

# FACULTY DEVELOPMENT

All judicial education offices should establish a systematic process to aid and develop faculty. Judicial educators, as program administrators, can potentially exert considerable influence in the development of faculty. Unfortunately, other administrative duties tend to take precedence over faculty development. Faculty are often left on their own to learn how to plan and present programs.

This chapter is divided into two sections. The first will discuss a process that judicial educators can use to recruit and develop faculty. The second section discusses teaching techniques and information specifically directed to faculty. Information in this section can be integrated into an existing faculty development program or provided directly to faculty members.

## **Role of the Judicial Educator**

The recruitment and training of faculty presents special challenges for judicial educators, especially faculty who are busy and have little time for meetings and course preparation. A particular problem is working with faculty in subject matter areas in which the judicial educator has little or no knowledge.

### **Assume The Appropriate Role**

These problems often make judicial educators uncomfortable when dealing with faculty. This may cause some administrators to shirk their responsibilities. For example, a judicial educator may allow a faculty member to not only determine content, but also to determine how the program should be taught. Program planning and development should be a team effort between the judicial educator and the faculty member. Others, such as committee members and advisors, may also be involved. However, the ultimate responsibility for planning should rest with the judicial educator.

Aside from the logistical responsibilities, the judicial educator must assume two equally important duties -- determining appropriate content, and determining appropriate educational processes. Most faculty are assumed to be experts in their subject area. They are not generally experts in the teaching-learning process, a role the judicial educator must assume.

Helping faculty plan for the use of appropriate educational processes may involve collaborative planning and coaching. Assuring that faculty “key” their teaching to the educational objectives of the program with effective instructional practices is a task that cannot be left to chance.

## Begin Course Planning Early

Recruiting and selecting faculty must be done in context with other aspects of the program planning process. Recruitment should begin months in advance, after the needs assessment has been completed. Results from *needs assessments* provide clues as to the nature of the problem or issue around which the program is developed and help form criteria for the type of faculty needed.

Results from needs assessments can also be used in recruiting faculty. The information provides potential faculty with in-depth information about the problem or issue and the nature of the potential audience. It conveys a mindset to the instructor as to what the program should accomplish.

Allowing ample time for searching and recruiting faculty affords the judicial educator more time for planning and avoids last minute decisions that are done for expediency rather than for program effectiveness.

## Recruit Faculty

Judicial educators can use various means of gathering data about potential faculty. These may include:

- Recommendations from others.
- Solicitation from professionals who might be interested in teaching.
- Personal experience (hearing faculty at other programs).
- Published authors on certain topics.
- Program brochures from other organizations.
- News stories of events related to the program topic.
- Well-known speakers.
- Inquiries to other judicial continuing educators.

Judicial educators should maintain a faculty file with ongoing updates and additions. Attention should be given to identifying “up-and-coming” professionals to provide a fresh source of talent. Many new professionals are eager to gain exposure and prestige that comes from teaching. They also serve as back-up instructors or can be used as panel members.

Faculty files should also be a repository of course evaluations, comments, relevant articles published by faculty, and other information that may aid in future decision-making.

**Identify criteria for selection.** Judicial educators may desire certain characteristics in faculty, though they are rarely written or applied rigorously. The judicial educator should write these characteristics down to help prepare for interviews with potential faculty.

Criteria can be established through observation of a number of faculty as they teach, noting behaviors, mannerisms, interaction with audiences, etc. Other administrators or individuals might join in this process to increase the level of objectivity. During these observations, attention should also be paid to audiences for their attentiveness, note-taking, and responsiveness. Audience reactions are especially helpful when evaluators are not familiar with the program content.

After several observations, the judicial educator and others should select the top faculty members and review their notes for common characteristics which seemed to make them “effective.” Comparing these characteristics against lower-rated faculty helps solidify the list of desirable characteristics.

Below are a number of common criteria that can be used in evaluating faculty.

- *Willingness to Teach.* Individuals who are tentative or who make excuses about not having time to prepare may not make the necessary sacrifices in planning an effective program. Judicial educators should look for enthusiastic responses.

