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ABSTRACT
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was made to grasp the essence of 12 Educational Resource Information Center
(ERIC) digests concerning faculty development. These digests were written
from various perspectives, but each contains an important aspect of faculty
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and each faculty member must pay attention to upgrading instructional skills
through mentoring, workshops, self-assessment, and networking. This paper
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relates to professional vitality and institutional productivity. An appendix
contains a classification and definition of faculty development. (Contains 27
references.) (Author/SLD)

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Higher Education: Globalizing the Globalizing Process of Education

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Higher Education: Globalishing the Globalishing
Process of Education

ABSTRACT

Although many faculty members remain ambivalent about the concept of faculty development, in Rice and Stacey's (1997) words, "Faculty development is the cornerstone for the implementation of academic service learning" (p. 64). In a globalished world in which more and more students change countries for their education, either virtually or in reality, and in which curriculum materials cross national borders and are incorporated into local courses, such development becomes even more important. In order to address the issue of how to improve such development, an attempt was thus made to grasp the essence of the 12 Educational Resource Information Center digests concerning faculty development. These digests were written from various perspectives but each contains an important aspect of faculty development in higher education. Faculty development is an ongoing process; therefore, each of the faculty members must pay attention to upgrading instructional skills through mentoring, workshops, self-assessment, and networking. This paper presents a good understanding of how faculty career development eventually relates to professional vitality and institutional productivity.

Higher Education: Globalishing the Globalishing Process of Education

Education itself is becoming a globalized commodity, having a definite practical application. As the world increasingly becomes a global society, as noted by Cobb (1999), education is seen by many as an important avenue for natural development; that is, economic growth, development, and improved living standards are considered to be directly linked to the state of education. Cobb therefore emphasizes that the ongoing professional development of those currently in the teaching force is the key to educational improvement. From the point of view of the globalized commodity, I strongly believe that teaching and learning through education may be one of life's greatest pleasures, for those who are teaching as well as those who are learning.

"The ideal of continuing self-improvement by college and university faculty is a fundamental aspect of the ethos of the profession. Higher education faculty members are teachers, scholars, and researchers" (National Education Association [NEA], 1991, p. 10). NEA provides the following five classifications of faculty development (for detailed definitions, see Appendix A): professional development (improving scholarship); instructional development (improving teaching skills); personal development (ensuring continuing faculty motivation, energy, and productivity); curriculum development (improving curriculum); and organizational development (creating an effective organizational environment for teaching and learning).

The purpose of this paper, therefore, is to grasp the essentials of faculty development based on the Educational Resource Information Center Digests, with a focus on 1) empowering the faculty, 2) capitalizing on the vitality of senior faculty, 3) identifying models for improving college teaching, 4) faculty evaluation, 5) collaborative peer review, 6) enhancing promotion, tenure, and beyond, 7) post-tenure faculty evaluation, 8) post-tenure faculty development, 9) successful faculty development and evaluation, 10) the department chair, 11) educating part-time

adult learners in transition, and 12) student ratings as useful inputs to teacher evaluations. Each of the digest articles was written from a different perspective, but each identifies and illuminates an important aspect of faculty development.

1. Empowering the faculty

Luna and Gullen (1995) maintain that mentoring embraces a philosophy about people and how important they are to educational institutions, and they provide a stimulus discussion about the dynamics of mentoring for empowering faculty members as leaders. The authors identify from the literature that "By not mentoring, we are wasting talent. We educate, and train, but don't nurture" (Wright & Wright, 1987, p. 207). They have synthesized evidence that confirms that mentoring is useful as well as powerful in understanding and advancing organizational culture, providing access to informal and formal networks of communication, and offering professional stimulation to both junior and senior faculty members. The authors emphasize in the notion of Erikson (1963), and Levinson (1978) that mentoring is a continuation of one's development as defined by Erikson's life cycle and human development theories in terms of life sequences or stages, personality development, and the concept and value of care. Therefore, the authors conceptualize firstly that teaching and research improve when junior faculty members are paired with mentors, increasing job satisfaction and socialization, and secondly, that not only do protégés become empowered through the assistance of a mentor, but also that mentors themselves feel renewed through the sharing of power and the advocacy of collegiality.

