ABSTRACT

Title of Dissertation: AN EXAMINATION OF FACULTY DEVELOPMENT PRACTICES AT THE AMERICAN COMMUNITY COLLEGE

Mary Elizabeth Robinson, Doctor of Education, May 2011

Dissertation chaired by: Rosemary Gillett-Karam, Ph.D.

Community College Leadership Doctoral Program

The purpose of this quantitative study was to examine faculty development practices at public community colleges. Using Gaff's (1975) *Alternative Conceptions of Instructional Improvement Model* as a conceptual framework, a set of research questions *were* selected for the purpose of examining Gaff's three dimensional construct of faculty development practices (faculty development, instructional development, and organizational development) at community colleges.

The findings from this study suggest that a major concern for community college leaders and their faculty development coordinators will be in the identification of ways to effectively implement faculty development practices. This may lead to building a build a bridge between faculty interests (faculty development) and teaching and learning (instructional development). Community colleges will also need to adapt their practices to accommodate changing needs of accrediting agencies and other external policy makers (organizational development) while remaining focused on the learning needs of students.

One particular finding from this study was that faculty personal interests influenced faculty development practices at community colleges. Location (urban, rural, suburban, multi-location) was a variable that was critical in the following ways: (a) chief academic officers or vice presidents of instruction with less than three years of experience were in charge of faculty development at all locations; (b) faculty development practices varied at all locations; (c) faculty interests and concerns across all locations were the top program influences; (d) at no location was there a consensus about current faculty development practices; (e) at urban, rural, and suburban locations program assessment was identified as a major emergent direction; (f) location made a difference in primary purposes and challenges; (g) the direction of faculty development varied among all location; and (h) community college faculty development activities are offered a minimum of “twice a year” at all locations.

AN EXAMINATION OF FACULTY DEVELOPMENT PRACTICES AT THE AMERICAN COMMUNITY COLLEGE

by

Mary Elizabeth Robinson

A Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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has been approved

May 2011

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THIS DISSERTATION IS DEDICATED TO MY NIECES, NEPHEWS, AND MENTEES. IN THE WORDS OF MARY MCLEOD BETHUNE, *"I TOO LEAVE YOU A THIRST FOR EDUCATION."*

Ashlee

Bridgette

Cameron

Charles

Christopher

Darryl Jr.

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Devin

Eric

Fallon

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Janyrra

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Elizabeth Robinson; Alexander Robinson, Jr.; Alexander Robinson, III; Eric R. Robinson; Jerome E, Robinson; Alice Robinson; Lawrence and Edna Johnson; and Dr. Ernest Gilbert Allen. The end has justified the means, *veni, vidi, vici*; that is to say, I came, I saw, I conquered. *Selah!*

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CHAPTER I

INTRODUCTION

The need for faculty development at the American Community College has evolved into a top priority issue over the last several decades (Murray, 2002, Grant & Keim, 2002; McAfee, 2008; Stern, 2003; Stolezenburg, 2002; Wallace, 1976; Wallin & Smith, 2005). For some higher education institutions, the terms *faculty development, professional development*, and *staff development* have similar meanings (Murray, 2002). Some scholars in the field of teaching and learning suggest that the term faculty development has been used to imply staff development or faculty training (Alfano, 1994; Eble & McKeachie, 1985; Gaff & Simpson, 1994; Murray, 1999; O'Banion, 1981; Sprouse, Ebbers, & King, 2008). Although traditional interpretations of the term faculty development and associated activities have included sabbaticals, research grants, and funding to attend professional meetings, many community colleges have expanded that interpretation to include a broader range of activities inclusive of the needs of community college faculty (Professional Organization Development Network of Higher Education [POD Network], 2007). In the context of this study, faculty development was defined as, "programs or activities to enhance an individual faculty member's personal development" (POD Network, 2007, para. 1).

There is a consensus among higher education scholars regarding the need for on-going faculty development. For example, Wesley (2005) indicated that faculty should be asked to be cognizant of the professional and instructional

challenges required to remain abreast of current practices in teaching community college students. McAfee (2008) warned that “Faculty development is no longer a luxury for community colleges but a necessity in addressing the needs of the evolving student population in today’s community colleges” (p. 10). Faculty development can be a means for community colleges to provide faculty with tools necessary for meeting the learning needs of students entering through the open-door (McPhail & Costner, 2004).

The literature revealed that there is a wide range of faculty development practices occurring at community colleges (Amey, 2000; Bergquist & Phillips, 1975a; Cohen & Brawer, 2008; Grant & Keim, 2002; Hammons, Smith & Watts, 1978; Hasting-Taylor, 2006; McAfee, 2008; Murray, 2001; Wallin, 2002; Watts & Hammons, 2002). Bellanca (2002) stated:

> More than any other time in their history, community colleges need to plan and provide professional development programs for their faculty and staff. Faced with an increasingly diverse student body with varying expectations, learning styles, and services preferences; new and growing competition; technological advancements; and changing governmental policies and societal demands, community colleges can no longer respond in traditional ways. (p. 35)

Given the complexity of challenges facing community college faculty, not the least of which is the increase of non-traditional students, a strongly-focused

and well-funded faculty development program can be instrumental toward advancing new initiatives in teaching and learning (Sorcinelli, Austin, Beach, & Eddy, 2006). Some researchers argued that as the need to respond to challenges of faculty and faculty development program grows, the need to examine faculty development practices grows concurrently (Baldwin & Blackburn, 1981; Cox & Richlin, 2004). According to Rouseff-Baker (2002) ongoing faculty development programs, faculty leadership teams, and a supportive administration were helpful in managing the many changes institutions must address to thrive in the twenty-first century.

Statement of the Problem

The changing economic, political, and social landscape of higher education and the associated transformations of educational delivery systems, as well as the increasing diversity of the higher education student population has created an increase interest in faculty development practices. The problem is contemporary community colleges have not adapted and adopted faculty development practices to address the emerging learning needs of students. Mounting pressures and criticisms are creating a sense of urgency about the need to better adapt pedagogy to the learning needs of a rapidly changing student population. As a result of these pressures and criticisms, there is unprecedented attention focused on faculty and the adaptability of faculty development programs to fulfill the teaching and learning mission of the college (Murray, 2002; Palm, 2007; Rouseff-Baker, 2002; Sides-Gonzales & Byrd, 2002;

Smith, 2007; Waiwaiole & Noonan-Terry, 2008; Wallin, 2002). Barr and Tagg (1995) posited that the role of the community college faculty has changed. They argued that the new role for community college faculty is to facilitate learning and to serve as coach or mentor in an increasingly diverse classroom. Bellanca (2002) observed that the emerging need for faculty development at the community college was due to the new and increasingly diverse student population.

The present study was an examination of faculty development practices at community colleges. This quantitative study was an exploration of faculty development coordinator's views about the primary purposes of faculty development, faculty challenges, challenges in faculty development programs, current practices, emergent directions, faculty development activities. The researcher also explored the faculty development coordinators' predictions about the direction that faculty development practices would take in the future, as well as their views about the desirable directions that such practices should take. Additionally, the study sought to determine whether faculty development coordinators have different perceptions of faculty development practices at their respective institutions based on certain institutional characteristics such as, amount of program budget, faculty development coordinators' length of service of faculty development coordinators, and location of institution, the researcher examined the differences in faculty development practices in three areas: faculty development, instructional development, and organizational development.

Sorcinelli et al. (2006) argued that if faculty development is to succeed in higher education, a much clearer understanding of the program goals and primary purposes, influences, challenges, current practices, and future direction is needed. Sorcinelli's (2006) research on faculty development provided new ways for higher education professionals to examine the scope of faculty development and their survey, *Envisioning the Future of Faculty Development: A Survey of Faculty Development Professionalism, Sorcinelli,* (2006) was modified to collect feedback for this investigation.

Conceptual Framework

The conceptual framework guiding this investigation was Gaff's (1975) *Alternative Conceptions of Instructional Improvement Model.* In this model, Gaff described faculty development as an attempt to respond to a fundamental and enduring issue, "How to develop the professional and personal talents of faculty, particularly as they pertain to their most central professional activity, providing effective instruction to students?" (p. 10) He identified and categorized faculty development into three major components: faculty development, instructional development, and organizational development.

The faculty development component involved promoting the faculty member's individual development. According to Gaff, faculty development programs help faculty to (a) explore their attitudes about teaching and learning, (b) acquire more knowledge about educational matters, (c) develop additional skills, (d) enhance their sensitivities, (e) improve their relationships with students

and colleagues, and (f) consider the teaching role in relation to other professional responsibilities. Gaff explained, “Faculty development is based on and supported by intellectual foundations, such as clinical psychology, developmental psychology, social psychology, psychiatry, and socialization” (p.10). Within the faculty development component, seminars, workshops, and retreats can be used as instructional techniques to improve aspects of faculty personal or professional development (Gaff, 1975).

The instructional development component of Gaff’s model focused on courses or curriculum to improve learning, preparation of learning materials, course redesign, and systematic instruction. The intellectual bases for the instructional component in Gaff’s model stemmed from education, instructional media and technology, learning theory, and systems theory. Instructional development projects within this component included producing new learning materials or redesigning courses, and offering workshops on writing objectives.

The organizational development component emphasized the interpersonal aspects of teaching and learning. Gaff framed organizational development as a social, as well as an individual activity. In order to create a more effective teaching and learning environment, this component was a means to concentrate on the institution as a whole or a sub-unit, such as a division or department. The intellectual bases for organizational development were organizational theory, organizational change, and group processes. Also, according to Gaff, some

typical activities under organizational development were techniques for faculty to define common goals, implement policies, and evaluate results.

In applying Gaff's three components (faculty development, instructional development, and organizational development) to this study; it was determined that faculty development practices at community colleges can be identified, categorized, and assessed within the context of his *Alternative Conceptions Instructional Improvement Model.* Table 1 displays the focus, purpose, intellectual bases, and typical activities for each component of Gaff's (1975) *Alternative Conceptions Instructional Improvement Model.*

Table 1

Alternative Conceptions of Instructional Improvement Model

	Faculty Development	Instructional Development	Organizational Development
Focus	Faculty members	Courses/Curricula	Organization
Purpose	Promote faculty growth; help faculty members acquire knowledge, skills, sensitivities, and techniques related to teaching and learning.	Improve students' learning; prepare learning materials; redesign courses; make instruction systematic.	Create effective environment for teaching and learning; improve interpersonal relationships; enhance team functioning; create policies that support effective teaching and learning.
Intellectual Bases	Clinical, developmental, and social psychology; psychiatry; socialization.	Education, instructional media and technology, learning theory, systems theory.	Organizational theory, organizational change group processes.
Typical activities	Seminars; workshops; teaching evaluation.	Projects to produce new learning materials or redesign courses; workshops on writing objectives; evaluating students.	Workshops for group leaders or team members; action research with work groups; task forces to revise organizational politics.

Source: Gaff, 1975

Gaff's (1975) conceptual framework has been used in previous studies. Murray (1999; 2002) used Gaff's work to examine faculty development from a national perspective. Finlay (2005) used the model to investigate administrator's

perceptions of faculty development in the State of Florida. Gillespie, Hilsen, and Wadsworth (2002) used the model to explore faculty development resources and types of faculty development activities in higher education. Gaff's (1975) framework continues to be one of the most cited faculty development conceptual frameworks in higher education. For example, Sorcinelli (2006) used Gaff's faculty development model as a framework to examine contemporary faculty development practices in higher education. Furthermore, Sorcinelli explained, "This conceptual framework can also help in outlining core activities, guiding budgetary decisions, and prioritizing the use of limited resources" (p. 42).

Specifically, for this study, Sorcinelli's (2006) research, *Creating the Future of Faculty Development: Learning From the Past, Understanding the Present* brought Gaff's work to the present. Sorcinelli (2006) observed that the scope of faculty development has expanded to include new ways to engage faculty in different instructional strategies. Their research demonstrated that there were variations in faculty development among the different institutional types defined as Research and Doctoral, Liberal Arts, Community College, and Canadian. The key findings from Sorcinelli's (2006) work were useful and relevant in conducting this study. Of the 300 institutions participating in the Sorcinelli (2006) study, only 42 were community colleges. While Sorcinelli's work advanced understanding about the future direction of faculty development in higher education; their findings suggests the need to further examine faculty development practices at community colleges. Thus, Sorcinelli's research

provided a contemporary perspective for analyzing the data collected in the present study on faculty development practices at community colleges.

The researcher used the faculty development, instructional development, and organizational development components from Gaff's (1975) model to develop a conceptual framework for examining faculty development practices at community colleges. Figure 1 presents a visual representation of the conceptual framework used to guide this study.

Figure 1. Researcher portrayal of faculty development practices

Research Questions and Hypotheses

The research questions guiding this study were designed to collect quantitative data to examine faculty development practices at public community colleges. Questions 1 through 5 employed descriptive statistics to measure responses.

1. What are the features that characterize the institutions where faculty development coordinators are employed?
2. What are faculty development coordinators' perceptions of the three areas of faculty development practices: faculty development, instructional development, and organizational development?
3. What factors influence faculty development programs?
4. What are the current practices of faculty development programs at community colleges?
5. What are the emergent directions of faculty development programs at community colleges?

Questions 6 through 8 used inferential statistics that called for hypothesis testing. The null hypotheses below were tested; and the level of significance was set at the $\alpha = .05$ level.

6. Is there a significant difference in faculty development practices among the five budget groups (0 to 2001, 2001 to 4000, 4001 to 6000, 6001 to 8000, and 8001 or more)?

   H_{o1}: There is no significant difference in faculty development practices among the five budget groups (0 to 2001, 2001 to 4000, 4001 to 6000, 6001 to 8000, and 8001 or more)?
7. Is there a significant difference in faculty development practices among the five length of service groups (1 to 3

years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

H_{o2}: There is no statistically difference in faculty development practices among the five length of service groups (1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

8. Is there a significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

H_{o3}: There is no significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

The researcher also sought to identify specific issues relating to faculty development practices at community colleges. Therefore, faculty development coordinators were given an opportunity to express their opinions by providing brief written responses to open-ended questions, as questions 9 through 15 listed below:

9. What are the top the three primary purposes that guide faculty development programs at community colleges?
10. What are the top three challenges facing faculty members?
11. What are the top three challenges facing faculty development programs?

12. What are the top three challenges that can be addressed through faculty development?
13. In what direction did participants think faculty development should move in the next decade?
14. In what direction did participants think faculty development will move in the next decade?
15. How often were faculty development activities offered at participating institutions?

Rationale for the Study

Among community college educators, faculty development has inherent value (Austin, 2002b; Brawer, 1990; Caldwell & Sorcinelli, 1997; Diamond, 2002; Grant & Keim, 2002; Green, 1990; Lewis & Lunde, 2001; Manzo, 1996; Maxwell, & Kazlauskas, 1992; Murray, 1999, 2002; O'Banion, 1994; Townsend & Twombly, 2007). Both internal and external stakeholders (based on a wide range of factors) are calling for more effective faculty development programs (McAfee, 2008; Murray, 1999, 2002; Wach, 2007). The Commission on the Future of Community Colleges (1998) found that faculty development at community colleges was absolutely crucial. Community colleges nationwide are encountering instructional development problems associated with an aging full-time faculty population; a relatively inexperienced incoming younger generation of full-time faculty; and escalating numbers of adjunct-faculty as such, the need

for faculty development is becoming more evident and crucial, (Eddy, 2005, Murray, 2000; Roueche, Roueche, & Milliron, 1995; Watts & Hammond, 2002).

Faculty development is not optional, but a necessity for all faculty to improve teaching practices (Chism, Lees, & Evenbeck, 2002; Millis, 1994; Sprouse et al. 2008). Gappa, Austin & Trice (2007) noted positive benefits of faculty development, stating, “Attention to faculty development enriches the individual faculty, builds on and expands the faculty abilities, and contributes to the quality of the institution” (p.10). Since community colleges have multiple missions and provide programs and services based on their unique resources, it is logical to examine faculty development practices by exploring how institutional characteristics influence faculty development practices.

Significance of the Study

An examination of faculty development practices at community colleges may aid research in several ways, and the findings of this study are significant for several reasons. First, faculty development coordinators are afforded an opportunity to re-examine faculty development programs at their respective institutions. Second, faculty at community colleges is facing profound challenges in this century and this study provides current data from faculty development coordinators by location. Third, the findings from the study may provide information about current practices and emergent directions for faculty development programs. Fourth, the findings corroborate assertions of previous

research that faculty development is linked to ensuring institutional excellence (Gaff & Simpson, 1994, Oromaner, 1998; Murray, 2002).

Assumptions of the Study

The researcher made the following assumptions about the investigation:

1. The survey served as a valid and reliable tool for examining faculty development practices at community colleges.
2. Participants were knowledgeable about faculty development practices; they were straightforward, and did not deliberately falsify their survey responses.
3. Valid and reliable data were obtained, recorded, and analyzed.

Delimitations of the Study

Since this study was an exploratory study of faculty development practices only casual relationships can be drawn from the findings by location.

Limitations of the Study

There are three limitations that need to be acknowledged and addressed regarding the present study:

1. The findings are limited to selected public community colleges within the six-accreditation regions.
2. The participants were drawn from a single group of community college educators, the highest-ranking professionals responsible for faculty development at each

community college based on the outcomes of the stratified sampling approach.

3. The response format for collecting data on institutional budgets places the highest budget category (amount of program budget) at $8001 or higher. This format places limitations on interpreting the range of faculty development budgets beyond this interval.

Definitions

The terminology of phrases often-used regarding faculty development programs for this study is extensive; however, several key terms resonated throughout the investigation, and a brief description of each is useful.

1. Rural community college refers to public two-year institutions with a physical address outside the 100 largest standard or consolidated metropolitan statistical areas (Eddy & Murray, 2007).
2. Suburban community college refers to community colleges inside an urbanized area outside a principle city (Tietjen-Smith, Masters, Smith, & Waller, 2009).
3. Urban community college refers to community colleges located in or close to a major city (Hirose-Wong, 1999).

Summary

The need for faculty development at community colleges has evolved over the past few decades and is today considered a particularly critical emphasis for

faculty improvement in the teaching and learning milieu of community colleges. The first part of the chapter introduced the basic definition of faculty development and a brief contemporary discussion on faculty development at community colleges. Although faculty development generally refers to those programs which focus on the individual faculty member, this chapter discussed how the topic of faculty development has evolved nationally for addressing issues such as preparation, training or retraining of faculty.

This chapter presented the statement of the problem, identified the research questions, introduced the conceptual framework guiding this study and the instrument used to collect data and examine faculty development practices at public community colleges. The latter part of the chapter explained the rationale for the study, significance of the study, assumptions, delimitations, limitations, and operational definitions guiding this investigation. Chapter two provides a discussion of the literature relevant to this study.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to examine faculty development practices at public community colleges. This chapter provides a review of relevant literature, which is divided into three major categories. The literature discussed in the first category examined the historical perspective of faculty development in higher education. The second category is a review of the three theoretical foundations of the components of Gaff's (1975) faculty development model: faculty development, instructional development, and organizational development. The third and final review category explores the scholarship of community college faculty development.

Faculty Development in Higher Education

In the 1900s, Harvard University began offering faculty development to support faculty personal development and professional growth, which took shape in the form of sabbaticals to provide release time for respite (Eble & McKeachie, 1985; Schuster & Finklestein, 2006). As such, sabbaticals are considered the earliest form of faculty development in higher education (Sorcinelli, 2006).

Between the end of World War II and the early 1970s, the number of college and university professors tripled (Schuster & Finklestein, 2006). As the number of professors increased, the significance and purpose of faculty development programs were questioned (Eble & McKeachie, 1985). The changes in higher education produced new types of faculty development

programs. In 70 years, faculty development programs transitioned from sabbaticals as respite to include a variety of activities and special programs that attempted to improve institutional effectiveness (Alstete, 2000; Eble & McKeachie, 1985; Schuster & Finklestein, 2006).

Researchers observed that the expansion from a focus on sabbaticals to a focus on instruction was done to address the disciplinary expertise and pedagogical skills of faculty (Alstete, 2000; Centra, 1978; Nelsen & Siegel, 1980). According to Nelsen and Siegel (1980), in the early 1970s, American higher education shifted from a focus on students to a focus on faculty. They provided three important factors which drove the change in faculty development: (a) administrators concerned about decline in faculty turnover, (b) student involvement in faculty and teaching, and (c) faculty personal interests. Ten years later Gaff and Simpson (1994) claimed:

> At a more conceptual level, faculty development has moved slowly from a fragmented, often misunderstood, and peripheral position to an integrated, better understood, and more centrally located position of importance within the institution. It is on the verge of becoming fully institutionalized in American higher education. (p. 173)

In the changing environment of higher education the premium placed on quality teaching continued to grow, and the need to fully utilize skills and talents of faculty increased (Caldwell & Sorcinelli, 1997, Lail, 2009); hence, researchers

sought to identify ways to characterize faculty development in higher education (Amey, 1999; Bergquist & Phillips, 1975a; Centra, 1975; Brancato, 2003; Diamond, 2002; Nelsen & Siegel, 1980; Toombs, 1975).

Sorcinelli (2006) categorized the history of faculty development in higher education by decades which they called “The Five Ages” (p. 2). They proposed that faculty development was a key strategic lever for ensuring institutional quality and supporting institutional change. They observed that within the context of today’s higher education environment, faculty development was essential to both the individual faculty member and the higher education institution as a whole. The authors explained that faculty development is an emerging issue for colleges and universities:

> To meet shifting expectation for which they may not be fully prepared faculty may need academic support systems and professional learning opportunities beyond those traditionally offered. Providing institutional support for faculty facing changing contexts and new demands becomes an essential strategic choice. We believe that the contours of change require us to rethink how we approach, organize, and support faculty development. (Sorcinelli, 2006, pp. xvii-xviii)

The “Five Ages” of faculty development serve as a framework to examine historical direction for faculty development. Table 2 displays the basic characteristics of the “Five Ages” of Faculty Development.

Table 2

"The Five Ages" of Faculty Development

Years	Category	Change
1950 to 1960s	Age of the Scholar	Few colleges and universities had formal programs aimed at promoting faculty members professional development, and there were few studies of faculty development efforts.
Mid 1960s through 1970s	Age of the Teacher	Foundation support spurred campuses to create faculty development programs.
1980s	Age of the Developer	External funding heightens interest in measuring the outcomes of teaching and faculty development efforts.
1990s	Age of the Learner	Faculty development proposals and recognition were created within education associations, professional societies, and internal consortia.
Early twenty-first century	Age of the Network	Faculty developers were charged with task to enhance the purpose of faculty development.

Source: Sorcinelli et al., 2006

McGriff's (2000) perspective on faculty development was slightly different from Sorcinelli's. McGriff stated, "The key concept to faculty development as a transforming agent of colleges and universities is accepting, understanding, and managing dynamic changes brought about by external an internal factors" (p. 35). Furthermore, he identified four areas that heightened the ongoing need for faculty development in the twenty-first century: (a) the changing socio-

demographics of students, (b) faculty and administration, (c) the effect of societal demands for graduates, and (d) the need to adapt technology to meet current instructional practices. Other contemporary researchers, Murray, 1995; Schuster, Wheeler, & Associates, 1990, have found that faculty development has been on the higher education scene for several decades; however, its impact in the classroom is not readily apparent (Murray, 1999, para. 2).

Theoretical Underpinnings of Faculty Development Practices

Simply describing the many sources of faculty development does not fully convey the scope of the program goals or complexity of the decisions why institutions of higher education design, develop, and deliver faculty development programs. Knowledge of the theoretical underpinnings of faculty development programs provides support for program goals and purposes of faculty development practices at community colleges.

Over the past 30 years, researchers have offered several theoretical frameworks for the nature and scope of faculty development in higher education (Bergquist & Phillips, 1975b; Diamond, 2002; Gaff, 1975; Sorcinelli, 2006; Sprouse et al. 2008). These researchers found that faculty development, instructional development, and organizational development are the major theoretical frameworks that guide faculty development practices. Millis (1994) explained:

> Faculty development can take many guises. Distinctions have traditionally been made between three terms: (a) faculty

> development (activities such as classroom visits or one-on-one counseling intended to improve the teaching skills of an individual faculty member); (b) instructional development (activities such as media support or curriculum design focused on the student, the course, or the curriculum); and (c) organizational development (activities such as campus wide retreats intended to improve institutional resources or climate). In practice, however, these definitions overlap, and virtually all activities affect the individual faculty member. (p. 454)

Faculty Development

The theoretical perspective of faculty development is rooted in human development (Gaff, 1975; McAfee, 2008; Merriam & Clark, 2006). According to Knowles (1990), adults in all professions have an internal desire for continued learning. He observed that adult learners are self-directed, and adults are motivated to learn as they experience needs and interests.

Community colleges respond to the long-term, ongoing training needs of their faculty by offering program and services to promote faculty growth (Cohen & Brawer, 2008; Rouseff-Baker, 2002; Sydnow, 2000; Welch, 2002). Gaff (1975) said, “Substantial numbers of faculty will accept when offered opportunities to improve personal development” (p. 17). There are many programs offered at community colleges in which faculty can receive training. Watts and Hammons (2002) stated “A key challenge for faculty developers is to recognize that

professional development should be to improve the faculty individual performance by focusing on the whole individual and not just the part that relates to his or her job" (p. 25).

Diamond (2002) identified four major outcomes of faculty development: (a) demonstration of the institutions' concern for the individual; (b) improvement in the productivity of individual faculty members through improvement of their teaching effectiveness; (c) facilitation of focused change with more emphasis on what students learn and less on what the faculty member covers; and (d) improvement of faculty attitudes toward teaching. Although it is important to focus on the development of the individual faculty, it is equally important for community colleges to recognize the important role that instruction plays in meeting the learning needs of a diverse student population (Barr & Tagg, 1995; Lail, 2009; McClenney, 2004; McPhail & McPhail, 1999; Mueller, 1991).

