PROGRAM STRUCTURES
in
SCHOOLS OF EDUCATION

Implications for
Faculty Development

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In the interest of brevity, the usual
remarks acknowledging the complexity of
the subject of faculty development shall
be here omitted. Also omitted are
sections lamenting the absence of
research on the subject, and reviewing
the extant literature in order to
establish the validity of the lament.

In the interest of clarity, some
remarks shall be made regarding the
orientation from which we begin:

a. The focus of this paper is
    limited to the identification
    of major differences in program
    structures common to university-
    based schools of education, and
    the implications of these dif-
    ferences for the scholarly
    development of faculty members.

b. The focus is further limited to
    schools of education in graduate-
    research oriented universities

where much weight is given to re-
search and scholarly publications
in evaluating a faculty member's
worth. This limitation presup-
poses that something of importance
can be learned from the selected
focus, not that education programs
in state colleges and universities
with a moderate to low graduate-
research orientation do not
warrant study by other researchers.

c. This is not a report of research
cast in an elegant theoretical
framework. Some readers may
detect a germ or two of ideas for
research in this discussion; some
may discern the elements of one
theory or another of organiza-
tions. Our present intention,
however, is no more than an
attempt to identify certain
problems of faculty development
which seem to be associated with
program structures common to
university schools of education.

d. The final disclaimer pertains to
some underlying and essential
questions concerning the purpose
of faculty development. We
recognize the importance of the
issues summarized by the ques-
tion, "Development for what?"
but those basic issues of the
nature of the university, the
nature of knowledge, and the
nature of society are beyond the
scope of the present discussion.

Three charts are provided to assist
readers to envision the organizational
arrangements we describe. These charts
are attempts to represent three program
structures commonly found in schools of
education. This is not intended to be
an exhaustive list. The world of
higher education may include variants
of the three structures represented,
or there may be entirely different
program structures. Such alternatives
are not relevant to this discussion
unless they present a set of faculty
development problems distinctly

different from those associated with
the three structures described below.

Program Structure, Type I

In interpreting Chart I, readers may
find it helpful to think of a program
in educational psychology. The admini-
strative label of the program may be
"department", "center," or "committee,"
even a small program consists of three
or four psychologists and large pro-
grams may have as many as twenty or
thirty. Their specialties may differ,
but they share a common identity as
psychologists.

Psychologists are fortunate in
having many niches in a modern univer-
sity; it is by no means uncommon to
find psychologists in schools of
education with collaborative ties to
psychologists located in the Arts &
Science department of psychology,
the school of medicine, the school of
nursing, the university counseling
division or the school of social
welfare. The collaborative ties
may take the form of joint research
projects or a formal appointment in
both the school of education and
another university unit.

Where faculty development is con-
cerned, the young psychologist situated
in a school of education has available
disciplinary colleagues within the
school and in other units of the uni-
versity, and usually in sufficient
number so that there is a good chance
of finding several with whom collabora-
tive research is possible. Stated
another way, peers are available both
within the school of education and in
other units of the university who can
offer guidance in scholarship, colla-
boration and evaluation of scholarly
work. And through such relationships,
the young psychologist may come quickly
to understand the standards of scholar-
ship employed by colleagues in evalua-
ting a psychologist. The mature
professor of educational psychology
whose research interests are well

