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Abstract: The goal of this study was to examine how faculty members at academic colleges of education perceive their role and to consider elements of their work that need to be included in a professional profile definition. All faculty of one college of education were asked: "What are the tasks/obligations of a faculty member at a college of education? Please list the ones important to you." Content analysis yielded eight themes which were used for construction of a closed questionnaire containing 61 items describing teacher educator tasks. This questionnaire was distributed to all teacher-training colleges nationwide. The faculty members were found to perceive their role as composed of four major components: member of an organization; researcher; teacher; person. The findings will help formulate a clear role definition that will enable faculty members to understand the scope of their work at colleges of education and develop a professional profile definition.

Introduction

Teacher education has changed in the last 15 years and with it the role of faculty members at teacher education colleges (Loughran, 2014; Swennen, Volman, & Essen, 2008). The range of activities required of teacher educators has expanded, from teaching a discipline and its related pedagogy and supervising the student trainee's practicum, to encompassing additional tasks, such as conducting research, participating in conferences, designing curricula, and participating in academic committees. To date, faculty members in colleges of education do not have a comprehensive and clear role definition. There are no clear instructions that define which of the additional tasks are obligatory and which —if any— are optional or subject to the discretion of the individual teacher educator. Nor does the preparatory formal training address the entire scope of the teacher educator's job (Cochran-Smith, Feiman-Nemser, & McIntyre, 2008; Kosnick, Cleovouloua, Fletchera, Harrisa, McGlynn-Stewarta, & Becka, 2011; White, 2013). There are very few instances in which teacher educators can clearly define their role as either teachers or researchers. In most cases, the boundaries are blurred (Buchberger, Campos, Kallos, & Stephenson, 2000; Cochran-Smith, 2003; Lunenberg & Hamilton 2008). As Cochran-Smith (2003) noted, there is a striking disparity between the numerous and diverse demands made on teacher educators on the one hand, and the absence of a training program or a defined policy that could guide them throughout their professional life on the other hand. A comprehensive program should define what teacher educators need to know and do in order to meet the complex demands of teacher education in the 21st century. Despite the fact that faculty members in teacher education institutions are required to uphold high professional and intellectual standards, there is no

formal role definition on which they can rely (Dworkin, 1996; Gee, 2000-2001).

Role Perception vs. Role Definition

According to role theory, a role is a "standard model of behavior required of any person who participates in given functional relations" (Katz & Kahn 1978). The role describes the goals toward which the individual should strive, the tasks that must be performed, and the specific actions that should be undertaken. Lunenberg, Dengerink, and Korthagen (2014) defined the concept "professional role" as "a personal interpretation of a position, based on expectations from the environment and grounded in a systematically organized and transferable knowledge base." Role definition is organizational and formal, and helps clarify what is required of workers, both for their own sake and for the benefit of those in their surroundings, by specifying the series of actions or the type of performance that can lead to meaningful outcomes or products. Most people have prior expectations regarding tasks that must be performed in different roles.

Role perception is a range of viewpoints, attitudes, understandings, approaches, or expectations that are related to the status and the position of a person or a group of people within the organization. Role perception and its actualization are a combined expression of the individual's psychological dimension and the social-organizational dimension in which he or she acts (Levinson, 1977). Role definition is formal, whereas role perception is subjective. Thus, two workers with an identical role definition can have two completely different perceptions of that role. Role perception is influenced by many factors, such as formal education, training for the role, childhood experiences, and personality. As Levinson notes, role performance is influenced by a combination of internal and external factors, which create a great deal of variance in the performance of an identical role by different people.

The Role of Faculty Member in Teacher Educator Colleges

Different models for the role of teacher educators have been proposed over the years. A model developed in 2005 by Koster, Brekelmans, Korthagen, and Wubbels (2005) consists of five task areas: (a) The teacher educator working on his/her own personal and professional development and on that of colleagues; (b) Providing a teacher education program; (c) Taking part in policy development and development of the field of teacher education; (d) Organizing activities for and with teachers; (e) Selecting teachers. Another task area that has been added to the role of university-affiliated teacher educators is conducting research.

The model proposed by Ellis, McNicholl, Blake, and McNally (2014) for the profile of teacher educators is based on a year-long, mixed methods study of the work of 13 teacher educators. Ten job dimensions were identified in the work of teacher educators: (a) Course management; (b) Personnel activities; (c) External examination/observing teacher trainees at another institution; (d) Observing teacher trainees /examination /at one's own institution; (e) Marking and grading; (f) Professional development; (g) Research; (h) Fostering and developing interpersonal relationships; (i) Working with a group of students (teaching); (j) Tutoring an individual student (academic supervision, lesson observation/debriefing. Lunenberg et al. (2014) constructed a model based on a meta-analysis of 130 articles, which revealed six roles: (a) Teacher of teachers; (b) Researcher; (c) Coach; (d) Curriculum developer; (e) Gatekeeper; and (f) Broker. Given that attitudes are culture-based (Hamilton, 2011), it was decided to base our study on the model proposed in 2008 by Klecka, Donovan, Venditti, and Short, which is better suited to the realities of Israeli culture. This model

suggests five aspects that define the role of teacher educators: (a) The teacher educator as a teacher; (b) The teacher educator as a scholar in teaching; (c) The teacher educator as a collaborator; (d) The teacher educator as a learner; (e) The teacher educator as a leader. The following section examines the views of other researchers regarding each of these five aspects.

