Requirements Of Empowering The Faculty

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ABSTRACT
Empowerment is central to continuous improvement at the personal, professional, and organizational levels. At its core, strategic empowerment motivates faculty and staff to strive for optimal performance in their individual endeavors to enhance the academic enterprise for all, especially in learning and accomplishment. Despite the centrality of ideas such as faculty governance and recognition of the faculty’s essential role in the academic enterprise, empowerment in academe is defined as the process whereby stakeholders are encouraged and supported in utilizing their knowledge, skills, and creativity to embrace ownership and accountability for the wellbeing of their department and institution. The process requires stakeholders to collaborate in order to establish clear goals and expectations focused on the institution’s vision and mission but within agreed-upon boundaries. This alignment of departmental and institutional goals is a key ingredient of empowerment.

Keywords: Faculty empowerment, Optimal performance, Centralized ideas

I. INTRODUCTION
Preparing world professionals for teaching is an essential part for enhancing teaching effectiveness. Although many reports describe various faculty development interventions, there is a paucity of research demonstrating their effectiveness? Sometimes when words get bandied about, their meanings become less precise and that loss of meaning is overlooked because it is thought that what the term means is very well known. Case in point: empower, as in empowered learners or empowering instructors. Some faculty object to the verb empowers because they think it means students taking charge and making learning decisions best left to teachers. Those who do research in this area offer a different and more precise definition: “To be an empowered learner means to be motivated to perform tasks, and more specifically an empowered person finds the tasks meaningful, feels competent to perform them, and feels his/her efforts have an impact on the scheme of things.” [1] That sounds like something teachers would love to see in any student.
Empowering refers to those situational factors that help others feel empowered, energized, & attached. This means that empowering instructors are those who help students see the relevance and importance of learning tasks. They design tasks that students can perform, but not tasks without challenge so that as students work to accomplish them, they experience some success and realize their competence as learners. In other words, instructors can do things that change students’ perceptions of themselves as learners. “Being an empowered learner is likely a result of internal factors such as personality and the empowering behaviors of teachers.” How can empowering students as learners not be a goal of education? Empowerment of employees has been a primary concern of business for many decades, under the premise that involvement of employees in decision making leads to superior performance and results. Acceptance of the practical value of empowerment by colleges and universities is more recent and very rare, despite the centrality of ideas such as faculty governance and recognition of the faculty’s essential role in the academic enterprise. Empowerment in academe is defined as the process whereby stakeholders are encouraged and supported in utilizing their knowledge, skills, and creativity to embrace ownership and accountability for the goodwill of their department or institution. The process requires stakeholders to collaborate in order to establish clear goals and expectations focused on the institution’s vision and mission but within agreed-upon boundaries. This alignment of departmental and institutional goals is a key ingredient of empowerment, one that Black (1987) calls “ENACTING THE VISION” in organizations. [2] In this an interesting distinction and necessity of “EMPOWERED” and “EMPOWERING” is defined. It is said that being empowered refers to an internal condition that an individual experience, similar to experiencing motivation or anxiety.

This paper concentrates on working of faculty and by empowerment how much work efficiency could be increased. Section II, works on current methodology, different chairs and their responsibilities. Section III, works on the purpose of empowerment. It also explains the defined Engineering Leadership. In section IV framework for empowering departments is proposed. Finally, Section V concludes the paper.