Program Structure, Type I

A

Commonality of

A

A_2

A A_1 A_3 A

A_4

Scholarly Interests

A
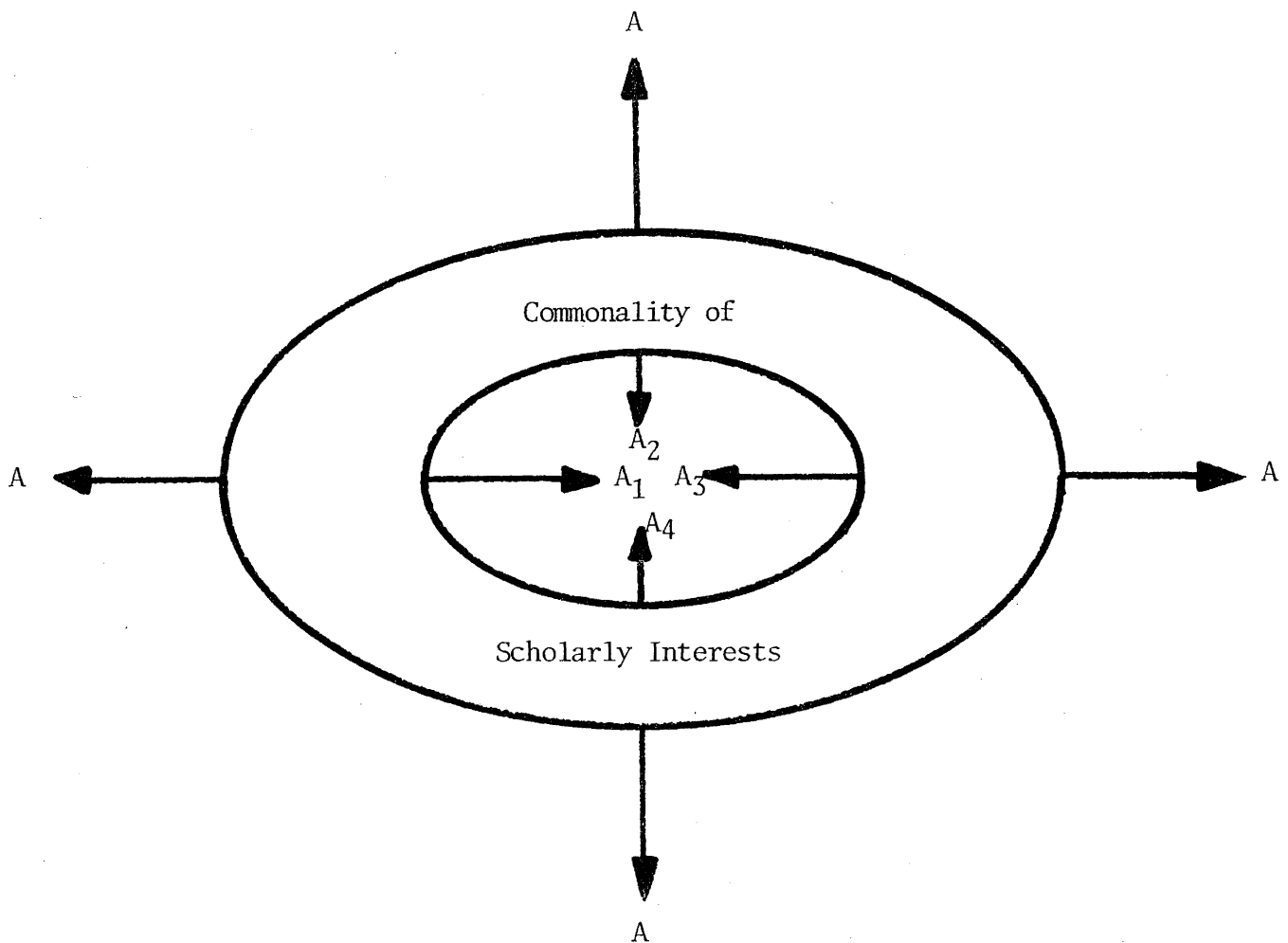
Variants of a single discipline;
high potential for collaboration
with personnel located in
different university units

developed can count on a young colleague or two to share those interests.

Where these collegial conditions prevail, the young scholar within the school of education has the same possibility for developing professionally and for meeting professional standards for scholarship as does his or her counterpart in the traditional disciplinary department. The presence of a number of scholars in the same discipline within and outside of the school of education makes possible such formal organizational benefits as colloquia, research facilities, adequate library, and, especially, strong graduate programs which provide students with research interests. The informal organizational benefits of this structure may be even more significant. Informal communication networks provide information about research grants and how to apply for them; about scholars at other institutions who may be in the process of developing research pertinent to the young scholar's efforts; about what sessions are being planned for future professional association meetings, and even, through anecdote and example, how to conduct oneself at such meetings. The transmission of these types of professionalizing communications is most likely when the formal organizational setting provides conditions for daily interaction among a group of scholars who have the same disciplinary base, as in our Type I structure.

Program Structure, Type II

The scholarly environment of the educational psychologist stands in marked contrast to the environment generally available to the political scientist, sociologist, anthropologist, or economist situated in a school of education. Even in schools of education with a faculty size of 100 or more, an economist is rarely likely to number more than two; sociologists tend to be more abundant, but rarely

in sufficient numbers to comprise a separate administrative unit as do psychologists. They are generally grouped in multi-disciplinary units variously called "social foundations" or "policy studies"; or scattered individually in units with such designations as department of educational administration or center for the study of higher education.

