

ACADEMIC FREEDOM AND SHARED GOVERNANCE: A FRAMEWORK TO RECLAIM ACADEMIC PRESTIGE IN THE ACADEMY

By

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ABSTRACT

There are sweeping changes facing higher education institutions today that have resulted in diminished power, privilege, and prestige that the professorate have had in the past. Higher education institutions are faced with many challenges that often demand radical changes in the reconceptualization of the professorship and adversely preservation of the prestige of the profession in the academy. Prestige in this respect refers to a notoriety, reputation or influence arising from success, achievement, rank, or other favorable attributes. In other words. Prestige is a "distinction" or "reputation attached to a person or estimation in the eyes of people that has weight or credit (in general opinion), and a commanding position in people's minds. The aforementioned challenges are not only experienced locally depending on one's location on the globe, but also regionally, nationally, and internationally. This paper addresses the challenges faced by academics in higher education today that have been observed and experienced over the last twenty five years of teaching in higher education and offers a dynamic and empowering solution to those challenges that benefits both the professorate and the institutions in which they respectively serve.

Keywords: Academia, Academic Leadership, Attitudes, Conceptual Framework, Education, Higher Education, Perceptions, Prestige.

INTRODUCTION

Paulo Freire (1994 & 2000) states emphatically in his book, "Pedagogy of the Oppressed" the following powerful statement: "All education is with a purpose and that purpose can only be political, for either we educate to liberate or we educate to dominate". It is in the lens of this single edifice that is the pillar of the purpose of education that we begin a critical dialogue on the current state of higher education and provide a solution to the ramifications of the changes that have taken place over the last forty years. This paper seeks to address the aforementioned challenges and changes and provide a tried and tested solution that is both currently in practice and has the power to radically and immediately turn the issues addressed towards a more positive and proactive

direction.

1. Identifying the Problem

Currently, teaching in higher education continues to present challenges on how to effectively manage and teach 21st Century learners who have become to be known as "millennials" and "digital natives". In the "Greater Expectations: A New Vision for Learning as a Nation Goes to College" 2002 report by the American Association of Colleges and Universities (the "AACU" also known as the "AAC&U") stated the following:

"Today's economic uncertainties challenge all of us to be creative in meeting our commitments to students. These uncertainties also make even more urgent the need for us to prepare all students to thrive in a turbulent and fluid world. Now, more than ever, AAC&U members are

championing the value of a liberal education for individual students as well as for a nation dependent on economic creativity and democratic vitality. Colleges, universities, state systems and other partners are engaging the public and the academy with core questions about what really matters in college, using new clarity about essential learning outcomes to organize their efforts to pursue educational excellence, assess learning, and align school with college and goals with practices (AACU, 2002 also readdressed in the preface of the updated report of the AACU Annual Meeting January 20-23, 2010)”.

2. Addressing Current Issues

Daniel Apple in the “Process Education Faculty Guidebook” (from the Academy of Process Educators) asserts the following which is in tandem with the AAC&U statement:

“In the 21st century, colleges and universities are called to educate people whose knowledge, abilities, and values will enable our post-modern culture to deal with unprecedented, complex, and rapidly changing issues such as environmental risk, sustainable progress, and globalization”. He further points out that “innovativeness and accountability on the faculty as well as the student has become more prevalent”. Also, an increased demand on high expectations to meet the needs of students and institutional effectiveness has heightened influence by accreditation standard movement, Academy of (Process Education, 2017)”.

Bennett (2011) urges us to envision a society where all school children in the nation are provided educational opportunities and support needed to reach their fullest potential, and where by all teachers are, caring and culturally competent advocates for students from all ethnic, linguistic, family, and personal backgrounds. She further suggests envisioning an interconnected world where local, national, and global society is working toward equity, environmental sustainability, wise innovation, economic security, and affirmation of common good on a global scale (pg. 3). Bennett further asserts that it is imperative to try to work toward this vision because of the crucial role that teachers play. Teachers are vital and critical to development of students' six pillars of character (Counts, 2004). Nevertheless, she also recognizes that, in

the 21st Century teaching in the classroom is also “demanding and difficulty work, especially given the intense national climate of educational standards, high-stakes testing, growing racial and cultural diversity within the school age population, inadequate resources in many schools, and the ever-increasing expectations for schools to address special needs and community concerns (Bennett, 2011).

