

L2766-MONGOLIA :
Higher Education Reform Project (HERP)

CURRICULUM, TEACHING AND LEARNING COMPONENT

ESTABLISHING TEACHING AND LEARNING CENTERS OF EXCELLENCE

1. Introduction and Context

1.1 Introduction

Postsecondary education is always exploring ways and measures to improve teaching and learning and to provide to the learners quality curriculum and programs that will enhance their chances of employability. In order to do so, higher education institutions are always seeking to develop strategies that will improve the quality and the pertinence of their offerings to learners, and supporting faculty members is an important facet of this important dimension for institutional success.

Just as the roles and goals of postsecondary institutions have changed over the past few decades, so have the operations and priorities of their teaching and learning centers. The University of Michigan created North America's first center for teaching and learning in 1962, a voluntary unit that relied largely on a network of motivated professors in order to transmit interests and ideas. Since 1997, all universities in the United Kingdom are required to have teaching development for new faculty (Gosling, 2009). Similarly, Australia's Learning and Teaching Council has provided support and opportunities to faculty members to help in their teaching and work. These centers first emerged in Canada during the late 1960s and early 1970s, when the demand for higher quality teaching was in full spirit.

Through teaching and learning centers, institutions hoped to consolidate, expand and promote professional development programs for university faculty, both full-time and part-time. Its emphasis is to assist faculty in gaining additional expertise

in teaching and to acquire information on how learners learn. They are then better equip to help the learner reach their academic goals and objectives and attaining the expected results of their program of study.

In the following pages, our goal is to examine the rationale for HIEs in order to establish such centers and determine how they can benefit the institutions and the faculty members. We will outline the advantages and the added value that such a structure contribute to the institutions' success. We will then submit an administrative model to assist institutions that would want to establish such a unit within universities in Mongolia. Finally, we shall review a few of the Best Practices that exist in the university community throughout the world and the benefits these Learning and Teaching Centers bring to the universities.

2. Purpose and Rationale of establishing Teaching and Learning Centers

In education, there is a marked gap between the preparation sequences experienced by elementary and secondary school teachers, on the one hand, and university faculty members on the other. Certification requirements for the former group demand immersion in pedagogical theory and practice. For the latter, there is no credential required other than a graduate or terminal degree in an academic discipline.

Many institutions throughout the world have responded to this issue by establishing units or centers that can assist faculty members to improve their knowledge, abilities and their “know how” related to curriculum, teaching and learning. The basic question that they are attempting to answer collectively remains: “What makes an effective university instructor or professor?” The ultimate objective is to provide a significant and purposeful learning experience that will enhance the overall journey of students in higher education institutions.

Teaching and Learning Centers are academic units that exist to provide support and resources for faculty in order to expand their competencies in the

areas of teaching and learning and accompany them in their professional development. These centers are also known under different names and titles, among others Faculty Development Centers, Centers for Teaching Excellence and Academic Support Centers.

At the outset, these units were established under the premise that faculty members needed assistance and support in sharing with colleagues and experts on the topics of learning and teaching. It also emphasized that transmission of teaching and knowledge of the content are intertwined but different dimensions of the same reality; faculty members in HEIs are known for their expertise and the mastery of knowledge in their field and area of expertise. And this knowledge is constantly confronted with developments in their field and often complemented with research. Although the area of research in teaching and learning is growing in higher education, many faculty members, except for the specialists on education, pedagogy and teaching methodology in the faculties of education, are not known specialists in teaching and learning, but are known as experts in content. However teaching and delivering concepts and content are quite different than mastering the content.

Faculty members in HEIs often need strategies and methods to disseminate the knowledge and information they are sharing with learners. Faculty members and instructors of HEIs may not understand and comprehend the gap and distance between them and the learners. Learners may perceive the content of lectures and learning materials as large amounts of information, rather than meaningful concepts, in contrast to experts, who can naturally see the materials as coherent and meaningful, due to their years of studies and research, which has led to mastery of the subject matter. Faculty members, whose emphasis is on content, often rely on traditional teacher-centered methods and approaches, such as lectures, but may not connect with

students from a conceptual perspective. The result: learners are not able to retain and master the information and content.

Broader and Dorfman (1994) have outlined the eight characteristics that can justify the development and implementation of support and assistance to faculty members. These eight "design principles" focus on faculty development strategies that seem essential to improving student learning over time. These eight characteristics of effective professional development center on the continued involvement of faculty as participants seeking to actively solve "real life" education problems, focusing on faculty development strategies that seem essential to improving student learning over time.

To be most effective, faculty development should follow these guidelines:

1. *Be driven by analysis of the differences between (a) goals and standards for student learning and (b) student performance.* Such analyses define what faculty need rather than what they want to learn, make faculty development student-centered, and provide evidence about the usefulness of alternative strategies for institutional improvement.
2. *Involve and engage learners (e.g., faculty) in identifying what they need to learn and, when possible, in developing the learning opportunity or process to be used.* This engagement increases the motivation of the faculty to learn and makes it more likely that what is learned will be meaningful and relevant to particular contexts and problems.
3. *Be primarily institution-based and integral to institutional operations.* Providing faculty opportunities to recognize and solve authentic problems is often a powerful form of development. The institutions should make this a priority in their budget and be part of their academic structure.
4. *Provide learning opportunities that relate to individual needs but are organized around collaborative problem solving.* Working together to address issues of common concern helps faculty identify both causes and potential

solutions to issues. Through collaboration, higher education faculty can clarify learning needs and share knowledge and expertise.

5. *Be continuous and ongoing, involving follow-up and support for further learning* - including support from sources external to the institution. As higher education institutions put into practice what their faculty has learned from professional development, they often discover that they need to know more to be effective.

6. *Encourage faculty to systematically evaluate the result of their efforts to apply what they have learned through development activities.* The best evaluation involves analyzing multiple sources of information on both student outcomes and the implementation process.

7. *Provide opportunities to engage in developing a theoretical understanding of the knowledge and skills to be learned.* Virtually all educational ideas and practices need to be adapted to particular students and contexts. Such modification is more likely to be effective when it is informed by a theory in which the faculty member has confidence.

8. *Be integrated with a comprehensive change process* that deals with the barriers to and facilitators of, student learning. For professional development to be effective, what is learned must be practiced. Too often, faculty learn new things they cannot act upon because there is no organizational commitment to continued experimentation and improvement.

Learning, teaching, curriculum development and evaluation are closely related and should be an integral part of a higher education institution. It should focus on programs, services and other activities that will improve the effectiveness of faculty members in the classroom. Strategies for communicating content to students need to be coupled with strategies for teaching students how to learn the content so that effective teachers not only present content with clarity but demonstrate the use of various metacognitive strategies. Enabling the learner to “Learn to learn” is also an important facet of an effective university instructor or professor.

3. Suggested Administrative Structure of a Teaching and Learning Center

A teaching and learning center or unit should be an independent entity within the institution's structure, closely attached to the vice-president or vice-chancellor responsible for the academic affairs of the institution. We suggest the following administrative structure for the establishment of the Teaching and Learning Center:

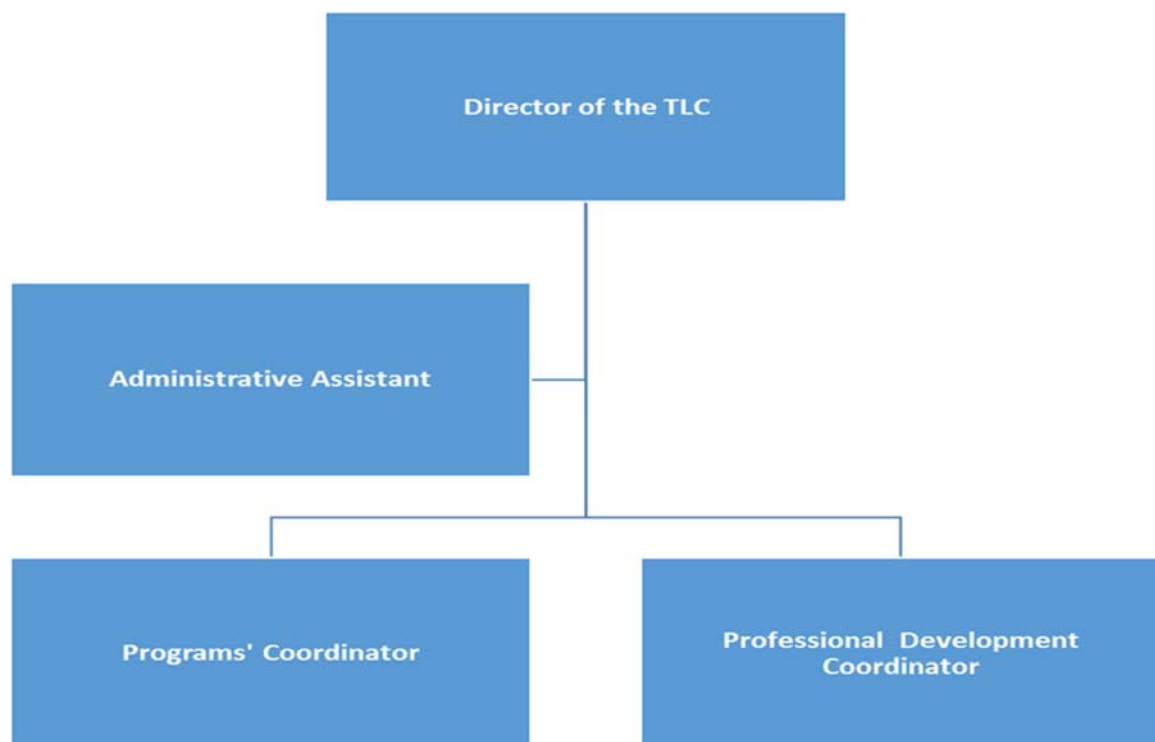


Figure 1. Suggested Administrative Structure of Training and Learning Center

This structure might have an organizational link with the Human Resources Department of the institutions, namely the Professorial relations unit. Let us

describe the general attributions and responsibilities of the various entities suggested in this structure. Later in the document, we will outline the programs and services that such a Center should deliver to the university community:

Director of the Center. He or she should act as the leader of the structure. The Director's duties center on leadership, collaboration, and curriculum development. Working as a team leader, the director oversees the operations and the administration of the Center and serves as liaison with the various faculties, academic entities and departments of the institution. This person will assess the various needs and expectations of the faculty members and of the curriculum committee in terms of curriculum development, assessment and evaluation in terms of teaching and learning. He or she will develop programs and services according to the results of the needs and expectations of the faculty members. This person oversees curriculum development activities in close partnership with the curriculum committee of the university; in particular, he or she monitors programs' quality and offers advice and coaching on curriculum design and revisions.

The Director develops and implements a cohesive and comprehensive program that includes, but is not limited to, the following: excellence in teaching regardless of modality, the scholarship of teaching and learning, learning outcomes assessment at the classroom and program levels, the effective use of technology in the classroom, and expand the quality, diversity, and number of faculty development opportunities. He or she insures the development of a strategic plan for the Center and a continuous evaluation process of the performance and impact of the Center.

This position requires minimum qualifications, such as a PhD in a relevant discipline, preferably in education, a track record of research on the educational process in higher education, deep knowledge of the pedagogies and the methodologies that facilitate student learning and curriculum design, and strong interpersonal, communication, and organizational skills. Key cultural competencies expected include a track record in creating an environment that

acknowledges, encourages, and celebrates differences; he/she is seen as a change agent with a willingness to engage in continual improvement.

Administrative Assistant. This position entails the various responsibilities under the administration and operations of the Center, providing office services by implementing administrative systems, procedures and policies, and monitors administrative projects. The individual performs administrative duties for executive management. The incumbent creates and revises systems and procedures by analyzing operating practices, recordkeeping systems, forms control, office layout, and budgetary and personnel requirements, as well as implementing changes. He or she assists the Director in her or his role and communicates with various stakeholders within the university regarding the activities of the Center. Responsibilities may include managing calendars, meeting and event arrangements, preparing reports and financial data, training and supervising other support staff, and faculty relations. Contributes to team effort by accomplishing related results as needed. She or he requires strong computer and Internet research skills, flexibility, excellent interpersonal skills, project coordination experience, and the ability to work well with all levels of internal academic management and staff, as well as with outside organizations and individuals.

Programs' Coordinator. The program coordinator supports the Center's director by performing administrative duties related to planning, directing and coordinating both the academic and operational activities of the Center for Teaching and Learning.