When observing faculty, it is important for the judicial educator to look for those who enjoy what they’re doing and who display a noticeable level of enthusiasm and rapport with the audience. Teaching experience is a good indication of interest in teaching. Recent teaching activities can be good sources of information. Other judicial educators under which the individual has taught can provide insight on how cooperative and interested the faculty member was in teaching.

- *Effective Interpersonal Skills.* The ability to read and react to audiences is a prerequisite for a good communicator. Self-centered individuals may tend to “over-teach” and are less concerned with what the audience is learning. Faculty must deal with different types of individuals in their audiences and must know how to respond in order to maintain a positive learning environment.
- *Command of Subject Matter.* This criteria often receives too much attention and has to be weighed against the nature of the planned audience. The more knowledgeable and experienced the audience is with the topic, the higher the level of expertise required of the faculty. Being an expert does not guarantee good teaching. How one uses that expertise is of greater importance.

Occasionally the judicial educator may not feel adequate to judge another's professional competence. Here, the advice and counsel of other professionals should be sought. Individuals who have heard the potential faculty member speak should be sought rather than relying solely on the advice of the potential faculty member's peers. The individual's background and activities should be reviewed. If there is some doubt in the judicial educator's mind, he or she should ask the potential faculty member if he or she feels comfortable with the proposed topic.

- *Analytical and Well-Organized.* The ability to take subject matter, divide it into discrete parts, and draw relationships that are understandable and acceptable to audiences is important. Written course objectives provide a focus and framework in which related content can be broken down under each objective.

One might look for evidence of this characteristic in the faculty member's past writings or conversations. The judicial educator might also ask the faculty member to explain certain concepts or issues for evidence of how the individual organizes, clarifies and expresses thoughts.

- *Effective Listening Skills.* Faculty who seem to have all the answers and a quick response for everything are usually poor listeners. Good listeners empathize with others and reflect on what has been said before responding. They usually relate well to the concerns of audiences.
- *Confident and Self-Controlled.* Faculty are viewed as experts by audiences and must convey a sense of confidence and control.
- *Use of Good Teaching Methods.* Asking potential faculty a series of questions, or asking them to comment on (a) the teaching methods they use, (b) their greatest strength as a teacher, and (c) methods they use to get audiences involved, provides clues to their use and understanding of effective teaching methods. The judicial educator might select additional questions that relate specifically to the planned teaching assignment.
- *Willingness to Improve.* Questioning faculty about their past teaching experiences can reveal the level of their desire to improve. Faculty should show a willingness to receive constructive feedback and coaching. Many faculty have a limited repertoire of effective teaching practices and should display a willingness to learn new skills.

## Provide Orientation for Faculty

The selection of faculty should be the beginning of an ongoing communication process between the judicial educator and the faculty member. This process accomplishes several objectives by:

- Establishing the exact responsibilities of both the faculty member and the judicial educator.
- Building expectations on behalf of the judicial educator, the program, and the sponsoring organization.
- Offering suggestions and assistance to faculty members prior to their presentation.
- Serving as a monitoring process to insure the faculty member is making adequate and timely preparation.

Administrators should establish procedures to insure this communication process does not falter. Checklists should be used to document that certain communiques and actions have occurred. This is most helpful when working with multiple faculty members.

An orientation process is another part of the ongoing communication between judicial educators and faculty. It may be conducted in numerous ways as illustrated in the following list:

- *Individual Meetings.* Face-to-face meetings between judicial educators and faculty are desirable, but not always possible, due to time and distance constraints. Certain clues and insights about faculty can be more readily detected in meetings than by phone or correspondence.

Beyond exchanging information about dates and logistics, the judicial educator should discuss the overall purpose of the program, the characteristics and size of the audience, findings from the needs assessment, and the role of the faculty member in the overall program.

One of the more critical pieces of information to be shared are the planned *program objectives*. If they have already been developed, the judicial educator should explain the rationale behind their development. If they have not been developed, they should be completed as soon as possible by the faculty member or in conjunction with the judicial education office.

Once the objectives have been determined and agreed upon, it is important to discuss how the program will be evaluated. This often overlooked step begins to convey certain expectations to the faculty member as to what should be accomplished. It directs the faculty member's attention to the objectives and to focusing on the audience in preparing the presentation.

The sooner the method of evaluation is finalized, the longer the faculty member has to concentrate on the expectations of the audience. The evaluation process also provides the judicial educator with a list of specific items that can be used in coaching faculty. Three or four items on an evaluation instrument that are usually more troublesome for faculty can be selected for coaching new faculty.

- *Faculty Planning Meetings.* Bringing together all or part of the faculty for a program can be difficult. Such meetings, however, help reinforce the overall program objectives and allow each faculty member to hear from other faculty about their presentations. The topics and content can be screened and key issues clarified so as not to provide redundant information or omit critical content.
- *Written, Phone or FAX Communications.* Faculty should be contacted several times prior to the program. Each communication reinforces the role of the faculty and the expectations of the sponsoring organization. Examples include:
  - Planned brochure copy regarding the presentation.
  - Program outlines and brochures.
  - Press releases.
  - Printed articles related to the topic.
  - Requests for audio-visual and other support services.
  - Expense forms.
  - Contract or honoraria forms.
  - Abstracts of other faculty presentations.
  - Program evaluation forms.
  - Information about the group, profession, or organization.
  - Travel and lodging information.
  - Special events.
  - Assistance available to faculty beforehand.
  - On-site assistance.
  - What to do upon arrival at meeting site.
  - Phone numbers of key people, including other faculty.
  - Number and characteristics of registrants.
  - Information on deadlines.
  - Tips on effective presentations.

Judicial educators must select faculty well in advance of the program and communicate often with faculty. These strategies provide time for both faculty and the judicial educator to plan the program and to detect potential problems. Faculty are most appreciative of the attention and assistance. It also creates a more professional image of the sponsoring organization.

### **Focus on Educational Process**

Cognitive psychologists believe that what participants do in a program is more important than what the teacher does. This finding places greater emphasis on the *educational process*, elevating it to equal status with program content. This supports the concept of *andragogy* -- a process whereby faculty help adults learn.

This shift in emphasis from teaching to learning -- from faculty to learner -- has been adopted on a limited basis by continuing judicial education faculty. Many faculty teach the way they were taught, have a limited understanding of the learning process, and have a very limited repertoire of teaching and learning strategies. Appendix 9 outlines a faculty development workshop used by one state to develop and increase these strategies. It must be kept in mind, however, that many faculty often feel uncomfortable in changing their teaching techniques.

Any suggested changes in a faculty member's techniques proposed by a judicial educator should be based on proven practices that are reasonably acceptable. A word of caution in dealing with faculty -- do not overload faculty with recommended changes. One should determine the most significant change and allow the faculty member to implement and feel comfortable with that change before suggesting others.

Foremost in gaining faculty support for change is a clearly presented rationale by the judicial educator that the most effective learning is based on a learner's application of newly-learned knowledge, skills, and attitudes in the workplace. Faculty can readily recall their own experiences where they left a program and nothing changed in their behavior.

Making a difference in learners' workplace behavior is a powerful incentive for faculty to be open-minded to change. Providing opportunities for faculty to observe a "master" teacher using learner-oriented strategies is one way to build awareness. This may be difficult to arrange; however, viewing videotapes of master teachers is one alternative. Judicial educators can likewise learn new strategies from such observations that can be used coaching faculty.

How the judicial educator communicates with faculty influences the faculty's ability to conceptualize and plan. Communication should constantly focus on meeting the course objectives. Information produced by the needs assessment, if conducted properly, strengthens the rationale as to why the program is being offered or why course content should be added or deleted. Therefore, it is important to share the findings of needs assessments with faculty.