Chart II represents the structure of such multi-disciplinary units commonly found in schools of education.

Each of the letters A, B, C, and D represents a discipline. X and Y represent specialists in educational practice; they are the professors of education with no clear disciplinary orientation.

Like so many others who have fretted over the constraining specialization of conventional disciplinary program units, we find this multi-disciplinary structure intellectually elegant and full of promise for exciting scholarship.

A program unit of this type may have a strong and coherent program focus which serves to unite its otherwise divergent faculty, or, lacking such a focus, it may exist only as an administrative unit which loosely houses a collection of non-collaborating professors. For example, a unit called "Administration" or "Higher Education" attracts and holds scholars who, while they may have differing disciplinary backgrounds, are at least embarked on research aimed at a common phenomenological field. In contrast, a unit called "Social Foundations" may lack both the common disciplinary background of the Type I structure, and the common interest in a particular educational phenomenon.

The elegance and the promise of the multi-disciplinary program unit is matched by some difficult problems for the scholarly development of its members.

Program Structure, Type II
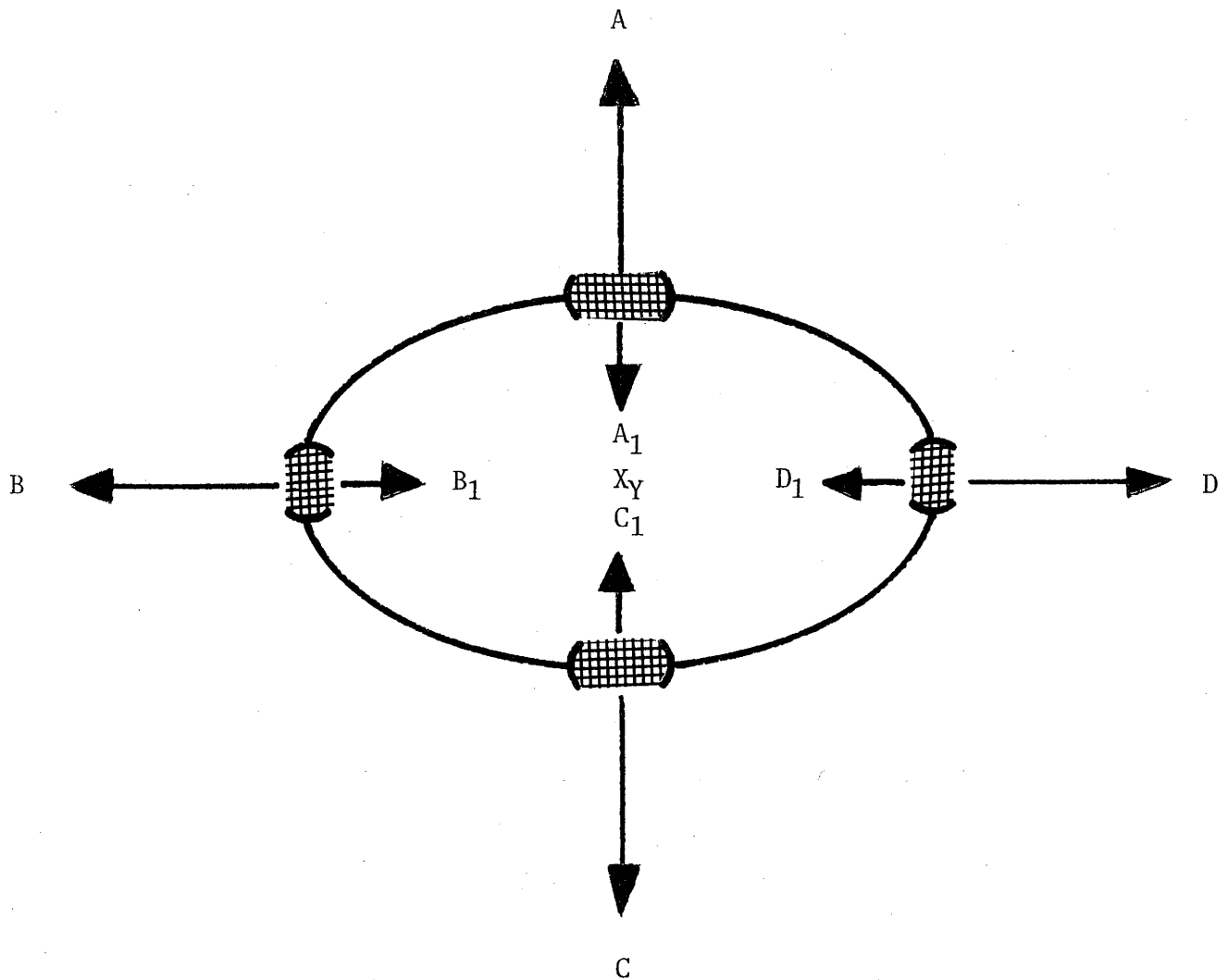
Multi-disciplinary focus on set of
  scholarly questions

