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The outlines on University Faculty professionalization: Klaipeda University case

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Abstract

This paper analyzes the professionalization of University faculty, Klaipėda University faculty approach on their activities (structure) within the context of the development of professionalism. According to foreign countries researches, the majority of University faculty characteristic activities were determined and analyzed: educational activity, research, supervision of MD and PhD students' research work, services rendered at the university and outside, also professional development. Attention is drawn to the fact that the multi-dimensional structure of University faculty activities implies their new professionalism / professionalization needs. Therefore, there is a need to scan University faculty professional development opportunities.

This article aims on the basis of theoretical and empirical study insights in different countries to analyze Klaipėda University faculty operational structure, linking it to the professional development needs. The other objective of this article is to encourage research and the detailed academic discussions on today's University faculty performance structure, transformations, the opportunities of activities mutual harmony, professionalism, professionalization development and so on.

The article consists of two parts: the first part - University facul-

ty activity structure in the contexr of professionalization, the second part – the opportunities for the improvement of the University faculty professionalism..

The first part of the article analyzes foreign countries and Klaipėda University carried out faculty activity structure (activity fields) studies. They provide information that the various universities abroad manifest similar tendencies: the university faculty activities are rather qualitative than quantitative nature transformations. The faculty's organizational structure consists of the following fields of activity: educational activities, research, supervision of MD and PhD students' research work, services provided at the University and outside the University, and professional development.

After the study at the Klaipėda University, it was alleged that some faculty activities are considered priority (for example, research), and the other are given inferior attention. It is therefore problematic to speak of a professional university faculty professionalization in the holistic sense of professionalism/professionalization. Apart from the fact that the majority of Lithuanian university faculty is self-educated in the sense of high school didactic. However, the real state of university faculty professionalism and professionalization can only be provided by a more detailed research.

The second part provides the University faculty's professional development guidelines on the aspect of activities areas and on typical operations situations aspects. This section also highlights the fact that the faculty professionalization gaps can be reduced or eliminated after the creation of the University Professionalization center providing services for the newly recruited and the existing faculty.

Conclusions are drawn on the basis of theoretical and empirical insights.

Key words:

University faculty professionalism, professionalization, areas of activity, development of professionalism, educational activity

Introduction

Since its establishment, European universities continue the creation and dissemination mission of their knowledge about nature, man and society. After their gradually gained characteristic structure (faculties, departments, research centers, disciplines, libraries and laboratories), hierarchy

(rector, vice-rectors, deans, faculty and students), academic degrees and titles, they became a part of science and education system, our society.

Certain specific university features distinguish it from other organizations. For example, *a strong desire of the university faculty autonomy* is regarded as an exclusive feature of the university, *also as a larger loyalty to the group of the representatives of the profession*, *discipline than to the body that has hired him/her* (Bourgeois, 1990). One more feature that distinguish university from other organizations *is university faculty community*[3] *heterogeneity and fragmentation*. This community reminds of a certain type of federation incorporating different profile actors, scattered among different disciplines, departments, faculties, upholding very different professional, social representations, working methods, symbols, culture, technologies and so on. On P. Bourdieu's (1997, p. 66) opinion *"University - this is not the community, but the field, with its own competition, specific interests, goals, etc. This part of social area is relatively autonomous, free to create their own rules, independent from the heteronomous influence of other fields."* University organization, activities, mission, functions are analyzed from different perspectives (sociological, organizational, political, didactic, etc.), because they depend on the selection of different object for the analysis. They become abundant and diverse, sometimes controversial university operational objectives, sometimes heterogeneous university users' group, in other cases - technologies, simple or complex, that help to realize the vision of the university, sometimes relationships with the external environment. But rarely university faculty organizational structure, professionalization, (becoming a professional), can perform competent functions, and are analyzed as seeking for operational autonomy. In Lithuania, as in Europe, unlike America this topic has been on for a long time and even now is a sort of a kind of taboo. In other words, faculty professionalization is the subject with very little research made.

It is rather complicated to give an unambiguous answer to the question what determines university faculty professionalism (only the number of publications, a degree, academic rank, participation in conferences, projects, students' positive opinions?), the faculty's organizational structure, scope, roles, typical performance situations common to most universities teachers, competences necessary to practice the mastering of situations how to become a professional teacher (to be learned through experience, i.e. hammering iron from morning till evening to become a professional blacksmith?), etc.

Moreover, the researches on professionalization of faculty are not abundant in Lithuania, by the way, as well as throughout Europe. G. J. Rastauskienė, K. Kardelis, I. M. Šečilienė (2009) article is devoted to the analysis of university faculty professional development features.

On the opinion of some authors (Guyot, Bonami, 2000), Europe, compared to the U.S. or Canadian scientists (Finkelstein, 1982; Bess, 1982; Whitley, 1984, Clark, 1987, etc.), was only in the genesis phase in such research field on the junction of XX - XXI centuries. The researches made highlighted university faculty's motivation, performance, the variety of faculty's under realization, the variety of faculty's profile heterogeneity, their various performance models. However, the presented models have been more descriptive, thus did not disclose faculty activities' interrelations or the factors of the performance division into structures, the aspirations for professionalization.

For instance, D. Bertrand (1991, 1993; 2003) presented university faculty model, distinguishing the following key activities: *teaching, research, supervision of MD or PhD students' research work, services provided at university, services offered outside university, professional development.* However, such breakdown of activities cannot explain how one teacher's activity field is related to the other, how they influence each other, and how they all merge into the whole of professionalization.

With reference to the analysis of the researches made in in various countries, it can be assumed that university faculty activities have experienced both qualitative and quantitative transformations in recent decades. In order to harmonize the ratio of public requirements for education quality, university performance and faculty professional performance, more discussions should take place on faculty complex performance, based on specialized knowledge and skills. Therefore, *the main objective of this paper* ,based on theoretical and empirical studies insights in different countries, is to analyze Klaipėda University (KU) faculty operational structure, linking it with the development of professional needs. Another objective of this article - to encourage research and detailed discussions on the present university faculty structure, transformations, activities mutual consistency, professionalism, the opportunities of the development of professionalization and other subjects.

Key survey issues:

1. What context does the faculty activity take place? What are the main

faculty teaching activities fields? What is the approach of the respondents (university faculty) to educational activities (teaching) area? What didactic methods does the faculty apply in their pedagogical activity? For what purposes do they use ICT?

2. What is university faculty approach to students counseling and supervision of their research? What methods are followed?
3. How does the faculty take part in various research programs? What is the faculty approach to research funding? What is the faculty research cooperation? What is the research dissemination?
4. What makes other university teachers‘ servises content? What is KU faculty approach to such services?
5. What makes the content of the faculty services outside university? What is KU faculty approach to such services?
6. What is the faculty approach to their professional development?
7. What are/may be the opportunities for the faculty professionalization?

Methodological research provisions. Professionalization may be analizyzed as an internal and external process and as the system (Jatkauskienė, 2013), because only individuals take active part in professionalization, ”professionalize themselves“, any *activity, structure, studies, even knowledge* (Le Boterf, 2008). Therfore, we can suppose, that there exists a certain professionalization system, which conforms to the general features of the system and the overall concept. KU faculty professionalization phenomenon analysis is based on interaction of individual level E.C. Hughes et al. copyright profession access, however, the professionalization itself cannot be analyzed without its macro level (actual faculty activities, structures, functions, etc.), because the macro level plays a key role in any activity or for an actor at becoming a professional, also identifying and justifying the elements of professionalization. Therefore, this article in addition to the concepts of classic professions, professionals, and professionalization, complies to the access of multi-dimensional professionalization analysis (Roche, 1999).

Klaipėda University Continuing Studies Institute Andragogy department has organized the scoping diagnostic study in 2011–2012, which aimed to reveal the respondent(s) (n = 123) approach to the aspects of KU faculty professionalization. Only Klaipėda University faculty took place in the study. KU faculty professionalization is considered a separate research

objective, however, it may be assumed that the analyzed test data can be applied to describe the situation of professionalization of university faculty in Lithuania. All universities have certain features, common among them:

- studies in progress, research, etc.
- all the employed faculty with different academic titles and degrees, the length of service and so on. It is characterized by heterogeneity of the formation of faculty;
- competitive universities operating environment, etc.;
- various employees (administrative, educational, scientific, technical personnel) and the integration of their individual competences, seeking the realization of university mission, etc.

After the evaluation of these common features, it was assumed that the study area (KU) is favorable for the case analysis.

The applied research methods. In order to analyze the main theoretical aspects of the research issues and to reveal the main study variables, to identify university faculty phenomenon of multi-functionality, authentic scientific *literature, sources analysis* have been made. *The questionnaire* is appointed for KU faculty attitudes to their professionalization aspects within the context of multifunctional activity. Survey instrument (questionnaire) was constructed with reference to the scientific literature and empirical assumptions. The validity of the research instrument (internal credibility) was aimed on the basis of the previous studies (Altet, 2000; Guyot, Bonami, 2000; Bertrand, Foucher, 2003, et al) instrument model and expert method. *Simulation* was performed in order to provide opportunities for the faculty professionalization.

Specialized statistical software IBM SPSS Statistics (English - Statistical Package for the Social Sciences) was used for the survey data analysis. Descriptive and multivariate statistical techniques - factor and correlation analysis was applied for quantitative study. Primary quantitative data processing, calculation of averages, mode, standard deviations and percentages has been carried out on the basis of descriptive statistics. Factor analysis method was applied for the study of the internal structure of research variables. Factor analysis was applied only to those constructs that answer format is ordinal scales. KMO (Kaizer-Meyer-Olkin) ratio shows the relevance of variables to factor analysis. *Cronbach* α coefficient, which described psychometric adequacy of the study variables, test internal consistency, was achieved by factor analysis. During factor analysis by *the principal*

components model the test task, expressed in factorial weight *L* and the correlation coefficient between the variable and the extracted factor was obtained.