2.1 Rationale for the Solution

It has been the author's mutual observation that, most of the faculty who deliver pedagogy and andragogy in halls of higher education tend to teach the way they were taught. This presents problems in meeting the needs of the students that lead to either classroom disruptive behavior, or disengagement in learning, and/or a general lack of motivation to learn. This is evident from the fact that there are conferences that are strictly devoted to addressing classroom disruptive behavior, and/or closing the achievement gap between minority and majority students. In the last 10 years, we have been involved in working with our colleagues across the disciplines in our university, (specifically in the arts and sciences) in helping fellow faculty to develop skills and dispositions that are helpful in managing teaching and learning in the classroom environment. It is from this experience that we have devoted research in looking for ways to improve the way we teach in higher education and concurrently continue to bring rigor to scholarship that appears to have rapidly declined as new educational challenges present themselves. At the same time society continues to become more multicultural, diverse, and globally interconnected through improved communication and technology which provides a challenge in and of itself. The authors therefore provide in this narrative a theoretical, conceptual, and usable framework from the Academy of Process Educators that addresses all of the aforementioned issues.

The authors have observed that, apart from the faculty who were exposed early in their career to educational philosophy, classroom management methodologies, and the psychology of teaching (both pedagogy and andragogy), most faculty fall back on “what they know”.

This subjects them to drawing upon experiences that may not be engaging and are limited in educational problem-solving. Adding to this problem there is evidence from training workshops on professional development that reveals that as institutions of higher learning, we as a whole have become heavily lead by administrators who form a top-down rather than form a collaborative approach. As a result, new faculty are provided with very little orientation in the start of building their professional academic career. In this respect we find many faculty do not have a clue as to what to adhere to and who to trust because the induction in the profession continue to have less clear expectations and thus, policy and procedures are just mere written words without meaning and without accountability (Ginsberg, 2011).

2.2 The Changing Role of Faculty

Review of literature on academic freedom and shared governance shows that the discussion on the topic is rather scarce which creates uncertainty among faculty who aspire to be a part of the decision-making process as leaders in the academy. Faculty in our various endeavors draw upon the existing body of knowledge that leads us to sustainable inquiry which is the foundation of our profession. The lack of adequate and obtainable research creates inequity. As a result, opportunity to lead is viewed as oblique which results in apprehension. Apprehension builds fear. Fear grounded in the unknown creates an apathy that leads to a lack of accountability, which we both posit and believe has resulted to decline in academic rigor and scholarship particularly in the arenas of academic freedom and shared governance.

Thus, the absence of the debate between faculty and administrators on the real reason for decline in higher education tend to remain as mystery which the authors believe is by both default and design. The resultant in default is due to the fact that the faculty who do not know what to expect and do not get the training, just do what they were taught because there is no clear expectations, and as such they keep the status quo. The design aspect occurs as result of the administrators who are given the roles without experience, and as such, they maintain the "status quo" while they are well aware that shared

governance leads to accountability. Add to this, that there are no clear expectations despite the availability of literature on "best practices". The "status quo" then becomes the most viable choice (often due to pressure caused by an increase in expectations that require immediate results via immediate short-term planning from year to year). It is indeed a failure to recognize that, in the academy that there is a "rapid turnover". This "turnover" is evidenced by the fact that administrators come and go as well as students in the halls of higher academia. However, it is the faculty that often remains in the institution and they are expected as well as are held responsible for the dissemination and the transfer on subject matter expertise, content knowledge, and lasting experience to students as they matriculate. Faculty are expected to produce global and critical thinkers who are problem-solvers in the "industry of ideas" that is higher education and not "student automations" who are viewed as insufficient people who just went through schooling.

