

An Interpretative Understanding of Faculty Development at the UWI, Mona Campus

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Abstract

In this article, an interpretative understanding of the faculty development work carried out since 1992 by the Centre for Excellence in Teaching and Learning at the Mona Campus of the University of the West Indies is offered. The focus is on how the work progressed over the years. Transformative Learning is used as a major lens or theoretical perspective to understand the work. Associated with this theoretical perspective are critical reflection and critical faculty development. These form the conceptual framework used in the article. Using an historical analysis, the position is advanced that the interpretation of the work is best done as we recognise the progression to the professionalisation of university teaching. A descriptive model of the Caribbean University Teacher Reflective Teaching Model (CUTRTM) is presented. It is offered as one of the major approaches to faculty development focused on the professionalisation of university teaching in the Caribbean.

Keywords: faculty development, professionalisation of teaching in higher education, critical approaches to teaching in higher education

Introduction and Background

Overview of Faculty Development and the Purpose of the Paper

Many lecturers in colleges and universities have traditionally come to their roles as teachers in higher education with little, if any, formal professional training

or experience other than in the content of the discipline and in some cases, as graduate teaching assistants (Cameron and Woods 2016; Gosling 2009). In fact, several university lecturers/professors teach as they were taught. Traditionally, the differences of institutional context, the diversity of learners, and the class sizes did not inform pedagogical decision making. These university teachers relied on pedagogies developed through “the apprenticeship of observation” (Lortie 1975, 62). Lack of professional training was hitherto considered acceptable when knowledge about how learning occurred was insufficiently understood. Then, very little was known about college student development and the impact of academic life on the student’s holistic development. With an increase in the diversity of the student population in higher education, and the lack of training of university teachers, there came the recognition that faculty needed to do more to reach all students. The need for faculty development was unmistakable, especially in relation to developing good teaching skills.

Faculty development (also called educational development or academic development) is concerned with the professional development of the academic teaching staff of universities (Bali and Caines 2018; Cameron and Woods 2016; Condon, et al. 2016; POD Network 2016). From an international perspective, Rowland (2007) situates the roots of faculty development in higher education in efforts at staff development in colleges and universities. Gosling (2009) pointed out that he interviewed some of the persons who were instrumental in creating the field of faculty development in the 1970s and there was a clear indication from those interviews that it was pre-eminently concerned with the development of people. The focus of the intervention in training was to develop a cadre of teachers in higher education who were capable of teaching in such ways as to yield vastly improved outcomes. Gosling characterised early faculty development as the “in-service training” of teachers in higher education. McGrath (2020) pointed out that the field of faculty development is a nascent one. In fact, although it has been practised in universities since the 1960s in limited ways, the need to clarify its identity, functions, and methodologies makes it a nascent field (Gosling 2009).

Since the late 1980s, there has been some dissatisfaction in many societies with the level of skills and competencies of the pool of students leaving colleges and universities with a first degree. Accordingly, there have been calls for better learning outcomes from college and university graduates (Barr and Tagg 1995; Chisholm 2016; Watson 2019). There has been some focus on what should be done to improve teaching and impact the quality of the learning and thereby improve the quality of graduates. This has occurred at a time when there was

gathering momentum on research into learning with increasing studies of, and in the learning sciences (Ambrose et al. 2010; Darby and Lang 2019; Nilson 2016). Some of the outcomes of that research provided greater clarity on how learning occurred and how learning might be advanced. This opened the door for more focus on faculty/educational development in higher education.

The purpose of this paper is to present an interpretative history of the development of the Centre for Excellence in Teaching and Learning (CETL) at the University of the West Indies (UWI), Mona Campus. Faculty development is presented as one of the major means utilised to inform, reform, and transform teaching and learning in higher education and in the process, professionalise university teaching. In fact, historically, faculty development initiatives at the UWI were established and engaged to train faculty to teach better; however there was also the objective of transformation (BUS, P. 26 2008).

Therefore, transformative learning is offered as the theoretical perspective that undergirds this paper. Transformative learning, critical reflection, and critical faculty development form the conceptual framework of this work. Of course, transformative learning is closely aligned to critical perspectives in teaching and learning and so, the CETL's work has been executed within the critical faculty development paradigm and this is examined. It is also noted that a major concern with faculty development has been the professionalisation of teaching to advance learning in the academy. In this regard, the paper discusses a new descriptive model used for the development of the reflective practitioner, the Caribbean University Teacher Reflective Teaching Model (CUTRTM). This model has been used in the Certificate of University Teaching and Learning (CUTL) to educate university teachers to embrace the pathway to becoming reflective practitioners/reflective university teachers.