The Faculty Member's Role as Teacher

Many researchers agree that teacher educators serve as model teachers for student teachers, exemplifying the manner in which school teachers should work and shaping the type of teachers the novices will become (Ben-Perez, Kleeman, Reichenberg, & Shimoni, 2010; Day, 1999; Korthagen, Loughran, & Lunenberg, 2005; Koster, 2005; Murray & Male, 2005; Smith, 2005). Researchers also indicate the importance of the supportive role that the teacher educator plays in the learning experience of student teachers. They define the role of the teacher educator as providing instruction and support for student teachers, thus making a significant contribution to their development toward becoming good teachers (Korthagen et al., 2005; Koster, Dengerink, Korthagen, & Lunenberg, 2008; Koster et al., 2005; Smith, 2005).

Researchers generally agree that the expertise of teacher educators encompasses content knowledge and pedagogic knowledge. The combination of professional knowledge and pedagogic knowledge has been discussed at length in the professional literature (Ben-Peretz et al., 2010; Shagrir, 2010; Smith, 2005). Slick (1998) claimed that the main role of teacher educators is to help students make the connection between the theories they learned at the college and the practical know-how they acquire through their practicum in the schools. Teacher educators must therefore clearly decode the covert aspects of teaching by offering explanations and interpretations, through which student teachers develop perceptual knowledge, or as Lunenberg and Korthagen (2009) termed this, *practical wisdom*. Nonetheless, it should be noted that the ability to verbally express one's personal repertoire of professional knowledge and make it accessible to others is not a simple or effortless activity for teacher educators. The ability to expose and express personal knowledge is a complex and unnatural action for teacher educators at universities and at other institutions that train teachers (Zanting, Verloop, Vermunt, & van Driel, 1998). According to Smith (2005), teacher educators are responsible for establishing student teachers' basic knowledge and for equipping them with the tools necessary for their independent professional development in the future by imparting the theoretical foundations. Other studies show that teacher educators consider enhancing students' pedagogic knowledge more important than increasing their content knowledge (Ben-Peretz et al., 2010; Vloet & Swet 2010). Researchers (Ben-Peretz et al., 2010; Koster, Brekelmans, Koetsier, Korthagen, & Wubbels, 2003) have claimed that a major part of teacher educators' efforts should be dedicated to the development of teacher trainees' capacity to think and reflect on their own professional performance. This is an important part of teacher educators' responsibilities, as these skills help trainees integrate theoretical knowledge with the personal theories which they constructed based on their personal everyday experiences.

The Faculty Member's Role as a Scholar in Teaching

In recent years, higher education policy focused on research which became an important element in the professional development of teacher educators (Murray & Male,

2005; Yuan & Lee, 2014). Teacher educators who work within the framework of universities are usually obligated, both contractually and professionally, to conduct research and publish their findings (Harrison & McKeon, 2010; Koster, 2005). In colleges —by contrast— the majority of teacher educators to date do not meet these requirements, and research is often low on their list of professional priorities (Berry, 2007). There has recently been a shift in this tendency, and teacher educators affiliated with colleges have become more involved in research in their fields, with the aim of improving their work performance, usually by conducting action- and self-study research projects (Murray, 2010; Swennen, Jones, & Volman, 2010; Wilson, 2006). The need for research activity is explained by alluding to the fact that an integral part of teacher educators' work is to create new knowledge about teaching (Lunenberg & Hamilton, 2008). Cochran-Smith (2005), Lunenberg and Willemse (2006), and Murray, Swennen, and Shagrir (2009) claimed that teacher educators are a unique group that evinces a deep commitment to social issues coupled with a responsibility to educate and convey unique knowledge that is based on pedagogic proficiency. Therefore, they must perform research in order to add to the knowledge in this field. Teacher educators are expected to carry out action research, self-study research and collaborative research projects in order to advance their own as well as their students' reflective teaching abilities (Noffke, 1997). In order to improve their research and academic writing skills, one group opted to establish a cooperative writing group (Turunen, Kaasila, & Lauriala, 2012). Performing this type of research is also expected to advance the academic status of teacher educators, placing them on a par with their colleagues at universities (Russell & Korthagen, 1995). Most academic faculty members agree that a connection exists between research and teaching. Some think that research improves teaching (Murray et al., 2009), while others claim that a good teacher does not necessarily need to be a good researcher (Marsh & Hattie, 2002; Neumann, 1992).

The Faculty Member's Role as a Collaborator

Within the context of their work, teacher educators are required to collaborate with student teachers, with colleagues in their college, and with the educational staff of the school where the student teachers carry out the practicum. Some of these activities also take place through collaboration with teacher educators at other colleges (Klecka, Donovan, Venditti, & Short, 2008). Motivated by a desire to educate student teachers to become good teachers, the collaboration typically focuses on seeking ways to improve and diversify the teaching, the curricula-writing process, and the process of conducting and publishing research. Nunan (1992) added that the teamwork of teacher educators influences the quality of their teaching and thus also affects the student teachers. Koster et al. (2005) claimed that good teacher educators are those who collaborate with other teacher educators, faculty members of other universities and institutions, decision makers, and people who are influential in education. A unique framework exists in Israel, which enables collaboration among teacher educators from various colleges. This framework (MOFET Institute) acts as a school for research that focuses on developing curricula and programs for teacher educators' professional development. The interaction afforded by the various learning and research frameworks of the Institute provides multiple opportunities for the exchange of opinions, the expansion of knowledge, shared learning, and professional specialization, as well as the creation and dissemination of knowledge among teacher educators (Ben-Peretz et al., 2010).