Collaboration between persons of same
  discipline usually focuses on sub-set
  of main set of questions

For one, if member D_1 is an economist, she or he is expected to keep abreast of the theoretical and methodological developments of some aspect of economics (for instance, applied microeconomics, or public finance, or labor economics) so that specific works treating the economics of education will continue to be judged sound by economists; yet as a professor of education he or she is expected to be meaningful to educational practitioners or students of educational policies who have little or no background in economics. The domain of being significant to both economists and educators is narrow; to move too deeply in one direction or the other poses risks. But a few, indeed a very few, have managed to move deeply in both directions.

Another problem is that of finding colleagues who share the interest in applying the skills of the discipline to educational questions. Because of the small number of such persons in the home campus, each such economist must be prepared to search for collaborative in other universities. And collaborative work with a colleague many miles away is both time consuming and expensive.

Still another problem is that of meshing one's work within the program unit with colleagues of different disciplinary orientations. For a seminar or a research project, an educational economist may find it interesting, perhaps even illuminating to collaborate with an educational sociologist or an educational historian; yet in the long run, that economist is likely to proceed independently and to find work with those sharing the same disciplinary orientation more satisfying. But again a few, a very few, have managed to develop a strong interdisciplinary orientation, in which the works produced are neither clearly of one discipline or another, but an interesting and thoroughly scholarly blend of the two.

The presence of the few who have maintained a sound disciplinary orientation while simultaneously producing works of major significance to educational practitioners, and of the few who have evolved what appears to be a genuine inter-disciplinary orientation, suggests that the multi-disciplinary program structure is not inevitably fatal for high scholarship. What is unclear is how these individuals have come to be what they are, or the extent to which their careers were spent in multi-disciplinary program structures, or how they have managed to overcome the problems. The fact that there are so few who have succeeded suggests that the problems are serious ones.

Members X and Y of the multi-disciplinary program unit, identified earlier as professors specializing in some form of educational practice, pose different problems of faculty development. They experience the pressure of being available and sensitive to the professional needs of the local and state community of practicing educators. To meet these needs calls for activities frequently labelled "service," as distinguished from "teaching" and "research." It is a pressure that is difficult to reject, but in responding to it, professors X and Y risk the loss of their effectiveness as producers of scholarly analyses and research reports. For a young, untenured professor X or Y, this loss is likely to be fatal in a graduate-research oriented university.

Another set of developmental problems for Professors X and Y centers on the sensitive and much debated question of what constitutes "sound scholarship" for the professor of education who is a specialist in educational practice. For example, to what extent should that specialist's work be expected to exhibit sophistication in the use of a theoretical framework that is associated with a particular discipline, whether it be sociology, psychology, economics or political science? (Bear in mind that

that individual's attainments in his or
her graduate training in a conventional
discipline are likely to have been low
or moderate.) To what extent should
there be evidence of sophistication in
techniques of research and data analysis?
Is it enough that what is done is seen
by school practitioners as illuminating
and useful in understanding the problems
of practice?

These two developmental problems for
Professors X and Y are not necessarily
attributable to their placement in a
particular program structure. Even were
they to be placed in a program unit
comprised entirely and abundantly of
like specialists, the same problems
would confront them. It is also entirely
possible that Professors X and Y are more
likely to increase their knowledge of
theory and research techniques when
placed in a multi-disciplinary program
structure, than when placed in a
structure comprised wholly of similar
specialists.

Program Structure, Type III

The demand for "service" to the local
school community is even more pronounced
in the case of faculty members engaged in
teacher-preparation. For these faculty
members there can be no avoidance of
continual interaction with local schools
and school teachers, if they are to per-
form their task of preparing teachers.

