



**Faculty Training Program
2008-2020**

Presented by:

The Development and Improvement of Learning Center
through Faculty Training

For:

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1. Introduction.

According to the need to contribute in the operation of the Educational Model of CETYS University, a faculty training program is presented for the 2008-2020 period that will run the full time, part time and adjunct instructors of higher education. The objective of the Program is to develop in the instructor the necessary competencies, required to fulfill the faculty profile of CETYS.

Such profile is clearly listed in the Instructor's Guide (2008-2009), in the section Profile and duties of a CETYS instructor, the fundamental elements for good faculty performance are pointed out:

- Institutional Commitment: the instructor's coherent acceptance and experience of the philosophy and humanism included in the Mission and Vision of CETYS.
- Character and Training: personal qualities or characteristics of the instructor based on moral principles that are coherent to the philosophy of the institution.
- Responsibility and Fulfillment: full disposition from the instructor to act with responsibility and integrity in all functions.
- Knowledge: heap of general information in the specialized area.
- Capability and Faculty Skills: group of knowledge and skills an instructor has for the adequate and efficient education process that CETYS education requires: pedagogical, educational psychology and curricular design knowledge. However, it is nowadays required to have knowledge in the theory of learning, learning assessment, the theory of motivation, as well as management of technologies and information resources. This last element will be dynamic, since it needs to be in accordance with the time.

It is intended to respond to this profile through the 2008-2020 Faculty Training Program, which includes these work lines that provide the instructor with training in knowledge, skills and attitudes, as well as clearly defining the groups involved in each work line specifying the field of action. Finally, an updated and dynamic faculty accreditation program is presented, which allows the necessary updating that the institution and the education trends require.

2. Objectives.

The structure of this program is focused on improving the instructor's pedagogical competence and trains them on learning to learn, how to be updated in the pedagogy of their profession or discipline, as well as encouraging a coherent attitude towards the institutional mission. The program has the following learning outcomes, assuming that at the end of the training process, CETYS University faculty will:

- Adequately apply the institutional educational model within their course's environment.

- Evidence, through daily practice, the faculty profile stated in the Instructor's Guide.
- Appropriately use Blackboard and the E-portfolio within their courses.
- Adequately use the learning assessment process within their courses.
- Apply an optimal design in the planning of their courses, including the pedagogical principles, the shades and the learning outcomes.
- Participate in the school's academies they belong to according to their courses, with an attitude coherent to the Institutional Mission.

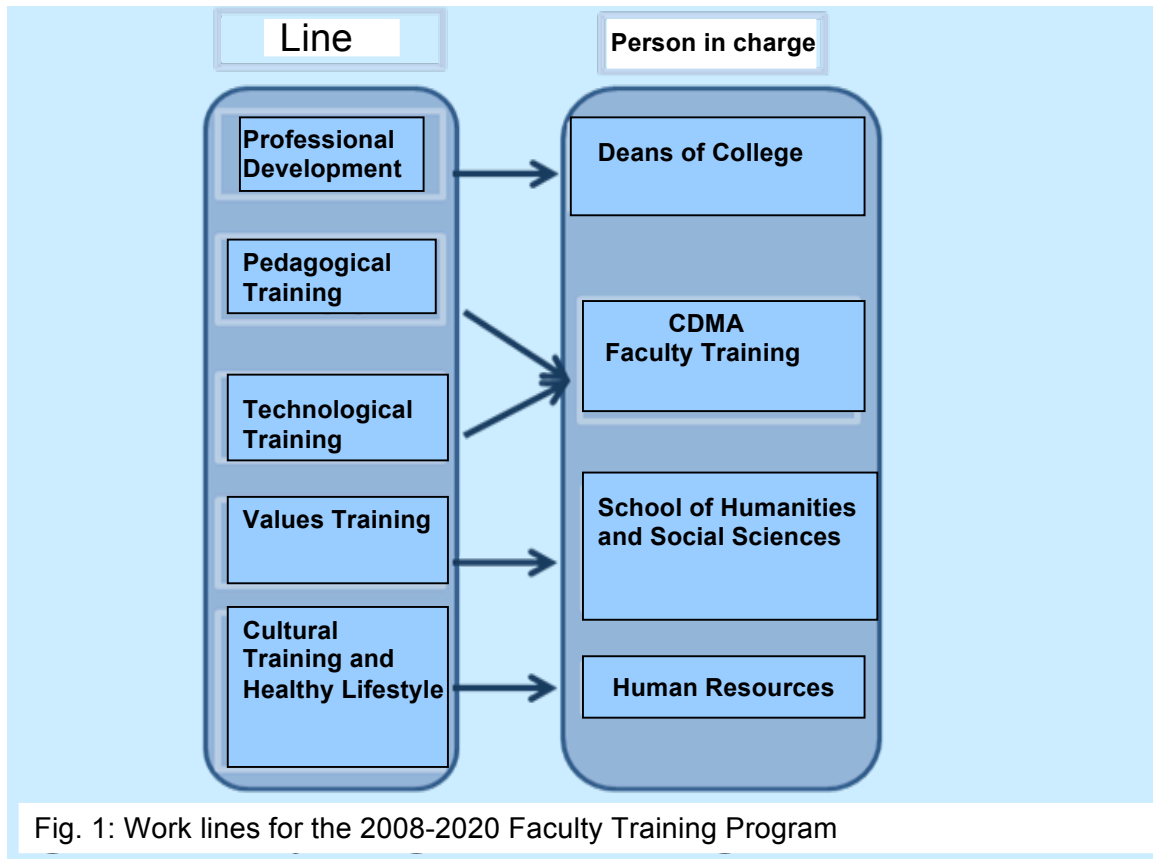
Therefore, such program demands from the instructor an active role in the training process, disposition to include new and diverse methods and activities for their teaching task, be willing to reflect systematically on their teaching performance, and be open to dialog.

