

EDITORS' INTRODUCTION TO CHAPTER 22

What the five authors of this "written symposium" have tried to do is to give you a small window on their world in higher education. The vignettes are written by Australians and Americans discussing five different job responsibilities instructional designers have in higher education. By organizing the roles of instructional designers into five common positions at the university level, the authors hope to give a glimpse of some of the day-to-day opportunities and some of the demands of their careers in higher education. The chapter highlights the similarities and differences among these job positions in higher education from the perspective of two countries with diverse traditions.

KNOWLEDGE & COMPREHENSION QUESTIONS

1. With reference to the higher education systems of Australia and the USA, briefly describe two similarities and two differences.
2. Suggest ways in which expert knowledge of, and experience in, instructional design might allow an academic to make an effective service contribution in a university.
3. What is meant by the term Faculty Development in higher education?
4. Why are many colleges and universities focusing on improving faculty teaching skills?
5. Outline the key competencies that you think are required to be an effective instructional designer.
6. Compare your key competency list with the selection criteria of a recently advertised instructional designer position.
7. What courses would you consider necessary for the required core in an instructional design degree program? Does your list reflect what your current program offers? How does your list compare to other programs?
8. Faculty duties at most universities are comprised of teaching, research, and service. What percentage of time should be spent on each? Ask three faculty members in your program of study and compare their percentages to yours.

CHAPTER 22

WHAT DO INSTRUCTIONAL DESIGNERS DO IN HIGHER EDUCATION? A

WRITTEN SYMPOSIUM

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INTRODUCTION

What do instructional designers do in higher education? What roles do they take? How do these roles change as we progress through our careers? How are those roles dissimilar in different geographical areas? Those are some of the questions we will explore in this chapter.

Our approach is a little different than most other chapters in this book. You could think of this chapter as a type of written symposium. As individuals working in the field, our

notion is to discuss through short, personal vignettes what instructional designers in higher education do. The vignettes are by Australians and Americans discussing five different job responsibilities instructional designers have in higher education. Although there are certainly differences between the Australian and the US higher education systems, there are also many commonalities. Likewise, although Australia and the US both have many people practicing in the area of instructional design and technology, Australia thus far has no formal graduate programs such as those that exist in the US.

As readers you will see that instructional designers' lives are quite similar to other faculty and professional staff members in higher education. Particularly in the traditional assistant/associate/full professor faculty succession, the day-to-day activities of our lives are not greatly distinct from academics in the business, music, or the history departments. What is different is our training and areas of professional concentration. Instructional designers working in support areas like distance education or faculty development are practitioners. As the use of educational technologies increases in higher education, these individuals are becoming more critical to the success of organizations where faculty members are trained in content, but not pedagogy.

The Australian and US Higher Education Systems

The structure and operations of universities in Australia and US are similar in many respects. Universities are divided into separate colleges where semesters are approximately 15 weeks long and the teaching loads average about three courses per semester. Administratively, both systems have deans, associate deans, and department chairs. The distribution of teaching, research, and service is similar as are the expectations for each component. The number of students per course in the Australian system is a bit higher. There are 38 universities in Australia, which has a population of around 20 million. By contrast, the US has around 2,500 public and private four-year institutions for a population of 295 million.

The major difference in the two systems is the progression of ranks for faculty. In Australia there are usually five levels in a progression of a faculty member's career. Each level has a specific number of steps. Faculty members move up one step each year to the top of that level. To move to the next level they must apply for and gain promotion. A typical progression is shown below.

- Associate Lecturer - Honours or good pass degree (8 steps)
- Lecturer- Master's degree, common beginning level (6 steps)
- Senior Lecturer - Doctorate + publications (6 steps)
- Associate Professor - Doctorate + 1-2 publication per year (4 steps)

- Professor - Doctorate + significant research reputation

For tenure-track faculty in the US there are three ranks, Assistant (usually 6-7 years), Associate (3-4 years minimum), and Full Professor. Promotion and tenure are two separate things in US universities. A tenure-track faculty member at any rank who comes into a US university must be granted tenure within a specified time period in order to continue working at that university. Although less common, there are two steps for non-tenured faculty, instructor¹ and lecturer.

Another important distinction is that in the Australian system very few make it to Professor and there may be only one in each department. In the US, most faculty members become associate professors and many of these, in time, become full professors. In certain US departments, a majority of tenured faculty members may be Full Professors.

BYRON HAVARD, ASSISTANT PROFESSOR (US)

My role as an assistant professor is challenging, rewarding, and unfortunately, continuously under the pressure of a timeline with milestones and commitments that must be met for tenure. I'm starting my third year as an assistant professor of Instructional Systems; one of 10 assistant professors in our department composed of 21 full-time faculty members. The

¹ Some US universities have a senior instructor level to recognize nontenure-track faculty who are both experienced and skillful.

department I entered had undergone four years of faculty and departmental changes. Blood and tears were shed but our current department head has created a vibrant and motivated faculty body.

