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# FACULTY DEVELOPMENT IN THE UNIVERSITY SETTING: PERSPECTIVES AND PRACTICES

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FACULTY DEVELOPMENT IN THE UNIVERSITY SETTING:

PERSPECTIVES AND PRACTICES


by


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Abstract

Using a two-stage, mixed-method strategy of inquiry that follows symbolic interactionism, this study explores professional development/faculty development (PD/FD) practices and perspectives in the university setting.  Four Midwestern universities, two public and two private, provided the setting for the research.

The primary purpose of this study was to answer the question:  What is the experience university professors have with professional development/faculty development (PD/FD).  The literature presents many studies for K-12 and community college faculties; however, there is a need to study the topic within the university subculture.  On-campus PD/FD programs offer faculty opportunities to improve and expand their teaching methodologies yet not all faculty participate.

In Phase One, 180 faculty members representing five academic ranks from various disciplines in the College of Arts and Sciences were invited to complete a Faculty Questionnaire concerning their PD/FD practice and perspectives.  In Phase Two, faculty participants (n = 9), who came from a convenience sampling of Phase One participants, shared their experience during face-to-face interviews that followed a semi-structure protocol.

Although the initial response rate was 36% with 54 participants, only 32 surveys, 21.3% of the total mailing, met the delimitations.  Additionally, 22 % reported that they do not currently participate in on-campus PD/FD programs because they either do not believe the programs meet their needs or they believe the programs are elementary in nature.

The results of this study are in agreement with the literature reviewed. Using inductive thematic analysis, PD/FD experiences may be classified along a time continuum from the developing faculty member's Teaching Assistant (TA) experience, where critical self-reflection and commitment to teaching develop, to the senior professor, where obtaining tenure and promotions take precedence.

There are three main areas of perceived learning needs:  research, pedagogy, and administrative-functions-related topics.  With regard to pedagogy, for change to occur in the classroom from PD/FD programs three conditions are primary: positive role models from faculty, supervisors, or mentors; openness to change; and feedback or social interactions with students, other faculty, and administrators.  One's self-directed learning practices and personal philosophy also contribute to faculties' attitude and participation in PD/FD.  Recommendations for further studies are suggested.

I dedicate this work to my mother, J. B. Dickson, and the memory of my father,

Dr. Ralph A. Dickson.  They created the environment that nurtured my compassion for

humankind, my passion for life, a respect for lifelong education, and a desire to do one's

best.  They are my role models.

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Learning is a collaborative process; consequently there were times of sharing, evolving, presenting, and cheering that took place in the company of various groups and individuals whom I wish to thank.  They all contributed to this learning experience.

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CHAPTER I

Accountability is an expectation associated with the current age of consumerism. This belief holds true in higher education as it does with other industries.  The public, which consists of students, parents, employers, and alumni, are asking universities to be accountable for their product, the graduate.  The graduate wants to get the preferred job upon completing the degree requirements and employers want a workforce that has the necessary skills.  However, learners enter colleges and universities with a wide variance in their level of preparation (Swail, 2002).  In order to meet this expectation of accountability higher education is undergoing a major change in praxis from teacher-centered to learner-centered practice.

One reason for this change in praxis that focuses on the learner is that the student demographic in higher education is changing.  This change presents a new face in the classroom, one with varying life experiences, who is ready to learn.  Enrollment trends are moving from the traditional 18 to 22 years of age to adults, who may be working full- or part-time and attending school part-time (Baiocco & De Waters, 1998; Merriam & Caffarella, 1999).  Students select their desired higher education institution like consumers buying ready to wear clothes or cars, that is, based on qualities like tuition, location, faculty student ratios and state of the art workout stations.  There is competition for each student.  Consequently, this educated consumer demands accountability from the higher education institutions and its faculties.

According to the report *Measuring Up 2000*, which came from the national forum on college level learning, our higher education institutions are under-performing.  The change in our nation's economic status has prompted a need to assess our educational

capital in terms of critical thinking, problem solving, and communication rather than objective knowledge and skills associated with academic disciplines (Callan & Finney, 2002).  Even though universities do not have standard methods of measuring student learning, universities want to guarantee that their faculties follow a competency based learning model because learning is associated with productivity.  If students are not able to learn at a satisfactory level, student retention will go down, faculty evaluations will be poor, and the reputation of the university will diminish.