The structure of university faculty performance within the context of professionalization

If today there are talks about the professionalization of university faculty, this is done not for the sake to highlight its amateurish activities, unprofessional nature. By no means, today faculty professionalism is placed new requirements, however, whatever the list of the indicators, describing professional activities may be it will still be just idealistic. In the world of practice a professional is made requirements that have become a common feature to the description of the modern: every employee must be a professional. However, the further, the more difficult it becomes to understand the meaning of the term *professional*: a professional is not linked solely with qualified, independent, observant, responsible, creative, pro-active staff person.

The sense of a professional is also within the whole external imperatives one has to meet in ones activities, missions, performance and absolutely new things (Evetts, 2003). Professionalization no longer means only the defense of professional ethics, and becomes potentially the resolution of organizational norms applicable to each employee. Hence, the emergence of new forms of professionalism may mean the alteration of its meaning when the professionalism control progresses from the employee to the organization or customers (primarily students), who are today so „thirsty of academic knowledge" not to think about their own real, future professional integration, competences and their relevance to the requirements of real jobs.

In this context university faculty professionalization issues become also relevant. Therefore, in case of university faculty one should talk about their, as well as of the representatives of other activities new professionalization, professionalism outlines, the evolution of professionalization or professional level, which is the higher, the more traditionally established for centuries static indicators of faculty professionalism, business rules requirements give way to real business strategy, which determines the actual university faculty performance objectives and the necessities of the society.

In order to assess university faculty performance, professionalism, to determine the level of professionalization, it is necessary to distinguish the specific faculty activities, see their activity transformations, and it is quite difficult for the context of the action itself:

- *university activity is influenced by two opposing factors*: *changes and stability*, which are attempted to coordinate by a variety of measures in respect of time and space. For example, one of the changes - higher education becomes a mass phenomenon, when most of the students consider it as a natural extension at the preparation for after-school activities to ensure their professional integration (Bertrand, Foucher, 2003). Many of the students wishing to continue their studies and pay for tuition are forced to work, so faculty has to be prepared for other than traditional study methods and forms;
- *heterogeneity of faculty formation*. On the one hand, faculty is based on the general objectivity, truth, freedom, autonomy, knowledge dissemination, etc. values. On the other hand, faculty belongs to very different institutions which have granted their education, training and profession. They are working in very different fields of knowledge, which put a mark and carry out their academic activities. Faculty differs in positions, scientific degrees, age, seniority, interests and needs that influence their activities and functions;
- *university faculty is an employee and at the same time a kind of employer,* because he/she decides how much strength, time, efforts, to devote to one or the other activity and functions.

This research referred to D. Bertrand et al (1991; 1993; 2003) university faculty performance model and to three selected activity fields: *teaching* (in Lithuanian context this means *educational activity,* though it causes some semantic contradiction - not all students are young and really have grown out of child's age), *researches, supervision to MD or PhD students' research, services rendered at university, services rendered outside university, professional development.*

Respondents of the study (Klaipėda University faculty) indicated the following most relevant activityfields:

Table1 The most relevant KU faculty activity fields

Activity fields	Percent
1. Educational activity (teaching)	31,3 %
2. Research	28,2 %
3. Supervision to students researches	15,0 %
4. Services rendered outside university (eg. project, expertise activity, international cooperation, services to city community	12,2 %
5. Services rendered at university (eg. Department managment, participation in various councils,etc.)	7,2 %
6. Professional development	6,1 %

As it can be seen from the above table, the respondents considered priority educational activities (teaching - the revelation of the subject content to students through a variety of means and methods, preparation for lectures, their organization, realization, etc.) (31.3 per cent), research (28.2 per cent) and the supervision of students‘ research work (15.0 per cent). Although the faculty manifest differently in different areas of activity, but it can still be said that they have multi-functionality characteristics of the activity. Least of attention was drawn to professional development issues.

Diverse data was received concerning faculty activities in relation to their age, seniority, responsibilities. The younger participants of the study, the clearer they understand the need for professional training. People with higher seniority, have lower interest in professional training. Therefore, the calculated $\chi 2$ criterion confirms the assumption that age affects professional development of the faculty ($p = 0.000$). Associate professors and professors, also persons with higher seniority, appreciate research activities more, while the assistants and lecturers - educational ($\chi 2$ criterion $p = 0.01$). The choice of activity fields of the study among men and women is essentially the same (this is confirmed by the estimated $\chi 2$ criterion p-value $p = 0.113$).

By the aspect of the performed activities and functions the same KU faculty describes themselves primarily as a teacher (30.8 per cent.), and as a teacher and scientist (40.4 per cent.):

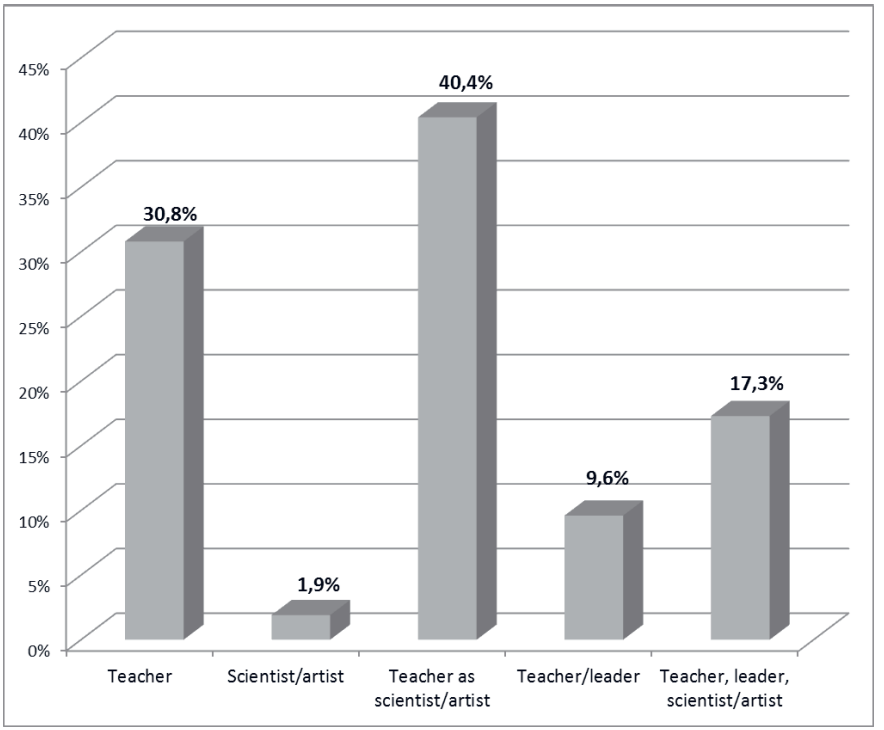

Fig.1 KU faculty self-description by the activity fields and functions

As it can be seen from the data, only a small proportion (1.9 per cent) of faculty tend only to research or artistic activity, there are not so many people, researchers hermits, that tend to one of this area. From the comparison of data by job duties, it is clear that associate professors and professors describe themselves primarily as teachers and researchers, artists ($\chi 2$, criterion $p = 0.01$), but the study men's and women's self-description is essentially the same (the estimated $\chi 2$ criterion p value $p = 0.113$).

Educational Activities. At the increase of the competitiveness among European and the world high education forces universities treat seriously and with responsibility not only the faculty carried out research, but also educational activity, which is inseparable from the knowledge of high school didactic. Today it is hard to convince oneself and others that the competencies of high school didactics are acquired naturally, as it was in the old routine, and ,of course, throughout all faculty activity areas. It's

hard to believe that every productive scientist and expert in ones field can become a professional educator without being trained high school didactics, using in ones work not only the medieval university lecturers characteristic *lectio and disputatio* didactic methods.

Though educational activity field, on the opinion of survey respondents, is considered a priority, but it does not lack problems in conjunction with the professionalization of university teachers. More than a half of the study respondents (58.8 per cent) completely agreed with the statement that in the winter and the spring session educational activity (teaching) is their main activity (factor analysis reliability coefficient KMO = 0.82 indicates that the data is suitable for factor analysis, Cronbach α = 0.70 indicates a fair internal reliability and reveals that the claims, forming factor, are homogeneous):

The first factor combines the following statements: *during winter and spring sessions educational activities (instruction) is my main activity* (,831); *I convey my students specialized knowledge* (,740); *the goal of my teaching - to develop students' core competences* (,741). The second factor is for didactic methods and strategy (*I apply such teaching strategy that meets the overall objective and the concept of the study program* (,597); *I use a number of didactic methods* (349), and the third is devoted for the mechanism of assisstance to students (*I think it is important to create an assisstance mechanism to support students' learning* (740); *I apply didactic techniques to students' needs* (-, 018), *my role - to facilitate the acquisition of students' specialized knowledge* (,864).