But the need for collaboration within
the university appears low. While it
is well that NCATE looks favorably upon
collaboration between a professor of
teacher preparation and the faculty of
the relevant disciplinary department, the
collaboration is generally more admini-
strative rather than scholarly. The
collaboration focuses on questions of
what courses or experiences a student
should have in preparing for school
teaching, and less often on questions
of evaluating the efficacy of the
programs, the efficacy of instructional
materials, the efficacy of alternative
methods of training, etc. The pursuit

of the latter questions is left to the
professor of education, except when
sporadic Federal largesse tempts profes-
sors from disciplinary departments to
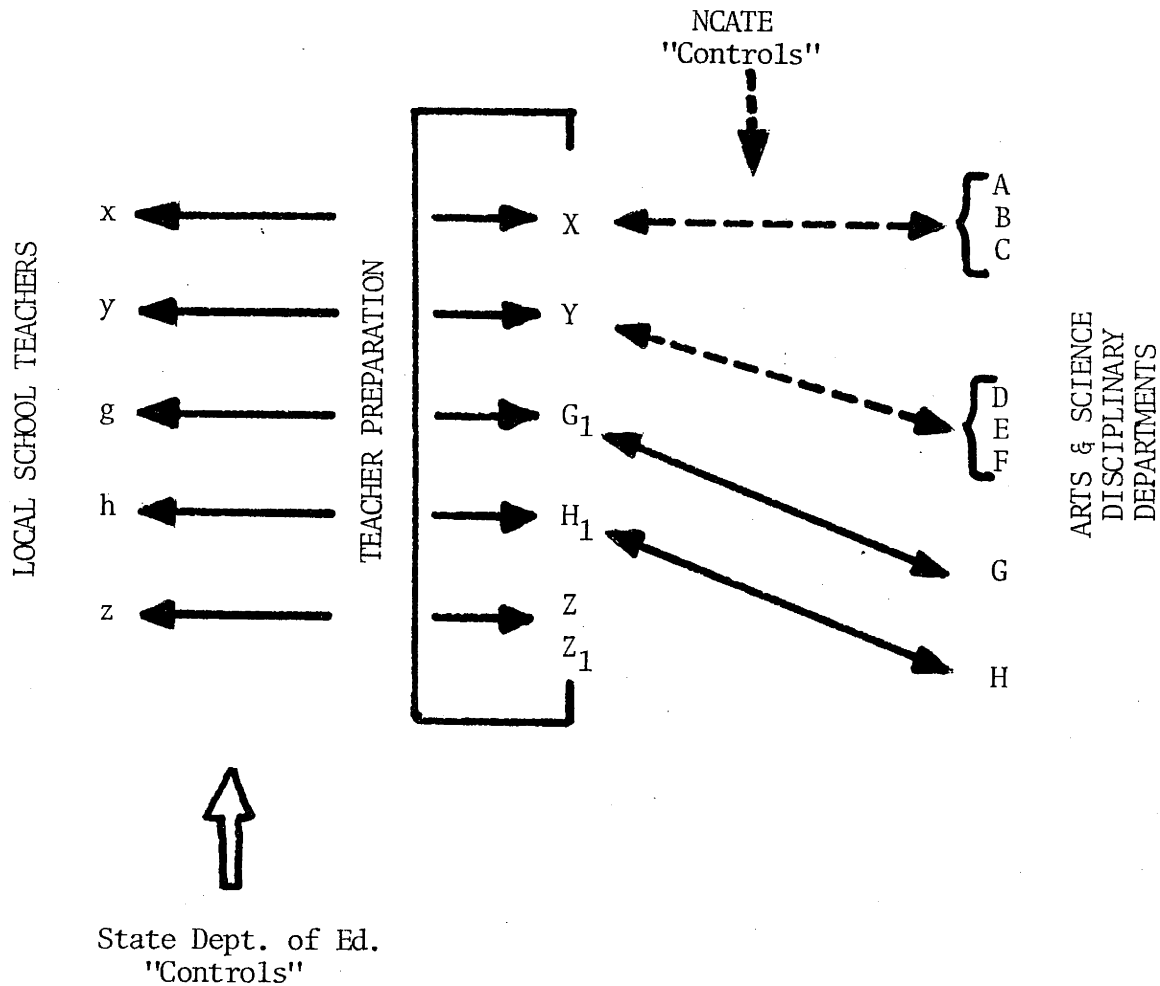join in the study of teacher preparation.