Regardless of who developed the course objectives -- the faculty member, a committee, or the judicial education office -- the judicial educator should take the lead in helping the faculty develop appropriate instructional techniques to meet each objective. This can be accomplished by the judicial educator reviewing each program objective in detail with the faculty member. After reviewing each objective, the two should discuss the best teaching strategy that would accomplish that objective. While it is best to allow the faculty member to decide which strategy he or she prefers, the judicial educator should provide any necessary coaching that would enhance effective teaching of the objective.

How the judicial educator presents and emphasizes the importance of the evaluation process helps reinforce the emphasis on learning. Utilizing evaluation instruments that measure what the audience learned or their ability to apply the content, rather than on their reactions to the instructor, provides more meaningful information about the learning process.

## **The Faculty**

Educational programs are offered for three general reasons: (a) to build awareness, (b) to acquire knowledge, skills, and attitudes, and (c) to change performance in the workplace. The objectives established for a program should clearly indicate the program's purpose.

### **Preparing the Presentation**

Programs which are developed to change performance in the workplace require more time and planning than programs that merely transmit information. Programs oriented at altering workplace behavior must:

- Build a strong rationale for change.
- Provide the necessary information and skills and insure their acquisition.
- Instill a level of confidence in learners so that they can make the change in their work environment.

The following presentation strategies are proposed to enhance the possibility that these criteria will be met.

**Opening the presentation.** Faculty should immediately establish rapport with the audience, making participants feel comfortable and at ease. Various “ice-breaker” activities can be used as long as they don’t distract from the main purpose of the program.

The presenter should indicate an awareness of the needs of the audience. The planned learning objectives should follow. Participants should be asked to react, to add to or to modify any of the objectives. They should be asked if they have problems or concerns about the displayed objectives. This allows the audience to “buy into” the planned program -- to exercise ownership of the program’s purpose.

If there is a separate program agenda, quickly review it. This sets the sequence of events and establishes ground rules for breaks, meals, and ending times.

**During the presentation.** Faculty should make sure that content and activities are based on the course objectives. It is important to distinguish between essential information versus “nice-to-know” information. Essential information must be presented, whereas the “nice-to-know” information can be presented in handouts or for later discussion if time permits.

Faculty members can provide analogies, examples and stories to reinforce key points. Human interest stories can provide a good change of pace and allow learners to get more personally involved. The presenter should repeat key points several times, and in different ways -- e.g., using a louder voice, changing location on platform, or using color or animated graphics. Examples and analogies from the learners’ own work environment can be used. Learners often enjoy sharing their own experiences, insights, concerns and questions. Appendix 8 provides other suggestions for effective presentations.

The presenter should employ active participation, engaging the learner’s mind. There are two basic types of participation, covert and overt. **Covert** participation involves asking the audience to do things that cannot be seen, such as *think, listen, recall, imagine, visualize, and pretend*. After requesting the audience to participate in these ways, the presenter should pause to allow the learners to do as instructed.

**Overt** involvement involves activities that can be seen, such as *write, speak or answer, demonstrate, take notes, tell your neighbor, discuss in a group, and work problems*. Using covert activities before overt activities makes for a better transition in that the learners have prepared themselves mentally for the overt participation.

Learners have different learning styles; some prefer to learn visually, others auditorially, and still others kinesthetically. These variations exist even in an audience of like-kind professionals. Therefore, faculty should vary the learning experience to better serve the entire audience and keep learners from becoming bored with one particular style.

It is important for faculty to monitor and understand learner reactions. Nonverbal behaviors such as facial expressions, posture, eye contact, and level of attentiveness can provide clues to the presenter. Presenters who are some distance from their audiences or are unable to distinguish these behaviors are at a disadvantage. As such, presenters should move as close as possible to audiences in order to better monitor nonverbal behaviors.

Asking questions and allowing participants to speak and interpret what they have learned are excellent ways to monitor progress. Some audiences are reluctant to speak out, which may stem from (a) a lack of understanding of what is being taught or asked, (b) the failure of the presenter to establish rapport, or (c) a fear their responses may not be correct. Effective speakers learn to interpret these reactions and make necessary adjustments. Sensing reluctance in audiences, some speakers will readily answer their own questions. Another strategy is to repeat the question and offer clues and analogies. It may be the audience only needs more time to respond.