2. Capitalizing on the vitality of senior faculty

Most senior faculty members, according to Bland and Bergquist (1997): 1) are confident in their teaching and research skills; 2) possess a deep sense of commitment to their institutions, highly inculcated values, a vital network of professional colleagues, knowledge of the academic

enterprise, and an ability to manage multiple, simultaneous projects. Furthermore, senior faculty members value alternative viewpoints and collaboration and at the same time they want to teach and support the next generation of faculty; 3) can perceive their careers in new ways; and 4) often desire expanded and diversified roles in their institutions. It is important to note that intrinsic factors that influence a faculty member's vitality and productivity include socialization, content knowledge and skills, work habits, adult career development, and a vital network of colleagues. Institutions can enhance faculty members' productivity by establishing clear, coordinated goals and emphasizing 1) core faculty functions (research and teaching), 2) a supportive academic culture, 3) a positive group climate, 4) participative governance, 5) decentralized organization, 6) frequent communication, 7) sufficient and accessible resources, 8) a critical mass of faculty who have been together for a while and bring different perspectives, 9) adequate and fair salaries and other rewards, 10) targeted recruitment and selection, 11) actively providing opportunities for growth, and 12) seasoned, participative academic leadership.

3. Identifying models for improving college teaching

Travis (1996) points out that colleges and universities increasingly are investing attention and energy on issues related to teaching and learning and that institutions may be reacting to public demands for improved student outcomes or criticism of dominant research agendas. Because of the services they provide, some institutions of higher education may be focusing more on teaching and learning out of genuine concern and a sense of responsibility to students. As learning becomes more complex, students frequently depend upon faculty to assist them with a multitude of obstacles. However, given the typical teacher preparation of college faculty, the tendency to concentrate on presentational methods, such as lecture format, can aggravate students' difficulties with learning. Consequently, instructors are encouraged to stop viewing

teaching as covering the content and to start viewing it as "helping the students learn" (Svinicki, 1990, p. 7). Such a change in process orientation can lead to a focus on understanding how people learn and the variables and variations of learning that are possible, which can be accomplished through the use of resources designed to facilitate learning by transforming college teaching. The models by Travis include: classroom assessment; the great teachers seminar; the integration of teaching and learning styles; the instructional skills workshop; adaptive control of thought; multiple intelligence and teaching; and instructional event design.

4. Faculty evaluation

Neal (1988) believes that an assessment of practices of evaluation should help determine a program's effectiveness in promoting faculty development and productivity. To provide adequate and unbiased evaluation programs, administrators must involve faculty members in the process of determining the evaluation's purpose, as well as its scope, sources of data, participants, and assessment of effectiveness. Faculty evaluation has been defined (Miller, 1987) as one of: a process designed to improve faculty performance (a development process); a procedure that assists in making personnel decisions (a reviewing process); or the performance and vitality of tenured faculty members (Licata, 1986). The general guidelines for establishing successful evaluation programs are: 1) make sure the purpose of evaluation is clear; 2) involve faculty in all aspects of evaluations; 3) make administrative commitment to the evaluation process go hand in hand with commitment to due process, including written and published criteria for evaluation and appeal; and 4) attempt to balance institutional needs with individual faculty needs.

5 Collaborative peer review

Keig and Waggoner (1995) argue that college teaching is not always taken seriously and too often is relegated to a position below that of other professions. Yet, nearly everyone agrees that it could be improved significantly and that the teaching of even the best faculty could be strengthened. Summative evaluation rarely provides sufficient information to faculty for improving teaching. Formative peer evaluation, which is a process in which faculty work collaboratively to assess each other's teaching, includes direct classroom observation, videotaping of classes, evaluation of course materials, an assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios. Therefore: 1) faculty evaluation should include separate formative and summative tracks; 2) formative evaluation should include nonjudgmental descriptions of faculty members' teaching by colleagues, administrators, and students; 3) faculty should be encouraged to take part in yearlong programs of formative peer evolution of teaching every few years; 4) faculty should take leadership in the design and implementation of formative evaluation of teaching; 5) faculty should be provided opportunities for training in the skills needed to conduct formative peer evaluation; 6) the involvement of the faculty in the formative evaluation of teaching should be guided by expertise in appropriate areas of the knowledge base of teaching; and 7) formative peer evaluation should include observation, evaluation of materials, assessment of instructor evaluations of the students, and analysis of teaching portfolios.

