

## **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;

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

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*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....*

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- 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.

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- 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.

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**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.

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

- Institution
  - Professional Community
  - General Community
- 

**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.*

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**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.*

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

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*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.

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

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

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#### **RESEARCH ON THE META-PROFESSION MODEL**

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

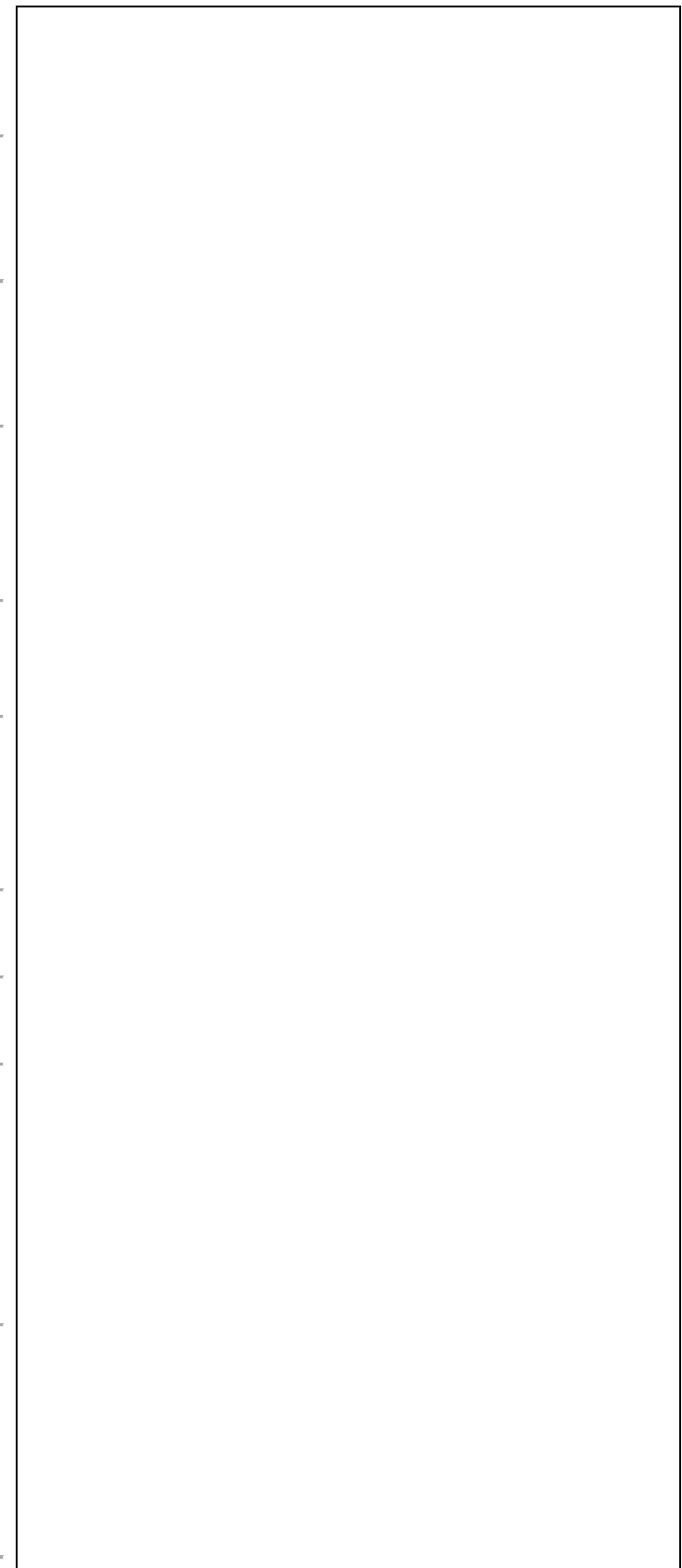
1. Faculty in different disciplines
  2. Faculty and administrators
  3. Various types of institutions within the US (Carnegie classifications)
  4. US and non-US faculty.
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#### **OTHER RESEARCH FINDINGS**

*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.*

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## 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."*

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

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### Mission of Higher Education

Produce (discover)

Transfer (teach)

Disseminate (publish - present)

Translate (explain)

Apply (integrate and use)

Evaluate (identify quality)

KNOWLEDGE

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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?*

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### Four Levels of Application of the Meta-Profession Model

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

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

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

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

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### Improving Faculty Performance

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

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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.

