

Exploring Faculty Roles, Work, & Skills

A Strategy for Enhancing Professional & Organizational Development

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[Text of Selected Slides]

1. Provide a practical model for mapping the skills necessary for success as a college teacher;
2. Describe the use of the model for professional and organizational development;
3. Engage in a process using the model for self-assessment;
4. Examine key skills required for teaching excellence.
5. Relate the model and examined skills to institutional assessment and accreditation;

Meta-Profession Model Addresses the SKILLS required of faculty as they engage in various types of faculty work.

The profession of College Teacher is a Meta-Profession. That is, it is a profession built 'on top' of another profession.

All college faculty are drawn from a pool of professionals prepared to practice and/or conduct research in a specific content area.

Faculty come to the meta-profession of college teaching with specific knowledge and skills including....

- Content Expertise
 - Practice/Clinical Skills
 - Research Techniques
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These skills may be thought of as comprising a faculty member's 'Base Profession' – however, faculty are expected to engage in several different roles required to meet the institution's mission.

- Teaching
 - Scholarly Activities
 - Service
 - Administration
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TEACHING: Delivering specifically designed experiences to the qualified learner such that, if fully engaged, result in predictable, persistent, and measureable changes in the learner's performance.

TEACHING Role Components

- *Instructional Design*
 - *Instructional Delivery*
 - *Instructional Assessment*
 - *Course Management*
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SCHOLARLY/CREATIVE ACTIVITIES: Activities associated with the faculty member's recognized area of content expertise.

- Proficiency
 - Discovery/Creation
 - Dissemination
 - Translation
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SERVICE to the..

- Institution
 - Professional Community
 - General Community
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Institution: Carrying out assigned, non-teaching, responsibilities or activities, not necessarily related to your recognized area of expertise or academic in nature, that contribute to the functional operation of institution.

Professional Community: Voluntarily carrying out responsibilities or duties, not necessarily related to your recognized area of expertise, that contribute to the functional operation of a professional organization within your content field.

General Community: Voluntary & Assigned
Voluntary: The application of a faculty member's recognized area of expertise, in the community, without pay.

Assigned: The application of a faculty member's formally recognized area of expertise, in the community, in response to a specific administrative assignment... is identical to, and becomes, *Service to the Institution* in the evaluation of the faculty member.

These roles require professional level skills in areas beyond a faculty member's BASE PROFESSION.

The Meta-Profession Model provides a useful tool for use in Enhancing Professional and Organizational Development.

RESEARCH ON THE META-PROFESSION MODEL

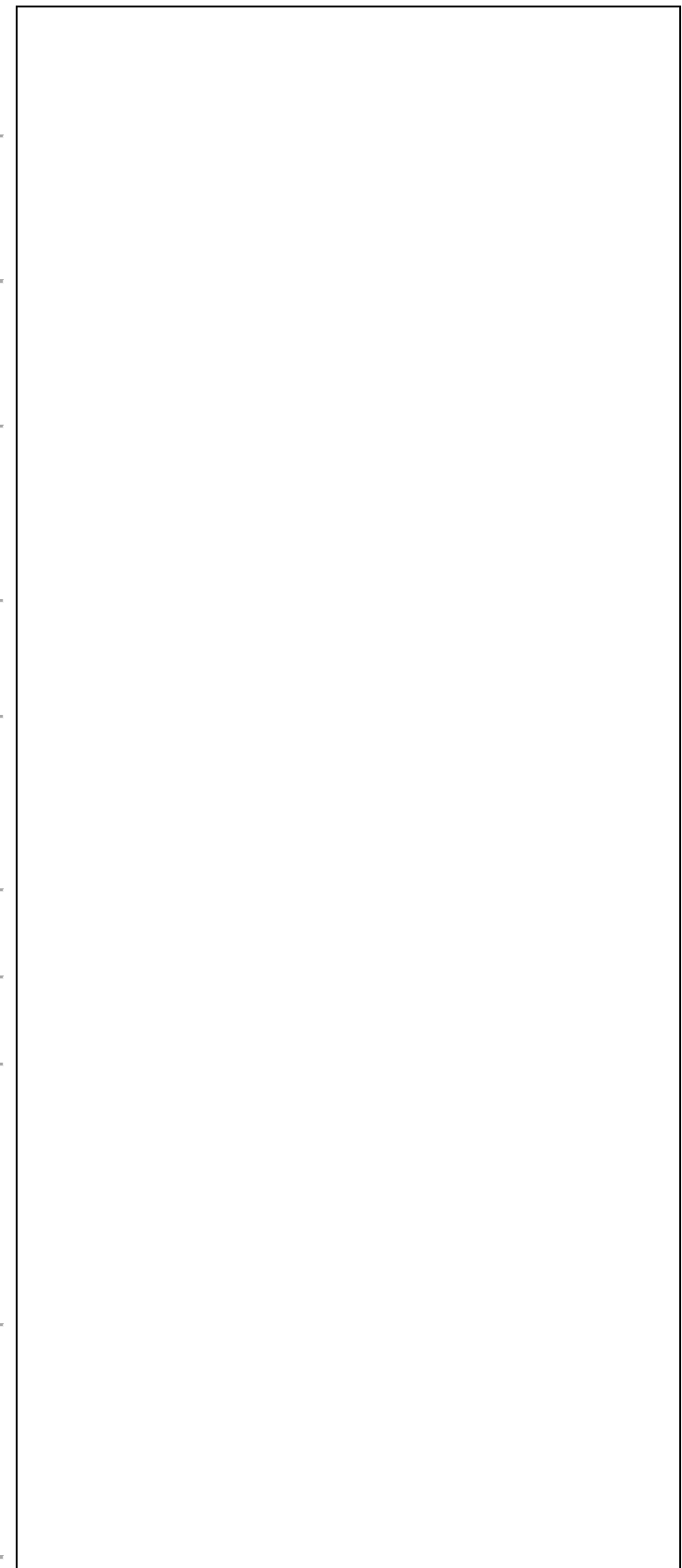
Significant differences of opinion about expertise and need are found among:

1. Faculty in different disciplines
 2. Faculty and administrators
 3. Various types of institutions within the US (Carnegie classifications)
 4. US and non-US faculty.
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OTHER RESEARCH FINDINGS

Qualitative follow-up provides more depth of detail related to the reasons for underlying opinions (and differences of opinion).

Gathering data, reporting results, and opening dialogue can lead to improved evaluation and development within units.



Recognition of the Model & Research

2005: American Educational Research Association *"Relating Research to Practice – Integrative Scholarship Award"*

2008: Professional & Organizational Development Network in Higher Education *"Robert J. Menges Award for Outstanding Research in Educational Development."*

ENHANCING PROFESSIONAL & ORGANIZATIONAL DEVELOPMENT: *Applying the Meta-Profession Model*

Mission of Higher Education

Produce (discover)

Transfer (teach)

Disseminate (publish - present)

Translate (explain)

Apply (integrate and use)

Evaluate (identify quality)

KNOWLEDGE

Produce (discover)

Transfer (teach)

Disseminate (publish - present)

Translate (explain)

Apply (integrate and use)

Evaluate (identify quality)

KNOWLEDGE

Who is most regularly responsible for carrying out the work needed to accomplish this mission?

Four Levels of Application of the Meta-Profession Model

Individual: Professional/career growth; Improved collegiality; Enhanced teaching skills; (Principal Clients: Faculty)

Department/Program: Provide basis for governance; Guide eval & development; Provide data for multiple purposes; (Principal Clients: Dept. Chairs)

College: Program coordination; Management of diverse units; Specific accreditation response; (Principal Clients: Deans)

Institutional: Policy development; Institutional accreditation; Strategic planning; (Principal Clients: Provosts/CEO)

Improving Faculty Performance

Using a Meta-Profession-based evaluation and development process to improve outcomes, enhance performance, and promote collegiality

Evaluation and development (*professional enhancement*) systems must be based on an understanding of the work that faculty do, the skills they need to succeed, and the local expectations for performance.

Basic Premises: ALL DEVELOPMENT and EVALUATION ARE LOCAL!

Evaluation without development is punitive.
Development without evaluation is largely guesswork. They work best when they work together.

ENHANCING TEACHING AND LEARNING
Enhancing a Skill Required for Teaching Excellence
(Excerpts from a Professional Enrichment Seminar on Assessing Student Learning)

Workshop Topics:

- Components of Teaching Excellence
 - Norm- VS Criterion-Referenced testing and grading
 - Assessment Strategies
 - Teaching, Learning, Instruction,
 - Test validity & reliability
 - Item Difficulty and Discrimination
 - Goals & Objectives
 - Guidelines for Test Construction
 - Writing Goals and subordinate Learning Objectives
 - Writing test items for specific objectives
 - Developing a Test Specification Matrix
 - Revised/Developed objectives for a specific course
 - Revised/Developed items for each objective
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Obviously, faculty members must be knowledgeable in their content field in order to be able to teach it.

Content expertise is a *necessary* but *insufficient* condition for teaching excellence.