Instructional Development

According to Merriam et al. (2007), instructional development is anchored in learning theory. Hill (2002) advanced the notion that learning theories have two major values: (a) language and conceptual frameworks to interpret and explain the learning that takes place and (b) frameworks to look for solutions to problems associated with learning. O'Banion (1973) noted the formal preparation of community college faculty appeared to be a missing link in the community college. He critiqued that these programs were "grossly inadequate" and taught by "narrow, subject-matter specialists" (p. 84). O'Banion's critique is supported

by community college scholars who have suggested that instruction can be improved by creating faculty development programs to assist faculty in developing new teaching skills and strategies (Burnstad, 1994; McAfee, 2008; Murray, 2002; Van Ast, 1999). Gaff (1975) concluded, “If faculty development focuses on faculty, instructional development focuses on the conditions of learning, particularly courses and curricula” (p. 10). He defined instructional development as “the systematic and continuous application of learning principles and educational technology to develop the most effective and efficient learning experiences of students” (p. 47).

The POD Network (2007) depicted instructional development as a three-pronged approach for improving instruction. Based on their framework, instructional development focused on the course, the curriculum, and student learning. In this context, instructional development is different from faculty development in that the intent is to engage faculty in redesigning and developing curriculum and identifying new teaching strategies (POD Network, 2007, para. 1). The intent behind instructional development is to encourage faculty to work together to advance instructional accountability and institutional goals (Murray, 2002; POD Network, 2007).

America is undergoing an economic, political, and social revolution that will require transformation in traditional educational delivery systems at community colleges (Bailey & Smith, 2006). This transformation includes changes in the way community college faculty teach and the way students learn

(Carter, 1998; Cox, 2009; McGriff, 2001). Previous studies have indicated that the traditional graduate school program curriculum does not adequately prepare individuals to pedagogically respond as faculty to the teaching and learning challenges brought on by the open- door policy and mission of the community college (Amey, 1999; Austin, 2002a, 2002b; Lail, 2009; Pollard, 2005; Sprouse et al. 2008). Faculty and administrators generally concur that understanding what and how faculty are teaching can strengthen the community college mission (Gaff, 2007; McPhail & McPhail, 2006; Townsend & Twombly, 2007). With demands on community college faculty to be accountable for student success, there is also increased pressure to improve teaching practices at community colleges (Bragg, Kim, Barnett, 2006; Cambridge, 2005; Hunt, 1993; Miles & Wilson, 2004; Romano, Gallagher, & Shugart; 2010; Simpson, 2002; Syed & Mock, 2008). Developing a cadre of professionally trained faculty for their new roles and responsibilities in the community college classroom requires ongoing faculty development (Austin, 2002a, 2002b; Cambridge, 2002; Smith, 2007). In review of the changing roles of faculty and the changing and increasing diversity of student populations at community colleges, it is apparent that classroom practices must adapt to the varied interests and learning styles of students to improve student learning outcomes (Syed & Mock, 2008).

Amey (1999) argued that because faculty must use different teaching and learning approaches to meet the needs of today's diverse learners, instructional development is a key component of faculty development practices. For example,

faculty must determine ways to improve instruction through the use of technology (Amey, 1999; Cohen & Brawer, 2008; Floyd, 2003; Foote, 1997; Keengwe, Kidd, & Kyei-Blankson, 2009; Medlin, 2001; Waiwaiole & Noonan-Terry, 2008). According to these scholars, faculty must be provided avenues to explore and integrate the newest technologies into their courses. In addition, Cohen and Brawer (2008) identified instructional media training as a current practice in instructional development for assisting faculty to meet the needs of the nontraditional classroom environment. Medlin (2001) contended that strategies to enhance instructional development practices with the use of technology will continue to plague higher education, as institutions struggle to answer the question, *How do institutions develop course materials inclusive of the needs of the current diverse student population?* The answer to faculty resistance to the adoption and integration of technology into lectures continues to be an ongoing discussion of faculty developers (Keengwe, Kidd, & Kyei-Blankson, 2008; McGriff, 2001).

Organizational Development

Organizational development is derived from organizational theory (Priem & Rosenstein, 2000). According to Jones (2004), organizational theory describes how a company operates in the environment (i.e., self-impact) and how the environment affects the company's operational agenda. French and Bell (1990) proposed that organizational development transitions over a period of time. Murray (2002) observed that some faculty development programs have made

little progress in connecting their organizational development program goals to the community college mission. Priem and Rosenstein (2000) called for creating an effective institutional atmosphere in which faculty and faculty development personnel jointly link the mission to faculty development practices. Moore (1997) found that there was little evidence that faculty development programs were a major instrument for institutional change or improvement that was linked to the accomplishment factors that are consistent with the college mission and goals.

Organizational development strategies can be beneficial toward the enhancement of faculty development programs at community colleges. Although virtually every community college has some mechanism in place that might be called faculty development, the program goals and purposes vary widely in type and resources (O'Banion, 1994). Murray (2002) stated, "The most common thread running through the literature is that most faculty development programs lack goals—especially goals that are tied to the institutional mission" (p. 91). To date, the literature suggests that much of the efforts to promote faculty development have targeted the personal and professional growth of faculty, but such programs fall short, because they do not connect these programs to organizational development strategies (Laursen & Roueche, 2009; McAlpine, Amundsen, Clement, & Light, 2009).

The American Community College

According to Cohen and Brawer (2008), one of the strengths of the American higher education system is the community college, defined as "any

institution regionally accredited to award the Associate's degree in Arts or the Associate's degree in Science as its highest degree" (p. 5). The origin of the American community college dates back to Joliet College, in 1901. William Rainey Harper, president of the University of Chicago, is credited with creating the first two-year college in America in response to the increasing number of underprepared students who were entering higher education (Deegan & Tillery, 1985; Piland & Wolf, 2003; Vaughan, 2000).

In 1947, a seminal report from President Truman's Commission on Higher Education recommended that a network of low-cost, public, comprehensive two-year colleges be established (Boggs & Carter, 1994; Quigley & Bailey, 2003). This landmark report identified the role for community colleges in higher education. Quigley and Bailey (2003) indicated that the Truman Commission Report reexamined the higher education system, recommending the removal of any barriers to attaining a college education, such as denying admission based on race or sex. They suggest that the Truman Commission Report led to the open-door policy of the American community college and provided access to all those seeking admission to public colleges. Miller, Finley, and Vancko (2000) contended that the report was integral to the development of the community college, as a segment of the U.S higher education system. In a short period of time, community colleges became a dynamic force by making significant contributions toward meeting the needs of diverse student populations within local communities (Quigley & Bailey, 2003).

According to the American Association of Community Colleges (AACC, 2008a), there are over 1,173 two-year colleges in the U.S., 987 of which are considered to be public institutions. Within the U.S., most urban, rural, or suburban residents have a community college, branch campus, or extension center that is an hour's drive or less from their homes (AACC, 2008a). Katinsas (2003) stated, "Community colleges have distinct characteristics that vary based on control, type, and location which tell a unique story of the significant contribution that community colleges make to the American Higher Education system" (p. 7). Hardy and Katinsas (2006) posited that a classification system for two-year institutions provided a way for community colleges to demonstrate their diversity in enrollment and location.

With community colleges' open-door mission and their location in local communities, there are major differences between community colleges and four-year colleges and universities. Dougherty (1994) explained the difference between community colleges and four-year colleges and universities this way:

> Several key features of community colleges apparently lead them to provide greater access to college than do four-year colleges. Typically, community colleges are closer by, whereas many four-year colleges are located in distant rural areas. They are cheaper to attend, if only because they are commuter schools. And because of their open-door admissions ideal, they are more willing to take non-traditional students: high school dropouts, the academically

> deficient, vocational aspirants, and adults interested in leisure education. (p. 35)

As the mission of the community college changes and adapts, so too should community college faculty have opportunities to change and adapt their approaches to teaching (Sell, 1982). Further, faculty development can help provide training opportunities for faculty renewal, while simultaneously meeting demands of accountability and fostering curriculum and instructional innovation (Sell, 1982). The unique mission and evolution of the community college provides an essential context to better understand faculty development practices in that setting (Grant & Keim, 2002).

Faculty Development at Community Colleges

The response to the need for faculty development at community colleges began in the1970s (Murray, 1999; O'Banion, 1973; Watts & Hammons, 2002). Cohen and Brawer (2008) indicated that the demand for in-service training reached its peak in the 1970s as the expansion of community colleges subsided. Many scholars have expressed several viewpoints about how community colleges have responded to the need for faculty development. In 1995, Murray surveyed faculty development at Ohio community colleges to examine the relation, if any, between professional development and reward structures. He later replicated the same study for community colleges in the State of New York in 1998. In 2002, Murray expanded his study to include a broader population of public community colleges. Hasting-Taylor (2006) conducted a study to assess

the goals and influences, challenges, of faculty development practices at Wisconsin community and technical colleges.

O'Banion (1981) wrote that the purview of faculty development expanded from just a focus on instruction to a focus on organizational development. Watts and Hammons (2002) argued that the overall effectiveness of community colleges could be enhanced through its faculty development programs. Fugate and Amey (2000) contended that a change in the increased diversity of students entering community colleges called for new instructional practices tailored to meet the needs of the ever increasing student populations. These findings suggest that demographic changes were factors contributing to increased attention to faculty development.

According to Watts and Hammons (2002) faculty development at the community college became crucial as this sector of higher education was faced with challenges of public accountability, teaching high risk students, changes in institutional governance, and the need for faculty to embrace technology to improve their instructional strategies. Moreover, Watts and Hammons's (2002) observations about faculty development practices was expressed this way, "No singular event heralded the start of the movement; it simply developed out of the rapid growth that community colleges were experiencing at the time" (p. 5). Wesley (2005) cited several factors that contributed to the need for faculty development at community colleges: (a) the graying factor (b) need for enhanced

technological skills, (c) heterogeneity and underpreparedness of students, and (d) a shift in pedagogy practices.

By their history and tradition, community colleges are committed to serving a broad range of students of all races and typically have support programs to help these students (AACC, 2010; Cox, 2009; McClenney, 2004; Rendon & Valadez, 1994; Townsend & Twombly, 2007). Trained and talented faculty members have played a major role in the college's ability to respond to students' needs (Austin, 2002a). More than in the past, some scholars argue that expanding the role of faculty development is not optional for community colleges, but integral in the overall development of faculty to meet the needs of a diverse student population, and contribute to institutional effectiveness (Community College Survey of Student Engagement [CCCSE], 201; Grant & Keim, 2002; Murray, 2000, 2002).

Factors that Influence Faculty Development

Several contributing factors (e.g., mission, diverse student populations, and the changing role of community college faculty) propelled faculty development into the forefront of a nationwide discussion among community college educators (Barr & Tagg; 1995; Bellanca, 2002; Bettinger, & Long, 2009; Bragg, Kim, Barnett, 2006; Eddy & Beach, 2005; Grant & Keim, 2005; McPhail & McPhail, 2006; Murray, 2002; O'Banion, 1981, 2003; Toombs, 1975; Wallin & Smith, 2005). These forces influenced the current process of teaching and framed the key basis for designing and implementing faculty development.

First, it is evident that the mission of the community college is expanding. If the mission of the community college shapes the programs and services of the institutions, then community colleges may want to better understand the need and impact for faculty development to assist faculty in individual professional growth (Alfano, 1994; Grant & Keim, 2002; McPhail & McPhail, 2006; Murray, 2002; Wallin & Smith, 2005; Watson, 2005). Faculty development activities may ensure that faculty remain current in their disciplines and create an effective environment for faculty to remain aware of institutional policies and procedures (Grant & Keim, 2002; Oromaner, 1998). Murray (2002) postulated that community colleges must connect faculty development to the mission of the community college. Murray stated:

> The menu of choices should be tied directly to the institutional mission. Faculty should be allowed to select from a menu of activities that meet their goals and the institutional goals. In this way, both the institutions and faculty can grow in ways that ultimately benefit the students they serve. (p. 92)

Grant and Keim (2002) argued for the development of a comprehensive approach to faculty development: “In essence, if community colleges are to recruit and retain quality faculty, a formal, comprehensive development program to orient, enculturate, renew, and develop all faculty is crucial to the success of institutional missions and individual faculty goals” (p. 805). In other words, faculty

development has emerged as an important issue in the community college. Alfano (1994) posited:

> Community colleges currently face some the most difficult challenges in their history. Increases in student enrollment, budgets and heavy workloads, have created tremendous pressures on the faculty, staff, and administrators of community colleges. Faculty and staff development projects are sometimes the only avenue to relieve pressures by allowing community college faculty to link with professional colleagues, to modify and improve instructional material and delivery, and to keep the spark of creativity and enthusiasm alive for themselves and their students. (Summary, para. 1)

Second, the ever-increasing diversity of the student population at community colleges has brought an unprecedented number of nontraditional students to their doors (McClenney, 2004; Miller, Finley, & Vancko, 2000; Murray, 1999; Kim, 2002; Townsend & Twombly, 2007). Due to the increase in student diversity, the contemporary community college now enrolls many students who are underprepared for college level courses (Berg, 1999; Bettinger & Long, 2009; Cox, 2009; McClenney, 2004). Although many community college educators are very proud of the open-door policy, established by the Truman Commission Report of 1947, today the open-door mission brings new and different challenges to teaching a non-traditional student population (Bueschel &

Venezia, 2006; Brown, 2003; Gerardi, 1990; Levin, 2004; McPhail & McPhail, 1999; Murray, 1999; Rendon & Valadez, 1994; Sanchez, 2000).

Record numbers of first-year students at public community colleges are required to take remedial courses (Cox, 2009; Shults, 2000; Wright, 1985; Young, 2002). For example, Gilroy (2010) found that 63% of first-year community college students enroll in remedial education courses. Rendon and Valedez (1994) and Miller and Kissinger (2007) observed that diverse student demographics challenges community colleges to provide programs and services that incorporate the diverse learning styles of students. Sanchez (2000) posited that the current composition of the community college student body is represented by increased numbers of minority students, English as Second Language (ESL) students, immigrants, and first-generation students. This change will require that the teaching environment for community college faculty must adapt to meet their needs (Cox, 2009; Lail, 2005; Van Ast, 1999).

The student demographics have not only changed the faces inside the classrooms, but these demographics have also placed a different set of faculty and institutional expectations on community colleges (Chen, 2009; CCCSE, 2010; Kiefer, 1997; Outcalt, 2000; Waiwaiole & Noonan-Terry, 2008; Windham, & O., 1996). In describing the contemporary community college Quigley and Bailey (2003) noted:

> After several decades of growth, community colleges now face a particularly challenging environment. All of the following factors are

> threatening established patterns of community college-activities and potentially altering the role of the college within the wider landscape of higher education: changes in pedagogic and production technology, state funding policies, the expectation of students, parents, policymaking, demographic trends, and the growth of new types of educational institutions and providers. (p. 70)

Laursen and Rocque (2009) claimed that faculty development can address first-and second-tier needs of the learner by providing opportunities for ongoing career and professional growth for faculty. Faculty development shows significant promise as a means to improve student success as a response to calls for increased accountability at community colleges (CCCSE, 2010; Diaz-Lefebvre, 2006; Laanan, 2002; Judd, 2006. Given the increased attention to faculty engagement and outcomes assessment at community colleges, faculty development may even help community colleges attract resources necessary to promote higher levels of student success (Laanan, 2001; Layne, Fryod, Simpson, Caso & Merton, 2004; Rendon & Valadez, 1994). Despite the recent interest in faculty development programs, some researchers found that pedagogical changes in programs and practices have not been sustained (Diamond, 2002; Gillespie et al. 2002).

Third, few community college faculty have been trained to teach at the college level (Fugate & Amey, 1999; Lail, 2009; Sprouse et al. 2008). Fewer yet

have been formally engaged in curriculum development; consequently, community colleges have found it necessary to implement faculty development to address changes in instructional delivery modalities (Amey, 2000; Cross, 1986; Rafkin, 2000). Schrum et al. (2005) noted that faculty development can be a means to assist faculty in remaining current in their discipline to meet the diverse needs of students at the community college.

According to Murray (1999), community college faculty are faced with many instructional and organizational challenges, but none more difficult than tailoring instructional pedagogy to a diverse student population with individuals from different ethnic, cultural, socioeconomic, and academic backgrounds. Twombly (2004) raised a similar argument by suggesting that community college faculty are challenged to provide instruction for an increasingly diverse student population with broader ranges of academic preparation. Although this diversity is welcomed by the community college, diversity sometimes creates a unique pedagogical challenge for community college faculty (Mueller, 1991; Murray, 1999' Waiwaiole & Noonan-Terry, 2008; Young, 2008). Twombly (2004) provided the rationale that a community college faculty must employ flexible and creative teaching methods to reach the diverse learning styles and interests of its students. In addition, she argued that internal and external demands are required major changes in the community college curriculum.

Many community colleges are responding to the calls for curriculum redesign, by providing a wide range of faculty development programs, such as

the Professional Development Program for New Faculty (PDP-NF) at Montgomery College in Maryland. These three-session workshops provide professional development activities in the topical areas, such as infusing technology and curriculum, assessment, classroom management, culturally responsive pedagogy, and adult learning models (M. Newman, personal communication, September 27, 2010). Stern (2003) highlighted the online faculty development program offered at Valencia Community College in Florida, where asynchronous online format captures the participation of full-time and part-time faculty. She explained that an online option for faculty development activities provides a flexible schedule for faculty to enhance their pedagogical skills. According to Smith (2007) faculty development program at North Shore Community College, provides a range of faculty development activities linked monthly two-hour faculty/staff meetings. Ongoing faculty development activities sponsored by individual colleges are frequently viewed as a means to help faculty, especially full-time faculty—become more effective teachers (McElhany, 2007; Townsend & Twombly, 2007).

It is essential that community colleges undertake aggressive efforts to ensure that qualified faculty development coordinators are in place to design, implement, and evaluate faculty development programs (Lieberman, & Guskin, 2003). The literature suggests that at many community colleges, faculty development is left in the hands of senior level academic administrators (Murray, 1998; Nwagwu, 1998; Sorcinelli, 2006; Sydow, 2000).

Faculty Development Coordinators

Cohen and Brawer (2008) claimed that the greatest need in the area of faculty development was for faculty to emerge as specialists in the areas of curriculum development and assessment. Their hunch was that these leaders would come from within the ranks of practicing instructors. They stated, “Few individuals [faculty developers] with those instructional skills can be expected to appear as new employees” (p. 457). Gaff and Simpson (1994) emphasized that typically faculty development coordinators were drawn from a pool of faculty who took on the assignment in addition to maintaining their teaching role. More specifically, Nwagwu (1998) and Sydow (2000) indicated that faculty development coordinators serve dual roles—that of faculty developer and that of senior-level administrator. Contemporary researchers (Murray, 1998; Nwagwu, 1998; Sydow, 2000) considered faculty development to be more effective when chief academic officers or deans of instruction are involved.

Lieberman and Guskin (2003) argued that as the role of faculty changes the role of faculty developers’ changes as well. They noted:

> Much like librarians, faculty developers will have to shift their thinking from being providers of good and important technical services to professionals whose work is critical for the transformation of the institution . . . To accomplish these critical functions faculty developers must perceive themselves as change agents. Rather than directing support activities to individual faculty,

> faculty developers will also need to take responsibility for supporting administrators and faculty leaders, who have some sense that significant change is needed, by providing access to new conceptions of educating students, new institutional forms to enable them to occur, and the change process needed to accomplish both. (p. 263)

Hopple (1991) examined the effectiveness of professional development at community colleges. Hopple found that 45% of 281 reporting community colleges and 34% of 156 reporting technical colleges indicated the title of faculty developer varied and fell under the auspices of development coordinator, director, or development committee which reported to the chief instructional officer. Grant and Keim (2002) in their investigation, *Faculty Development in Publicly Supported Two-Year Colleges*, found that at least 52% of faculty development coordinators were senior-level administrators.

The findings from the Sorcinelli's (2006) study revealed that 60% of the study's participants reported that they served in dual roles of director and faculty member. They explained:

> It is not unusual for individuals responsible for faculty development at their institutions to hold more than one position. Those with faculty status as well as an administrative title may be perceived as more credible on issues of teaching and learning because of their direct involvement in the classroom. (p. 32)

Watts and Hammonds (2002) suggested that the length of service of faculty development coordinators was typically two or three years; however, they argued that the length of service of a faculty development coordinator is not as important as the instructional and organizational skill sets to implement change. Most recently, Eddy and Beach (2005) examined the length of service of faculty developers, which they divided into three categories: (a) new professionals (i.e., less than four years); (b) established developers (i.e., four to nine years); and (c) experienced professionals with over 10 years in the field. The gaps continue to exist in the literature pertaining to the exact number of year's faculty development coordinators were employed in their position and the impact that the number of years as a coordinator has on faculty development programs and services at their institutions.

Watts and Hammons (2002) stated:

> The coordinator of professional development whether full time or part time, is obviously a key person in the success of the program and should be selected with certain skills and attributes in mind . . . He or she should also have a nonthreatening personality, an understanding of adult learning, and some training or expertise in human relations, group process, instructional design, organizational development, and strategies for implementing change. (p. 9)

Graf, Albright, and Wheeler (1992) listed seven abilities faculty development coordinators should possess to be effective. They included these

abilities: (a) to engage in needs assessment activities; (b) to design and develop strategies that promote individual, pedagogical, curricular, and organizational growth; (c) to organize and implement specific programs, projects, and studies; (d) to plan and deliver oral presentations; (e) to conduct research about teaching and learning and the evaluation of instruction; (f) to produce print and non-print communications; and (g) to establish and maintain consulting relationships.

Faculty Development Program Budgets

When Roueche and Roueche (1993) examined funding for faculty development programs their research revealed that funding to support faculty development remains one of the least prominent budget items at the majority of higher education institutions. The authors stated, “It is clear that faculty development has not been featured prominently in the budgets of the majority of American colleges and universities” (p.114). McClenney’s (2007) study, *Faculty development getting results,* indicated that adequate funding was crucial for the sustainability of faculty development programs. McClenney’s comments echoed Eison and Sorcinelli’s (1999) observation that applying for grants for faculty development efforts is both timely and competitive. Sorcinelli (2002) expressed ideas about funding and teaching learning centers. She stated the following:

> A related issue that merits discussion is funding for the center…while centers can get started with modest funding (I opened the Center for Teaching with an operating budget of $5,000), improving teaching costs [*sic*]) money. Funds for

> orientations, conferences, teaching technologies, faculty release time, and outside speakers can quickly add up . . . We find that funds readily come our way if we continually build a track record of quality programming in areas that are deemed important by students, faculty, and academic leaders. (p. 17)

Grant and Keim (2002) found that faculty development programs appear to be reasonably well-funded. Their findings indicated that more than 90% of two-year colleges received financial support for faculty development from multiple funding sources, including state funds, grants, and local budgets. Forty-three percent allocated more than 1% of their total budget on faculty development (Grant & Keim, 2002, p. 803). Funding to support faculty development continues to be an ongoing discussion in higher education (Sorcinelli, 2006).

Faculty Development Models and Components

A variety of faculty development models have been proposed over the years (Bergquist & Phillips,1975a, 1975b; Cohen & Brawer, 2008; Murray, 2002; Stern, 2003; Wach, 2007). Bergquist and Phillips (1975a) were among the first to offer some conceptual ideas about faculty development. Their model delineated three components of faculty development: (a) instructional development, (b) personal development, and (c) organizational development. The authors reported that instructional development was a primary dimension, and personal and organizational development together constituted a secondary dimension. During the past several decades, faculty development programs at community colleges

have taken the form of several different models. In addition, Brown, Hugstad, and Hugstad (1991) highlighted seven key faculty development program attributes. They suggest an effective faculty development program must be educational, comprehensive, goal-oriented, flexible, varied in approaches, linked with personnel, and continuous.

Cranton's (1996) perspective of faculty development models was different from the Brown, Hugstad, and Hugstad's (1991) model. Cranton stated, "Faculty or professional development must include reflective practice to guide the educator along a path to insightful decision making" (p. 25). Cranton further proposed that classroom action research projects and collaboration across disciplines were critical elements of faculty development activities.

Sides-Gonzales and Byrd's (2002) study *Pathways to Excellence* examined the goals of faculty development programs at community colleges using four distinct components: (a) teaching and learning, (b) technical skill-building, (c) leadership development, and (d) personal growth. They concluded that the overall goal was to provide an in-service faculty development program with a venue for employee growth and achievement.

Schrum et al. (2005) explored the benefits of online faculty development training models for community college faculty. They pointed out that faculty development models, with an online option, may motivate faculty and increase faculty participation. Fulton, Noonan, and Dorris (2004) conducted a study to identify the effectiveness of a web-based faculty development module. Based on

their contention, web-based learning existed not just to meet the needs of students, but also to facilitate pedagogical strategies for faculty. They concluded:

> Web-mediated professional development is pedagogically promising in that faculty can work together to explore issues over time, access internet resources, observe and participate in mentors' and peers' virtual classrooms, and work with international experts. Participants can be more active and more reflective in conversations, which is helpful to all and especially significant for new or introspective staff members. (para. 2)

The researchers observed that online faculty development can be both inexpensive and effective as it meets a faculty's needs at times and locations that are convenient for participants (Summary, para. 3).

Faculty Development Activities

It is clear that until the most recent decade, faculty development was synonymous with in-service workshops for individual teachers to enhance personal interests (Cohen & Brawer, 2008). Gaff and Simpson (1994) argued that one of the main reasons for in-service activities was to upgrade each participant's knowledge about the curriculum and to study the psychology of her or his teaching and counseling skills. In examining the reasons faculty attend professional development programs, Schmuck and Runkel (1994) noted that faculty chose the workshops they wished to attend and went to them as free agents in search of professional development. Roueche, Roueche, and Milron

(1993) identified faculty development activities as “activities (e.g., regularly scheduled formal and informal interactive events, and independent reading) that should be continuous throughout the academic year for all faculty” (p. 116). In addition the authors suggested that “for faculty development efforts to be effective, there must be ‘something in it for faculty’—that is, there must be mechanisms by which faculty are motivated by, involved in, and enthusiastic about their effort” (Roueche, Roueche, & Milron, 1993, p. 117).