3. Development.

Taking into consideration that the competencies, as well as the instructors' teaching experience are diverse, the program integrates the following work lines:

- A. Professional development
- B. Pedagogical training
- C. Technological training
- D. Values training
- E. Culture and healthy lifestyle training

Together, they identify diverse groups that influence on the program's development to ensure an integral training in the faculty, since some work lines not only refer to the instructor, but to all the personnel working in the institution. Figure 1 shows the direct person in charge of each work line:



However, with the institution's current organizational structure, it is the School Deans who are in charge of all the processes related to the faculty, students and academia programs; the rest of the groups are only for support. Therefore, in order for the program to succeed, the school deans will supervise and exercise the established policies. Each work line is described as follows.

A. Professional Development.

The professional development line refers to the group of knowledge, skills and dexterities that the CETYS instructor must acquire and strengthen through studying diploma courses, specialized courses or by obtaining academic degrees in of their professional fields.

It is intended that instructors have a high level of knowledge and leadership in their field, nationally and internationally. Instructors are in charge of keeping their curriculum updated due to the studies made, the skills acquired and the products generated (publishing of articles, books, etc.) as a consequence of the professional and teaching training process.

To develop the professional area, a typology of the CETYS instructor is made, where a model of the ideal type of instructor that the institution seeks is designed. Considering that the *ideal type* points out the group of aspects and areas that a teaching professional at CETYS must possess and exercise, based on its philosophy and educational model.

Typology consists of 8 factors: coherence with the educational philosophy, updated management of knowledge, technological competence, pedagogical competence, research culture competence, development of qualities for management, integration to actions of community linkage, and speaking a second language. Each factor has a list of indicators that allows the assessment of each instructor, tenure, half tenure or adjunct.

Therefore, in order to achieve professional training in the faculty, an assessment of the instructor's performance will be made according to the typology of the CETYS instructor; the assessment will inform how close or far we are to the ideal CETYS instructor, and parting from this diagnostic, all instructors will be encouraged to reach the profile desired by the institution.

B. Pedagogical Training.

The pedagogical training line is understood as the group of actions that take an instructor to understand, improve and develop skills and dexterities of the model centered in the institution's learning, through programs and courses that train the professional into a CETYS instructor.

The strategies developed in this line go hand in hand with a reflective teaching practice, starting with some theoretical approximations that the model requires. Contributing with the instructor to face the constant requirements of our institution's educational model.

The purpose is for all the faculty to master the educational model by putting into practice methods and activities that foster the construction of students' own knowledge; to achieve that, the following process is proposed:

New instructors, or those with little teaching experience, will have to course the Impulse to the Educational Model block that lasts 30 hours, and is divided as follows:

All new instructors in the institution are required to attend the *Induction Course*, which will continue being delivered according to what was programmed in August 2007, with a 10-hour duration, highlighting the importance of covering a Blackboard training, electronic data bases management, and the use of the e-portfolio.

Instructors with little teaching experience must participate in the course *Educational Paradigms* so they analyze, from different paradigms, how constructivism and all related to the areas of knowledge of the schools at CETYS University, the pedagogical conditions, and understand the implications in higher education; with a 20-hour duration.

