a very practical art. Reiterated the goals of the course. Encouraged discussion from a variety of points of view.

I really enjoyed the combination of teaching/learning theories presented, together with application assignments and subsequent free-flowing discussions. Also, the guest presenters added an important dimension of credibility outside the classroom.

2. Were there topics that you would suggest be added to the course in the future, or ones that were covered that you would suggest be modified or replaced?

“More time on theory,” says the NT person, “and less time on current details (like panel discussions by practitioners). Personal bias, so this may not be the right thing for the group.

Perhaps one could add something about the role of national organizations in shaping teaching initiatives.

I think the course content should only be modified using information and observations from the instructors themselves.

Additional discussion on the Scholarship of Teaching Model. There are philosophical aspects to Boyer and Rice’s work that would have been interesting to discuss.

3. Are there any other suggestions you have that would help the instructors plan for this course in the future?

I think this course needs a term project/paper or some other activity that forces me to write/reflect on the relationships we identified in the concept map/final. Or, maybe that was it. Never mind.

I would like to know more about the idea of the Teaching Academy.

The class sessions could have been extended (longer) because we enjoyed this course so much. We always went over the allotted time. I am sure that I would have enjoyed even more/additional class time.

I enjoyed the course very much. Drs. Simpson and Kalivoda provide a nice balance to topics. I hope both of them consider teaching this course in the future.