Components of Teaching Excellence

- Content Expertise
 - Affective Traits/Skills
 - Performance Skills
 - Cognitive Skills
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Cognitive Skills:

- Instructional Design*
 - Instructional Delivery*
 - Instructional Assessment*
 - Course Management*
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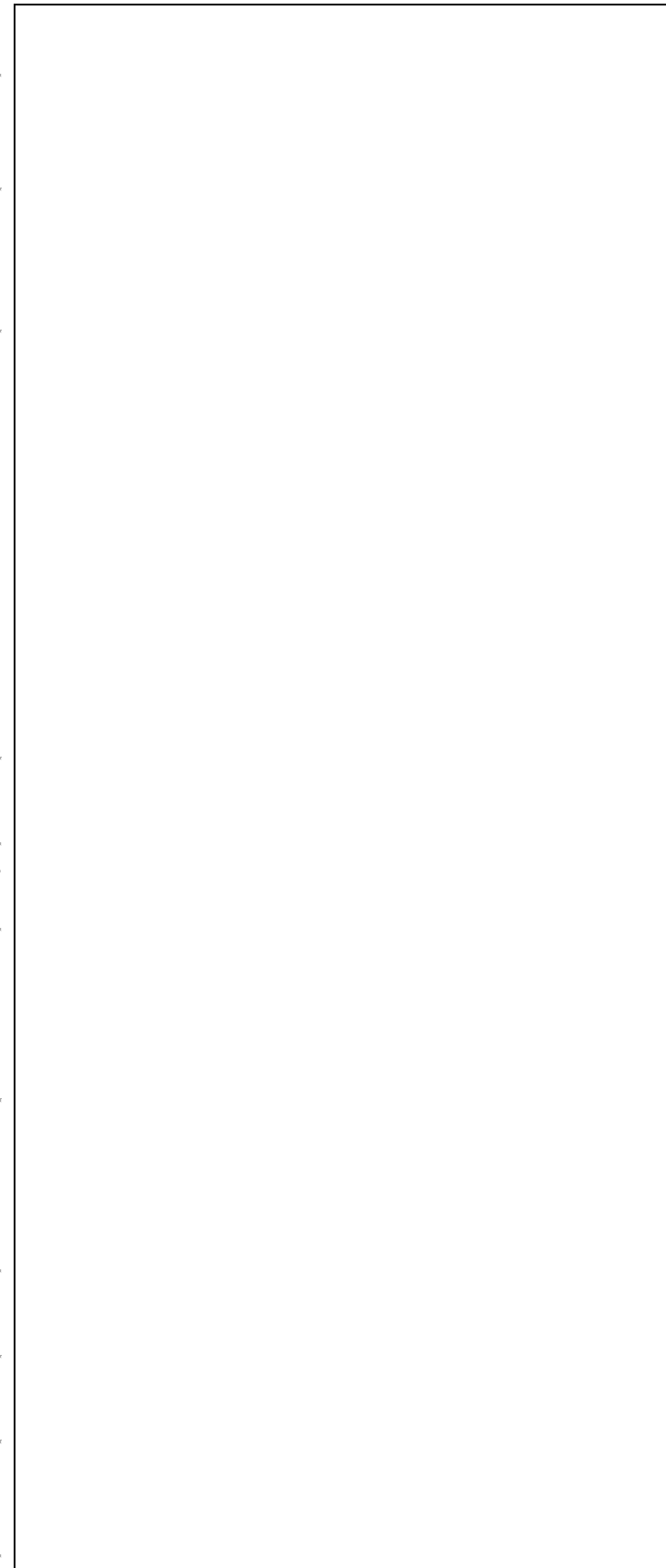
INSTITUTIONAL ASSESSMENT & ACCREDITATION: *Using the Meta-Profession Model in Institutional Assessment*

A Productive Combination: Blending Assessment, Accreditation, and the Scholarship of Teaching and Learning

Institutional: Are we meeting our mission?

Program: Is our program effective?

Classroom: Are my students learning



References & Related Resources

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New Directions for Teaching & Learning #s:

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- 87 (2001, K. G. Lewis, Ed.)
- 88 (2001, C. Knapper & P. Cranton, Eds.)
- 96 (2003, D. L. Sorenson & T. Johnson, Eds.)

New Directions for Institutional Research #: 114 (2002, C. L. Colbeck, Ed.)

FOR MORE INFORMATION GO TO:

<http://www.cedanet.com/meta>

for documents and materials about the 'meta-profession' of the professoriate

<http://ntlf.com/pod/index.html>

See bottom line link to "Faculty evaluation" by M. Theall for a review of the research and an extended/annotated bibliography

FOR MORE INFORMATION ABOUT STUDENT RATING INSTRUMENTS:

Student Instructional Report (SIR / SIR II)

Educational Testing Service

609-921-9000

<http://www.ets.org/>

www.ets.org

Instructional Development and Educational Assessment Survey (IDEA)

The IDEA Center

Kansas State University

800-255-2757;

idea@ksu.edu

<http://www.idea.ksu.edu/>

FOR MORE INFORMATION ABOUT EVALUATION INSTRUMENTS

Course-Instructor Evaluation Questionnaire (CIEQ)

Lawrence Aleamoni

University of Arizona

<http://www.cieq.com/>

Student Evaluation of Educational Quality (SEEQ)

Herbert W. Marsh

Oxford University

<mailto:herb.marsh@edstud.ox.ac.uk>