6 Enhancing promotion, tenure, and beyond

Tierney and Phoads (1994) present a commonly held view that faculty emphasize research at the expense of quality teaching and that faculty fail adequately to address today's diverse student body. In either case, understanding the many roles faculty members play in the formal and

informal life of college and university settings is critical if we are to improve our academic organizations. While significant numbers of new faculty leave academe, many find ways of coping with the stress of academic life and move from their novice status to more senior roles. Certainly, central to faculty advancement are the promotion and tenure processes. From a cultural perspective, promotion and tenure practices serve as rites of passage to higher organizational status. Faculty socialization takes place in two general stages. The anticipatory stage includes undergraduate and especially graduate learning experiences. As graduate students leave their student status behind and are hired as new faculty, they enter the second stage of faculty socialization. Although the early years of faculty life may be the most challenging, experienced faculty members also face organizational obstacles that require ongoing learning. Faculty socialization must be seen as a continuous process where even the most senior faculty must learn and relearn their roles within academic institutions. Socialization is bi-directional, and not only must people adapt to organizations but organizations must in turn adapt to their members. While professors change to meet the demands of their academic institutions, colleges and universities must modify their structure to meet the needs of their diverse members. This means promotion and tenure rituals, as well as faculty development programs must be continually reviewed.

7   Post-tenure faculty evaluation

Licata asserts that the evaluation of faculty performance and the assessment of faculty vitality are processes critical to institutional livelihood and renewal. As the higher education community approaches the next decade, greater attention to faculty evaluation can be expected, and there is reason to believe that this attention will not only be directed to an examination of faculty evaluation practices before tenure but will also encompass the evaluation of faculty

performance and vitality following tenure: post-tenure evaluation. Post-tenure evaluation is not in opposition to the principle of tenure and to American Association of University Professors (AAUP) policy statements about tenure, provided that the evaluation is not used as grounds for dismissal and that any recommended dismissal is subject to normal academic due process. There are considerations which should be examined before design and implementation of a process for post-tenure review: 1) the purpose of the evaluation should be clearly articulated, and all other aspects of the evaluation plan should tie directly to the established purpose; 2) faculty must be involved in the design of the plan, and commitment by the administration must be evident; 3) faculty and administrators should agree on the specifics of the plan; 4) flexibility and individualization should be emphasized in the plan and in the criteria used for evaluation; 5) strong evidence supports the link between faculty development and rewards and post-tenure evaluation; and 6) innovative approaches to planning and evaluation are needed (the concept of growth contracts deserves renewed attention).

8 Post-tenure faculty development

Alstete (2000) suggests that in a broad sense, faculty development covers a wide range of activities that have as their overall goal the improvement of student learning. In a narrow sense, the phrase is aimed at helping faculty members improve their competence as teachers and scholars (Eble & McKeachie, 1985). Faculty development programs are more successful if they seek out participation and input from a variety of faculty members and consult them in planning decisions (Sorcinelli, 1988). Administrators and faculty leaders should clearly define the objectives of the program and what kinds of development (professional, instructional, curricular, and organizational) will be emphasized. Department chairs are also a key component of effective faculty development because they are on the front line in handling faculty development

plans, travel approvals, course evaluations, and complaints from students. Post-tenure faculty development strategies will continue to grow and change as new technology, new types of students, and new approaches to college teaching, scholarship, and service transform higher education systems. Further, the author strongly believes that institutions with effective strategies for post-tenure faculty development will be better able to compete and thrive than institutions that do not assist their tenured faculty continuously to develop and meet new challenges.