II. Current Methodology with different chairs and sharing responsibilities
Over the past three decades, strategies to improve teaching had been influenced by the prevailing theories of learning and research on instruction, which are described. Research on these strategies suggests that workshops and students' ratings of instruction, coupled with consultation and intensive fellowships, are effective strategies for changing teachers' actions. We must expand the knowledge base of empowerment to enhance teachers to be effective leaders. Knowing what empowerment can do for teachers. [3], it is essential that teachers nationwide began to experience the same opportunities other teachers have experienced first-hand the growth and development empowerment provides. Empowering teachers as leaders was seen as a way to put teachers at the center of the reform movement, to keep good teachers in education, to entice new teachers into the profession, and to reverse a general trend toward treating them as employees who do specific tasks planned in detail by other people. By introducing these new paradigms, the teaching profession
will become a truly rewarding experience. According to Bennis (1989), "leadership is the wise use of power" but as stated by Reitzug (1991) [4], traditionally, principal leadership has not demonstrated wise use of power. Principals have always told their subordinates how to act. Teachers have had little voice in workplace issues, such as the choice of curriculum material, the types of tests used to evaluate instruction, the scheduling of classes, and the allocation of instructional resources. Teachers have not exerted much control over their profession as a whole. They lack the structures and processes present in other professions, like law and medicine, that control entry into the profession and weed out those deemed unqualified to practice. A lack of autonomy and control on the part of teachers has been problematic because it affects productivity and commitment to the workplace therefore, ultimately affects their teacher leadership capabilities (Reitzug, 1991).

Covey (1989) further interpreted the literary material that has flooded the leadership professions. [5] In his opinion, the past 50 years of published advice has been superficial. Leadership advice include methods involving "personality growth, communication, skill training, and education in the field of influence strategies and positive thinking. He viewed the "so-called good human relations techniques" as manipulative. He believed "what we communicate" is far more powerful than anything we say or do. Control tactics produce many successful people who have outward success, but yet internally are miserable because of the conflicts they create to reach success. Too often these people depend on others which leads to destructive relationships. The conflicts result due to perceptions people develop over time within their own personal experiences. Perceptions influence the way one interprets things and how one reacts. Unfortunately, one tends to assume that one’s perception of a situation is the only way and every one sees it the same way. Attitudes and behavior grow out of these assumptions. Others see the same thing differently from their own apparently equally clear and objective point of view. "Where we stand depends on where we sit" (Covey, 1989, p. 22). Clearly, Covey’s analysis summarizes the underlying causes for ineffective leadership as it exists in education. Of the main types of department chair positions in American higher education, the first is that of the full-time administrator who has no teaching duties. The second type of chairperson has a reduced teaching load in addition to administrative duties. A third type may be called the co-chair, because he or she may share the position with someone else. The third may also have a reduced teaching load. A fourth type is the acting chair, one who is brought in for a limited period of time, as mentioned in table 1. This paper is oriented to the first type of department chair, the full-time administrator. However, most of the issues addressed here are also relevant to the remaining types of department chairpersons.

Table 1: Chairs and their duties

<table>
<thead>
<tr>
<th>Type of Chairperson</th>
<th>Teaching Duties</th>
<th>Hiring Status</th>
<th>Arrival From</th>
</tr>
</thead>
</table>

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In all these roles, the department chair is a manager and a leader who need to influence, direct, motivate and respond to the people (faculty, students, and staff) and the work environment in a responsible, professional, and supportive manner. This will create the environment of department with guided by the vision and the mission of the department. [6] As such, empowerment is a crucial component in faculty leadership development. It may require a change in the department chair’s thinking on how to manage faculty, staff, students, and the business of the department. It may also require a change in how faculty and chairs perceive and practice relationships with each other within their department. After all, building an effective academic department will only happen through building good faculty, staff, and academic programs.

### III. Purpose of Empowerment

Empowerment is central to continuous improvement at the personal, professional, and organizational levels. At its core, strategic empowerment motivates faculty and staff to strive for optimal performance in their individual endeavors to enhance the academic enterprise for all, especially in learning and accomplishment. This naturally leads to higher levels of departmental efficiency and effectiveness. Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in a global world. The Director /Principal are the building leader who structures the climate to empower both teachers and students at the

