REDU Revista de docencia Universitaria

Revista de Docencia Universitaria,
Vol.9 (1), Enero-Abril 2011, 111-133
ISSN:1887-4592

Comparative and Systematic Study on Staff Development in European and Chinese Universities

Estudio comparativo y sistemático sobre el desarrollo del personal en universidades europeas y chinas

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Abstract

This paper summarizes a comparative and systematic study on staff development between Chinese and European universities with North American universities as background studies. The conceptual analytical lens is two-fold, one is Boyer's multiple-scholarship perspective and the other is a four dimensional faculty development framework proposed by America National Education Association. The specific investigation framework of case studies pays attention to the following aspects: conceptual underpinning, context and policy, organizational structure, program and program delivery, incentive and reward scheme for staff development work, evaluation and effect of programs and future staff development trends. The objective of this study is to find out the staff development practices in European universities to shed light on the next phase of staff development policies and programs in China.

Keywords: Multiple-scholarship; staff/faculty development[i1]; university quality; innovative education

Resumen

Este artículo es el resumen de un estudio comparativo y sistemático sobre la formación docente, entre universidades chinas y europeas, con el referente de fondo de los estudios sobre las universidades norteamericanas. El enfoque seguido para el análisis conceptual es doble; la perspectiva de Boyer acerca de la multiplicidad de funciones académicas es el primero. El segundo, es un modelo de cuatro dimensiones del desarrollo del profesorado propuesto por la Asociación Nacional Americana de Educación. El enfoque específico de investigación sobre estudios de caso presta atención a los siguientes aspectos: el marco conceptual, el contexto y la política, la estructura organizativa, la propuesta curricular y su desarrollo, el sistema de incentivos y recompensas para el trabajo académico y la evaluación y el efecto de los programas y las futuras tendencias de desarrollo del personal académico. El objetivo de este estudio es conocer las prácticas de desarrollo del personal en las universidades europeas con el fin de arrojar luz sobre la próxima fase de las políticas de desarrollo personal y los programas en China.

Palabras clave: multiplicidad de funciones académicas, desarrollo académico/docente; calidad universitaria, educación innovadora.

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[1] In North America, "faculty development" is used for tertiary teacher development, while in European countries the more general term is "staff development". Since this paper investigates in the context of both the European and North American universities, we use both terms interchangeably. Also, there are other terms related to staff development work, thus in graphs of this paper we used staff /academic/ faculty /educational development to encompass mostly used terms denoting staff development in the global world.

Introduction

This paper is a summary of a Ministry of Education funded research project report on *Comparative Study of Staff/Faculty Development between European and Chinese Universities.* The major questions we explore during this project are listed as below: 1) how the changes of society extended the university missions; 2) how the changed missions of university require changes of staff roles; 3) what reward and incentive scheme should be there for staff to meet with the new needs; 4) what kind of staff development system can facilitate the development of staff to assure the development and quality of university. In answering the first three questions we formed a two-fold conceptual framework of our study while in responding to the last question we formed a systematic case study framework.

In the past two decades, especially the last decade, higher education witnessed unprecedented changes in demand, diversified provision, the needs for lifelong learning and the impact of ICT (Kearney, 2009: 7). Higher education, research and innovation (HERI) needs to play important roles in building up knowledge society and innovative countries. UNESCO defined Knowledge Society as "… a society that is nurtured by its diversity and its capacities" (UNESCO, 2005: 17). By the same token, if university is to fully function it should nurture the diversity and full potentials of its staff/faculty.

Facing the demand of building up knowledge society and innovative country, besides the conventional three-dimensional mission, universities also have a new role of leading innovation. Thus it is valid to investigate how the changed or extended mission of university calls for the changing roles in their staff and what reward and incentive scheme of the university could acknowledge and reward the multiple roles of the staff, as well as what kind of staff development programs could meet with both the professional and personal developmental needs of university staff.

This paper first introduces the context of Chinese higher education and the challenges Chinese higher education is facing and the need for carrying out this study. Next, it goes on to give a brief overview on the research framework and how the research was conducted. Then, the paper gives exemplar cases to illustrate and discuss the findings of the study. Finally, this study proposes recommendations on developing multiple-scholarship fostered systematic staff and organizational development in China.

Context and Preamble of the Study

Higher education in China has witnessed dramatic changes and tremendous development in the past two decades. The following section gives a brief overview of the various major changes that have taken place in China in recent years.

Restructuring of Chinese Higher Education

In the 1990s, higher education in China experienced major system and structural changes, ranging from consolidation to decentralization nationwide. In the consolidation phase since 1993, considerable number of universities merged to boost comprehensiveness and competitiveness of the universities. This restructuring and

consolidation reform involved a total of 31 provinces, municipalities, autonomous regions and 60 sub-sectors of the State Council. By the year 2000, 612 universities and colleges were consolidated into 250 as a result of the restructuring and consolidation (Postiglione, 2001).

In addition to consolidation, another governmental policy was to decentralize the universities, which means that the central government ministries that used to have the upper hand of hundreds of universities let go of their governance of most of their universities. From 1999, about 360 formerly ministry-run universities were shifted to the governance of provincial or municipal governments. Only the Ministry of Education still governs 70 key state universities, while other Ministries only retained a total of 25 universities under their governance. As of 2007, there are a total of 95 ministry-run universities in China[2].

These changes of restructuring and decentralizing of Chinese higher education resulted in the expanded capacity of universities to share resources and in enlarged autonomy of the universities to plan for their own strategic moves. At the same time, some of the universities are shifted under the governance of provincial and municipal government, which makes universities more able to engage in local community development endeavors.