The respondents were asked to point out what didactic methods they use in their study process at present. Their responses are given in the below illustration:

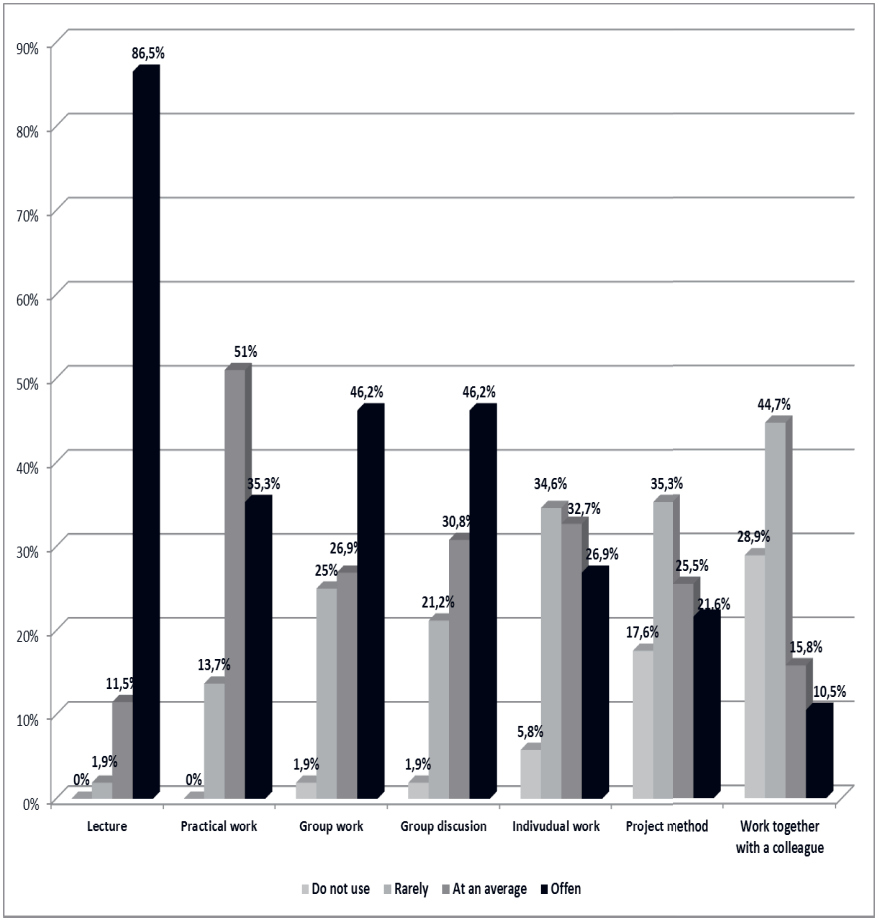

Fig.2 Most teachers lately used didactic methods

As it can be seen from the data, *lectio and disputatio* methods are prevailing. But in order to apply diverse didactic techniques, one needs to be acquainted with the variety of didactic methods, techniques, strategy diversities, their advantages, disadvantages, and so on. It can, therefore, be assumed that the high school didactic knowledge is not the strongest KU faculty expertise area. This is confirmed by the factor analysis (KMO < 0.73; Cronbach $\alpha = 0.74$).

Relatively, the first factor was described by the traditional didactic methods, and the second – by innovative one. The first includes the follow-

ing statements: lecture, group discussion, workshops; the second - all the rest. It is obvious that the first factor reveals that lecture (, 889), group discussion (,789) dominate as the main university faculty didactic methods. The second factor shows that these methods, such as keeping the session with a colleague (-, 574) is not very common in faculty practice.

KU faculty apply ICT for the following objectives:

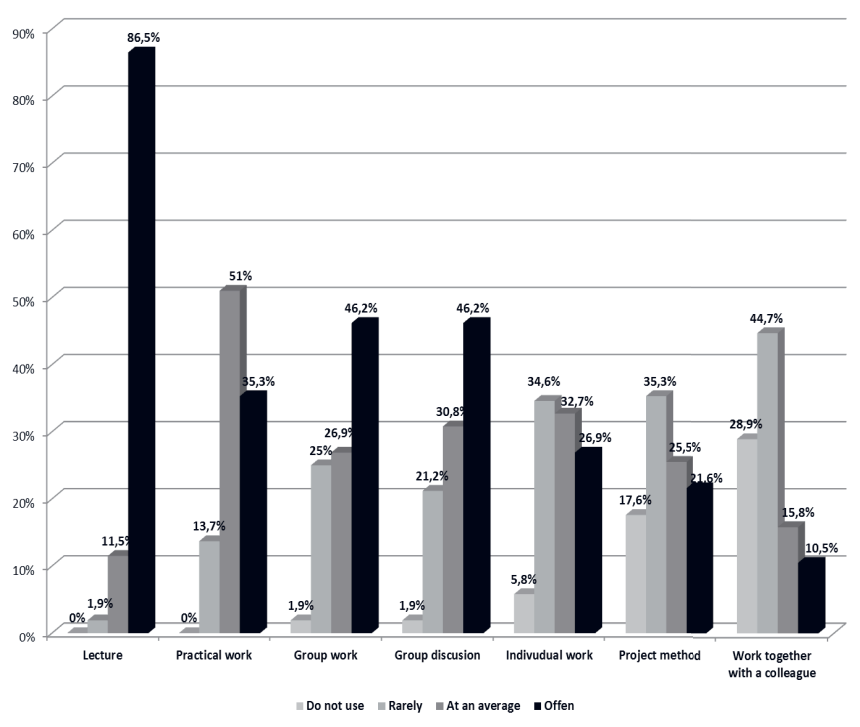

Fig.3 ICT application in the process of study

The data clearly speaks about the fact that ICT *is often* used as a storage medium during lectures (88.2 per cent), *very often* searching for information on the Internet (51.9 per cent), or consulting the students (48.9 per cent).

The performed factor analysis leads to the following assumptions: the use of ICT could be more efficient in organizing and realizing individual

students‘ work, extending to the variety of didactic methods and opportunities. The latter idea is also coherent with the faculty, who argue that ICT is useful on the aspect of the didactic methods (64.7 per cent), and very useful for preparing to lectures (76.4 per cent). (KMO < 0.8; Cronbach α = 76):

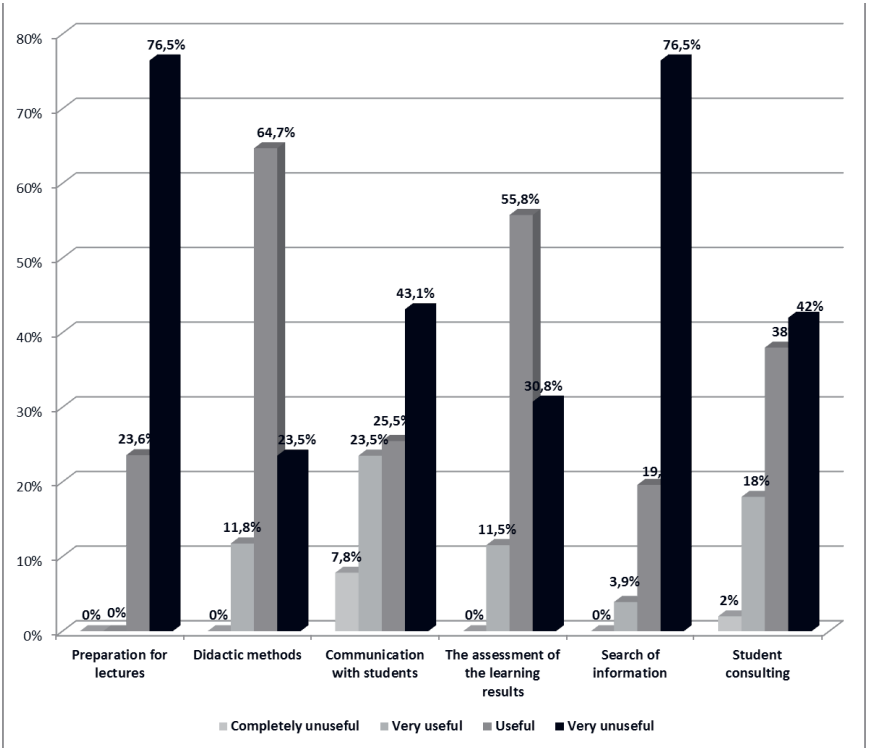

Fig.4 ICT benefits for the faculty activity

Three factors of ICT application have been discerned through multivariate analysis by the principal components method in faculty activities: the realization of didactic activities, transformations and communication of didactic activity, and cooperation. *The first factor consists* of the following statements: ICT facilitates my daily teaching activities (,969); ICT facilitates the preparation for lectures (,764); ICT facilitates the evaluation of the results (,672); ICT sustains the students' concentration of attention (,659); ICT helps the teacher to manage the activities (,793). *The second factor* - ICT radically changes teaching (,735); ICT affects the quality of

teaching (,652); ICT allows me to become a mentor (,632). *The third factor* - ICT improves student counseling (,762); ICT facilitates international cooperation (,849).

Factor analysis reveals that ICT development cannot replace the faculty during the expansion of the scope of knowledge, but it can create perfect conditions for suggestive and comfortable introduction of knowledge and information , for closer pedagogical relations, for the training of the effective education and skills levels, also the implementation of new educational strategies by reducing resources and staff.

Today, not only in Lithuania, but also in many countries there is no special, qualified high school didactics study for the prospective university faculty. Thus, in many countries university faculty on the sense of didactics are self-taught. Hence, only by teaching one can learn to teach, and to acquired a high school didactic skills and experience (Knight et al., 2006), in other words, only hammering teaches one to become a professional blacksmith. The history is silent about how many students suffered or suffer, and it is alleged that the faculty themselves tend not to talk about it out loud, as researches are in lack in this field in Lithuania.

The first theoretical work for university faculty professional development in the field of the analysis of high education didactics began in North America around 1980. They emphasize faculty professional development programs, the accounts of their competency issues. European research in this field appeared in the last decade of the twentieth century in the Netherlands after the establishment of the international network INQAAHE (The International Network for Quality Assurance Agencies in Higher Education), and after Great Britain published *Dearing* report in 1997. For the first time, an official report has dealt on the compatibility issues of faculty's professionalism in the highest quality teaching and research activities (Fanghanel et al., 2007). After the evaluation of close ties between teaching and learning (studies) interdependence, studies on the British report-based researches began in other countries. In the middle of 2000, ENQA (the European Association for Quality Assurance in Higher Education) anticipated the main faculty quality management directions with respect to the whole European higher education space.

Didactic education for university faculty is not mandatory in Lithuania. In other words, no prior high school didactic skills are required for university employment. High school didactic skills are developed mostly at some doctoral studies. It is not a rare case when during the whole career

a university professor has never attended a high school didactic training programs or nobody has assisted during the first years of their employment at the university. When talking with colleagues, one can often hear that they have learned to teach after they have transferred, in their opinion, their best teacher's performance model and professional behavior.