My background may color my perspective on the assistant professor role so I'll share it briefly. Upon completion of a Master's degree in Instructional Design and Development I was accepted into a doctoral program in Instructional Technology. While pursuing my doctorate I worked full time as an Instructional Designer and Training Manager for several large corporations. The experiences and activities in which I was engaged and led were priceless and in the beginning the work was invigorating. Eventually I came to the realization that I was not pursuing my true dream that originated during the pursuit of my Master's degree. I wanted to teach graduate courses in the field of instructional design and technology.

While it is not my intention to describe the tenure process, the role of Assistant Professor and tenure are inexorably linked. Fortunately, the university where I'm employed has set minimum guidelines for tenure. This at least provides some direction and permits me to focus my time and effort accordingly. However, there are still many unknowns within the tenure process at my university. My peers at other universities describe a more nebulous tenure process. Happily,

six of the 10 assistant professors in my department will go up for tenure before me. I'll have the opportunity to learn from their experiences In the paragraphs that follow I'll briefly describe a few of the many responsibilities of my role.

Many of my peers pursued a career in academia in order to pursue their passion of teaching. I share that passion and teach three courses fall semester, two spring semester, and three or four summer semester. My course load is generally divided between undergraduate and graduate courses. My role as assistant professor includes a variety of other responsibilities that are equally if not more important to the university than teaching. I'm interested in research but often it seems that conducting research falls short compared to the fulfillment of teaching. In the corporate world the phrase "publish or perish," meant little, but now as an assistant professor I know what it truly means and I'm reminded of it almost daily.

As if original research was not demanding enough, the waiting process may be even more arduous. Based on my experience, waiting for periods of several months for a journal article to be accepted or rejected can be excruciating. As a faculty member I wouldn't dare send the same paper for publication acceptance to two different journals at one time, so I wait. If an article is rejected then that time is lost, but the tenure clock keeps on ticking.

In my opinion, the single point of focus for anyone preparing for a tenure-track role in academia is a research agenda. With regard to publishing, as an assistant professor, I'm expected to publish a number of papers in refereed journals in a specific amount of time. Having a research agenda sets one up for success in this role. It provides a starting point from which to base an initial thrust into presentations and publications.

At my university, undergraduate academic advisement is another important responsibility of my role. I understand that this is not the norm in many universities across the United States. Advising undergrads is a taxing and tedious process, and is one of my least favorite responsibilities. I'm the coordinator for an undergraduate program in Information Technology Services (ITS). The program continues to grow each semester; we currently have approximately 110 students in the ITS program. While this is an overwhelming drain on my time for writing and fulfilling the research commitment previously described, it has offered me academic leadership responsibilities. A senior faculty member has coached me in the program management and maintenance process and I am grateful for her. Several faculty members and I fulfill the advising tasks for several undergraduate programs. I'm exaggerating, but it

seems every moment of available time spent in my office is spent with undergrad students. This was never my intention.

Graduate student advising, especially doctoral student mentoring, is much more gratifying. I'm currently mentoring three doctoral students. One is in the dissertation process and she will be my first student to receive a Ph.D. Another advisee has almost completed his coursework, and a third has just started the program. I find mentoring to be almost as rewarding as teaching. It's my opinion that it requires a special bond built on trust and respect. I also advise about 20 Master's students and I've chosen several of these students to work with on a closer basis than required for standard advising. These four students show great promise and intend to pursue a doctoral degree at this or another institution. They are involved in presentations and papers, and I generally offer them more of my time and push them a little harder than others.

As I continue to learn the ropes I often find myself taking on too much. Again, wondering if this project or that committee will assist in edging me one closer to tenure. Our department is currently in the process of program revisions that will take several years to complete. I'm involved in several of these programs and take an active part in the revision process. Other responsibilities include course development, committee

participation and the many ensuing meetings, reviewing papers, and grant writing.

At this point I'm fully engaged in my pursuit of tenure, promotion, and eventually full professor. I have no plans on leaving academia, as the intrinsic rewards are too great. My students and colleagues appreciate me on a personal level, something I never really experienced in the corporate setting.

JACQUIE MCDONALD, INSTRUCTIONAL DESIGNER (AUSTRALIA)

Like many fledgling instructional designers (IDs) my first appointment (1990) was a short-term contract funded by an external grant to design and develop commercial training materials. It took several years of part time work, a career side step and years of study before I gained promotion and tenure. My educational career began as a primary teacher and after a child-rearing break I moved into tertiary education. I will briefly share the variety of roles I have experienced as an Australian Instructional Designer (ID)--including ID in an academic distance education context, a government health training sector, and a community-based training environment.

Instructional Design Role at University

My initial and current position is Instructional Designer in the Distance and e-Learning Centre at a university (University of Southern Queensland) that has offered distance

education for more than 25 years and has approximately 25,000 enrolments, including over 7,400 international students.