China entering mass higher education

1999 brought another dramatic change in Chinese higher education. In June 1999, the central government in China made a decision to expand higher education, which brought unprecedented increase of enrollment in higher education in China. The gross enrollment rate (GER) of the age-cohort (18-22 years) increased from 6.8% in 1998 to 17% in 2003, demonstrating that China has entered the stage of mass higher education, according to Martin Trow's assumption. In 2007, the GER further increased to 23%, almost about 4 times that of 1998. Student number in Chinese HEIs increased from 6.43 million in 1998 to 27 million in 2007. Staff and teacher numbers increased from 1.02 million in 1998 to 1.945 million in 2007[3].

New demands for university teachers and staff development

The statistics above demonstrates that over the past decade the student number in higher education in China quadrupled while the number of university teachers almost doubled. We could see immediately that university teachers are facing tremendous demands for teaching, research and service, not to mention new challenges placed on them from globalization, internationalization, information technology revolution, etc. Without questioning, there are inevitably increasing needs for staff/faculty development at Chinese universities.

In China, for the past 25 years, tertiary teaching training is a very-well structured and centralized scheme. It fits very well in the era of planning economy when most of the universities were very centralized, but it falls short to supporting universities at present stage when the university system is more decentralized and

[2] http://www.dachuanmei.com/news.asp39. Retrieved 26 July, 2008.
[3] Data consolidated from 1998-2007 Annual Statistic Review of Development of Chinese Education.

their roles are more diversified. The centralized tertiary teacher training system apparently not fit with the more diversified needs of different type of universities. Therefore, the tertiary teacher training system in China needs some considerable changes facing the new demands from the external world and the new needs from the internally changed university environment specifically.

Conceptual underpinning and case study framework

How to design and plan the new phase of staff/faculty development system and programs in China? Under the above mentioned circumstances it is imperative to learn more about staff development programs in European universities and those in North America so to shed light on our next stage of planning.

Extended mission of university and the multiple-scholarship

20 years has passed since Ernest Boyer proposed a scholarship containing four domains, namely scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching (Boyer, 1990:16). In this study we use Boyer's concept as multiple-scholarship to have it correlate with the extended multiple-mission of universities, thus putting emphasis on the changing roles of staff in the wish to remedy the limitation of teaching-research dichotomy. We believe that the university mission extends from "teaching, research and service" to "teaching, research, service and leading innovation," thus the multiple-scholarship, namely, scholarship of teaching, scholarship of research, scholarship of application and scholarship of integration fits well with the extended missions of university (see Figure 1).

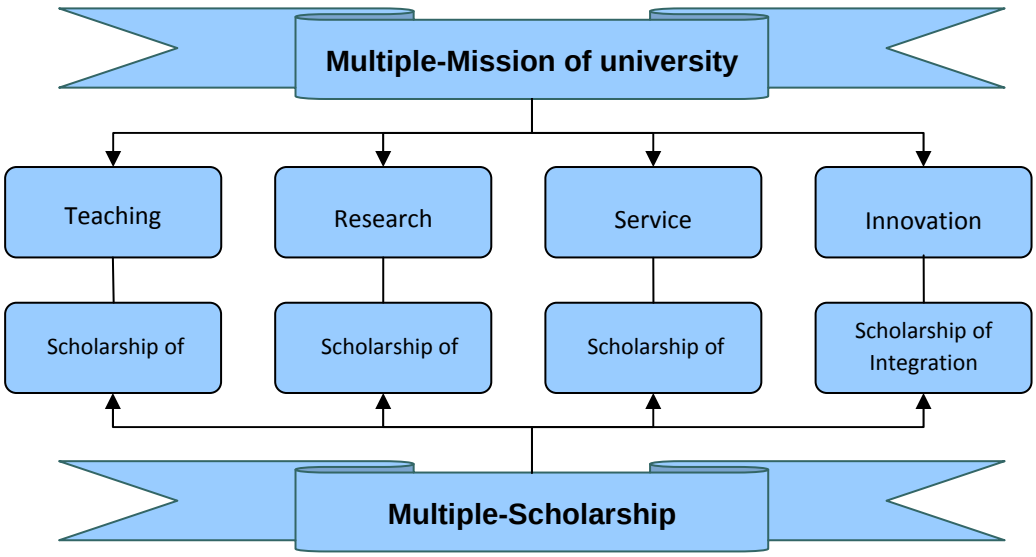

Figure 1: Extension of university mission and multiple-scholarship

This study holds the view that the extended missions of university call for a reward and incentive scheme for staff and a more encompassing campus culture that takes consideration of the multiple-scholarship. For how the conception of multiple-scholarship has been evolving and developing over the past two decades and how this updated notion of scholarship influenced faculty development in North American and European universities, please see our paper (Fan & Tan, 2009: 27-31).

An integrated two-layer staff development model

On another hand, developing and enhancing university quality should address the developmental and growth needs at both the personal level and organization level. Universities as organizations need to develop an organizational culture that nurtures not only the academic, professional but also the personal development of staff members thus their potentials could be tapped out to contribute not only to research, but also to teaching and learning, social service, as well as leading innovation, cultural and intellectual development of the society. Thus we found we need to put the four-dimensional faculty development framework proposed by NEA (1991) together with the multiple-scholarship model so we could form a more holistic conceptual lens for study and develop staff development work (see Figure 2, Figure 3 and Figure 4).

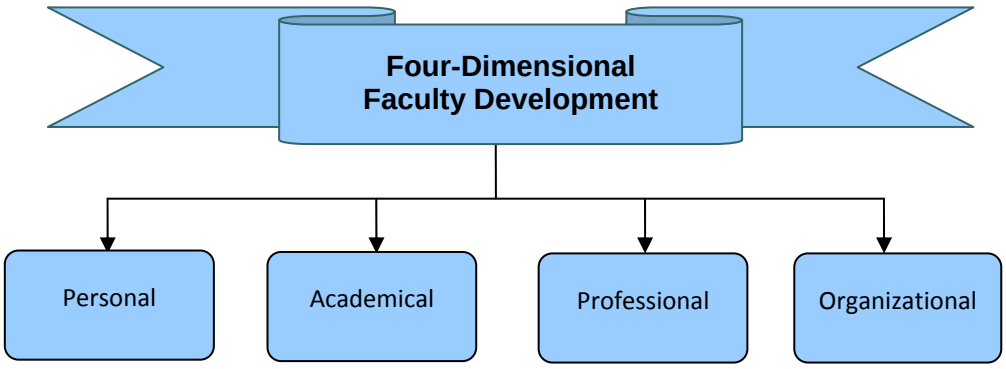

Figure 2: An illustration of four-dimensional faculty development proposed by NEA:

Thus we formed a two-layer staff development framework as the conceptual lens to carry our comparative study of staff development at higher education institutions as illustrated in Figure 3.

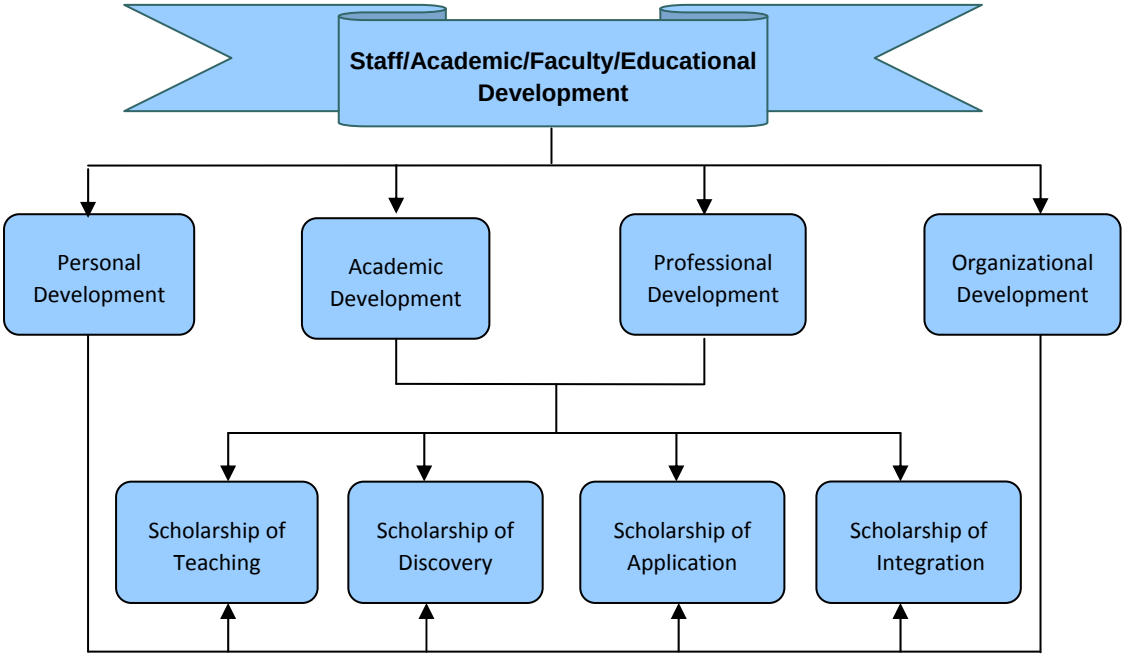

Figure 3: An integrated two-layer staff-development framework

Case study framework

We also engaged in a series of case study to learn further related issues of staff development. The investigation framework for case studies is listed below

- Conceptual underpinning
- Context and policy background
- Organizational structure
- Reward or incentive scheme
- Programs
- Delivering methods
- Program evaluation
- Future trends

Cases studied

We conducted literature review and policy studies of the Chinese tertiary teacher training system, the research advocate of calling the system change from training focus to development focus and its significance for improving the Chinese staff development work. We also studied a number of Chinese cases: Chinese National Beijing Tertiary Teacher Training Center; Fujian Provincial Tertiary Teacher Training Center; Beijing Tertiary Teacher Training Center and made case studies of three Chinese university, namely, Tsinghua University; Ocean University of China; Capital University of Economics and Business in Beijing.

We engaged in literature studies of staff development systems in UK and made some case studies of some universities in UK, for example, Cambridge University, University of Bristol, Sheffield Hallam University (Chen, 2009). We published papers of most of our case studies and field trip findings in Chinese journals, or as Master's thesis. In this paper, we focus more on our general findings and some exemplar cases from Nordic countries and Southern Europe.

We conducted field trip to the following universities: Norwegian University of Science and Technology (NTNU), Norway; Leiden University, the Netherlands; University of Southampton, UK; University of Tampere, University of Helsinki, University of Turku, University of Koupio, University of Joensu, Helsinki University of Technology, Finland; Umeå University, Sweden; University of Coimbra, Portugal

Universitat Politecnica de Catalunya (UPC), Universidad Autónoma de Madrid(UAM), and University of Duesto, Spain.

In different occasions we had the opportunities to interviews with the key people of some national staff development association, for example, PEDNet, Norway; PEDA-forum Finland; and RED-U, Spain. Thanks for all those informants' help we learned more information of the staff development issues at the national level of those countries. We also stumbled upon the NETTLE case study report made by the Network of European Tertiary Level Educators, illustrating cases of tertiary teacher development of 37 cases from 24 countries.

Staff development at European universities

The evolution of staff development in European countries

In quite a number of European countries ad hoc programs for academic staff started from the 1960s, but not in a very well-structured manner; the 1970s witnessed growing number of programs, but not in very institutionalized format; the 1980s experienced more policy pushes for formal staff development schemes owing to the needs for higher education reform, thus encouraged more institutionalized staff development initiatives; the 1990s enjoyed more flourishing development schemes and programs of staff development, including that of administrative staff in quite a number of European countries, responding to quality and accountability demands for higher education; in the first decade of 21st century, staff development in most European universities enjoyed full-range of growth pushed by the Bologna process and establishing European Higher Education Area and national and institutional needs to enhance higher education quality (Cowan, 1997; Leckie, 1999).

In this paper we look more closely to the evolution and development of staff development work in the last two decades to understand the context, policy, organizational structures, reward and incentive schemes, specific programs, evaluation and assessment format, enduring themes and future trends.

Context and policy: European, national and institutional level

As mentioned in the above session, most universities in the European countries operates in the context of at least three levels, the European, the national and the institutional, not to mention those that have heavy responsibility for regional or local

needs. In most European countries there have already quality development schemes and initiatives connected with staff development to ensure university qualities in the 1990s, for example, Norway, Sweden, the Netherlands, UK (NETTLE Case Study Report, 2007).

Bologna process and quality assurance

The needs for establishing European Higher Education Area (EHEA) proposed by the Bologna Process highlighted quality issues and promoted more quality assurance initiatives, in which further developing staff is one of the key approaches. Almost all European countries joint the Bologna process recognized that higher education quality is at the heart of the construction of EHEA. Thus each country has made policy for quality assurance and quality enhancement, which directly or indirectly affect the staff development in the European universities in the last decade.

Tuning Educational Structures in Europe

Since quality is the key point for constructing European Higher Education Area, and there is the need for all European higher education institutions to adopt European Credit Accumulation and Transfer System (ECTS), it is imperative to have an educational structure that responds to the new needs.

> Tuning Educational Structures in Europe is a university driven project, which aims to offer a universal approach to implement the Bologna Process at the level of higher education institutions and subject areas. The Tuning approach consists of a methodology to design or re-design, develop, implement and evaluate study programmes for each of the Bologna cycles. Launched in 2000 and strongly supported, financially and morally, by the European Commission, the Tuning Project now includes the vast majority of the Bologna signatory countries. According to Tuning, the introduction of a three cycle system implies a change from a staff centred approach to a student oriented approach. It is the student that has to be prepared as well as enabled for his or her future role in society. Therefore, Tuning has organized a Europe-wide consultation process including employers, graduates and academic staff / faculty to identify the most important competences that should be formed or developed in a degree programme. The outcome of this consultation process is reflected in the set of reference points – generic and subject specific competences – identified by each subject area. These are relevant for making programmes of studies comparable, compatible and transparent. Reference points are expressed in terms of learning outcomes and competences. When designing subject programs, teachers need to consider students' working/study load (Tuning Management Team).

This competene-based, student-centered, outcome-oriented learning placed new challenges for university staff. Also, Tuning requires that teachers should make not only syllabus for each course, but also learning guide for students to use, considering clearly the learning outcomes at knowledge, skills, comeptences levels, at the same time paying attention to students' work/study load.

Those new changes placed tremendous demands on staff development. Teachers need to change from teacher-centered approach to teaching to student-centered learning. It is not enough to just impart knowledge to students any more. All teachers should make clear what skills and competences students need to achieve as their speciic learning outcomes in each subject course. Thus both the teachers and the

institution see the need to go through staff development programs so that they will be able to grasp the new appoaches to teaching and learning and teaching and learning design. Quite a number of universities stated that their staff need to demonstrate the attendance of this staff development programs, and to submit two course plan when staff apply for promotion. In this way, staff development work started to have explicit significance to staff's career developement. Here we could see one kind of incentive scheme for staff to take part in the staff development programs. Other universities have clear requirement for entry teachers to go through certain lengths of staff development programs. Details will be illustrated in later sessions.

Oragnizational Structures and Progams

National level

Most countries we studied have a national association for promoting staff development work at the national level, e.g., SEDA in UK, PEDNETT in Norway, PEDA-forum in Finland and RED-U in Spain. Most national associations serve as a network center for all institutional staff development centers, as a resource center that disseminates the newest ideas and approaches for staff development, and as the main organizer for conferences, workshops, or various kinds of seminars, summer schools for either university teachers or educational/academic developers. Some associations have regular journal or newsletters for exchanging ideas and practices in the staff/educational/academic development work. In UK, Sweden and Finland, there have been considerable national funding allocated to staff development research projects or practical programs either through the operation of the national association or through certain university staff development units, while in other cases, resources were given to staff deevlopment work from the university central administration (Chen, 2009; Ke, in press).

Institutional level

As we found out from our field trips and litertature studies that it is not easy to generalize the organizational structure of staff develpment units at various universities. They vary from institution to institution. Despite of this wide varieties, we found some cases which could serve as examples to illustrate what kind of organizational models work well in the practice of staff development. There are also very diversified staff development programs, some more focused on dedagogical competences, some are related to career development, some are more oriented toward facilitating innovative learning, while others more geared towards administrative staff that focus on management and leadership skills and competenes. Judging from our study framework, we would like to see staff development program at a uiversity well encompass all the above aspects. For more detailed exploration of organizational structure and programs, please see in the session of examplar cases.

Progrm delivering and evaluation

We found diversified approaches to deliever staff developent programs, the most frequently used are listed as following: seminars, worshops, lunchon, mixed format of face to face sessions with on-line sessions, entirely on-line programs, peer-to-peer

support, mentoring, inter-disciplinary cooperative groups in incubation programs, peer-observing courses, national programs carried out at rotating sites, summer schools, theme-oriented symposia and conferences. Most commonly used evaluation form is questionnaire replied by program participants on how well they learn and gain from the program and suggestions for improvement. Some programs do not carry explicit evaluation, some with well-structured evaluation embeded into the program documenting related data all along the way (ICE/UPC), some programs involved external assessment periodically on top of their own assessment program by program (UNIPED/NTNU). Judging from the available evaluation and assessment of the programs, most of the participants were satisfied with the program results. But for longer term result, enduring effect on both the personal and the organizational level development, there needs further research and evaluation.

Incentive and reward scheme

Different universities and countries apply different incentive and reward system for encouraging staff to participate in development programs. Some have clearly stated institutional requirement, while others have indirect message for staff to participate in programs. For example, at NTNU, new staff needs to acquire university teaching certificate through participating in an 8-month incubation programs within two years of entering the position. More detailed explanation will be given in the following session of this paper. In some Spanish universities, though there is no clear requirement for staff to participate in staff development programs, but the promotion criteria let staff know if one participates, one gets some more competitive edge than those who have not. Some institutions have clear guideline for faculty and department to reduce some working load from staff who participates in the programs, while others have some staff development credits one could apply to use for participating in development programs. Some universities give out innovative education grants for staff to be engaged in actual educational innovation, or pedagogical research, while others design special development programs for over-all university educational innovation.

Exemplary cases

UPC, Spain

The staff development unit and its mission

ICE (Institute of Education Science) is the unit that design and implement staff development work at Universitat Politecnica de Catalunya (UPC), Spain. ICE started university staff development work from 1992 with the advocate and promotion of the then Vice Rector. In almost 20 years, this unit developed a very well-structured organizational model and thoughtfully designed programs for staff development at UPC. In 2003 the role of this unit was stated in the university decree as a basic unit of the university, the director of which is a professor who was directly appointed by the rector and reports directly to the rector team. The mission of ICE is to contribute to the enhancement of quality education at UPC by means of promoting improvement and innovation in teaching and learning processes. The main goal of ICE is to provide academic staff with practical solutions and training for improving quality use of ICT

and the effective adoption of new methodologies so that the focus goes on the significant student's learning (ICE Presentation, 2010).

Organizational structure and operational mode

The ICE team is made of academics (part time) and service and administrative staff (full time). ICE operates in a very well structured format by its three thematic themes, namely, teacher training, innovation in teaching and technological resources for teaching, and supported by clear service and administrative lines as illustrated in the following graph. ICE team also established a structure for connecting with schools and departments, supporting each school and department's innovative initiatives in teaching and research by interlocutors, who are connecting with the 19 schools concerning global aspects, competence issues, teaching in English, and using Atenea, the UPC virtual campus. The ICE team works in close relation with libraries, UPCnet, and external partners, such as companies and other universities, serving the 2713 UPC academic staff and 19 schools on 6 different campus (ICE Presentation, 2010).

Staff development programs

Teacher training

ICE offer teacher training programs for both the entry teachers and teachers for continuous development, the themes of the training range from developing pedagogical competences, improving academic English, and quality use of Atenea, the virtual learning environment of the university.

CAPMD Program

ICE also operates CAPMD program, offering staff of opportunities for educational innovation. University grants are set up for staff to apply so that they will have the opportunities to engage in innovation of teaching and learning. In 2010, there are more than 120 programs received university grants, the themes of which ranging from new methodology, support to learning, assessment of learning, curricular design, quality in classroom, co-ordination among teachers, transferable skills, practicality of courses, to developing didactic materials.

Using Antenea, the virtual campus

For quality use of UPC virtual campus, ICE also conducted training sessions on Antetea. Atenea is a very well structured virtual campus environment that facilitates a number of platforms from which you could get resources and ideas on Information, Innovation, Good Practice, Business Intelligence, Performance Evaluation, Historical Course Repository, and Support to Users.

RIMA Project

While CAPMD Project at UPC is for individual staff to carry out innovative educational programs, RIMA (Research and Innovation in Learning Methodologies) project specifically encourages cooperative and collaborative team projects. The setting up of RIMA project was responding to the university's 2007-2010 strategic plan, aiming at rallying together the scattered innovative initiatives at the university to create an innovative synergy for the whole university, thus further encouraging new innovative programs. From its inception from 2007 until 2010, more than 200 UPC staff and 80 external

teachers and academics are engaged in its score of projects, ranging from competence building, evaluation and assessment of learning, assessment of laboratory competences to innovative learning in specific field such as chemistry, physics, mathematics, and material sciences. Some of the groups have already yielded research results that serve as basis for obtaining external funding for further research. RIMA projects serves as an effective vehicle for connecting the institutional developmental needs and staff academic interests, largely promoted campus wide interdisciplinary cooperation. For more details, please consult the ICE article on RIMA (Salán, et al. provided at the meeting with ICE/UPC in June 2010).

Evaluation of programs and research of the teaching practice

One of the most significant features of ICE work that they are engaged in continuous research while carrying out various kinds of programs, collecting data of the outcome and effect of their programs all along the way. They also carry out specific researches of the overall teaching and learning practice at the university. All in all, compared with staff development work at other European universities, we found ICE/UPC work demonstrating more dynamic and systematic way to promote university teaching and learning quality by tapping staff's various potentials and collective synergy. .

Multiple-Scholarship fostered staff development programs at NTNU

If a university would really like its students to be engaged in teamwork and interdisciplinary collaboration, the vital key is to establish an organizational culture that supports the staff who are engaged in doing this. NTNU grasped this point so well that they started to make a special division UNIPED at the Program for Teacher Education to be responsible for NTNU staff development. There established an institutional requirement at the policy level, a structural pattern for support this work, a well-designed curriculum and peer-support and mentoring support system to accomplish this goal.

NTNU Requirement Policy

NTNU requires that all entry academic staff should take an 8-month development program within two years after they start to work at the university. There are core modules everyone should participate and elective modules one could choose. Core modules scheduled at certain times while elective module one could take at their preferred times. All entry teachers need to finish all the core and elective modules of learning within two years. At the exit stage, they need to go through an evaluation scheme to pass the programs and then they will get the official certificate that qualifies them as university teacher.

The unit and its program: UNIPED and PEDUP

In the early 1990s, NTNU set up a UNIPED section in the Program of Teacher Education that took on the role of promoting staff development. This unit receives funding and support directly from the Pro-Vice-Rector for academic work at the university. They designed a special program called PEDUP which gradually evolved to be a well developed program for young staff as requirement at NTNU, as well as for

associate professors on voluntary basis. The purpose of the PEDUP program is to promote the academic staff's capacity to facilitate learning, reflect on their teaching process and develop their overall instructional competence so to play deliberate role in assuring university learning quality.

Seminars and Modules

The required program has five core seminars and seven elective modules. Individual teachers need to accomplish 100 working hours of learning, including 64 hours of seminar learning and 36 hour of module work.

The five seminars are around the following themes: 1) Learning, didactics and alternative approaches to facilitating learning; 2) Good teaching and teaching quality assurance, peer-guidance and alternative approaches to teaching; 3) Facilitating group work in small and large class settings, teamwork process; 4) Learning assessment and evaluation, alternative evaluation approaches, portfolio and project-based evaluation, working with learning assistants; 5) Course evaluation and reflection4 (Engvik & Halland, 2006:70-78).

The seven elective modules are: 1) Mentoring in Problem-Based Learning (PBL); 2) facilitating large group learning; 3) traditional and alternative assessment; 4) student evaluation of learning and teaching; 5) guidance for subject learning; 6) using ICT for enhancing learning; 7) writing as a tool for learning.

Organizational Characteristics of the NTNU Staff Development Program

1) Interdisciplinary learning mode is embedded in the program: the junior staff members are formed in group of three to four persons, all from different disciplines, headed by a mentor from UNIPED/NTNU. This group is formed as a peer-support group who are supposed to support each other in the entire training /development program of the first two years of their work at NTNU. They study together through all the seminars, going to each other's class to do peer-reviews of their classroom performance, and they meet once in a month to discuss their reflection on their teaching, work and campus life. In this way, they formed a strong interdisciplinary sense of collaboration and at the same time getting to know what's going on in the fields other than their own. Besides, they enjoyed a strong sense of peer support.
2) Procedural evaluation and assessment approach is practiced: the junior staff members who are taking part in this program are supposed to write short project papers, accumulate developmental portfolios, and continuously reflect their learning and development in teaching, instructional and facilitating competences. So what is advocate in the course/seminar and learning modules of the program is practiced with their own learning and teaching experiences.

[4] Summarized from .my conversation with Gunnar Engvik, Torstein Hofstad and Geir Halland at PLU/NTNU, as well as referred to Gunnar Engvik and Geir Halland, in Fan et al., 2006).

3) Flexibility in choosing the modules for learning: within the program there is given the freedom of choice as to how many elective modules and which modules each one would like to choose, thus give the flexibility for young teachers to choose what they think most needed to focus.
4) Closely connected with their own teaching needs: a lot of discussions and reflections are given to their real teaching experiences. Thus what they have learned in the program can be directly applied in their teaching practice.

End of the Program Evaluation

At the end of the PEDUP program, there will be an evaluation process to assess the result of the program. Apart from all other theoretical and procedural knowledge the participants have learned, most of them marveled at their experience of the interdisciplinary group. Some said that at first they did not see why they were assigned into the interdisciplinary group, especially, they could not see why they need to sit in a peer's class where the subject area is so out of one's own field. But through the experience, they enjoyed this cross-disciplinary encounter and started to learn to look at things from different angles and give understanding to different approaches to learning and research. What is more, they formed a nice and strong peer-support group that helped with their transition period of their working life, which would not easily happen if it has not been for the program.

With all entry teachers are continuously developed with the same goal in mind, more and more teachers in NTNU now enjoy interdisciplinary and interdepartmental cooperation and cross-boundary teamwork. Thus a strong cooperative culture started to prevail at NTNU.

Innovative Program: Expert in Team

Expert in Team is a program evolved from the interdisciplinary course between Marine Science and Architecture since the early 1990s to a whole campus program involving all forth year students from all disciplines. It was problem-based, project oriented and interdisciplinary and interdepartmental in nature and it demands a huge effort of organizational and facilitating work. The idea is to form learning villages nstead of classroom teaching. One professor together with two learning assistants leads a learning village of 30 students from different disciplines. Inside the village, the 30 students are divided into 5-6 groups each of 5-6 students. In the semester before, the professor and the two assistant go through a training session of 3-4 days to develop the competence in facilitating interdisciplinary teamwork and how to facilitate alternative learning through Problem-Based Learning (PBL) and Project-Oriented Learning. At the end of the training workshop, the professor and the two students need to come up with a proposal for a theme for the learning village to work on in the following semester. Then they will post the theme, preliminary ideas and suggestions on a display board for students to choose.

In 2006, the program scope ranged to 50 villages of 1200 students with each village of 25-30 students from various department and faculties at NTNU. That means they have 50 project themes and 250-300 project as their working result. NTNU set aside one day (Wednesday) for EiT learning and this learning is given 7.5 credits

(Sortland, 2006:115-121). Because the university support, the students and teachers can use whatever facilities they need all around campus. It's amazing to see students from engineering, mathematics, social sciences, and material sciences working together. They finally come up with some products that representing the latest ideas of the development in a certain field.

So this innovative and whole campus program starts with village facilitators' training workshop of 4 days facilitated by UNIPED. By forming their own team of one professor and two assistants they first experience how to work in a team themselves and then they have acquired the skills and competences to lead the learning village work. Various fields also have close connection with companies for real life projects and so some of the projects can get some company support. When I work at NTNU as guest professor in May 2006, I was fortunate to experience the end of the semester display of EiT where I saw a lot of products on display from students' interdisciplinary teamwork. For example, there is a software designing team working on a three-dimensional software for geological survey, which can also be used for geology course teaching. This project got support from Statoil, the largest oil company in Norway. The students not only got some grants for the software designing, but also obtained the latest electronic devices for their designing. They all enjoyed their work very much and they said that their product will be hand over to Statoil and after some polishing work from the professional software designers in the company it will go to the market as real product. In this way, what they have learned and developed in the university gets connected with real life and society needs[5]. Another fascinating example is Sterling Engine, an imaginative ultimate vehicle produced by a student team, which used hydro energy, solar energy, and ICE, instead of the ordinary energy for running the engine—they actually made the engine running within a semester and using different kind of energy!