Millis (1994) offered a narrower view of faculty development by proposing that faculty development efforts should be coordinated by faculty and should not include activities for entire staff and administrators. He advised a faculty development approach could include faculty newsletters, faculty discussion groups, individual consultation opportunities, workshops or seminars, mentoring programs, classroom observations, career counseling, research assistance, and sabbaticals. Grubb and associates (1999) maintained faculty is most concerned about faculty development activities which benefit faculty personal growth. In contrast, Diamond (2002) pointed out that faculty development activities can expand from just focusing on faculty personal interests to include instructional and organizational development activities. Moreover, Diamond noted that faculty development should also focus on improving the teaching skills of individual faculty and not limited to his or her personal growth. Diamond (2002), developed a model gleaned from the POD Network (2007) to identify the content of faculty development areas that focus on personal growth, instructional development

activities, and organizational development activities (see Table 3). Table 3 illustrates Diamond's model of faculty development, instructional development, and organizational development activities.

Table 3

Faculty, Instructional, and Organizational Development Activities

Faculty Development Activities	Instructional Development Activities	Organizational Development Activities
classroom visits by professional development staff	course and curriculum design	workshops and seminars
personal consultation	implementation an evaluation	individual consultation with administrators and faculty members
workshops and seminars	incorporation of information and educational technologies into coursework	use of video to analyze teaching styles and techniques

Source: Diamond, 2002

Chism, Lees, and Evenbeck (2002) determined that faculty development has not risen to the forefront of priorities at community colleges as a necessary requirement for faculty. They concluded:

> Effective faculty development involves working with the natural cycle of teaching change that characterizes faculty growth. Through providing activities, support, challenges, and resources at critical intervals, facilitators of faculty development can maximize their potential to foster change . . . When faculty development is

> successful in this way; informed innovation in teaching becomes part of the fabric of the institution. (Summary section, para.1)

Challenges for Faculty Members and Faculty Development Programs

According to the findings from the Sorcinelli (2006) study, challenges facing faculty and faculty development programs included, balancing multiple roles, changing faculty roles, and student-centered teaching at all institutional types, with the exception of community colleges, who indicated that teaching underprepared students was the top challenge facing faculty and faculty development programs.

Brancato (2003) noted that higher education has faced numerous challenges, resulting in a sense of unpredictability and uncertainty among educators, and these challenges ultimately pressure institutions to address the demands of students, society, and organizations. The author said, “Faculty is challenged to confront demands and reflect on their current practices, knowledge, and skills to enhance students’ learning” (p. 24). Wetherill, Burton, Calhoun, and Thomas (2002) identified similar challenges in reference to teaching and learning, stating, “A critical challenge to improving the quality of teaching and student performance outcomes is to reconsider how faculty are initially trained and provided opportunities for professional renewal and retooling throughout their career” (p. 54).

Stolzenberg (2002) indicated that community colleges are challenged with identifying faculty development activities on an ongoing basis. Over 25 years

ago, Eash and Lane (1985) reported in their overview, *Evaluation of a model of faculty development: Implications for educational policy*, that one major challenge of faculty development was identifying a means to motivate faculty to attend and participate. In addition, the authors outlined four additional challenges that hinder the ongoing daily operations of faculty development activities:

- a socialized professoriate that has fixed attitudes of performance expectations and responsibilities;
- weak program planning systems of the responsible academic administrators, which are haphazard and short ranged;
- lack of development capital and fiscal incentives for programs; and
- resistance of traditional structure (e.g., departments and colleges) to overall academic planning. (p. 134)

Eash and Lane's (1985) findings have been supported by contemporary researchers as well. For example, Smith (2007) described several challenges community colleges face when attempting to involve faculty in faculty development. Smith determined that time and resources continued to be significant influencers of faculty development programs. Smith advised the following:

- Faculty workload of five courses plus advising and community service raises questions about when faculty can fit it into their schedules.

- Meeting time is difficult to fit into teaching schedules. Faculty members who must attend a meeting and cannot find someone to cover their course are left with few options.
- Cost to attend conferences can be prohibitive, especially if the college does not reimburse for travel, meals and/or transportation; compensation or stipends for attending a session are not always available, making it impractical for faculty to attend professional development sessions.
- Over the course of a year, there may be multiple opportunities to attend a conference or workshop. Having multiple options and then deciding which session to attend can be complicated and confusing. (p. 35)

Notably, Smith mentioned barriers related to adjunct faculty engagement in faculty development activities; he found that adjunct faculty:

- are not integrated into the life of the college and therefore they are not aware of faculty development offering;
- may not be on the college e-mail directory or the regular phone system, so it can be difficult to contact them;
- don't receive the college newsletter; and
- most work full-or part-time in another career, and scheduling sessions can be difficult. (p.25)

Laanan (2001) asserted that simply providing faculty development programs was not enough; community colleges must respond to the call of accountability by implementing strategies for faculty development practices. If the goal is not to simply provide faculty development activities but to facilitate faculty development to promote student success and other institutional effectiveness, it is crucial for community colleges to become more strategic about their faculty development offerings (Bailey, 2003; Watts & Hammons, 2002). For example, what are the goals of faculty development programs? What types of outcomes assessments are assigned to the faculty development programs? Community college faculty development programs can be a pivotal force in helping to create ways for faculty to work with students to promote student success (CCCSE, 2010; Syed & Mojock, 2008). Levine (2004) viewed faculty development programs as a challenge for community colleges. He speculated:

> The demand for professional development programs can be expected to soar in an information economy in which the half-life of knowledge is growing shorter and shorter and workers are required to continually upgrade their skills and knowledge. Two-year colleges will be seen as a particularly good source for professional development in technical, vocational, and service fields. Beyond individuals seeking instruction, business, government, and the not-for-profit sector also will ask two-year colleges, which have earned

> a reputation for social responsiveness and speedy action, to assist them in creating contract programs for their workers. (p. 2)

Grahek (2007) argued for the need to incorporate global pedagogy into the curriculum, especially because accrediting organizations are rapidly transforming the concept of faculty development in higher education by requiring institutions to identify and measure teaching effectiveness; however, Carducii (2002) presented a compelling argument against a *one-size-fits-all* approach to faculty development initiatives, noting that such programs ignored the unique challenges, needs, and goals found among community college faculty members (Conclusion, para. 14). These challenges place pressures on administrators to identify and implement strategies and tactics necessary to make available, promote, and reward successful completion of faculty development opportunities (Murray, 1995).

Current Practices and Emergent Directions of Faculty Development Programs

Recently, faculty development coordinators identified several factors driving change and shaping the future of faculty development. Among the factors noted were developing and sustaining the vitality of all faculty members: newcomers, mid-career, seniors, and part-timers; the increasingly diverse student body (Burnstad, 2002; Lail, 2009; Rendon & Valedez, 1994). Another factor is the changing paradigm for teaching, learning, and scholarly pursuits (Barr & Tagg, 1995; O'Banion, 2003; Van Ast, 1999). Lail (2005) expanded on

earlier comments by Barr and Tagg, (1995) and Van Ast, (1999) as discussed in her article, *Are new faculty prepared to teach diverse learner?* She explained:

> Yet a major curricular revolution has emerged. We have certainly heard a call for the pivotal shift from teacher-centered instruction to learner-centered learning, which is generating new teaching-learning models. With this call comes urgency—that all community college faculty become as skilled in the detection, identification, and implementation of diverse student-learning styles and challenges as they are in their discipline contents. (p. 32)

O'Banion (1994) identified seven interrelated trends that created opportunities that made the 1990s a promising time for faculty development at community colleges: (a) continuing public and political pressures to improve the quality of higher education, (b) an increasing level of competition for funding, (c) a rise in educational consumerism, (d) changing faculty demographics, growing diversity in the student body, (e) an expanding base of useful, relevant research about college teaching and learning, and (f) a rising level of faculty development expertise.

Fulton, Noonan, and Dorris (2004) observed the literature regarding the role of faculty professional development was clear. They concluded that a quality faculty development program ought to improve a faculty members' ability to (a) facilitate student learning, (b) build a community of education professionals, and (c) help faculty assess their teaching outcomes and their students' learning

outcomes. Watts and Hammons (2002) argued that change was a major force in shaping the focus of faculty development. They found the following:

> Community colleges are continuing to change in response to community and societal changes and those who lead, teach, and provide support in those colleges will need to continually grow and change as well. Professional development has provided and will continue to provide the necessary programs to meet those growth needs. Although there are challenges and although its form and substance may change, professional development appears to be a permanent fixture in community colleges. (p. 10)

Rouseff-Baker (2002) asserted that ongoing faculty development programs, faculty leadership teams, and a supportive administration will help manage many challenges community colleges faced in the twenty-first century. A later study conducted by McElhany (2007) indicated a widespread concern from faculty regarding the need to embrace web-based course delivery. She suggests faculty are reluctant to teach online. Faculty development can be one venue to provide faculty with strategies to teach on line, as well as to provide a means to train faculty on pedagogical strategies to infuse technology into the lecture.

Gappa, Austin, and Trice (2007) observed that many institutions are taking innovative approaches to faculty development. The authors suggests that a dual access approach, both on and off campus, and allows faculty to participate in faculty development activities that best match their interests and their

circumstances. Dusick and Yildirim (2000) noted that an online mode, as well as face-to-face workshops, provides a flexible approach to increase access for faculty to participate in faculty development activities.

Summary

The purpose of this quantitative study was to examine faculty development practices at public community colleges. The literature review summarized and explained faculty development in higher education. The chapter summarized the three contemporary theories which undergirded faculty development practices in this study: faculty development, instructional development, and organizational development.

Next, the discussion focused on the scholarship of faculty development at the community college. The context of this discussion included the evolution of the American community college, suggesting the change in mission and demographics propelled changes in faculty development practices at community colleges. Also included in this final category were discussions on the characteristics of faculty development coordinators, funding for faculty development programs, faculty development models, and faculty development program activities. Chapter 3 of this study includes a discussion of the methodology employed in this investigation.

CHAPTER III

METHODOLOGY

This chapter described the quantitative methodology and procedures that were used to collect and analyze data for the study. It is organized into five sections: (a) research design, (b) population and sampling procedures, (c) statement on how the instrument was selected and modified for the present study, (d) detailed descriptions of the data collection procedures and data analyses are presented, and (e) summary.

Research Design

This quantitative study employed a survey research design. Creswell (2005) wrote:

> In this procedure, researchers collect quantitative, numbered data . . . statistically analyze the data to describe trends about responses to questions and test research questions or hypotheses. (p. 354)

To investigate faculty development practices at community colleges, the researcher utilized survey research design to examine the differences in the features that characterized the institutions where faculty development coordinators were employed. The study examined how faculty development practices (i.e., faculty development, instructional development, and organizational development) varied with certain institutional characteristics (e.g., amount of program budget, length of service of faculty development coordinators,

location of institution). The researcher also queried faculty development coordinators about faculty challenges, challenges in faculty development programs, current practices, emergent directions, and faculty development activities and about their predictions about the direction that faculty development practices would take in the future as well as their views about the desirable directions that such practices should take.

Variables

Independent Variables

The three independent variables employed in the study were institutional characteristics (i.e., amount of program budget, length of service of faculty development coordinators, and location of institution):

- *Amount of program budget*: The funding allocated by the college to conduct faculty development activities constitutes the amount of program budget (Welch, 2002).
- *Length of service of faculty development coordinators*: The composition of faculty developers is a mixture of new professionals (less than four years), established developers (four to nine years), and experienced professionals with (over 10 years) in the field (Eddy, & Beach, 2005).
- *Location of institution:* Currently there are 1,173 community colleges, located in urban, rural, and suburban areas throughout the U.S.; of these, 987 are public institutions (AACC, 2008b).

Dependent Variables

The dependent variables in the study were faculty development practices, which consisted of three components: faculty development, instructional development, and organizational development. These components were derived from Gaff's (1975), *Alternative Conceptions of Instructional Improvement Model:*

- *Faculty development* supports the individual and professional growth of faculty (Gaff, 1975; Sorcinelli, 2006).
- *Instructional development* centers on the curriculum with an emphasis on preparation of learning materials and teaching strategies to improve student learning (Gaff, 1975; POD Network, 2007).
- *Organizational development* concentrates on the structure of the institution and its sub-components and seeks to create a more effective environment within which teaching and learning can occur (Gaff, 1975; POD Network, 2007).

Figure 2 displays the independent and dependent variables.

Institutional Characteristics | Faculty Development Practices

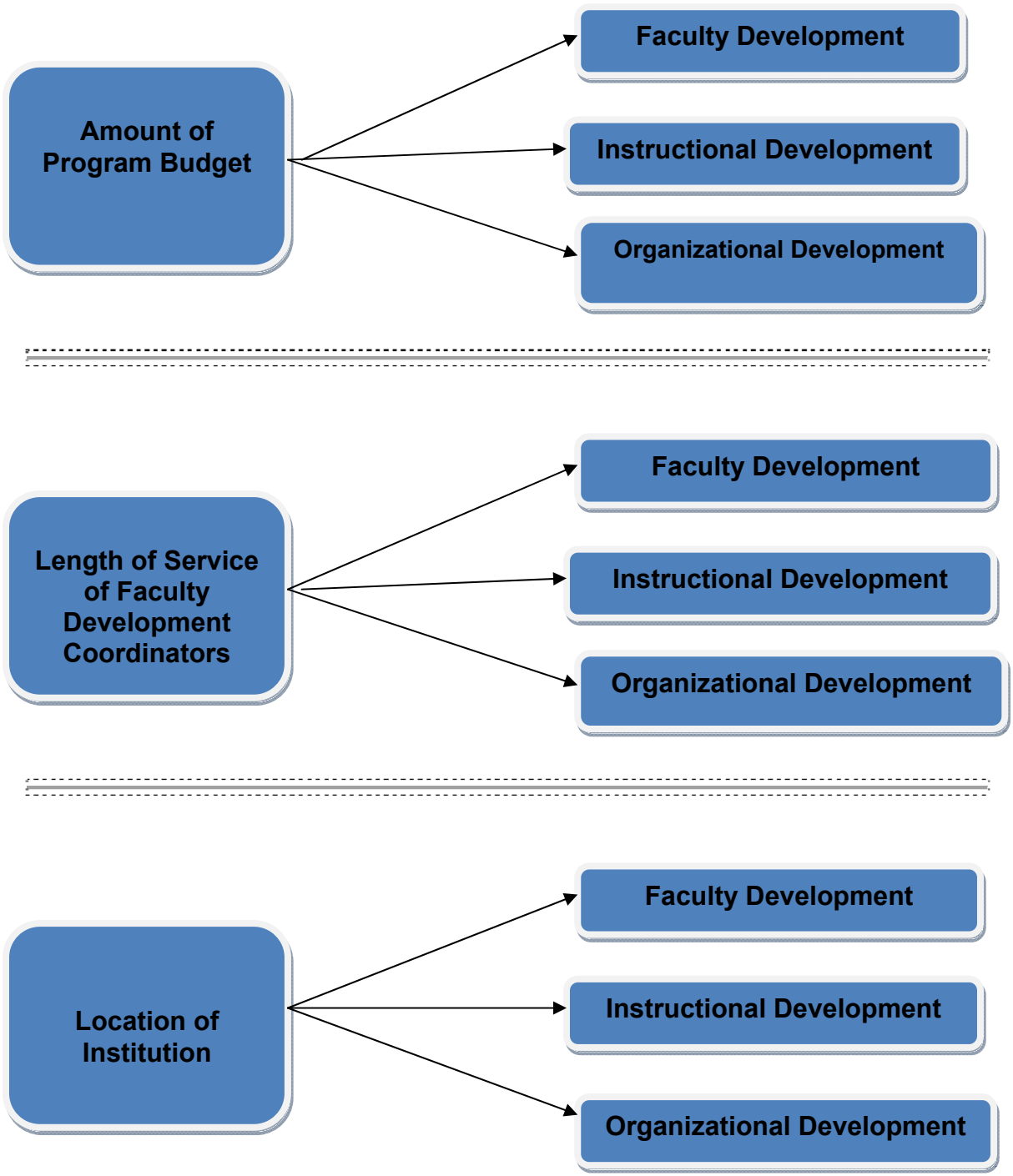

Figure 2. Independent variables (Institutional Characteristics) and Dependent variables (Faculty Development Practices)

Population and Sample

The population under study in the current investigation was faculty development coordinators (i.e., the highest-ranking professionals responsible for faculty development) at public community colleges listed in the online American Association of Community Colleges [AACC] Directory (2008c). According to AACC (2008a), as previously stated, there are 1,173 community colleges, of which 987 are public community colleges. Gall, Gall, and Borg (2007) suggested that to select a representative sample, the target population must first be defined.

The institutions identified in the AACC (2008c) directory were stratified by location into urban, rural, and suburban. Within each group, a simple random sampling technique was used to select every *n*th institution until 100 institutions were selected in each location. The faculty development coordinators at each of the 300 institutions selected became the final sample for the study.

Instrumentation

The survey instrument used for this study was a slightly modified version of Sorcinelli's (2006) survey, *Envisioning the Future of Faculty Development: A Survey of Faculty Development Professionals*. A letter requesting permission from the authors to use and make slight revisions to the survey appears as Appendix A. An email granting permission to use and adapt the survey was sent from Mary Sorcinelli (M. Sorcinelli, personal communication, June 15, 2008). A carbon copy of the email to co-authors is in Appendix B.

Two modifications were made to Sorcinelli's instrument. First, seven institutional characteristics were added: (a) title of faculty development coordinators, (b) length of service of the faculty development coordinator, (c) size: enrollment of the institution, (d) amount of program budget, (e) location of institution, (f) accreditation region of institution, and (g) structure of faculty development programs. These elements were added to the survey for clarity, due to the complexity and variety of institutional characteristics of the American community college and to modify the Sorcinelli (2006) study to focus solely on community colleges. They were also added to create a systematic way to analyze the descriptive data collected for Research Question 1: What are the features that characterize the institutions where faculty development coordinators are employed?

The second modification to the survey was the addition of faculty development, instructional development, and organizational development headings for Section B (*Program Goals and Primary Purposes*) of the survey. The final version of the survey instrument used in the study appears in Appendix B. The headings were added to categorize the faculty development practices as depicted in Gaff's model.

The study was guided by five descriptive questions, three inferential questions, and seven open-ended questions. Table 4 displays the alignment of the survey sections, survey headings, survey questions, and research questions.

Table 4

Alignment of Survey Questions and Research Questions

Survey Sections	Survey Headings	Survey Questions	Research Questions
A	Institutional Characteristics	1, 2, 3, 4, 5, & 6	1, 6, 7, & 8
B	Program Goals and Purposes	8, 9, 10, & 11	2 & 9
C	Program Influences	12	3
E	Current Practices	15 &16	4 & 10
F	Emergent Directions	17, 18, 19, 20, & 21	5, 11, 12, 13, & 14
G	Future Implications	22	15

The survey, *Envisioning the Future of Faculty Development: A Survey of Faculty Development Professionals* by Sorcinelli (2006) was used in a previous study by Hasting-Taylor, (2006), to analyze postsecondary career and technical education faculty development practices at community colleges in Wisconsin. For purposes of this study, the researcher developed a new title for the survey: *The Survey of Faculty Development Practices in American Community College*. To further test the reliability of the instrument, a pilot study was conducted on December 19, 2008. The survey was sent electronically via Zoomerang.com to 10 community college experts and leaders along with an informed consent

statement. The pilot study participants consisted of Chief Academic Officers, Vice-Presidents of Instruction, Deans of Instruction, Directors of Faculty Development, Coordinators, and Faculty of Faculty Development Programs. Each pilot study participant was asked to review the instructions explaining the purpose of the pilot study (see Appendix C) and to assess each item in terms of whether the item was clear, lengthy, irrelevant, or would not solicit a clear response, resulting in a low return rate. In addition, participants in the pilot study completed the survey and provided written constructive comments at the end of the survey. The researcher modified the survey to reflect the concerns from the participants. Because the pilot group provided feedback on the questionnaire, they were excluded from the final sample for the study.

The following changes were recommended by the participants in the pilot the study:

1. The original survey included a mixture of ordinal-scale-ranking options ranging from 1 to 4 and 1 to 5. It was recommended that the researcher develop the ordinal-scale for each item on a single range of 4 or 5 for ease of participants' comprehension. The ordinal scale was adjusted for all items to a scale of 1 to 5.
2. It was recommended to make a complete statement for the location section. The section was modified from simply

"Location" to read "Please select the location of your institution."

In summary, responses from participants in the pilot study were used to revise and improve the questionnaire in ways relevant to the purpose of the current study.

Data Collection

Data collection was a multi-step process. Following approval of the Morgan State University's (MSU) Institutional Review Board (IRB; see Appendix D), the study was launched. A list of community colleges and email addresses of the highest-ranking professional responsible for faculty development were retrieved from the AACC (2008c) website. Using the results from a stratified sampling approach, 300 faculty development coordinators from urban, rural, and suburban community colleges were randomly selected to receive the electronic survey: *The Survey of Faculty Development Practices in American Community College*.

The participants in the study were emailed a Uniform Resource Locator (URL) link, (http://www.Zoomerang.com) and asked to complete the survey (see Appendix E for the complete, revised survey). The use of Zoomerang.com allowed the researcher to effectively and efficiently gather data from the participants located at 300 public community colleges. According to McMillan (2000), the Internet is an efficient and convenient means to reach a large number of participants separated by great distances. From McMillan's point of view,

electronic surveys have tremendous potential for reaching previously inaccessible participants who may have virtually scattered to all parts of the globe. The researcher used the electronic survey technique to survey community college faculty development coordinators within the six higher education accrediting regions.

Prior to completing the electronic survey, participants were instructed to read and sign an introductory description of the study and the informed consent form (see Appendix F). The informed consent form provided information about the purpose and intent of the study. Additionally, the consent form included information pertaining to their voluntary nature, confidentiality, and the right to withdraw provisions of participating in the study. The informed consent form granted the researcher permission to use the responses from the survey in the dissertation study. An introduction of the study preceded the informed consent form. Fink (2003) recommended that an introduction precede the survey questions to describe the aims of the research and to provide transition instructions to minimize loss of interest.

The first survey launch took place on January 15, 2009. Participants were given 15 days to complete the survey. An automatic reminder was sent every three days to participants via email until the participants returned the survey. In addition, participants were invited to participate in a random selection lottery to receive a gift card for vehicle fuel. The survey collection ended on January 30, 2009.

Response Rate

Of the 300 surveys distributed, 117 surveys were returned electronically, for an initial overall response rate of 39%. Six surveys were eliminated, because four colleges opted out of the survey and the receipt of two incomplete surveys. Thus, the final number of complete surveys was 111 with a response rate of 37%.

Data Analyses

The data analysis was a two-step process. First, the data gathered via Zoomerang.com were imported into SPSS 17.0 for analysis. Second, the data were entered into a computer file to build a data grid consisting of variables based on a 5-point, Likert-type scale (1 = *Not Sure*, 2 = *Not at All*, 3 = *To a Slight Degree*, 4 = *To a Moderate Degree*, 5 = *To a Great Degree*), giving participants an opportunity to rate their responses. Both descriptive statistics and inferential statistics were used to conduct the analyses of data. Finally, the frequencies of manual and electronic responses were compared and analyzed to develop major key phrases for each question. To determine the most frequent responses, the researcher created a chart to track the open-ended responses.

Descriptive Statistics

According to Creswell (2005) descriptive statistics is used to determine trends in a data distribution. In the present study, descriptive statistics (frequency, percentage, mean, and standard deviation) were used to analyze

data relevant to Research Questions 1 through 5. Specifically, frequency and percentage were computed for Research Question 1.

1. What are the features that characterize the institutions where faculty development coordinators are employed?

For Research Questions 2, 3, 4, and 5 the mean (*M*) and standard deviation (*SD*) were computed. The mean and standard deviation conveyed information about the institutions and the degree to which they differed in faculty development practices.

2. What are faculty development coordinators' perceptions of the three areas of faculty development practices: faculty development, instructional development, and organizational development?
3. What factors influence faculty development programs?
4. What are the current practices of faculty development programs at community colleges?
5. What are the emergent directions of faculty development programs at community colleges?

Inferential Statistics

For Research Questions 6, 7, and 8, one-way analysis of variance (ANOVA), an inferential statistic, was computed. One-way ANOVA is a hypothesis testing procedure that simultaneously evaluates the statistically significance of mean differences on a dependent variable between three or more

groups (Mertler & Vannatta, 2002). The level of significance was set at the α = .05 level to determine whether the researcher would fail to reject or reject the null hypotheses. If there were any significant differences then a multiple comparison post hoc test Tukey Honest Significance Difference (HSD) and Fisher Least Significance Difference (LSD) were computed.

6. Is there a significant difference in faculty development practices among the five budget groups (0 to 2001, 2001 to 4000, 4001 to 6000, 6001to 8000, and 8001 or more)?

H_{o1}: There is no significant difference in faculty development practices among the five budget groups (0 to 2001, 2001 to 4000, 4001- to 6000, 6001 to 8000, and 8001 or more)?

7. Is there a significant difference in faculty development practices among the five length of service groups (1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

H_{o2}: There is no statistically difference in faculty development practices among the five lengths of service groups (1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

8. Is there a significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

H_{o3}: There is no significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

Open-Ended Responses

The survey included a series of open-ended questions (Research Questions 9, 10, 11, 12, 13, 14, and 15) that allowed the participants to include additional information, including their opinions and understanding of faculty development practices at community colleges. The open-ended questions provided data for the researcher to better access the participant's true feelings about faculty development practices. Sorcinelli (2006) also used the open-ended question approach. In the present study, the open-ended questions were analyzed using the Zoomerang.com online survey. The electronic analyses produced frequency counts to identify patterned responses.

According to Maxwell (2005), coding in quantitative research consists of applying a pre-established set of categories to the data with the primary goal being to generate frequency counts of the items in each category. The online tool Zoomerang.com automatically tagged similar responses and grouped the results into key phrases. Finally, the frequencies of manual and electronic responses were compared and analyzed to develop major key phrases for each question. To determine the most frequent responses, the researcher created a chart to track the open-ended responses. The open-ended response questions are listed below:

9. What are the top three primary purposes that guide faculty development programs at community colleges?
10. What are the top three challenges facing faculty members?
11. What are the top three challenges facing faculty development programs?
12. What are the top three challenges that can be addressed through faculty development?
13. In what direction did participants think faculty development *should* move in the next decade?
14. In what direction did participants think faculty development *will* move in the next decade?
15. How often were faculty development activities offered at participating institutions?