3. The Current Challenges Facing Higher Education

While there are many reasons that may be accounted for the challenges facing the role of faculty in the professorship, and the function of higher education in society, an inevitable challenge is due to global changes and increased improvement of technology that has resulted in more interdependence and interconnectedness (Friedman, 2006). However, the attitudes and practice in halls of academia seem to remain the same as in the beginning of the higher education. Watson (2004) describes the source of the change facing faculty higher education by stating that:

"As the American university has evolved, so have the roles of faculty. In the last two decades, this evolution has been particularly profound. Colleges and universities have sought to address internal and external challenges to their ability to effectively prepare their students for the workforce and/or the professions. Institutions seek to determine and to demonstrate their effectiveness in producing well-prepared graduates, in providing quality learning environments, and in making sound fiduciary judgments, all the while responding to accrediting bodies, parents, the public, community stakeholders, professional

organizations, and business entities (1.2.3 *New Faculty Roles for Institutional Effectiveness*—eFGB-www.processeducation.org”).

Watson (2004) also points out that:

*“From the 1636 founding of Harvard College, to contemporary times, faculty has had to adjust and readjust to curricular changes. These have included changes in the racial, gender, and cultural composition of their student bodies, variability in the secondary preparation of their incoming freshmen, and the emergence of outcomes-based accreditation (1.1.2 *Changing Expectations for Higher Education*). The assumption that faculty will have primary responsibility for teaching and research only within their discipline has become an anachronistic notion. The academy must therefore do a better job of communicating the importance of the second discipline of teaching/learning (Middaugh, 2001). Professional standards for faculty now call for “higher, more comprehensive, more inclusive, and more competent performance” (Pruitt-Logan, Gaff, & Weibl, 2000). Within this evolution of roles, faculty members, regardless of their rank or institutional affiliation, are being asked to contribute to their colleges or universities in ways previously associated with administrative staff. As the demand for institutions to demonstrate greater evidence of effectiveness in academic affairs, student services, and finances has grown, faculty find themselves moved from the traditional role of teacher/scholar, toward more dynamic and complex roles of teacher/scholar and practitioner and promoter of institutional effectiveness. Often, the performance criteria for these new roles lie outside the scope of the faculty member’s disciplinary preparation. Within this more complex set of roles, chemistry professors are being asked to collaborate with English professors to create rubrics for evaluating student outcomes; fine arts and physics faculty are being asked to jointly and individually develop multiple assessment instruments, outline strategic goals, and contribute to coordinated efforts to develop institutional grant proposals (1.1.3 *Efforts to Transform Higher Education*)”.*

Thus, the question may be asked, “What perpetuates these

challenges?” The answer can be found in the subsequent statements:

“And lastly, faculty no longer desire to be managed via the administrative model of higher educational governance, and instead view shared governance models as a more viable means of asserting their will and bringing their expertise to bear upon the issues which affect their functioning as faculty members (Berdahl, 1991). In short, faculty members must share “responsibility for keeping the institution accountable to those upon whom the academic enterprise depends for its very existence (Lucas, 1998)”.

4. The Perception of and the Reality within the Profession

A reactionary approach in response to these changes have not been without fault on faculty in many instances because the author’s observations have revealed that, from institution to institution the dialog has been the same. The discussion on these changes and the challenges they pose to faculty and the institutions have not only been reactionary but been addressed by only selected few. The serious discussions on the changing roles and the challenges that institutions face today as the paradigm radically and abruptly shifts has been addressed mostly by larger organizations. This has taken place because these organizations represent faculty and other professionals in a plethora of areas (such as American Federation of Teachers (AFT) Association of American Colleges & Universities (AACU) and American Association of University Professors (AAUP)). However, on the other end of the spectrum, the authors have also observed that the majority of faculty who are new and/or senior (towards the twilight of their career) do not seem to have any faith in the aforementioned organizations if they are not members or have not become (for any variety of reasons) actively and/or proactively involved. Ironically, one may wonder then, how can faculty fail to engage in refuting what comes across in the media (or any other form of communication) while they paradoxically are the ones who often teach those persons involved in the discussions that leads to alienation of professor’s voice or involvement? The author’s believe that this is due to the fact that the professorate’s lack of active involvement in the critical

dialogue that would refute the negativism and stereotypes that is associated with the profession and negatively paint professors as less than professional. Unfortunately the professorate often act as bystanders or observers (as "spectators" instead of "actors") unlike other professionals who have better professional control of their fields, such as medical doctors and licensed practicing lawyers.