9 Successful faculty development and evaluation

Murray (1997) argues that educators must demonstrate that the hours spent in the classroom are only part of the real work of teaching. One means to this end is the teaching portfolio, which can provide professors with a vehicle to document the quality and quantity of their teaching. Teaching portfolios can be defined in at least four ways by focusing on their purpose. Teaching portfolios are vehicles firstly, for documenting teaching, with the emphasis on demonstrating excellence (O'Neil & Wright, 1992); secondly, that empower professors to gain dominion over their professional lives (Seldin, 1991); thirdly, to provide institutions of higher learning with the means to demonstrate that teaching is an institutional priority (Braskamp & Ory, 1994); and fourthly, for individualizing faculty development (Seldin, 1993). If the improvement of teaching and learning is the ultimate goal of a portfolio project, most faculty members will want to learn how to assess the effectiveness of their own teaching and their students' learning. Although the literature on faculty evaluation has included references to formative evaluation for some time, these references usually fail to include advice on how one might go about this vital task of assessment. While many faculty members are quite capable of knowing when students do not understand the material, many professors do not know how to go about discovering why students

are not learning. The portfolio project should plan activities intended to help faculty "learn how" to assess their teaching, their students' learning, and the currency of their courses.

10 The department chair

Seagren *et al.* (1993) provide a discussion about the dilemma of the chair is squeezed between the demands of upper administration and expectations on the one side and the expectations of faculty, staff, and students on the other, with both attempting to influence and shape the decision of the chair. It is true that the chair is caught in the middle, required to provide the most sophisticated leadership and statesmanship to avoid being crushed by these two opposing forces. Despite researchers' abilities to identify tasks and job-related duties, the chair's role continues to be ambiguous, unclear in terms of authority, and unable to be classified as faculty or administrator--all of which contribute to a high level of stress. That is to say, the chair must learn to cope readily with the demands of being in the middle, with responsibilities to both faculty and administration. For a chair to evaluate faculty effectively, the reasons for the evaluation and the techniques to be employed must be clear to the chair, the dean, and the faculty. Procedures to evaluate faculty can provide focus, clarify expectations for work, give direction to faculty members' efforts, and define the need for faculty development. What is to be measured, how it is to be measured, who is to measure, and the indicators of quality must be carefully considered? The chair must provide that leadership in developing and implementing evaluation of the faculty (Braskamp, Brandenburg & Ory, 1984). A second powerful opportunity to encourage quality is faculty development--the process of assisting faculty to grow professionally by gaining an understanding of institutional expectations, improving performance in teaching or research, creating a positive work environment.

11 Educating part-time adult learners in transition

Conrad (1993) describes the impact of a rapidly changing society as reflected in the growing number of adults engaged in a formal part-time course of study at an institution of higher education. Adult learners, those 25 years of age or older, constitute over half of all students enrolled in higher education courses in the United States (NCES, 1992). Many of these adult learners are in a state of transition, seeking to improve their situation through education. They encompass a broad spectrum including growing numbers of women, displaced homemakers, career changers, immigrants, second career retirees, single-family parents, and individuals seeking professional development. Academic counseling should be readily available so that the particular goals of the adult learner are established at the beginning of the course of study and so that each course taken builds upon those goals. Academic support services are vital to students unsure of their ability to succeed. Among the more interesting approaches to academic support services are programs that provide mentoring, and encourage active and cooperative learning, although traditional programs that support specific skill development are also valuable. Active, problem-solving, goal-oriented, and cooperative learning are amongst the more successful teaching strategies for the traditional student. The adult learner is generally less tolerant of the more passive lecture format and eager to take responsibility for his or her own learning. Educating "every adult American to possess the knowledge and skills necessary to compete in the global economy and exercise the rights and responsibilities of citizenship" (National Education Goals) is a tall order, requiring major changes in post-secondary education.