Then the question arises as to why university highlights didactics so little? Maybe didactics is the „kick out" of the campus, just because it is not a „respectable" discipline as philosophy, medicine, the arts, languages, etc." Maybe university values only science, but not the studies and not the student who only occasionally reveals systematic scientific truths? Maybe didactics restricts the freedom of faculty activity, instructs on the methods, ways and means of action? One should not understand so straightforward objective of high school didactics. High school didactics will not constrain the freedom of faculty, if it is understood deeper: „cautious, modest, adequately provided with appropriate knowledge and documents, but also directed towards the activity, offering only authentic interpretation of the mode of action from the position of a university faculty „(Durkheim, 1999, p.79 .).Therefore, a high school didactics cannot „prescribe" a magic recipe, because it may contradict to university faculty independence, to the concept of the variety of complex activity situations. Only faculty, taking into account the specific situation of his/her educational activity, students' own personal characteristics, needs, learning techniques, styles has to understand how one or the other method, technique, strategy, satisfies oneself and the students. But in order words to understand, one needs to be acquainted with the didactic methods, techniques, strategies, diversities, advantages, disadvantages, and so on. Therefore, sooner or later university when faced with a new generation of students, and the general public needs and demands of faculty professionalism, will have to consider how to install a high school didactics in faculty professionalization process or university activity strategy.

Research. The main research activity objective is the development of new knowledge and dissemination. The following typical operational situations can be distinguished during the implementation of the research: formulation of scientific problem, placing forward of hypothesis, the development of the research conception, data collection, analysis, interpretation, etc. In addition to these research activities commonly occurring in university faculty typical situations also can be attributed other: search of research funding sources, retrieval, management of research activities,

scientific results, production dissemination and other. It is obvious that such typical activity situations require different than the necessary skills to manage typical activities of didactical situations.

The end of the twentieth century studies, carried out in the U.S. (Bess, 1982), revealed that university faculty activity is very complex, rich, poorly coordinated, imposing constant stress, low-productive and difficult. Researches, carried out in the United States, Canada and France, present rather different results. For example, 43.1 per cent of the Quebec University faculty argue that the didactic and scientific activities dynamics are independent from each other; 29.9 per cent respondents say that they participate in the students' research peripheral fields or outside their research program range (13, 7 per cent.) (Bertrand, Foucher, 2003). According to R. Barnett (1992) university faculty educational and scientific activities require specific skills of completely different character. Therefore, educational and scientific activities are difficult to harmonize without special training and experience.

As previously, funding is also the main "artery" of every research at present. On the opinion of KU faculty their research activity is most often funded by the University (38.6 per cents), project (34,1 per cent.) funds:

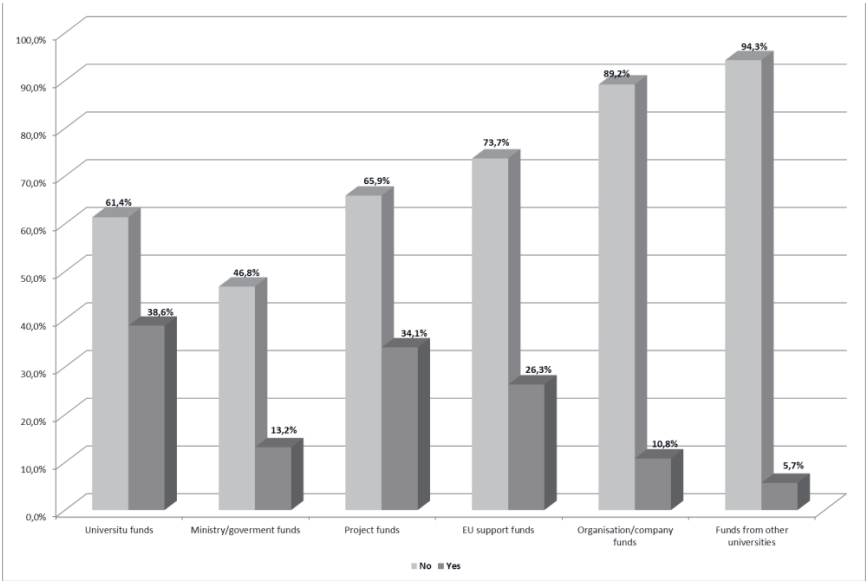

Fig.5 Funding of research/artistic activity

But perhaps one should not forget the fact that the main source of the large amount of research carried out at the University was and still is at present the faculty (especially the professorship) and doctoral forces, and initiative under their leadership, which had not always been based on other than personal finance. Only a little more than half (51.06 per cent) of the faculty indicated that sought funding from various existing sources for research / artistic activities. It was not known from this study whether the request was granted.

Assumption from the survey data suggests that faculty, in cooperation with other universities or different organizations and institutions carry out different types of research. The main aim of some – the development of the basic scientific knowledge within university, the other's – the usage of application oriented knowledge within socio-economic environment, the development mostly outside university with other social partners. This research did not attempt to find out the reasons why the faculty chose one or other cooperation, because their choices may be stipulated by the majority of different factors: interests, research interests, age, ability to work in a team, the opportunity to earn extra income, foreign language acquisition, and so on. As it can be seen from the survey data, KU faculty tend to cooperate with foreign universities (88.9 per cent), suggesting that they are prone to teamwork. 75 per cent of respondents cooperate with ministries, and this suggests that they are prone to applied research. 53.3 per cent of respondents indicated that they consider international cooperation very important, and significant (17.8 per cent.) in research / artistic activities:

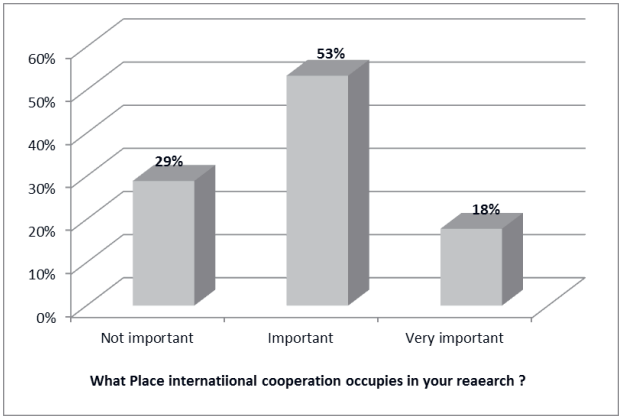

Fig.6 The importance of international cooperation

Research is not just a process, it means the achieved results of the most varied forms: a new product, service, technology, scientific publications (the most common research activities of the product), and other. Therefore, KU faculty was asked whether they have participated in the recent years at various research / artistic production dissemination processes. Their responses are presented below in a summary form in the figure below:

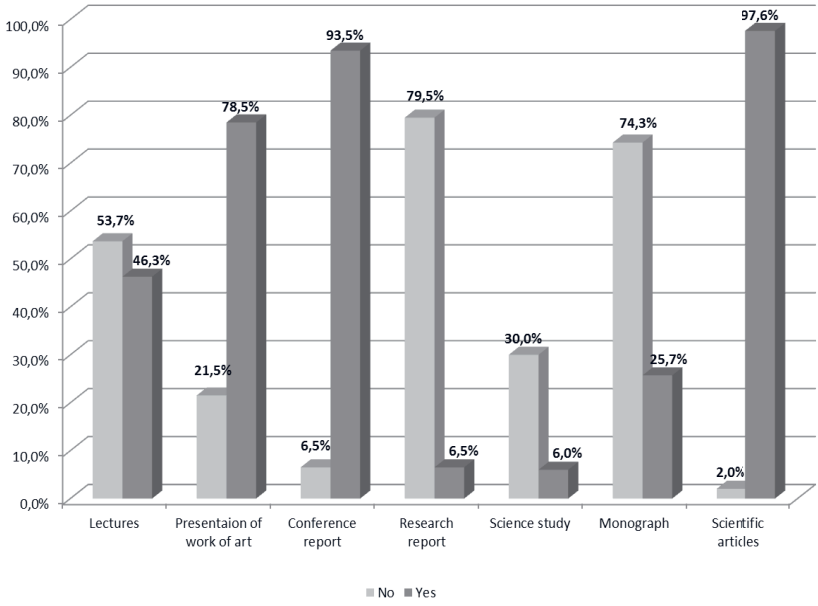

Fig.7 Dissemination of the research product

The illustrated data confirms the fact that KU faculty coordinate with each other in several forms of dissemination of research output, but the most common are the scientific publications (97.6 per cent) and presentations at conferences (93.48 per cent). Almost a half (46.3 per cent) of the faculty- respondents said that they follow the dissemination of the research output during lectures. It goes without saying that the monographs or scientific studies are not prepared every year, thus this form of dissemination of research output is not so popular.

Supervision of MD or PhD student researches. Supervision of MD and PhD student research can be defined as a set of human and technical resources for student's self-study process consulting, many-sided assistance to student's setting the goal, research project, presentation or public defense. Any supervision of students' work begins during BD studies from counseling (Anderson, 2002).