The job duties of the Program Coordinator include, but is not limited to, the following:

- Designing, completing, and evaluating programs, working collaboratively with other team members at the Center, based on the needs and expectations of the faculty members;
- Gathering information on various topics related to curriculum, teaching and learning;

- Communicating with various departments and faculties about initiatives within the Center;
- Preparing the yearly schedule of events, the educational material and documents for the various training and learning initiatives;
- Providing the promotion and publicity for the programs offered by the Center;
- Networking with other departments and services of the institution to share information and to gain knowledge that would help improve the program;
- Assisting and supporting the facilitators that are conducting the various training activities of the Center;
- Preparing reports and required documentation on the activities and initiatives of the Center.

In order to excel in the job, a program coordinator must:

- Possess a Ph.D. in educational design or in a related field of study.
- Have good problem solving skills, be resourceful and take the initiative when needed.
- Have a good understanding and knowledge of the requirements of curriculum design/evaluation, and of learning and teaching in Higher Education.
- Be able to work independently and be organized in his or her work to ensure that tasks are completed in a timely manner.
- Have excellent communication skills and be professional when dealing with all aspects of the Center's programs.
- Have a good knowledge of the accreditation process and Institutional requirements.

Professional Development coordinator: The position of PD coordinator, within the Center for Teaching and Learning has the responsibility to provide assistance, guidance and coaching to various units and departments and to faculty members on topics related to curriculum development, teaching and learning. She or he promotes the services offered by the Center and offers professional development activities. He or she facilitates systematic ongoing conversations among faculty groups about teaching and learning, disseminates information about current research and best practices in teaching and learning.

Coordinating the faculty orientation sessions at the start of each semester, she or he assists faculty in the implementation of assessment activities for student learning outcomes.

Teaching-Learning Center/Faculty Development Coordinator. This position entails the following responsibilities and requirements:

- Is responsible for planning, coordinating, presenting, and evaluating professional development activities for faculty in the Teaching-Learning Center;
- Coordinates the recruitment of facilitators for PD activities and workshops;
- Assesses faculty professional development needs in close communication with faculty members, program directors and department heads;
- Researches various professional development opportunities and arranges for workshops or other demonstrations on campus, as appropriate.
- Works with all members of the Student Learning division on assessment of student learning outcomes.

She or he has the responsibility for the use of technology and on-line resources in teaching and learning. A regular newsletter is also published by the coordinator. The coordinator assists faculty members with individual teaching and learning projects, and establishes and maintains a collection of current instructional faculty development resource materials in cooperation with the college library. A mentoring program for new faculty will be developed by the person in this position.

In order to be eligible for this position, the potential candidate should possess a graduate degree in education, pedagogy and instructional methodology and have experience in professional development activities and knowledge in principles and practices of effective training methods and techniques. He or she should have strong interpersonal skills including excellent oral and written communication skills, strong presentation skills including multimedia skills, excellent organizational skills and effective time management skills.

In many HEI's throughout the world, these positions are filled by existing faculties that are nominated to these jobs on a part time basis. The job is the part of their workload and they are either half time in their respective position. The size of the institution and the number of faculties are important components in this respect.

4. Programs and Services offered by Teaching and Learning Centers

As stated in the last section of this manual when describing the role of the proposed administrative structure of the Center, this unit's mission is to promote enhanced teaching effectiveness and improved student learning by providing opportunities and support to faculty on curriculum, teaching and learning in order to enhance the quality of the experience of students.

Providing opportunities for faculty members that will improve their effectiveness as facilitators of learning for students, the programs and services provided by Teaching and Learning Centers can be summarized as follows:

- Advice, coaching and support on curriculum development, delivery, assessment and evaluation
- A wide range of information, consultations, workshops, coaching and professional development programs to faculty, graduate and undergraduate teaching assistants and sessional and part-time instructors
- Improvement on instructional delivery and learning strategies
- Induction and orientation programs of new faculty members
- Faculty development initiatives as they relate to teaching and learning (ex: University Academy on teaching)
- Shared best and exemplary practices on teaching and learning
- Using research and innovation to guide educational decisions regarding teaching and learning approaches, strategies, and interventions
- Institutional effectiveness and improvement
- Resource center and research on various topics related to curriculum, teaching and learning
- Professional development initiatives

