



## Merit Components Codification of Faculty Members in the Higher Education Curriculum

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**Abstract:** In the higher education system, effective faculty members are a remarkable advantage that a university can enjoy based on a competition in the production of science. Some curriculum experts argue that in a standard model of the future university, the main topic to boost a spirit of University is merit components codification of faculty members. In their view, outstanding lecturers are men and women who bring students together and help them progress with a common goal. They will have a positive attitude towards their future and the changes which will follow. They will also question the value of the sacred idols which are so called traditional teaching methods. In addition, they give the students liberty and freedom to arise new ideas. This paper examines merit components codification of faculty members as well as describing the nature and concept of each of them in the higher education curriculum via descriptive- analysis approach. Responding positively to change and revolution, development of practical knowledge, growth in the Information Technology and re-organizing knowledge, Phenomenologist, helping students to comprehend teaching, being independent and scientific, having a collaborative spirit and merit in teaching, being sage, creative and decisive, scientific discussion designer, evolution leader through teaching are the main merit components codification of faculty members of the top universities in the world over.

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**Keywords:** merit components, faculty members, curriculum, higher education

### 1. Introduction

Curriculum experts have always addressed the questions, “what are the characteristics of effective faculty members?” and “for the production of knowledge to take place more effectively in universities, what competency components should faculty members have? Effective faculty members are as the most remarkable advantages that a university can enjoy in higher education system based on competition that needs to resources. Now, faculty members are not genius any more, and their special place has been unsettled, because of entrance and influence of many new people who don’t have professional standards. A challenge in higher education concerning faculty members involves pessimism, reluctance, unwillingness, self-isolation and negative attitudes – and in its malignant form involves damaging colleagues’ morale, humiliating students, and more importantly minimizing teaching and research efficiency. The present study aims to investigate the key characteristics of effective faculty members and to formulate their competency

components in higher education curriculum, hoping to shed light on the scope of the challenge. The basic question is that what competency components faculty members should have for knowledge production to take place.

### 2. Methodology

Reviewing published texts, the researcher -in this study- has studied and analyzed a single field comprehensively to reach to a specific result such as: merit components codification of faculty members in the higher education.

This paper examines merit components codification of faculty members as well as describing the nature and concept of each of them in the higher education curriculum via descriptive- analysis Method. library studies and reviewing books, journal articles, Electronic resources at different data base and Among the most important resources under this study, Within a twelve-month period, the researcher first reviewed library sources followed by the internet

search in Pro Quest, Eric, Science Direct and EBSCO databases using such keywords as competency components in higher education, faculty member and future standard university. Eventually, the results helped formulate competency components of faculty members in higher education curriculum.

### 3. Results

#### Components Codification of Faculty Members in the Higher Education Curriculum

##### 3.1. Development of practical knowledge

As Clark (2006) contends, professors are the primary component of a campus for students. He introduces four knowledge areas necessary for professors' development of practical knowledge: (1) discovery: research and development of basic knowledge; (2) synthesis: linking the beliefs and attitudes through crossing the boundary between various fields of study; (3) application: associating and adapting different bodies of knowledge through interaction and connection of scientific issues of the subjective and objective worlds; and (4) education and teaching: transfer of knowledge through filling the gap between teachers' perception and students' learning. These four areas of knowledge, indeed, establish academic activities and outputs. Development of professors' practical knowledge is associated with pervasive education and student needs. As there is a close relationship between teaching and research, there should be due emphasis on investment in professors' development of practical knowledge. There should also be attempts to maximize their revenues, give them a prominent niche, reinforce their strengths and reduce their weaknesses. With regard to teaching, development of professors' practical knowledge along with investment based on their performance gives educational process a privileged status (Clark, 2006). The faculty members who are firmly committed to teaching performance often feel marginalized while other professors may distort research since the research requirements and ranking seriously presses them (Knapper & Cropely, 2003).