12 Student ratings as useful inputs to teacher evaluations

Scriven (1995) maintains that students' ratings of instruction are widely used as a basis for personnel decisions and faculty development recommendations in higher education today. A

problem with the use of rating forms for summative evaluation is that many of them ask overall questions rather than questions that relate specifically to the individual concerned, and this error is important since it is typically these questions on which most personnel decisions are based. Common examples of this kind of mistake include forms that ask for: comparisons with other teachers; whether the respondent would recommend the course to a friend with similar interests; or whether "it is one of the best courses" one has had. Several pragmatic considerations that impact on form design are required for validity. These include form length (if forms are too long students may not fill them in or may skip responses) and type of question (forms should not include questions that students suspect will be used to discriminate against them or that are biased toward either favorable or unfavorable comments). Potential sources of validity for student ratings include: 1) the positive and statistically significant correlation of student ratings with learning gains; 2) the unique qualifications of the students in rating their own increased knowledge and comprehension; 3) the unique position of the students in rating changed motivation toward the subject taught; toward a career associated with that subject; and with respect to a changed general attitude toward further learning in the subject; 4) the unique position of the students in rating observable matters of fact relevant to competent teaching, such as the punctuality of the instructor and the legibility of writing on the board, and 5) the unique position of the students in identifying the regular presence of teaching style indicators (Is the teacher enthusiastic; and encourage questions from students?).

Conclusion

In this paper, an attempt has been made to elucidate how faculty career development relates to professional vitality and institutional productivity. The literature cited suggests that: 1) teaching and research improve when junior faculty members are paired with mentors; 2) most

senior faculty want to teach and support the next generation of faculty; 3) instructional skills workshop and classroom observation are ways to improve college teaching; 4) multiple sources of faculty data should be included in faculty evaluation; 5) formative peer evaluation methods (such as direct classroom observation, videotaping of classes, and an assessment of instructor evaluation of the academic work of students) are useful evaluation tools; 6) the promotion and tenure process is central to faculty advancement; 7) post-tenure evaluation could improve the operation of tenure; 8) faculty development is aimed at improving faculty competence as teachers and scholars; 9) portfolio projects can help faculty "learn how" to assess their teaching, their students' learning, and the currency of their courses; 10) the department chair must learn to cope readily with the demands of being in the middle, with responsibilities to both faculty and administration; 11) since non-traditional students constitute over one half of all students in higher education, academic support services are vital to students unsure of their ability to succeed; and 12) while many question the validity of student ratings of instruction, carefully designed evaluations have the potential to be useful. Finally, an educated populace is a vital resource for the growth of Guam in a global economy. Literature confirms that faculty development is an ongoing process, and that upgrading instructional skills through mentoring, workshops, self-assessment, and networking is crucial to the implementation of quality teaching. In a globalising world, we must identify *quality teachers* as the goal for and the focus on our teacher education programs, not only at the University of Guam, but wherever teachers are trained. After all, our students in Guam today are the global teachers of tomorrow.

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Appendix A

Classification and Definition of Faculty Development

Professional Development: This term includes activities aimed at improving scholarship, contributing knowledge to a field, or keeping current in a disciplinary area. These are the traditional goals of faculty development, embracing activities, such as scholarly research and publication, the presentation of professional papers, and similar efforts to develop and improve professional abilities. (p. 11)

Instructional Development: These are activities aimed at improving teaching skills, including understanding of student learning differences, course planning and organization, instructional methods, use of technology in the classroom, and student assessment procedures. (p. 12)

Personal Development: Activities and programs that seek to insure continuing faculty motivation, energy, and productivity over the course of an academic career, including personal stress counseling, training in interpersonal skills, or career planning workshops may be classified as personal development. (p. 12)

Curriculum Development: This classification includes activities designed to improve curriculum, including the preparation of new learning materials, development of new disciplinary or interdisciplinary courses, and redesign of the structure, content or pacing of existing courses. (p. 12)

Organizational Development: These are activities designed to create effective organizational environments for teaching and learning, including training in team building, conflict management, or problem solving, or creation of a campus office to support faculty development. (Gaff, cited in NEA, 1991) (p. 12)

Source: National Education Association [NEA]. (1991). *Faculty development in higher education: Enhancing a national resource*. Washington, DC: Author.

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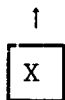| Corporate Source: Paper presented at the 10th Pacific Science Inter-Congress: The Integration of Natural and Social Sciences in the New Pacific Millennium, Guam, June 1-7, 2001	Publication Date: 2001

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