In the recent program, *Declining by Degrees: Higher Education at Risk* (Glasser, Heus, Isaacs, & Wald, 2005), viewers perceived that college and university faculty need to pay attention to teaching and learning.  Competitive budgets and limited resources for faculty appointments and expanding information technologies challenge college administrators.  This picture contributes to the complicated equation associated with graduating students who possess workplace literacy skills for the demands for tomorrow's employment.  With the fluctuating economic market, the loss in state and federal taxable income, and the decrease in alumni giving, colleges and universities have to do more with fewer resources.

The university culture is such that historically faculty were hired on what is known as the tenure track.  This employment model allowed the university to ensure that quality professors were involved in their tripartite mission of teaching, research, and service (Amacher & Meiners, 2004; Olswang & Lee, 1984).  To maintain tenure, faculty members needed to demonstrate that they were maintaining the standards of the profession, that is, producing competent material of their scholarly discipline through research and not necessarily of their teaching.

The other side of the continuum from tenure track is the adjunct or off-track appointments. These employment models are the result of the economic picture on campus and the growing use of technology in education.  In this situation, faculty members may not have the time to attend programs because they are only on-campus when they have class. Where the faculty roles are unbundled, full-time teachers are either teaching only or conducting research only. Those faculty focused on research will not teach the lower level courses. Consequently, some may believe there is no need to learn additional education techniques.

Another factor in the equation yielding accountability is technology (Baiocco & De Waters, 1998). Technology is an integrated tool in the workplace requiring a higher level of literacy by all employees. Consequently, it follows that digital technologies also intersect with the teaching, communication and research by faculty on college campuses. The rapid developments in technology also create learning needs for faculty professional development. The reason for raising this point is that students, parents, and corporate leaders recognize the strength of a college or university by its faculty. Therefore, a faculty that reflects excellence in teaching, research, and service attracts more students and financial resources.

Faculty members with terminal degrees represent the epitome of adult, lifelong learners.  In the early years of professional development, the focus was solely on the content one taught (King & Lawler, 2003). Faculty would conduct and participate in research studies in their areas of concentration in order to build the disciplines' knowledge bases. However, research represents only one of the three areas of responsibility in higher education. How does this new knowledge gain meaningfulness,

if not from reflection and dialogue with colleagues and students?  "Professionals make meaning by moving back and forth between continuing professional education programs and their professional practice" (Daley, 2001, p. 39).  In addition, Angelo (1999) suggests that a transformation needs to take place if our institutions are to be effective in scholarship.

To assist faculty in learning alternative teaching strategies and methodologies, universities provide continuing education for their faculties.  Professional development centers are establishments in academe.  They may have different titles across the nation, but their purpose is to serve the teaching and learning campus.  Since the 1970s, higher education policy included professional development.  In fact, many of the Council for Higher Education Accreditation criteria require institutions to demonstrate that they have ongoing support for faculty professional development.  This support gives evidence that the institution has the resources needed to meet its educational purpose (The Higher Learning Commission, 2001).

Faculty demonstrate their commitment to the scholarship of teaching by their desire to profess.  With changes in knowledge, advances in technology, the need to increase productivity, or the need for the institution to be competitive, faculty need to continue their learning by participating in professional development.  Faculty receive assistance in improving their teaching in various ways.  On the institutional level, colleges and universities establish standing committees on instruction and provide centers for teaching and learning.  On the organizational level, there are the Professional and Organizational Development Network (POD) and the American Educational Research

Association's Special Interest Group on Faculty Evaluation, and Development (Perry & Smart, 1997).

According to POD (2002), the focus of professional development is to assist the individual faculty members in learning as it applies to the roles they have identified:  the teacher, the scholar, and the person.  Professional development enhances the teaching responsibilities associated with classroom and student learning activities.  Scholar development focuses on grant writing or committee work and personal development addresses interpersonal skills and wellness management.

