

REVIEW OF LITERATURE ON IMPACT OF FACULTY DEVELOPMENT PROGRAMS (FDPS) ON TEACHERS' PERFORMANCE

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ABSTRACT

No doubt, Faculty Development Programs (FDPs) are vital for any educational institution, be it from primary, secondary or higher education. FDPs help to meet the ever changing demand in the educational field. They are also aimed at continual learning process required by the faculty whose responsibility is to transform the society. Lack of FDP exposure results in educational failures and lack of proper coverage of different dimensions of FDP activities results in poor target achievements as education and learning is a holistic approach. For any educational institution, it is not only quality teaching but also better organizational and learning environment which paves the way for its effectiveness and eventual success. The present study is an attempt to review the studies conducted in these areas. For the purpose of study secondary sources of data and information were collected. It is observed that many studies on the effectiveness of FDPs were from medicine field. Other than medicine field, there were good number of studies from liberal education which also stressed the importance of FDPs for better learning and better future.

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INTRODUCTION

The American Association of Higher Education (AAHE) has defined faculty development as the theory/practice of facilitating improved faculty performance in a variety of domains including institutional, intellectual, personal, social, and pedagogical.

Any organization, public or private, and certainly also faculties and Universities depend on the knowledge, skills, expertise and motivation of its human resources. Development needs of teachers in these areas should therefore be amongst an organization's major and long-term goals.

These developmental goals can be achieved by:

- Providing teachers with training opportunities to achieve maximum effectiveness;
- Ensuring that employees develop their skills and capabilities to be able to work efficiently and respond rapidly to changes within their organizations,
- Improving performance of their present duties;
- Ensuring that the best use is made of the natural abilities and individual skills of all employees for the benefit of the organization and their career.

Development and training is a continuous and systematic process. The process of training should necessarily be directed to give every teacher a sense of professionalism, excellence, motivation and customer satisfaction.

In perspective of actually consisting opinion of faculty development it is possible to find four major areas of faculty development. Four major areas of faculty development according to Professional and Organizational development Network in Higher Education are:

1. Staff development
2. Instructional development
3. Organizational development
4. Change management

(Bokonjic D, Ljuca F, Steiner T)

Importance of FDPs

Faculty development has become a priority at many academic institutions as a way to improve the quality of academic programs and to respond to emerging faculty, student, program, and industry needs.

To create effective faculty development programs, it's important to get the faculty members' perspectives on what is actually needed. Without this input and the opportunity for faculty to

collaborate and engage in growth and dialogue around common topics of interest, the essence of faculty development is lost.

Effective faculty development program checklist:

- Understand the roles and expectations of your faculty.
- Develop respect and trust with your faculty as learners.
- Review a wide perspective for consistent new abilities that addresses all the aspects that impact faculty success in each setting.
- Connect the institutional/organizational culture with your faculty development culture.
- Conduct a needs assessment to establish relevant program outcomes.
- Solicit timely and effective feedback.
- Design and implement a variety of programs to meet diverse needs.
- Prepare staff developers.
- Implement reward structures for participation in faculty development programs.
- Build a culture for learning based on collaboration, teamwork, and shared vision.

The following is a checklist for ensuring that the institution is appropriately committed to faculty development.

Institutional commitment toward faculty development checklist:

- Get the support of senior administrators for faculty development programs.
- Determine and provide the necessary human and financial resources for the program.
- Identify relevant leadership.
- Focus on realistic outcomes through training and workshops.
- Focus on consistent themes for a number of years.
- Set benchmarks for faculty learning.

The essence of faculty development is not in the quantity of activities but in open dialogue, the celebration of successes, and the analysis of the failures in learning processes to improve future development activities.

Shahid A (2013)

Review of Literature on FDPs

Ashraf M. F. Kamel, (2016) Faculty development programs (FDPs) have proven to be successful for improving teaching skills in higher education. This review article summarizes literature reviews and resource books on faculty development. It tackled why FDP is important, history of FDP in the past years, and questioned whether FDP produced any positive effect on students' academic achievement as well as the different methods to assess FDPs effectiveness. The review also discussed how to establish FDP, presented its ideal structure, features that make FDP effective, and outlined the barriers to its successful implementation as well as the future vision. This report also highlighted the situation of FDP in Saudi Arabia. Finally, the review concluded that professional FDPs produce promising outcomes in the learning and teaching practices and recommended that teachers in higher education should attend FDP training activities on regular basis and that the scope of planned FDPs should extend beyond the health professions discipline, to include social skills necessary for collaboration, professional growth as well as management, and leadership abilities.

Anupma Wadhwa, Lopamudra Das and Savithiri Ratnapalan (2014) studied a faculty development program that appeared to have a positive impact on the learner's behavior. Effective aspects of the faculty development program included its content (how, not just what), format (project based, forced protected time), and social network (group work allowing for group synergy). An additional key feature that emerged was the role and influence of the course facilitator in effecting the learner's behaviour. Situating the course facilitator in the role of a functional mentor can be effective and brings to light the need for course facilitators to have experience, knowledge, and a network of resources from which to draw. In addition, a course facilitator can adopt "coaching techniques" to influence the behaviours of the learners to achieve the desired outcome of the program.