For instructors with teaching experience, training will in five blocks, each with a duration of 20 to 40 hours:

- Within the institutional educational model it is necessary to train instructors in *Learning Strategies*, courses with technical didactics will be offered for that: Collaborative learning, Learning based on problems, Learning based on projects and Case methods, acknowledging that these methodologies emphasize a learning process centered in students, in addition, instructors from a determined academic area may be trained in one or another technique. This block consists of 40 hours and can be strategy work.
- *Course Planning* is another training block where design and learning outcomes will be emphasized, with the clear purpose that instructors design their course according to learning outcomes and incorporates the design of teaching-learning activities explaining the intention of the program and/or each unit, with a duration of 40 hours.
- The *Learning Assessment* block will allow the instructor to interiorize the function of assessment as a resource to promote learning through the revision and feedback of the performance during students' learning, thus diversifying the forms of assessment and emphasizing the use of the assessment process, in addition to using strategies such as rubrics, comparison list and portfolio, as well as Classroom Assessment Techniques. For these reasons, training will be a means of workshops for the development and use of assessment strategies, as well as the assessment process or for the new approaches in education assessment; with a duration of 40 hours.
- The *Research Seminar* block is incorporated to the didactic training area, so the instructor has research methodological tools and is able to incorporate them to its teaching practice through the design and development of research projects that contribute to improving their tasks, thus involving and motivating students in this methodology. It has a duration of 30 hours.
- And, the *Work in Academies* block, that encourages team work to qualify the instructor in making, designing and solving problems and proposals through group work, with a duration of 20 hours.

C. Technological Training.

Technological Training is how instructors have the opportunity of being updated and develop skills in aspects related to the use of education technology and information resources, in order to strengthen and improve their teaching practice in the classroom. It provides instructors with

the comprehension of all educational possibilities that technology offers, means and platforms, to incorporate them in the design of activities of each course program.

The purpose of this area is for all instructors to master the technological tools and information resources, to incorporate these items in their teaching tasks, and especially, to master Blackboard and the Institutional E-Portfolio (PEI), for which a 40-hour block is proposed:

- All CETYS University instructors will be trained in the use of *Education Technology* thus enriching their teaching practice with the use of these resources, dimensioning the role they play in education today. Likewise, they will develop skills to use the Blackboard platform and the e-portfolio, which are indispensable requirements in the development of the course, using potential support such as timely feedback, delivery of information tasks, and the exchange of ideas and collaborative virtual activities. Additionally, they will be trained in the design and production of electronic teaching materials and an optimal management of Microsoft Office.
- Likewise, instructors will be trained in *Information Literacy* through the implementation of the ALFIN program, encouraging the use of data bases and the effective use of information through digital means and libraries.

D. Values Training.

A fundamental line in the fulfillment of the institutional educational philosophy, which identifies the person before the professional, and the Mission, where the moral capacity is mentioned; because of this, this line is about the development and practice of values, as well as the contribution of the instructor's emotional development. The two previous work lines are about the development of skills; this one is about the instructor's affective part.

The purpose of this area is for all instructors to live the school's Mission, making the values proposed by CETYS University theirs, favoring the expression of their experiences in the classroom as well as among their colleagues and their academic group. Therefore, it is up to the School of Humanities and Social Sciences to develop and keep the updated program strengthened in this area. The courses are described as follows:

- All CETYS University faculty must attend the *Introduction to the Educational Philosophy* workshop, where the Mission and the values system will be revised. This workshop is required and has a duration of 30 hours.
- In addition, the optional incorporation of three activities will be promoted, that will contribute to encouraging a values development. The activities are: 1, the Diploma Course of Humanism in education, which is composed of four modules of 25 hours each; 2, the Design and implementation of humanist or community service internal projects, these

projects are designed by the School of Humanities and Social Sciences and operate through social service; and 3, the Development of activities for the Academy of Humanism, where instructors can be involved in research projects from the academy, or in the research projects from the Humanist Training Center.

E. Cultural and Healthy Lifestyle Training.

This work line completes the faculty's integral training; it refers to taking care of the body, health, appreciation of art, beauty and words. The CETYS instructor will develop ethical sensibility for the appreciation of art in its diverse dimensions, as well as stimulating the cohesion of groups that favor a healthy lifestyle (physical and mental health).

The Human Resources Department in coordination with supporting departments (Cultural, Sports, and the Well-being Center, among others) will make activities to encourage the appreciation of culture through short workshops, in addition to promoting cultural trips and stimulating the cohesion of sports groups in order to encourage a healthy lifestyle. The program that this area will develop is mentioned as follows.

- Instructors of the CETYS system can participate in three diverse courses, which are: 1. Fitness and health care course, 2. Cultural courses and workshops, to develop some artistic skills, as literature, photography, painting, cinematography, dancing, etc., and finally 3. Artistic appreciation and sensibility, or, history of art courses. These courses are offered throughout the semester and can vary, from 10 to 20 hours.