<table>
<thead>
<tr>
<th>Role</th>
<th>Full-time administrator</th>
<th>Administrator/Instructor</th>
<th>Co-chair</th>
<th>Acting/Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching duties</td>
<td>No</td>
<td>Reduce/No</td>
<td>Reduce/No</td>
<td>With or Without</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Often</td>
<td>Often</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
<td>Appointment status</td>
<td>from outside the instituion</td>
<td>from outside the instituion</td>
<td>from same instituion</td>
<td>Same instituion</td>
</tr>
<tr>
<td>Election frequency</td>
<td>Often</td>
<td>Usually</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
<td>Appointment frequency</td>
<td>rarely</td>
<td>elected or appointed</td>
<td>appointed, rarely elected</td>
<td>appointed</td>
</tr>
<tr>
<td>Department roles</td>
<td>in all these roles, the department chair is a manager and a leader who need to influence, direct, motivate and respond to the people (faculty, students, and staff) and the work environment in a responsible, professional, and supportive manner. This will create the environment of department with guided by the vision and the mission of the department. [6] As such, empowerment is a crucial component in faculty leadership development. It may require a change in the department chair’s thinking on how to manage faculty, staff, students, and the business of the department. It may also require a change in how faculty and chairs perceive and practice relationships with each other within their department. After all, building an effective academic department will only happen through building good faculty, staff, and academic programs.</td>
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Empowerment translates into teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the Director/Principal should be the leader in implementing and supporting empowerment and teacher leadership. Traditionally principal leadership has looked upon as being authoritarian. It has evolved into a type of leadership described as being coercive, manipulative, and controlling. These negative tactics have proven counter-productive. Empowerment is not giving people power. People already have plenty of power, in the wealth of their knowledge and motivation to do their jobs magnificently. It is, letting this power out. In this sense, empowerment has a sense of ownership at its core, and it starts with the belief system of top management. Too many leaders still need to get over the notion that their people head off to work every morning ask themselves how they can get by with doing as little as possible. It is not that people in organizations are unable to be their best – they are afraid to be their best. Most organizations are set up to catch people doing things wrong rather than to reward them for doing things right. [7] In order to succeed, the empowerment must be seen and acted upon as a “philosophy of management” and continued “behavioral action” that promotes a policy of inclusion in the participative decision-making process by and through harnessing the collective genius of all types of people in the department. [8] Embedded in this philosophy is the task of providing the environment and policies that allow autonomy within boundaries for faculty and allow department chairs to learn “a whole new way to manage—managing projects and cross-functional teams rather than work groups”. The empowerment research agrees the conditions under which teachers work are often set up in such a way as to deny teachers a sense of efficacy, success, and self-worth. There is often too much isolation and surviving on ones’ own. Paramount is the role a principal play in faculty empowerment and teacher leadership. It is essential that a principal create an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward empowerment, and applauds all empowerment successes. [13] The successful universities or schools will be the ones where leaders are best able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through empowerment and teacher leadership. Teachers can be uplifted through empowerment; this encouragement will allow them to flex those muscles that perhaps are been allowed to atrophy. Unfortunately, many teachers go through a period of teaching under the supervision of principals who are described as authoritarian. The teachers become bored, resentful, and unhappy. Many wake up in the morning saying "I really don’t want to go." Many contemplate leaving the teaching profession altogether. On the other hand, many teachers find themselves working "with" principals instead of "for" principals. Their opinion has merit. Freedom allows them to take risks in the curriculum and other areas of their job. Their teaching techniques reflect their personality, as they have been allowed to be empowered and creative. These teachers attribute their success in the classroom to the fact that the principal has empowered them. Lack of empowerment has also lost the idea and project benefits in the various departments. In schools and universities where teachers are empowered to be leaders, the focus of control for the substance of
organizational change shifts from the principal to teachers. It is an evolutionary process that is totally dependent upon principals trusting teachers and teachers trusting their principals. The principal who has great trust in the abilities of staff members would be classified as a Theory X principal. They believe that:

a) Work was as natural as play or rest.
b) Persons would exercise self-direction when working together toward meaningful objectives.
c) Commitment is related to the rewards associated with achievement.
d) Individuals learn to accept and seek responsibility.
e) The capacity to help the organization solve its problems is widely distributed among the members of the organization.
f) In most of organizations, the intellectual potential is partially utilized.