Professional development is also included in the development of practical knowledge. The aim of the professional development was to: (1) develop teachers' knowledge of the tribal cultures; (2) model teaching methods and science content applications congruent with the cultural practices of the tribal communities; (3) enhance teachers' science knowledge; and (4) enhance teachers' knowledge of how to teach science (Bruna Irene & Edith, 2013).

##### 3.2. Positive reaction to change

Faculty members should adopt completely different procedures to respond to novel needs. They may pass the changing situation without any tolerance

and compromise with proper adherence to professional standards. They need to consider skills and processes to achieve scientific results. This improves their educational efficiency for higher education considering the highly exceptional, competitive and changing conditions of higher education. One of the essential needs of higher education is professors' improved capacity to answer the novel needs in educational processes (Ramsden, 2005). Higher education has undergone dramatic changes. It would be simple-mindedness to hold that the increasing pressures exerted upon students and professors over the last decades may decrease. No doubt, there will a turbulent future so that academics may experience further future pressures to respond to the challenges of new learning methods, teaching technologies and requirements of educational competition. Being unreliable about real role, duties and operation of teacher is as the most important thing in different universities of higher education system. For completing a view of the present condition we should say these change and suspicions should be arranged. They are faculty members who can grant a new life and soul to students and their coworkers and deal with new challenges in hard condition eagerly. Faculty members need to revisit and renovate their research teaching practices and to consider the changes, information explosion and globalization of higher education market. They should respond to students' emerging needs and extend their views beyond their immediate environment. They need to listen, consult, distinguish between proper and improper advice, take leadership and always be prepared to service. They should improve the quality of teaching and learning, accept and evaluate the risks. They need to be effective and consistent, to guide their students effectively so that the students may face their personal and academic issues independently (Halsey, 2004).

##### 3.3. Development of information technology and reorganization of knowledge

Information technology in its real meaning is another dimension of environment that can cause change in university teachers. Information technology includes recognizing the concepts of time and situation changes about learning and teaching and new methods of thinking about human aspects of teaching and learning and these methods and techniques, facilitate realities (zamani & azimi, 2009).

Information technology (IT) in higher education is to facilitate "flexible learning". In fact, it implies the multifaceted relationships among the faculty members and students. Although the process of reducing traditional universities in support of existing ones is not clear, it is almost known that IT provides for the new needs of professors in the form of

teaching-learning experience that requires direct interaction with students. IT emphasizes the humanistic side of education and learning. These concepts are potentially genuine for academic purposes. Not only do these concepts mean that faculty members need to learn new skills in order to improve their teaching and assessment techniques as well as their output as judged by the public, but they also mean that some professors should essentially revisit their attitudes toward education and assessment – an attitude change in terms of facilitated learning and knowledge production in students. What is crucial is to help the faculty members understand that they may no longer hide themselves behind tribunes (Knapper & Croply, 2003). A modern professor needs to be capable of reorganizing knowledge to adapt to student needs as well as of identifying the patterns without which the students may feel confused. A goal of professors is to help students find appropriate patterns and understand the structure of their field of study. Digital technology provides professors with ample alternatives to organize knowledge. As multiple technologies such as compact disks, DVDs and web pages are used to save digital photos, multimedia provides for the multifaceted organization of knowledge through using digital archives. Professors may reorganize knowledge through hypertext, algorithmic, problem-based and expert-system structures. Thus, the teaching should be organized so that it facilitates research and discovery. Virtual labs, computer simulations and computer-based expert systems provide students with higher levels of interaction such as analysis, problem solving, decision-making and assessment. This method of interaction is particularly useful for the professors who follow the cognitive approaches to teaching and learning. In most areas of modern education, students discuss issues together, question and challenge what they have learned (Lucas, 2009).