Clarifying the Work of Faculty Development Using the Lens of Transformative Learning, Critical Reflection, and Critical Faculty Development

Faculty development, as pursued by teaching and learning centres in universities, consists of three interrelated areas: faculty development, instructional development, and organisational development (POD Network 2016). Thoroughgoing faculty development is concerned with the professional development of the university teacher. Instructional development is concerned with the improvement

of courses, the curriculum and student learning. Organisational development is concerned with the institutional structures, especially in maximising institutional efficiencies and overall effectiveness. Instructional technology and support for online education are increasingly included under the purview of teaching and learning centres (Herman 2013).

At the University of the West Indies (UWI), Mona Campus, the Centre for Excellence in Teaching and Learning (CETL) was founded in 1992 and named the Staff Development Unit (SDU). This marked the commencement of formal faculty development initiatives by the UWI. The name SDU was changed to Instructional Development Unit (IDU) in 1998 and to the CETL in 2013. This centre has been charged to carry out faculty development programmes for the academic staff. It has sought to fulfill its mission and mandate, embracing faculty and instructional development, and from time to time, engaging in organisational development activities.

The CETL facilitates programmes geared towards the improvement of teaching skills and ultimately, student learning outcomes. Over the years, a range of faculty development activities focusing on pedagogical improvements has been implemented (CETL Combined Annual Reports 2022). Programmes developed and delivered include those focused on planning for teaching, methodologies, and strategies for classroom and online teaching, learner-centred pedagogies, deep learning versus surface learning approaches, brain-based pedagogies, curriculum design and development, team teaching, Scholarship of Teaching and Learning (SoTL), teaching using 21st century technologies (including online, and blended approaches), assessment processes and activities, reflective teaching, portfolio development and institutional development through the training of department heads (CETL 2012) and other faculty and administrative personnel. These have been done as the CETL has sought to transform faculty teaching from didactic lectures to more student-centred strategies and ultimately, professionalise university teaching (BUS, P. 26 2008; CETL Combined Annual Reports 2022). Further, the CETL has been particularly adept at helping faculty navigate the structures of the organisation through faculty orientation programmes and ongoing seminars and workshops (CETL Combined Annual Reports 2022). Faculty have utilised the CETL's services to develop and enhance their pedagogy.

What is Transformative Learning, Critical Reflection, and Critical Faculty Development?

Transformative learning (Mezirow 1990, 2000) provided the important theoretical foundation for the work of the CETL as it developed from an embryonic unit to a mature teaching and learning centre. It is generally acknowledged that transformative learning is a complex process and there is no one single narrative of this process. Mezirow (2000) defines transformative learning as follows:

... the process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective, and emotionally able to change. Such frames are better because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action (Mezirow 2000, 8).

Mezirow originally posited his understanding of the learning process occurring within the confines of a “disorienting dilemma,” a kind of shaken reality that propels an individual to change one’s perspectives. He used social constructivist premises to articulate his understanding of this approach to learning. It is also about how people make meaning of their lives and the various changes that they experience (Dirkx 1997; Johnson-Bailey 2006; Taylor 2008).

Other suitable definitions of transformative learning have been proposed and one by Hoggan (2015) is particularly useful: “a dramatic change in the way a person experiences, conceptualizes and interacts with the world” (Hoggan, 201). To be transformative, learning outcomes must show breadth and depth. Of importance is the place of reflection and in particular critical reflection since, for our purposes, it has been underscored in the research as an important aspect of professional development. Mezirow (2000) pointed out that one goal of adult education is to help learners critically reflect on their beliefs, interpretations, values, feelings, and ways of thinking. In this regard, critical reflection should lead to effective action.

In transformative learning, learning is not for its own intrinsic value, but it is utilised to propel individuals into the liberative frame, enabling persons to free themselves from self-limiting ways of thinking and being. Hence, transformative learning is now understood from several perspectives. There is the psychocritical approach of Mezirow, then there are the psychodevelopmental, the psychoanalytic, and social emancipatory approaches (Hoggan 2015). Other scholars have proposed

additional approaches leading to descriptions of the learning outcomes that are different but certainly understood as transformative. Any definition of transformative learning must recognise that learning leads to the development of a revised set of assumptions that help to anchor the life of the learner, premises are also revised, and ways of interpreting experience or perspectives on the world are generally adjusted (Mezirow 1990).

For the work of the CETL, the approach of Mezirow (2000) has been very important. So too the social emancipatory approach of Freire (1972) who encouraged his students to take stock of their social world and engage in critical reflection on the conditions under which they live in order to transform their understanding of it. The planetary perspective offered by O’Sullivan, Morrel, and O’Connor (2002) has also been relied on. From this perspective, the goal is the complete reorganisation of the entire system that the human person lives under or lives with (social, political, economic, pedagogical, etc.). From these perspectives, faculty development programmes in university teaching, allowing for critical engagement with the issues (pedagogical and otherwise) have the potential to transform one’s thinking and action. In fact, the process could transport the individual to a place where liberation from traditional understandings (for instance, an understanding of teaching and learning as transmitting information or transferring knowledge) is realised. Faculty embracing a transformative approach to teaching and learning generally see learning as more than the accumulation of cognitive structures. They accept that it is more about the transformation of experience.