As is well known, teacher-preparation
program units are populated by faculty
members of many sorts. While they have
in common a background of school teach-
ing, they differ in specialties and in
training. One, such as X, is a profes-
sor of social studies education, some
portion of whose graduate training may
have been devoted to history, to socio-
logy, or even broadly to the "social
sciences." Professor G_1 might be in
mathematics education, with sufficient
training as a mathematician to hold a
joint appointment in the Department of
Mathematics. Professors Z and Z_1 might
be specialists in elementary school
teacher-preparation, with graduate
training in that specialty.

The basis for collaborative scholar-
ship among them is not a discipline, but
a professional focus on questions of
teacher-preparation and school curric-
ulum development. Psychology and socio-
logy can be brought to bear on those
questions, but the strength for this
potential rarely resides within this
particular program structure.

Further, compounding the difficulties
inherent in the pursuit of faculty
scholarship within teacher-preparation
units is the sometimes heavy hand of
state departments of education with
their utopian visions of CBTE and other
requirements for certification. Require-
ments for certification can be spoken
of as professional standards; but they
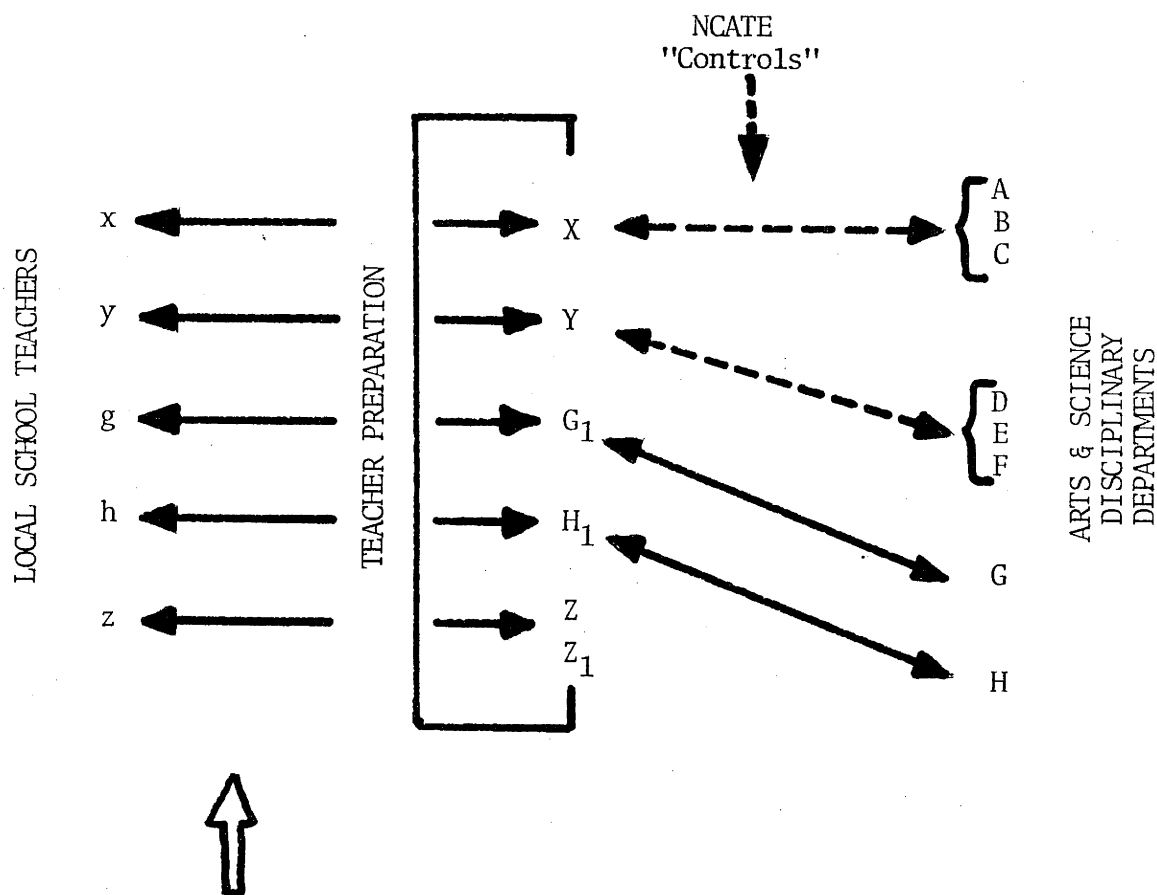can also function as restrictions in
autonomy.