During KU study the respondents were asked to give their opinion on the statements related to student counseling through BD studies:

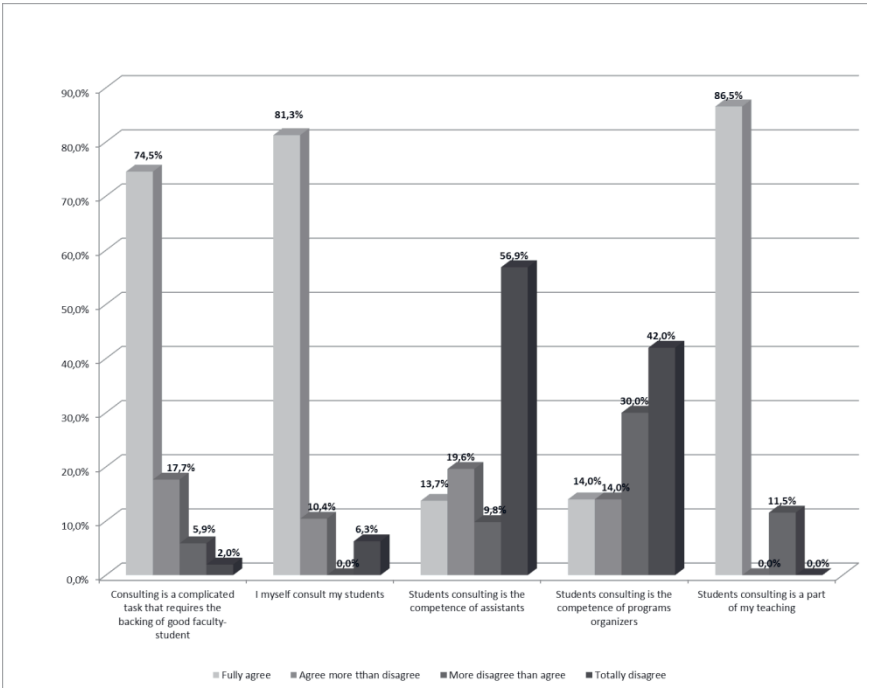

Fig.8 The faculty opinion on the counseling of BD students

As the responses show, KU faculty considers counseling a part of their activities (86.54 per cent); neither study organizers nor assistants and consult themselves trust counseling (81.25 per cent). (KMO <0.8; Cronbach $\alpha = 0.72$).

Time, rewards for student counseling, supervision of their research work should be assessed for career advancement, professional development (Anderson, 2002). This is a highly satisfactory faculty activity that

allows the integration of the skills of the existing didactic activities field in a specific area of research, and to use the obtained results in educational activities. On the opinion of KU faculty, counseling, supervision of BD and PhD students' work allows the faculty to orient themselves towards research activities (72.22 per cent) by providing methodological basis:

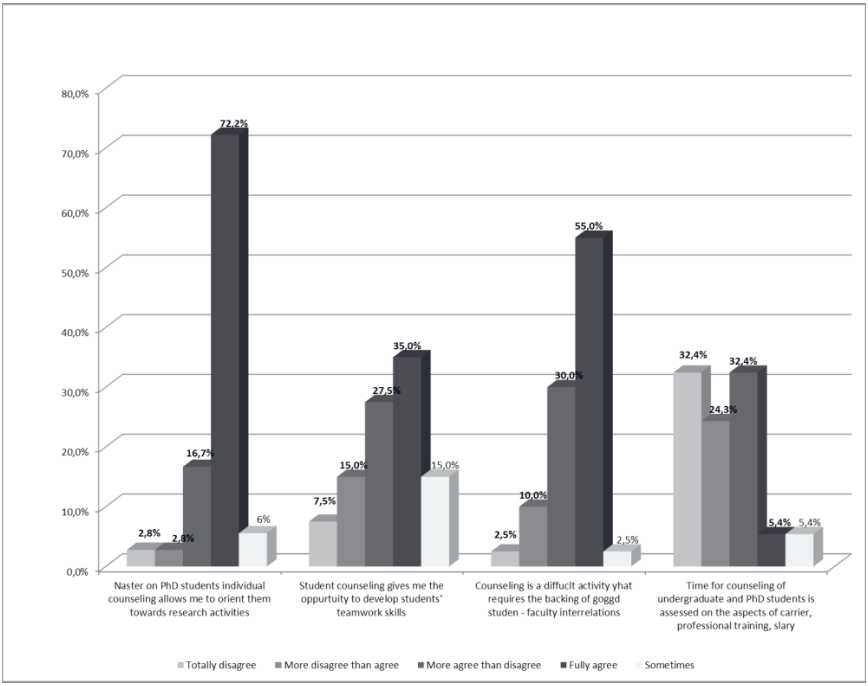

Fig.9 The peculiarities of MD and PhD student couseling, supervision of their work

KU faculty believes that counseling, supervision of the students' research work is a challenging activity (55.0 per cent), but the time and efforts are not properly assessed on the aspects of the faculty career, professional development or salary (KMO <0.8; Cronbach $\alpha = 0.78$). Relatively splitting the statements into two factors: the first – the benefits from supervision and counseling (1-2 assertions), the second - deficiencies (3-4 assertions), it can be said that supervision of the students' work and counseling is a complex activity that requires a really great faculty efforts, however, they are often not properly evaluated.

Advisory work to MD and PhD students demands from faculty some specific skills as well – mastery of coaching, tutorship, mentorship because the students face not only cognitive but also affective, personal (ignoring supervisor, difficulties of communication, different binding activity vision, personal conflicts, inadequate student's preparation for studies and so on), or organizational (always busy manager, occasional meetings with the supervisor, too low department head or faculty support, etc.) or professional (manager's incompetence in respect to research theme, weak interest of the head in the subject, etc.) and the nature of problems. Therefore, by supervising the work the advisors play not so much traditional roles: a personal source, an expert, a research project manager, an experienced partner, a master of the situation, a counselor, a teacher, a motivational motivator, a specialist in coaching, a mentor, a tutor, etc.

It is aknowledged (Prégent, 2001) that the advisory work to MD and PhD students cannot be homogenuous, suitable for all faculty and students. However, in any case this activity should be systematic, practical and operative, forming students'and faculty's certain skills. Among other things such area faculty operating principles are quite important (Mussel, 2008): the advisor and the student agree that both will work systematically and methodically; the advisor and the student agree that the student is primarily responsible for his study; the advisor and the student agree on their overall performance optimization and meetings effectiveness. The fourth principle provides a clear two-way communication: the advisor and the student get along well with each other, thus keeping student's membership within the researchers the community.

Discussing the supervision of MD and PhD students' research work problems, it is worth to discuss on the following issues: faculty necessary competence for this activity, personal qualities, efforts to focus on this activity, the achieved results, the style of advising, the number of students drop out, etc.

Universiy faculty who have become MD and PhD students' advisors have very few activity models to help them to realize this activity (Sharp, Peters, Howard, 2002). Most often their model is of the empirical type, based on their own or former advisors' behaviour, activity, principals, experience that they used to imitate or modify. One can only suppose the situation in Lithuania is the same, because more detailed researches are in future.

Other faculty services provided at the university. It is unlikely that

any university could exist without its faculty other services: management of departments, faculties, research institutes, research councils, research programs, other university departments, participation in various commissions, committees and Senate, subunits or project coordination and other services. Either way these services influence the requirements for the quality of studies, research and other activity coordination. Faculty takes part in campus activities, curriculum accreditation, faculty certification, and other processes. Finally, faculty is involved in trade union activity, which can also be seen as a service provided by the university. Thus, it can be assumed that the faculty services provided for the university are very diverse and at the same time important. Poor faculty services provided at the university may have negative consequences for other teachers, their activities, and at the same time to the whole university activity, however, it is difficult to predict the suitability of any particular teacher to one or other services (Lamont, 2009). KU study aimed to reveal the variety of other services provided by the faculty at the University, but not the quality of services.

KU faculty who participated in the study said that they have served as the department head at the University (30.2 per cent) in recent years. Further analysis of the study showed that not all the teachers think of other services provided at the University as significant:

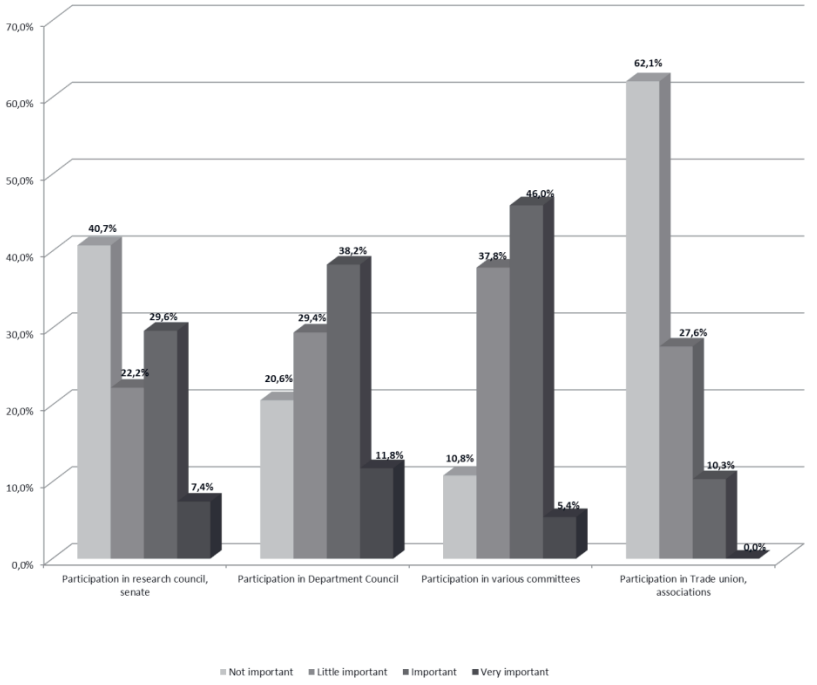

Fig.10 The importance of other faculty services at the University

On the opinion of KU faculty, participation in Trade union, associations is least significant (62.07 per cent), however, even the faculty's participation in the Council of Science or Senate is very significant only to 7.41 per cent of respondents. This, apparently, is not the specific KU faculty approach, because the comparison of studies conducted in Canada, the Quebec University in 1990-1991 and in 2002-2003, is of a similar trend – on the faculty's opinion the importance of other services provided at the University has decreased in 14 per cent within ten years. (Bertrand, 2004).

The same stydy found out that the Quebec University faculty with less seniority and faculty-women are not so active in the provision of services at the University, however, this fact cannot prove that the mentioned persons are more active in research, educational or advisory work to MD and PhD students' research. In other words, faculty passivity in one activity can also be related with their passivity in other fields of activity.

The study was interested in how KU faculty evaluates their coordination activity. The study data revealed that KU faculty considers coordination activity creating didactic innovations (33.33 per cent), study programs (31.11 per cent), organization of studies (33.33 per cent) as very important. The lower significance is given to the monitoring of the activity performance of faculty with lower seniority p (29.7 per cent).

On the opinion of KU faculty, who took part in the study, on the management of a subunit is not given high significance:

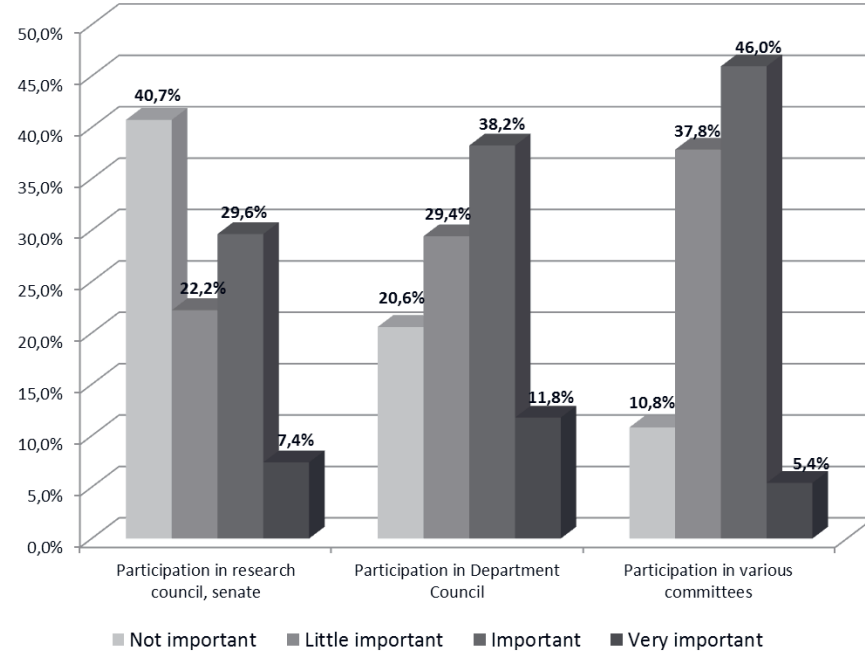

Fig.11 The significance to the management activities by different management levels

By the method of multivariate analysis of principal components two factors have been isolated: management on the University level (L = 0.766), management on the Faculty level (L = 0.784) (KMO0 <8, Cronbach α = 0.76). It needs to emphasize that on the opinion of KU faculty in terms of

the management to a department the importance is associated with the management level, and the management to a department (21.43 per cent) is a given very significant level, significant – the management on Faculty level (43.33 per cent).

KU faculty was asked if the recent evaluation activity is significant for them. Their responses are presented in the figure below:

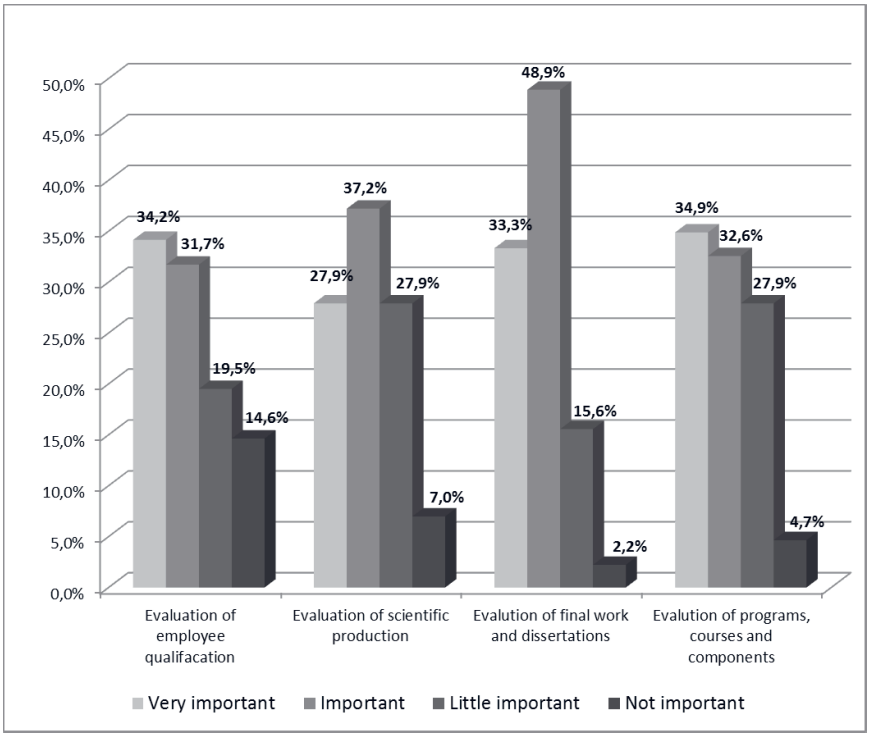

Fig.12 The significance priorities of the assessment activity

Evaluation objects may be very various, therefore, faculty assessment activity is also various, depending on the desired valuation object : learning achievements, competencies, competence, real course of study, program, students‘ final works, etc. assessment, attributable to faculty educational (teaching) activity. However, faculty takes part also in other assessment process, eg., program, course, expertise and assessment of components, faculty qualification assessment, final works under the guidance of colle-

gues, the assessment of dissertations and so on.

As can be seen from the submitted data, KU faculty does not provide quite the same significance to the assessment activity with respect to the assessment object: the most significant is the assessment of programs, courses, components (34.88 per cent), staff qualification assessment (34.15 per cent), theses, dissertation assessment (33.33 per cent). The maximum factorial weight gets to the assessment factor of study programs (L = 0,762) (KMO <0.8, Cronbach α = .72).

In practice, a university faculty activity is stipulated by a series of objective and subjective factors, which do not always ensure the right conditions for innovation, development and deployment. Usually, an innovative teacher assigned a narrower activity assessment context implicating aspirations to discover something new in innovation. This approach reflects a more public sphere of economic life, since innovations are identified with the economic development „engine" (Daukilas, 2010). Through new ideas more rational, innovative solutions are achieved, and costs are cut with their help. Therefore, during KU study faculty assessment of innovation development and the dissemination of knowledge in certain areas were inquired.

The study results revealed that faculty gives the utmost significance (25.58 per cent) to innovative didactic model implementation, to innovations in research development and their practical application (25.53 per cent), to innovations in the commercialization of research (19.51 per cent).

During the factor analysis, the statements were conditionally divided into two factors: research and educational activity. The first factor combines the statements: *the development of the research and their possible application in practice (L=,809), research commercialization (L =, 776).* The second factor combines the following statements: *the implementation of innovative didactic methods (L=, 948), the development of study on policy, analysis (L=,182).*

University is open to innovation and to the best specialists in its field: scientists, teachers, administrators, able to create and foster a stimulating learning environment and the effective learning support. However, it is necessary to develop the attractive working environment, to ensure continuous training and the recognition of research and educational excellence, promotion for the faculty to be able to create and implement innovations, to accept the knowledge society challenges and actively to participate in

the lifelong learning, to motivate their students.

Services provided outside university. It is rather difficult to define precisely services provided by university faculty outside the university. Many of these services are very disproportionately distributed in all faculty activity aspects. It is argued that the services provided outside university, is the smallest of all faculty activities, however, quite controversial (Bertrand, Foucher, 2003) due to some reasons:

- The relevance, importance of services provided outside university. In many cases, one may confront faculty who refuse or are not willing to provide services outside university because of their indifference to public needs. Such pressure emerged especially at the end of the twentieth century at the introduction of highlighting university and social partners' cooperation. However, even those teachers, who provide their services outside university, were also criticized for the fact that they, when offering their services mind not so much the university, research, but personal interests (Lamont, 2009). Therefore, the balance of this faculty performance in this field is very fragile and easily disturbed, regardless of whether faculty will be happy or unwilling to participate in the provision of services. In most cases university is not finally decided on the services that university faculty *could or should* provide outside the university to the satisfaction of the general public interests and needs;
- clients receiving these services and the specifics of the service itself. Apparently we are to accept the fact that university faculty are really useful by taking part in various professional clubs, associations, non-profit organizations and etc. But at the same time it should be noted, that some faculty provide their services also to private businesses and organizations and receive significant rewards for their services, knowledge and competencies. At the same time it is worth discussing whether the indirect university sources are not used in such cases, and at work time, the purpose of which is of a different nature than the desire for personal profit;
- discussions on the fact that faculty should be duly compensated and or not compensated in addition for services provided outside university.

This study has identified a relatively low KU faculty service provision outside the University:

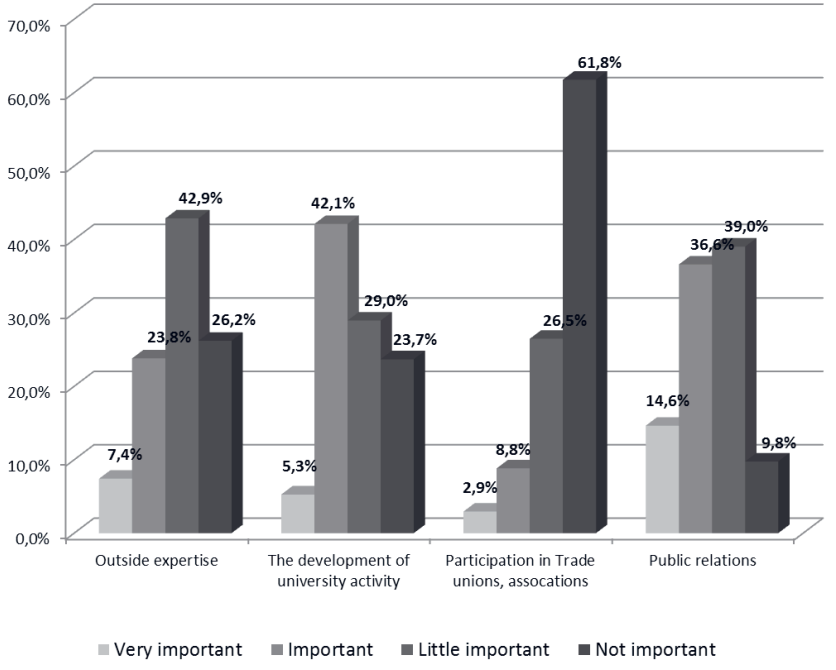

Fig.13 The importance of faculty services outside University

The respondents give the greatest significance to public relations (14.63 per cent), to outside expertise (7.14 per cent). And really very low significance is given to University activity development (5.20 per cent).

Faculty professional development. Faculty professional development is highlighted in this study into a separate activity. However, some authors believe it is not appropriate to single it out because professional development is largely based on self education, as it continues throughout the whole working period, if he or she wishes to maintain the level of professionalism and to improve.

This study inquired about the time (in per cent) for professional development given over the last years.

Table 2 Yearly time for professional development

	In %
Reading, the analysis of scientific literature	28,6
Informal education, self education	18,5
Conferences, seminars	40,1
Meetings	6,1
Informal communication with colleagues	4,6
Meetings with the representatives of cultural, social, economic environment	2,1
Other	-

Therefore, in general we can say that KU faculty develop their skills at conferences, reading, analyzing scientific literature, self educating and in other ways. The study does not provide for professional development time, significant differences neither by position nor on the seniority. This can be interpreted that the service training, that tops off faculty's certification is relevant to all KU faculty.

Aims of KU faculty professional development:

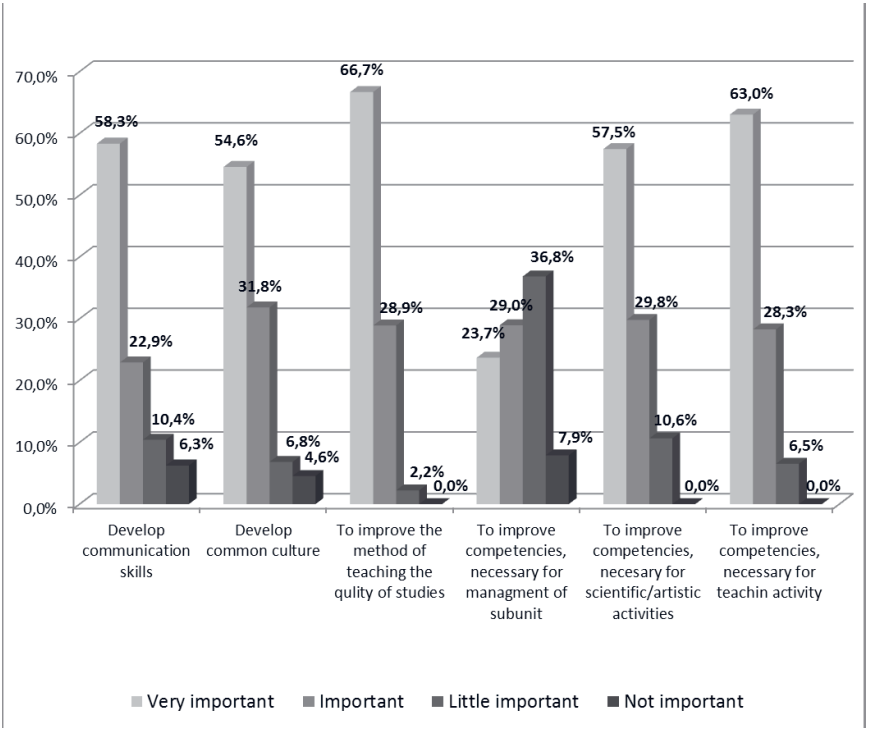

Fig.14 The importance of professional development by separate activity areas

As it can be seen from the above figure, the most significant of KU faculty qualifications area is the development of competencies necessary for a high school didactics (63.04 per cent, and 66.67 per cent), communication skills (58.33 per cent) and the development of research competencies (57.45 per cent). The survey data does not conflict with the Canadian survey data. The Canadian University faculty also seeks their own similar professional development goals: the improvement of competencies in research and higher education didactics areas.

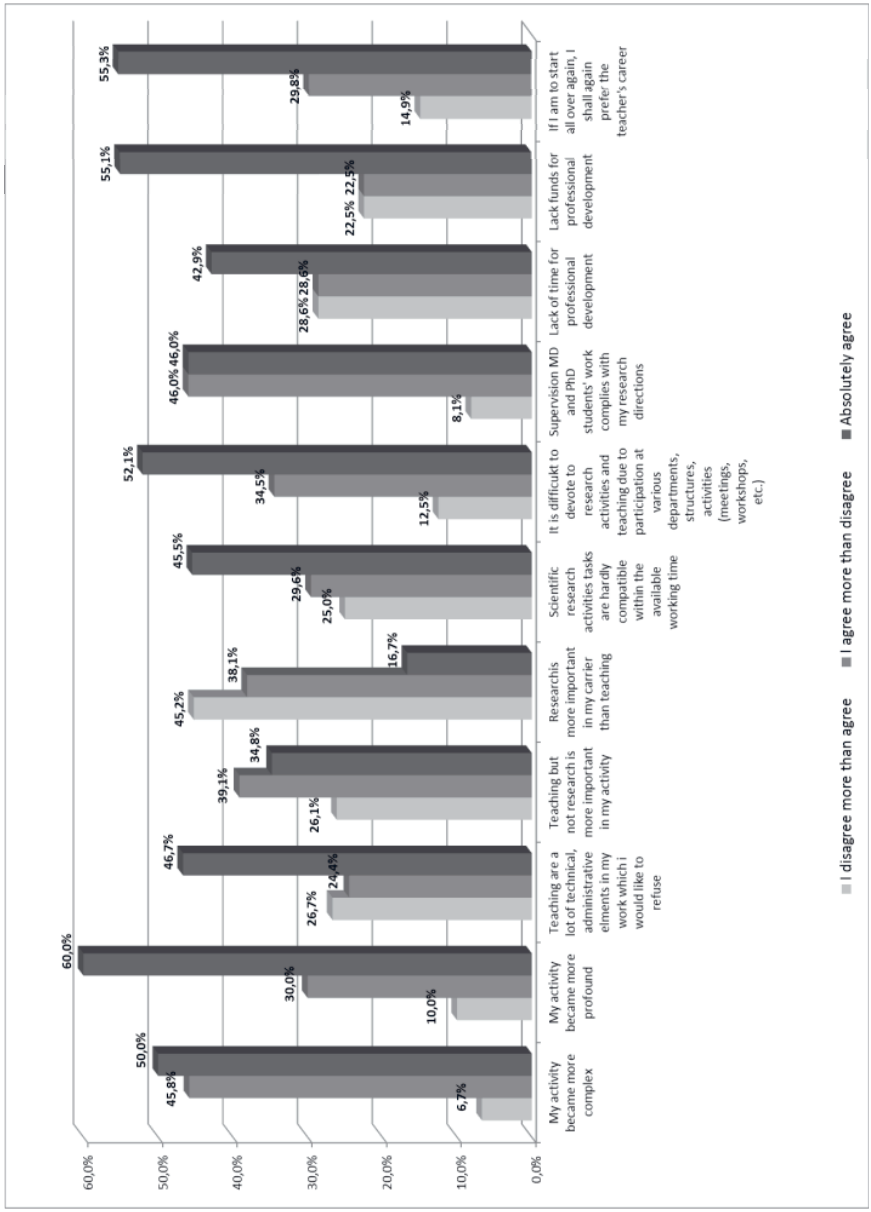

Fig.15 Teacher performance multifunctionality and its problems

Most of KU faculty agrees with the statement that their activities have become more integrated (50 per cent) and more complex (60 per cent). Some of faculty (44.67 per cent) believes that there are a lot of technical, administrative operational elements their work that they would refuse. Also nearly half of the respondents (45.45 per cent) think that the time hardly compatible with scientific research and educational activities. There is not often enough time (42.86 per cent), funds (55.10 percent) for professional development. Though University faculty activity became more complex and profound, however, more than half of the respondents (55.32 per cent) absolutely agree with the statement of choosing teacher's carrier again if to begin everything anew. The professionalization of university faculty in Lithuania should not claim to receive anticipatory answers to all faculty's professional practice typical situations issues , however, the attention shall be paid to the complexity of activity situations, variety and the acquisition of sources (knowledge, competencies, attitudes, values and behaviors, experiences, etc..), skill to combine among those sources, the construction of source combinations, improvement in order to master the activity situations.

World practice reveals that teacher professionalism, professional development can express and be introduced into the university's activity strategy in many different ways. Various models and scenarios are installed or implemented in European and world universities. For example, in Australia, Norway, United Kingdom, Sweden they support future faculty professional training activities in the field of high education didactics. In the United States, New Zealand, the Netherlands this matter is left to universities. Belgium, Canada are satisfied with the fact that high school didactics centers are located in universities, where specially trained consultants provide support / assistance to teachers in solving didactic problems. French high school didactical skills are usually developed in doctoral studies, but a common university has the established advisory centers for teaching the development of didactic performance.

