THE DEVELOPMENT OF MODEL FOR FACULTY DEVELOPMENT OF PRIVATE HIGHER EDUCATION INSTITUTIONS

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Abstract: This research aimed at shifting the traditional faculty development paradigm of private higher education institutions and proposing the model aligned to the real needs for development. As stated in higher education quality system, Commission of Higher Education (2006) and The Office for National Education Standards and Quality Assessment (Public Organization) (2007), the faculty members' status in academic ranks and degree continuously shown under quality standard, causing the quality of academic works produced. With aforementioned status, the researchers identified and analyzed the problem of faculty development in order to propose an effective model. Sample of the study were 19 vice president for academic affairs, deans and faculty members classified into 2 disciplines as Humanities/Social Sciences and Physical/Health Sciences from stratified random sampling of 65 private higher education populations. Those 19 institutions sampled by random sampling, consist of 51 executives and 70 selected faculty members. Needs assessment research was used in the study. Data were gathered by interviewing and sending out two open-ended questionnaires. The first one was for collecting the concept statements which were thought to be the causes of below-standard faculty development. The statements then were used for constructing another one and later for being structured and rated by those subjects. The preliminary findings of causes conceptualized by faculty members were overloaded of multitasking, resulting in the lack of doing and practising other academic works, especially for research. Moreover, there was low motivation to participate in faculty development programs. Causes conceptualized by executives were less attention paying of members to the development, together with uncertainty of retention and tenure-status after any faculty developed. In accordance with the findings from scenario, the categories reflect that research based missions, valued self development of faculty members and motivation aligned faculty life cycle were to be applied for the development. Teaching cultures which have dominated the works of faculty in private higher education since establishment should be replaced by scholarship concept. Concerning the root characteristics of Thai private higher education cultures and socialization found. A model for change that focus on the emerging from inside-out motivation emphasizing the development needs of each faculty member life cycle is the heart to meet the project provided by institutions. In order to change from traditional view, three stages of planned change were employed (1) unfreezing (2) freezing (3) refreezing. The purpose of the model is to affect motivational patterns related to faculty members' developmental needs, shown by behavioral modification. Discussions and recommendations were given for the use of faculty development model for planning implementing and evaluating faculty development as new approaches to synergize the only traditional one. Model testing is in progress. Further development of compatible quality indicators for private higher education institutional faculty development are recommended.

Objectives

The objectives of the study were threefold. Firstly, it aimed to identify the needs of faculty development in Thai private higher education institutions. Secondly, to analyze those needs and propose the alternatives for faculty development. Thirdly, a faculty development model for Thai private higher education was proposed.

Scope

1. The population was private higher education institutions offering undergraduate programs.

2. For needs assessment research methodology, the three techniques were selected in each of the three steps. Firstly, gap analysis for identifying the needs of faculties' capabilities and their academic works resulted from faculty development. Secondly, concept mapping for conceptualizing the causes of those needs were synthesized. Thirdly, scenario development for proposing the plausible futures of faculty development alternatives, in order to develop model for the most likely plausible scenes.

Theoretical propositions

Private higher education institutions in Thailand were established since 1968. Instead of mobilizing students abroad, the government agreed to expand students' opportunity in accessing higher learning provided by the private sector. Clearly, teaching and learning was the first and foremost mission. With this culture of private higher education system in the nation, it can influence institutional and faculty members' work culture (Austin, 1990; Berquist, 1992; Clark, 1987 cited in Apipa, 2004). Thirty-eight years since the establishment, private higher education institutions still continuously have the least percentages of academic ranks compared to public higher education institutions and to the educational quality

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standard of Thailand (Commission of Higher Education, 2006). The criterion standards and practices for academic rank constitution are mainly research products, both quantitative and qualitative requirements. Research contributes to the intellectual climate of the university and is a central ingredient of academic life. (Boyer, 1990; Kreber, 2001; Diamond, 2002)

Pervasively, faculty development programs were orientation for early career faculty members, training, seminars, study visits, scholarship and further higher education in domestic and international, allocations of research funding (Sinlarat, 2000; Prachyapruit, 2002; Cooparat, 1997). All of which are to motivate faculty members extrinsically to pay more attention on self-development in order to boost up capabilities for creating academic works to reach the quality standards. According to the theory of needs and motivation (Maslow, 1954; Herzberg, 1987; McClelland, 1961; Lawrence, 1985), recommendations from quality assessment committees were to motivate not only extrinsically but also intrinsically. Moreover, faculty members at different stages have different needs and motivation. Feldman (1995) expressed various sequences of developmental stages in academic career, including four phases: novice professor, early academic career stage, mid career and late career. Each developmental stage has different experiences, tasks, concerns and developmental needs (Baldwin, 1990 cited in Paulsen & Feldman, 1995)

Method

Participants

This study had two groups of participants in the concept mapping process. One was executives, presidents or vice presidents of academic affairs and deans, another one was faculty members. Faculties were classified into 2 disciplines as Humanities/Social Sciences and Physical/Health Sciences from stratified random sampling of 65 private higher education populations. Those 19 institutions sampled by random sampling, and purposive sampling of 51 executives and 70 selected faculty members.