In conclusion, the 2008-2020 faculty training program is focused on developing a CETYS TEACHING ACCREDITATION (CDC); such accreditation is internal and includes all the mentioned lines. The accreditation is described as follows.

4. CETYS TEACHING ACCREDITATION.

The learning outcomes of the CETYS Teaching Accreditation Program is to verify the mastery levels in teaching performance in five areas: Professional development, Pedagogical training, Technological training, Values training, and Cultural and healthy lifestyle training. Issuing a teaching accreditation implies the previous making of an assessment process, through which the verification of performance evidences and the candidate's knowledge is made. Therefore, it demands from instructors an active role in their training process, disposition for incorporating

new and diverse methods and activities to their teaching tasks, be willing to systematically reflect in their teaching performance, and be open to dialog.

It is worth mentioning that the CETYS Teaching Accreditation consists of five areas and each is constituted by a number of requirements and courses, which have to be evidenced; they are not strictly serial, however, it is recommended that new instructors participate in the indicated order of pedagogical training; on the other hand, experienced instructors can begin their training with the course that best suits them.

In addition, instructors who participate in the courses offered by the campuses from 2004 to date can be ratified, as long as the learning outcomes can be evidenced. Courses will be offered in each campus in-site, on-line or both. Figure 2 shows the five areas and the requirements or courses that include the Teaching Accreditation.

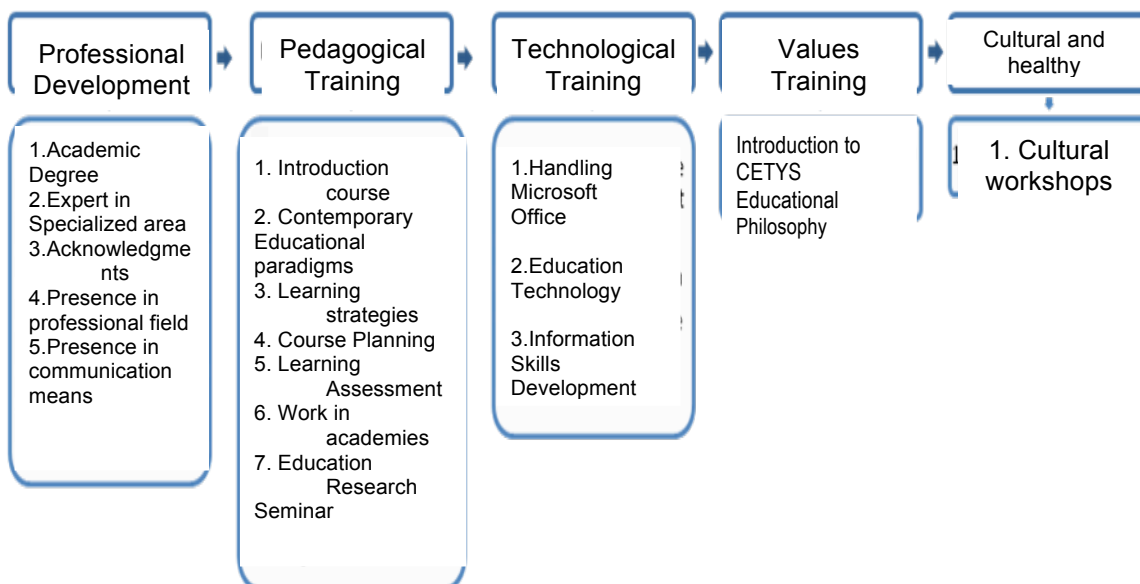


Fig. 2 CETYS Teaching Accreditation Areas

Likewise, CETYS Teaching Accreditation has three levels to obtain the final accreditation. The first area of the accreditation is integrated by the requirements instructors must have and, the rest of the areas are composed of different courses and workshops. Each area and levels are described as follows:

A. *Professional Development.*

Of the five aspects that integrate it, each has its requirements and these are determined through a faculty diagnostic according to the typology of the CETYS instructor by making a periodical assessment. The requirements that will have to be evidenced for each of the three levels are described as follows, assuming that by achieving level 3, the previous levels, 1 and 2, will already have been proved.

To obtain level 1, instructors will have to prove that they are in the process of obtaining their master's degree, that they have participated as instructors in diverse trainings and that they have presence in printed means through the publishing of articles, books, etc.

In level 2, instructors must evidence that they have a master's degree, that they have participated in fellowships with different companies, that they belong to an association of their profession, in addition to participating in radio programs.