Critical reflection and critical faculty development are related. In relation to critical reflection, the whole process is often understood to emanate from critical theory (Brookfield 2017). Obviously, it involves critique. Kember et al. (2008) reviewed the literature on reflection and offered the following definitions: “Reflection operates through a careful re-examination and evaluation of experience, beliefs, and knowledge. Reflection most commonly involves looking back or reviewing past actions, though competent professionals can develop the ability to reflect while carrying out their practice” (370).

On the other hand, in critical faculty development, university teachers are challenged to examine issues of faculty identity and one’s cultural awareness, critique understandings of pedagogy, interrogate the various assumptions that underlie one’s teaching, examine one’s biases, and critique the use of power in professional undertakings (Brookfield 2017). As university teachers engage in critical review of the assumptions, practices, and theoretical and instructional premises and the place of power, they must seek to pull apart traditional ways of

making sense of pedagogy and re/construct their own understandings of pedagogy. Critical faculty development is therefore about deconstruction and reconstruction.

Over time, concepts like progressive, critical, and deliberative faculty development have been associated with the work of the CETL. In this regard, for some faculty developers, the term “faculty development” has come to be understood as “deliberative academic development” (Fremstad et al. 2020, 107). These authors point out that “deliberative academic development refers to a practice that engages members in dialogue about its purposes, ways of organising and leading higher education, as well as teaching and learning” (107). Ongoing dialogue about faculty development at The UWI, especially in relation to the focus of its activities and the opportunities created for critical reflection on various activities, but especially teaching and learning, has helped to position the centre as a critical faculty development outfit.

Transformative learning, critical reflection, and critical faculty development have informed faculty development initiatives at the CETL and the approach of deconstruction and reconstruction has been utilised. In other words, there was the recognition that for transformative learning to be realised, critical reflection and critical faculty development would have to be embraced. Accordingly, in structuring the faculty development activities in pursuit of transformative learning, opportunities were created for ongoing reflection. In personal correspondence with the founding coordinator, Dr Beryl Allen and one of the early facilitators, Ms Meta Bogle, the focus of the various lecturer pedagogical development programmes including teaching skills workshop, with micro-teaching opportunities, was to get lecturers thinking about their teaching and change from teacher-centred approaches to learner-centred strategies. These faculty developers at the CETL operated from the perspective that it was possible for transformation of one’s teaching to be realised.

Further, based on the contextual realities, especially the historical and the social ones, pedagogues were encouraged to take their own situated realities into consideration (BUS P. 26 2008; CETL Combined Documents 2022). Over time, guided by facilitators, the CETL programmes have challenged individuals to consider their own Caribbean realities as they inform their thinking about pedagogies or to rethink approaches (reform their thinking) or better yet, they might have been challenged to embrace new understandings (transform their pedagogy) (Chisholm 2016; 2021).

In many instances, this kind of faculty development calls for the unlearning of assumptions, biases, and presuppositions, and revising premises that one

had constructed. These undoubtedly include understandings about teaching and learning imbibed from participation in teaching and learning activities over several years (the so-called “apprenticeship of observation” (Lortie 1975, 62)), and also other psychosocial, historical, and cultural concerns that impact how teaching and learning are understood and facilitated. This type of faculty development embraced by the CETL sought to initiate faculty into more culturally appropriate ways of pedagogical practice. Therefore, over the years issues of identity, positionality, cultural awareness, and professionalism have been interrogated in faculty development sessions (B. Allen, personal communication, January 5, 2015).

In the Caribbean, critical faculty development is necessary because education in colonial times had a specific task – education for domestication or conformity to the status quo. The colonial education project was concerned with the development of Caribbean people as subjects of the British Empire and even in post-independence times, this project has not been totally discontinued or dislodged (Chisholm 2021, Hickling-Hudson 2004, 2006). Therefore, critical faculty development has been used by the CETL to continually challenge faculty to scrutinise their practice and determine the extent to which they are engaging in education for conformity or for transformation.

Faculty Development: The Experience of the UWI Mona Campus

In this section of the paper, the historical development of the CETL is discussed using a historical lens. Additionally, the interpretative understanding of the work is proffered within the context of transformative learning and critical faculty development.

With the introduction of formal faculty development at the UWI Mona Campus in 1992, the seeds were sown for faculty to formally learn about student learning and how to teach to maximise student learning. In order to deepen understanding of faculty development at the UWI, Mona Campus, I have utilised the work of Sorcinelli et al. (2006) and also their later study (Beach et al. 2016). They looked at the ages of faculty development and this understanding has been used as an interpretative lens to make sense of the historical development of the CETL. Sorcinelli et al. (2006) pointed out that that faculty development has evolved through five ages: “The Age of the Scholar” (1960s–mid 70s), “The Age of the Teacher” (mid-to-late 70s), “The Age of the Developer” (1980s), “The Age of the Learner” (1990s), and “The Age of the Network” (21st century). These “ages” demonstrated different emphases in the evolution of faculty development. In

each of these developmental periods, the major concern was somewhat different. Accordingly, the developmental trajectory of faculty development shows both congruence with Sorcinelli et al. (2006) with minor deviations, for instance, in terms of elements of and “The Age of the Network” (21st century). Generally, these “ages” were used to classify the evolution of faculty development and underscore the fact that they are not mutually exclusive but are overlapping (Bali and Caines 2018).

The description of the ages of faculty development seemed appropriate for an analytical review of university teaching and learning at the UWI Mona Campus. Whilst the ages of faculty development in the Sorcinelli et al. (2006) study would have extended between the 1960s and the early 21st century, there is still a place to use it with a slightly different timeline in our quest to understand faculty development at the UWI Mona Campus. In this regard, it is noted that The UWI commenced operations in 1948 at the Mona Campus in Jamaica and for the next 75 years there was a focus on teaching the best minds in the Caribbean. However, there was no organised university-wide or campus-wide faculty development until the 1990s. Faculty were focused on their teaching and research. In teaching they utilised largely didactic lectures (Cobley 2000) or transmissional approaches. Developing scholarship in one’s discipline was given academic pre-eminence and ‘good’ transmissional approaches were cultivated. Although research and teaching were expected to dominate the activities of the lecturers, research then, as it is now, was accorded much respect and was considered the major force behind one’s promotion. In this era, faculty development was largely informal and was generally facilitated through informal mentorship and self-help strategies. For Sorcinelli et al. (2006) there were relatively few formal faculty development programmes during “The Age of the Scholar” as they chronicled the development of faculty development in North America. They argued that faculty development during “The Age of the Scholar” was largely focused on fostering scholarly development of faculty members. A case can be made for us to understand the development of the UWI scholar in the period 1948–1990 as “The Age of the Scholar” in our developmental trajectory of faculty development.

In the Sorcinelli et al. (2006) study, “The Age of the Teacher” saw faculty development efforts focused on instructional and organisational development with an emphasis on the improvement of teaching. It must be acknowledged that based on official documentation, “The Age of the Teacher” at The UWI commenced around 1992 with the founding of the Staff Development Unit (SDU). In 1992, arising from concerns about teaching and learning in the university,

high failure rates in some courses and the increasing diversity in the student population, the Mona campus commenced formal faculty training initiatives in teaching and learning (IDU 2007). This SDU was based in the then Faculty of Education (now School of Education) and offered pedagogical training to faculty. In 1998 The UWI, Mona Campus decided to rename the SDU the Instructional Development Unit (IDU) and Dr Beryl Allen, Senior Lecturer in the Department of Educational Studies was appointed the first full time coordinator of the IDU (IDU 2007). Clearly then, for The UWI, Mona Campus “The Age of the Teacher” was marked by efforts designed to upskill lecturers with good pedagogical skills.

During “The Age of the Teacher” (1992 onwards) at The UWI, the focus on developing good teaching strategies or appropriate approaches to teaching in the disciplines was generally understood as important in the quest to improve learning outcomes. Hence, faculty professional development activities such as teaching skills workshops were held. In these workshops and similar faculty development activities, there was great focus on planning for teaching and approaches to competently execute the teaching act. Micro-teaching was utilised to hone teaching skills and enabled reflection on various pedagogical processes involved with an objective of improving pedagogy. Faculty were supported by faculty developers and colleagues in honing good teaching skills (skills-oriented approach to faculty development). There was also some focus on reflective teaching practices, by utilising reflection on the micro-teaching approaches. This represented the more process-oriented approach to faculty development.

For Sorcinelli et al. (2006), “The Age of the Developer” occurred in the 1980s. They noted that faculty development then was focusing on pedagogy, other curricular needs, career stage considerations, and personal growth and well-being. At The UWI, Mona, with the enhancement of faculty development activities with the changing of the SDU to the IDU in 1998, the focus was broadened, from mainly pedagogical development to include various areas of the overall curriculum. These included course design and approaches to the assessment of learning (two dominant areas of focus), (B. Allen, personal communication, August 9, 2013). Hence, “The Age of the Developer” occurred with the further growth and development of the IDU in 1998 but, as was noted by Bali and Caines (2018), the period was not neatly demarcated. There were overlaps.

“The Age of the Learner” would have intertwined with “The Age of the Developer” and “The Age of the Teacher.” Sometime in the 1990s, the international focus on learning in higher education was accentuated. The work of Barr and Tagg (1995) in the USA indicating the paradigm shift from teaching to learning

in colleges and universities, especially in North America, was an important moment in the development of the focus on learning. For The UWI Mona, this was the period from the late 1990s onwards into the 21st century. During this period, there was an increasing interest in faculty development activities focusing on educating faculty for better teaching and also for transformation, to become more student-centred in their pedagogical decision making and practice. In the UWI Strategic Plan, 2007–2012 there is the inclusion of the following: “the mechanism of the Instructional Development Units (IDUs) has been playing a central role in the continuous enhancement of teaching quality through training and the dissemination of best practices to faculty. The units will be strengthened” (The University of the West Indies Strategic Plan, 2007–2012, 17). Further, one of the recommendations coming from the Board of Undergraduate Studies (BUS) in a paper presented to Academic Board BUS P.16 underscored the need for more support for learners and recommended that the IDU be vested with this responsibility:

In the medium term, UWI should develop a structured system of academic support and programming that is available, on a voluntary basis, for students. The current IDUs on each campus, should be allocated the responsibility and resources to develop these programmes of academic support, consequent upon which the names of these entities should be changed to properly represent their responsibility for providing leadership not only in the Scholarship of Teaching but in the Scholarship of Learning. (BUS P.16 2009, 4).

This recommendation offers clear insight about the progress of the campus in adopting a more student-centred approach to teaching and learning. More progressive policies in relation to the student-centredness to teaching were reflected in various strategic development plans (The UWI 2002; The UWI 2007; The UWI 2012; The UWI 2022). Further, it was clear that emphasis on the learner was being advanced in the 2007–2012 strategic plan and successive strategic development plans.

In the “The Age of the Learner,” there was also an interest in understanding learning and hence, engagement with the learning sciences. In this regard, learner-centred teaching approaches, active and interactive strategies, engagement activities and teaching for deep learning were considered important in advancing teaching and learning in higher education and therefore these were included in the programming of the CETL. In fact, with a sustained focus on student-centredness in sites of teaching and learning in the higher education landscape on

the international scene, The UWI and the IDU definitely embraced this approach. This increased focus on student-centredness, coupled with a focus on learning which also influenced the development of the Certificate in University Teaching and Learning (CUTL) in 2008 (BUS P. 26 2008). All of these developments culminated in the change of the name of the IDU to the Centre for Excellence in Teaching and Learning (CETL) in 2013 (IDU 2013) to give greater prominence to the work of faculty development, especially with a focus on learning.

Faculty development at the UWI is now in “The Age of the Network.” Bali and Caines (2018) identified the “Age of the Network” as that period when departments and entities within and outside institutions of higher education collaborated to enhance student learning. “The Age of the Network” commenced around 2010 for the UWI Mona Campus. Collaborative opportunities (networking opportunities) were seized internally, especially with the Faculty of Medical Sciences and the Faculty of Social Sciences. In terms of external networking opportunities, The UWI had a close relationship with Queen’s University in Kingston, Ontario, Canada. This was strengthened with the visit of the Coordinator of the CETL (then IDU) to the Centre for Teaching and Learning (CTL) at Queen’s University in Canada (Chisholm 2010). This visit in 2010 was for observation, personal learning, and networking opportunities. Later on, the Director of the CTL – Queen’s University, Professor E. Joy Mighty visited the then IDU Mona as a Scholar-in-Residence and Educational Development Consultant (Mighty 2011). She also collaborated with the IDU Mona in reviewing the faculty development work on the campus. Subsequently, a greater relationship was forged and multiple opportunities for networking realised. Other external networking opportunities occurred through participation in various faculty development professional organisations and conferences on university teaching and learning.

The evaluation of faculty development work through the centres of teaching and learning is occurring in universities worldwide. Generally, there is much satisfaction with the work that is done in faculty development centres or teaching and learning centres. However, there are those who bemoan the lack of impact of faculty development (Geertsema and van der Rijst 2021; Sutherland and Hall 2018; Weimer 2007). So, in the follow-up book to Sorcinelli et al. (2006) *Faculty Development in the Age of Evidence* (Beach et al. 2016), the authors provided an update on the field of faculty development a decade after their initial work. A major concern emanating from the later period and reflected in the book was that faculty development centres must demonstrate how their work is impacting teaching and learning. The period has been marked by calls for greater accountability.

There has also been a focus on gathering evidence about teaching and learning innovations that worked and those that did not work. This commenced in earnest for The UWI, Mona in 2016 with greater attention given to evidence-based teaching. In this regard, the dissemination of the outcomes of learning research and learning/cognitive sciences have been influential. They have been utilised to advance learning. Further, the focus on reflective practice was kept alive and given greater prominence, hence, the process-oriented approach to faculty development was further advanced. Evidence-based practice was recognised as important in adopting pedagogical innovations.

There have been calls for the CETL Mona to demonstrate the impact of its work on faculty and on student learning (Mighty 2011; Quality Assurance Review of the Centre for Excellence in Teaching and Learning 2016). Accordingly, in planning teaching and learning activities to impact learning outcomes, the challenge is to become more evidence based. The focus on the impact of centres for faculty development has been huge. The CETL Mona is mindful of this and in this “The Age of Evidence”, self-reports of the impact of faculty development work, for instance those collected after workshops or similar activities, are not enough. Accordingly, since 2016, the CETL has been using more consultations since the impact of these interventions are more easily measured. The CETL, Mona is also collaborating with the CETLs on the other campuses to do empirical research on the impact of the faculty development work.

Professionalisation of University Teaching

In this section of the paper, the focus is on the evolution of faculty development programmes to the point where there is now a concern with the professionalisation of university teaching. Of course, faculty development is associated with benefits to the academy, the individual faculty member, and the individual student. The benefits have grown and evolved over time in the same way that the CETL has grown and evolved from embryonic unit to mature centre. The pursuit of improvements in teaching and learning has been one of the primary reasons for the establishment of teaching and learning centres in universities and colleges. In fact, the historical development of the centre at The UWI Mona Campus mirrors this reality. The major aim of the campus was to achieve better learning outcomes from the students.

It is now generally agreed that properly funded and managed centres for teaching and learning increase faculty members’ knowledge and pedagogical skills (Chabaya

2015; Condon et al. 2016). The presence of the CETL on the Mona Campus of The UWI, is a forceful statement of The UWI's interest in the development of the teaching skills and competences of faculty. It also communicates the perspective that pedagogical transformation and the professionalisation of university teaching is possible. Of course, this kind of faculty development must extend beyond workshop participation and initiate self-scrutiny concerning one's pedagogy and further assistance and support for the implementation of strategies learned (Debowski 2014; McGrath 2020; Sutherland and Hall 2018; Weimer 2018). Critical faculty development also entails scrutinising values, beliefs, and assumptions about teaching and learning in higher education (self-critical engagement/critical reflection). This personal engagement leads to authentic professional development and the professionalisation of teaching in higher education.

The achievement of authentic professional development will invariably lead to better understanding of teaching and set the stage for changes in how the practice of teaching is done. Cranton and Carusetta (2004) posited five dimensions of authenticity in teaching: self-awareness, awareness of others, relationships with learners, awareness of context, and a critically reflective approach to practice. This critical reflective approach is underscored again and again in professional development and the professionalisation of teaching. In fact, authenticity is necessary for the professionalisation of teaching in higher education. Authentic professional development is also manifested in scholarly teaching. It is about embracing and demonstrating the five dimensions of authenticity. Scholarly teaching is also about the utilisation of academic content knowledge, understanding of pedagogical content knowledge especially how to select and use it appropriately, and knowledge about student learning and how to allow it to inform one's pedagogical practice.

According to Nordkvelle (2006), the professionalisation of the role of the academic in higher education might be considered in relation to the four areas of scholarly pursuit as advocated by Boyer (1990). In proffering his arguments for a new professionalisation of the academic's role, Boyer called attention to the four scholarships that academics must focus on, namely, the scholarships of discovery, integration, application, and teaching. The scholarship of teaching is understood as transforming and extending knowledge through the integration of a teacher's understanding and student learning. According to Boyer, the four scholarships are not distinct entities but overlapping qualities of academic work. He felt that the academy must move beyond the old understanding of scholarship as research and give the term a broader and more capacious meaning. However,

it was recognised that scholarship involves having “a deep knowledge base”, an “inquiry orientation”, “critical reflectivity”, “peer review” as well as “sharing” or “going public” with the knowledge gained or created through inquiry (Kreber 2007). So, for faculty to engage meaningfully in the scholarship in teaching, they would need to be able to apply the aforementioned criteria to their teaching. Further, for the scholarship focused on teaching to have teeth, academics would have to embrace the idea that teaching problems are researchable.

Over time, the faculty development programmes of the CETL have emerged with greater focus on the professional development of the staff, largely due to the fact that the facilitators have also embraced professional development. Faculty development activities such as the CUTL and SoTL have urged faculty to engage in ongoing reflection on teaching and learning. These programmes have been designed and are geared toward nurturing attitudes, skills, competencies, and behaviours of faculty in pursuit of greater professionalism and enhanced effectiveness in responding to the needs of students.

In 2008, the mandate of the IDU (now CETL) was updated with the introduction of the post-graduate CUTL in addition to other faculty development activities, including work on the SoTL and teaching awards (rewards). Interestingly, the introduction of the premiere teaching award in 2006, The UWI/Guardian Life Premium Teaching Award, called for the introduction of training in the proper development of teaching portfolios (UWI, Mona/Guardian Life Memorandum, January 20, 2005). Teaching portfolios are known to impact reflective teaching and contribute to a more professional approach to one’s teaching (Seldin et al. 2010). Further, in the case of CUTL, there was an underlying focus on the professionalisation of university teaching (BUS P.26, 2008). This underlying focus was not seized immediately but as the CUTL developed and several cohorts graduated, there has been renewed interest in this aspect of faculty development. The revised CUTL programme (to be finalised in 2023) will reflect this renewed interest. In fact, any interpretation of the faculty development programme at The UWI must conclude that the professionalisation of university teaching finds its most eloquent expression in the CUTL. This certificate programme includes focus on the SoTL, reflection on teaching, and developing a personal road map for ongoing faculty development.

In the quest towards professionalisation of teaching at The UWI, Mona Campus, there has been a major focus on reflective teaching. This was most ably demonstrated in the Reflective Teaching Course (offered as one of the constituent courses of the CUTL). In this course, there is a model of reflective teaching, the

Caribbean University Teacher Reflective Teaching Model (CUTRTM) which undergirds the professional knowledge creation process and the pathway to the professionalisation of university teaching (the model is discussed in the next section of this paper). It underscores the fact that the knowledge creation process is centred on knowledge of self, knowledge of content, knowledge of teaching and learning, knowledge of learners, and knowledge of context (institutional, society, and world). Further, there is clear recognition that preparation for working with diverse populations in an ever-changing cultural and global context requires that university teachers be knowledgeable, caring, and responsive. Of course, how one utilises the knowledge to impact professional practice is important.

It must be noted at this point that there are those academics who reject the concept of professionalisation of university teaching because for them, research and publication are what constitute professionalisation in higher education. This is noted because for many professionals, discipline-based research is the basis on which an academic constructs professional identity (Becher 1984; Becher and Trowler 2001). Additional research on how educational development activities impact the professional development of teachers and the impact of teaching and learning session is needed since most of the arguments are intuitive.

Professionalising University Teaching: The Role of the Reflective Teaching Model

In this section of the paper, the CUTRTM is presented as another of the approaches used in the professionalisation of university teaching. The major concern is how this model is used in the CUTL to help to develop a critically reflective faculty member (an indispensable component of professionalisation of university teaching). The model was developed after the CUTL programme was introduced and there was the recognition as the programme was reviewed that the focus on reflective teaching was a clear demonstration of our values and was well placed to develop the Caribbean university teacher who was deeply grounded in his or her regional identity and engaged in teaching for liberation or as an act of freedom (hooks 1994). Further, the reviews revealed openings for curriculum infusion to address the use of contemplative practices, conscientisation and the orientation to teach in ways that are culturally relevant.

In a real sense, the CUTRTM was conceptualised for the CUTL. It was informed by the Reflective Teaching Model (RTM) of Hart and Najee-ullah (1996). Hart and

Najee-ullah developed the RTM as a teacher-change model during the 1980s. It was particularly concerned with the use of metacognition and its role in teacher development with a special interest on the development of teachers with better problem-solving skills and pedagogical competencies.

The CUTRTM model has been used as a framework for university teachers to prepare properly for teaching. They needed to observe, experience, and reflect upon their teaching and learning. Further, it has been used to help educators challenge and explore their practice of education. It has also been used to underscore the need for university teachers to improve their practice. In adopting and adapting the model for the CETL's work, it was felt that the Caribbean context of the CUTL required faculty to pay attention to their peculiar contextual realities that were historical, political, sociological, theological, and economic. So, the contextual realities of teaching in the Caribbean in post-emancipation societies were at the forefront of the thinking in adopting and adapting the model and developing it for the CUTL. Hence, the importance of the situational analysis.

This reflective teaching model incorporates six categories of knowledge so personal location of the teacher is given central importance and this calls forth the situational analysis. The six categories of knowledge include knowledge of self as Caribbean person and university teacher (identity, positionality, being),

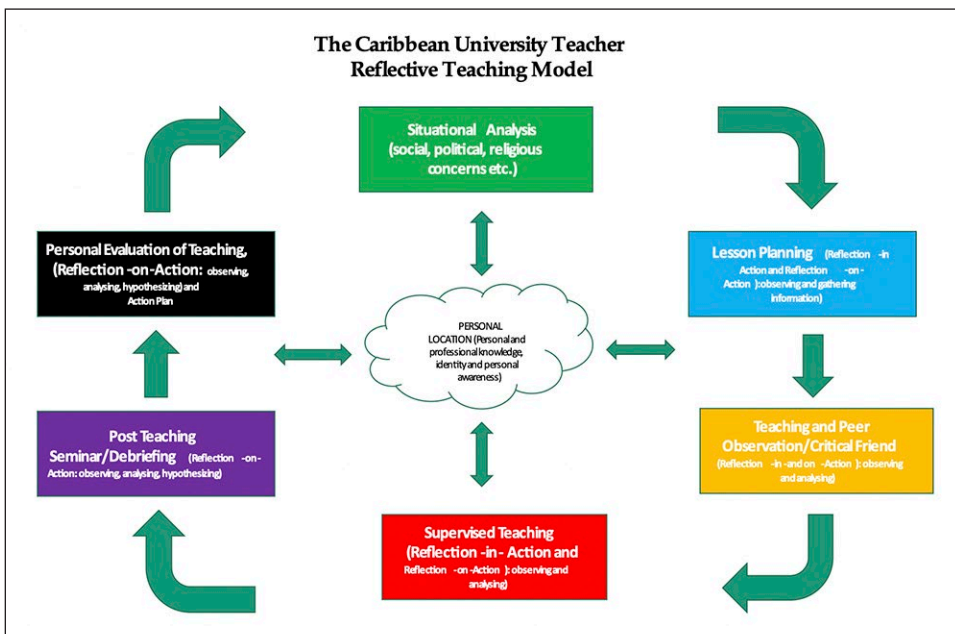


Figure 1: The Caribbean University Teacher Reflective Teaching Model (CUTRTM)

knowledge of university teaching and learning (knowledge of pedagogy, knowledge of cognitive sciences), knowledge of content (content specialist), knowledge of students (who are the students we teach?, learners and learning approaches), knowledge of context (institutional, society, and world), and knowledge informed by reflection on teaching and learning and in teaching and learning (reflective teaching). These knowledge bases are essential for the teacher's self-understanding and how to engage in pedagogy. In terms of professional practice, the "doing" dimension of the university teacher behaviour is important. Professional performance will include and involve the tasks of planning (lesson planning) and teaching (implementing, assessing, and evaluating). These are supported by reflective processes throughout.

Teaching and peer observation as practised in the CUTL are done and these are also supported by the reflective process. The critical friends approach is utilised to enhance the reflective processes as the teacher becomes a critical friend, observing peers teaching and giving feedback to colleagues. Further, the teacher is also observed by peers and receives the feedback of critical friends.

Supervision of the CUTL (the teacher-in-training) is also a feature of the programme. This approach enables a seasoned professional to observe, reflect, and comment on the teaching of the developing teacher. This creates opportunities for the nurturing of attributes or dispositions deemed critical to professional development. These include the affective dimensions of the teacher. The supervised practicum is followed by post-teaching seminar/conference for debriefing. Of course, the focus on reflection is sustained at these points and throughout. The process is completed with the teacher's personal self-evaluation of his or her teaching having participated in a practicum experience as a critical friend and receiving feedback from critical friends and supervisory colleague. It is hoped that the engagement with the critical friend and supervisory process would have enhanced the teacher's ability to do a personal evaluation of his or her teaching.

The model calls teachers to engage in critical reflection by examining underlying assumptions. It is a useful model to understand the interaction of identity and dispositions (being), practice (doing), and professional knowledge (knowing). At the heart of the model is a cyclical process leading to the construction of meaning. The stage is set for meaning to be constructed when (1) personal awareness is created by reaffirming one's identity and positionality, including the values one take to the pedagogical act; (2) observing and gathering information; (3) analysing the information to identify any implications; (4) hypothesising to explain the events and guide further action; and (5) by implementing an action plan.

Conclusion

In this paper, the focus has been on the CETL which was founded at The UWI Mona campus in 1992. Using a historical lens, an interpretative understanding of the work of faculty development was attempted. It was noted that the centre evolved from an embryonic unit to a mature centre. A transformative learning agenda guided the programmes. Critical faculty development was a major factor that drove programme development and implementation. Through the various activities, the focus of the professionalisation of university teaching was attempted, especially as faculty were educated to be reflective practitioners. Reflection was considered a major aspect of the professionalisation process and the CUTL has been used as a major resource in the quest for professionalisation of university teaching. Further, reflection is an important aspect of teaching that names transformative learning as one of its goals.

Reflection that assists transformative learning tends to be reflexive and oftentimes is promoted within a critical framework. Kreber (2006) has suggested that reflection is most effective when a transformative agenda is being pursued, when it is removed from purely a traditional content and process reflection to premise reflection “questioning of presuppositions of what we believed to be true” (94). She argued that when we question premises the possibility is there for our learning to become emancipatory. Accordingly, throughout the programmes of the CETL, faculty are encouraged to interrogate assumptions and question their premises in the pursuit of a transformative learning agenda utilising critical reflection and embracing the tenets of critical faculty development.

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