Jason W. Lancaster,, Susan M. Stein, Linda Garrelts MacLean, Jenny Van Amburgh, and Adam M. Persky (2014), in their study found that faculty development programs that support teaching improvement, effectiveness, and competency are needed for individuals teaching in colleges and schools of pharmacy because excellent teachers are needed in order to prepare future pharmacists to advance the practice and become essential members of the health care team who practice at the top of their license. Several faculty development models can be implemented to support teaching development and there is evidence that faculty development in

this arena is effective. After a careful analysis of the benefits and costs associated with the models, faculty members can make informed decisions about which faculty teaching development plan would be most appropriately and successfully implemented at their institution. More research is necessary to maximize the outcomes of faculty development programs.

Kavita Bhatnagar, Kalpana Srivastava, and Amarjit Singh (2010) observed that, India has the highest number of medical colleges in the world and, consequently, the highest number of medical teachers. The unprecedented growth of medical institutions in India in the past two decades has led to a shortage of teachers and created a quality challenge for medical education. In recent years, though medical advances have been understood and adopted by many institutions, the same is not true for educational planning and implementation. There is a need for well-trained faculty who will help improve programs to produce quality graduates. The existing teachers' training programs are insufficient; both in number and aspects they cover, to meet this demand. Provision of faculty development related to teaching and assessment strategies is widely perceived to be the essential ingredient in the efforts to introduce new curricular approaches and modify the educational environment in academic medicine. Analyses of the outcomes of efforts to revise health professions curricula have identified the availability and effectiveness of faculty development as a predictor of the success or failure of reform initiatives. This article will address faculty development for the purpose of enhancing teaching effectiveness and preparing instructors for potential new roles associated with curriculum changes.

Wen-LinLo, Yan-GuangLin, Yu-JenPan, Ya-JuWu and Ming-ChenHsieh (2014), opined that, the aim of the faculty development program is to empower the competencies of faculties in teaching six core competences proposed by the Accreditation Council for Graduate Medical Education (ACGME). The ultimate goal of faculty development is to promote change in individuals, curriculum, and institutions (medical school or teaching hospital). At the individual level, a good faculty development program facilitates knowledge acquisition, attitudinal change, and skill development in medical education, especially for novice clinician-teachers or clinician-teachers with suboptimal teaching skills. For those who already excel in clinical teaching, the program can enhance the quality of teaching and introduce new effective teaching behaviors and concepts of medical education. At the curriculum development level, clinician-teachers trained in

small groups are more prone to modify teaching behavior while providing a variety of teaching skills or attitude. This helps the promotion of general medical training in the future. At the institution level, the faculty development program brings change to the teaching atmosphere and leads to quality improvement in the whole organization

Wen-LinLo, Yan-GuangLin, Yu-JenPan, Ya-JuWu and Ming-ChenHsieh (2014) in their paper observed that, Clinician-teachers are considered an important part of medical education as well as the learning environment and atmosphere. Studies across many countries in Europe and the United States revealed challenges and difficulties in the traditional apprenticeship teaching method and recommended promoting essential teaching skills, enthusiasm, and professionalism through faculty development programs.

Bilal A, Salman Y. Guraya B, Songsheng Chen (2017), in their This systematic review and meta-analysis emphatically endorses the effectiveness and positive impact of FDPs in healthcare institutions. FDPs have been shown to foster the teaching, assessing, research, leadership, and administrative skills of medical and allied health faculty. However, there is not a unified and standard faculty educational framework, but the programs can be structured and tailored to match the desired goals and educational needs. Such programs demand resources, budget, administrative efforts and support, space, and commitment. Although institutions practice such programs, however, a well-structured theoretical framework that can be incorporated across institutions is not available. The results of this meta-analysis urge the educators in developing an educational framework that can precisely address the faculty needs and expertise. The key features of faculty development that equip educators with tools to teach and consolidate their core knowledge should be embedded within institutional support programs. Per se, a single model of FDP cannot be applied across all disciplines due to varying dynamics of each subject. However owing to the added value of this program, a useful approach can be employed by floating a needs analysis survey. Such exercise will identify the needs and desired strands of FDP that will be then conveniently tailored to meet the defined goals.