Yet faculty attendance at on-campus continuing education programs is infrequent. One public, Midwestern university reported that of 163 approved faculty development grants, only 14 were for academic teaching development (University of Wisconsin, 2003).  A private university with a total of 1,260 full-time and 289 part-time faculty in all its schools reported a mean attendance of 26 faculty during ten effective teaching seminars (Saint Louis University, 2003).  For its program titled, Balancing Scholarship and Teaching there were 28 in attendance and for the program, Beyond the Syllabus, 15 attended.  A mid-Atlantic university had a mean attendance of 41 for its seven programs during the 2003 calendar year (personal communication, September 8, 2005).  Why is the attendance at faculty professional development programs low?  Why do program specialists see the same faces at each session when those individuals represent a fraction of the total faculty on campus?  Is professional development a factor assessed during the faculty review or tenure process?  These questions pertaining to attendance lead this researcher to conclude that there may be a disconnect between faculty and those responsible for providing professional development.

In addition, Weimer and Lenze (1997) suggest in their literature review of methods to improve classroom teaching that further research is needed of faculty after attending professional development programs to determine the effectiveness of the programs as indicated by the professors' implementation of the interventions. "It remains unclear, for example, whether participation in workshop programs more efficiently and permanently changes teaching behaviors than, say, consultation over a videotaped teaching sample" (Weimer & Lenze, p. 235). These authors also suggest that studies be designed that integrate the applicability of adult learning theory to faculty as adult learners, and that the research design includes qualitative methods in order to explore the complex phenomenon of faculty perspectives of professional development.

<center>Purpose of the Study</center>

In light of the various changes taking place on higher education campuses faculty have many options for professional growth. This research examined the perceptions of higher education faculty on their professional development as they relate to the practice of teaching.

The primary research question that guided this qualitative study is:
What is the experience university professors have with professional development/faculty development (PD/FD)?
Secondary questions that may evolve from the central question are:

1. What, if anything, regarding teaching standards, role expectations, and/or motivation (or other) have significant others contributed to faculty's attitudes and participation in PD/FD?

2. What are the perceived learning needs of university faculty that may be met by

   attending on-campus PD/FD? and

3. What, if any, themes emerge from the professors' perceptions of PD/FD that lead

to changes in their teaching methodologies?

Delimitations

In order to focus the research on professional development the participants will be

limited to:

1. Public and private universities located in the metropolitan area of a Midwestern

   city that have a full-time enrollment greater than 1,000 students and that offer

   formal degree programs and confer baccalaureate and graduate degrees;

2. Non-technology course faculty who teach undergraduate courses in the College

   of Arts and Sciences; and

3. Faculty of all levels of professorship, full-time and adjunct status, who have been

   employed at their current institution for the past two academic years.

Although it was be necessary to acknowledge the university reward system and the

faculty's perception of the university culture regarding the criteria for promotion and

tenure, the primary intention of this study was on faculty perceptions of on-campus

faculty development programs as it relates to their roles in teaching.

Definition of Terms

Operational definitions that will be used throughout this study include the following.

Adult education "is a process involving planning by individuals or agencies by which adults alone or in groups, or in institutional settings improve themselves or their society" (Houle, 1996).

Digital technologies are those electronic tools used in educational and work settings that include various hardware, software programs, and World Wide Web resources that enhance communication and facilitate learning.

Professional Development/Faculty Development (PD/FD) is a form of continuing education that refers to on-campus programs that address the faculty role of teacher. This is an adaptation of the Professional and Organizational Development Network (POD) definition (2002). The self-reporting Faculty Questionnaire used in this study's data collection makes references to the four categories outlined by POD.

Teaching Methods are part of the process whereby faculty establish a relationship with the students in the facilitation of learning (Conti & Kolody, 1998).

Workplace literacy skills are the combination of activities and behaviors that contribute to success in an employment environment. They include critical thinking, communication and interpersonal skills (Spilka, 2001).

Significance of the Study

A search in the academic databases for studies of higher education faculty participation in PD/FD yielded disappointing results. The extant literature has many citations for the K-12 teacher (Borko, 2004; Guskey, 1995; Klingner, 2004; Livneh &

Livneh, 1999; Wilson & Berne, 1999) and community college faculty (Alfano, 1994;

Carducci, 2002; Watts & Hammons, 2002), but few referencing the university professor,

what the faculty person does with that knowledge, or how the faculty member applies the

content. Is it filed in a drawer for later reference or is it trashed like a file on the

computer? How do administrators and professional development specialists know their

faculty learned anything during an on-campus PD/FD program? The findings of this

study on faculty perceptions of PD/FD may have application for college and university

professional development specialists and administrators who are responsible for PD/FD.