Table 5 displays the alignment of the research questions with data analyses.

Table 5

Alignment of Research Questions to Data Analyses

Survey Sections	Survey Headings	Research Questions	Data Analyses
A	Institutional Characteristics	1, 6, 7, & 8	Frequency, Percentage, One-way ANOVA; Post-hoc test
B	Program Goals and Purposes	2 & 9	Mean, Standard Deviation; One-way ANOVA; Post hoc test; Frequency
C	Program Influences	3	Mean and Standard Deviation
E	Current Practices	4	Mean and Standard Deviation
F	Emergent Directions	5, 11, 12, 13, & 14	Mean and Standard Deviation; Frequency
G	Future Implications	15	Frequency

Summary

The purpose of the quantitative study was to examine faculty development practices at public community colleges. The chapter explained the research methodology employed in this investigation. A stratified sampling approach that led to the simple random sample of participants representing urban, rural, and suburban locations was utilized. A summary of the instrumentation process was discussed. The chapter concluded with an explanation on the data collection and methods of data analyses. Chapter 4 presents the findings from *An Examination*

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to examine faculty development practices at public community colleges. The findings are divided into three sections. The first section presents the descriptive findings from research questions 1 through 5. The second section presents the findings from the hypotheses testing on the three conceptualized faculty development practices (faculty development, instructional development, and organizational development). Section three presents the findings from the open-ended questions focused on primary purposes, challenges for faculty and faculty development programs, current practices, emergent directions, and the future direction of faculty development programs, and the frequency of faculty development activities.

Institutional Characteristics

Title of Faculty Development Coordinators by Location

Faculty development coordinators (*N* = 111) were asked to provide their titles. The analysis showed that Chief Academic Officers (CAOs) or Vice Presidents of Instruction (VPs), 55 or 50% were the highest-ranking professional responsible for faculty development at community colleges. Of these, 23 were from rural locations, 18 were from urban locations, 10 were from suburban locations, and 6 were from multi-location locations.

Among the remaining participants, 26 or 23% of participants reported that their title was Dean of Instruction or Director of Faculty Development, 19 or 17% listed the title of Assistant or Faculty Development Coordinator. A smaller percentage, 10 or 9%, reported titles in the faculty category. Only 1 or 1% listed "other" as the title category. In the current study, other indicated that the person held the title of Instructional Designer.

Table 6 displays the findings for titles of faculty development coordinators by location.

Table 6

Frequency Distribution of Title of Faculty Development Coordinators by Location

Titles	Urban	Rural	Suburban	Multi-location	*f*	%
Chief Academic Officer or Vice-President of Instruction	18	23	10	6	55	50.00
Dean of Instruction or Director of Faculty Development	11	10	3	2	26	23.00
Assistant or Faculty Coordinator of Faculty Development	7	6	5	1	19	17.00
Faculty Member	4	1	3	2	10	9.00
Other	1	0	0	0	1	1.00
Total	39	40	21	11	111	100.00

Length of Service of Faculty Development Coordinators

Faculty development coordinators were asked about the length of service in terms of years they had worked as a faculty development coordinator. Overall, the majority of participants, 52 or 47% had worked as a faculty development coordinator from 1 to 3 years. In this range of service, 21 participants were from rural locations, 17 were from urban locations, 12 were from suburban locations, and 2 were from multi-location.

Thirty-four or 31% of the participants reported length of service in the range of 4 to 7 years. Among all locations, very few faculty development coordinators reported that they had served more than eight years in their respective positions. Specifically, 16 or 14% of the total respondents' length of service ranged from 8 to 11 years. Four or 4% held the position between 12 and 15 years. The remaining 5 or 5% reported length of services for more than 16 years.

Table 7 presents the results depicting the length of service of faculty development coordinators by location.

Table 7

Frequency Distribution of Length of Service of Faculty Development Coordinators by Location

Length of Service	Urban	Rural	Suburban	Multi-location	*f*	%
1 to 3 years	17	21	12	2	52	47.00
4 to 7 years	12	13	5	4	34	31.00
8 to 11 years	6	3	4	3	16	14.00
12 to 15 years	1	2	0	1	4	4.00
More than 16 years	3	1	0	1	5	5.00
Total	39	40	21	11	111	100.00

Accreditation Region

The largest percentage of the participants indicated that their institution was located in the North Central Association of Colleges and Schools (38 or

34%) accreditation region. The data revealed that among the colleges in this region, 13 were from rural locations, 11 were from urban locations, 9 were from suburban locations, and 5 were from multi-location.

There was only a 1 to 2 point range difference in the representation of the colleges in the other five accrediting regions: Nineteen or 17% were colleges accredited by the North England State Association of Colleges and Schools, 17 or 15% were colleges accredited by the Southern Association of Schools and Colleges, 16 or 14% were accredited by the Middle States Association of Colleges and Schools, 12 or 11% were accredited by the Western Association of Schools and Colleges, and the remaining 9 or 6% were from the Northwest Association of Schools and Colleges accreditation region.

Table 8 presents the details of this distribution by location.

Table 8

Frequency Distribution of Accreditation Region by Location

Accreditation Region	Urban	Rural	Suburban	Multi-location	*f*	%
Middle States Association of Colleges and Schools	5	4	4	2	16	14.00
North Central Association of Colleges and Schools	11	13	9	5	38	34.00
North England State Association of Colleges and Schools	9	9	1	0	19	17.00
Northwest Association of Schools and Colleges	3	2	2	2	9	6.00
Southern Association of Schools and Colleges	6	9	1	1	17	15.00
Western Association of Schools and Colleges	5	3	4	0	12	11.00
Total	39	40	21	11	111	100.00

Location of Institution

In examining the location of the colleges, participants were asked to select the location of their institution from one of four categories: urban, rural, suburban,

or other (termed Multi-Location). The findings revealed that the majority of participants (40 or 40%) represented rural institutions 39 or 35% of the participants were from urban institutions, and 21 or 19% represented suburban institutions. Eleven or 10% indicated that their college was a multi-location institution.

Table 9 displays the frequency distribution of faculty development coordinators' institutions by location.

Table 9

Frequency Distribution of Location of Institution

Location of Institution	*f*	%
Urban	39	39.00
Rural	40	40.00
Suburban	21	21.00
Total	100	100.00

Note: n=11 faculty development coordinators indicated their institutions as multi-location.

Enrollment Size of institution

In the current study, size of the institution was measured in terms of student enrollment. A large percentage of the participants, 42 or 38% reported that the enrollment of their institution was between 2,001 to 4,000 students. Among the institutions in this size category, 22 were identified as rural locations, 18 were urban locations, 5 were suburban locations, and 2 were multi-location institutions.

The data revealed a variation of enrollment patterns among the colleges: 23 or 21% of the participants reported enrollments between 10,001 or more; 18 or 16% reported enrollments between 4,001 to 6,000; 13 or 11% reported enrollments between 8,001 or 10,000; 8 or 7% reported enrollments between 6,001 to 8,000; and 7 or 6% reported enrollments of less than 2,000 students. Table 10 depicts the enrollment of institutions by location.

Table 10

Frequency Distribution of Enrollment of Public Community Colleges by Location

Enrollment of Students	Urban	Rural	Suburban	Multi-location	*f*	%
Less than 2,000 students	0	5	1	1	7	6.00
2,001 to 4,000 students	13	22	5	2	42	38.00
4,001 to 6,000 students	5	7	3	3	18	16.00
6,001 to 8,000 students	3	1	4	0	8	7.00
8,001 to 10,000 students	6	2	3	2	13	11.00
10,001 or more students	12	3	5	3	23	21.00
Total	39	40	21	11	111	100.00

Faculty Development Program Budgets

Participants were asked to report the range of their faculty development budget (within a specified range) allocation. Table 11 shows the variation of

faculty development budget by institutional type. In the budget range of $8001 or higher, the majority of participants (81 or 73%) represented urban, rural, suburban, and multi-location institutions. The data revealed the following representation by location: 32 urban institutions, 25 rural institutions, 19 suburban institutions, and 5 institutions were multi-location institutions.

Fourteen or 12% of the participants reported that their annual faculty development program budgets were in the range of $6,001 to $8,000; 7 or 7% identified their budgets in the range of $2,001 to $4,000, 5 or 5% reported that their budgets were from $4,001 to $6,000. Finally, the data revealed 4 or 4% of the participants reported faculty development that budgets that were less than $2,000.

Table 11 depicts the findings of the amount of program budget by location.

Table 11

Frequency Distribution of Amount of Faculty Development Program Budget by Location

Amount of Program Budget	Urban	Rural	Suburban	Multi-location	*f*	%
Less than $2,000	1	3	0	0	4	4.00
$2,001 to $4,000	0	5	0	2	7	7.00
$4,001 to $6,000	1	3	0	1	5	5.00
$6,001 to $8,000	5	4	3	3	14	12.00
$8,001 or more	32	25	19	5	81	73.00
Total	39	40	21	11	111	100.00

Research questions 2 through 5 asked participants to rate the degree of importance of each faculty development, instructional development, and organizational development program goal on a scale of 1 to 5. Tables 12 through 14 display the findings for importance of program goals.

Faculty Development Practices

Faculty Development Program Goals

With regard to the faculty development program goals, participants from urban institutions, identified “helping faculty members develop knowledge and skills related to teaching and learning” (*M* = 4.33, *SD* = .77) as the most

important faculty development program goal. Whereas, “helping faculty acquire knowledge of a diverse student population” was the highest mean for all other locations: rural institutions (*M* = 4.47, *SD* = .75), suburban institutions (*M* = 4.62, *SD* = .60), and multi-location institutions (*M* = 4.90, *SD* =.30).

At urban institutions, “helping faculty members acquire knowledge of diverse student population” was identified as the second most important faculty development goal. Rural institutions (*M* = 4.27, *SD* = .91) and suburban institutions reported “responding to and supporting individual faculty members goals for professional growth” as their second faculty development program goal. Multi-location institutions (*M* = 4.54, *SD* =.52) reported “helping faculty members develop knowledge and skills related to teaching and learning” as their second most important faculty development goal.

The third faculty development program goal of importance at urban institutions (*M* = 4.17, *SD* = .79) and multi-location institutions (*M* = 4.36, *SD* = .67) was “responding to and supporting individual faculty members’ goals for professional growth.” Rural institutions (*M* = 4.27, *SD* = .91) and suburban institutions (*M* = 4.47, *SD* = .68) reported “helping faculty members develop knowledge and skills related to teaching and learning” as the third most important faculty development goal. The lowest mean from all locations were as follows: urban institutions (*M* = 4.00, *SD* = .83), rural institutions (*M* = 3.55, *SD* = 1.01), suburban institutions (*M* = 4.14, *SD* = 1.06) and multi-locations institutions (*M* =

4.18, *SD* = .98) "advancing new initiatives in teaching and learning." Table 12 displays the overall findings of faculty development program goals by location.

Table 12

Means and Standard Deviations of Degree of Acceptance of Faculty Development Program Goals by Location

Faculty Development Program Goals	Urban M (SD)	Rural M (SD)	Suburban M (SD)	Multi-location M (SD)
Help faculty members acquire knowledge of diverse student populations	4.23 (.90)	4.47 (.75)	4.62 (.60)	4.90 (.30)
Help faculty members develop knowledge and skills related to teaching and learning	4.33 (.77)	4.20 (.79)	4.47 (.68)	4.54 (.52)
To respond to and support individual faculty members goals for professional growth	4.17 (.79)	4.27 (.91)	4.52 (.93)	4.36 (.67)
To advance new initiatives in teaching and learning	4.00 (.83)	3.55 (1.01)	4.14 (1.06)	4.18 (.98)

Note. n = 111; scale: 1 = Not Sure, 2 = Not at All, 3 = To a Slight Degree, 4 = To a Moderate Degree, 5 = To a Great Degree.

Instructional Development Program Goals

Table 13 shows the participants' ranking of the importance of instructional development goals. The data revealed that "improving student learning outcomes" was the focus of the most important instructional development program goal at all locations: urban institutions (*M* = 4.51, *SD* =.76), rural

institutions (*M* = 4.52, *SD* .60), suburban institutions (*M* = 4.47, *SD* = .68), and multi-location institutions (*M* = 4.90, *SD* =.30).

The second instructional development goal of importance at urban institutions (*M* =3.76, *SD* = .99) and rural institutions (*M* = 3.65, *SD* = 1.03), was "preparing learning materials." Whereas, suburban institutions reported "responding to and supporting demands for new courses and learning materials" (*M* = 4.00, *SD* = 1.08) and multi-locations reported (*M* = 4.36, *SD* = .81) "making instruction systematic across the institution" as their second instructional program goal of importance.

The third instructional development program goal reported by urban institutions (*M* = 3.53, *SD* = 1.07) and rural institutions (*M* = 3.50, *SD* =.91) was "responding to and supporting demands for new courses and learning materials."The lowest instructional development program goal at urban (*M* = 3.33, *SD* = 1.11), rural institutions (*M* = 3.22, *SD* = 1.03), suburban institutions (*M* = 3.60, *SD* = 1.40), was "making instructional systematic across the institution." In contrast, multi-location institutions (*M* = 3.81, *SD* = 1.17) reported "responding to and supporting demands for new courses and learning materials" as their lowest instructional development goal.

Table 13 depicts the findings for the instructional development program goals by location.

Table 13

Means and Standard Deviation of Degree of Acceptance of Instructional Development Program Goals by Location

Instructional Development Program Goals	Urban M (SD)	Rural M (SD)	Suburban M (SD)	Multi-location M (SD)
To improve students' learning and outcomes	4.51 (.76)	4.52 (.60)	4.47 (.68)	4.90 (.30)
To prepare learning materials	3.76 (.99)	3.65 (1.03)	3.70 (1.08)	4.00 (.89)
To respond to and support demands for new courses and learning materials	3.53 (1.07)	3.50 (.91)	4.00 (1.08)	3.81 (1.17)
To make instruction systematic across the institution	3.33 (1.11)	3.22 (1.03)	3.60 (1.40)	4.36 (.81)

Note. n = 111; scale: 1 = Not Sure, 2 = Not at All, 3 = To a Slight Degree, 4 = To a Moderate Degree, 5 = To a Great Degree.

Organizational Development Program Goals

In examining organizational development program goals, there was a pattern of similar responses among the four locations. The primary organizational development program goal for all locations was "creating an environment for teaching and learning." Specifically, the findings revealed the following: urban institutions (M = 4.10, SD =.88), rural institutions (M = 4.27, SD = .76), suburban institutions (M = 4.42, SD = .68), and multi-location institutions (M = 4.81, SD = .40).

For the second organizational development program goal, similar results were reported in two areas. This was indicated in the area of “fostering policies that support effective teaching and learning” (*M* = 4.00, *SD* = .97) and “fostering collegiality within and among faculty members and/or departments” (*M*= 4.00, *SD* = .93). Participants from rural institutions (*M* = 3.97, *SD* = .89) and suburban institutions (*M* = 4.15, *SD* =1.03) reported that “fostering policies that support effective teaching and learning” was their second most important organizational development goal. Participants from multi-location institutions (*M* = 4.63, *SD* = .67) reported “fostering collegiality within and among faculty members and/or departments” as their second most important organizational development program goal.

The third most important organizational development program goal at urban institutions was “supporting departmental goals, planning, and development” (*M* = 3.90, *SD* = .94). Rural institutions (*M* = 3.90, *SD* = .96) and suburban institutions (*M* = 4.15, *SD* = 1.03) reported “fostering collegiality within and among faculty members and/or departments” as their third most important organizational development goal. The third most important organizational development program goal at multi-location institutions was “fostering policies that support effective teaching and learning.”

In examining the lowest organizational development program goal, there were some variations among locations. The data revealed that “supporting departmental goals, planning, and development, was the lowest mean at rural

institutions (*M* = 3.63, *SD* = 1.08), suburban institutions (*M* = 3.95, *SD* = 1.99), and at multi-location institutions (*M* = 4.36, *SD* = 1.03).

Table 14 shows the findings for organizational development program goals by location.

Table 14

Means and Standard Deviation of Degree of Acceptance of Organizational Development Program Goals by Location

Organizational Development Program Goals	Urban M (SD)	Rural M (SD)	Suburban M (SD)	Multi-location M (SD)
To create an effective environment for teaching and learning	4.10 (.88)	4.27 (.76)	4.42 (.68)	4.81 (.40)
To foster polices that support effective teaching and learning	4.00 (.97)	3.97 (.89)	4.20 (.83)	4.54 (1.04)
To foster collegiality within and among faculty members and/or departments	4.00 (.93)	3.90 (.96)	4.15 (1.03)	4.63 (.67)
To support departmental goals, planning, and development	3.90 (.94)	3.62 (1.08)	3.95 (1.99)	4.36 (1.03)

Note. n = 111; scale: 1 = Not Sure, 2 = Not at All, 3 = To a Slight Degree, 4 = To a Moderate Degree, 5 = To a Great Degree.

Program Influence Factors

Participants were asked to rate the extent to which faculty and institutional factors influenced the focus or activities of faculty development programs at their institutions. The data revealed that "faculty interests and concerns" was the top program influence among three locations: urban institutions (*M* = 4. 38, *SD* = .81), rural institutions (*M* = 4.37, *SD* = .63), suburban institutions (*M* = 4.52, *SD* =

.81). However, multi-location institutions reported two top program influence factors that had equal means: “faculty interest and concerns” (*M* = 4.54, *SD* = .69) and addressing the immediate organizational issues and concerns and problems,” (*M* = 4.54, *SD* = .69).

The second factor that influenced faculty development was similar for three locations: urban institutions (*M* = 4.05, *SD* = 1.05), rural institutions (*M* = 4.02, *SD* = .92), and multi-locations institutions (*M*=4.18, *SD* = .98) was the “institutional strategic plan.” Whereas the second program influence at suburban institutions (*M* = *4. 28, SD* = *.78*) was to address “immediate organizational issues and concerns and programs.”

The third program influence at urban institutions (*M* = 3.84, *SD* = 1.06), rural institutions (*M* = 3.82, *SD* = .87), and suburban institutions (*M* = 3.76, *SD* = 1.00) was establishing “priorities of department chairs and deans.” At the third level of importance for program goal influence, two factors had the same means: “establishing “priorities for senior level institutional leaders,” (*M* = 4.00, *SD* = 1.01) and establishing “priorities of the coordinators leading the program,” (*M* = 4.00, *SD* = .89)

To establish “priorities of the coordinators leading the program” was lowest mean at urban institutions (*M* = 3.23, *SD* = 1.01), rural institutions (*M* = 3.32, *SD* = 1.14), and suburban institutions (*M* = 3.47, *SD*, = 1.03). Multi-location institutions lowest mean (*M* = 3.63, *SD* = .81) was “priorities of department chairs

and deans." Table 15 displays the findings for factors that influence faculty development programs by location.

Table 15

Means and Standard Deviations of Degree of Acceptance of Factors that Influence Faculty Development Programs by Location

Program Influences	Urban M (SD)	Rural M (SD)	Suburban M (SD)	Multi-location M (SD)
Faculty interests and concerns	4.38 (.81)	4.37 (.63)	4.52 (.81)	4.54 (.69)
Institutional strategic plan	4.05 (1.05)	4.02 (.92)	3.66 (1.15)	4.18 (.98)
Immediate organizational issues and concerns and problems	3.76 (.93)	3.80 (.88)	4.28 (.78)	4.54 (.69)
Priorities of department chairs and deans	3.84 (.99)	3.82 (.87)	3.76 (1.00)	3.63 (.81)
Priorities for senior level institutional leaders	3.84 (1.06)	3.70 (.97)	3.71 (1.00)	4.00 (1.01)
Priorities of the coordinators leading the program	3.23 (1.01)	3.32 (1.14)	3.47 (1.03)	4.00 (.89)

Note. n = 111; scale: 1 = Not Sure, 2 = Not at All, 3 = To a Slight Degree, 4 = To a Moderate Degree, 5 = To a Great Degree.

Current Faculty Development Practices

Participants were asked to identify current faculty development practices for their faculty development programs. The responses varied bylocation. The data revealed that "integrating technology" was the top current practice at urban institutions (*M*= 4.51, *SD* = .80). Rural institutions' top current practice was "assessment of student learning outcomes." Suburban institutions reported

"teaching underprepared students" as the top current faculty development practice. Multi-location institutions identified two top current practices: "assessment of student learning outcomes" (*M* = 4.36, *SD* = .50) and "integrating technology" (*M* = 4.36, *SD* = .81).

The second current practice at urban institutions (*M* = 4.41, *SD* = .85) and suburban institutions (*M* = 4.42, *SD* = .87) was "assessment of student learning outcomes." Whereas, the second current practice at rural institutions (*M* = 4.22, *SD* = .83) and multi-location institutions (*M* = 4.27, *SD* = .65) was "teaching underprepared students." The third current practice at urban institutions was "teaching underprepared students." "Integrating technology" was reported by rural institutions (*M* = 4.07, *SD* = 89) and suburban institutions (*M* = 4.38, *SD* = .74) as their third top current practices. The third current practice at multi-location institutions (*M* = 4.18, *SD* = .98) was "multiculturalism and diversity related to teaching."

The lowest mean for current practices at urban institutions (*M* = 2.67, *SD* = 1.15) and rural institutions (*M* = 2.48, *SD* = .75) was "team teaching." 'Community service-learning" (*M* = 2.76, *SD* = 1.45) and "course/teaching portfolios" (*M* = 2.76, *SD* = 1.34) were the lowest means for current practices at suburban institutions. Multi-location institutions reported "course/teaching portfolios" as the lowest current faculty development practice. Table 16 shows the current faculty development practices by location.

Table 16

Means and Standard Deviation of Degree of Acceptance of Current Faculty Development Practices by Location

Current Practices	Urban M (SD)	Rural M (SD)	Suburban M (SD)	Multi-location M (SD)
Assessment of student learning outcomes	4.41 (.85)	4.33 (.86)	4.42 (.87)	4.36 (.50)
Teaching underprepared students	4.35 (.93)	4.22 (.83)	4.52 (.75)	4.27 (.65)
Integrating technology	4.51 (.80)	4.07 (.89)	4.38 (.74)	4.36 (.81)
Multiculturalism and diversity related to teaching	3.97 (.93)	3.62 (.77)	4.04 (1.12)	4.18 (.87)
New faculty development (e.g. mentoring)	4.00 (1.17)	3.65 (1.08)	3.85 (1.23)	4.18 (.98)
Adjunct faculty	3.92 (.98)	3.55 (1.15)	4.09 (.89)	3.90 (.83)
Teaching adult learners	3.82 (1.00)	3.62 (.84)	3.66 (.97)	3.72 (1.19)
Writing across the curriculum/writing to learn	3.61 (1.00)	3.25 (1.06)	3.33 (.97)	3.45 (.69)
Course and curriculum reform	3.30 (1.23)	3.42 (1.08)	2.95 (1.30)	4.36 (.67)
General education reform	2.97 (1.33)	3.17 (1.11)	3.00 (1.26)	3.36 (1.03)
Community service-learning	3.12 (1.32)	2.90 (.93)	2.76 (1.45)	3.45 (.93)
Scholarship of teaching	2.74 (1.37)	2.60 (1.16)	3.33 (1.02)	3.90 (1.14)
Course/teaching portfolios	2.84 (1.23)	2.62 (1.03)	2.76 (1.34)	3.27 (1.10)
Team Teaching	2.67 (1.15)	2.48 (.75)	3.10 (1.22)	3.36 (1.03)

Note. n = 111; scale: 1 = Not Sure, 2 = Not at All, 3 = To a Slight Degree, 4 = To a Moderate Degree, 5 = To a Great Degree.

Emergent Directions for Faculty Development

The analyses of responses pertaining to emergent directions for faculty development yielded different responses among institutional types. The findings in this area indicated that faculty development coordinators were not optimistic (all means < 3.42) regarding emergent directions of faculty development practices. "Program assessment" was the top emergent direction at urban institutions (*M* = 3.41, *SD* =1.04), rural institutions (*M* = 3.02, *SD* = .97), and suburban institutions (*M* = 3.38, *SD* = .97). Multi-location institutions (*M* = 3.36, *SD* = *.50*), reported the need for "training and support for part-time faculty" as their top emergent direction.

Urban and rural colleges identified the same second emergent direction "unit/program evaluation" (*M* = 3.28, *SD* = 1.05) rural institutions (*M* = 2.85, *SD* = 1.03). Whereas, suburban institutions (*M* = *3.23, SD* = *.90*), identified "departmental leadership and management" as their second emergent direction and at multi-location institutions (*M* = 3.27, *SD* = 1.00) the second emergent direction was "program assessment."

The level of the third emergent direction reported by urban institutions (*M* = 3.10, *SD* = .94) and rural institutions (*M* = 2.74, *SD* = .95) was "training and support for part-time faculty." At suburban institutions the third emergent direction (*M* = 3.04, *SD* = .97) was "changing faculty roles and rewards." In looking at the third emergent direction, multi-location institutions had equal

means in two areas: “support of institutional change priorities,” (*M* = 3.18, *SD* 1.17) and “collaborative departmental work teams,” (*M* = 3.18, *SD* = .87).

The lowest means for emergent directions at urban institutions were “ethical conduct of faculty work (*M* = 2.10, *SD* = .94) and “faculty and departmental entrepreneurship” (*M* = 2.10, *SD* = 1.19). Rural institutions lowest mean (*M* = 1.85, *SD* = .86) was in the area of “preparing the future professoriate.” “Faculty and departmental entrepreneurship” (*M* = 2.05, *SD* = .97) was the lowest mean at suburban institutions and “changing faculty roles and rewards” (*M* = 2.63, *SD* = .92) was the lowest mean calculated for multi-location institutions.

Table 17 displays the findings of emergent directions by location.

Table 17

Means and Standard Deviations of Degree of Acceptance of Emergent Directions of Faculty Development Practices by Location

Emergent Directions	Urban M (SD)	Rural M (SD)	Suburban M (SD)	Multi-location M (SD)
Program assessment	3.41 (1.04)	3.02 (.97)	3.38 (.97)	3.27 (1.00)
Unit/Program evaluation	3.28 (1.05)	2.85 (1.03)	3.04 (.97)	3.06 (1.04)
Training and support for part-time faculty	3.10 (.94)	2.75 (.95)	3.04 (.97)	3.36 (.50)
Departmental leadership and management	2.74 (1.16)	2.73 (1.06)	3.23 (.90)	3.01 (.94)
Support of institutional change priorities	2.95 (1.00)	2.58 (.93)	2.62 (1.07)	3.18 (1.17)
Faculty roles in learning communities	2.74 (.91)	2.43 (.97)	2.95 (.80)	2.81 (.75)
Changing faculty roles and rewards	2.56 (1.25)	2.52 (1.06)	3.14 (1.01)	2.63 (.92)
Collaborative departmental work teams	2.66 (1.00)	2.40 (.96)	2.71 (.85)	3.18 (.87)
Interdisciplinary collaborations	2.59 (.94)	2.23 (.83)	2.71 (.90)	3.18 (.98)
Commitment to civic life/the public good	2.57 (1.05)	2.15 (.66)	2.57 (.87)	3.00 (.63)
Ethical conduct of faculty work	2.10 (.94)	2.28 (.82)	2.43 (.87)	2.91 (.83)
Preparing the future professoriate	2.56 (1.03)	1.85 (.86)	2.14 (.79)	3.00 (1.00)
Outreach/Service activities	2.23 (1.15)	1.93 (.92)	2.38 (.92)	2.82 (.87)
Faculty and departmental entrepreneurship	2.10 (1.19)	2.20 (1.02)	2.05 (.97)	2.82 (1.08)

Note. n = 111; scale: 1 = Not Sure, 2 = Not at All, 3 = To a Slight Degree, 4 = To a Moderate Degree, 5 = To a Great Degree.

Hypothesis Testing

For Research Questions 6, 7, and 8, one-way analysis of variance (ANOVA) was computed. When the null hypotheses were tested (at α = .05 level of significance), a statistically significance difference was found in faculty development practices based on location. The Tukey HSD and the Fisher LSD multiple comparison post hoc test were computed to determine which of the variables led to this difference. Table 18 presents the summary of the ANOVA findings.

Table 18

Summary of One-way ANOVA Findings

Independent Variables	Dependent Variables	*F*	*p*	Null Hypothesis Finding
Program Budget	Faculty Development	1.417	0.23	Fail to Reject
	Instructional Development	1.918	0.11	Fail to Reject
	Organizational Development	.868	0.49	Fail to Reject
Length of Service	Faculty Development	0.43	0.79	Fail to Reject
	Instructional Development	1.79	0.14	Fail to Reject
	Organizational Development	1.33	0.26	Fail to Reject
Location of Institution	Faculty Development	2.93	0.02*	Reject
	Instructional Development	0.90	0.47	Fail to Reject
	Organizational Development	3.71	0.01*	Reject

Note. *The level of significance was set at the *α* = .05 level.

Research questions 6 to 8 present the one-way ANOVA findings.

6. Is there a significant difference in the faculty development practices based on the program budget?

H_{o1}: There is no significant difference in the faculty development practices based on the program budget.

The five different budget ranges (0-2000, 2000-4000, 4001-6000, 6001-8000, and 8001 or more) were analyzed using one-way ANOVA. A null hypothesis was formulated stating that there is no significant difference in faculty development practices among the five budget amount ranges In the faculty development component , the mean of the between groups was found to be 4.84 while the mean of the within groups was 3.41. When examining the five budget amount ranges, the ANOVA results showed $F(4, 110) = 1.417$, $p = .23 > .05$, suggesting that there was no significant difference in the faculty development program goals based on the budget amount. The findings fail to reject the null hypothesis.

In examining the results for the instructional development component, the mean of the between groups was found to be 8.98 while the mean of the within groups was 4.68. When examining the findings for the five budget groups, the ANOVA results showed $F(4, 109) = 1.918$, $p = .11 > .05$ that there was no significant difference in the instructional development program goals based on the five budget groups. The findings fail to reject the null hypothesis.

The data analyses for he organizational development component showed that, the mean of the between groups was found to be 4.58 while the mean of the within groups was 5.27. The ANOVA results showed $F(4, 109) = .868$, $p = .49 > .05$ that there was no significant difference in the organizational development program goals based on the five budget groups. The findings fail to reject the null hypothesis. Table 19 shows the details of the ANOVA test.

Table 19

ANOVA Table for Main Effect of Amount of Program Budget on Faculty Development Practices

Dependent Variables		Sum of Squares	df	M	*F*	*p*
Faculty Development	Between Groups	19.34	4	4.84	1.417	.23
	Within Groups	361.70	106	3.41		
	Total	381.04	110			
Instructional Development	Between Groups	35.91	4	8.98	1.918	.11
	Within Groups	491.31	105	4.68		
	Total	527.22	109			
Organizational Development	Between Groups	18.30	4	4.58	.868	.49
	Within Groups	553.42	105	5.27		
	Total	571.72	109			

Note. *The level of significance was set at the $\alpha = .05$ level.

7. Is there a significant difference in the faculty development practices based on the length of service of faculty development coordinators?

H_{o2}: There is no significant difference in the faculty development practices based on the length of service of faculty development coordinators.

The length of service of faculty development coordinators was presented in five ranges: 1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more. The intention was to find out if there was a difference in the faculty development practices when the five lengths of service groups were compared.

In testing the faculty development component the mean of the between groups was found to be 1.50 while the mean of the within groups was 3.54. When compared among the five groups, the ANOVA results showed $F(4, 110) = .43$, $p = .79 > .05$, suggesting that there was no significant difference in the faculty development program goals based on the five length of service groups. The findings fail to reject the null hypothesis.

In regards to the instructional development category, the mean of the between groups was found to be 8.43 while the mean of the within groups was 4.70. When compared among the five groups, the ANOVA results showed $F(4,109) = 1.79$, $p = .14 > .05$, that there was no significant difference in the instructional development program goals among the five length of service groups. The findings fail to reject the null hypothesis.

In examining the organizational development component, the mean of the between groups was found to be 6.87 while the mean of within groups was

5.182. When compared among the five groups, the ANOVA results showed $F(4,109) = 1.33$, $p = .26 > .05$ no significant difference in the organizational development program goals based on the five length of service groups. The findings fail to reject the null hypothesis. Table 20 shows the details of the ANOVA test.

Table 20

ANOVA Table for Main Effect of Length of Service of Faculty Development Coordinators on Faculty Development Practices

Dependent Variables		Sum of Squares	df	M	*F*	*p*
Faculty Development	Between Groups	6.01	4	1.50	.43	.79
	Within Groups	375.04	106	3.54		
	Total	381.05	110			
Instructional Development	Between Groups	33.71	4	8.43	1.79	.14
	Within Groups	493.50	105	4.70		
	Total	527.22	109			
Organizational Development	Between Groups	27.570	4	6.87	1.33	.26
	Within Groups	544.152	105	5.182		
	Total	571.712	109			

Note. *The level of significance was set at the $\alpha = .05$ level

8. Is there a significant difference in the faculty development practices based on the location of institution of faculty development coordinators?

   H_{o3}: There is no significant difference in the faculty development practices based on the location of institution of faculty development coordinators.

The location of institution of faculty development coordinators was presented in four categories: Urban, Rural, Suburban, and other (termed Multi-Location). In the faculty development category, the mean of the between groups was found to be 9.48 while the mean for within groups was 3.24. When compared among the four institutional types, the ANOVA results showed $F(4, 110) = 2.93$, $p = .02 < .05$, that there was a significant difference in the faculty development program goals by location. The null hypothesis is rejected.

In regards to the instructional development category, the mean of the between groups was found to be 4.38 while the mean of within groups were 4.85. When compared among the four categories, the ANOVA results showed $F(4, 109) = .90$, $p = .47 > .05$, suggesting, no significant difference in the instructional development program goals by location. The findings fail to reject the null hypothesis.

In the organizational development category, the mean of the between groups was found to be 17.71 while the within groups were 4.77. When compared among the four categories, the ANOVA results showed $F(4, 109) = 3.71$, $p = .01 < .05$, suggesting, there was a significant difference in the organizational development program goals by location. The null hypothesis is rejected. Table 21 shows the details of the ANOVA test.

Table 21

ANOVA Table for Main Effect of Location of Institution on Faculty Development Practices

Dependent Variables		Sum of Squares	df	M	*F*	*p*
Faculty Development	Between Groups	37.91	4	9.48	2.93*	.02*
	Within Groups	343.14	106	3.24		
	Total	381.05	110			
Instructional Development	Between Groups	17.53	4	4.38	.90	.47
	Within Groups	509.69	105	4.85		
	Total	527.22	109			
Organizational Development	Between Groups	70.82	4	17.71	3.71*	.01*
	Within Groups	500.90	105	4.77		
	Total	571.72	109			

Note. *The level of significance was set at the α = .05 level

Post-Hoc Test Findings

Tukey HSD and Fisher LSD Tests for Faculty Development Program Goals

The Tukey HSD and the Fisher LSD test were computed to determine which means differed significantly. The Tukey HSD test revealed there were no significant differences in faculty development program goals based on location; however, the Fisher LSD findings revealed several significant differences. A mean difference (*MD* = -1.57, *p* = .03) was reported between urban locations and multi-locations; between rural locations and suburban locations (*MD* = -1.14, *p* = .02); between rural locations and multi-locations (*MD* = -1.79, *p* = .01); between suburban locations and rural locations (*MD* = -1.14, *p* = .02); between multi-location and urban locations (*MD* = 1.57, *p* = .03), and between multi-location and rural locations (*MD* = 1.79, *p* = .01). Table 22 shows the findings.

Table 22

Tukey HSD and Fisher LSD Post-hoc Tests: Multiple Comparisons of Faculty Development Program Goals based on Location

Dependent Variable		(I) location of school	(J) location of school	Mean Difference (I-J)	*SE*	*p*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Faculty Development	Tukey HSD	Urban	Rural	.23	.40	.98	-.89	1.34
			Suburban	-.91	.49	.34	-2.26	.44
			Multi-Location	-1.57	.70	.17	-3.51	.37
		Rural	Urban	-.23	.40	.98	-1.34	.89
			Suburban	-1.14	.48	.14	-2.48	.20
			Multi-Location	-1.79	.70	.08	-3.72	.14
		Suburban	Urban	.91	.49	.34	-.44	2.26
			Rural	1.14	.48	.14	-.20	2.48
			Multi-Location	-.66	.75	.90	-2.73	1.42
		Multi-Location	Urban	1.57	.70	.17	-.37	3.51
			Rural	1.79	.70	.08	-.14	3.72
			Suburban	.66	.75	.90	-1.42	2.73
	Fisher LSD	Urban	Rural	.23	.40	.58	-.57	1.02
			Suburban	-.91	.49	.06	-1.88	.05
			Multi-Location	-1.57*	.70	**.03***	-2.95	-.18
		Rural	Urban	-.23	.40	.58	-1.02	.57
			Suburban	-1.14*	.48	**.02***	-2.09	-.18
			Multi-Location	-1.79*	.70	**.01***	-3.17	-.42
		Suburban	Urban	.91	.49	.06	-.05	1.88
			Rural	1.14*	.48	**.02***	**.18**	2.09
			Multi-Location	-.66	.75	.38	-2.14	.82
		Multi-Location	Urban	1.57*	.70	**.03***	.18	2.95
			Rural	1.79*	.70	**.01***	.42	3.17
			Suburban	.66	.75	.38	-.82	2.14

Note. *The level of significance was set at the α = .05 level

Tukey HSD and Fisher LSD for Organizational Development Program Goals

The Tukey HSD and Fisher LSD post-hoc test revealed that there was a significant mean difference in the organizational development program goals based on urban locations and multi-locations (*MD* = -3.09, *p* = .01); between rural locations and multi-location locations (*MD* = 2.29, *p* = .01); between multi-locations and urban locations (*MD* = 3.09, *p* =.01); and between multi-locations and rural locations (*MD* = 2.92, *p* = .01). A significant difference was found between urban locations and multi-locations (*MD* = -3.09, *p* = .01). A close significant mean difference was indicated between rural locations and multi-locations (*MD* = -2.92, *p* = .01).

The findings revealed a higher significant difference between organizational development program goals and suburban locations and multi-locations (*MD* = -2.12, *p* = .01); between multi-locations and urban locations (*MD* = 3.09, *p* = .01); between multi-locations and rural locations (*MD* = 2.92, *p* =.01); and between multi-locations and suburban locations' (*MD* = 2.21, *p* = .01). Table 23 displays the findings.

Table 23

Tukey HSD and Fisher LSD Post-hoc Tests: Multiple Comparisons of Organizational Development Program Goals based on Location

Dependent Variable		(I) location of school	(J) location of school	Mean Difference (I-J)	*SE*	*P*	95% Confidence Interval	
							Lower Bound	Upper Bound
Organizational Development	Tukey HSD	Urban	Rural	-.17	.49	1.00	-1.53	1.19
			Suburban	-.88	.60	.59	-2.54	.79
			Multi-Location	-3.09*	.85	<.**01**	-5.44	-.74
		Rural	Urban	.17	.49	1.00	-1.19	1.53
			Suburban	-.71	.60	.76	-2.36	.95
			Multi-Location	-2.92*	.84	.**01***	-5.26	-.58
		Suburban	Urban	.88	.60	.59	-.79	2.54
			Rural	.71	.60	.76	-.95	2.36
			Multi-Location	-2.21	.91	.12	-4.75	.32
		Multi-Location	Urban	3.09*	.85	<.**01**	.74	5.44
			Rural	2.92*	.84	.**01***	.58	5.26
			Suburban	2.21	.91	.12	-.32	4.75
	Fisher LSD	Urban	Rural	-.17	.49	.73	-1.13	.80
			Suburban	-.88	.60	.15	-2.07	.31
			Multi-Location	-3.09*	.85	<.**01**	-4.77	-1.41
		Rural	Urban	.17	.49	.73	-.80	1.14
			Suburban	-.71	.60	.24	-1.89	.47
			Multi-Location	-2.92*	.84	<.**01**	-4.59	-1.25
		Suburban	Urban	.88	.60	.15	-.31	2.07
			Rural	.71	.60	.24	-.47	1.89
			Multi-Location	-2.21*	.91	.02*	-4.02	-.40
		Multi-Location	Urban	3.09*	.85	<.**01**	1.41	4.77
			Rural	2.92*	.84	<.**01**	1.25	4.60
			Suburban	2.21*	.91	.02*	.40	4.02

Note. *The level of significance was set at the α = .05 level.

Findings from Open-ended Questions

As opposed to selecting key phrases from a prescribed list, open-ended responses were used as a way of providing participants an opportunity to express their opinions on topics relevant to faculty development practices at community colleges. The open-ended research questions 9 through 12 were as follows: What are the top three primary purposes that guide faculty development at institutions? What are the top three challenges of faculty? and What are the top three challenges of faculty development programs? The *Zoomerang.com* online analysis tool automatically tagged similar responses and grouped the results according to key phrases. Finally, the frequencies of manual and electronic responses were compared and analyzed to develop major key phrases. The researcher created a chart to track open-ended responses.

For research questions 13 and 14 faculty development coordinators were given an opportunity to provide longer narrative responses: What direction do you think faculty development should move versus will move? and How often does your institution provide faculty development activities?

The findings revealed a wide range of opinions relating to these open-ended questions on faculty development practices at community colleges. Responses to the open-ended responses are shown in tables 24 through 28. Each table provided the response and frequency count of participants' responses.

Primary Purposes of Faculty Development Practices

For research question 9, faculty development coordinators were asked to indicate the three primary purposes that guided faculty development at their institutions. The first primary purpose reported by faculty development coordinators from urban locations was “facilitating faculty development.” The second primary purpose was “advancing new initiatives” and the third primary purpose was “developing knowledge and skills related to teaching and learning.”

In contrast, faculty development coordinators from rural locations reported that there first primary purpose was “improving and expanding teaching and learning.” The next primary purpose was the use of “technology” in the classroom. The third primary purpose was centered on “pedagogy.”

The first and second primary purposes driving faculty development at suburban locations was helping faculty remain “current in their discipline.” The third was to “improve teaching and learning.” The first and third primary purpose for multi-locations was “current in technology.” The second primary purpose reported by faculty development coordinators at multi-locations was “improving assessment.”

Overall, “teaching and learning” proved to be a primary purpose mainly at urban locations and rural institutions, whereas suburban location coordinators’ primary purpose was for faculty to remain “current in their disciplines.” Multi-location coordinators indicated “technology” as their major primary purpose.

Table 24 displays the summary and frequency of the three top primary purposes of faculty development by all locations.

Table 24

Summary of Three Primary Purposes Guiding Faculty Development Programs by Location

Primary Purpose	Urban	Rural	Suburban	Multi-location type
I	To facilitate faculty development (16)	To expand and improve teaching and learning (24)	Currency in discipline (7)	Current in technology (4)
II	Advance new initiatives in teaching and learning (17)	Current in technology (11)	Current in discipline (11)	Improve assessment (4)
III	Develop knowledge and skills related to teaching and learning (11)	Pedagogy (9)	Improve teaching and learning (9)	Current in technology (4)
Top Primary Purposes	Teaching and learning (17)	Teaching and learning (24)	Currency in discipline (18)	Technology (8)

Challenges

Challenges facing community college faculty members. Research question 10 allowed faculty development coordinators to report on the challenges for faculty at their institutions. In general, faculty development coordinators from urban locations identified “student diversity” as the first challenge facing faculty. The second and third challenge at urban locations was “budgeting,” and “funding.”

The first challenge facing faculty at rural locations was “student diversity.” The second challenge was “funding.” Their third challenge for faculty at rural locations related to “student-faculty ratio.” In contrast, suburban community college faculty development coordinators indentified “faculty course load” as the first challenge facing faculty, and “technology” and “funding” as the second and third challenge for faculty respectively.

Faculty development coordinators at multi-location institutions identified “technology” as the first challenge facing faculty. “Assessment” was the second challenge and the third challenge at multi-location institutions was “funding.”

“Student diversity” emerged as the overall prevailing challenge facing faculty as reported by faculty development coordinators at both urban and rural institutions. “Faculty course load” was the challenge reported by faculty development coordinators at suburban institutions. “Technology” emerged as the top challenge for faculty at multi-location institutions.

Table 25 shows the reported top challenges facing faculty and frequency of responses by location.

Table 25

Summary of Top Three Challenges Facing Community College Faculty by Location

Challenges Facing Faculty	Urban	Rural	Suburban	Multi-location type
I	Student diversity (18)	Student diversity (13)	Course load (6)	Technology (7)
II	Budget restraints (16)	Funding (11)	Technology (5)	Assessment (6)
III	Funding (11)	Student-faculty ratio (8)	Funding (5)	Funding (4)
Top Challenges Facing Faculty	Student diversity (18)	Student diversity (13)	Course load (6)	Technology (7)

Challenges facing faculty development programs. Question 11 required faculty development coordinators to report the top three challenges facing faculty development programs at their institutions. The top challenge facing faculty development programs across all locations centered on one major issue, “funding.” Specifically “funding” or the key term “budget constraints” was the first, second, and third challenge for faculty development programs at urban locations.

Rural community college faculty development coordinators were most concerned about “State budget cuts” as their first challenge to their faculty development programs. The second and third challenge facing faculty development programs at rural locations was “lack of faculty participation.”

The first challenge facing faculty development programs at suburban locations was “funding.” The second challenge was “release time” and the third challenge was “low bandwidth.” Similarly, faculty development coordinators from multi-locations indicated that “funding” posed their first challenge to faculty development programs. In addition, they reported that “teaching load” was the second challenge facing faculty development programs. The third challenge at suburban locations was the “budget.”

Overall, the response from faculty development coordinators at urban locations, suburban locations, and multi-location institutions was “funding.” The overall, response from faculty development coordinators at rural locations, was “lack of participation.”

Table 26 depicts the findings of the top challenges facing faculty development programs by location and frequency of response.

Table 26

Summary of Top Three Challenges Facing Faculty Development Programs by Location

Faculty Development Program Challenges	Urban	Rural	Suburban	Multi-location type
I	Funding (17)	State budget cuts (12)	Funding (12)	Funding (8)
II	Budget constraints (16)	Lack of faculty participation (10)	Release time (9)	Teaching load (6)
III	Funding (11)	Lack of faculty participation (10)	low bandwidth (7)	Budget (10)
Top Challenges Facing Faculty Development Programs	Funding (17)	Lack of participation (20)	Funding (12)	Funding (18)

Challenges addressed through faculty development programs.

Question 12 asked faculty development coordinators to identify what they perceived as the top three challenges that could be addressed through faculty development programs. Urban location faculty development coordinators indicated that “teaching and learning” followed by “currency in discipline,” and “outcome assessment” were the top challenges that could be addressed through

faculty development The challenged that could be addressed through faculty development at rural locations were as follows: first challenge, “improving student outcomes;” the second challenge was “assessment;” and third challenge was “technology.” Suburban community college coordinators identified “technology” as the first challenge that could be addressed through faculty development programs, followed by “improving pedagogy.” The third challenge was “online methodology.” Faculty development coordinators at multi-location institutions reported “technology” was the first challenge that could be addressed through faculty development and “teaching strategies” was the second challenge. Multi-location institutions failed to identify a third challenge; a response of “not sure” was reported.

Overall, faculty development coordinators from rural locations reported “improving student outcomes and suburban institutions reported “technology” as the top challenge that could be addressed through faculty development programs. Faculty development coordinators from urban locations reported “currency in their discipline.” Whereas, multi-location institutions were “not sure” or didn’t know” the challenges that could be addressed through faculty development programs. Table 27 shows the reported findings of challenges that can be addressed through faculty development programs by location and frequency of responses.

Table 27

Summary of Top Challenges That can be Addressed Through Faculty Development by Location

Challenges Addressed Through Faculty Development	Urban	Rural	Suburban	Multi-location Type
I	Teaching and learning (7)	Improve student outcomes (14)	Technology (7)	Technology (5)
II	Currency in discipline(11)	Assessment (9)	Improving pedagogy (11)	Teaching strategies (4)
III	Outcome assessment (9)	Technology (9)	Online methodology (7)	Not sure: I don't know (6)
Top Challenges Addressed Through Faculty Development	Currency in discipline (11)	Improve student outcomes (14)	Technology (14)	Not sure; I don't know (6)

For research questions 13 through 15, faculty development coordinators were given an opportunity to provide a narrative response about the future direction of faculty development programs and the frequency of faculty development activities at their institutions.

Reported Direction Faculty Development Should Move

Research question 13 asked faculty development coordinators to identify the direction in which faculty development should move in the next decade. "Increasing online training" for faculty was the major response from urban institutions. The least-expressed direction at urban locations was placing an

emphasis on “state and local systems.” Faculty development coordinators from urban locations expressed that faculty development should be “online.” After reading this response, the researcher felt a deep sense of hope for urban institutions’ capacity to keep current with technology. One coordinator commented, “All faculty development should become more web-based.” Another voiced, “Given the demand for online training, community college faculty development programs should position themselves to balance the demand for more online education with standards and quality.” Another stated, “There is a need to provide more onsite classes with online or hybrid options.” One coordinator suggested that “teaching and learning modalities,” such as *Online Course Management Systems* (i.e., Blackboard, WebCT), could enhance and improve course delivery. Urban location faculty development coordinators reiterated the need for colleges to keep “current with technology.”

Rural community college faculty development coordinators reported that “learning communities” should be an option for faculty development programs. Worth noting is a comment from a faculty developer from a rural location:

> Needs to be more of it! It would be great if we were going to be able to spend the majority of our time teaching faculty better ways to teach and provide learning opportunities, but unfortunately, we will probably spend most of our time teaching them how to assess learning in a way that can be reported to state government. If we don't, then we probably won't be funded and community colleges

> have enough issues with funding as it is. If I sound a little jaded, consider the fact that I'm only 40!

Suburban community college coordinators reported “active learning” would be a preferable direction for faculty development, as opposed to another direction less voiced—being “more inclusive of part-time faculty needs.” The majority of faculty development coordinators from multi-location institutions reported that they were “not sure” or “did not know” the direction that faculty development should move in the future. One faculty developer said, “Faculty development will remain static, no change, just static, perhaps due to funding.”

Reported Direction Faculty Development Will Move

Research question 14 asked participants to comment on the direction they felt faculty development will move in the next decade. A distinction between the previous question and this question was that, in this question, the researcher probed for ideas about what participants actually believed would happen versus their personal desires or convictions. Overall, “technology,” “accountability requirements,” “decreased funding,” and the notion of “not knowing” the direction faculty development would move were the key phrases from this question.

While most faculty development coordinators at multi-location institutions reported that they had “no idea,” about the direction faculty development participants, representatives from urban, rural, and suburban community colleges reported that “funding constraints” will impact the future of faculty development programs. Some personal comments from these groups were: “faculty

development programs will be difficult to sustain in this economy"; "faculty development will continue to be mostly a waste of money and time'; and "faculty development will continue to be demanded by faculty and accrediting bodies." Another faculty development coordinator stated, "I believe that this will be one of the first areas cut, as we feel the squeeze of budgets tightening."

Despite the fact that the overall responses related to "budget cuts," responses from faculty development coordinators at urban institutions indicated that faculty development was headed toward embracing "distance learning"— a much needed update for faculty development training in the twenty-first century. They indicated that faculty development would rely on "web-based sessions" to advance faculty development programs.

Rural community college faculty development coordinators indicated "distance learning" would be the direction that faculty development would move by utilizing technology as a means for faculty development training. Rural faculty development coordinators reported that "funding" would be a focus and will continue to be a challenge. Some of the faculty development coordinators also viewed "undocumented students" and "underprepared students" as challenges at their institutions.