### 3.4. Being independent and academic

Professors' autonomy and determination of professional standards has been replaced by a quality customer-oriented approach in classrooms. The maxim of being independent and academic implicates commitment to essential values such as the right to maintain specialized knowledge and to make educational decisions. According to Halsey (2004), professors have lost their strength and advantages in teaching practice as well as their independence as experts. In this regard, they are reduced to somewhat supervised workers so that they believe they would choose another profession if they had a chance for a new start. Public respect of university teachers has been decreased. Wearing the clothes of faculty teachers was at the top of rank and dignity in cambridgh university in 1930s and nobody hesitated

about these values. Being as a faculty members was as a source of calmness and convenience for many people and being as a member of a society that he or she is completely relax and has completely certain values and doesn't have any hesitation about a desirable life (Halzi, 2004). What is significant is the changes in working patterns of faculty members. The combination of shifting from specialization to professionalism with highly variable workforce and changing work patterns of faculty members is one of the phenomena that need to be controlled to help maintain universities at the service of knowledge production and propagation. This is a challenge that requires much effort to fight off (Pavlina, 2011).

### 3.5. Teaching competence

Many faculty members consider themselves as the guardians of teaching and research quality. They are typically skeptical as to the off-campus efforts that seek to evaluate the output and outcome of higher education quality. Faculty members believe that there is a relationship between academic quality and quantity. They consider quality as an indicator of quantity (Lucas, 2009). They also hold that for the teaching to be effective, students should not only learn the quantities of knowledge and specialize in a certain field but they also need to learn how to learn. Competent professors emphasize the development of critical thinking, combination of theory with practice and acquisition of lifelong learning skills in students. In regard to competence, commitment to effective teaching and its improvement is much more difficult than its learning. Positive attitude toward students, establishing good relationship with students and interest and ideal experience in continuous improvement of teaching through professional thinking are considered as the three major characteristics of teaching competence. Research on English professors has helped identify five types of complaints voiced against them: insufficient enthusiasm to cover the syllabus, inadequate skills to cover the topics effectively, lack of students' active participation, lack of timely, detailed feedback to students and inability to operationalize the knowledge of learning principles. Universities have been criticized for their lack of group discussion on good teaching practice, lack of reinforced skills and support for creative methods of teaching (Skelton, 2005). According to Ramsden (2005), bad teaching practice entails a series of meaningless activities whereby irrelevant signs, terms and rules are offered – those that fail to stimulate imagination and thought in students. This type of teaching is suggestive of a kind of teaching practice that he calls imitative topics. The term implies such symptoms as the students' partial perception of key concepts, their ignorance of what they should learn about their specialized field and

poor transferability skills. Adequate teaching strategies should encourage students to associate with their specialized topics. A professor is primarily responsible for facilitating student learning. Students' excellent learning quality is as a subject of today and tomorrow, in the other word, conveying the concepts for dealing with future is uncertain. Training the obligation and power of faculty members requires some types of strategies, including challenging goals, powerful collaboration, patterning from desirable measures that means being positive and being motivated based on patterns, being thankful and recomper sing the success. These strategies are as standard and complimentary advises for making students motivated and helping them to learn through teaching better. Challenging and exciting teaching encourages students to engage with the subject more effectively. While effective feedback is necessary for successful learning to happen, adequate academic teaching practice should establish a dynamic balance between freedom and order or what Whitehead calls dreamy and conscious discovery ( Seyf, 2008).

### 3.6. Deep approaches to learning

Needless to say, the essential activity of a university is to make learning happen. The usual practice of standard universities entails four educational principles for faculty members: basic and principled research, knowledge synthesis, application of knowledge in teaching and practice as a process to help students transfer their experience and perception (Coorey, 1996). All these four components are involved in the natural process of learning. In effective universities, students learn well while professors enjoy their work and students relish a secure environment. One may say that learning skill implicates a student's intention to perceive or reconstruct concepts relevant to the study and research process. These processes and intentions are reflected in the quality of acquired learning. Deep approaches to professors' learning always tend to produce complex outputs with high quality and appropriate structure. These approaches bring about a sense of learning pleasure and commitment to the subject, which rely on personal accounts of improved general skills to the highest levels (Lucas, 2009). Deep approaches refer to a series of teaching and assessment methods that require the optimal application of active learning skills in the long run. It also entails adequate learning feedback, specified goals and responsible practice opportunities in both method and content (Shabani, 2003). The model of future superior universities requires the faculty members who do not use superficial approaches – the ones that involve those teaching and assessment methods that emphasize rereading or partial application of knowledge. These approaches to

teaching and assessment bring about anxiety and entail suspicious and contradictory signals to rewards, high volume of learning materials, poor feedback on progress and lack of independence of study and research. In the deep approach, adequate teaching practice nurtures problem-solving skills in students. Thus, there is a strong relationship among perceived effective teaching, learning approaches and learning outcomes so that the efficiency of higher education may be improved through assuring the quality of lifelong learning in students (Ramsden, 2005).

### 3.7. Contribution to students' perception of teaching

Prosser & Triwell reported that professors have variable perceptions of education and learning so that they variously select their teaching methods in qualitative terms, whereby the methods are in turn associated with the perceptions systematically. For example, perceiving education as the transfer of bodies of knowledge to students is associated with a teacher-centered teaching method. On the other hand, perceiving education as a technique to help students change and improve their understanding is associated with student-centered approaches to teaching (Prosser & Triwell, 1997). found that teaching methods are related to professors' perception of how students perceive learning. A student-centered approach is linked to such concepts as how much a professor controls the teaching materials and teaching techniques, how students perceive the teaching practice and how professors perceive student learning to help them understand better. (Paula & Huet, 2011) investigated the relationship between professors' teaching methods and students' learning methods. They reported that professors who tend to consider teaching as the transfer of knowledge have students who use superficial learning techniques. However, professors who employ methods of conceptual change have students who use deep learning techniques. Prosser & Triwell's model is a three-layered approach suggested to contribute to students' perception of teaching. First, there comes the inner layer that entails professors' strategies – what they actually do in their classes. It is closely associated with students' experience. Secondly, the middle layer is the planning that relates concepts to strategies. Thirdly, the external layer is professors' mindset that is a determining factor in teaching and learning quality. Accordingly, the results showed that quality teaching leadership depends on understanding how students learn, discussion and empowerment, concentration on group organization and contribution to students' perception of teaching. Here the professors are committed to students' learning so that they want to make conceptual changes in them. (Prosser & Triwell, 1997).



### 3.8. Discernment, creativity and decisiveness

The professors of top universities draw upon their imagination and creativity to serve students. Such professors show they can achieve what they wish. They know their route. They clarify their teaching agenda. They have a valid and reasonable picture of future. They have a strong idea of student ability and envisage how universities may effectively contribute to the production of knowledge. Creative and knowledgeable professors develop their career through addressing student needs. They can think outside the box and dare not to respond to irrelevant demands. They have set high personal standards and may not relent to students' poor performance. They are honorable teachers and researchers who seek the highest quality of knowledge production in higher education (Prosser & Triwell, 1997).

### 3.9. Change-maker leaders

A change-maker professor encourages students to believe they are more capable than they think, to learn and work, to discuss their ideas with others and to think of old problems in new ways. Such professors appreciate and support student efforts. They try to establish a common perception of future work (Paula & Huet, 2011). They tend to direct students along the common goals in coordination and to hold a positive view about change. The idea of change-maker leaders corresponds to the main processes of professors' academic work. In this regard, the knowledge of discovery, accomplishment and application can be considered as the factor inducing change in the existing worldview. Higher education helps students change their mind about the world. A change-making professor empowers students through increasing knowledge and skills, hence the induction of change in the students (Skelton, 2005). According to Ramsden (2005), students tend to follow the professors whom they can believe in – the professors who are personally interested in the subject of study. Such professors are the change-maker leaders in teaching. They would employ the principles of optimal teaching. They assure the students of likely learning – the learning that links theory and practice, the existing and the new knowledge as well as personal experiences and key concepts. A change-maker professor facilitates creative learning, establishes a strong relation with the research process, nurtures the idea that failure is an opportunity for learning, and considers that there is a positive challenge between the existing reality and the vision of future.