4.1 Expressing the Need for Academic Freedom and Shared Governance

As a result of the aforementioned, the authors are convinced that interpretation of faculty roles comes from an active and intentional reaction to the "status quo" that is no longer viable due to the change of the "playing field" in higher academia. Shared governance with present decision-makers is needed now. Responsibility also comes to the forefront. The evidence is clear, that if one engages in shared governance, one must be willing to get involved (and be willing to work hard) and not be an observer. Academic freedom must also return to the forefront in this critical dialog as it is clearly under threat in the current higher education atmosphere and must be a part of the decision-making process. Faculty involvement in leadership is critical if institutions are to survive. An absence of faculty involvement in the institutional decision-making practice leads to the status described below which has dominated the topics of the Chronicle of Higher Education most recently. An example of such reporting is in the article by Cole (2005) entitled "The New McCarthyism" in which he states the following:

"A rising tide of anti-intellectualism and intolerance of university research and teaching that offends ideologues and today's ruling prince is putting academic freedom - one of the core values of the university - under more sustained and subtle attack than at any time since the dark days of McCarthyism in the 1950s (Cole, 2005 "The New McCarthyism": Chronicle of Higher Education; 9/9/2005, Vol. 52, Issue 3, pB7-B8, 2p, 1c)".

The importance of "Academic Freedom" and "Shared Governance" can be seen in a statement by the American Federation of Teachers (AFT) Higher Education Program and Policy Council that was stated in "Academic Freedom Under Attack: American Federation of Teachers -

Accountability in Higher Education" (March 2000) that captures the views embraced by most higher education institutions (as far as academic freedom is concerned) as follows:

"The concept of academic freedom is based on the idea that the free exchange of ideas on campus is essential to good education. Specifically, academic freedom is the right of faculty members, acting both as individuals and as a collective, to determine without outside interference: (1) the college curriculum; (2) course content; (3) teaching; (4) student evaluation; and (5) the conduct of scholarly inquiry. These rights are supported by two institutional practices-shared governance and tenure (see below.) Academic freedom ensures that colleges and universities are "safe havens" for inquiry, places where students and scholars can challenge the conventional wisdom of any field-art, science, politics or others. (AFT, 2000, p. 1)".

In "Academic Freedom Under Attack" the American Federation of Teachers (2000) further addressed the issue of academic freedom by stating that,

"Academic freedom rights are under constant attack and because a majority of today's instructors-those in temporary contingent jobs do not have the critical protections these rights provide to the educational process (AFT, 2000, pg. 1)".

They further assert that, academic freedom and its attendant rights do not mean "anything goes." No one would argue that a professor can hold students to his or her belief that the sun revolves around the earth, for example. Faculty must act professionally in their scholarly research, their teaching, and their interactions with students and other faculty. Institutions of higher education and academic disciplines ensure this through policies and procedures that safeguard both students and the academic integrity of the institutions and disciplines. This has been the expectation of faculty from the foundations of the academy. The statement also includes a definition that reflects the values intended for practice in most institutions by stating that addresses Shared Governance in the following statement:

"Shared governance is the set of practices under which college faculty and some staff members participate in

significant decisions about the operation of their institutions. Shared governance practices differ from campus to campus, but typically the work of shared governance is undertaken by elected faculty committees working with the administration. On AFT campuses, the union contract often guarantees shared governance rights, and the union may play a role in implementing shared governance. Shared governance is democracy in action, intended to ensure that academic decisions are made for strictly academic-not political, commercial or bureaucratic reasons. (AFT, 2000, pg. 1)”

AFT further assert that, accountability is very important because usually individual accountability in terms of shared governance process at the institutional level-the attention usually centers on the full-time tenured faculty. And these discussions, in turn, usually begin with an understanding (or misunderstanding) of the rights and responsibilities of faculty tenure. To put it simply:

“Far from being an anachronism, a problem that needs fixing or an impediment to accountability, the tenure system is, in fact, the cornerstone of accountability and institutional excellence. (AFT, 2000, pg. 1)”

4.2 Expressing and Stressing the Need for Change in Higher Education regarding the Professorate

Failure to change with the “playing field” as the landscape of higher education has resulted in diminished prestige of professorship in various aspects. Diminished roles and responsibilities can lead to adverse and negative behavior resulting in anti-positive anti-efficacious conduct such as the “Dunning and Kruger Effect”. The Dunning and Kruger Effect is a “cognitive bias” wherein unskilled individuals suffer from illusory superiority, mistakenly assessing their ability to be much higher than is accurate. This bias is attributed to a meta cognitive inability of the unskilled to recognize their ineptitude. Conversely, highly skilled individuals tend to underestimate their relative competence, erroneously assuming that tasks which are easy for them are also easy for others (Kruger and Dunning, 1999). Dunning and Kruger of Cornell University conclude the following:

“The “miscalibration” of the incompetent stems from an error about the self, whereas the “miscalibration” of the

highly competent stems from an error about others.”

As a result, there is a critical need for a framework that dissuades the Dunning and Kuger Effect and thereby includes ways in which we conceptualize and combat the following challenges:

- Needed Paradigm Shift in the way professors view themselves and how they are viewed as professionals in their disciplines- in terms of being respected authorities of the sphere they influence-has impacted negatively on the role of the academy and its purpose of preparing well-rounded citizenry. This condition begs for a conceptual framework that includes a concrete professional development that embraces the 21st century professorship and its prestige that is divergent.
- Lack of active role in shared leadership between faculty and administrators has resulted in diminished control of the profession. This has led to less say in what faculty do as professionals (which is contradictory to the profession) that the authors believe is a most esteemed institution and a necessary fiber of society (that both directly and indirectly) guides its development in terms of: a) Education, b) Economics, c) Social, d) Political, e) Psychological, and f) Philosophical Perspectives (without any of these a negative impact can result that manifests itself as “Consequences” = an assault on Academic Freedom that in turn results in a prescriptive/convergent-oppressive teaching and learning conditions-toxic.
- Innovativeness has been stifled as a result – resulting in losing the capacity to maintain apathy and skills that are imperative in sustaining life leading towards dependency and creativity bankruptcy.
- The climate in the academy has also resulted in lack of character that builds “TRRFC” which is an acronym for: “Trust, Respect, Responsibility, Fairness, and Citizenry” as pillars of character Counts by Josephson Institute website, 2017) that shapes toxic academic mind-set, and Toxic and ambiguous academic climate-becomes adversarial/antagonistic that leads to apathy affecting intellectual climate and lowered expectations impacting academic achievement, this is supported in the following observation by Henry Mintzberg (1979):

"The traditional role of faculty in higher education has affected their ideas regarding increasing institutional effectiveness. The academic culture of faculty has been founded on the assumption that, when hired, faculty are educated and prepared to teach in their discipline and adhere to professional standards of practice recognized beyond specific institutions. Henry Mintzberg, in defining the "glue" that holds organizations together, found that work can be organized by placing it in the hands of those who proceed by mutual adjustment, or those who proceed by direct supervision, by standardizing processes, by standardizing skills and professions, and by standardizing outputs (Mintzberg, 1979). Like other professionals, faculty resist such work models that impose "industrial" perspectives of "improvement" on teaching and learning in which students are regarded as "customers".

4.3 The Solution: Process Education and Learning to Learn as the Conceptual Framework

To explore the impact of Academic Freedom and Shared Governance on leadership and institutional development and how it can be a solution to positively create effective change through faculty professional development, the following items are presented:

1. How can Academic Freedom and Shared Governance be used as a means to developing empowerment process, and how to regain professorate prestige in academia?
2. Can a "Knowledge Table" developed in the form of a "compass" or a "roadmap" be used as a basis to extend the dialogue on Academic Freedom and Shared Governance that is facing challenges in most institutions of higher education on national and international levels.

Liese (2010) describes a "Knowledge Table" as: "A prerequisite for understanding the frame of reference for any measure is the development of a knowledge table for the discipline (processeducation.org, p. 68)". As part of the discussion of the chapter, a specific focus is on conceptualizing the purpose of education to reflect current dire need for critical dialogue that is shaped by critical thinking, leading to problem solving approach as we navigate and refine education process as stated by

Paulo Freire (1994) and quoted in the introduction of this narrative in his seminal work, "Pedagogy of the Oppressed": "All education is with a purpose and that purpose can only be political, for either we educate to liberate or we educate to dominate".

5. A Paradigm Shift

A serious Critical Dialogue on Critical Pedagogy and Andragogy is in order to shift the status quo that shapes the direction we need to take in a global view including re-thinking international education in a "flat world" and less isolated view. A Paradigm Shift is defined as a "Shift" from knowledge dissemination to knowledge construction focus. Most of us teach the way we were taught which leads to defensive teaching when we realize what we thought would work does not work (resulting to reactive mode of teaching and teaching to the test and not training the mind to think and create). The knowledge table will also include a framework guided by the "Process Education Philosophy" that embraces values and practice as described by Dan Apple. He states the succeeding statement on nature of higher education today as an era of assessment:

"Process Education is an educational philosophy that focuses on the development of broad, transferable learning skills. It has evolved over the course of ten years, supported by research done by college and university faculty from a wide range of disciplines across the country. Implementation of this philosophy means using processes and tools to create new types of environments in which students take center stage and discover how to improve their learning and self-assessment skills within a discipline. This philosophy also supports the current institutional reform movement that calls for a shift in emphasis from an agenda driven by teachers' desires and designs to one focused on students' needs. It consistently seeks answers to the question, "How do students learn most effectively and enduringly?" and then works to translate the answer into teaching practice and, ultimately, institutional policy. This module analyzes this transformational movement, defines the cornerstones of Process Education, and presents its underlying principles so that individual faculty members, as well as departments, divisions, and school

administrators, can understand the philosophy and explore its potential for their institutions (Pacific Crest, 2004)”.

6. Addressing the Need

The academic field of Philosophy involves the systematic development of theories of knowledge, truth, existence, sameness, cause, and good and it requires a slow and persistent effort to increase our understanding of the world, an understanding that is necessary if we are to make the world a better place. The constant in all approaches is change which requires us to interpret the world to change it which requires critical or philosophical thought (extracted from *Philosophy in Classroom Teaching: Building the Gap* by Jacobson, 1998 & 2003).

The growing challenge for teaching today is not the availability of knowledge but the need to examine the knowledge and reflect on it. Thus, philosophical application in classroom requires us to examine the ideas, engage in dialogical inquiry, and respect the humanity of our students. By doing that we will be able to facilitate the practical role of philosophy in the classroom and thus address the need to “do something” which creates an alternative way of viewing existing information and sharpening learners ability to process and acquire knowledge (Jacobsen, 1998 & 2003).

7. A Proposed Solution for the Long-Term Impact of Globalization on the Landscape of US Higher Education

Educational institutions need to focus on problem solving involving critical thinking. A problem based approach and transformational leadership thereby leading to knowledge construction. Creating meaningful International Exchange programs that a reciprocal responsive to the global nature where dependency is not the norm anymore. Re-engaging American institutions to harness the opportunity provided by the world flatness by embracing innovative approach that gives us competitive edge through international institutional partnership (recruiting international students as a means to enhance American recruitment and retention through transformative approach that empowers our citizens to become leaders of the world again. We must dispel the dominant myth and get real by exposing our students of reality of today by

instilling social justice and equitable and responsive education process.