The Faculty Member's Role as Learner

Recognition of training as an important aspect in the education of future teachers is increasing, and with it the body of knowledge regarding teacher educators. However, little is known about the meaning and essence of teacher educators' professional development (Loughran, 2006; Murray & Male, 2005; Smith, 2003). Many researchers (Celik, 2011; Davey & Ham, 2010; Koster, 2005; Lunenberg & Hamilton, 2008; Smith, 2005) claim that one of the major challenges that teacher educators face as trainers of future teachers is the need to develop professionally within their own fields. Their professional development is expressed in their being consumers of knowledge. In addition, some teacher educators perform self-study research, which creates new knowledge. Teacher educators are also required to be involved in activities at the college that contribute to their personal growth, such as participation in conferences and workshops (Klecka et al., 2008). Teacher educators are also expected to have a technological orientation, to be able to learn and work with information and communication technologies, and to adjust to technological innovations as needed. Studies show that teacher educators' use of advanced technologies in teaching increases student teachers' use of technology (Stensaker, Maassen, Borgan, Oftebro, & Karseth, 2007, cited in Kabakci, Odabasi, & Kilicer, 2010).

The Faculty Member's Role as Leader

In their study on teacher educators, Klecka et al. (2008) found that one aspect of teacher educators' leadership is manifested in their ability to influence the content and structure of the curricula. The teachers who participated in Klecka's study exhibited leadership-related activities by setting policies, revising curricula, and leading forums in their institutions. Another aspect of leadership is manifested by fulfilling various academic-administrative roles in the course of their work, such as department chairs, heads of learning tracks, and heads of specific divisions or units. Academic administrators serve as a link that connects between the administrative aspects of the college and academic faculty members (Dyer & Miller 2000). According to Pettitt (1999), they are supposed to understand and effectively carry out the vision of the college. Faculty members fulfilling academic-administrative positions hold the key to the success of the college, and their roles range from preserving the present situation to developing initiatives for new programs that will ensure professional progress. According to Sergiovanni (1996), the scope of teacher educators' leadership in management includes technical, human, educational, symbolic, and cultural roles.

Teacher Education in Israel

All over the world, as well as in Israel, teacher educators are a heterogeneous group. They come from different backgrounds and work in different settings. Given that the current study was conducted in several colleges of education in Israel, a description of this particular teacher educator system is warranted, in order to better understand the work of teacher educators in Israel. Teacher education programs offered in colleges of education span four academic years and combine the teaching of pedagogical theories and skills with discipline-specific studies. In the area of education and pedagogy, the program includes both theoretical studies and practical training. The study of pedagogy and the discipline studies are organized according to the particular school level (kindergarten, primary, or middle-school) and the subject matter to be taught (history, mathematics, science, English, etc.). Graduates of

colleges of education in Israel obtain a bachelor's degree in education (B.Ed.) as well as a teaching certificate. Teacher educators who teach the pedagogic-didactic aspects must be former school teachers who have acquired advanced degrees and accumulated a significant amount of experience, after which they made the transition to teaching in teacher education colleges (Feiman-Nemser, 2013). The teacher educators who teach a particular discipline have a Ph.D. in their field of expertise.

Role Definition

A review of the professional literature reveals that colleges of education do not have a specific role definition for the academic faculty members. Hence, the role of teacher educators is somewhat amorphous (Buchberger et al., 2000; Cochran-Smith, 2003; Koster et al., 2005; Lunenberg & Hamilton, 2008). Very little is known about the professional role of teacher educators and even less is known about what teacher educators think about it. Thus, our research question sought to reveal teacher educators' perceptions of their main tasks. The aim of the study was to examine the ways in which faculty members at academic colleges of education perceive their role and to determine which elements of their work need to be included when formulating a professional profile. This study aims to develop a professional profile of teacher educators. It will contribute to the international discussion on professional development among teacher educators and may better enable teacher educators to know what is expected of them. As mentioned, a role definition helps clarify what is required and expected of employees, for their sake and for the sake of others in their surroundings. The role definition outlines the series of actions or performances that lead to meaningful outcomes or products.

Based on the role definition discerned, it will also be possible to construct an instrument for evaluating and providing feedback on the functions and performance of teacher educators. This feedback will serve for expressing esteem for excelling faculty, as well as for identifying faculty members who do not meet the requirements of the role. Furthermore, based on a comprehensive role definition, it will be possible to design professional development programs for existing faculty members for implementation at the group level as well as at the level of the individual. A program will also be developed for new faculty members, in accordance with the role definition that will be constructed from the results of the present study.

One of the anticipated benefits of the current study is its applicability in any higher-education institute for teacher training. Gathering data regarding the opinions of teacher educators should be the first stage in the process of constructing a role definition for teacher educators. The significance of the role played by teacher educators and their fundamental influence on the functioning of elementary and secondary education systems are aspects that are pertinent everywhere in the world. There is worldwide consensus regarding the crucial function carried out by these professionals, their role in forming the next generation of teachers and educators, and the impact that highly qualified teachers have on the future of society. Consequently, on a global level, this study's findings and their implications are expected to enhance our knowledge about the teacher educators' role, to hone teacher educators' functioning and performance, and to help improve the course of their professional development. The goal of the study was to define the role perception of teacher educators in academic colleges of education.

Methods

A mixed-methods design was used (Creswell, Tashakkori, Jensen, & Shapley, 2003). The qualitative part was an open-ended questionnaire. This led to the design of a closed quantitative questionnaire on teacher educator tasks at a college of education.

