

1.2.4 Profile of a Quality Faculty Member

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At institutions across the country, new faculty members are faced with a novel and varied set of professional challenges as they begin their academic careers. They are quickly confronted with responsibilities in areas in which they have little or no expertise. Furthermore, criteria for success are broader and expectations are rising. In this changing world, old models of a successful faculty member are of limited usefulness. The new models incorporate well-defined performance criteria in areas besides traditional teaching, research, and service. The central challenge for faculty is to deeply understand what their institutions expect of them in these new performance areas, and to promote development in the areas that are most critical through the use of an annual professional development process. This module highlights eight key areas of faculty performance and links these areas with material in the *Faculty Guidebook* that informs each area.

Need for a Faculty Profile

More and more, institutions are looking at clarifying faculty performance using Boyer's model of scholarship as a basis (Boyer, 1997). As the external pressures on institutions of higher education have mounted, the importance of elevating the skills of the professoriate keeps increasing (State Higher Education Executive Officers, 2005). The profile in Table 1 provides a basis for understanding eight dimensions of faculty performance. It is recommended that faculty use the profile to formulate an annual professional development plan; to conduct assessment during the academic year to increase performance; and to document in an annual assessment report successes, growth, and plans for future development. A brief overview of the eight dimensions of faculty performance highlighted in the profile follows.

Instructional Design

It is frequently argued that promoting and facilitating student learning (i.e., teaching) is the single most important responsibility of a faculty member. While numerous factors contribute to learning, a key foundation for successful learning is instructional design. Therefore, to become an accomplished educator, as measured by gains in student learning and growth, faculty members must provide world-class instructional design. This involves identifying, focusing on, and achieving specific learning outcomes that are promoted by a curriculum that is based upon new research in the sciences of learning (Bransford, Brown, & Cocking, 2000).

Research

Success in this area is traditionally the most visible and recognized criterion of a quality faculty member. For many faculty members, it was the opportunity for independent research that initially attracted them to careers in academia. In many institutions, research expertise is frequently considered above other factors when new faculty members are hired, and research

success guarantees tenure and professional advancement at virtually all academic institutions. Thus, it is no surprise that post graduate training in academia emphasizes growing research expertise above all other performance areas.

Community Membership

Many junior faculty members are coached to limit service activities to the institution and/or community since it consumes large amounts of time and energy. In fact, effort in this area is perceived to impede progress in research and teaching. However, skills needed to be an effective member of a team or a community are largely the same skills needed for success in research and teaching and are directly transferable. Thus, growing skills in this one area can have a positive impact on performance in all areas. The energy and commitment that comes from servant leadership related to service activities can have a very positive effect on the teaching and research environment at an academic institution.

Professionalism within the Discipline

Faculty members correctly view themselves as professionals both in the broad context of academia and in their well-prescribed academic discipline. While discipline-specific behaviors can vary widely, it is possible to generalize a set of behaviors that exemplify quality in a faculty member and apply to all academic disciplines.

Administration

It is tempting to incorporate administration into one of the other performance areas, e.g., service or professionalism. However, it is listed separately because success in administration demands a markedly different application of skills and attitudes. This is one of the reasons many faculty members do not seek administrative positions. Nevertheless, most faculty members will, at some point in their careers, be called upon to lead a team or a task force, or to chair a committee. Effective application of management, communication, and leadership skills will be critical for the success of this endeavor and will build upon the faculty member's reputation.

Facilitation

In almost all aspects of teaching and mentoring, facilitation skills are critical for producing successful outcomes. Learning theory underscores the importance of shifting ownership and responsibility of the learning to the learner, while the faculty holds students accountable for their performance in preparation, in-class activity, and demanding performance tasks that provide numerous opportunities for coaching (Bransford et al., 2000).

Assessment

This area of performance is the engine for continuous quality improvement of each of the other areas. This can be internally focused, as in self-assessment, or externally focused, as in peer assessment. The most important reason why institutions value this area is that accrediting agencies have focused on this as the engine for producing student learning outcomes (*1.1.2 Changing Expectations for Higher Education*).

Mentoring

This area is often recognized indirectly, but is nonetheless expected. Many faculty appreciate the strong role model and sage advice given by their graduate advisors. Research efforts at all levels have always needed extensive mentoring. As student success has become an area for marketing the unique attributes of an institution, it has become important to understand, grow, and expand mentoring skills.