- stratified random sampling from 65 private higher education population that were divided into 3 strata
- each strata divided by average scores of academic ranks
- simple random sampling each strata by proportion of population to get 19 private higher education institutions
- Purposive sampling of deans and faculty members

Instrumentation

In this study, concept mapping technique of Kane and Trochim (2007) were adopted. The two questionnaires were used for gathering data on the causes of below quality standard on faculty development. The first one had one section, open-ended questionnaire/interview form, adopted from literature review and related research, for faculty members and executives to generate concept statements which were thought to be the causes of faculty development. The second one was an excel file named "concept form.xls" constructed from concept statements received from the first instrument. The file was sent to participants for structuring; sorting and rating all those concept statements via participants' e-mail address given with the first questionnaire. For the second questionnaire, web-based method was employed. The instrument divided into three sections:

Part 1: Executives and faculty members' information. The questions comprised of degree received, academic ranks, executive position, the faculty concerns and range of academic career status qua.

Part 2: Structuring the statements: sorting process. Remote structuring of this part was designed for participants to group or sort the statements of causes by their own concept.

Part 3: Structuring the statements: rating process. This part was designed for participants to rate the statements of causes by their own concept on a 5-point Likert-scale ranging from 1 to 5 for rating the grouped statements of part two.

Procedures

To find an effective faculty development alternative which corresponded to the underlying causes, needs assessment research was employed to identify the real needs that result from the quality of faculty development. The qualitative indicators of faculty development were faculty members' capabilities, their student-centered teaching and learning method, and their academic works: student outcomes, research and academic service products.

The indicators' scores of 2007 annual reports and self assessment of 47 private higher education institutions were collected for identifying the gap or needs. Gap analysis was used to analyze the average scores of each group of indicators, also called "what is", compared to standard quality score, called "what should be", by Mean-Difference Method (MDF).

The instruments for collecting concept statements were approved by advisors. The open-ended questionnaire then was piloted with 7 respondents, 3 executives and 4 faculty members at one private higher education institution not used as a research sample. Adjusted questionnaires were sent to four experts and confirmed content validity of the instruments.

The researchers collected concept statements by interviewing the executives and sending the first questionnaire to faculty members. The 251 statements were preliminary collected and then screened by the criteria to 120 statements. The statements were filled in the second questionnaire to be sent for sorting and rating via participants' e-mail address. The results of respondents sorting and rating which are qualitative data are to be analyzed by frequency and multivariate statistics; multidimensional scaling and hierarchical cluster analysis.

Statistical Package for the Social Sciences (SPSS) to be used for analyzing and creating concept maps showing group of statements and the highest rating. Descriptive statistics were used for analyzing the respondents' academic characteristics.

With the underlying causes, the 15 experts in the field of HRD and the executives of private and public higher education institutions developed the scenario. The faculty development model was developed after the proposing scenario by the experts.

Results and discussion

Altogether, the main findings derived from the process of data and documentary analysis are summarized as follows.

In the process of needs identification, the research found that indicators having the lowest average scores were academic ranks of faculty members. The gap analysis result by MDF method was 0.98 which creating the gap of 2.12. This gap expresses faculty members' capabilities resulted from the quality of faculty development. Accordingly the Commission of Higher Education (2006) has regulated the criterion which research performance is the core for standards and practices of academic ranks constitution. Besides this gap, the average scores of research performance indicator computed by MDF was 1.03, creating the gap of 1.97. This second gap confirmed the undoing research of faculty members in Thai private higher education institutions (Suchart Prasit-Ratsin, 1997) and the teaching oriented of the institutions without related research findings (Pracob Cooparat, 1990). As described by Clark (1983), the teaching culture of higher education system influenced organizational or institutional work culture of Thai private higher education institutions since establishment and finally influenced faculty members' work culture.

In the process of needs analysis, the preliminary research findings that caused the faculty development gap, occurred from both faculty members and executives sides, were as follows: conceptualized by faculty members, the concept statements most frequently stated that they were overloaded by multitasking, while some faculty members enjoyed the benefits from overloaded tasks. Another cause was low motivation in participating faculty development programs.

These findings of private faculty members overloaded tasks corresponding to the nature of work characteristics at early career stage described by Baldwin (1990 cited in Paulsen and Feldman, 1995), the characteristics of the early stage of faculty life cycle are stressful time of life with the primary sources of perceived lack of sufficient time for activities. Time constraints make it very difficult to balance the competing demands of teaching, research and service, and limit opportunities to meet the responsibilities associated with personal, social, and family life. (Sorcinelli 1988; Sorcinelli & Near, 1989 cited in Paulsen & Feldman, 1995)

For executives' conceptualization, the frequency of data stated that faculty members paid less attention to self development, in spite of the budget allocated by institutions. Besides, executives assessed uncertainty of the retention and tenure-status after any faculty development given.

According to the processes of identifying the needs and analyzing the causes by gathering the frequent stated concept statements clearly demonstrated the mismatch of the two-group perspectives.

Faculty members felt low motivation in participating in faculty programs, on the other hand, institutions viewed that faculty members paid less attention to self development, in spite of the budgets or benefits provided. The reward system given by institutions were lower order needs; mostly extrinsic motivation (Maslow, 1954). Moreover, executives felt uncertainty of faculty members' resignation after the development.

The categorization from the process of needs solution demonstrated the underlying causes from both institutions and faculty members show the research performance trend. Faculty development alternative should motivate faculty members to base their academic works on research. As described in Scholarship Concepts (Boyer, 1990) for universities to continue advancing forward, a new vision of scholarship, with research as a central ingredient of academic life, is required. Moreover, faculty members can fit one's own research with that of others into larger intellectual patterns. According to Maslow (1954), with the right environment, people will grow straight and benefit, actualizing the potentials they have inherited and reach the highest hierarchical of needs.

In accordance with the findings and supporting theory, the real and most crucial need of faculty members was academic ranks which express faculty members' capabilities resulting from quality of faculty development, together with the lack of research performance. The teaching culture of private higher education system influenced institutional work culture of Thai private higher education institutions since establishment, finally to faculty work culture. Dealing with the root of teaching culture of private higher education institutions in the creative economy, model for change that incorporate the right elements and motivator factor (Herzberg, 1959) are needed. To motivate the person's driving forces to work with self developmental needs; intrinsic motivation is an important source. Then finally, the research performance can enhance the institution itself.

Private higher education needs institutional development and planned change for a new paradigm of faculty development in the private higher education system. Beckhard (1969) defined organization or institution development as planned organization-wide system changes with top-down approach for enhancement and growth of organization with the knowledge of behavioral sciences. According to Lewin and Schein (2004), changes will occur by cognitive redefinition which employed 3 stages that leads to permanent changes, according to what is desired or planned. The purpose of the model is to affect

motivational patterns related to faculty members' developmental needs, shown by behavioral modification.

The model for change has 3 steps as follows:

Step 1 Unfreezing: intrinsic motivation to change
To realize the threat of teaching-oriented and the uncertainty of work load's benefits. To realize the scholarship concept as new way of doing higher education's mission with research as a central ingredient of academic life

Step 2 Freezing: changing
To motivate intrinsically the higher level & self developmental needs corresponding to stage of faculty life cycle
To practice scholarship concept in teaching & learning.

Step 3 Refreezing: maintain the change
To ascertain intrinsically learned self developmental needs and align the faculty members' goals with institutional goals

Conclusion

According to the two crucial needs of faculty development found respectively by identifying output gaps; faculty members' capabilities are the most important needs for being the source of every academic's work and their academic works; research performance which is the need that faculty development of private higher education institutions have to fulfill these two gaps. These gaps reflect the needs of institutions to find the real causes from both faculty members who need further development, and executives who set objectives, policies and plans of faculty development in the institutions to strategically shift the institution's faculty development paradigm.

With these two output needs of faculty development, this research attempts to find the important causes. Faculty members stated that they were overloaded by multitasking and low motivation in participating in faculty programs. Whereas the executives stated that faculty members paid less attention to self development, in spite of the budget provided. Besides, the uncertainty of the retention and tenure-status after faculty development given is one of the causes. These causes clearly indicate that the level of extrinsic motivations given to faculty members do not matter enough to value their self development and to retain at the institution by only external kind of rewards.

A model for faculty development's planned change and institution development in dominant teaching culture of private higher education is a must to be established, thus, focusing on needs and solutions that derive from the root culture and causes. The role of institutions in faculty development must be more on intrinsic motivation with faculty members as the center of driving developmental needs suiting to their faculty life cycle and meet the extrinsic motivation of traditional faculty development.

The recommendations were given for further research 1) The study of behavioral dynamics for behavior modification process occurred, according to model implementing. 2) The study of the humanistic approach on learning settings to motivate self development of faculty members. 3) Further development of the key quality indicators [KQIs], and critical success factors [CSFs] for faculty development in private higher educational institutions.

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