8. The Process Education: Learning to Learn Conceptual Framework for Reclaiming Prestige in the Professorship

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. January 18, 2000, at the Midwinter Meeting of the American Library Association in San Antonio, Texas (Association of College, Research Libraries, & American Library Association, 2000). Richard (1993) in his statement on conceptual frameworks is supported by the work of Hall (1993), who is also supported by Hobbs & Norton, 1996 and Gore & Samuelson, (2008) who states, “a conceptual framework?” in his book, “Developing Intercultural Communication Skills” (1993) the following:

“Successful intercultural communication and interaction does not usually occur by chance. Rather, it is the result of exchanges and behavior on the part of the persons who not only desire favorable results but also have the skills necessary for generating and supporting positive outcomes. These skills may be yours-now or later-but, for success, a planned framework for their development is essential. Conceptual Framework is a “Consciously organized arrangements of related information that, because we are aware of them, influence our actions. The degree to which we understand our own frameworks and the frameworks of others is often the degree to which we achieve unthreatened and successful human interactions. Our own personal frameworks are often determined by our cultures and to understand the significance of this observation, we must have an understanding of culture in general because we all view our world thorough culturally influenced frameworks that often collide with the different

you develop your own unique “niche”?

10.2 Professional Development

Activities at the department, unit, local, regional, national, international levels- “Guided Inquiry” from this area in the form of the following questions: What are the communities, relationships, i.e., Boards, Research Associations, and Organization that promote and deliver professional development opportunities? How are you regularly engaging in professional development to inform your particular: practice, discipline, and students?.

10.3 Learner Development

Activities that are geared to engaging the learner in your classroom and in the discipline through learning communities and community engagement- “Guided Inquiry” from this area in the form of the following questions: What assessment tools do you use to measure success, growth and development of your students? What evidence do you have to demonstrate that they have grown? How do you gather the data that informs you about their growth? How do you improve your instruction to promote and ensure ongoing learner success?.

10.4 Institutional Development

In terms of Academic Freedom and Shared Governance- “Guided Inquiry” from this area in the form of the following questions: What role do you have in faculty senate, how do you represent yourself and your discipline and who represents you and how do you get information from and how do you support that person to represent you (What is your role in faculty senate and how is senate part of shared governance with administration) How do you collaborate with colleagues in your discipline and across the discipline in terms of shared governance and collegial relationship- through mentoring with faculty and students, and as a leader of your discipline? Do you view administration and faculty as opposing entities or as complementary?.

10.5 Intellectual Development

Activities that promote intellectual stimulation- “Guided Inquiry” from this area in the form of the following questions: How do you contribute to the collegiality within your department, school, university-wide, and at local, regional, national and international levels? What activities are you

involved in that are geared towards engaging students and faculty in enhancing intellectual climate, and how do these activities influence the communities around the university? How do you assess and document your successes and improvements in these areas? What is the “Brand” of the university and how do these activities enhance the “Brand” and the unit’s unique “niche”? What is the uniqueness of the institution and your discipline?

10.6 Innovation

In terms of your discipline, the unit in which you serve and the overall institution- “Guided Inquiry” from this area in the form of the following questions: How do you use technology as an innovative tool to enhance all 6 PE Compass areas”? How do you assess institution, unit, and personal innovativeness? Specifically how do you and the institution improve communication in terms of innovation?. What is your philosophy regarding technology? Do you view technology: as “austere mechanism” or as a “means to enhance knowledge”?

11. Summary

This paper offers specific strategies that help shift learning responsibility to the learner by using the PE assessment tools and strategies that hold both faculty and students accountable. Participants will also learn how to empower themselves and their students to become problem-solvers via:

- Developing an awareness of a philosophy and methodology that is transformational and reflective (learner-centered) with suggestions on designing an intentional syllabus with measurable outcomes that demonstrate accountability and professionalism.
- Learning innovative facilitating strategies that engage learners to become responsible for their learning, and innovative assessment tools that faculty can use to improve teaching and demonstration of the learning for documentation purposes and reporting to meet accreditation requirement.
- Identifying competencies that empower faculty as leaders of the academy with Knowledge, Skills and Dispositions that foster a positive collegiality while maintaining academic freedom and Shared governance

based on the following model of thinking that conceptualizes a framework that is performance based and a transformative one.