Staff development in China

Three-tier national tertiary teacher training system

In China, the tertiary teacher training system was established in the mid-1980s, containing a three-tier staff/faculty training structure, mainly focused on entry training for the young staff, which was administrated by 2 state tertiary teacher training centers, one in Beijing and the other in Wuhan; 6 regional centers; and about 70 provincial or municipal tertiary teacher training centers, each responsible for a number of universities in the region. There were a series of clear national policy and requirements for all university entry staff to go through two-three weeks of intensive training programs revolved on studying four books, *Educational Law and Regulation*; *Higher Education Pedagogy*; *Psychology of College Youths; Moral and Ethics Education for College Teachers*. The training programs were centrally designed and required without much consideration of the developmental needs of each specific university.

[5] Thanks to Bjorn Sortland and Ninni Sødahl for inviting me to go to the EiT 2006 May display where I could see with my own eyes the result of the EiT project.

The programs were mainly carried out in lectures and each individual was assessed by open-examination. At the time of the training, the entry teachers do not have any university teaching and university working life experience, yet. So, it's not easy for the entry teachers to connect what they learned from this training with their real university teaching and life needs.

Over the years, there have been also some other kinds of programs, such as sending teachers from smaller, less famous universities to some top universities as visiting scholars, so that they can bring different ideas for research and teaching back to their own home universities. There were also training programs for leading teachers in each specific subject areas for keeping abreast to new trends of learning. In recent years, there are various kinds of programs and grants for outstanding young teachers, mainly for carrying out researches in their own research fields. But the philosophical underpinning, the overall tertiary teacher training scheme, the basic contents and the methods of the major training programs, as well as the organizational structures remained unchanged since their inception over the past 25 years, except in big municipal centers, e.g., Bejing, Shanghai, Wuhan where they started to have more innovative programs (Chen, 2009). We could see it is imperative that staff development work in China should make significant changes.

Emerging cases

More research and comprehensive universities have the autonomy to develop their own strategic planning and there needs university-based staff development to meet the changing needs of both the staff and the university. Some universities have already seen the need to form their own staff development center and design their own staff development programs. The earliest attempt was carried out at Tsinghua University, when the vice president pushed to set up the Center for Teaching and Research Advancement in 1998. Ocean University of China (OUC) set up a Center for Learning Support in 2007, also with the advocate of the vice president of the university. In the Capital University of Economics and Business (CUEB), it was the president of the university who brought ideas back from his visit to Office of Teaching Advancement (OTA) at University of Toronto in Canada and mandated the establishment of OTA at the university in 2008. But since key persons in carrying out the OTA program at CUEB are human resource specialists, they changed the office name to Office for Teacher Advancement. Though the name remains the same as OTA they pay more attention to the overall-development issues of the staff rather than just focusing on teaching and learning.

For all three cases, there has already been a university policy promoting the staff development work at the university, a clear structure for the center work, certain funding from the university, and a clear line of report of the center's work. The difference is as following: at Tsinghua University, it has already had the center staff chosen from different backgrounds, for example, disciplinary specialists, IT specialist, university administrators, and pedagogical specialist. In Ocean University the center staff members mainly were from education and administration background, with some disciplinary experts as mentors to young staff working in a different framework, encouraged by the university. In OTA-CUEB, the center staff members are mainly

experts in human resource management, who are doing staff development work on top of their own disciplinary and departmental work. All three centers have developed regular programs benefiting not only entry staff, but staff at different career stages. In Tsinghua University, there was written requirement for new staff to go through certain incubation program before they get the certificate for university teaching, but for other two universities, the attendance of their programs are on voluntary basis. In both Tsinghua University and CUEB the staff development programs are closely related to career planning initiatives encouraged by the universities, and reaching out to various issues concerning the development of university teachers (see Appendix of program outline of OTA/CUEB). Thus we could see attention not only paid to improving teaching, research competences of the staff, but also certain elements about connecting the personal development of the staff with the development needs of the university.

We could say that these several cases in Chinese universities demonstrate the developing trend of the new pattern of staff development in China in addition to the centralized tertiary teacher training scheme.

Discussion on findings of this study

From literature review, field trip and case studies we learned at quite a length about the evolving process and current situation of staff development work both in China and in European universities. The most significant features are listed as below:

- In European universities staff development work are closely related to the quality initiatives at the universities as the advocate of the Bologna Process and the need to establish EHEA;
- Staff development work is connected with the strategic planning of the university and the developing interests of the staff;
- Universities have either direct policy or indirect promotion criteria for staff to go through development;
- In the exemplary cases and the emerging cases in China, there is clear organizational structure and reporting line of the staff development work to the central university administration;
- Staff development work facilitates the crucial changes from teacher-centered to student-centered learning, the teaching-oriented pedagogical methodology to learner-oriented, problem-based, project-oriented learning;
- Staff development work promotes the educational, teaching and learning innovation on campus as seem from the UPC, NTNU cases;
- Multiple scholarship can be encouraged from the staff development work as seen from the UPC, NTNU cases since they both stressed practice of educational innovation and the interdisciplinary collaboration;
- The staff development unit does not only provide training programs for staff at the university, but also engages in various kind of innovative learning and teaching research and practical projects;

- Tsinghua University and CUEB focus more on career and personal development of the staff and pedagogical skills;
- OUC emphasis mentoring effect for new teachers and inviting international experts for seminars on new teaching and learning methodologies;
- Both the UPC and the NTNU case demonstrated strong sense of evaluation of their own staff development programs, while UPC also engaged in on-going research of the overall teaching and learning practice of UPC;
- We see more effort in research into the staff development work as the new trend of this work.