With this information on improved understanding of faculty needs, realistic program

planning may take place, thus increasing program attendance. Administrators may see an

increase in faculty participation and governance, all of which foster collaboration, a goal

of adult learning.

Although the accreditation agencies look for on-campus faculty PD/FD programs

during their review, this study may give the agencies insight as to its use. Additionally,

an increase in faculty participation in PD/FD programs that address teaching

methodologies may positively affect the quality of instruction and student learning.

Consequently, any changes in practice will contribute data to the reports that are

evaluated by the reviewers from the various accrediting agencies. The application of

these findings may lead to a positive picture for the criteria associated with faculty

development.

In Chapter I, I described the context for this qualitative study that explores the

lived experiences university faculty have with PD/FD and how this study may have

significance for university faculty developers, administration, and accreditation agencies.

In Chapter II, I share what is currently known about PD/FD and college teaching and what may be missing in the literature.  In addition, the researcher proposes common threads that weave through PD/FD illustrating its complex design.  In Chapter III, the researcher details the methodology for the research including the procedure for securing the participants and the tools that will be used to collect the data.   Content analysis and interpretation of the qualitative data will be the focus of Chapter IV.  In the Chapter V, the researcher will discuss any emergent themes and the key points of the investigation on the phenomenon, PD/FD, and suggest how they fit into the current literature, making recommendations for future research.

CHAPTER II – A REVIEW OF THE LITERATURE

This research centers on the perceptions university faculty have of PD/FD. The primary research question of this study is:    What is the experience university professors have with professional development/faculty development (PD/FD)? Secondary research questions that may evolve from the central question are:

1. What, if anything, regarding teaching standards, role expectations, and/or motivation (or other) have significant others contributed to faculty's attitudes and participation in PD/FD?

2. What are the perceived learning needs of university faculty that may be met by attending on-campus PD/FD? and

3. What, if any, themes emerge from the professors' perceptions of PD/FD that lead to changes in their teaching methodologies?

Introduction

It would seem that university faculty with terminal degrees represent the epitome of adult, lifelong, and self-directed learners. They demonstrate a commitment to the scholarship of teaching by their desire to profess; however, with the paradigm shift to learner-centered classes and the advancements in technology, faculty may need to attend on-campus PD/FD programs that address teaching styles and methodologies in order to meet the demands of these changes in their profession. In an effort to understand fully how university faculty perceive, utilize, and apply what on-campus PD/FD offers and presents it is necessary to explore the separate yet interrelated concepts of andragogy; the self-directed learner; the reflective, transformed adult learner; faculty roles and the

university culture; learner- centered teaching methodologies; motivation and the adult

learner; and professional development/faculty development.

To assess what has previously been reported in the above topics I conducted an

exhaustive search with selective criteria (Cooper, 2003).  I utilized the university's

various library catalog systems, as well as the educational web-based databases for

relevant research and theoretical perspectives that focus on higher education faculty,

professional development, and faculty as adult learners.  This literature review may assist

policy makers and other stakeholders in better understanding the teaching and learning

needs of faculty.

<div align="center">Andragogy</div>

The foundation for the subsequent sections addressing learning theories

associated with faculty as adult learners is andragogy.  The first prominent introduction

of andragogy as a theory of adult learning was made to the American audience by

Knowles (1968, 1970, 1973), who defined it as "the art and science of helping adults

learn" in contrast to pedagogy, "the art and science of teaching children" (Knowles, 1975,

p. 19).  A former student of Knowles defined andragogy comprehensively as "a scientific

discipline for the study of the theory, processes, technology, and anything else of value

and benefit including learning, teaching, instructing, guiding, leading, and

modeling/exemplifying a way of life, which would bring adults to their full degree of

humaneness" (Henschke, 1998, ¶8).  Savicevic (1999) defined it as "a scientific

discipline examining problems of adult education and learning in all of its manifestations

and expressions, whether formal or informal, organized or self- guided" (p. 209).  Finally,

Knowles' graduate adviser defined andragogy as "a system of program design, centrally

based on the nature, wishes, and participation of the learner or learners, particularly those who are adult" (Houle, 1996, p. 255).

As one can discern from these definitions, andragogy met with controversy from adult educators. However, the common thread within these definitions is that it deals with adult learning. The concept of the adult as a learner is not new to educators. Its origins can be traced to the early Greeks and Romans, Comenius in the 17th Century and Alexander Kapp in the 19th Century. What distinguishes the practice in Europe to that in the US is that the European countries accept the premise of lifelong learning; adult education is a natural process. Most of the countries presented by Savicevic (1999) consider andragogy separately from pedagogy or as a division of pedagogy or anthropogogy. However, this historical perspective stops short of Zmeyov's (1998) description of andragogy's development in Russia. Although he agrees that lifelong learning is a favorable activity, Zmeyov goes further by providing a rationale for motivating adults. He bases the recent andragogical movement in Russia on the introduction of a capitalistic economy and advancements in technology. However, both Savicevic and Zmeyov agree that more research is needed.

A common argument of Knowles' theory of andragogy is that it is not a theory of adult learning, but a theory of instruction for adults (Cross, 1981). Brookfield's (1985) review of the literature found the term andragogy described as a theory of adult education, a method of adult education, and a set of assumptions. It is the inconsistent use of alternative terms like model, principles, or systems that led Merriam (1987) to conclude that there is considerable confusion associated with andragogy.

Yet Knowles' works in this field of adult education are some of the most frequently cited in the Social Sciences Citation Index (Rachel, 2002).  His conceptual framework for andragogy lies within its six core assumptions. They include: 1) the learner's self-concept, 2) the role of the learner's experience, 3) readiness to learn what they need to know, 4) a subject-centered orientation to learning, 5) internal motivation, and 6) life-centered orientation to learn (Knowles, Holton, & Swanson, 1998).

These core assumptions hold true not only for adults in general, but also for university faculty as adult learners.  Professors function under the tenet of academic freedom.  As such, they take responsibility for what and how they meet their university obligations.  They hold true to the psychological need to be self-directing in their activities including their learning.  In addition, university faculty have a wide array of life experiences that contribute to their perceived needs and selections of learning activities. Thus, the newly hired faculty member will have a different set of classroom experiences than the seasoned, tenured faculty member.  This heterogeneous composition of faculty may influence faculty attendance at PD/FD programs.

Those who do register for PD/FD programs do so because of their readiness to learn.  These faculty members have a need to know the topic being presented.  Usually this need to know is associated with internal motivational facilitators, that is, a realization that the learning will increase one's self-confidence and will focus on a specific topic. This subject-centered orientation to learning provides the adult learner the reason to learn the topic being presented.  Therefore, it makes sense to find out more about the subject through program participation.

Rachel (2002) pointed out that not only was the concern with the identification of andragogy as a theory, but also that Knowles (1973, 1982) claimed it a science. After reviewing 18 studies, he concluded the problem is in the criteria for an operational definition. The studies were not true to Knowles' assumptions, thus there is no generalizability. Rachel (2002) suggests that future studies apply standard research criteria for sample size, that all of the participants are adults in a voluntary learning setting, who have collaboratively determined their learning objectives, and that assessment is performance based. Because many previous studies mixed sample groups or violated other research design criteria it is no wonder that Cross (1981), Merriam (1987), Savicevic (1999) and Zmeyov (1998) all encourage further empirical study of andragogy as a unifying theory of adult education.

Adult educator Jack Mezirow (1981) proposes another definition of andragogy that builds upon one of the core assumptions listed above, internal motivation, or self-direction. In his "charter for andragogy", he writes:

> Andragogy, as a professional perspective of adult educators, must be defined as an organized and sustained effort to assist adults to learn *in a way that enhances their capability to function as self-directed learners*. (p.21)

Mezirow's charter lists twelve ways adult educators may facilitate attaining the andragogical goal of self-direction. This concept plays a critical role in adult education that will be presented more in depth later in this review.

Andragogy's core assumptions may not be fully appreciated in a formal learning environment nor may they be observed with all adults even though they are critical to adult learning (Merriam, 2001). However, university faculty who are continuing their

education through PD/FD may find the implementation of andragogical principles

refreshing because of its holistic approach.