Suburban community college coordinators projected that "funding" allocated for faculty development would decrease and there would be more "training for part-time faculty." Finally, multi-location faculty development

coordinators reported they had “no idea” or that the direction of faculty development programs would “not change.”

Overall, faculty development coordinators at urban locations reported that faculty development should move and will move toward online “web-based” programs. Rural community college faculty development coordinators indicated that faculty development should move toward “learning communities”; however, they reported that “distance learning” will be the main focus. Suburban faculty development coordinators reported that “active learning” would be a possible movement but “funding” would determine the direction of their programs. Finally, faculty developers at multi-location institutions “were not sure” of the direction faculty development should move and had “no idea” or prediction of the future of faculty development at their campuses. Table 28 displays the findings for should move directions and frequency of responses.

Table 28

Summary of Reported Direction Faculty Development Should Move Versus Will Move by Location

Direction Faculty Development	Urban	Rural	Suburban	Multi-location
Should Move	Training for online education; Training more web-based	Learning communities	Active learning	Don't know; Not sure
Will Move	Web-based	Distance Learning	Funding may be static or reduced	No idea

Faculty Development Calendar

Faculty development coordinators were asked to indicate how often their institutions offered faculty development activities. Despite the fact that, in previous response, participants reported that lack of "funding," "outdated technology," "no release time" to attend workshops and "traditional teaching methods" impact faculty, all participant indicated that some type of workshop, seminar, and or opportunity to travel "twice yearly" to a workshop and in-service training was needed.

Faculty development coordinators were very open and personal with their responses as they related to answering, "How often does your college offer faculty development?" Some verbatim statements from faculty development coordinators were as follows: "Faculty are required to attend annual professional development (2-days); other offerings monthly- not mandatory (some are repeated throughout the year);" "we have faculty meetings and development twice per long semester;" and "at our institution study grants are awarded to

faculty who apply and then presented to faculty in breakout format." Another expressed opinions about travel: "faculty professional development travel is funded well and faculty trips are approved by administration and final approval granted by a faculty development committee."

At one suburban community college, the faculty development coordinator reported, "We run them constantly; we have a database with hundreds of offerings. 'We add new ones regularly, promote webinars, and sponsor events, et cetera." At another community college a faculty development coordinator stated, "Nine days are set aside each year for faculty development. These days include workshops and seminars." One faculty development coordinator explained, "We have seven development days during the year and offer several days of development outside the assigned work days."

Overall, faculty development coordinators at urban, rural, suburban, and multi-location institutions indicated that faculty development is conducted at least "twice per year."

Summary

This chapter presented the findings from this study, *An examination of faculty development practices at the American community college.* Participants (*N* = 111) were faculty development coordinators from public community colleges. The findings indicated that Chief Academic Officers (CAOs), such as Vice Presidents (VPS), were primarily responsible for faculty development at the participating colleges. The results of this study also indicated that the majority of

faculty development coordinators were relatively new to their positions. In the current study, faculty development budgets averaged around $8,001 or more. As reported by the participants, the top faculty development goal was, “improving student learning outcomes;” the top instructional development goal was “helping faculty acquire knowledge of a diverse student population,” and “preparing learning materials” was the top organizational development goal. The findings from this study revealed that “faculty personal interests” were the primary factor that influenced faculty development activities. The study revealed that the primary current practice of faculty development was “assessment of student learning outcomes.” The major emergent direction for faculty development was “program assessment.”

Overall, findings from the open-ended responses revealed that, “teaching and learning” was a primary purpose mainly for urban locations and rural locations. In contrast, “student diversity” was the overall prevailing challenge for faculty at urban locations and rural locations. In general, among all locations the need for adequate “funding” was the dominate responses for challenges facing faculty development programs. Participants reported that “technology,” followed by “improving student outcomes, were the top topics that could be addressed through faculty development programs. Despite expressed concerns about funding, all participants reported that their institutions offered faculty development activities at least once or twice per year.

The next chapter includes the summary of findings, discussion, conclusions, implications, and recommendations for policy, practice, and research, and reflections from the researcher.

CHAPTER V

SUMMARY OF THE STUDY, DISCUSSION OF FINDINGS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS FOR POLICY, PRACTICE, RESEARCH, AND RESEARCHER'S REFLECTIONS

Introduction

The purpose of this quantitative study was to examine faculty development practices at public community colleges. For purposes of this study, faculty development was defined as "programs or activities to enhance an individual faculty members' personal development" (POD Network, 2007, para. 1). The first section in this chapter begins with a summary of the study. The second section includes a discussion of findings from the descriptive statistics analyses, inferential statistics analyses, and the open-ended questions. The third section in the chapter reflects a discussion on the conclusions, implications, and recommendations for policy, practice, and research. The last section contains the researcher's reflections and thoughts about the study.

Summary of Study

The need for faculty development at the American community college has evolved into a top-priority issue over the last several decades (Murray, 2002, Grant & Keim, 2002; McAfee, 2008; Stern, 2003; Stolezenburg, 2002; Wallace, 1976; Wallin & Smith, 2005). A review of the literature reveals that there is a wide range of faculty development practices occurring at community colleges (Amey, 1999; Bergquist & Phillips, 1975a; Cohen & Brawer, 2008; Grant & Keim, 2002;

Hammons, Smith, & Watts, 1978; Hasting-Taylor, 2006; Murray, 2001; Wallin, 2002; Watts & Hammons, 2002); however, previous investigators have failed to categorize the program goals of faculty development practices at community colleges (Davidson-Shivers, Salzar, & Hamilton, 2005; Grahek, 2007; Hopple, 1991). This omission in previous research served as a catalyst for the current study. Five descriptive research questions, three inferential research questions, and seven open-ended questions guided the investigation. Specifically, for Research Question 1, the institutional characteristics (i.e., frequency and percentage) were computed.

1. What are the features that characterize the institutions where faculty development coordinators are employed?

For Research Questions 2, 3, 4, and 5, the means (*M*) and standard deviations (*SD*) were computed.

2. What are faculty development coordinators' perceptions of the three areas of faculty development practices: faculty development, instructional development, and organizational development?
3. What factors influence faculty development programs?
4. What are the current practices of faculty development programs at community colleges?
5. What are the emergent directions of faculty development programs at community colleges?

One-way analysis of variance (ANOVA), an inferential statistical analysis, was computed for Research Questions 6, 7, and 8. The null hypotheses were tested at the standard significance level of $\alpha = .05$.

6. Is there a significant difference in faculty development practices among the five budget groups (0 to2001, 2001 to 4000, 4001 to 6000, 6001 to 8000, and 8001 or more)?

   H_{o1}: There is no significant difference in faculty development practices among the five budget groups (0-2001, 2001-4000, 4001- 6000, 6001- 8000, and 8001 or more)?

7. Is there a significant difference in faculty development practices among the five length of service groups (1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

   H_{o2} There is no statistically difference in faculty development practices among the five length of service groups (1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

8. Is there a significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

H_{o3}: There is no significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

This quantitative study was an exploration of faculty development coordinator's views about the primary purposes of faculty development, faculty challenges, challenges in faculty development programs, current practices, emergent directions, faculty development activities. The researcher also explored the faculty development coordinators' predictions about the direction that faculty development practices would take in the future, as well as their views about the desirable directions that such practices should take.

Additionally, the study sought to determine whether faculty development coordinators have different perceptions of faculty development practices at their respective institutions based on certain institutional characteristics such as, amount of program budget, faculty development coordinators' length of service of faculty development coordinators, and location of institution, the researcher examined the differences in faculty development practices in three areas: faculty development, instructional development, and organizational development.

The population for the current investigation was faculty development coordinators (i.e., the highest-ranking professionals responsible for faculty development) at public community colleges as listed in the online AACC Directory (2008c). The institutions identified in the AACC (2008c) directory were stratified by location into urban, rural, and suburban institutions. Within each

group, a simple random sampling technique was used to select every *n*th institution until 100 institutions were selected in each location. The faculty development coordinators in each of the 300 institutions selected became the final sample.

The survey instrument used for this study was a slightly modified version of Sorcinelli's (2006) instrument, *Envisioning the Future of Faculty Development: A Survey of Faculty Development Professionals*. Of the 300 surveys distributed, 117 surveys were returned electronically, for an initial overall response rate of 39%. Six surveys were eliminated, because four colleges opted out of the survey and the receipt of two incomplete surveys. Thus, the final number of complete surveys was 111 with a response rate of 37%.

Gaff's (1975) *Alternative Conceptions of Instructional Improvement Model* was used as the conceptual framework to analyze faculty development practices at community colleges. The review of the literature and the findings from this study led the researcher to postulate that community colleges are engaged in faculty development activities which can be categorized according to Gaff's three components: faculty development, instructional development, and organizational development. Despite a growing national interest in faculty development, research is needed to determine specificity around faculty development practices at community colleges.

The next section begins with a discussion of the descriptive findings. Next, there is a discussion of the inferential statistical analyses results, followed by the

discussion of the open-ended responses. The findings from this study confirmed Carducii's (2002) salient point that, "faculty development is not a one-way proposition" (Conclusions, para. 14); rather, it is multifaceted and comes in different forms.

Discussion of Descriptive Findings

Institutional Characteristics

The initial research question queried 111 faculty development coordinators about the institutional characteristics at their respective institutions. The features that characterized the institutions in which faculty development coordinators were employed tell a unique story. Although community colleges have similar missions, institutional characteristics appear different, and some of these characteristics influence faculty development practices.

Previous research conducted by Grant and Keim (2002) on faculty development at community colleges revealed that at least 52% of faculty development coordinators were senior-level administrators. Similar findings were also reported by Sorcinelli (2006), who found that 70% of faculty development coordinators were senior administrators. Nwagwu (1998) and Sydow (2000) contended that faculty development was most effective when led by senior administrators. The results from the present study were in line with previous work and as might be expected: In most cases (50%), senior administrators (e.g., CAOs and VPs) were primarily responsible for faculty development at their institutions.

In addition, the data revealed that at urban locations (11%), individuals below the rank of Dean of Instruction were primarily responsible for faculty development. In contrast, faculty development coordinators at rural locations (10%) were less likely to hold positions below the level of Dean of Instruction. The results from the present study were uniquely consistent with Murray's (1995; 1998; 2000) findings on faculty development practices at public two-year colleges in New York, Texas, and from a national sampling of public community colleges. Murray found that individuals below the rank of Dean of Instruction or Director of Faculty Development were primarily responsible for faculty development at the public community colleges participating in his studies.

In examining the length of service of faculty development coordinators, Sorcinelli (2006) observed that 43% of the study's respondents had less than five years of experience in their roles. According to Watts and Hammonds (2002), the length of service of faculty development coordinators was typically two to three years. Faculty development coordinators in the present study were also found to be relatively new to their positions. In the aggregate, 47% of the participants reported that they had been in their position for approximately one to three years. These results may suggest that faculty development coordinators have not had sufficient time to move faculty development program goal foci beyond faculty development (e.g., faculty members' personal interests) to include instructional development and organization development.

The findings revealed that there was little variation in regional representation, other than in the North Central Association of Colleges and Schools accrediting region. Thirty-four percent of the participants worked at institutions that were located in the North Central region. Because the current investigation was a descriptive study of faculty development practices at community colleges, the high concentration of participants in a single accreditation region may be viewed as a limitation in the study. Urban (39%) and rural colleges (40%) were almost equally represented in the study. Suburban colleges made up 21% of the colleges represented. In the current study, size of the institution was measured in terms of student enrollment. A large percentage of the participants (38%) reported that the enrollment at their institution was between 2,001 to 4,000 students. About 6% of the colleges reported annual enrollments less than 2,000 students, and 21% reported enrollment of 10,001 or more students.

Response format for collecting data on institutional budgets placed the highest budget category (i.e., amount of program budget) at $8,001 or higher. This format places limitations on interpreting the range of faculty development budgets beyond this interval; however, previous research by Grant and Keim (2002) demonstrated that funding for ongoing faculty development programs "appeared to be reasonably well funded" (p. 803). In this study the majority of faculty development coordinators (73%) reported the amount of program budget at $8,001 or more. Disaggregated, the higher program budget ranges were

reported by urban locations (32%) and rural locations (25%). Despite reports of existing funding for faculty development, it should be noted that in the open-ended responses, participants raised concerns about future funding for faculty development programs at all locations.

Faculty Development Practices

The second research question queried participants about three components of faculty development practices: faculty development, instructional development, and organizational development.

Faculty development program goals. In terms of the highest mean for the faculty development program goals, rural, suburban, and multi-location participants reported "helping faculty members acquire knowledge of diverse student populations." This is not a surprising finding, given that student populations at community colleges are becoming more diverse (AACC, 2008b; CCCSE, 2010; Costner 2003; Kim, 2002; Cox, 2003, 2009; Lail, 2009; McClenney, 2007). Watts and Hammons (2005) and Wesley (2005) observed that faculty development can serve as a venue to meet the needs of the current diverse student populations.

The largest faculty development program goal differences among locations were reported by representatives from urban institutions. Compared to other locations, faculty development coordinators from urban locations, identified "helping members develop knowledge and skills related to teaching and learning" as their top faculty development program goal. Barr and Tagg (1995) contended

that the role of community colleges has shifted from teaching to learning. Historically, community colleges have attracted diverse student populations with a wide range of learning needs and challenges (Amey 1999; Costner, 2003; Hirose-Wong, 1999; Judd, 2006; Kozeracki, 2002; Lail, 2009; McPhail & McPhail, 1999). Findings from previous studies suggest that the traditional graduate school program curriculum does not adequately prepare faculty pedagogically to respond to the teaching and learning challenges introduced by the open-door policy and multiple missions of community colleges (Amey, 1999; Austin, 2002a, 2002b; Pollard, 2005; Sprouse et al. 2008).

The lowest-rated faculty development program goal for all locations was "advancing new initiatives for teaching and learning." This finding provided strong support for the premise that faculty are reluctant to change (Diaz-Lefebvre, 2006; Grubb,1999, Qualters, 2009; Schrum et al., 2005). This may also explain why community colleges find it difficult to adapt pedagogy to meet the needs of the contemporary student. Traditional teaching modalities cannot be expected to the meet the needs of non-traditional students (Barr & Tagg, 1995; Keengwe, Kidd, & Kyei-Blankson, 2009; McPhail & McPhail, 1999; O'Banion, 2003; Wach, 2007; Waiwaiole & Noonan-Terry, 2009).

Instructional development program goals. The analyses of data revealed that the highest-reported instructional development program goal was "improving student learning and outcomes." The lowest mean at urban, rural, and suburban locations was "making instruction systematic across the institution."

These findings overlapped with other research which suggests that individual departmental faculty continue to have a strong influence over instructional activities at community colleges (Kampov-Polevoi, 2010). This finding is also consistent with previous findings that faculty interests were a prevailing factor in designing faculty development programs (Grubb, 1999; Schmuck & Runkel, 1994).

At multi- locations, participants ranked “supporting demands for new courses and learning materials” as the least-important instructional development program goal. The fundamental assumption is that this may be a result of the complexity of getting the different campuses at multi-locations to agree on common approaches to delivering new courses and delivery models that would be acceptable at all locations.

Organizational development program goals. The most important organizational development program goal for participants was in the area of “creating an environment for teaching and learning.” This finding supports previous research, which has indicated that the increased diversity of the student populations at community colleges and the corresponding demands from these students require new and different instructional approaches in community college classrooms (Cox, 2009;McClenney, 2004; McGrath, & Spear, 1991; McPhail & McPhail, 1999; Price, 2004; Sanchez, 2000). In other words, the results from the present study demonstrate that there is a need for community-college faculty to consider creating classroom environments that are learning-centered rather than

teaching-centered (Barr & Tagg 1995; Darling-Hammond, 1993; Diaz-Lefebvre, 2006; McPhail, Heacock, & Linck, 2001; McPhail, 2004; O'Banion, 2003; Stage, Muller, Kinzie, & Simmons, 1998).

In contrast to the apparent academic myth that faculty interest and institutional mission are complementary constructs, results of the present investigation revealed that "supporting departmental goals, planning and development" was the least-important features of organizational development program goal. This finding suggested that the big-picture—institutional needs have not surfaced as important organization development program goal at the participating community colleges.

Factors Influencing Faculty Development Programs

Research Question 3 asked faculty development coordinators to identify program factors which influence faculty development programs at their respective institutions. Sorcinelli (2006) posited a theoretical model that explained how faculty were most concerned about receiving "information that will benefit the faculty members' individual growth" (p. 50). According to their model, faculty development goals were primarily influenced by the interests of faculty. Because Sorcinelli's model had not previously been tested exclusively with community college data, the findings from the present investigation are potentially an appropriate test of the model at community colleges.

The findings from the present study suggest that community college faculty still seek to be the *sage on stage*. Overwhelmingly, "faculty interests and

concerns" were the dominant factor that influenced faculty development programs at all locations. Results of the present study—coupled with the findings of the Sorcinelli (2006) study—show that faculty interests, such as "release time to attend workshops," "advanced training to improve their technological skills," and "funding" to join national organizations in their discipline, strongly influence faculty development programs among all locations.

Current Faculty Development Practices

Research Question 4 asked faculty development coordinators to identify the current faculty development practices at their community colleges. Despite the common community college open-door practices, the evidence from the present investigation suggests that current faculty development practices varied among locations. For example, rural locations and multi-locations ranked "assessment of student learning outcomes" as their highest-rated current faculty development practices; however, the current practice at suburban locations was "teaching underprepared students."

In contrast, faculty development coordinators from urban locations reported that "integrating technology" was a current practice for faculty development programs. The findings from the present study were consistent with Barr and Tagg's (1995) call for improved efforts in "teaching and learning" due to a paradigm shift in pedagogy. Sorcinelli (2006) also found that "teaching for student-centered learning" and "integrating technology" into traditional learning environments were important current practices to offer in the contemporary

learning setting. The current finding on “integrating technology” into the curriculum was also aligned with Cohen and Brawer’s (2008) work on instructional media. They identified instructional media as a much-needed training requirement in faculty development. Further, the findings from this study revealed that areas such as the “need for developing courses,” “teaching portfolios,” and “team teaching” were the lowest-reported current faculty development practices.

Ironically, Sorcinelli (2006) did not find evidence that faculty embrace “team teaching” as a current faculty development practice. The findings from the Sorcinelli (2006) and this study clearly demonstrate that the higher education learning environment, in general, may not be receptive to embracing new and different pedagogical practices. If community colleges want to improve teaching and learning, then they may need to identify ways to support faculty development programs that support individual faculty, promote learning, and advance the overall effectiveness of the college experience.

Emergent Directions for Faculty Development

Research Question 5 asked faculty development coordinators to identify emergent directions for their community college faculty development programs. The findings revealed slight differences among faculty development coordinators’ views about emergent directions of faculty development programs. For instance, at urban, rural, and suburban locations, the major emergent direction reported was “program assessment.” Faculty development coordinators at multi-locations

ranked “training and support for part-time faculty” as their most important emergent direction. This multi-location finding, in the present study, was consistent with Burnstad’s (2002) research on faculty development for adjunct faculty. Burnstad argued that part-time faculty should be able to attend the same types of faculty development offerings as full-time faculty.

The next section presents the discussion of inferential statistics results.

Discussion of Inferential Statistics Findings

Because community colleges have different institutional characteristics, it was hypothesized that faculty development practices (e.g., faculty development, instructional development, and organizational development) differed based on selected institutional characteristics (i.e., amount of program budget, length of service of faculty development coordinators, and location of institution). There were three hypotheses tested in the investigation. No significant differences were found for the first two hypotheses:

H_{o1}: There is no significant difference in faculty development practices among the five budget groups (0 to 2001, 2001 to 4000, 4001 to 6000, 6001 to 8000, and 8001 or more)?

H_{o2}: There is no statistically difference in faculty development practices among the lengths of service groups (1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 14 years, and 15 years or more)?

In contrast, the results revealed that there was a significant difference in faculty development practices (i.e., faculty development program goals and organizational development program goals) based on location.

H_{o3}: There is no significant difference in faculty development practices among the four categories of locations (Urban, Rural, Suburban, and Other [termed Multi-Location])?

The significant finding means that institutional location makes a difference in faculty development program goals relating to such areas as “acquiring knowledge of a diverse student population,” “helping faculty members develop knowledge and skills related to teaching and learning,” and “priorities of how to respond to and support individual faculty members’ goals for professional growth.” The data revealed a difference in comparison between urban locations and multi-locations; rural locations, suburban locations, and multi-locations; suburban locations and rural locations; and when multi-locations were compared to urban locations and rural locations.

Likewise, institutional locations make a difference in organizational goals relating to “creating an effective environment for teaching and learning”; “fostering polices that support effective teaching and learning,” and” fostering collegiality within and among faculty members and or departments.” The data revealed a difference in comparison between urban locations and multi-locations; rural locations and multi-locations; and when multi-locations when compared to urban locations and rural locations.

These findings are consistent with Bellanca's (2002) statement that the emerging need for faculty development in the community college was due to the new and increasingly diverse student population. He stated:

> More than any other time in their history, community colleges need to plan and provide professional development programs for their faculty and staff. Faced with an increasingly diverse student body with varying expectations, learning styles, and services preferences; new and growing competition; technological advancements; and changing governmental policies and societal demands, community colleges can no longer respond in traditional ways. (p. 35)

The significant findings on location and faculty development practices are a potentially important contribution to the extant literature. Although a significant difference was found in faculty development practices (i.e., faculty development program goals and organizational development program goals) based on location a different type of statistical analysis is required to pinpoint where the actual difference would be in comparison to location. The next section of this study presents a discussion on the findings of the open-ended responses.

Discussion of Open-ended Responses Findings

In recognizing the importance of capturing direct perceptions of practitioners, expressed their views about he primary purposes of faculty development, faculty challenges, challenges in faculty development programs,

current practices, emergent directions, faculty development activities. The researcher also explored the faculty development coordinators' predictions about the direction that faculty development practices would take in the future, as well as their views about the desirable directions that such practices should take. Additionally, the study sought to determine whether faculty development coordinators have different perceptions of faculty development practices at their respective institutions based on certain institutional characteristics such as, amount of program budget, faculty development coordinators' length of service of faculty development coordinators, and location of institution, the researcher examined the differences in faculty development practices in three areas: faculty development, instructional development, and organizational development.

Primary Purposes

The top primary purpose that guided faculty development at urban location and rural locations was "teaching and learning"; however, faculty development coordinators from suburban community colleges reported remaining "current in the discipline" as their top primary purpose. "Technology" was at the top of the list as a primary purpose at multi-location institutions. In the Sorcinelli (2006) study, the top primary purpose reported for the descriptive responses and the open-ended responses was "creating or sustaining a culture of teaching excellence." The findings from this study were consistent with Sorcinelli's original findings.

Challenges

According to participants from urban locations and rural locations, the top challenge facing community college faculty was “student diversity.” “Faculty course load” was the challenge reported by faculty development coordinators at suburban locations. “Technology” emerged as the top challenge for faculty at multi-location institutions.

“Funding” was the key phrase echoed regarding challenges facing faculty development programs at all locations. The majority of faculty development coordinators reported that “state budget constraints” were a major challenge facing faculty development programs. Participants indicated that budgeting problems can lead to decreased salaries for full-time faculty and increased hiring of adjunct faculty. In addition, it was reported that fiscal constraints hinder community colleges’ ability to purchase new technologies to keep up with instructional technology demands. Although all participants in this study indicated that “funding” was the top challenge facing faculty development programs, the majority of the participants from rural community colleges reported “lack of participation” was the top challenge facing faculty development programs at their institutions.

When asked about what challenges can be addressed through faculty development, participants from each institutional location reported distinctively different responses. Faculty development coordinator from urban colleges indicated “remaining current in their discipline” was a challenge that needed to be

address through faculty development programs. Rural faculty development coordinators reported that faculty development could be a vehicle to identify strategies to “improve student learning outcomes.” Given the current notion of “staying abreast of current technology” and dialogue on online learning, it is not surprising that suburban community colleges indicated “technology” was a challenge at their institutions. Faculty development coordinators from the multi-location were “unsure” about how faculty development could address their challenges. This uncertainty may reflect the complexity of dealing with different and multiple geographic locations within the context of a single college system.

The findings from the open-ended responses were consistent with Sorcinelli’s (2006) study. Overwhelmingly, “faculty roles” were rated as the top challenge for faculty members and a challenge that could possibly be addressed through faculty development programs. Sorcinelli summarized their findings by reporting, “There are similarities among many of the challenges facing research/doctoral universities, comprehensive universities, and liberal arts colleges.” They further explained, “Community colleges face different challenges that are closely linked to their unique mission” (p.128). Chapter 1 also contained a similar discussion on Murray’s (2002) observations about how the mission of the community college is vital to the emergent direction of faculty development programs.

Direction of Faculty Development

Faculty development coordinators from urban community colleges indicated that given the demand for "online training," community college faculty development programs should position themselves to meet the demands for more online education; however, when asked to indicate the direction that faculty development will move, the top responses from participants from urban and rural community colleges were that training for faculty will be more "technologically oriented." Specifically, a faculty development coordinator from a rural location indicated that "low bandwidth," a barrier at their institutions, this finding was consistent with the literature from a study conducted by Eddy and Murray (2007). An overall consensus in the literature discussion in Chapter 2 of this study highlighted that future of faculty development training will require institutions to remain abreast of technological advancements (Foote, 1997; Keengwe, Kidd, & Kyei-Blankson, 2009; Medlin, 2001; Sorcinelli, 2006; Waiwaiole & Noonan-Terry, 2008).

Faculty Development Activities

Participants from all locations reported that faculty development activities were offered in the form of workshops, seminars, or opportunity to travel to workshops at least "twice a year." At some community colleges, faculty development was "linked to in-service." This finding was similar to Hasting-Taylor's (2006) finding on faculty practices at community colleges from the State of Wisconsin. She found that faculty development coordinators welcome faculty

development activities, which are linked to in-service. The next section of this chapter presents the conclusions drawn from the data analyses and interpretation of the findings.