In the 1990's, IDs at my university focused only on off-campus learning, working closely with faculty content experts (course/unit leaders) and members of the DeC team to design and deliver distance learning materials based on ID and distance learning theory. These materials have traditionally been designed for an independent learning, using a student/content interactive approach (Anderson 2003). Figure 1 shows our organisational structure and the interface between the Faculties and DeC in the development of distance learning materials. IDs work with across a range of faculty course leaders on new, online, blended/hybrid or courses undergoing major revision.

Overview of Organisational Structure for the Preparation of Instructional Materials

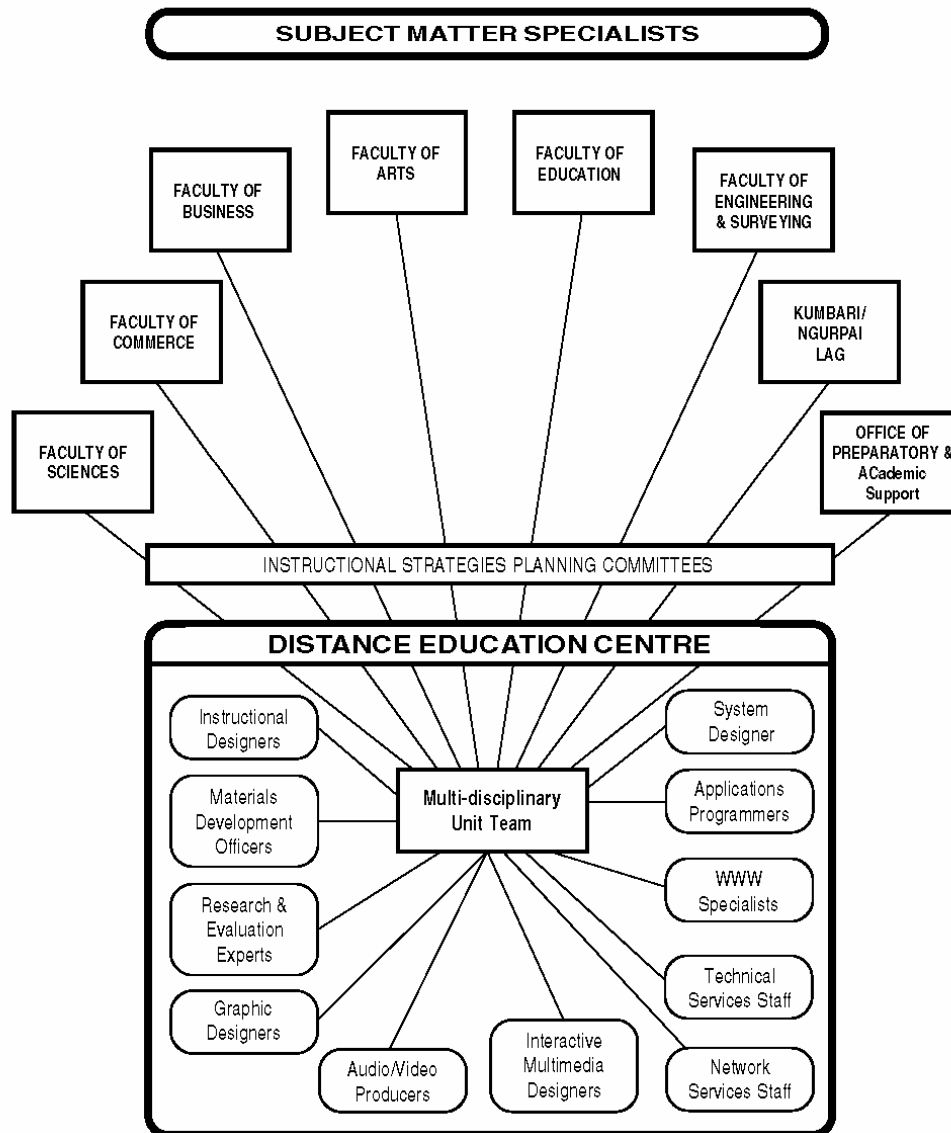


Fig 22.1: Overview of Organisational Structure for the Preparation of Instructional Materials (Source: DeC Visitors Guide, University of Southern Queensland)

Fig 1: Overview of Organisational Structure for the Preparation of Instructional Materials (Source: DeC Visitors Guide, University of Southern Queensland)

Many academics employed by the university have little or no experience in distance learning, and some employed for their content expertise have no educational background. As an ID, part of my role is to facilitate the development of learning and teaching strategies and introduce faculty to the distance learning production processes. This role demands a sound knowledge of ID theory and sensitivity to the concerns of academics moving into a new, distance-teaching role. This role can lead to tension as timelines for developing distance learning materials is much longer than preparing materials to present in an on-campus lecture. In this context, the ability to interact effectively with faculty staff, and “sell” ID theory, which often means more work to time stressed staff, is a key ID skill. Elsewhere in the chapter, Jack talks about the need for junior colleagues to be attuned to “departmentese.” I agree that the ability to listen and *hear the real message* is essential, not just to succeed in your own department, but also to work

effectively as an ID across a number of faculties. The need for ID sensitivity to the beliefs and practices of faculty staff is also articulated by Crawford (2004) who highlights that negotiation is an essential part of the design process.