Recommendations

Since this project is sponsored by the Ministry of Education (MoE) grant, we made the following recommendation to the Ministry of Education for possible policy making references.

- Chinese tertiary training system should be decentralized and there should be related national policy for promoting university-based staff development work;
- The current national and regional center should change their roles to resource, research and consultation center;
- Every university should establish staff development unit that select personnel from human resources, disciplinary experts, pedagogical experts and instructional technology specialists;
- The staff development unit should operate as a key unit of the university directly report to the president team;
- There should be a national initiative in developing academic/educational developers. Academic/educational/staff development should be a special concentration area for the newly established Ed D program;
- The conceptual framework of Multiple-Scholarship plus the four-dimensional staff development ideas should be embraced in designing and implementing staff development programs;
- Programs should be directed to innovative education, teaching and learning, as well as serving local and regional communities that facilitate interdisciplinary collaboration;
- Help staff in the process of career planning can be a nice vehicle for connecting personal development with organizational development.

The above list is far from being exhaustive, but rather as starting points for further consideration of the next stages of staff development work in China. Since we have some universities that have already started the staff development practice based on universities and we have already documented various exemplary staff development cases from European universities, we believe it’s a right time for starting designing and planning the next phase of staff development work for Chinese universities.

Acknowledgement

Here with this paper I express my heartfelt thanks to Julie Freiberg, Gunnar Engvik for helping me study all the details of UNIPED work at NTNU; and to Kirsten Hofgaard Lycke for introducing me to the work of PEDNETT of Norway; to Krista Vanrantoa and the International Office of University of Tampere, Finland for arranging for me to visit 5 Finnish universities; to Gun-Marie Frånberg of Umeå University, Sweden for the opportunity to study staff development work in Sweden; to Matti Lappalainen of University of Turku and Tommi Haappaniemi of University of Kupio for introducing me staff development work at Finnish universities and the work of PEDA-Forum, and to Markku Ihonen of University of Tampere for sending me the Benchmarking Report of Academic Development Units of Finnish Universities; to Tapio Varis for the connection with the Vice Rector Hannele Niemi of Helsinki University so that we could learn more about the educational development work and its relation with the overall quality enhancement work at the university; to Joan Rué Domingo for introducing us the RED-U work in Spain and helping us connect informants to learn more about staff development in Spain; to Araceli Adam and ICE team at UPC for introducing us the remarkable staff development work at UPC; to Carmen Vizcarro for more information about RED-U and staff development work at UAM and UCLM; to Jon Urbina and Josu Solabarrieta of University of Deusto, Spain for introducing us the staff development work at University of Deusto; to Paul Riddy of University of Southampton, UK for letting us know more of NETTLE project. We also express our thanks to all our informants in various Chinese institutions we visited. We could not accomplish our project as we wish if without all the above mentioned key persons' kind help.

This paper is part of the research project on Comparative Study of Staff/Faculty Development between Chinese and European Universities sponsored by MoE Rsearch Base of Social Science and Humanities of Higher Education Development and Research Center in Xiamen University. The Project Number is 07JJD880237.

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Appendix

Program outline of OTA/CUEB (provided by OTA/CUEB)

The themes of the luncheon series

A. Teaching techniques and skills

1. Curriculum design and instructional design
2. Case teaching organization
3. Sandbox teaching organization
4. Socratic mode of teaching

B. The relationship between teaching and learning

5. How to deal with classroom conflict
6. Students, values and outcome-based educational philosophy

C. Research questions

7. Basic issues of science research
8. Literature review and data collection
9. Research methodologies
10. Case studies and professional and academic publication
11. Project application and project research
12. Academic team building

D. Teacher's career

13. Tackling senior teacher's professional plateau
14. Young teachers career development

E. Cooperate with the departments for some special themes

The themes of Series of Saloons

A. The mission and spirit of university

1. On the spirit of university
2. Standardization of academics V.S. academic freedom
3. Human spirit and business principles in the education of Finance and Economics

B. How University Teachers become successful researchers

4. Teacher roles and teacher quality
5. The characteristics and advantages of Finance and Economics teachers

C. Higher Education History

6. Learning the evolution and development of higher education

D. Sharing experiences of well-established teachers

7. Talk about academic life
8. The experience of successful young scholars

E. OTA Reflection

9. University of citizenship behavior and voluntary engagement
10. Summary and self-reflection of OTA volunteers

Open capstone courses for young teachers to share experiences

Encourage volunteers to submit their own course schedule to OTA. On this basis, launch Capstone Courses, that can integrate expertise from different disciplines, different professions, different knowledge of the comprehensive research programs. For example, company law and corporate governance will be integrated with humanities, law and human resource management could be integrated. Another example, the business administration, finance, human resources, marketing could all be integrated by Capstone Courses.

Individual help for young teachers

OTA opened specific space and sessions for teachers who need more one-on-one help.

OTA established a Reading Room

OTA set up a reading room where all books linked to OTA network are kept there, using the opportunity of lunchon and Saloon series to highlights one or two books each time.

International symposium for outreach

OTA continues to expand domestic and international links, especially the famous universities in Europe and America to carry out cooperation and co-organize international conference.

Artículo concluido el 2 de enero de 2011

FAN Yihong, **Comparative and Systematic Study on Staff Development in European and Chinese Universities,** *REDU - Revista de Docencia Universitaria. Vol.9 n1* Publicado en http://redaberta.usc.es/redu/index.php/REDU Consultado (dia/mes/año)

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