The Sample

A closed questionnaire was electronically delivered to almost 500 teacher educators from all Israeli colleges of education. Of these, 178 teacher educators responded. The demographic characteristics of the academic faculty members who answered the questionnaire were as follows: 70% were women and 30% men; 1% had a bachelor's degree, 23% had a master's degree, and 76% had a Ph.D. degree; 10% had no pedagogic training, 16% had a teaching license, 56% – a teaching certificate, and 18% qualified for the position of teacher educators following training at the MOFET Institute; 34% teach education, 45% teach a discipline-specific subject, and 21% are pedagogic instructors; 46% fulfill a role at the college beyond teaching, and 54% are only lecturers; 69% have tenure at the college and 31% do not hold a tenure-track position; 26% have a part-time position of 50% or less, 53% have a part-time position of 50% or more, and 21% work full-time. The respondents had an average seniority of 12 years at the college, and an average of 23 years of teaching experience.

The Research Instrument

The process of constructing the closed questionnaire included these steps:
a.   A printed copy of an open-ended questionnaire was distributed to approximately one hundred faculty members at one college of education. The question presented to them was: "What are the tasks/obligations of a faculty member at a college of education? Please list the ones important to you." Thirty faculty members answered the open-ended questionnaire.
b.   Each of the four researchers (authors) conducted a content analysis of the answers provided to the open-ended questionnaire. This process yielded eight themes.
c.   Based on the findings of the content analyses, a first version of the closed questionnaire was constructed. This version was sent to five middle management administration teacher educators from different education colleges. The second version of the questionnaire was formulated after taking into account their comments and suggestions.
d.   This version was passed to three methodological experts. The final version of the study questionnaire was formulated following their comments and suggestions.

The closed questionnaire contained two sections. The first section consisted of 61 statements representing the descriptions of teacher educator tasks at a college of education. The statements were evaluated on a scale of 1 (the subject of the statement was not important at all) to 6 (the subject was considered very important). The second section included background information.

The Research Procedure

A total of 150 faculty members from one college of education in Israel were asked to respond to an open-ended questionnaire; 30 respondents sent in their answers. Then, a closed questionnaire of 61 items was developed and delivered electronically, over a period of one academic year, to all teacher educators at all Israeli colleges of education. Responses to the closed questionnaire were obtained from 178 teacher educators. Confidentiality was assured and maintained.

Data Analysis

Data from the open-ended questionnaire were processed using content analysis. Data coding was carried out in stages. First, researchers carried out preliminary content analysis, and themes were identified. At the last stage of the content analysis, the number of responses pertaining to each theme was noted. Data from the closed questionnaire were processed using factor analysis. The factor analysis extraction was performed on the responses to the 61 items, according to the Varimax method with right angled rotation, and using the Oblimin method. Factor analysis was based on the Kaiser rule, according to which factors are extracted according to the eigenvalue (EV>1.0). The Scree test, i.e. a diagram that shows the eigenvalue as a function of several factors, was also employed (Cattell, 1966). The correlations between the factors were examined (using the Oblimin method) and, if reasonable correlations were found ($r < .40$), it was decided to continue the factor analysis using the Varimax method. Items with loading of less than 0.30 were excluded. Reliability of the scales as expressed in homogeneity of the items and internal consistency was measured by Cronbach's alpha coefficient.

Findings
Qualitative Results

In order to examine the ways in which faculty members at academic colleges of education perceive their role, we began with an open-ended questionnaire. Content analysis yielded eight themes. The findings are presented in Tab. 1.

The Theme	Percent of the Total	Examples
1. Faculty Member as Teacher	32%	"Present the syllabus, academic requirements, and evaluation methods" "Teach, planning the teaching, evaluate the teaching, and instruct the students" "Maintain a good level of teaching and updated learning materials" "Diversify teaching methods as part of maintaining the interest and curiosity of the students and as part of the adaptation of different teaching methods to different learning styles among the students"
2. Commitment of the Faculty Member to the College	25%	"Participate in committees, demonstrate initiative, advance projects and issues for the benefit of the college, informal marketing of the college" "Participate in the activities of the learning track, the department, the college, in meetings, committees, and seminars" "Be an active member of the team"
3. Faculty Member as Researcher	9%	"Carry out research related to one's fields of teaching" "Carry out research, write and publish, present at conferences"

4.	Values and Ethics	9%	"Dignified attitude towards the learners and the colleagues" "Behavior according to the ethical regulations of the college"
5.	Faculty Member as Learner	8%	"Continue to learn and remain updated, and exhibit proficiency in the disciplines in which I work" "Participate in seminars and conferences" "Remain updated regarding new research knowledge in everything related to the specialized fields which I teach at the college"
6.	Personal Relationships between the Faculty Member and the Students	7%	"Listen to students and try to be supportive and help them in their studies and/or problems, even social ones" "Create personal contact, perhaps one should say human contact, not alienated" "Be available and accessible to the students"
7.	Personal Empowerment of the Student	6%	"Lead students to exhaust their maximal ability in the field for which the faculty member is responsible" "Help the students formulate an educational ideology and the educational considerations that stem from it" "Enable the students that attend [one's] sessions to grow and become the best professionals they can be"
8.	Faculty Member as a Model for Imitation	4%	"Provide a personal example of what it means to be an educator" "Serve as a model for students' behavior" "Provide a personal example in everything related to good, effective, and devoted teaching, with all this entails"