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**Basic Premises:** ALL DEVELOPMENT and EVALUATION ARE LOCAL!

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

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

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**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.

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

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**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***

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

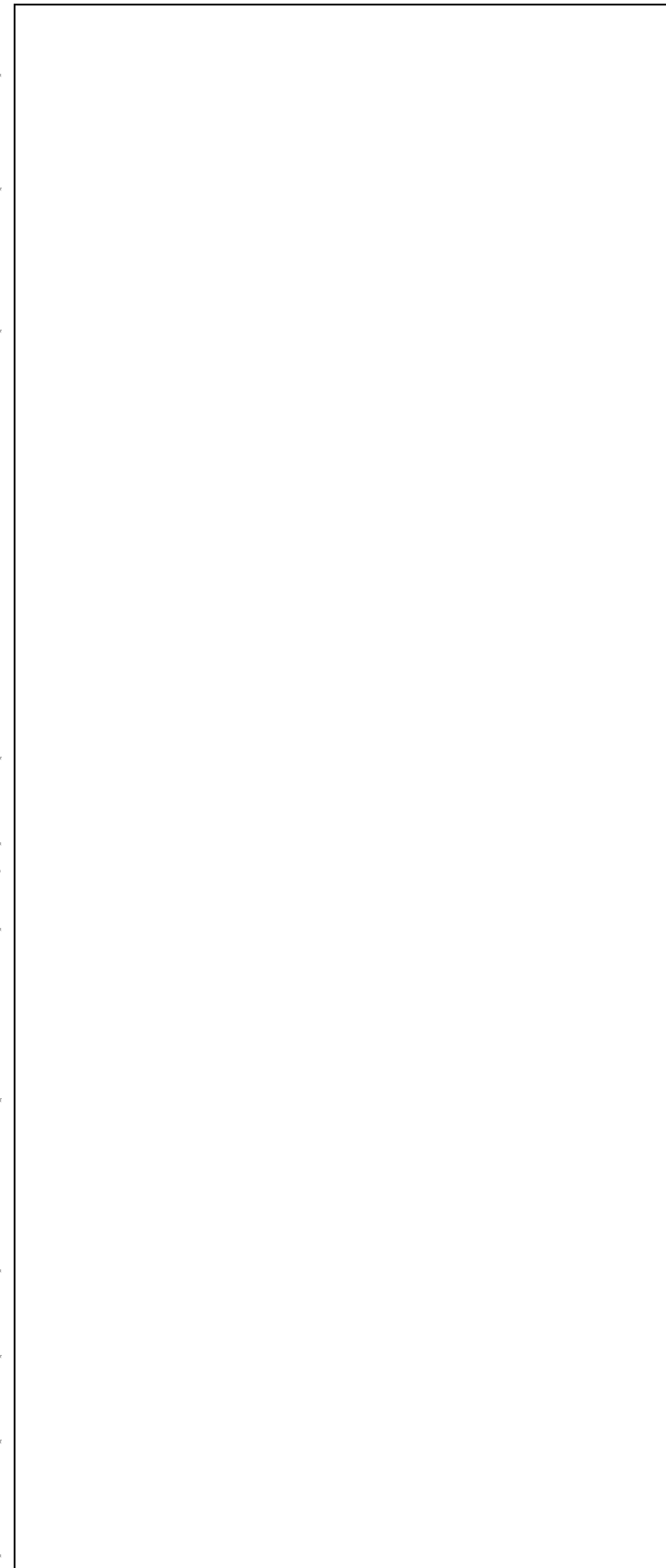
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*Institutional: Are we meeting our mission?*

*Program: Is our program effective?*

*Classroom: Are my students learning*

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New Directions for Teaching & Learning #s:

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- 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](http://www.ets.org)

Instructional Development and Educational Assessment Survey (IDEA)

The IDEA Center

Kansas State University

800-255-2757;

[idea@ksu.edu](mailto: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>