Using the Faculty Profile

Professional Development Planning

The profile provides the means for faculty to choose areas for growth, to study what the expectations are, and then to analyze what they need to do to improve their performance over the next year. It helps to identify both activities and resources to help them make measurable and documented movement.

Annual Assessment Report

The profile provides a clear set of behaviors or performance expectations which can be the basis for assessing one's own individual performance and communicating findings in an annual report (*1.5.4 Writing Performance Criteria for a Program*).

Tenure and Promotion

Most institutions can better clarify their expectations for new faculty or the changing expectations for existing tenured faculty. The profile provides a basis for building consensus on what really matters in evaluating faculty performance.

Faculty Development

Most centers of excellence in learning and teaching are missing strong direction and needs analysis of faculty because faculties have a hard time determining the gap between expected performance and current performance. By having community sessions in which faculty analyze performance, they will be able to give much clearer sets of requirements for faculty development.

Award Selection

Many institutions want to recognize star performers but do not have a means for laying out what constitutes quality and a system for measuring it. Profiles provide a strong basis for actually building a performance measure for faculty performance.

Recruiting Faculty, Students, and Alumni Support

Once an institution has a clear profile of its faculty, graduating students, administrators, and other key stakeholders, this can be used to market the institution in ways that enhance its effectiveness.

Concluding Thoughts

This module provides a brief overview of eight dimensions of faculty performance along with links to the names of the most relevant modules associated with building performance in those eight areas. Table 1 (on the following pages) nicely summarizes quality behaviors in each of these faculty performance areas. You may even wish to print a copy of this table so you can view it and refer to it easily. The table serves as a “pathfinder” for locating helpful information found throughout the entire book. You will find the recommended modules especially helpful for starting your exploration. While the content of this module and the entire *Faculty Guidebook* are meant to inform, we also hope that you are inspired, challenged, and motivated to take action based on what you read.

References

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.
- State Higher Education Executive Officers. (2005). *Accountability for better results: A national imperative for higher education*. Washington, DC: National Commission on Accountability in Higher Education.

Table 1

Profile of a Quality Faculty Member

Performance Area	Faculty Behavior	Linkages to Guidebook Modules
Instructional Design see 2.4	<ul style="list-style-type: none"> Clearly articulates the learning outcomes and performance criteria, and reinforces these with effective assessment and evaluation processes Produces effective course curricula, including activities, methodologies, and rubrics that support student efforts to meet the learning outcomes Integrates learning opportunities, in and out of the classroom, to achieve learning outcomes and to help students become self-growers 	<p>Learning Outcomes (2.4.5): builds skills identifying, defining and understanding 5 types of outcomes</p> <p>Designing Process-Oriented Guided-Inquiry Activities (2.4.14) & Overview of Learning Activities (2.4.13): increases understanding for design of activities in student centered, active learning, teaching/learning environments</p> <p>Methodology for Course Design (2.4.8): provides framework for future innovation</p> <p>Problem-Based Learning (3.3.4): designs out-of-class activities related to one's own discipline</p>
Research see 2.5	<ul style="list-style-type: none"> Poses meaningful inquiry questions, develops a thorough literature search of what is known, suggests compelling hypotheses that address these questions, and presents project work plans in a manner that attracts funding Chooses or develops highly appropriate experimental designs, involving both qualitative and quantitative methods, to test hypotheses which generate valid and reliable results Efficiently and effectively communicates findings from research activities in multiple modes to advance a community of scholars 	<p>Research Methodology (2.5.2): describes essential elements of qualitative and quantitative research</p> <p>Boyer's Model of Scholarship (2.5.1): familiarizes readers with this model of scholarship, how it can be utilized to more clearly define the roles of the college instructor and administrator, and common sources of resistance to it</p> <p>Cognitive Domain (2.3.4): outlines critical skills associated with information processing, thinking, problem solving and research</p> <p>Forms of Knowledge & Knowledge Tables (2.3.9): clarifies what is meant by disciplinary knowledge and extension of such knowledge</p>
Community Membership see 3.1	<ul style="list-style-type: none"> Contributes freely to organizations and communities by volunteering for multiple roles, producing results that matter, by helping others perform their roles, and by demonstrating teamwork skills that make all team endeavors enjoyable and successful Effectively communicates by being an active listener, using appropriate language, and by reframing messages to connect with specific audiences in informal and formal, as well as oral and written, formats Initiates broadly applicable innovations and champions these improvements by serving as an effective change agent. 	<p>Social Domain (2.3.5): clarifies skills related to communication, teaming, management and leadership</p> <p>Introduction to Learning Communities (3.1.2): clarifies skills related to advancing performance in communities of practice</p> <p>Methodology for Creating a Quality Learning Environment (3.1.3): identifies the critical components for a learning community and enriched learning environment to flourish</p> <p>Obtaining Shared Commitment (3.1.6): focuses on teaming and collaboration</p>
Professionalism in the Discipline see Section 2	<ul style="list-style-type: none"> Is an expert practitioner in his or her discipline, as well as a scholar in the discipline of teaching/learning Has strong learning skills and continually strives to increase his or her knowledge and skills within his or her discipline Develops a network within and outside his or her discipline by building personal relationships with key individuals in the local, national, and international communities 	<p>Annual Professional Growth Plan (1.3.7): provides a sequential process and format for developing individual professional growth plans</p> <p>Developing Working Expertise (Level 4 Knowledge) (2.2.3): focuses on practice based on strong expertise in a discipline</p> <p>Becoming a Self-Grower (4.2.2): describes what all professions want from those claiming to be professionals</p>