- Organization of workshops on gender-biases free curriculum and teaching materials
- Provision of assistance and support regarding outcome-based curriculum and education
- Guidance and assistance on selection of instructional and learning materials
- Linkage between teaching and curriculum by motivating faculty engagement within these two facets
- Capacity-building to empower faculty members to collaborate with colleagues and sharing development efforts dialogue and common practices
- Professional development program to enable faculty to aspire to leadership positions
- Research on instructional variables influencing student learning to warrant explicit expectations and criteria for effective teaching
- Conduct needs' assessment for faculty in order to plan programs and implement professional development activities.

5. Implementation Strategy

If an institution has not established a Teaching and Learning Center or a similar unit under a different name, it has to follow a certain process. In the following section of this document, we will outline the path that could be followed in the development and implementation of a center within the institution.

The first step would be to establish a plan of action and appoint a committee, a steering committee, a working group or an action project team to assist administrators in their task. This committee should be composed of representatives of the various stakeholders of the institution and they should establish a process to communicate and to get feedback on the project.

Once this committee will be established, it should adopt a common goal that could look like the following statement: "The goal of this project is to increase the opportunities for professional development for faculty and staff. Secondary goals include: all university employees will find ways to enhance student learning through their contact with students; faculty will adopt successful teaching

strategies in their classrooms that are suited for their approach and their students' learning styles.”

Then, the committee should examine what the mission and guiding principles of the center should be. One of the first task of the committee is to conduct a needs' assessment of faculty on their learning requirements. We submit a version of the mission and guiding principles of the Teaching and Learning Services unit of McGill University, a leading university in Canada. The mission adopted by the institution is as follows: “Teaching and Learning Services strives to make McGill a community of people who love to teach and are excited to learn. In collaboration with students, faculty and staff, we create engaging environments and provide leadership and support for meaningful educational experiences for all.” The guiding principles that were selected by the officials of the university were: “To help us achieve our ambitious goals for the years ahead, we have articulated the principles that guide our work.” These make clear the role of TLS in supporting the University mission as well as the academic nature of our work.

- Fostering significant long lasting student learning
- Teaching is a scholarly act
- Teaching should be recognized and rewarded as are other forms of scholarly work
- Our practice is evidence based
- Working in partnerships
- Alignment of policies, procedures and practices
- Strategic, systemic and sustainable investments.

The committee also needs to establish an action plan that outlines the various initiatives needed to establish the TLC. Among others, the members of the committee should plan the Center's implementation including details of staffing, structure, and organization. Attention should be given to data collection regarding personnel development needs, programs, and outcomes. This information should also be integrated into a strategic plan that shall enumerate how the Center will answer adequately to the needs and expectations of the university

community regarding institutional effectiveness. An important part of this strategic plan would consider a development priority dealing with marketing and promotion of the Center. As we all know, faculty members are often reluctant to ask for help and assistance, since they have been successful in their domain of expertise, although their competencies in teaching are not necessarily effective and do not necessarily contribute to the maximum learning outcomes for the learners. Much of the success of this project will be dependent upon effective and timely communication with faculty and staff to determine needs, plan programs and implement professional development activities. Once these details are finalized, the budgetary requirements must be set for human resources needs, as well as budgetary considerations to operate the centers and the various activities and workshops.

As stated above, this unit needs to be a forum for effective communication with all segments of campus to identify professional development needs, inform the campus about professional development opportunities, and assess the effectiveness of professional development and staff training activity. It is a project that would transform the campus into a learning community where all are concerned about maximum student achievement are engaged in learning and improving success. The outcome of this new paradigm is a step that will allow learners to benefit from collective efforts to focus on the key goal for universities.

One of the last tasks of the steering committee in the implementation of a Training and Learning Center should consist of the establishment of an evaluation framework to assess and evaluate the effectiveness and the performance of the center and its activities. This evaluation consists of developing indicators and assessing the effectiveness of the programs and services it plans to offer to the university community.