Finally, to achieve level 3, instructors must have a PhD, with accreditation in an area of knowledge, in addition to being acknowledged by groups or associations in their specialized area, as well as having participated in some TV program.

B. *Pedagogical training.*

Instructors must attend a total of 200 hours of course distributed in seven areas, or, prove their knowledge through the evidence of products of each course's learning outcomes.

To achieve level 1, instructors will have to attend the following courses that are equivalent to 70 hours, or, prove their competence:

- Introduction course with a duration of 10 hours, in-site.
- Course: Contemporary Educational Paradigms, with a duration of 20 hours. Description: instructors will evidence through an essay the analysis of the different educational paradigms and the pedagogical implications in higher education; in-site, on-site.
- Course: Learning Strategies, with a duration of 40 hours; in-site. Description: instructors will evidence the application of four didactic methodologies, Collaborative learning, Learning based on problems, Learning based on projects and Case methods, through the documenting of their application in one of their courses and the outcomes obtained by the students. Each methodology will have a 10-hour duration.

In level 2, instructors will have to attend the following courses, which are equivalent to 100 hours, or, prove their competence:

- Course: Course Planning, with a duration of 40 hours; in-site. Description: instructors will be able to design their course according to the learning outcomes, contemplating the aspects in the teaching-learning process.
- Course: Learning Assessment, with a duration of 40 hours; in-site. Description: Work will be done in two 20-hour courses. 1. Assessment Instruments, an alternative where two rubrics will be made (holistic and analytic) and instruments that involve students and

classmates; and 2. Learning Assessment, where the design and the outcome of a topic will be presented using learning assessment.

- Course: Work in academies, with a duration of 20 hours. Description: Work will be done in two 10-hour courses, in-site, on-line. The first course will be Academy Work Strategies, where a proposal of working in academies will be made, and the second course is Team Work, where coordinated and solidary work will be done, with a common objective using electronic means.

To obtain level 3, instructors will have to attend the following courses which are equivalent to 30 hours, or, prove their competence:

- Course: Education Research Seminar, with a duration of 30 hours; in-site. Description: Work will be done in two courses, the first one is the use of software as research support (SPS), with a duration of 10 hours, where instructors will show the application of a research instrument using software; the second course will be an Education Research Seminar, with a duration of 20 hours, where instruments will be made, such as surveys, interviews, etc, and the outcomes obtained will be presented.

C. Technological Training.

To achieve level 3 in Technological Training, instructors will have to attend a total of 180 hours of courses distributed in three areas, or, prove their knowledge through the evidence of products of each course's learning outcomes.

To achieve level 1, instructors will have to attend a course that is equivalent to 20 hours, or, prove their competence:

- Course: Handling of Microsoft software. Work will be done through four courses, in-site, on-line, with a duration of five hours each. With these courses, instructors will evidence an optimal performance of Excel, PowerPoint, Word and others, according to their specialized area.

In level 2, instructors will have to attend a 40-hour course, or, prove their competence:

- Course: Education Technology. Work will be done through two 20-hour courses. New Internet Technologies, where technology, as well as electronic education materials will be used, and Pedagogical Applications in Blackboard, where an optimal performance of at least 8 Blackboard actions will be evidenced, as well as the use of the Institutional E-Portfolio.

To obtain level 3, instructors will have to course a Diploma Program that is equivalent to 120 hours, or, prove their competence:

- Diploma Course: Information Skills Development (DHI), it consists of six modules and the final learning product is that instructors identify the DHI basic concepts and acquire skills for the access, organization, assessment, management, and use of information.

D. Values Development.

To achieve level one in this area, participation in the Introduction to CETYS Educational Philosophy course is required, where the Mission and the institution's values system will be revised, through a 30-hour program, which will be coordinated by the School of Humanities and Social Sciences.

E. Cultural and healthy lifestyle development.

To achieve level one, as in the previous point, participation in one of the cultural workshops that the Human Resources Department offers is required, with an approximate duration of 20 hours, depending of the workshop.

In conclusion, to achieve CETYS' Teaching Accreditation, instructors will invest 430 hours in training in the following areas: Pedagogical Training, Technological Training, Values Training, and Cultural and healthy lifestyle training, in addition, in the Professional Development area, they will prove the evidence of five aspects. Table 1 shows the distribution of hours per area and by levels.

Table 1. Distribution of hours per area and by levels.

	Hours per area				Total
	Pedagogical	Technological	Values	Cultural	
Level 1	70	20	30	20	140
Level 2	100	40	0	0	140
Level 3	30	120	0	0	150
Total hours per area	200	180	30	20	430