### 3.10. Architects of a scientific dialogue

Laurillard (2006), has offered a useful framework to describe the essential aspects of scientific dialogue to produce knowledge in top global universities. Learning and knowledge production is

the result of student-professor dialogue. Such dialogue may entail the following properties.

1. Argumentative: students and professors' conceptions should be mutually intelligible. They need to agree on leaning goals. Professors should prepare atmospheres in which the students may act effectively and produce knowledge. They should also provide students with appropriate feedback consistent with the determined goal.

2. Adaptive: professors should determine the focus of continuous dialogue consistent with their perceptions and students' understanding.

3. Interactive: students should achieve goals through due efforts. Professors need to provide students with natural meaningful feedback on the activities related to the nature of task.

4. Logical thought: professors should support processes that link student output to the subject matter. A great part of learning occurs during student discussions where the professor plays a secondary role. The professor may only step in when the students stray from the topic of discussion. This role will be played as long as the students can understand the nature of scientific dialogue.

5. Critical thinking skills: most of the issues related to the management of discussions concentrate on helping the learners develop their meanings using the concepts and ideas discussed in a course or using the ideas of other learners. However, it is surprising that only a small amount of content addresses the techniques to improve critical thinking skills through dialogue or through how to conduct discussions that help generate new ideas. According to Laurillard (2006), critical thinking skills develop more effectively in an environment of dialogue and problem-solving. Students cannot learn critical thinking by listening to professors' lectures. Research has shown that professors' answers to students' questions significantly affect students' level of thinking. Delayed answers, receiving student opinions, clarifying concepts and facilitation of access to necessary information are preferable to answers with encouragement or criticism.

6. Construction of knowledge: interpretation and construction of knowledge is one of the aims often addressed in discussion sessions. Laurillard (2006), has provided a good description of knowledge construction: perception develops as the information and ideas are communicated. Accordingly, the learner constructs knowledge by organizing ideas into words. The ideas are in turn shaped by reactions and feedbacks they receive.

### 3.11. Phenomenologist teacher

Phenomenology is an arranged and exact endeavor for understanding and comprehending the experience deeply correctly. Aphenomenologist

teacher considers this subject and makes question about it that how phenomena" that means things themselves" offer themselves in experienced lives of people and make themselves visible (Goldsmith, 2010).

#### **Guard or servant of the language:**

From Hubner's (1969) point of view, teacher is as guard or servant of the language. In his view, When we teach, in deed we mostly are with other people in the world and live with them through language. We are really nothing without our relationship with others. In this way, Hubner recognizes four ways that people deal with each other: 1) rejecting their or other peoples' loneliness or scraping from that, 2) neglecting the presence of others, 3) being obedient or submissive of other, 4) being dominant and prevailing on others. A university teacher may use one of the situations. So when we are placed on an education situation, our cautiousness and awareness about way of presence are formed under influence of the past and future and are reviewed. In present situation circle of teaching and training, love and affection are in a hard situation. Then Hubner believes that people who want to be as a teacher or university teacher and teach and train, should love people who want to train and take care of them (Hubner, 1985).

#### **-Teaching based on two planned and lived world**

Teacher is really between two dimensions or horizons. Horizon of curriculum as a plan, as he or she understands and comprehends it and horizon of curriculum as lived experience of his or her students. Both of them call teacher and invite him or here to themselves. A phenomenologist teacher is expected that listen to both of them simultaneously.

From Ted. aoki' point of view, lived world of teachers and student has been lost in curriculum as a plan. While teaching is basically a kind of "being type". In contrast with curriculum as a plan, there is curriculum as lived experience. Aoki believes that being settled in this situation for a teacher means such as settling down in a distvict between these two. A phenomenologist teacher is expected to listen to both curriculum as a plan and curriculum as a lived experience simultaneously when is placed between their horizons.