Conclusions

The purpose of this research was to examine faculty development practices at public community colleges. Gaff's (1975) *Alternative Conceptions Instructional Improvement Model* was used as the conceptual framework to categorize faculty development practices. The study also made use of the Sorcinelli (2006) survey by examining community colleges in lieu of four-year colleges. Community colleges have entered an era of accountability, and the use of Gaff's model provided a systematic and coherent approach to assess faculty personal development and pedagogical development within the context of "student learning outcomes" and "overall institutional effectiveness" for faculty development practices at community colleges.

Despite the fact that Gaff's model was developed in 1975, it is still applicable as this framework provides a useful and comprehensive approach to classify faculty development practices in improving twenty-first century community college classrooms. Faculty development, instructional development, and organizational development lie at the heart of the issues facing the contemporary community college. For example, as mentioned in Chapter 2 of this study, the role of faculty is changing (Barr & Tagg, 1995; Kiefer, 1997; O'Banion, 2003) Instructional practices must be aligned with the learning needs

of students and student success outcomes, and organizations must respond to their new calls for accountability and public scrutiny (Amey, 1999; Barr & Tagg, 1995; Cox, 2009; Laanan, 2001; Sell, 1982; Simpson, 2002).

The conceptual framework used in this study was beneficial in assessing the types of faculty development programs offered at community colleges. Using this framework, faculty development coordinators and other community college leaders can design faculty development activities to promote student success and other needs of the institution. For example, the Gaff model may be used by colleges to take an inventory of existing programs to assess the scope of faculty development activities. Community colleges may be able to use the results from this study not only to categorize their existing faculty development activities, but also as a way to prescriptively chart emergent directions for faculty development relative to the mission of the institution.

The features that characterize the institutions where faculty development coordinators are employed tell a unique story. Although community colleges have similar missions, institutional characteristics differ. Some of these characteristics influence faculty development practices. The community college is faced with unprecedented changing demographics and challenges inherit in the diverse learning needs of the new student populations. Because faculty have direct knowledge of student demographics, this may suggest opportunities for community colleges to train faculty to become faculty development coordinators instead of just relying on senior administrators to lead faculty development

efforts. Sorcinelli (2006) cited that faculty ownership may increase faculty involvement to improve faculty development efforts, and as previously mentioned in Chapter 2, Cohen and Brawer (2008) speculated that faculty development coordinators emerge from the ranks of faculty.

The findings from this study confirmed Carducii's (2002) salient point that "faculty development is not a one-way proposition;" it is multifaceted and comes in different forms (Conclusions, para.14). In addition, the findings revealed that expanding activities to focus on instructional development and organizational development would necessitate a process for community college educators to influence the direction of activities into these categories. The literature reviewed revealed that addressing new teaching approaches and systematic institutional change are central to improving the teaching and learning environments at community colleges, as previously mentioned. Consequently, community colleges are likely to find it difficult to change the direction of faculty development activities from faculty interests to student and institutional interests.

The present findings, in conjunction with Sorcinelli's (2006) findings, showed that the broad differences of students are a challenge for faculty. Findings from the Sorcinelli (2006) revealed that "teaching underprepared students" was a challenge specifically for community college faculty, whereas in this study, faculty development coordinators from urban locations and rural locations reported that "student diversity," was a top challenge for faculty.

The next decade for community colleges will be characterized by many of the economic and social trends that are already apparent in this sector of higher education. Although it can be anticipated that the need for faculty development will continue to increase, it also will be of growing importance and accountability for resources. There will be an even greater need than at present for community colleges to know the purpose, program goals, and outcomes of their faculty development activities.

In light of the current findings from this study, community college faculty development coordinators may be challenged to offer programs that go beyond the personal interest and concerns of faculty. The findings from this study suggest that a major concern for community college leaders and their faculty development coordinators will be identifying ways to effectively implement faculty development practices that will build a bridge between faculty interests (faculty development) and teaching and learning (instructional development). Community colleges will also need to adapt their practices to accommodate the changing needs of accrediting agencies and other external policy makers (organizational development) while remaining focused on the learning needs of students.

The eight general conclusions that emerged from this study are discussed below:

1. Chief Academic Officers or Vice Presidents of Instruction were in charge of faculty development at all locations.

2. Faculty development practices varied at all locations; overall, a significant difference was found between faculty development program goals and organizational development programs based on location.
3. Faculty interests and concerns among all locations were the top program influences.
4. At no location was there a consensus about current faculty development practices. Urban locations focused on “integrating technology;” rural locations focused in “assessment of student learning outcomes;” suburban community college faculty development coordinators indicated “teaching underprepared students;” and multi-location indicated “assessment of student learning” and ”integrating technology” as their top current practices.
5. “Program assessment” was identified as a major emergent direction at urban, rural, and suburban locations. Multi-location institutions identified “training and learning for part-time faculty.”
6. Location made a difference in primary purposes and challenges. “Teaching and learning” was the top primary purposes at urban locations and rural locations. “Student diversity” was indicated as a top challenge facing community

college faculty at urban locations and rural institutions. "Funding" was the overall key phrase echoed regarding challenges facing faculty development programs at urban locations, suburban locations, multi-locations, however, faculty development coordinators from rural institutions, indicated "lack of participation" as a challenge facing their faculty development programs.

7. The direction of faculty development varied among locations. Urban locations suggested that faculty development should move toward"online training" and focus on "web-based training"; rural locations believed faculty development should move in the direction of "learning communities;" however, they will also move toward "distance learning." Suburban locations reported that faculty development should move in the direction of "active learning" and anticipates that the current state of the economy will be "reduced funding" to support faculty development at their institutions. Participants at multi-locations were "not sure" the direction that faculty development should move or would move in the future.
8. Community college faculty development activities are offered a minimum of "twice a year" at all locations.

Findings in the Context of Previous Research

The current study used a modified version of Sorcinelli's (2006) survey, *Envisioning the Future of Faculty Development: A Survey of Faculty Development Professionals*, to conduct the current investigation, *An Examination of Faculty Development Practices at the American Community College*. The findings from the present study were consistent with Sorcinelli's (2006) in key areas, such as title of faculty development coordinators and the length of service of faculty development coordinators. Both Sorcinelli's and the present study found that "faculty personal interests" were a priority for faculty development programs.

The major difference found in the findings between the present study and Sorcinelli's study related to the top challenge facing faculty and faculty development programs. Sorcinelli found that "balancing faculty roles" was a top challenge facing faculty and "changing faculty roles" was a top challenge facing faculty development programs.

Both Sorcinelli's study and the present study showed strong evidence that diverse student populations were a challenge for community college faculty. For example, Sorcinelli found that "teaching underprepared students" was a challenge specifically for community college faculty and faculty development programs. In contrast, in this study, faculty developers from urban and rural community colleges reported that "student diversity," was a top challenge for

facing faculty. Table 29 shows a composite comparison of major findings from Sorcinelli's work and the current study.

Table 29

Comparison of Findings from Sorcinelli et al. 2006 and the Present Study

Focus Area	Envisioning the future of faculty development: A survey of faculty development professionals Major Findings Institutional Types, Sorcinelli et al., 2006	An examination of faculty development practices at the American community college Major Findings
Institutional Characteristics	Individuals responsible for faculty development often hold more than one, title, and the majorities are relatively new to the field.	Individuals responsible for faculty development were primarily senior administrators who had less than four years of experience.
Program Goals and Primary Purposes	Primary goals for faculty development programs are remarkably consistent across institutional types; however there are distinct differences by institutional type in the prioritization of specific goals The top three primary goals were: (1) creating or sustaining a culture of teaching excellence, (2) responding to individual faculty members' needs, and (3) advancing new initiatives in teaching and learning.	Results revealed that urban institutions had different faculty development priorities from rural, suburban, and multi-location institutions. Teaching and learning emerged as the top primary purpose for faculty development at urban and rural locations.
Program Influences	Across institutional types, faculty development programs and practices are most influenced by the interests and concerns of faculty members.	Faculty interests and concerns were the most dominate influences on faculty development programs at all locations.
Future Direction	The future direction responses related to changes in faculty role and terms of employment, student learning, technology, and academic leadership and management.	Emergent directions related to program assessment at urban, rural, and suburban locations; Multi-location institutions identified training and learning for part-time faculty.
Challenges	There were distinct differences among many of the challenges facing four-year compared to two-year institutions. Such as balancing faculty roles, teaching for student-centered learning, assessing student outcomes, teaching underprepared students, integrating technologically strategically into teaching and learning, training part-time faculty, and establishing interdisciplinary collaborations.	The top challenge facing community college faculty was student diversity. The majority of faculty development coordinators reported that state budget constraints were a major challenge facing faculty development programs.

Direction faculty Development should move versus will move	Faculty developers indicated that the field should move in the direction of technology integration, pedagogies of engagement, faculty roles, interdisciplinary communities, and diversity. The role of technology integration in teaching and learning and the uses of assessment for improvement and reporting to external audiences will be paramount for the field to address. Enhancing the future field of faculty development will require more emphasis on organizational development change, professionalization of the field, and new thinking about ideal structures for faculty development.	The perception of direction that faculty development should move versus will move varied among all locations.

Source: Sorcinelli et al. 2006 & the present study

Research Contributions and Implications

The findings from this research study contribute in several ways to the community college field. First, this study framed faculty development through three theoretical lenses: faculty development, instructional development, and organizational development. Such a framing provides for a more accurate classification of existing and future faculty development practices. By accurately categorizing faculty development practices, strengths and weaknesses can be identified in terms of which practices are in place and which are not. This research on faculty development practices at community colleges provided insights for informing community college faculty and faculty development coordinators about current and emergent faculty development practices.

Another research contribution of the current study was that it extended the faculty development research put forth by Sorcinelli (2006). By incorporating an examination of the different faculty development practices (faculty development, instructional development, and organizational development), based on institutional characteristics (amount of program budget, length of service of faculty development coordinators, and location of institution), an understanding of how these variables contribute to the colleges' faculty development programs can now be discussed among community college educators. Below are several implication statements, each with a brief description of how the implication can be drawn from this investigation.

The purposes of faculty development activities can be thought to align faculty development to the mission of the college. Community colleges are asked to involve faculty in the process of developing faculty development activities. The findings from this study can be used by community college leaders to design faculty development with a purpose. For example, the top program goals for faculty development at community colleges participating in this study were the following: “helping faculty acquire knowledge of diverse student population” and “creating an environment for teaching and learning.” The development of faculty development programs with clear program goals and outcomes connected to the mission of the college and student success could improve the teaching and learning environment.

The findings from this study revealed that faculty personal interests were the dominant force behind faculty development activities at the participating colleges; however, there should be a balance. If community colleges seek to develop purpose-driven faculty development programs, then faculty development activities may connect with faculty personal interests, curriculum, and other institutional organizational systems. Because the present study revealed faculty interests drive faculty development activities, faculty development leaders must take steps to influence faculty interests so that the needs of students and the long-term interests of the institution are integrated into faculty development activities.

Recommendations

What lessons can be learned from a study of faculty development practices at the American community college? This study suggests that community colleges educators study Gaff's model of faculty development to identify strategies to improve faculty development practices at community colleges. Given the mission of community colleges, it is useful to apply the tenets of Gaff's model to more fully understand faculty development practices in community colleges. Gaff's framework provides a method to bridge the gap between faculty interests, classroom outcomes, and the mission fulfillment at community colleges.

Practice

It is recommended that community college leaders continue to advocate for adequate funding for faculty development to build and sustain programs that promote individual faculty members, quality instruction, and the institutional effectiveness. This approach will (a) develop and implement faculty development programs with measurable outcomes and (b) establish outcome assessment for faculty development. As more and more colleges are dependent upon adjunct faculty members, faculty development offerings need to be expanded to include adjunct faculty who become an integral part of faculty development programming.

Community colleges are faced with numerous challenges and changes due to increasing numbers of first-generation college students, students of color,

English Second Language students, veterans, single mothers, and demands for higher levels of accountability. To respond to these demands, community colleges may consider tapping into the talents of faculty to lead faculty development programs. This would expand the pipeline of available leaders and may provide new and different perspectives to faculty development approaches. Therefore, it is recommended that community colleges consider developing a faculty development program to train faculty to serve in the role of faculty development coordinators to replace retiring senior administrators.

In the current environment of accountability and public scrutiny, community college leaders are encouraged to use the faculty development, instructional development, and organizational development components, to identify ways to more effectively connect faculty training and interests to the long-term sustainability of the institution, especially for improved student outcomes. Thus, the concept of faculty development could become more mission-driven and measurable in terms of impact on the institution and student success. This type of classification of faculty development practices would move beyond a proliferation of ambiguous activities to what matters most—clear faculty development, instructional development, and organizational program goals and outcomes for faculty development programs.

Policy

This research study suggests that faculty development programs can address personal and professional growth needs of faculty. However, faculty

development programs that address the general needs of the college may require changes in institutional polices, practices and organizational structures. Faculty development programs can help identify these changes by providing feedback to decision-makers and institutional leaders who have the responsibility for executing faculty development programs. Increased demands from accrediting agencies in areas of governance, accountability, and student outcomes create grounds for policy changes at many community colleges. This task may be accomplished by creating opportunities for faculty to enhance their skills and explore options for personal and professional activities on many fronts.

The findings from this study revealed that faculty interests dominate the direction of faculty development programs. In the meantime, this begs the question, what do community colleges do about shifting the emphasis in faculty development activities to the improvement of student success, in an era when public and accrediting agencies demand more accountability for student outcomes? The current study demonstrates that there is a need for community colleges to strategically link the organizational needs and the learning needs of students to faculty development and faculty interests.

For example, faculty may be slow to embrace initiatives such as systematic and common course assignments across course sections because they may be viewed as constraints to the faculty members' academic freedom to teach the content that is relevant to their discipline. The scope of these demands suggests that some emergent policy implications are likely to be in the area of

academic freedom, new faculty hiring, work load class-size, diversity, salary/compensation, adjunct faculty regulations, and performance evaluations. Although many faculty development activities continue to focus on needs of individuals, it is increasingly clear that professional growth and development of collective faculty is an institutional concern that affects the effectiveness of the institution. It is recommended that community college leaders explore ways to combine faculty development practices with policy and cultural changes that do not just passively allow but actively create more flexible ways to connect interests of faculty to the long-term effectiveness and sustainability of the institution.

Research

In reflecting on the design of this study, I would make a couple of changes. First, I would expand this investigation to involve all community colleges (private and tribal). Second, I would personally interview a select group of the participants, as I think it would add to the richness of the study. The findings and comments from the faculty development coordinators clearly demonstrated that faculty development can make a difference. During the research, analysis, and reflection processes, several recommendations emerged that could be of interest and worthwhile to advance the study of faculty development practices at community colleges:

- Conduct qualitative and quantitative studies: An in-depth case study on several institutions that would allow the researcher to probe deeper into the relevancy of the faculty development

practices at community colleges. In addition, a qualitative study of faculty development practices by geographical region could be conducted to (a) evaluate the unique needs of faculty or (b) compare the responses of faculty development practices between full-time and adjunct faculty. This qualitative approach might provide opportunities for faculty to directly voice their own perspectives about faculty development practices. This type of research study could add to the richness of this topic.

- There is a need to conduct a national study to expand faculty development research agenda on faculty development practices at the community college. Simply providing activities for faculty (e.g. diversity training, student learning outcomes) is likely to be insufficient motivation to change classroom practices and promote optimal levels of student learning.
- A national community college organization or university-based community college leadership doctoral program could launch a national task force or work group on faculty development to research best practices in faculty development at community colleges. This research can be done to advance the role of faculty development in promoting student success at community colleges.
- Conduct a study to examine the perspectives of adjunct faculty members. Due to the fact that the proportion of adjunct faculty

continues to increase at the nation's community colleges, future research on faculty development for adjunct faculty may be beneficial to community colleges.

Researcher's Reflections

I deliberately embraced this topic because my interest in faculty development is grounded in a personal drive to continuously improve my skills as a professor and advance the scholarship of teaching and learning at the community college. The study demonstrated a need for a deeper understanding of faculty development at community colleges. Although the faculty development literature was not broad in scope as it relates to community colleges, it provided a vehicle for me to understand the landscape of faculty development in higher education. It was the survey feedback and the open-ended responses from faculty development coordinators that helped me to better understand faculty development from their (i.e., practitioners') perspectives. The open-ended responses from the faculty development coordinators reflected their personal beliefs about faculty development practices. I have already been able to utilize some of this information in my role as an assistant professor and Chair of the Faculty Issues Committee at my institution.

For me, the future implications of this research are in need of continued examination, not only to strengthen what I do as a community college faculty member, but also to share the findings with other community college professionals. I believe sharing this work with others will help improve the

practice of faculty development at community colleges. The findings also encouraged me to continue with the work in the direction of designing faculty development curriculum that closely connects professional development to the institutional mission.

Faculty development is important to me because it provides a way for me to enhance my professional growth, stay abreast of current pedagogical strategies, and gain insight of my role as a faculty member in the realm of institutional effectiveness. In addition, using faculty development to improve student learning outcomes offers me an opportunity to look into what other colleges, organizations, and professionals are doing in the field. To do this, I will continue to conduct research, document, and write about faculty development best practices that appeal to me. I also envision participating in local, regional, national, and global learning communities to further explore creative professional development practices to improve student learning and the overall learning environment at my college. Most of the information will come from researching and reaching out to other scholars, colleagues, and organizations in the community college field.

Finally, I view this research as a foundational effort to enhance faculty development practices at community colleges. I hope the findings from this study are not the final conversation on faculty development practices at community colleges. Instead, I hope that they serve as a leading discussion to promote

future research studies focused on enhancing and expanding community college faculty development practices.

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APPENDIX A

LETTER OF REQUEST TO MODIFY SURVEY SENT VIA EMAIL

DISSERTATION TITLE An Exploratory Study of Faculty Development Practices at the American Community College

RESEARCHER: Mary E. Robinson

DISSERTATION CHAIR: Dr. Christine Johnson McPhail

INSTITUTION: Morgan State University, Baltimore, Maryland 21251

PROGRAM OF STUDY: Community College Leadership Doctoral Program

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July 8, 2008
University of Massachusetts Amherst
Amherst, MA 01003
Attention: Dr. Mary Deane Sorcinelli, Associate Provost
Dear Dr. Sorcinelli:

My name is Mary E. Robinson. I am a doctoral student at Morgan State University (MSU) enrolled in the Community College Leadership Doctoral Program (CCLPD).

I am currently at my dissertation proposal phase with a focus on ***Revisiting faculty renewal,*** the study conducted by Gaff (1975). I have also read your book, ***Creating the future of faculty development.*** In reading your book I noticed that the survey was sent to 2 and 4 year institutions. On August 2nd 2008, I will be submitting my IRB. I was wondering if you could grant me permission to slightly modify your survey, by adding six community college institutional characteristics and by adding the headings, faculty development, instructional development, and organizational to section B of your survey.
Thanks for taking the opportunity to read this letter and I look forward to hearing from you soon.
Mary E. Robinson
MSU CCLDP
cc:
Dr. Ann E. Austin
Dr. Pamela L. Eddy
Dr. Andrea L. Beach

APPENDIX B

SECOND LETTER OF REQUEST TO MODIFY SURVEY SENT VIA EMAIL

DISSERTATION TITLE: An Exploratory Study of Faculty Development Practices at the American Community College

RESEARCHER: Mary E. Robinson

DISSERTATION CHAIR: Dr. Christine Johnson McPhail

INSTITUTION: Morgan State University, Baltimore, Maryland 21251

PROGRAM OF STUDY: Community College Leadership Doctoral Program

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Date: Thu, 10 Jul 2008 16:10:31 -0400

From: "Mary Deane Sorcinelli" <msorcinelli@acad.umass.edu>

Subject: Re: A survey of faculty development professionals-Question

To: "Mary E Robinson" <marob4@mymail.morgan.edu>

Cc: <eddy1pl@cmich.edu>, <aaustin@msu.edu>, <andrea.beach@wmich.edu>

Hi Mary,

My co-authors and I welcome your modification of our survey for your dissertation study. We ask that you cite our original work and send the abstract of your findings (electronically if you wish) to the four of us.

With all best wishes and luck as you move forward in your work.

Mary Deane

APPENDIX C

PILOT STUDY ZOOMERANG WEB GREETING

December 19, 2008

Greetings: I am in the process of finalizing my instrument, "Survey of Faculty Development at Community Colleges," for my dissertation study. Prior to launching the survey, I am conducting a pilot study to solicit feedback from a panel of experts in the community college field. Would you be so kind to review the survey and provide feedback to improve my survey?

Confidentiality/ Anonymity:

The records of this study will be kept private. If any report of this study is published, the lead investigator will not include any information that will make it possible to identify you. A pseudonym will be used for participants and their respective colleges to guarantee anonymity and confidentiality. Any obvious characteristics will be masked when describing the characteristics of the participants and the colleges. Research records will be kept in a locked file, and only the lead investigator will have access to the records.

Thanks in Advance for your Assistance,

Mary E. Robinson, Cohort 9

APPENDIX D

MORGAN STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD

APPROVAL LETTER

Institutional Review Board -IRB

October 6, 2008

Dr. Christine McPhail
School of Education and Urban Studies
Morgan State University

RE: IRB #08/08-0052

Dear Dr. McPhail:

Following a review of the revised materials you submitted to the IRB with respect to the study being conducted by your student, Mary Robinson, entitled "Revisiting Faculty Renewal: An Examination of Professional Development Programs for Faculty in the American Community College", I am pleased to inform you that IRB Approval is hereby granted for the project.

Please note that this approval is for a one-year period from the date of this letter. You should also note that it is your responsibility to inform the IRB as soon as possible should there be a substantial change in the study methodology.

Do not hesitate to contact me at X3190, or Dr. Isuk at X3447 should you have any questions.

Sincerely,

IRB
APPROVED
SIGNATURE
DATE 10/8/2008
VOID ONE YEAR FROM DATE SIGNED

Annette Palmer, Ph.D.
IRB Chairperson

Cc: Dr. Edet Isuk, IRB Administrator

APPRENDIX E

WEB-BASED SURVEY OF FACULTY DEVELOPMENT PRACTICES AT THE AMERICAN COMMUNITY COLLEGE

DISSERTATION STUDY: SURVEY OF FACULTY DEVELOPMENT PRACTICES

IN

AMERICAN COMMUNITY COLLEGE

Directions: Please provide an appropriate response to each question. There are no "right" or "wrong" answers; your personal views are important to the study. To ensure anonymity, please do not put your name or your institution's name anywhere on the survey. ALL RESPONSES ARE CONFIDENTIAL.

Section A: Institutional Characteristics

1

Please check all titles or roles that apply to you.

- [ ] Chief Academic Officer
- [ ] Vice President of Instruction
- [ ] Dean of Instruction
- [ ] Director/ Program Coordinator
- [ ] Assistant/Associate Director
- [ ] Faculty/Professional Development Coordinator

- [ ] Faculty-Member
- [ ] Other, please specify

2

How long have you been in your current position?

- [ ] 1 to 3 years
- [ ] 4 to 7 years
- [ ] 7 to 10 years
- [ ] 11 to 14 years
- [ ] 15 years +

3

Please select your college's accreditation region.

- [ ] Middle States Association of Colleges/Schools
- [ ] New England Association of Schools/Colleges
- [ ] North Central Association of Colleges/Schools
- [ ] Northwest Association of Schools Colleges/Universities
- [ ] Southern Association of Colleges/Schools
- [ ] Western Association of Schools/Colleges

4

Please select the location of your institution.

- [ ] Urban
- [ ] Rural
- [ ] Suburban
- [ ] Other, please specify

5

What is the size of the institution?

- [ ] less than 2,000
- [ ] 2001 to 4000
- [ ] 4001 to 6000
- [ ] 6001 to 8000
- [ ] 8001 to 10000
- [ ] 10001 +

6

What is the amount of your faculty development budget?

- [ ] 0 to 2000
- [ ] 2001 to 4000
- [ ] 4001 to 6000
- [ ] 6001 to 8000
- [ ] 8001+

7

What best describes your institution's professional development structure?

1 Not Sure | 2 Not at All | 3 To a Slight Degree | 4 To a Moderate Degree | 5 To a Great Degree

A centralized unit with dedicated staff that offers a range of professional development programs

1 2 3 4 5

A clearinghouse for programs and offerings that are sponsored across the institution, but offering few programs itself

1 2 3 4 5

A committee charged with supporting faculty development

1 2 3 4 5

An individual faculty member or administrator charged with supporting faculty development

1 2 3 4 5

Section B: Program Goals and Purposes

Professional development programs may be guided by various goals and purposes. Please indicate the degree to which your program/unit is guided by any of the following purposes.

8

Faculty Development

1 Not Sure | 2 Not at All | 3 To a Slight Degree | 4 To a Moderate Degree | 5 To a Great Degree

To respond to and support individual faculty members' goals for professional growth

1 2 3 4 5

Help faculty members develop knowledge and skills related to teaching and learning

1 2 3 4 5

Help faculty members' acquire knowledge of diverse student populations

1 2 3 4 5

To advance new initiatives in teaching and learning

1 2 3 4 5

9

Instructional Development

1 Not Sure	2 Not At All	3 To a Slight Degree	4 To a Moderate Degree	5 To a Great Degree

To improve student learning and outcomes

1 2 3 4 5

To prepare learning materials

1 2 3 4 5

To respond to and support demands for new courses and learning materials

1 2 3 4 5

To make instruction systematic across the institution

1 2 3 4 5

10

Organizational Development

1 Not Sure	2 Not at All	3 To a Slight Degree	4 To a Moderate Degree	5 To a Great Degree

To create effective environment for teaching and learning

1 2 3 4 5

To foster collegiality within and among faculty members and/or departments

1 2 3 4 5

To foster polices that support effective teaching and learning

1 2 3 4 5

To support departmental goals planning and development

1 2 3 4 5

11

Please indicate the three primary purposes that guide faculty development at your institution?

Purpose 1

Purpose 2

Purpose 3

Section C: Program Influences

Professional development programs may be influenced by a variety of factors. Please indicate the extent to which each factor below influences the focus and activities of your program.