Content should be periodically reviewed and summarized. Rather than the presenter always summarizing, the audience might list key points on a flipchart or transparency, or discuss topics in groups.

Presenting new and complex information can present special problems when there is limited course time or the audience does not have a strong background in the subject area. Such content should be blocked into small bits of information and presented as clearly as possible. There should be frequent checks for understanding, lots of repetition, and considerable practice.

Too much new information can quickly overload learners' short-term memory capacity. Most experts agree learners begin to overload their short-term memory after about twenty minutes of a presentation. Using active participation techniques allows learners to move newly acquired information in short-term memory to long-term memory. These activities, however, must be planned ahead and cannot be left to chance.

**Closing the presentation.** As the program concludes, the faculty member should briefly summarize key points. A final review of the program objectives is an excellent way to summarize the program benefits. Additionally, time for questions and answers should be provided.

Some presenters ask the audience to write down two or three things they plan to do when they return to work. This helps personalize learning and enhances the transfer of learning to the workplace. Another strategy is to ask the audience to discuss concerns or potential problems they face when they return to work. The audience as well as the presenter can offer suggestions.

Faculty should close programs in a brief and upbeat manner. The audience should leave with the feeling they are glad they came.

## **Presentation Dynamics**

Presentations must convey more than information. They must convey attitudes, enthusiasm, warmth and acceptance -- attributes that enhance the learning atmosphere. Audiences come with anticipation -- they want to feel comfortable and not threatened, and they want the presenter to do well. Effective presentation dynamics help reinforce the learning process.

New and inexperienced speakers are reluctant to try many of these suggestions, and should therefore concentrate on only two or three in each presentation. The more comfortable faculty become, the easier it is for them to adopt these suggestions. For further tips on presentation dynamics, see Appendix 7.

**Speaking.** Faculty should vary their pitch, tone and volume throughout the presentation to inflect feeling and to emphasize points. One's voice should exude confidence and expertise. New presenters often speak too fast and consequently lose word clarity with the audience.

The presentation should be made as conversational as possible. Using an outline rather than reading from a complete script is helpful. Presenters should talk to one person and then another, using eye contact with different individuals throughout the audience.

Speakers should scan all parts of the audience while speaking, especially the periphery of the audience. Don't focus attention on only one part of the audience.

The presenter should pause often, especially with adults. Since adults have many experiences with which to relate course content, they need time to reflect on what has been said. Pausing allows key points to sink in and time for note-taking. Pausing also exudes confidence by the speaker. New and inexperienced presenters need to practice their delivery and especially their pacing. Audio and video recorders are excellent aids in practicing. Experienced presenters can be used as observers and coaches.

**Body movement.** Research shows nonverbal behavior communicates a message far greater than the spoken word. Several body movements used by speakers include moving away from the podium, off the platform, and as close to the audience as possible. This helps establish rapport, minimizes the distance over which communication must travel, adds emphasis, and allows the speaker to better monitor the audience. Walking into the audience can be most effective, especially in establishing rapport.

It is important for faculty to maintain a pleasant facial expression that makes the audience feel comfortable. They should change expressions while emphasizing different points and use appropriate gestures that are not distracting or offensive.

When using visuals, speakers may need to reposition themselves so as not to detract from the visual. Once the point has been made with the visual, the speaker should relocate his or her position so as to refocus the audience's attention back to the speaker.

When making key points, faculty should change their location for emphasis as well as use gestures. As additional points are made, the speaker should shift to another location.

**Encouraging interaction.** The use of overt and covert techniques to develop interaction has been discussed earlier. Another important technique is the use of questions. Questions may come from the audience or the presenter and can help clarify concerns as well as reinforce content. The presenter can use questions to monitor learning.