**-Training plan:** In Van manen's view, teacher evade teaching and training and avoid from that. They don't have any training tendency. From his point of view research plans and training activities are arranged in a way that deprive and separate us from understanding and comprehending the training relationships. Our separation from many available variable in student's world causes that our activities in fields of research and teaching be converted to artificial and specious measures. It happens in a situation that sound of student should necessarily be

heard and be considered in educational and research measures. It is in this frame that he or she remembers" training plan" with the meaning of understanding the sensitivity and importance of classroom situation and trying for doing correct things at rightim, that it is indebted to putting student at the center of attention in all endeavors and decisions (van manen, 1991).

#### **4. Discussion**

In standard models of future universities, a main issue is to determine the competency components of faculty members. This requires the understanding of true motivations and interest in scientific challenge in professors. In top future universities, professors are expected to be spontaneous, autonomous, independent, expert, willing to attend scientific discussions and have superior communication skills. Prominent faculty members tend to bring students together and help them move toward a common destination. They are competent and concentrate on academic independence, practical knowledge and reorganization of knowledge based on technology. They believe in what they wish to attain. They take care of students' opinions and do not put up a defensive front in the class. They are not despotic and self-centered; rather they are decisive, flexible and responsible. They are open-minded since a knowledge-producing university requires a novel sense of responsibility among the faculty members so that they may not neglect the principles of scientific work in teaching and undertake the responsibility to adapt to changes.

They are people who have positive attitudes about future and its consequent change, they know where they go because of self confidence and having high reliance, harmonize and combine their programs and strategies with a larger view, they are creative and plan for change, they make their special group of faculty as an important power and have much focus and emphasis on students, they also question the value of sacred idols which are so called traditional teaching methods and give the students library and freedom to arise new ideas. They are so skilled in programming and have a powerful sense of the way and also are skilled in motivating and making students capable through recognizing their needs and concerns and they appreciate the students' operations. Prospective teachers must navigate their sense of justice, grapple with issues of educational disparity, engage with theories of critical, multicultural, and constructivist approaches to teaching science, and articulate their vision and philosophy of teaching. Furthermore, their emotional navigation occurs at nested micro, meso, and macro levels (Rivera Maulucci, 2013).

In sum, the competency components of faculty members in higher education curriculum include

positive reaction to change, development of scientific knowledge, development of information technology and reorganization of knowledge, Phenomenologist, being independent and academic, being an architect of scientific dialogue, change-making leadership through teaching and helping students promote their perception of teaching. Because thought of a teacher who makes evolution means that knowledge of discovery, completion and usage can be as a cause for making evolution in students' point of view about world of science and it encourages students to think about old things in new methods. The essence of education is students' perception of teaching that is related to their perception of learning. Under such circumstances, academic development, learning and knowledge production may be realized in higher education in the true sense of the word.

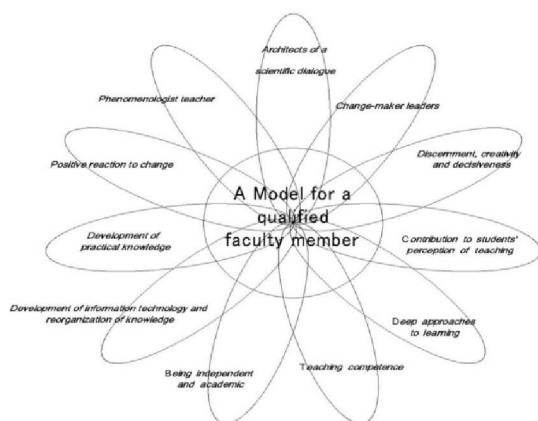


Figure 1: A Model for a qualified faculty member in the Higher Education Curriculum

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