Transforming higher education is not an easy task given the complexities and variations of institutions, the high value placed on independent thought and action, the evolution of extensive bureaucracies, and the myriad processes and practices tied to tradition. This module highlights four movements that show evidence of progress in addressing current needs (1.1.2 Changing Expectations for Higher Education- by Holmes for Pacific Crest). First, the role of teaching in higher education is evolving as institutions apply a new model calling for the scholarship of teaching. Second, focus on learning as the primary outcome of education is replacing emphasis on the delivery of education. Third, assessment has become a priority in classrooms and institutions as emphasis has moved to measuring student success and institutional effectiveness. Finally, developmental education is maturing in higher education and gaining higher status as institutions address the need both to raise the performance levels of students and to include those who previously did not pursue higher education.

Conclusion

According to Pacific Crest, "Process Education" (or "PE") is an educational philosophy that focuses on improving students' learning skills in the cognitive, social, affective and psychomotor domains, with the ultimate goal of creating self-growers (through the process of "Learning to Learn". Learning skills are aptitudes, abilities, and techniques used to acquire new knowledge and skills. These skills are distinct from disciplinary content. They are associated with particular process areas, e.g., the construction of understanding, problem solving, and both personal development and interpersonal development; skills in these areas can be developed to progressively higher levels of performance. Self-growers demonstrate a high level of performance across a spectrum of learning skills, continually growing their capabilities by using strong self-assessment to enrich and enhance their future performance. While self-growers can usually cite many significant mentors in their lives, but they are not dependent

on mentors for ongoing personal development.

"Learning to Learn" or "L2L" is an integral part of PE and is defined according to Rožman and Koren in their research work presented at the 2013 International Conference on Management, Knowledge and Learning. "Learning to Learn" (or "L2L") is defined as follows: *"Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence"* (European Communities, 2007, p. 8 in Rožman & Koren, 2013).

Philosophy involves the systematic development of theories of knowledge, truth, existence, sameness, cause, and good. It requires a slow and persistent effort to increase our understanding of the world, an understanding that is necessary if we are to make the world a better place. The constant in all approaches is change, which requires us to interpret the world to change it, which requires critical or philosophical thought (Philosophy in Classroom Teaching: Building the gap by David A. Jacobson, 2003).

Morrison et al. (2003), asserts that constructionist philosophy influences teaching effectiveness and it is the domain and that determines teaching efficacy.

"The growing challenge for teaching today is not the availability of knowledge but the need to examine the knowledge and reflect on it. Thus, philosophical application in classroom requires us to examine the ideas, engage in dialogical inquiry, and respect the humanity of our students. By doing that we will be able to facilitate the practical role of philosophy in the classroom and thus address the need to "do something" which creates an alternative way of viewing existing information and

sharpening learners ability to process and acquire knowledge” (Jacobsen, 2003).

Teachers' beliefs about their ability to teach effectively and about the ability of their students' to learn, highly correlates with students' achievement. Collective Teacher Efficacy is an emergent group-level attribute and the product of the interactive dynamics of group members creates “Collegial Relationship” and collegiality among faculty in an institution.

“Groups shared belief in its conjoint capabilities to organize and execute courses of actions required to produce given levels of attainment, which correlates to successful professional development (Woolfolk, 2009).”

Anita Woolfolk (2009) podcast pointed out that self-concept is essential and it is a combination of self-esteem and self-confidence which also contributes to and self-efficacy (http://media.pearsoncmg.com/ab/ab_podcasts_2/Selves.mp3) (Woolfolk, 2009)”. She emphasizes this from her previous 1990 work, “Prospective Teachers' Sense of Efficacy and Beliefs about Control” (Woolfolk, 1990). Bandura (1994) perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Through the Process Education: Learning to Learn process, Academic Freedom and Shared Governance come to the forefront and aid institutions to change by creating professors who are leaders, and aid in the overall decision-making process (as administrators are also a part of PE), and bring prestige to the academy.

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