Table 1: Themes, percent of the total answers, and examples

Quantitative Results

Using the statements from each of the themes identified through content analysis of the responses to the open-ended questionnaire, a closed questionnaire containing 61 items was developed. Thus, for example, from the theme of Teaching, the following statements were included in the closed questionnaire: "Teaches the course contents according to the syllabus", "Evaluates the students using fixed criteria," "Teaches courses on a high level." From the theme of Commitment to the College, the following statements were included: "Participates in the college's committees and/or think tanks," "Is attentive to requests from the administrative staff." From the theme of Faculty Member as Researcher, the following statements were included: "Presents his/her work at conferences," "Engages in research," and "Publishes policy papers or research reports." From the theme of Values and Ethics, the closed questionnaire included statements such as "Upholds ethical rules as formulated in the ethics regulations" and "Educates toward values." From the theme of Faculty Member as Learner, the closed questionnaire included statements such as "Participates in continuing education programs or study days organized by the college," "Stays updated in the field of education." From the theme of Personal Relationships between the Faculty Member and the Student, the closed questionnaire included statements such as "Is attentive to the students." From the theme of Personal Empowerment of the Student, the closed questionnaire included statements such as "Cultivates students' sense of mission regarding their role as teachers," "Trains the students to be independent learners." From the theme Faculty Member as Model for Imitation, the closed questionnaire included statements such as "Provides a personal example of effective teaching." The questionnaire was administered online to all colleges of education nationwide, and 178 responses were obtained.

Factor analysis, performed on the responses of the participants to the 61 items in the closed questionnaire identified the four components that form the faculty member's role: (a) member of an organization; (b) researcher; (c) teacher; (d) person. The pattern matrix of the four main components identified is presented in Tab. 2. All four components had a high degree of internal consistency, as measured by Cronbach's alpha (.873 - .934), an estimate of the reliability of a scale based on intercorrelation of the individual items of a multi-item

scale. The means and standard deviations of the rankings given by the faculty members for each of the items (on a scale of 1 to 6) are shown in Tab. 3.

Item	Loading of the Factor			
	(a) Organization	(b) Researcher	(c) Teacher	(d) Person
Participates in the college's committees and/or think tanks	.796			
Takes on (unpaid) positions and assignments in the college	.698			
Actively participates in evaluating other teachers in the college	.596			
Writes and develops study programs (diploma studies, plans for degrees, etc.)	.577			
Holds (paid) positions at the college	.540			
Represents the college in inter-college forums	.538			
Contributes to departmental teamwork	.529			
Actively participates in department meetings	.528			
Shares the teaching materials that she/he prepared with other faculty members	.526			
Initiates new projects	.518			
Represents the college in the media	.490			
Is familiar with the curricula of his/her department	.481			
Submits a final report on each course to the department chair	.454			
Organizes study days, seminars, or conferences	.446			
Presents studies (his/her or others') at faculty meetings	.433			
Is attentive to requests from the administrative staff	.382			
Helps other teachers in his/her areas of expertise	.377			
Contributes to the community	.341			
Participates in continuing education programs or study days organized by the college	.337			
Presents at international conferences		-.852		
Publishes refereed articles		-.784		
Engages in research		-.757		
Publishes policy papers or research reports		-.751		
Presents his/her work at conferences in Israel		-.744		
Submits requests for internal and external research funds		-.734		
Receives invitations to lecture at conferences		-.710		
Participates in international conferences (even if not presenting)		-.698		
Participates in conferences in Israel (even if not presenting)		-.602		
Publishes non-refereed articles		-.583		
Collaborates with other teachers, including from other colleges		-.413		
Hands in grades on time			.726	
Starts and ends lessons on time			.639	
Writes syllabi for students according to the college guidelines			.616	

Gives well-distributed grades		.614		
Teaches the course contents according to the syllabus		.564		
Upholds ethical rules as formulated in the ethics regulations		.556		
Updates the bibliography list		.549		
Final assignment for the course matches the learned material		.529		
Receives high rating in teaching-evaluation surveys		.527		
Respects colleagues		.524		
Stays updated in the field of education		.450		
Gives the syllabus to the students at the beginning of the course		.449		
Teaches courses on a high level		.446		
The assignments given during the course match the learned material		.441		
Is available to students via email		.410		
Draws conclusions from students' feedback		.403		
Is available during office hours		.328		
Trains the students to be independent learners				.748
Connects between the learned material and the field of education				.674
Adapts the teaching to students with special needs				.673
Maintains dialogue with students about course contents and their relevance to students				.654
Is attentive to students on different issues				.591
Educates towards values				.559
Cultivates students' sense of mission regarding their role as teachers				.556
Gives a personal teaching example				.542
Develops study materials for students				.534
Observes students during their practicum week				.479
Assists students who seek help				.426
Evaluates the students using fixed criteria				.417
Provides guidance for students' projects				.416
Treats students with dignity				.379
Number of items	19	11	17	14
Cronbach's alpha	.928	.934	.901	.873
Eigenvalue	19.56	6.12	3.05	2.38
Percent variance	3.09	9.42	4.69	3.66

Table 2: List of the 61 items and loading of the factor (N =178).

No.	The Item	*M*	*SD*
1	Treats students with dignity	5.81	.46
2	Stays updated in the field of education	5.71	.52
3	Upholds ethical rules as formulated in the ethics regulations	5.54	.72
4	Provides a personal example of effective teaching	5.53	.70
5	The assignments given during the course match the learned material	5.51	.70
6	Final assignment for the course matches the learned material	5.51	.64
7	Assists students who seek help	5.43	.74
8	Trains the students to be independent learners	5.43	.74
9	Cultivates students' sense of mission regarding their role as teachers	5.40	.79
10	Is attentive to students on different issues	5.40	.74
11	Educates towards values	5.39	.87
12	Respects colleagues	5.37	.79
13	Teaches courses on a high level	5.37	.84
14	Connects between the learned material and the field of education	5.25	.83
15	Evaluates the students using fixed criteria	5.21	.86
16	Is available during office hours	5.21	.83
17	Gives the syllabus to the students at the beginning of the course	5.16	1.03
18	Starts and ends lessons on time	5.14	.91
19	Updates the bibliography list	5.04	.91
20	Teaches the course contents according to the syllabus	5.02	.91
21	Draws conclusions from the students' feedback	4.99	.84
22	Adapts the teaching to students with special needs	4.90	.95
23	Contributes to departmental teamwork	4.88	.87
24	Available to students via email	4.85	9.36
25	Actively participates in department meetings	4.84	.98
26	Maintains dialogue with students about course contents and their relevance to students	4.81	1.08
27	Hands in grades on time	4.81	.93
28	Writes syllabi for students according to the college guidelines	4.80	1.14
29	Is familiar with the study plans of his/her department	4.80	1.01
30	Helps other teachers in his/her areas of expertise	4.78	.92
31	Develops study materials for students	4.78	1.01
32	Receives high rating in teaching-evaluation survey	4.70	.97
33	Attentive to requests from the administrative staff	4.67	1.01
34	Participates in continuing education programs or study days organized by the college	4.53	1.09
35	Engages in research	4.48	1.12
36	Instructs students' projects	4.46	1.95
37	Collaborates with other teachers, including from other colleges	4.42	1.06
38	Observes students during their practicum week	4.33	1.35
39	Participates in conferences in Israel (even if not presenting)	4.28	1.06
40	Publishes refereed articles	4.25	1.24
41	Shares the teaching materials that she/he prepared with other faculty members	4.22	1.02
42	Initiates new projects	4.22	1.07
43	Participates in the college's committees and/or think tanks	4.14	1.05
44	Presents his/her work at conferences in Israel	4.14	1.16
45	Represents the college in inter-college forums	4.09	1.18
46	Gives well distributed grades	4.07	1.11
47	Holds (paid) positions in the college	4.06	1.17
48	Contributes to the community	4.05	1.29
49	Writes and develops study programs (diploma studies, plans for degrees, etc.)	4.00	1.12
50	Participates in international conferences (even if not presenting)	3.90	1.18
51	Takes on (unpaid) positions and assignments in the college	3.88	1.08
52	Publishes policy papers or research reports	3.87	1.19
53	Receives invitations to lecture at conferences	3.86	1.16
54	Presents at international conferences	3.81	1.29
55	Presents studies (his/her or others') at faculty meetings	3.72	1.15
56	Organizes study days, seminars, or conferences	3.63	1.15
57	Publishes non-refereed articles	3.63	1.17
58	Submits requests for internal and external research funds	3.49	1.19

59	Actively participates in evaluating other teachers in the college	3.41	1.17
60	Submits a final report on each course to the department chair	3.14	1.26
61	Represents the college in the media	3.08	1.33

Table 3: Means and standard deviations of the rankings of the 61 items, arranged from the highest to the lowest (N=178)

The mean scores ranged from moderate to high, i.e. between 3.08 and 5.81. The two items which received the highest agreement were "Treats students with dignity" ($M = 5.81$, $SD = 0.46$) and "Stays updated in the field of education" ($M = 5.71$, $SD = 0.52$), while the two items with the lowest means were "Submits a final report on each course to the department chair" ($M = 3.14$, $SD = 1.26$) and "Represents the college in the media" ($M = 3.08$, $SD = 1.33$). The means and standard deviations for the four components are presented in Tab. 4.

Factors	*M*	*SD*
(a) Faculty member as member of an organization	4.13	.73
(b) Faculty member as researcher	4.02	.90
(c) Faculty member as teacher	5.03	.53
(d) Faculty member as person	5.16	.54

Table 4: Means and standard deviations of the research variables (N=178)

From the data in Table 4, we can see that the means for the components of Faculty Member as Person and Faculty Member as Teacher are high (5.16 and 5.03, respectively), whereas the means for the other two components, Faculty Member as Member of an Organization and Faculty Member as Researcher, are moderate (4.13 and 4.02, respectively). Pearson correlations between the variables were calculated in order to test the discriminant validity of the four components. The results, presented in Tab. 5, indicate significant moderate-to-high positive correlations. These correlations indicate that the four components are related to the same content world, but that each has a unique significance within the same content world, i.e. each illuminates a different aspect of the role of the faculty member.

The Component	1	2	3	4
(a) Organization	-			
(b) Research	.70**	-		
(c) Teacher	.63**	.50**	-	
(d) Person	.61**	.33**	.66**	-

** $p < .01$

Table 5: Pearson correlations matrix between the research components (N = 178)

Discussion

The present study examined the ways in which faculty members at colleges of education perceive their role. The findings of this study are important, since they help clarify the role of faculty members at colleges of education, thus advancing a shared role definition, which will enable the faculty members to understand the scope of their commitment to their work in the organization. As indicated in the literature review, role definition is a formal organizational framework, which details the tasks that must be performed and the specific actions that must be taken, whereas role perception is subjective and two workers with an identical role definition can have an entirely different role perception. The components of role definition and role perception are complementary, and they provide the faculty member

much greater organizational and functional clarity. Although having a role definition and holding discussions on role perception is of great importance, this is not the customary state of affairs in most colleges of education.