6. Best Practices in Teaching and Learning Centers

A review of Teaching and Learning Centers in selected HEIs was done as part of the elaboration of this overview for the development of such a center and implementing it in your institution. Our examination was done through

consultation of the web sites of the institutions. What we did was to examine centers in various parts of the world, and we are reporting a summary of the elements of successful Teaching and Learning Centers or units. In this review, we found that there were over 150 different titles or names for these centers. Among these, we found names such as: Academic Assistance Center, Academic Development Center, Campus Learning Center and Learning and Teaching Center of Excellence.

Canada's McGill University is a world-class institution with a student population of 40,000 students and over 3,000 faculty members. The Teaching and Learning Services is the unit that serves faculty members and part-time (or graduate student) instructors. This unit is under the administrative responsibility of the Provost and is made up of eight (8) different divisions within its programs and services. One of the key divisions is "Teaching and Learning Spaces" where numerous resources, workshops and support services are made available to faculty.

The Center publishes a regular blog and a Bulletin (Focus on Teaching) that offers great insights on teaching and learning. It has also created a faculty learning community for professional development in teaching. Members of these learning communities engage in discussions and in small groups to discuss issues and findings and other means of promoting reflective practice related to their teaching. The Center has 19 employees that provide academic and professional support and advice. The support provided to faculty is varied and diverse and has received positive feedback and excellent performance evaluation. As a final note, there is a great deal of participation from faculty members in the activities and initiatives that are organized and made available to faculty members.

Cornell University is a well-known higher education institution in the US and recognized throughout the world for the outstanding quality of its programs and its research capacity. Cornell has a student population of 20,000 students with close to 2,500 faculty members. The Center for Teaching Excellence has the

following mission statement: “The Center for Teaching Excellence is committed to the advancement of teaching and learning at Cornell University. We act as a resource for the academic community by offering a wide array of research-based programs and services that support teaching and reflective practice. We encourage instructional practices that focus on student learning and develop critical thinking skills. We serve as a catalyst for a university-wide dialogue that fosters a shared vision of teaching excellence at Cornell and advances scholarly activities related to teaching and learning.” Innovation and creativity are at the center of the operations and programs of the center. It has created the Cornell Teaching Partnership Program and the GET SET Discussion Series, where new ideas and strategies on teaching and engaging students in their learning are shared by faculty members.

One interesting feature of the CTE at Cornell is that an advisory board provides advice and suggestions to the team of the Center. A Faculty Institute on Community Engaged Learning and Teaching provides a great opportunity for members who want to develop partnerships and collaboration with communities. Another interesting facet of the CTE is the exploitation of technology and how it can contribute to quality teaching in the institution. Among others, there are studios that can accommodate new faculty members in their orientation program so that they can view themselves and develop an improvement strategy accordingly. Course design assistance and learning strategies are provided for new and experienced faculty members. A comprehensive higher education bibliography is also available online and serve as great resources on new and innovative approaches.

A third institution that was consulted for the overview of its Learning and Teaching Centers was Korea University. This national institution has a student population of 37,000 students with over 4,000 faculty members. It is interesting to note that 1,500 students are part of an international exchange program and many programs are offered in English; there is a strong language component within the institution. The Learning and Training Center offers guidance and assistance in

three (3) main areas, namely Teaching Enhancement, Learning Enhancement and Education Technology Support. Under each area, there are three specific domains of support for a total of nine (9) domains in which the Center offers support and resources.

A staff of 16 works at the Center under the leadership and guidance of a director and an advisory committee composed of representatives of the various stakeholders of the institution. This advisory committee oversees the general orientations and performance assessment of the activities of the Center. Among the services and programs offered by the Center that distinguishes it from similar structures in other institutions, there is a program of microteaching where faculty are asked to teach with colleagues observing and commenting on various improvements needed. In addition to this dimension, there are various practices of teaching, such as innovative, reflective, collaborative and global approaches to teaching. There is also a large coaching component offered to interested faculty members. E-learning and learning strategies support are also available to prospective participants. Finally, language training for faculty members teaching in English and wanting to improve their skills is available.

The Australia National University has established a Centre for Higher Education, Teaching and Learning (CHETL) that oversees programs for new faculty members or those who want to improve their competencies in teaching and learning. Some of the interesting features of this centre are as follows: a program entitled Foundations of University Teaching and Learning, which consists of ten (10) models for academic excellence in teaching, a section dealing with academic leadership, training faculty members to take on leadership positions within the institution, a network of researchers on teaching and learning, on-line teaching and learning methodologies and strategies, case studies related to educational excellence, promoting excellence through innovative practices in learning and teaching, and academic professional development based on the principles of tutoring and demonstrating. These initiatives and more make this

center an added value for the institution. Fourteen (14) administrative staff and educational specialists offer the various services and programs at the Center.