In more pessimistic moments, it is
hard to deny the feelings of young
faculty members assigned to teacher-
preparation that they are the victims
of some gigantic conspiracy. The
questions for scholarly endeavor are
there. But even when equipped with

Program Structure, Type III

NCATE
"Controls"

LOCAL SCHOOL TEACHERS

TEACHER PREPARATION

ARTS & SCIENCE
DISCIPLINARY
DEPARTMENTS

x

y

g

h

z

X

Y

G_1

H_1

Z

Z_1

{ A
B
C

{ D
E
F

G

H

State Dept. of Ed.
"Controls"

Low collaboration within the
university
High collaboration with non-
university professional
personnal and agencies
Restricted autonomy

Program Structure, Type III

NCATE
"Controls"

LOCAL SCHOOL TEACHERS

TEACHER PREPARATION

ARTS & SCIENCE
DISCIPLINARY
DEPARTMENTS

x

y

g

h

z

X

Y

G_1

H_1

Z

Z_1

A
B
C

D
E
F

G

H

State Dept. of Ed.
"Controls"

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research capabilities, the structure of their programs pushes them toward high collaboration with school personnel who rarely share the university's norms for scholarship. The temptation is great to find social and professional gratification mainly within this non-university community, and indeed many do succumb. Yet the day inevitably comes when their scholarship must be evaluated within the university, and they can but hope that a double standard will prevail or that their university is still one that offers many routes to heaven.

Some Specific Implications for a Faculty Development Policy

This is a restricted and brief treatment of three program structures commonly found in schools of education and the different problems they pose for faculty development. Much more can be said, but perhaps the discussion so far is sufficient to introduce our main point—namely that a faculty development policy must take into account the differences in work setting which we have called "program structure."

Some specifics follow. Where funds for travel are concerned, it may be sufficient for the psychologist in a Type I program structure to attend a professional meeting or two for the purpose of presenting papers. However, the economist or sociologist in a Type II structure may need additional assistance for travel involved in collaborative work with colleagues located at other universities. The latter may also be expected to run up a higher long-distance telephone bill, and might also be encouraged to apply more frequently for summer research grants in order to join a colleague or two located elsewhere for collaborative work.

Professors engaged in teacher preparation might be advised to develop further analytical skills by attending several workshops of the type sponsored by the AERA, in addition to (or where

funds are short, instead of) a teacher-training workshop or a special conference on curriculum development. These professors might be encouraged to visit those sites where interesting research on teacher-preparation and curriculum development is in progress.

To attend to the different problems of faculty development in the above manner may seem utopian, especially these days when funds are shorter than ever before. The examples are intended to emphasize the point that the scholarly development of the faculty is not wholly a matter of individual faculty effort and talent. Placement in a given program structure can accentuate the scholarly shortcomings faculty may have brought with them, and possibly limit the opportunity for fully employing what skills they have.

Differentials in teaching load are also an important part of a faculty development program, although it may turn out that a reduced load is more effective after a faculty member launches a serious piece of research, rather than as a beginning condition for scholarship. Again this may seem utopian, especially to those who are associated with state universities required to meet teaching load standards.

There are obviously other facets of faculty development. The emphasis here on research scholarship as the sole aim of faculty development may disturb some readers. Where does quality of teaching fit in? We have excluded it because clear and major differences in the quality of classroom teaching do not seem to be associated with various program structures. (Quality here simply means what students say and write about their professors and what professors have to say about each other as classroom teachers).

One might have reason to expect professors of education who specialize in preparing teachers to be consistently rated superior in their teaching to

professors of education who teach educational psychology, history of education or sociology of education, but there is little evidence that is so.

We have also not addressed differences in the structure of universities which might pose special problems for faculty development at the program level. For example, state universities present problems for faculty development different from those presented by private universities. Support for faculty travel, teaching loads, and sabbaticals in state universities are often subject to externally imposed formulas and other standardizing devices that make it difficult to approach justice in managing program differences.

But these and other differences have yet to be identified and subjected to a more sophisticated analysis. Our effort in this discussion has been to describe one set of explanatory factors for faculty development, which is no doubt complexly determined and for which the multiple causal sources have yet to be fully identified or understood.