12

Program Influences

1 Not Sure	2 Not at All	3 To a Slight Degree	4 To a Moderate Degree	5 To a Great Degree

Faculty interests and concerns

1 2 3 4 5

Priorities of department chairs and deans

1 2 3 4 5

Priorities of senior-level institutional leaders

1 2 3 4 5

Priorities of the coordinator or person leading your program

1 2 3 4 5

Immediate organizational issues, concerns, or problems

1 2 3 4 5

Institutional strategic plan

1 2 3 4 5

Section D: Influences on Practice

Professional development programs may be influenced by ideas and examples from a variety of sources. Please indicate the extent to which each of the following possible sources contributes to professional development at your college?

13

Literature In:

- [ ] Higher Education
- [ ] College Teaching and Learning
- [ ] Adult and Continuing Education
- [ ] Human Resource/Personal Development
- [ ] Faculty Development (e.g. POD Network literature)
- [ ] Organizational Development
- [ ] Disciplinary Teaching Journals
- [ ] Other, please specify

14

Organizations:

- [ ] American Association for Higher Education (AAHE)
- [ ] American Association for Adult and Continuing Education (AAACE)
- [ ] American Association of Community Colleges (AACC)
- [ ] Education Research Association (AERA) (specify primary division):
- [ ] Association for the Study of Higher Education (ASHE)
- [ ] Society for Training Development (ASTD)
- [ ] Professional and Organizational Development Network in Higher Education (POD Network)
- [ ] Disciplinary or interdisciplinary associations

Other, please specify

Section E: Current Practices

Please indicate the extent to which your faculty development program is currently offering services pertaining to each of the following issues.

15

What do you think are the top three challenges facing community college faculty?

Challenge 1
Challenge 2
Challenge 3

16

Current Practices

1 Not Sure	2 Not at All	3 To a Slight Degree	4 To a Moderate Degree	5 To a Great Degree

Assessment of student learning outcomes

1 2 3 4 5

Teaching underprepared students

1 2 3 4 5

Integrating technology

1 2 3 4 5

Multiculturalism and diversity related to teaching

1 2 3 4 5

Teaching adult learners

1 2 3 4 5

Writing across the curriculum/writing to learn

1 2 3 4 5

Team Teaching

1 2 3 4 5

Scholarship of teaching

1 2 3 4 5

New faculty development (e.g. mentoring)

1 2 3 4 5

Course/teaching portfolios

1 2 3 4 5

Course and curriculum reform

1 2 3 4 5

General education reform

1 2 3 4 5

Community service-learning

1 2 3 4 5

Adjunct Faculty Training

1 2 3 4 5

Section F: Emergent Directions for Faculty Development

There are a number of new challenges and pressures on institutions which affect faculty work. Please indicate to what extent your institution offers services/resources pertaining to each of the following issues.

17

Emergent Directions for Faculty Development

1 Not Sure	2 Not at All	3 To a Slight Degree	4 To a Moderate Degree	5 To a Great Degree

Departmental leadership and management

1 2 3 4 5

Changing faculty roles and rewards

1 2 3 4 5

Training and support for part-time/adjunct faculty

1 2 3 4 5

Ethical conduct of faculty work

1 2 3 4 5

Preparing the future professoriate

1 2 3 4 5

Support of institutional change priorities

1 2 3 4 5

Outreach/service activities

1 2 3 4 5

Faculty and department entrepreneurship

1 2 3 4 5

Unit/program evaluation

1 2 3 4 5

Program assessment

1 2 3 4 5

Collaborative departmental work teams

1 2 3 4 5

Interdisciplinary collaborations

1 2 3 4 5

Commitment to civic life/the public good

1 2 3 4 5

Faculty roles in learning communities

1 2 3 4 5

18

What do you think are the top three challenges facing your faculty development program?

Challenge 1
Challenge 2
Challenge 3

19

What do you think are the top three challenges that can be addressed through faculty development?

Challenge 1
Challenge 2
Challenge 3

20

In what direction do you think the field of faculty development *should* move in the next decade?

21

In what directions do you think the field of faculty development *will* move in the next decade?

SECTION G: FUTURE IMPLICATIONS

22 How often does your institution offer faculty development workshops, seminars, etc., for faculty?

23 Would you like to receive an abstract of my dissertation findings?

24

Thanks for completing this survey. As an incentive, I would like to invite you to participate in a random drawing for a $25.00 gas card. By checking yes, your response will automatically be included in the random drawing.

YES NO

25 Please feel free to comment on this survey or write about any other thoughts that occurred to you while completing it.

Thank you for your time and participation in this study.

SUBMIT

APPENDIX F

PARTICIPANTS' INFORMED CONSENT FORM

Informed Consent

DISSERTATION TITLE: A Descriptive Study of Faculty Development Practices at the American Community College

RESEARCHER: Mary E. Robinson

INSTITUTION: Morgan State University, Baltimore, Maryland 21251

PROGRAM OF STUDY: Community College Leadership Doctoral Program

Attention Faculty Development Coordinator:

The purpose of this study is to examine faculty development practices at the American community college. Using a cross-sectional survey research design, the researcher will query community college faculty development coordinators about faculty development practices at community colleges. Five descriptive research questions guide the study:

- What are the demographic characteristics of public community colleges?
- What are the purpose and program goals of faculty development practices?
- What factors influence faculty development practices?
- What are the current faculty development practices at community colleges?
- What are the new directions of faculty development practices at community colleges?

The findings from this study may provide varied best practices of faculty development as well as identify the impact that faculty development has on learning outcomes.

The intent of the study is to examine faculty development practices by surveying community college faculty development coordinators. The conceptual framework undergirding the study is Gaff's (1975), *Alternative Conceptions of Instructional Improvement Model.*

Research Procedures:
If you agree to participate in this study, you will be asked to participate in a 25 minute survey, as well as:

Log on to Zoomerang. The URL will be sent to you electronically.

1. Read the Inform Consent Form, after which, you will then advance to the survey.
2. At the end of the survey you will have an opportunity to participate in a lottery to receive a gas card for $25.00.

Confidentiality/ Anonymity:
The records of this study will be kept private. If any report of this study is published, the lead investigator will not include any information that will make it possible to identify you. A pseudonym will be used for participants and their respective colleges to guarantee anonymity and confidentiality. Any obvious characteristics will be masked when describing the characteristics of the participants and the colleges. Research records will be kept in a locked file, and only the lead investigator will have access to the records.

Risks and Benefits of Participating in the Study:
There are no risks or benefits associated with participating in this study. You also have the right to refuse to answer any questions.

Notice of Voluntary Nature of the Study:
Your participation in this study is strictly voluntary. Your decision whether or not to participate will not affect your current or future relations with Morgan State University in any way. If you initially decide to participate, please note that you are always free to withdraw at any time.

Participants

Please indicate by checking the category below which type of information you want to receive. It is your responsibility to let the researcher know if your address and/or telephone number changes.

- Abstract, findings and Recommendations
- Abstract
- Findings and Recommendations
- No Information

If you have any questions or concerns, please contact me on 443.465.5722 or by email marob4@mymail.morgan.edu You may also contact:

Dr. Edet Isuk
IRB Administrator
443-885-4340
edet.isuk@morgan.edu

Researcher: Mary E. Robinson, Doctoral Student, Morgan State University: CCLDP
In addition the IRB Approval Form is on file at the Morgan State University, IRB office.

APPENDIX G

ADDITIONAL TABLES

Table 6

Three Primary Purposes that Guide Faculty Development at Urban Institutions

Response		*N*
Primary Purpose 1		
Facilitate faculty professional development		16
Improve student learning and outcomes		14
Support technology		4
Developmental education		3
Best Practices		2
	N	39
Primary Purpose 2		
To advance new initiatives		17
Improve content expertise		8
Expand individual faculty knowledge and expertise		6
Outcome assessment		4
To facilitate the needs of the organization		3
Departmental needs		1
	N	39
Primary Purpose 3		
Develop knowledge and skills related to teaching and learning		11
Increase knowledge/use of instructional technology		10
Assessment		9
Currency for disciplinary for faculty		5
Satisfy accreditation requirements		2
Collegiality		1
	N	39
Top Three Primary Purposes		
Faculty professional development (16)		
Advance new initiatives (17)		
Teaching and learning (11)		

Table 7

Three Primary Purposes that Guide Faculty Development at Rural Institutions

Response	*N*
Primary Purpose 1	
Improving and expanding teaching and learning	24
Support individualized professional improvement for faculty	4
Technology	3
Outcomes and assessment	2
Faculty salaries	2
Faculty development survey and discussion finding	1
Sabbaticals and institutional improvement projects	1
Best practices	1
Meet annual training requirement	1
N	40
Primary Purpose 2	
Stay current with related technologies	11
Opportunity for professional growth	6
Student learning outcomes	5
Institutional improvement	4
Effectively serve students and community	3
Strategies to meet requirements for accreditation	3
Faculty advisory board for suggestions	3
Improve faculty leadership skills	2
Collaborate with other institutional staff development programs	1
Initiate and sustain a more self-reflective culture	1
[No response]	1
N	40
Primary Purpose 3	
Pedagogy	9
Accreditation	7
Assessment	6
Provide leadership opportunities for faculty	4
Support advanced degrees and online degrees	3
Implementation of technologies and innovation	3
N	39
Top Three Primary Purposes	
Teaching and learning (24)	
Current in Technology (11)	
Pedagogy (9)	

Table 8

Three Primary Purposes that Guide Faculty Development at Suburban Institutions

Response		*N*
Primary Purpose 1		
Current in the discipline		7
Student success		6
Ongoing teaching and learning initiatives for the year		2
Meet individual faculty needs (Resources)		3
Learner-centered teaching strategies		2
Review data from faculty and student		1
	N	21
Primary Purpose 2		
Current in discipline		11
Expose faculty to latest technology and technology upgrades		3
Active learning		3
Evaluations and grade distribution		2
Learn about the college, what are the resources and available trainings		1
Help faculty stay enthusiastic		1
Needs associated with new academic affairs policy		1
	N	21
Primary Purpose 3		
Teaching and learning		9
Technology training (distance education)		6
An atmosphere of inquiry and collaboration		3
Help faculty develop professionally		1
Meet institutional goals		1
Increase student outcomes and student success		1
	N	21
Top Three Primary Purposes		
Current in discipline (7)		
Current in discipline (11)		
Teaching and Learning (9)		

Table 9

Three Primary Purposes that Guide Faculty Development at Multi-location Institutions

Response		*N*
Primary Purpose 1		
Technology		4
Improve student learning and teaching		4
Institutional goals		1
Assessment		1
Personal development		1
	N	11
Primary Purpose 2		
Assessment		4
Improve faculty skills		3
Administrative engagement		1
Student learning		1
Underprepared students		1
Technology		1
	N	11
Primary Purpose 3		
Technology		4
Innovation		3
Development		2
Departmental chairs and goals		1
Recognizing the achievement of excelling		1
	N	11
Top Three Primary Purposes		
Technology (4))		
Assessment (4)		
Technology (4)		

Table 10

Top Three Challenges Facing Urban Community College Faculty

Response	*N*
Challenge 1	
Student diversity	18
Turnover of senior faculty	5
Reassignment of time	4
Competitive pay, salaries	3
Implement student learning outcomes	3
Current in discipline	3
Funding, budget	2
Quality of student writing across the discipline	1
N	39
Challenge 2	
Budgeting Restraints	16
Faculty Professional growth	6
Limited resources	3
Teaching the next generation	2
Instructional technology	2
Retention	2
Increased teaching loads	2
Effective pedagogy in developmental education	2
Student motivation or attendance	1
Student preparation for collegiate study	1
Time	1
Support for research	1
N	39
Challenge 3	
Lack of funds	11
Increased use of technology	7
Student learning outcomes	6
Assessment	5
Current in discipline	5
Government/bureaucratic mandates	1
Administrative demands	1
Collaboration among faculty across departments	1
Commitment and ownership by the faculty	1
Retention	1
N	39
Top Three Challenges Facing Faculty	
Student Diversity (18)	
Budget Restraints (16)	

Response	*N*
Funding (11)	

Table 11

Top Three Challenges Facing Rural Community College Faculty

Response	N
Challenge 1	
Funding	11
High workloads	7
Basic skills population, Low reading levels	3
Student learning outcomes	3
Enrollment growth, Large class sizes	3
Assessment	2
Learning how to teach distance education courses	1
Diverse students	3
Isolation from other employee groups	1
Tenure process	1
Resources	1
Consistency across the curriculum	1
Low salaries	1
Accountability	1
Expected to do more with less	1
N	40
Challenge 2	
Student-to-faculty ratio	8
Level of preparedness of new students	6
Currency in discipline	6
Technology; Distance education	7
Funding	3
Multigenerational classes	1
Exposure to best practices	1
Fear in acknowledging gaps	1
Faculty training	1
Accountability	1
Open access	2
Low salaries	1
Student mobility	1
Non-academic demands facing students	1
N	40
Challenge 3	
Student Diversity	13
Technology	7
Low salaries	5
Value in learning outcomes	5
High ratio of adjuncts with inadequate support	4
Outcome assessment	1
Revenue and Resources to support professional development	2
Lack of reflection to improve teaching	1
Not knowing the business of education	1
Teaching load	2
N	40
Top Three Challenges Facing Faculty	
Funding (11)	
Student-Faculty-Ration (8)	
Student Diversity (13)	

Table 12

Top Three Challenges Facing Suburban Community College Faculty

Response	N
Challenge 1	
Technology	5
Underprepared students	3
Assessment	2
Funding for teaching resources	2
Release time for professional development	2
Student retention	2
Lesson planning	1
Salaries	1
Vocational faculty from industry not education	1
N	21
Challenge 2	
Course load	6
Current in discipline	4
Competency levels of students	4
Generation Next	3
Cost for professional development	2
Student engagement	1
Classroom management	1
N	21
Challenge 3	
Funding	5
Technology	4
Resources	4
Underprepared students	3
Accountability requirements	1
Large classes	1
Apathy of students	1
Politics	1
Faculty salaries	1
Professional status	1
N	21
Top Three Challenges Facing Faculty	
Technology (5)	
Course load (6)	
Funding (5)	

Table 13

Top Three Challenges Facing Multi-location Community College Faculty

Response		N
Challenge 1		
Funding		4
Student motivation		3
Technology		3
Retention		1
	N	11
Challenge 2		
Assessment		6
Technology		4
Student behavior		1
	N	11
Challenge 3		
Technology		7
Adaptability to change		1
Teaching underprepared students		2
Time to participate		1
	N	11
Top Three Challenges Facing Faculty		
Funding (4)		
Assessment (6)		
Technology (7)		

Table 14

Top Three Challenges Facing Faculty Development Programs at Urban Community Colleges

Response	N
Challenge 1	
Loss of funding	17
Time	7
Resources	6
Faculty involvement	4
Assessment of student learning	3
Addressing all needs	1
Equal investment among all departments	1
N	39
Challenge 2	
Funding; fiscal restraints	16
Release time	10
Assessment	7
Helping faculty recognize the value of a program	2
Full participation	2
Trying to be a resource to everything	1
No one in charge	1
N	39
Challenge 3	
Funding	11
Time	7
Faculty workload	6
Changing role of faculty	4
Recognition by faculty of need to participate	3
Equal investment among all departments	4
Staff	1
Not a focus on college	1
Distance from training session	1
N	39
Top Three Challenges Facing Faculty Development Programs	
Funding (17)	
Funding (16)	
Funding (11)	

Table 15

Top Three Challenges Facing Faculty Development Programs at Rural Community Colleges

Response		N
Challenge 1		
Faculty budget cuts		12
Faculty participation		11
Limited resources		7
Scheduling		5
Control between administration and faculty		1
Disconnect of individual activity from strategy		1
Integrating the program with a strategic plan		1
Adjunct training		1
Faculty motivation		1
	N	40
Challenge 2		
Lack of faculty participation		10
Release Time		8
Support programs		8
Need for distance education training		4
State budget cuts		4
Cohesive organization		1
Arrogance		1
Continuity of committee leadership		1
Meeting diverse needs of faculty and staff		1
Selection of workshop days		1
Nobody to do it		1
Meeting the needs of Baby Boomer faculty		1
	N	40
Challenge 3		
Lack of faculty participation		10
Release Time		7
Need for learning new teaching methods		7
Budget; funding		7
Accountability issues		2
Technology outsourcing		1
Complacency		1
Little institutional support		1
Providing adequate support for adjuncts		1
Equal investment among all departments		1
The Faculty		1
	N	40
Top Three Challenges Facing Faculty Development Programs		
Budgeting; funding (12)		
Lack of faculty participation (10)		
Lack of faculty participation (10)		

Table 16

Top Three Challenges Facing Faculty Development Programs at Suburban Community Colleges

Response		N
Challenge 1		
Funding		12
Time		4
Faculty accountability		2
More staffing		1
Faculty interest		1
Institutional versus personal preferences		1
	N	21
Challenge 2		
Time for training and development		9
Lack of faculty participation, getting uninvolved faculty involved		4
Multiple campuses with one administrator assigned		2
Leadership		1
Lack of adjunct involvement		1
Erratic support from administration		1
Lack of sufficient personnel		1
Understanding outcome assessment		1
Increased cost of programs		1
	N	21
Challenge 3		
Technology, technological limitations (e.g., bandwidth)		7
Faculty overload		5
Resources		2
Institutional commitment		1
Getting the word out to faculty		1
Adjuncts' awareness and acceptances of the need for faculty development		1
Change in leadership		1
Lack of funding for faculty release		1
Prioritization of development goals		1
Broadening perspectives through department		1
	N	21
Top Three Challenges Facing Faculty Development Programs		
Funding (12)		
Time (9)		
Technology (7)		

Table 17

Top Three Challenges Facing Faculty Development Programs at Multi-location Community Colleges

Response		N
Challenge 1		
Funding		8
Cynical colleagues		1
Centralized organization		1
Need to develop a faculty development program		1
	N	11
Challenge 2		
Teaching load		6
Lack of faculty interest		4
Getting the whole department to “buy in”		1
	N	11
Challenge 3		
Budget		10
Off-campus demands		1
	N	11
Top Three Challenges Facing Faculty Development Programs		
Funding(8)		
Teaching load (6)		
Budget (10)		

Table 18

Top Three Challenges That can be Addressed through Faculty Development Programs at Urban Community Colleges

Response	N
Challenge 1	
Teaching and learning	7
Current in discipline	6
Outcome assessment	6
Underprepared students	5
Increasing effective pedagogy	4
Adjunct training	4
Assessment	3
Changing roles of faculty	1
Rejuvenate and restore enthusiasm for teaching	1
Computer training for classroom management	1
Campus-wide initiatives	1
Participation by faculty	1
Training on the laws	1
N	39
Challenge 2	
Current in discipline	11
Outcome assessment	6
Teaching and learning	
Comfort and aptitude with instructional technology	4
Adjunct training	4
Ethics	1
Understanding retention strategies	1
Meaning for outcome assessment	1
Adjunct training	1
Getting all faculty to have the same writing expectations	1
Innovation	1
Finding value in the program	1
Student diversity	1
Accountability	1
N	39
Challenge 3	
Outcome assessment	9
Accountability	7
Accreditation requirements	6
Active learning	4
Departmental leadership	2
Familiarity with students of today; Generation Next	2
Organizational priorities	1
Integrating technology into the curriculum	1
Mentoring new faculty	1
Scholarship	1
Promoting the appropriate institutional culture	1
Assessment training	1
Training on teamwork	1
Adjunct training	1
N	39
Top Three Challenges Addressed through Faculty Development	
Teaching and Learning (7)	
Current in Discipline (11)	
Outcome Assessment (9)	

Table 19

Top Three Challenges that can be Addressed through Faculty Development Programs at Rural Community Colleges

Response		N
Challenge 1		
Improve student outcomes		14
Assessment		10
Distance education		3
Competent faculty		3
Collegial sharing of ideas		1
Technology		1
Business of education		1
Cultural changes		1
Dissemination of information		1
Development of educational leaders		1
Best practices		1
Student engagement		1
Teaching underprepared students		1
Faculty with no background in teaching		1
	N	40
Challenge 2		
Assessment		9
Use of technology		7
Understanding new paradigms		5
Lessen the tiresome lecture; Active learning		4
Continued professional growth-directed		4
Report on application		2
Faculty lethargy of senior faculty		1
Student retention		1
Cultural sensitivity		1
Student satisfaction		1
Increased job satisfaction		1
Fostering a positive climate		2
	N	40
Challenge 3		
Technology		9
Teaching and learning		7
[No response]		4
Self-efficacy		2
Developing more collegial culture		2
Avoiding burnout		2
Support for new faculty members		1
Part-time faculty teaching and learning needs		1
Universal delivery		1
Institutional policies and procedures		1
Staying abreast of trends		1
Teaching adult learners		1
Meeting needs of developmental students		1
Leadership		1
Succession Planning		1
Technology infusion in coursework		1
Understanding shared governance		1
Accreditation issue		1
Environmental and green campuses		1
Providing venues to network		1
	N	40
Top Challenges Addressed through Faculty Development		
Improve student outcomes (14)		
Assessment (9)		
Technology (9)		

Table 20

Top Three Challenges that can be Addressed through Faculty Development Programs at Suburban Community Colleges

Response	N
Challenge 1	
Teaching and learning	7
Technology	4
Retention of students	2
Using course tools to communicate with students	2
Supporting new faculty	2
Working with multicultural populations	1
New program development	1
Preparing for today's classroom	1
Developing effective learning communities	1
Lack of organization	1
N	21
Challenge 2	
Improving pedagogy	11
Funding	3
Teaching online	2
Personal pride in profession	1
Classroom management; civility	2
Professional and personal development	1
Innovation in teaching	1
N	21
Challenge 3	
Strategies to improve teaching	7
Distance education	6
Communication with faculty both ways; faculty morale	2
Quality improvement; Mentoring new faculty and adjuncts	2
Status and significance of community colleges	1
Disinterested instructors	1
Working on consistency throughout the department	1
N	21
Top Three Challenges Addressed through Faculty Development	
Teaching and learning (7)	
Improved pedagogy (11)	
Strategies to improve teaching (7)	

Table 21

Top Three Challenges That can be Addressed through Faculty Development Programs at Multi-location Community Colleges

Response		N
Challenge 1		
Technology		5
Assessment		3
Classroom Management		1
Not Sure		2
	N	11
Challenge 2		
Teaching strategies		4
Technology assistance		3
Help for adjunct		2
Current in discipline		2
Not Sure; I don't know		
	N	11
Challenge 3		
Teaching underprepared students		3
Quality improvement		2
Not sure; I don't Know		6
	N	11
Top Three Challenges Addressed through Faculty Development		
Teaching Underprepared Students (5)		
Teaching Strategies (4)		
Not sure; I don't know (6)		

Table 22

Faculty Development Coordinators' Expressed Directions in Which Faculty Development Programs Should Move

Response	N
Urban faculty development coordinators' responses	
Training for online education; More web-based training	26
Learning communities	3
Accountability of learning	3
Expansion of program to full include adjunct faculty	3
More useful, applied learning	1
Be able to identify the skills with which our students graduate	1
Upward	1
More emphasis from state and local systems	1
N	39
Rural faculty development coordinators' responses	
Learning communities	11
I don't know; Not sure	7
Improving teaching and learning through technology modalities	6
Instructional effectiveness	3
Knowledge of brain research and understanding how students learn	2
Current with community demands and educational standards	2
Programs should be considered as part of the overall faculty evaluation process	2
Decentralized; Let faculty decide what they want – Most of it is individual	2
Keeping faculty intellectually vibrant and active	2
More collaboration	2
More centralized	1
N	40
Suburban faculty development coordinators' responses	
Active learning	7
Improve teaching and learning	6
Keeping faculty interested	3
Team grant-writing	2
Legal responsibilities	1
Being a member of the team	1
More inclusive of part-time faculty needs	1
Universal delivery	1
N	21
Multi-location faculty development coordinators' responses	
I don't know; Not sure	8
Keeping up methodology and technology	2
Innovation	1
Communities of practice	
N	11
Direction Faculty Development Should Move	
Web-based/online training (26)	
Learning communities (11)	
Active Learning (7)	
I don't know; Not sure (8)	

Table 23

Faculty Development Coordinators' Expressed Directions in Which Faculty Development Programs Will Move

Response		N
Urban faculty development coordinators' responses		
Web-based training		14
Funding will be cut		11
I don't know; Not sure		8
Building professional portfolios as a self-evaluation		1
More professional career development directly related to faculty credentials		1
Focus on local issues with no resolution		1
More emphasis on keeping up with the students		1
	N	39
Rural faculty development coordinators' responses		
Distance learning		13
I don't know; Not sure		10
Low funding will affect this area		7
Accountability requirements		3
Improved teaching and learning		3
Assessment systems		2
Status quo or worse		1
Legal and working with underprepared students		1
	N	40
Suburban faculty development coordinators' responses		
Funding may be static; Reduced funding		14
I don't know; Not sure		3
Focus on the venue and not on teaching and learning		1
Improve student learning		1
Alternative academic presentations to meet demands of students/community		1
More training for part-time faculty		1
	N	21
Multi-location faculty development coordinators' responses		
I don't know; Not sure		5
Low funding		4
It will remain the same		2
	N	11
Direction Faculty Development Will Move		
Web-Based (14); Distance Learning (13)=27		
I don't know: Not sure (26)		
Funding (14)		

Table 24

Faculty Development Coordinators' Expressed Frequency with Which Their Institutions Offer Faculty Development Programs

Response		N
Urban faculty development coordinators' responses		
Twice per year		27
Monthly		6
Periodically		3
Five times per academic year		1
Weekly		1
Annually		1
	N	39
Rural faculty development coordinators' responses		
Twice per year		23
Weekly		8
Monthly		6
First-year faculty have a year-long program		1
Four times per year		1
Almost weekly; They are usually not well-attended		1
	N	40
Suburban faculty development coordinators' responses		
Twice per year		13
Monthly		4
Fairly often on an irregular schedule		2
Once per semester		2
	N	21
Multi-location faculty development coordinators' responses		
Twice per year		6
Three or four times per year		2
No coordinator at this time, so it is a real problem		1
Very often		1
Six to eight times or more during the semester		1
	N	11
Faculty Development Calendar		
All locations indicated Twice per year (69)		