In order to examine the role perceptions of faculty members, the first stage of the study included collection and analysis of the responses of faculty members from one college of education to an open-ended questionnaire on this issue. The analysis rendered eight themes and the highest percent of the total answers corresponded to the theme Faculty Member as Lecturer (32%). In the literature, a similar theme was found to be the most prominent (Klecka et al., 2008; Lunenberg et al., 2014) (teachers, teacher of teachers, respectively). Participants did not indicate a low level of agreement regarding any of the items on the closed questionnaire. This finding suggests that participants agreed that all 61 items indeed reflected their perception of their role as teacher educators.

Factor analysis carried out for all items indicated four main components in the role perception of faculty members in colleges of education: (a) faculty member as member of an organization, (b) faculty member as researcher, (c) faculty member as teacher, (d) faculty member as person. Many of the studies on the role of teacher educators that were presented in the literature review did not include a factor analysis and their findings, which were obtained using a variety of methods, were different from those of the current study. Studies that included factor analysis examined the role of (K-12) school teachers and found similar elements (Friedman & Kass, 2002; Gavish & Friedman, 2007). According to the findings of the latter, the teachers viewed their activities as encompassing two domains: the classroom and the school. In the former, the activity focuses on educational work with the pupils, whereas in the latter domain, the activities are related to the school as an organization. These two elements correspond to the components Faculty Member as Teacher and Faculty Member as Member of an Organization found in the present study. However, the current finding highlights a different aspect: while the previous study referred to a single activity (namely, teaching) performed in two different domains, the component Faculty Member as Member of an Organization suggests a completely distinct set of activities and concerns, other than teaching.

Cherniss (1993), in a literature review on the relationship between professional self-efficacy and professional burnout in various professions, including teaching, referred to professional self-efficacy as comprised of three role-related elements: an element of the task, an element of the organization, and an element that refers to interpersonal relationships. The task element includes the teacher's skills in preparing and teaching the lessons, examining students' work, and motivating the students. This element corresponds to the classroom element in the study by Gavish and Friedman (2007) and to the component Faculty Member as Teacher, in the present study. The element of the organization in Cherniss' (1993) study refers to the teacher's ability to exert influence within the organization and to initiate change. This element corresponds to the organizational element identified in the study by Gavish and Friedman (2007) and to the component Faculty Member as Member of an Organization in the current study. The third element identified by Cherniss (1993) refers to interpersonal aspects, including the ability to work in harmony with others, specifically students, colleagues, and superiors. There is no single equivalent element mentioned in the study of Gavish and Friedman (2007). However, the topic is included in the classroom element as well as in the organizational element. In the present study, this element is manifested mostly in the component Faculty Member as Person. A detailed examination of each of the four components found in the present study follows, presented according to the degree of agreement (from high to low) indicated by the participants.

Faculty Member as Person

The component awarded the highest ranking was Faculty Member as Person. This component included items such as "Is attentive to students on different issues," "Cultivates the sense of mission of the teacher's role among the students," "Adapts the teaching to students with special needs" and "Treats students with dignity." Examination of the means for each item that belongs to this component (Tab. 2) reveals that all of the items were awarded a high score, indicating a high degree of agreement. The item awarded the highest average score was "Treats students with dignity." This can be explained by the fact that colleges of education place a unique emphasis on interpersonal relationships, as they call for a constant dialogue between faculty members and students as part of the students' preparation for becoming future teachers. This finding is in agreement with Koster's (2005) claim that basically, teacher educators are expected to be attentive, dedicated, committed, and involved in the learning process of teacher trainees. Cherniss (1993) found that one of the components of teachers' self-efficacy is the interpersonal component. This component refers to the ability to work in harmony with superiors, subordinates, and colleagues. According to Cherniss, interpersonal skills cannot be separated from teaching skills and together they influence the teacher's ability to succeed. In this context, it is worth noting that the themes of Personal Empowerment of the Student, Faculty Member as Model for Imitation, and Interpersonal Relationships between the Faculty Member and the Student which emerged from the analysis of the open-ended questionnaire and which correspond to the component Faculty Member as Person, together accounted for 26% of all responses.

Faculty Member as Teacher

The items included in the component Faculty Member as Teacher were, for example, "Hands in grades on time," "Teaches the course contents according to the syllabus," and "Develops new courses." Examination of the means of the items in the closed questionnaire reveals that all the items were awarded a high degree of agreement. In fact, in the entire questionnaire, the items awarded the highest mean scores (Tab. 2) were those corresponding to the field of teaching: "Stays updated in the field of education," "Gives a personal teaching example".

The great importance which faculty members attribute to the domain of teaching is also apparent from the answers to the open-ended questionnaire. Forty percent of all responses referred to the issue of teaching, including statements such as "Teaching, planning the teaching, evaluating the teaching, [and] instructing the student teachers," "Maintaining a good level of teaching and using updated learning materials," and "Diversity of teaching methods as part of maintaining interest and curiosity among the students." These findings are in line with those of several studies (Ben-Peretz et al., 2010; Korthagen et al., 2005; Murray & Male 2005; Murray et al., 2009; Smith, 2005), which showed that the main role of teacher educators is to teach, to be proficient in and knowledgeable about the discipline they teach, and to have the pedagogic abilities to teach this knowledge.