Performance Area	Faculty Behavior	Linkages to <i>Guidebook</i> Modules
Administration <i>see Section 1</i>	<ul style="list-style-type: none"> Manages project teams by recruiting key members, identifies personal needs, delegates work appropriately, and holds people accountable for their contributions to the team's goals Leads committees by identifying their functions within the college, prioritizes activities, uses consensus, and facilitates effective meetings Motivates departmental and institutional development by creating opportunities for growth, initiates activities that improve student/faculty learning, challenges standards, and ensures that program assessment systems are in place for all critical parts of a program 	<p>Role of Administrators (1.2.5): identifies five key roles of administrators when empowering students, employees, and institutions</p> <p>Successful Institutional Change—The Human Dimension (1.3.8): addresses concepts, roles, and skills related to the change process when dealing with the psychological adjustments required for change to be successful</p> <p>Moving Toward an Assessment Culture (4.1.5): describes major characteristics and practices prevalent within a strong assessment culture and examines a variety of factors that can either promote or prevent cultural changes</p> <p>Methodology for Designing a Program Assessment System (1.5.2): provides insights on how to measure, analyze, document, and improve quality through a strong systematic approach of measurement and assessment</p>
Facilitation <i>see 3.2</i>	<ul style="list-style-type: none"> Clearly understands and remains focused on the expected outcomes Determines and addresses the specific needs of every learner Identifies and promptly takes action to solve problems that impede learner growth or progress towards the expected outcomes 	<p>Overview of Facilitation (3.2.1): provides key principles and skills for facilitating in various higher education contexts</p> <p>Facilitation Methodology (3.2.3): offers a framework for facilitating an activity, process or any learning experience</p> <p>Creating a Facilitation Plan (3.2.5): gives a means of enhancing outcomes via a plan</p> <p>Constructive Intervention (3.2.7) & Constructive Intervention Techniques (3.2.8): empower the facilitator to intervene in the learning process resulting in improved outcomes for the student</p>
Assessment <i>see 4.1</i>	<ul style="list-style-type: none"> Is strongly growth oriented and practices assessment with a non-judgmental mindset Observes and analyzes performance in real-time and makes interpretations that are insightful to others Remains focused on the specific assessment criteria that are aligned with the purpose of the assessment 	<p>Overview of Assessment (4.1.1): lays down a foundation for assessment</p> <p>Overview of Evaluation (1.4.6) & Distinctions Between Assessment and Evaluation (4.1.2): helps distinguish the difference between these two different processes</p> <p>Issues in Choosing Performance Criteria (4.1.8): looks at factors that influence choice and outcomes of assessment</p> <p>Assessing Assessments (4.1.10): stresses importance of practice in building skills</p>
Mentoring <i>see 4.2</i>	<ul style="list-style-type: none"> Challenges mentees to define their own learning objectives, performance expectations, and action plans so that they can realize their personal and professional development outcomes Consistently models the behaviors and values of his or her own discipline Employs timely, effective interventions related to learning skills that stimulate growth in mentee performance 	<p>Overview of Mentoring (4.2.1): offers a theory for mentoring</p> <p>Personal Development Methodology (4.2.3): gives a clear model for a person to assume responsibility for self-growth</p> <p>The Accelerator Model (4.3.4): emphasizes the importance of affective skills</p> <p>Performance Levels for Learners and Self-Growers (1.4.5): provides a means to measure learning and growth over time</p> <p>Affective Domain (2.3.6): emphasizes the role that challenging plays to stimulate growth</p>