Going into a design meeting with ID 'tunnel vision' (i.e. your knowledge of ID theory will be applied, whatever the context) can be counterproductive. Of course, solid knowledge of ID theory is a given tool of our trade, but sensitivity to the knowledge of other team members is essential. Brown & Duguid articulate this approach, and although their context is the application of technology; it also rings true for ID contexts. "Too often, we conclude, the light at the end of an information tunnel is merely the gleam in a visionary's eye. The way forward is paradoxically to look not ahead, but to look around." (2000, p.8)

Project management and facilitation of smooth integration of timelines for multiple team members are also required ID skills. When you apply for a job these skills are covered in the *interpersonal* and *teamwork* selection criteria. From my experience of applying for ID positions and being on selection panels, you need to have some prepared examples of how you have successfully demonstrated these skills.

Instructional Design Generator Model

The approach I endeavour to take as I work with faculty is the Instructional Design Generator Model. I work closely with unit leaders (subject-matter experts) in the initial stages to design a blueprint outlining the key learning and implementation strategies appropriate for the context. In close collaboration with the ID, the course leader develops a sample of module of the course and the ID provides feedback. Once agreed upon, this provides a model for the writing of subsequent modules and detailed ID feedback is usually not required. This approach has proven more effective than the *transformer* approach. No doubt we have all experienced the difficulties of redesigning (transforming) materials that are near completion before ID input is sought. Of course the generator is an *ideal* model. In reality the success of this approach depends on context and personalities, not just on the application of a model of practice.

FIGURE 2 ABOUT HERE

Fig 2. Unit Team Approach: Generator Model (Source: DEC Visitors Guide, University of Southern Queensland)

Extending the Possibilities

After five years at my university on rolling contracts I applied for promotion and a permanent position in a major regional hospital that offered professional development and training to rural and remote health professionals. This context called for a broad range of ID competencies, as the ID was involved at each stage of the ISD, and the development team consisted of two programmers and myself as ID. The required range of ID skills included most of the competencies discussed by Davidson-Shivers and Rasmussen later in this book. This can be compared to an academic environment where often the program is accredited and target audience (students) is a given before the ID becomes involved in the program design. In the government, health service teams were smaller and with shorter development timeframes, and I was often involved in the presentation of face-to-face training. Government health budget cuts meant a reduction in the training budget, and I returned to the university.

Community Role and Application of ID Competencies

Community service is an expected role for an Australian academic and is one of the three promotion criteria. In response to a government initiative to provide access to education and technology facilities for people in rural and remote areas I spent three years as president of a community based non-profit

organisation. As president, I used many of my ID skills to work with a small committee in preparing a funding submission to train long-term unemployed in the use of multimedia. Given the complex nature of the training program, I had to employ a variety of project management skills including budgeting, time management, and the interpersonal skills necessary to maintain project flow. I had to negotiate with variety of stakeholders including the trainer, clients, commercial training organisations and other community groups.

Changing Instructional Design Role

The ID role has changed from working with individual course leaders to a group approach (which often filters down to individual interaction) to meet the needs of changing educational initiatives at my university. As online learning became prevalent at my university, IDs participated in the design and development of online courses and training of faculty in application of online pedagogy and technology. The later implementation of a 'hybrid' (or blended learning) initiative, and new production software by management, plus a reduced ID team, has lead to an alternative approaches to the past practice of IDs mainly working with individual course teams.

One Faculty (akin to a school or college at a US university) has initiated a collaborative team approach for implementing the hybrid plan, and I'm currently involved in a

community of practice (Wenger, 1999) project to facilitate the design, development and evaluation of hybrid courses. This involves sharing hybrid theory and practice with the group to facilitate the professional development of the participating course leaders. As a result of that project I have recently been seconded to the Faculty to work with a range of teams to develop models of good practice for blended learning, and to facilitate a community of practice for research into learning and teaching.

This facilitation, or *change agent* role (Schwier, Campbell, & Kenny, 2004) is an emerging trend in the roles of instructional designers. It is one in which we have an increasing responsibility in facilitating the application of technology to enhance learning. An essential component of this ID role is keeping up to date with ID literature and educational theory and practice (e.g., constructivism, online pedagogy, blended learning, and so forth). As Jack mentions later in the chapter, faculty members are trained in content, not pedagogy, so sharing this knowledge with the team, and negotiating appropriate application to a course context in a team environment, builds the knowledge base of all team members.

My academic role now includes a range of professional development workshops, research, and evaluation of online and hybrid initiatives. I have also team-taught for several semesters in an online instructional design course that is part

of a Master's of Education program offered internationally. The hands-on teaching gives valuable experience in the application of ID theory, and credibility when working with faculty members designing online courses. You may find having a direct teaching role will have the same benefits in your work context. When seeking promotion and tenure, hands-on teaching can be an advantage. In the Australia academic context gaining promotion requires meeting (or exceeding) guidelines for three criteria - teaching and scholarship, research and community service. IDs can have difficulty addressing the *teaching* criteria, as the ID role is different from the traditional Faculty teaching role. ID contribution and output is difficult to measure in a team environment.

Now what?

Where to from here? Firstly, I plan to complete my doctoral studies; then, further explore the application of learning communities to both my professional and teaching roles. You will read later in the chapter that a professor role involves committee meetings that can be "enormously time consuming and uninteresting." My current plan is not to seek promotion from senior lecturer position, as this level allows me to work at the coalface, and maintain close working relationships with faculty applying ID theory in practice.

BRENDA LITCHFIELD, FACULTY DEVELOPMENT (US)

So, you want to get in to faculty development in higher education? Are you sure you know what that means? One thing for certain is that as an instructional designer you will be well-prepared. Sure, there are non-ID people working as faculty developers in US institutions who are doing a good job. But, you, with your training in ID will be further ahead in your understanding of what faculty members in higher education need to be successful designers, developers, and implementers of instruction.

Although there are several definitions of faculty development, the one I will focus on here is the type of faculty development that assists faculty members in several important areas: the analysis of students and learning contexts, design and development of instruction, innovative methods of implementation, and evaluation of teaching and learning. By using the basic components of systems design, I am able to work with any faculty member and assist in the development of courses that meet student learning needs and improve a faculty member's teaching skills at the same time. Without using instructional designers' terms (context, implementation, formative, entry behaviors, and so forth), I can go through each step of the design process in a way that is easily understood by faculty members.

Why do so many institutions spend time and money on faculty development? There are several reasons. Accrediting agencies are requiring more schools to provide training for faculty because they recognize it is a vital part of an institution's mission. In addition, it has long been the case that the majority of faculty members in higher education have not had opportunities to participate in formal training in teaching methods. They teach the way they were taught: they lecture. This is not the most exciting way to keep students' attention (yawn). Finally, students are becoming real consumers these days and often have several choices of junior colleges, four-year colleges, and universities both in town and online from which to choose. Why would they choose a school where the instructors are boring? An institution with a reputation of excellent instructors can ultimately mean higher student enrollment.

What do faculty development offices look like? That depends on the university. Some US schools have funding to support teaching centers with a director and staff. Some have one person who plans all activities and conducts many of the workshops along with additional responsibilities such as teaching. Other schools have a volunteer committee of individuals from around campus who are interested in improving teaching skills. At my university, a volunteer committee coordinated all non-online faculty development activities. This group worked together for

several years but it became evident that the continued success of the program would require one person dedicated to this task. That person became me. I took on this responsibility in addition to my teaching responsibilities. There are also some other individuals and groups involved in my university for more specific faculty development tasks (e.g., online learning).

Just what does a faculty developer do day in and day out? My major function at the beginning of the year is to plan and deliver the orientation for new faculty. This is a full-day event covering a variety of topics such as motivation, presentation skills, syllabus construction, learning styles, and collaborative learning. I provide new faculty members with special attention throughout their first year through workshops and individual meetings.

During orientation, I survey new faculty about which workshops (I give them a list) they want during the year. Based on their choices, I plan the year's workshops. These workshops are also open to all other faculty members. Typical workshops include technology skills, alternative assessment techniques, instructional delivery strategies, course development, problem solving, and critical thinking. In addition to specific teaching skills, faculty request topics such as grant writing, advising students, tenure and promotion procedures and preparation, and research skills. I have found that an important aspect of

faculty development is to include the faculty themselves in the selection of topics. This way, you are meeting their perceived needs and they have a vested interest in attending the workshops.

In addition to workshops, I meet with faculty individually. Working with faculty individually gives me an opportunity to analyze what they know about teaching and what they need to know. Even though I work with a diverse group of faculty with expertise in many areas, I look at them as the subject-matter experts and go from there. I find out what they consider to be the most important goals and objectives for their courses and then help them design, develop, and implement strategies and activities that will keep their students' attention and increase learning. We also develop evaluation instruments to measure their teaching skills and students' learning. After this process, faculty members have a greater appreciation for the design process and all its components.

Other aspects of my job as a faculty developer include sending out regular e-mails of what I call Teaching Tips. Having survived 12 years teaching in the US K-12 public school system, I have many teaching tips that can be applied successfully to teaching in higher education. These tips are mainly things I have experienced and implemented over time. Some are from other

sources and books. Faculty respond very favorably to these and say they work well in their classrooms.

I also meet with Department Chairs and Deans to design specific workshops for their faculty. Each department has different needs so I often design workshops to address certain topics using the department's terminology and concrete examples as a basis for instruction. In these workshops, I match my instruction more directly to one group's needs.

The hardest part of being a faculty developer is getting faculty to come to workshops. Many are reluctant to admit they want or need help with their teaching. They think nothing of going over to the math department for statistical help with a research study but would not dream of calling me to ask about how to create more effective instruction. I spend a lot of time just making faculty aware that there are other ways to teach besides lecture. When, and if, they agree with this then they are ready to learn more about teaching.

The easiest part of being a faculty developer is being an instructional designer, although no one seems to know what that is. Based on my training, I know methods to identify what should be taught and how to teach it. Through a series of questions, I can guide a faculty member through the steps of the instructional systems design without ever saying it out loud. They end up with a new appreciation for how instruction is

designed, developed, and implemented and hopefully, in some cases, may even continue to practice what they have learned.

If you aspire to work in faculty development in higher education you are already ahead of most individuals in this position because of your training in instructional design and development. This program provides you with a solid foundation of how to design all aspects of instruction. But that's not all there is to faculty development. Working with a diverse group of faculty can be a challenge. I would suggest you take courses, workshops, and seek out people who can help you improve in areas such as negotiation skills, presentation skills, dealing with difficult participants, and integrating technology in to the curriculum. The more skills you have as a faculty developer, the easier your job will be.

Your efforts will mean a great deal to all you work with. It's a rewarding feeling to be able to assist others to create interesting instruction and to improve their teaching skills. For individuals not trained in instructional design, teaching and designing effective and efficient instruction can often be a mystery. You can be the person who helps them solve the mystery.

PETER ALBION: ASSOCIATE PROFESSOR (AUSTRALIA)

As an associate professor in the Faculty of Education at a regional university in Australia, I may well have hit the peak

of my academic career. As we mentioned in the introduction to this chapter, our system of academic ranks differs from that in the US. Full professors are not quite so rare as hen's teeth but we do have just one among about fifty academics in our faculty and I am one of four associate professors. In that context, making associate professor is a significant achievement and because, like most of my colleagues, I became tenured while still at lecturer level and it can be something of a comfortable plateau in a career. Since relatively few make it to full professor there is hope but no strong expectation or pressure associated with the prospect of further promotion. At the same time, because associate professors are senior in rank and usually in years, they are expected to contribute to leadership in the faculty.

Each academic in our faculty is expected to contribute across three broad areas of teaching, research/consultancy, and service/administration. The balance among those areas and the specific tasks that make up any one area vary according to the needs of the faculty and the interests, skills and rank of the individual faculty member. Associate professors have been part of the system at this or another university for long enough that they can negotiate work assignments that are mostly a good fit for their own interests. However, there are some less popular tasks that require a certain level of experience or the

responsibility that comes with elevated rank. Most associate professors find themselves taking on one or more of those tasks that they might prefer to leave to others but which they recognise as being important for the benefit of the faculty in which they work.

The teaching assignment of an associate professor may include large courses that are central to a program and require experienced leadership as well as smaller courses that align closely with his or her research interests. For an associate professor working in the area of instructional technology there is an expectation that both the content and presentation of courses will reflect recent and current developments in the field. Over the past several years, obvious developments have included increased focus on the use of presentation tools in regular classrooms and on the use of computer-mediated communications and course management systems for distance, online and face-to-face classes. In addition to learning the new tools, assessing their potential and integrating their use into courses, an associate professor working in instructional technology is likely to be called upon to offer advice and assistance to other members of the faculty who are considering the application of new approaches in their own teaching. This work can sometimes place significant demands upon available time but it is interesting to see how new techniques work out in

different contexts. I have found that assisting colleagues to learn and implement new technologies for teaching and learning is similar to other teaching roles and can generate the same feelings of satisfaction.

As experienced academics, associate professors are expected to have an already established profile in consultancy and research, to be able to identify new lines of inquiry together with sources of support, to be productive in research publication and to provide research leadership for more junior colleagues and research students. The capacity to work with and lead teams is an important quality in this area. An associate professor who pursues idiosyncratic research interests that offer few opportunities for participation by other faculty members is liable to be seen as putting his or her own personal satisfaction ahead of the common good of the faculty. Allowing such a perception to develop among those who make decisions about allocation of resources and work assignments within the faculty can have negative consequences. Associate professors working in our field of instructional design and technology are fortunate that there are clear connections between research into effective instruction and both the content and presentation of courses. Colleagues working in other areas are often interested in research into new approaches to teaching because it has potential both to improve the effectiveness of their teaching

and to allow them to demonstrate the application of new technologies in ways that may enhance their own opportunities for advancement. Being open to working with colleagues in this way can create opportunities to conduct worthwhile research while simultaneously being seen to contribute to the wider work of the faculty.

In addition to providing leadership in their teaching and research, associate professors are expected to contribute through administration and service to the faculty, university, and professional community. As members of the professional community they can be expected to review papers for scholarly publications and conferences. They may also accept leadership roles as members of committees of professional organizations. Within the faculty, associate professors will be expected to contribute to organisational development. They may find themselves leading degree programs, serving as department head or taking more major administrative roles such as associate dean. These are important roles that must be filled if the faculty is to function effectively and they require knowledge of academic functions and capacity to work with people. Sustaining a research profile while fulfilling a significant administrative role requires careful personal management. Some associate professors are able to manage the balancing act and, after serving their time in an administrative role, are able to return

focus to their research programs. Others find that the administrative roles offer real satisfaction through what they can achieve in developing faculty programs and supporting the development of other academics. Associate professors also find themselves representing the faculty on a variety of university committees dealing with matters such as program accreditation and other elements of the academic program. In recent years the enthusiasm for online teaching and learning has created interesting opportunities for those of us working in instructional design and technology to share our knowledge and experience with colleagues in other parts of the university. I have enjoyed the opportunity to work with colleagues from other faculties on the introduction of new instructional technologies.

My work as an associate professor in the area of instructional technology is varied but can mostly be easily connected to my central interest in the application of technologies to improvement of learning. It requires me to keep up to date with developments in both technology and education and especially their intersection. It is at once challenging and fulfilling.

JACK DEMPSEY: FULL PROFESSOR (US)

One of the shocks of middle age is being there. If you live long enough, you may become one of the inmates running the asylum—or at least a trustee. That happened to me. I've been at

my university for over fifteen years and about six years ago I was promoted to full professor. Compared to many of my colleagues, that's not a long time to be one; so, I'm speaking from limited time on the job. Plus, shortly after I was promoted to professor, I became a department chair. Now that's a job that takes much from what any academic loathes to give: time and energy—both precious. Also, I know it must make my views of the professor role different than some folks.

First, I should state what I have heard from a number of senior faculty members; becoming a full professor was kind of anticlimactic. When I became tenured and an associate professor, a couple of colleagues and I went out to dinner and celebrated. When I received notice of my promotion to full, I was happy for the raise, but otherwise it was just another day. In academia, tenure holds the keys to the safe door. Promotion is far from the military or government civil servant models where there are oodles of differentiations among practitioners. The full professor rank is a plateau, not a summit. There are prestige and power levels associated, but at least in the US, these are less overt than one would think. The Australian system that Peter articulated earlier in this chapter seems exceedingly more reflective of the requirements of society in general than the US system.

It takes a great deal of patience to succeed in your

professional life in higher education. I don't mean from anyone else's perspective. I mean from your own. By the time you're a full professor you probably feel more comfortable in your own professional skin. You probably don't even consider many of the things that most worried you as an assistant. You may, but if you do, you've lost the real pleasure of your promotion. Perhaps that's one thing reaching a senior faculty position gives you—reassurance.

Like many a determined faculty-naturalist, I have enjoyed watching the metamorphoses that happen as academics becomes senior faculty. Freed from the pressures of tenure and promotion, they are able to steer their own courses more than almost any other professionals. Almost all change because of their promotion and the occupational stability it brings. Some full professor's careers become superb; some reasonably solid; others become downright ugly. The superb full professors are at the top of their game, work as hard or harder than they ever have, and are often the most valuable individuals to their academic programs. The downright ugly full professors muddle safely in their tenured mediocrity, become out of touch with their fields, avoid university-related responsibilities, and regularly vote against productive junior colleagues when they come up for promotion in the department.

The notion of full professor varies at different

institutions, but all are expected to provide leadership at the academic program, department, college, and university levels. Professors' leadership in academic programs comes, first of all, from maintaining their productivity in their areas of academic interest. Unproductive full professors can only drag a program down. Does this mean research only? Probably not. It's no secret that many of the senior faculty members in some of our most celebrated academic programs are not active researchers. Research expectations vary by institution, but in general our system allows some flexibility. At the program level, productivity for full professors is often more related to their personal strengths. Some individuals may concentrate on getting grants or developing educational projects. Some work on writing chapters and books in their field. In some institutions, some will focus much more on the technology of teaching. Many full professors regularly go "on the road" with workshops or have consulting businesses related to instructional design that help their academic program's visibility. Still others look for leadership roles in professional organizations.

Full professors usually provide program leadership on other levels other than personal productivity. They have experience and a memory of what has worked and what hasn't in the past. They often have a more complete view of the entire curriculum and than their junior colleagues. If they are active in the

field, they have a pretty good instinct about where a program should be headed. Many full professors participate in formal mentoring activities with junior colleagues. Others team with them on writing or teaching endeavors. Being more experienced and frequently older than their counterparts, they often act as sounding boards for research ideas, suggest teaching techniques, and, in some cases, offer personal guidance.

Many academic departments, especially in colleges of education, are composed of a number of programs. Some full professors serve as department chairs or academic program coordinators. Almost all full professors have increased departmental committee participation. One of the most critical of these at the department level is the tenure and promotion committee. In most institutions, only full professors vote to promote associate professors to full. Although in some institutions, including my own, the recommendation to promote or not is made by the department chair with the promotion committee's input, no chair wants to disregard senior faculty members' input.

At many higher education institutions, full professors are expected to participate more actively on important college and university committees. Some of these, such as accreditation committees, can be enormously time consuming and uninteresting. Others, such as the curriculum review committee or distance

education committee, can at times be very interesting for an individual with a background in instructional design.

Because many readers of this chapter will be considering an entry-level position in higher education, it is probably worthwhile to close this section with a caveat about departmental politics. Academic departments often adopt a certain language that Hume (2003), refers to as "departmentese." This can appear to be a foreign language to a new assistant professor. As chair of a large department, I frequently listen to senior faculty complain about junior faculty for things that have to do with the junior's inability to "hear the real message." Quite recently, I heard a full professor state how angry he was with a junior colleague who he said refused to be flexible in the course scheduling process. The senior faculty member's expectation was that since he had served his time with less favorable assignments, he didn't understand why the junior professor should complain. He told me because of this person's "inflexibility and abrupt manner during faculty meetings," he would likely not vote for tenure and promotion. The implication of this common scenario in higher education is that senior faculty will sometimes make judgments affecting junior members based on their own self-interests or prejudices. In this case, I doubt that the junior faculty member was insightful enough to observe the damage done. On a number of occasions as an

assistant professor, I know I wasn't as perceptive and circumspect as I should have been.

Assistant professors do have the ability to change the status quo without risking a vendetta by senior colleagues, but they should also realize that changes in higher education take time—sometimes years—and compromises. Full professors are the journeymen and journeywomen of academia. Nothing is easily changed in a department without their support.

In most other ways, active senior faculty members spend their time like junior faculty. We observe the dictates of the higher education holy trinity (teaching, academic productivity, and service) and make an effort to improve. We have spouses and kids that are starting to get a little older. We wish we had saved more for our retirement when we were assistants. We live in nicer domiciles. Our insurance costs more. And we often have well developed biases that junior faculty members abhor.

As I mentioned, I have been a full professor for a limited time. I have friends who have been full professors for thirty years. I am humbled by what a really good full professor who uses those years well can accomplish over time. Another thing these men and women have shown me--much of their good work will go unnoticed. It's expected. A full professor should be able to carry the load.

CONCLUSION

What we five have tried to do in this chapter is to give you a small window on our world in higher education in two hemispheres. Organizing the roles of instructional designers into five common roles may give a glimpse of some of the day-to-day opportunities and some of the demands of our careers in higher education. For all the tiresome rituals, politics, and inertia in our colleges and universities there are also the professional freedoms, intellectual discoveries, and delightful interactions with learners that are rarely matched outside of higher education.

Here's the kind of thing that sometimes happens. As a university person, you'll find yourself at a social gathering of people who don't work in higher ed. You'll hear the well-substantiated complaints about your friends' jobs. You'll think of your own complaints at first. You'll want to contribute your sad stories to the conversation. As the testimonials continue, you'll feel that life is not so bad. You'll hesitate knowing your work-a-day problems don't compare. As the conversation continues, you'll say nothing. You'll empathize. You'll think about what a good professional life you have.

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APPLICATION QUESTIONS

1. As a faculty member working in the area of instructional design you have been approached by a member of another department seeking advice about how to implement new instructional technologies in a course. It is evident that your colleague has limited knowledge of instructional design and that you will need to commit significant unpaid time and effort if the innovation is to be successful. How might you respond in a way that would result in benefits for both parties?
2. One of the expectations of more senior faculty members is the provision of leadership within the department and university. Junior faculty members seeking promotion are expected to demonstrate capacity for leadership. As a junior faculty member in a department where more senior colleagues fill all formal leadership positions, how might you find or create opportunities to demonstrate your leadership potential?
3. A department chair has asked you to meet with a faculty member who has received poor evaluations for the past two years. The faculty member is receptive to the meeting. What will you do to prepare for this meeting? What will you do during the meeting? What will you do to follow up?

4. Using the above situation, how would you handle it differently if the faculty member is opposed to the meeting and thinks his or her current method of instruction and assessment is just fine?
5. Using the Internet, research at least four different colleges or university offices of faculty development. Address at least the following:
6. What are some of the different names used for faculty development offices?
7. Where is the office housed? What division is it under?
8. What services does it offer?
9. How often are programs given? What specifically are they?
10. What is the extent of the staff?
11. Any other relevant information you find.
12. You are an instructional designer working in a discrete education unit and you have been invited to present a one-hour session on blended learning and its possible application by faculty members. What information would you prepare, and how would you design the session to help them turn that information into practical knowledge?
13. Using the above situation and given the wide range of experience that will exist in your target audience, outline the strategies you would use to balance the presentation of theory and practical application.

14. Possibly as a graduate student and most certainly as a faculty member in an instructional design program, you will be expected to conduct research related to the discipline. Identify three current trends in the field of instructional design that will provide a focus for three separate research studies. Describe the purpose, design, and potential outcomes of each study.
15. Choose three universities with an instructional design or educational technology-related programs, not including your current institution, and determine what is required for an assistant professor at each university to receive tenure. In what ways are the three universities' tenure requirements similar? How do they differ?