Faculty Member as Member of an Organization

In the present research (Tab. 4), moderate agreement was obtained for the component Faculty Member as Member of an Organization. Some of the items included in this component received a high average score, indicating agreement, e.g. "Contributes to departmental teamwork," whereas other items included in this component received a

moderate average score, e.g. "Takes on (unpaid) positions and assignments in the college" and "Organizes study days, seminars, or conferences." It appears that the items that received the highest average scores were those that contribute to the organizational culture of the college and are an integral part of the faculty member's role, although they might not be mentioned in the formal role definition. Koster and Dengerink (2008) similarly found that contribution to teamwork, or as it was worded in that study, "Working with colleagues in the organization," was one of the six components of the standards of teacher educators in Holland. Items that were awarded only moderate scores were those dependent on the faculty member's initiative. Content analysis of the open-ended questionnaire indicated that 25% of the collected statements pertained to the theme Commitment to the College. The results of the open-ended questionnaire and the closed questionnaire lead to the conclusion that not all faculty members feel that they belong to the organization, and some do not view a contribution to the organization as part of their role.

Faculty Member as Researcher

The component Faculty Member as Researcher was awarded moderate scores. It received the lowest ranking among the four components. Likewise, each of the items pertaining to this component received moderate scores, e.g. "Submits requests for internal and external research funds," "Publishes non-refereed articles." It is important to note that also in the content analysis of the open-ended questionnaire, this component received the lowest priority of the four components examined. In other words, the percent of responses that mentioned "Faculty member as researcher" as part of the teacher educator's role was low (9%). These findings are in agreement with those of another study, which similarly demonstrated that carrying out research is not viewed as an essential aspect of faculty members' tasks (Berry, 2007). Nonetheless, it should be indicated that although the items that refer to research were ranked as having the lowest priority among the four components, the numerical average score was moderate — not low. This can be explained by the fact that in recent years, since formal academic promotion processes were introduced in colleges of education, faculty members have been expected to carry out research and publish refereed articles. This development took place in many teacher education institutions around the world (Cochran-Smith, 2003) and research is gradually being assimilated as an integral part of faculty members' role (Harrison & McKeon, 2010). Thus, the findings presented in Tab. 4 indicate that faculty members at colleges of education attribute greater importance to the interpersonal aspects of the role (Faculty Member as Person) and to teaching (Faculty Member as Teacher) than to aspects related to the organization (Faculty Member as Member of an Organization) or to research (Faculty Member as Researcher). This may stem from the fact that these findings pertain to colleges of education, where until recently, the prevailing goal has been mainly teaching, in contrast to universities, where faculty members are primarily required to carry out research.

The findings shown in Tab. 5 indicate moderate to strong significant relations between the four components. The strongest relation found was between the component Faculty Member as Member of an Organization and Faculty Member as Researcher. This finding suggests that the faculty members regard themselves as researchers because of the demands of the organization and do not necessarily feel compelled to engage in research to improve their own understanding of the teaching-learning process or to develop their teaching skills (Ezer, 2009; Murray et al., 2009). A strong relation was also found between the component Faculty Member as Teacher and the component Faculty Member as Person. This may be explained by the fact that the role of teacher educators is to teach, as well as to

support and empower the teacher trainees. This fact is in agreement with previous studies that showed that teacher educators perceived the lending of support to teacher trainees to be an important part of their role in helping trainees develop and become highly-skilled professionals (Korthagen et al., 2005; Koster et al., 2005; Koster et al., 2008; Smith, 2003). In contradistinction, a moderate relationship was found between the component Faculty Member as Person and the component Faculty Member as Researcher. Faculty members at colleges of education view their main role as empowering the student teachers and preparing them to become excellent teachers, whereas they view research as less important. This finding is supported by previous studies (Koster, 2005; Lunenberg & Hamilton, 2008; Smith, 2005).

The theoretical framework of this paper was based on the model proposed by Klecka et al. (2008), which included five aspects for defining the role of teacher educators. As described above, in this study we found only four components. Two of the four components, Faculty Member as Teacher and Faculty Member as Researcher were also found in Klecka's model. The Faculty Member as Member of an Organization component is described by the remaining three aspects of Klecka's model: collaborator, learner, and leader. Most of the items in the component Faculty Member as Person are unique to this study and do not appear in the models proposed by Klecka et al. (2008). It is suggested that future research should examine whether different colleges of education place a different emphasis on each of the four components found in the present study. For example, it would be interesting to examine the extent to which faculty members of different colleges consider research an inherent part of their role, and whether (or to what extent) this perception is related to the different colleges' policies regarding research or to the ways the policies are implemented. In the last decade, there has been a great demand on academics' research in Israel, as over the world. Such demands could create a divide between teacher educators' teaching and research, which might take a toll on their professional learning and continuing development (Yuan, 2015).

Conclusion

Four major components of the role perception of faculty members at colleges of education were identified in this study. The results of the study will help formulate an official role definition. Formulating a definition is very important for enabling faculty members to understand how and with whom they interact and how to meet the goals required of them. A clear and complete definition of the role will help new faculty find their bearings within the organization sooner, as will facilitate their transition into the role of teacher educators. Furthermore, the findings of this study will enable the preparation of an instrument for evaluating and providing faculty members with feedback on their work. Based on the evaluation and feedback, it will be possible to construct both personally-tailored, college-wide, and national programs for the continuing professional development of faculty members in teacher education colleges. Formulating a detailed and widely accepted role definition will also have implications for designing a formal program for training candidates for the role of teacher educators, since it will afford clarity and consensus regarding the entire scope of the teacher educator's job (Yuan, 2015).

The current study's major contribution to the professional literature is in taking into account the opinions of faculty members on their role as teacher educators and using this information as a basis for devising a formal role definition, for designing tools that evaluate teacher educators' performance, and for creating an effective program for professional development. The importance of the model suggested in this study is that it is based on quantitative results, in contrast to most of the studies on the roles, behaviors, and professional

development of teacher educators (Lunenberg et al., 2014). Thus it contributes to the international discussion on the work of teacher educators.

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