In the United Kingdom, we came across the Higher Education Academy (HEA), whose mandate is to enhance learning and teaching in higher education. This organization is not an institutional unit but serves all HEI's of the country. It serves higher education institutions and other stakeholders in a fashion similar to the learning and training center at the institutional level. The Academy is committed to excellent learning and teaching, supporting UK higher education institutions with an emphasis on improving the student experience. The mandate is to:

- Help individuals realize professional learning and teaching ambitions;
- Support organisations to achieve their strategic ambitions to enhance teaching and learning;
- Work across the sector to shape the future of HE.

They bring together universities, colleges, governments and sector agencies to improve teaching and the student experience. The Academy manages the UK Professional Standards Framework and a unique professional recognition programme to support the professionalization of teaching and individuals in achieving their career goals. With ten years of innovative research and policy and a host of dedicated experts, the HEA provides HE support and consultancy at institutional, discipline or school level. As an authority on curriculum design, innovative pedagogies and staff, students transition through a holistic approach by improving teaching and learning and achieving strategic goals. With the assistance of stakeholders in the sector, four work streams were identified to assist institutions and HE officials to take advantage of research, resources, toolkits and frameworks. These four domains are curriculum design, innovative pedagogies, student transitions and staff transitions.

The HEA's curriculum design work aims to address the need for graduates to complete their programs, with subject knowledge and a range of essential attributes for work and life in a complex, rapidly changing world. It entails

strategic and creative rethinking of traditional approaches to curriculum design to embed a clear focus on learning outcomes that develop these attributes. The HEA's innovative pedagogies work stream explores and disseminates pedagogical practices that contribute to inclusive, engaged learning for diverse learners including international students. It builds on previous and current work on student engagement, students as partners and the pilot of a National Survey of Student Experience (NSSE) in the UK and in the disciplines.

The HEA's student transitions work stream explores the reasons for differing levels of student success and helps national policy-makers, institutions and individuals adopt strategies, policies and practices to address associated issues. The staff work stream helps staff to respond to the pace and intensity of change. They help their staff to adapt to a rapidly changing professional environment through professional development.

The HEA undertakes and commissions research into learning and teaching in higher education. The research has been used as an evidence base by policy makers and practitioners, within the sector and outside it, to inform of their work. The work consisted in part of making an overview of the structures and mechanisms implemented in various parts of the world to enhance teaching and learning and to support faculty members in Higher Education Institutions to contribute more significantly to the learning of students. Research-based evidence on teaching and learning can contribute to the success and the effectiveness of higher education institutions.

In the United States, an organization has been established called "Learning Support Centers in Higher Education". This organization has developed models for HEI's administrators who are looking to develop a new center for learning or to modify an existing one. In honor of the founder of the organization, Frank Christ, an award system was established that recognized outstanding Centers for learning and teaching. Among the winning HEI's for their successful centers in the past few years, University of New Mexico (Center for Teaching Excellence), Florida Atlantic University (Center for the Advancement of Teaching- CAT),

Texas A&M (Center for Teaching Excellence- CTE) and Clemson University (Office of Teaching Effectiveness and Innovation-OTEI) were recognized for their excellence in their programs, services and the quality of the work they accomplish to assist faculty. As was noted earlier, these centers are called different names to describe what they do.

7. Conclusion

Teaching and Learning Centers are important structures in Higher Education Institutions, and institutions that do not possess a similar structure in Mongolia should be encouraged to implement one.

Excellence in teaching leads to excellence in learning, higher standards and institutional performance in higher education. Faculty members need support and guidance in order to become more effective in their important role. What we found in our review of Teaching and Learning Centers is that research evidence data can be very helpful in moving HEIs forward in Mongolia.

Learning is a fast moving domain where everyone is seeking ways to cater to the needs and aspirations of the students and prepare them for the future. Giving support and assistance to faculty will enhance the success rate of the HEIs in Mongolia.

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