Ray Shackelford(1993), in his study found that the primary function of institutions of higher education is to facilitate learning. New faculty are hired yearly with the expectation that they will

match student needs with effective learning experiences. But many incoming faculty, although knowledgeable in their fields, enter higher education with limited preparation or experience in teaching. This can reduce the effectiveness of the teaching/learning process. The question is: "How can faculty with limited teaching experience be helped to strengthen their teaching effectiveness?" To examine this question, this article will describe the development, implementation, and qualitative and quantitative assessment of an innovative faculty development program entitled "Teaching the Technology of Teaching

Ozlem Sarikaya ,Sibel Kalaca, Berrak Ç. Yeğen, and Sanda Cali, (2010) in their study found that, self-assessment tools have previously been used to assess the impact of a faculty development program on the teaching skills of medical educators. In this study, they aimed to assess the impact of a faculty development program on the teaching performances of faculty members in relation to their medical disciplines and academic positions. A faculty-training program consisted of "training skills" and "student assessment instruments" courses. The impact of the program was evaluated by self-reporting of faculty members (a total of 225 reports) 1–2 yr after the program. Both courses were found to be beneficial by nearly all of the attendants. Clinicians benefited more from some topics in the student assessment course and could apply the structured learning and assessment guides, structured oral examination, and objective structured clinical examination more efficiently than their peers from preclinical departments. In conclusion, the results demonstrated that the participants of the faculty development program modified their teaching activities according to the demands of their clinical practice. The correlations between the benefits and behavioral changes were statistically significant.

Patty H. Phelps (2016) opined that faculty development has its own set of fundamentals. Here are five fundamentals for designing and delivering effective faculty development:

1. **Begin with a clear vision.** Almost every authority on leadership will mention the importance of creating a mental picture of your ideal future (i.e., a vision). As a starting point identify your core values. What ideals are most important to you and your institution? How do you see your role as a faculty developer (e.g., mentor, encourager, change agent, etc.)? What do you want faculty development to look and feel like on your campus? Gather input from center staff as well as your constituents. Incorporate these ideas into a brief, descriptive statement. This vision can

then serve as a guide for future decisions and actions. (Note: Be sure to check for alignment with your institution's mission.)

2.

3. **Maintain the right perspective.** In recent Teaching Professor Conference, a cell phone survey regarding effective faculty development conducted by **Patty H. Phelps observed** that the most-missed survey question revealed that many faculty developers participating in the workshop viewed faculty development from a remedial perspective. This is a less than effective stance. Faculty who take advantage of professional development activities must not be seen as deficient. Rather than approaching faculty development as a way to “fix” designated faculty, recognize its potential to boost the instructional vitality of all faculty. When you see learning to teach as a lifelong process involving continual improvement, you are less inclined to take a remedial view of faculty development. The right perspective is one that is grounded in growth; it focuses on improving student learning, serves all campus faculty, and includes a variety of programs and services. No one group or type of individual is singled out. (Additional guidance: Weimer's 2010 book, *Inspired college teaching: A career-long resource for professional growth* is an excellent resource to orient you toward the desired perspective.)

4.

5. **Network.** A major dimension of providing meaningful faculty development rests on having effective campus relationships. Opportunities to cultivate relationships exist in multiple forms (e.g., face-to-face encounters, phone calls, emails, and handwritten notes). As faculty developers, you can extend your network by attending campus events, even those in which you are initially uninterested. At these receptions, presentations, and meetings, listen to what is on the minds of faculty. Additionally, networking provides the ideal opportunity to partner with other campus offices and services. By working with other campus units, such as disability support, student services, and veteran affairs, you will be able to provide programming that connects faculty to other valuable campus resources.

6.

When it comes to communicating with campus faculty, department chairs are a vital conduit for channelling information, and their support often yields active encouragement of the benefits of faculty development. Capitalize not only on the networks you establish but also search out those “go-to” folks on campus. Find the informal leaders who advocate for and model excellence in

teaching. Regularly invite these individuals to become involved in faculty development activities.

7. **Be responsive and take the initiative.** Working in the area of faculty development is primarily a service. Keep in mind the need to listen to faculty concerns, using these concerns to guide programming. Be proactive in responding to faculty needs instead of waiting to be directed to do so. For example, a few years ago **Patty H. Phelps** noted that several faculty members in different departments had mentioned peer observation of teaching as something they desired. **Patty H. Phelps** then designed the Teaching Observation Program and invited all faculty to participate. As a faculty developer, you need to create initiatives unique to your particular context and based on specific faculty needs. Be alert for instructional innovations and determine how best your center can support campus implementation.

8.

9. **Exhibit integrity.** Credibility is critical to effective faculty development. Campus faculty must see you as someone whom they can trust and depend on. As a leader in faculty development, you must renew your commitment to maintain confidentiality, follow through with promises, and do what best serves faculty and promotes student learning. Neither your personal agenda nor pet peeves should influence your planning actions. You must genuinely keep the best interests of faculty and students as your focus, while at the same time communicating honestly with administrators by sharing issues and feedback.

As you strive to offer quality faculty development, your initiatives will sometimes miss the mark. But if you return to these five fundamentals, and remember to always give faculty (and students) your best effort, you'll always be on a winning team.

Conclusion

For any educational institution, it is equally important to have both teaching environment as well as better organizational and learning atmosphere. The present study was an attempt to review the earlier studies conducted on these vital areas. It is observed that the medical field had a larger share of its contribution in this particular area. Large number of studies from the liberal education area stressed on the need to have effective FDP programs in creating better teaching-

learning process and system. An institutions success may very well depend on how its faculties perform their teaching tasks. For that to happen, equally good FDPs are necessary.

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