However, in the countries that sustain the idea of the mandatory high school didactics preparation, still have ongoing debates about what kind of training (basic and continuing) is, or could be more efficient. In other cases they are debating, whether all faculty shall undergo professional development program: all faculty or just newly hired to work and without a high school didactic education for whom the training program is only mandatory? What should be the amount of such a program? Should its

content be directed to the most common problems of didactic activities, etc.? It is considered at present that university would offer its faculty multidimensional professional development program, which could harmoniously bring together courses, seminars, and a specially established center support: consultants / support services (Hénard, 2010). Klaipėda University is interested in faculty professionalization. At the same time it should be noted that in European universities faculty professional development or support / assisstance is observed not by faculty itself, but by the authority or on the initiative of a high school didactics center (Charlier, 2011), which is quite often of local nature, varies depending on the university unit and, therefore, difficult to envisage within the context of university (Romainville, Rege, 2006). Klaipėda University faculty is interested in their faculty professionalization.

Professionalization model. The model of University faculty professionalization could be based on the isolated basic university faculty activity areas, their specific and isolated activities typical situations, typical to many university faculty and competencies, necessary for the mastering of these activities typical situations, evaluation and improvement by a variety of professionalization measures. Below figure refers to the main teaching activities based on the analysis of scientific literature, authors ,personal experience and the monitoring of faculty's actual performance:

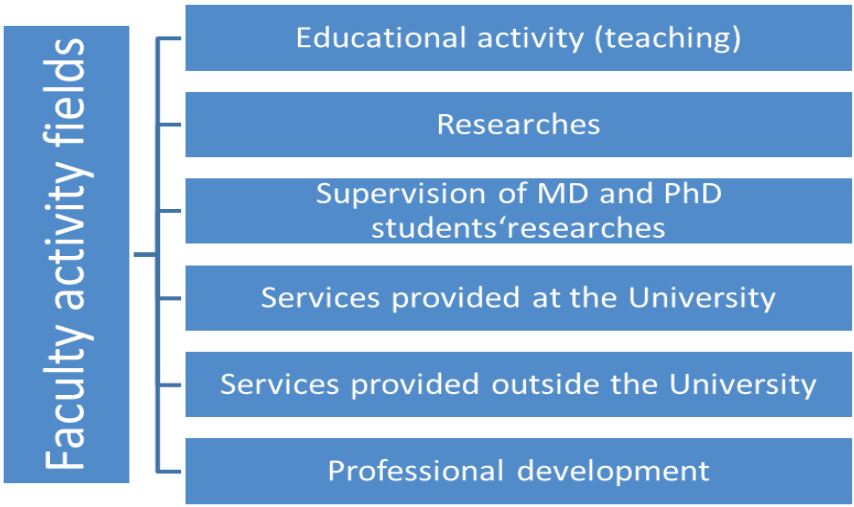

Fig.16 University faculty professionalization model by activities

The distinguished University faculty activities do not contradict to the presented university faculty model by D. Bertrand (1991; 1993) or G. Le Boterfo (2012), with the distinguished, as it has been mentioned, basic activities*: educational activity (teaching), researches, supervision of MD or PhD research, services provided at the University, services, provided outside the University, professional development.* The difference is that profesor G. Le Boterf combined teaching with the assistance to students who are facing cognitive and affective problems. Among the main areas G. Le Boterf model does not provide for the professional development as this is an integral part of the teacher‘s existence based on a very simple logic - who do not learn and make no progress, do not practice self-learning must stop teaching others.

Table 3 Typical professional activity situations by the distinguished faculty activities (Le Boterf, 2012)

Teaching and assistance to students	- develop a subject program; - develop a subject program with professionalization form,; - prepare and realize a motivating lecture and assess learing achievements; - develop and supervise the learning situation (case analysis, problem solution, project development), also assess learning achievements); - introduce tutorship to students with problems.
Researches	- develop, realize, assess personal research project; -prepare, supervise, assess the collective researches; - seek and combine individual or collective research funds; - present research results in the adapted terminology; - invest constantly own research into teaching activity.
Supervision of MD and PhD students‘ researches	- pursue student‘s research monitoring; -prepare a student for the defense of dissertation; - assess the final content of a dissertation); - take part in thedissertation defense committee;

Services provided at the university	- development of study program budget; -assurance of the administration of study program; - participation in the activity of University councils; - passing on professional experience (teaching and researches) to other teachers; -organization of colloquiums or seminars to University community.
Services provided outside the university	- provide expertise services to outside organizations; -co-operate with the asssociations of ones professional field; - organize training to persons outside University; - organize colloquiums or seminars outside University;

Though the table illustrates just a few separate University faculty typical activity situations, they can be adjusted, supplemented by other activities commonly occurring situations, but this requires specific studies. Once activities and typical faculty activity situations are identified, then competences, necessary for mastering situations and the development of professionalism, professionalization assurance can be envisaged.

Today the necessity of establishing Professionalization center[1] at Klaipėda University is to be emphasized. Emphasis should be given to the name of the center in view of the future center entirety of activities carried out by university faculty and activity functions, as well as the image of the center.

The main *mission* of Professionalization center could be such: to facilitate faculty's professional development. *Services provided* to the faculty by Professionalization center:

- offer of various primary and continuous education modules;
- assistance to the faculty or their group when solving didactic problems;
- organizing "practice communities" with the aim to share or accumulate experience lessons;
- management of professionalization intended for information sources center.

The structure of Professionalization center: consultants, advisors network, consisting of professionals with expertise in various didactic methods, techniques, and able to provide consulting services on time.

Director is the manager of Professionalization center who works full time. Coordination and activation are its main activity function; Council consists of the representatives from all University faculties and exercises

the assessment of annual Professionalization center performance.

As it has already been mentioned, in those countries, which are interested in university faculty readiness for activity, discussions are held about the primary and continuous teacher training. On the opinion of G.Le Boterf primary readiness, to be realized by Professionalization center, could be dedicated for newly hired to the work teachers. This readiness may include the following modules, such as the preparation of the motivating lecture and its realization, faculty's activity specifics, basics to the didactics of the subject, the construction and the management of the case situation, Klaipėda University: strategic planning, business organization, the peculiarities of educational activity, the importance of new reflections, etc.

Professionalization center could also provide continuous learning services for University faculty, for example: education achievements, gained within variuos learning environments, assessment and recognition, the assessment of student's learning achievements, gained at lectures; preparation of methodical materials for distance studies; tutorship application to students with learning difficulties, cases; producing attractive visual aids and others.

Conclusions

Researches on University faculty professionalization, based on a structural functionalist approach, are fragmented and sparse in Lithuania. Foreign countries researches provide information on the fact that similar trends are manifested in various universities: university faculty activity experiences rather qualitative than quantitative nature transformations. Faculty organizational structure consists of the following fields of activity: educational activities (teaching), research, supervision of MD and / or PhD students research work, services provided at the university and outside the university, and professional development (service training).

After the empirical, pilot study, it can be said that KU faculty form the core of the academic community group that ensures the provision of educational and research activities at the University. However, the faculty structure distinguishes in certain heterogeneity.

The study noted that educational workload is quite high, compared to other foreign countries. KU faculty teaching workload is reduced usually only if the person holds managing positions rather than for the development of research activities. KU faculty workload is not uniform, but the

spring and fall semesters do not differ significantly.

Although the educational activity (teaching), on the opinion of KU faculty, is one of the priority, however, it is also not short of problems, in conjunction with the professionalization of university faculty, because not only the most of KU faculty, but also other Lithuanian universities and foreign faculty are self-educated in the sense of high school didactic. The study found that KU faculty activities do not distinguish themselves particularly in abundant variety of the didactic methods. The application of ICT (Information and Communication Technologies) in the study process extends KU didactic tools "arsenal" and apparently compensates the lack of the didactic methods diversity.

KU faculty believes that counseling, supervision of students' research work is a complex activity, but the time and efforts are not properly assessed in respect to the aspects of the faculty career or professional development, or pay. Students' counseling, supervision of research work should be further developed to include in the following activities other university faculty, not just heads, and to increase students' responsibility for research activities and the project.

Research is one of the priority areas of the University faculty. Though the majority of KU faculty take part in research programs, however not very high percentage of them express themselves in interdisciplinary programs; a little greater percentage of the participants is found in interuniversity or international research programs. On the opinion of KU faculty, researches are financed by the University and from project funds. The dissemination of research results are in process while reading reports at scientific conferences and while writing and publishing scientific articles.

The faculty provides also other services to the University; the content is rather various, eg. Management of department, faculties, research institutes, scientific councils, research programs, other University subunits, participation in the activity of various committees, commissions, Senate, subunits or in coordination of project activity, etc. Either way, these services respond to the quality of studies, research and to the requirements of the coordination of other activity.

Faculty services outside the University are clearly defined neither in KU, nor in foreign universities. They are mostly disproportionately distributed among all the faculty. The content of the faculty services outside the University: public relations, external expertise, participation in non-profit

organizations, Trade union, association, etc. activity. The respondents gave the greatest significance to public relations, external examination. And really very low significance is given to the development of the University activities.

According to the respondents the most significant KU faculty qualifications are the development of the necessary high school didactics competencies, the development of communication skills (and the development of research competencies).

After the empirical research, it must be assumed that some activities are considered priority by the faculty themselves (for some research, for others educational activity), and the other are given inferior consideration. It is, therefore, problematic to speak of a professional university teacher (especially the one who has just started university career) on the sense of holistic professionalization / professionalism. Not to mentioned the fact that not only the majority of Lithuanian university faculty are self-educated in the sense of high school didactic. We have to talk about the contours of professionalization of university faculty, however, the real Lithuanian university faculty professionalism and professionalization state can only be provided by detailed research, and the loopholes of professionalism and professionalization can be reduced or eliminated by the creation of the University Professionalization center serving especially newly recruited or already employed faculty and by implementing of the professionalization model.

The model of University faculty professionalization could be based on the main University faculty activities (relatively, they could be such: educational activity, supervision of MD or PhD students' research work, scientific research, services provided at the University, services offered outside University and professional development), distinguished typical activities situations and competencies, required for mastering these activities typical situations, the determination and improvement by a variety of professionalization measures.

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