Presenters to adult audiences usually do not direct questions to any one member of the audience, but to the audience in general. *Open-ended questions* are more effective in requiring learners to think. When directing questions to specific individuals, the speaker should ask the question first rather than identifying the person that is to respond. This keeps every member of the audience anticipating being called upon. A brief three- to five-second delay between asking a question and identifying someone to answer enhances both the quality and quantity of responses. Appendix 5 provides examples of specific questions used to stimulate discussion.

When an incorrect answer is received, the faculty member should be careful not to embarrass the individual, but to take the answer and turn it into a clue for the correct answer. Try to give the individual another chance to respond correctly by coaching and offering clues and waiting a few more seconds. Ideas for encouraging interaction in small group discussions are outlined in Appendix 4.

**Use of humor.** Humor relaxes audiences, enhances the level of anticipation of learners, and helps the learners remember key points. It must be used with caution and cannot be offensive.

Jokes have to be carefully told for impact. Cartoons, one liners, and ad-libs can be effective. All planned humor should be relevant to the topic and used to reinforce key points. Humor need not create great laughs to be effective. Subtle, dry humor can be just as effective.

## Strategies for Improvement

Each judicial educator should work toward continuous improvement in the quality of the programs offered by their organization. Operational policies and procedures are relatively easy to improve in contrast to improving the quality of instruction. Two techniques for faculty improvement and development are discussed below.

### Feedback to Faculty

Most faculty want to do an excellent job, but rarely receive the specific *feedback* needed to make significant improvements. Typical audience evaluations are of limited value to speakers. The value of these evaluations can be enhanced by asking a limited number of specific questions.

The judicial educator might ask the faculty member for specific items on which he or she would like audience feedback. Special attention on the evaluation form might be given to questions related to any changes the presenter is trying for the first time.

### Faculty Development Programs

Program administrators may find it beneficial to develop in-state faculty by presenting train-the-trainer programs locally. Train-the-trainer programs are frequently used to develop and improve faculty skills. These programs can be produced relatively inexpensively and can provide valuable information to many judicial educators in a group setting. Speakers may observe an expert adult educator as he or she models certain practices; they can observe each other; and they can both give and receive constructive feedback on demonstrated teaching skills within the participant group.

For judicial educators interested in presenting a local faculty development program, the following publications may be helpful:

*Judicial Education: A Guide To Program And Faculty Development*. Published by the National Judicial College, Reno, Nevada, 1989.

*Implementing Judicial Education Faculty Development Programs*. Published by the National Center for State Courts, Williamsburg, Virginia, 1990.

## Summary

Judicial educators have the potential to considerably influence the development of faculty. Unfortunately, other administrative duties often take precedence over faculty development. Faculty are often left on their own to learn how to plan and present programs.

Many faculty are more accustomed to developing and delivering programs that transmit information rather than change behavior. Programs designed to change behavior require longer and more intense planning, and perhaps more faculty development.

Each sponsoring organization needs a systematic process to aid and develop faculty. Judicial educators must be knowledgeable of effective educational practices and understand the importance of the educational process. Faculty development should first begin with the development of program administrators. Otherwise, their effectiveness in developing and gaining the respect of faculty will be limited.

## DEFINITIONS

**Andragogy:** a process whereby faculty help adults learn.

**Covert Techniques:** a teaching technique by which learners are asked to do something such as listening, thinking, recalling, or imagining, that cannot be observed by the teacher. The purpose of such techniques is to get learners to mentally use and process the course content in a personal way to enhance learning.

**Educational Process:** various techniques used by teachers to cause learning to occur.

**Feedback:** specific information provided to an individual about their behavior or performance.

**Needs Assessment:** a systematic process in which a current condition or situation is determined, analyzed, and compared with a desirable condition or situation. The gap between what currently exists and what is desired may reveal that some form of educational intervention is needed to close the gap.

**Open-Ended Questions:** questions that require more than a yes/no or simple answer, requiring respondents to think and possibly reflect from their own experience before answering.

**Overt Techniques:** a teaching technique by which learners are asked to perform an activity which can be seen such as writing, speaking, or demonstrating.

**Program Objectives:** a series of statements that describe what the program is designed to accomplish.



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