Holding Theory X attitudes about the teacher leaders in one’s organization encourages a principal to trust others. Also, while the Theory X tenets have been around for years, many teacher leaders would still consider the full implementation of Theory X to be a radical change and new concept to today’s management procedures. The principal’s role shifts from prescribing substance to facilitating methods in which substance could be discovered. Both in working with individuals as they review their practice, or with a larger portion of the staff as they reflect on school-wide policies and practices, principals should spend more time asking questions and suggesting a variety of alternatives that expand conceptions of how organizational tasks could be accomplished and then telling organizational members how these tasks must be accomplished.

IV. Proposed framework for department empowerment
Faculty and staff are like the water in a river bed in that their energy must be channeled so they can have direction and a desirable impact. In the empowerment process boundaries are to be set in the following categories to create a desirable kind of autonomy. For each category, the organization through its leadership must ensure that members understand and reflect in their practices a common position that defines the direction and the limits of the category:

a. **Purpose:** What does the organization or department seek to achieve? Teaching excellence, research breakthroughs, service to the community, or combination of these?
b. **Values:** How do departmental values shape operational practices? For example, what should be the response to cheating, what is the view of plagiarism (by students, as well as faculty and administrators)?
c. **Image:** Does the institution or department seek recognition as selective and achievement-oriented, or does it wish to be seen as responsive to the needs of the underserved and underprepared?
d. **Roles:** What are the functions and positions fulfilled by the department as a whole, and what is each member’s role in the department?
e. Organizational Structure and Systems: What kinds of support are available for what department members want to do?

Department chairs need to understand that the way they design the boundaries can make the empowerment process succeed or fail. Chairs also need to learn how to be objective and neutral in designing the boundaries. The temptation to hold on to power can mislead the chairperson and obscure the importance of sharing sensitive information, tasks, and accountabilities. On the other hand, faculty and staff have to get coaching and given the opportunity to consider their own challenges, reorganize and reframe them differently, whenever needed. It might require that the replacement in old hierarchy with Self-Directed Teams. [9] Empowerment through replacement also has produced lasting beneficial impacts on companies and industries and led to educational reform at the school and university level. [10,11] Yet, in spite of empowerment’s capacity to improve the productivity of work and the satisfaction and position of employees and other stakeholders, the top-down hierarchy is still the most common model in academe. To make an empowered department you have to become “a leader who leads others to lead themselves” by helping faculty and staff learn empowering behaviors. The department chair must “Create and maintain favorable conditions for the group to work and exercise empowering behaviors such as self-reinforcement, self-observation, self-evaluation and diagnosis”. Creating a team approach requires a deliberate effort on the part of the department chair. A team is not just a group of individuals who work together rather it is a unit of two or more people with complementary skills who are committed to a common purpose and set of performance goals and to common expectations, for which they hold themselves accountable. Hence, the team concept implies a shared mission and responsibility. Self-directed teams are empowered to operate autonomously and can take the decisions essential to successfully achieving their goals. Self-directed teams tend to be more flexible and proactive in their behavior as they work toward a common goal. The chair must promote a bottom-up perspective that includes encouraging the faculty and staff to share leadership and accountability for their own activities. This approach will foster the feeling of ownership that characterizes people in an empowered culture.

A comprehensive faculty development program should be built upon (1) professional development (new faculty members should be oriented to the university and to their various faculty roles); (2) instructional development (all faculty members should have access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations); (3) leadership development (academic programs depend upon effective leaders and well-designed curricula; these leaders should develop the skills of scholarship to effectively evaluate and advance medical education); (4) organizational development (empowering faculty members to excel in their roles as educators requires organizational policies and procedures that encourage and reward teaching and continual learning). Comprehensive faculty development, which is more important today than ever before, empowers faculty members to excel as educators and to create vibrant academic communities that value teaching and learning.
REFERENCES:


