

FACULTY DEVELOPMENT – DEFINITION & RATIONALE

1. Definition:

- Faculty development in its broadest sense encompasses all those activities that help faculty members to improve their capacity to become more effective instructors, as well as to perform other parts of their multifaceted tasks such as conducting research, contributing to administrative activities and writing publishable materials (Jason, 1990).
- It is a tool for improving the educational vitality of our institutions through attention to the competencies needed by individual teachers and to the institutional policies required to promote academic excellence (Wilkerson, Irby, 1998).

2. Three level of Faculty Development:

- Improved teaching-learning process and mechanics (techniques).
- Awareness raising and advising faculty governance
 - For example updating to the faculty regarding new innovative tools of assessment or curriculum.
- Continued improvement of total academic programme.

3. Principle and rationale for Faculty Development:

- There is a body of knowledge which is justifiably described as educational sciences;
- it follows logically that health profession educators should be familiar with that science and skilled in its application;
- since that science gives promise of increasing both educational effectiveness as well as economizing in the use of scarce resources

(particularly teacher time and student time), it is worthy of systemic application;

- There is widespread evidence of serious deficiencies in present educational practices, some of which can be corrected by training teachers in the sound application of educational principles;
- The growing interest of faculties of medicine and of other health professions in such training strongly suggests that individual teachers and administrators find the results personally satisfying or professionally rewarding. (E.g. in some medical schools, a medical training is now required to be included in accredited post-graduate training in a medical specialty.)
- The increasing array (numbers) of practitioners, auxiliaries and students who participate in the instruction of health profession students makes some kind of training programme essential.
- Changes at three level for successfully Faculty Development (figure.1):
 - Attitudes
 - Process
 - Structure

4. Role of Faculty Development: Old and New

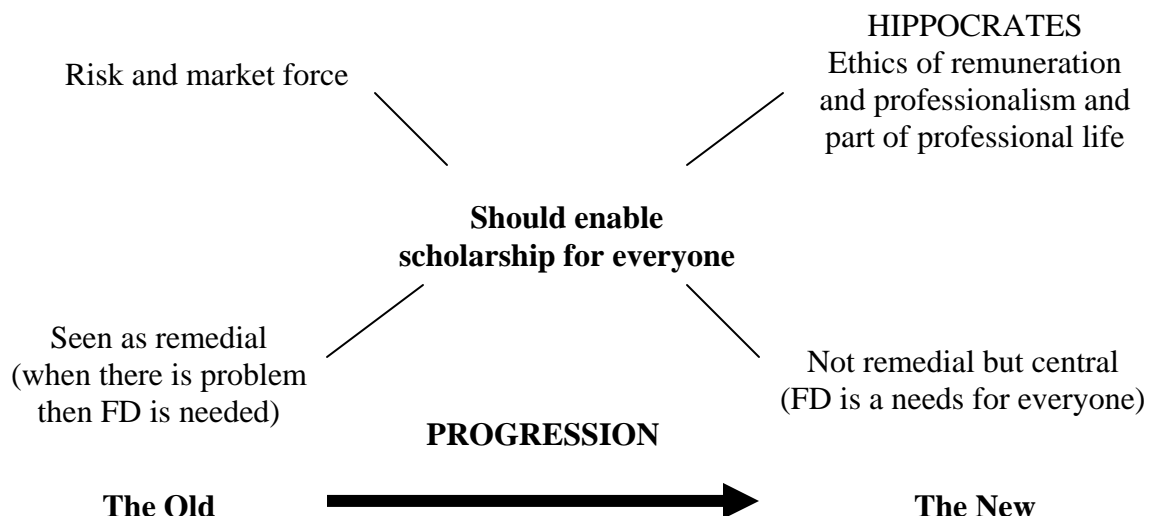
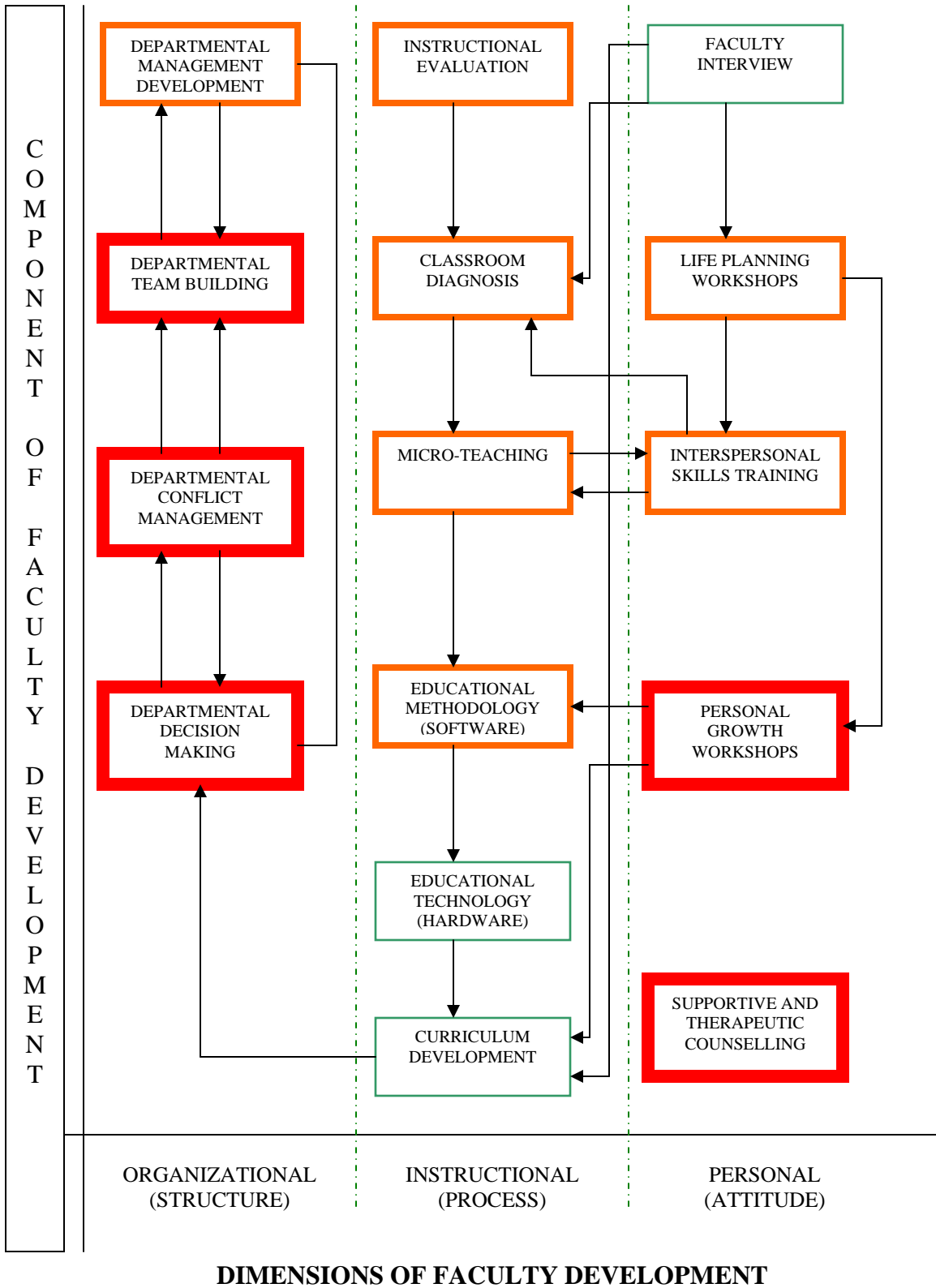
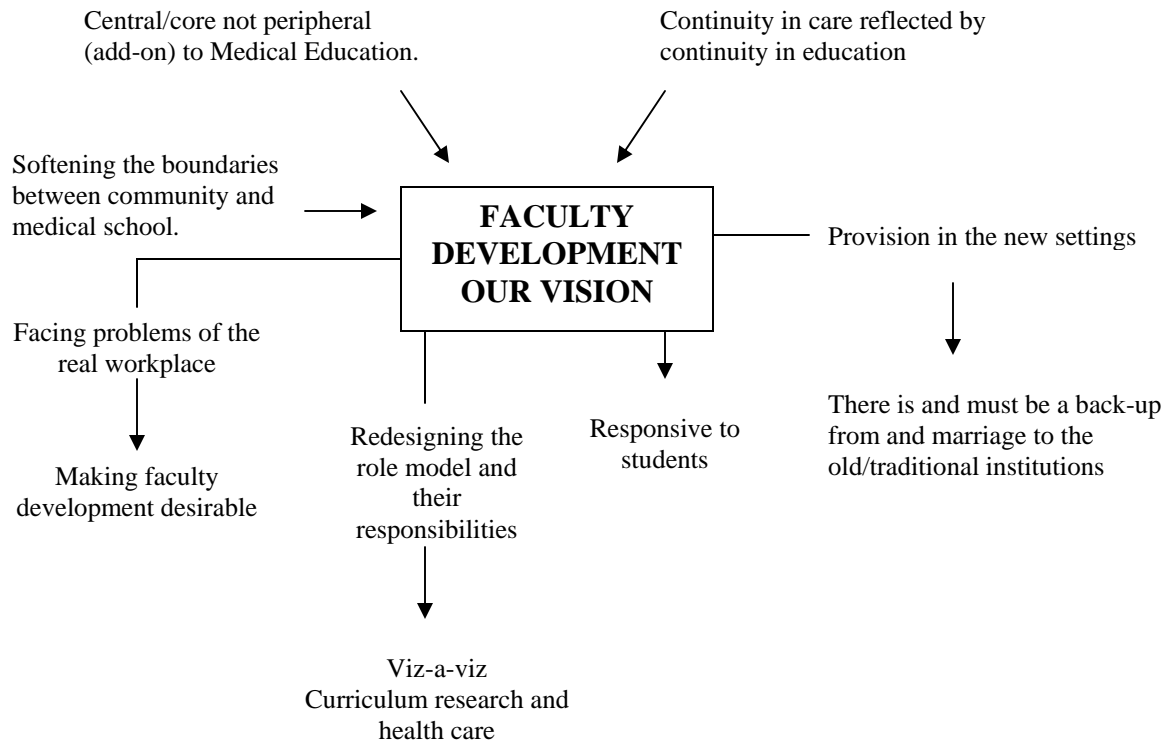


Figure 1. A MODEL FOR EFFECTIVE FACULTY DEVELOPMENT
 (after Berquist and Philip, 1975)



5. A vision of Faculty Development:



6. Integration of CPD (Continuing Professional Development) with competency assessment SSM (Sistem Saraan Malaysia):

- Competency of individual is an important criterion for promotion.
- The mechanism must be seen to facilitate the promotional prospect of individual – to address all possible bottlenecks
 - Timing and availability of induction course
 - Timing and availability of examination and courses
 - Close monitoring of vacant posts and efficiency in filling up the posts
 - Criteria for vacancy
- Some statistic:
 - Faculty Development Programme started in 1986 (21 years)
 - Involves 5 to 8 workshops/ colloquiums/ seminar per year
 - Each activity attended by an average of 40 participants

- Total no. of FD activities to date: 98
- Total no. of participants to date: 2910

7. Faculty Development Activity Flowchart (School of Medical Sciences)