In summary, this review of literature on andragogy has highlighted four major

areas: cultural perspectives, definitions, controversies, and its foundation for further

adult learning theories. Andragogy is a way of life in Europe and Russia because it is

instilled throughout the work environment. There is agreement that the andragogical

movement in the US provided a direction for adult learning theory; however, its

controversy developed when the definition of andragogy was tested. The acceptance of

Knowles' core assumptions of andragogy has provided a humanistic approach for

teaching adults. Finally, one of the more popular theories to come from andragogy is

self-directed learning.

<p align="center">The Self-Directed Learner</p>

One of the guiding concepts in adult education is self-directed learning (SDL)

(Boyer & Maher, 2004; Garrison, 1997; Merriam, 2001; Mezirow, 1985). In a five-year

review from 2000 to 2004 of subject categories from papers presented at the 2005

International Self-Directed Learning Symposia the majority of the works may be

classified under the heading of instruments, relationships between variables in

comparison with SDL involvement, and miscellaneous/technology. The mid-range

frequencies were presentations on SDL knowledge or theory building, learning and SDL,

instruction and SDL, and settings for learning. The lowest frequencies, represented by

only two contributions in each category, were literature reviews and historical and

philosophical issues (Hiemstra, 2004). The literature that I am including in this section

applies to all of these categories beginning with historical issues. The use of learning

contracts in SDL will not be included because this researcher does not anticipate their practice in the field of this study.

Evidence of self-directed learning (SDL) is reported as far back as the ancient Greeks, through the Renaissance, and onto the American colonies. Yet, scholarly works have only been produced on SDL since the mid 19th Century on both sides of the Atlantic (Guglielmino, Long, & Hiemstra, 2004). What makes this concept perplexing is the somewhat complicated and controversial picture it colors in the literature. Merriam & Caffarella (1999) state that SDL is one of the goals of more schools at all levels and that it has been a prominent theme in adult education research for the past three decades. Thus, the complexity evolves from its defining terms.

Self-directed learning refers to "the process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18). According to Knowles, SDL is an instructional/learning process, but as we shall learn, some may consider it an incomplete definition as it excludes consideration of SDL as a learner characteristic as opposed to solely being a goal or process.

The seminal work that established SDL in the lexicon of adult learning had its early identification with three men who have a common thread in one university. They are Cyril Houle (1961), Malcolm Knowles (1968, 1970, 1975), and Allen Tough (1967, 1971, 1979) and the university is the University of Chicago. These pioneers' works set

the foundation for the future research on model building, assessment of SDL, and further dimensions of the term.

Houle set the stage for SDL when he reported in *The Inquiring Mind* (1961) why his sample, which consisted of 22 adults, learns. He concluded that there are three types of motivated adult learners: goal-oriented, activity-oriented, and learning-oriented. The learning-oriented adult is considered the self-directed learner (Guglielmino, Long, & Hiemstra, 2004) because this is the individual who learns for the sake of learning. Some may say that the learning-oriented learner ideally describes the university professor. However, it is the goal- oriented learner who pursues learning that stimulates a personal or professional interest. University professors may be closer to this description because even though they have an intellectual drive for their particular discipline, they may be inspired to attend a learning program from having seen a PD/FD notice of a topic related to their roles as teachers. Houle's qualitative study is of interest because of his adroitness in describing the participants' motivations for learning.

Later, Tough (1967, 1971, 1979), one of Houle's dissertation students, did a number of formative SDL studies on learning projects in Canada. He discovered that people do participate in self-directed learning projects each year even though they do not think of themselves as self-directed learners. This work highlighted the process one follows in SDL.

Although Tough was detailed in his analysis of data as evidenced by his dissection of each complex stage of self-planned learning into simple steps, his methodology may be classified as one of the weaknesses in this study. As a response to the participants having difficulty recalling their self-planned learning, Tough and his

other interviewers employed the interviewing technique of probing and prompting that appears as though they are leading the participant during the data collection period. However, replicated studies obtained the same results (Guglielmino, Long, & Hiemstra, 2004). Some describe Tough's study as successful because of the SDL criteria he described. Although these criteria have a logical flow, they may present concerns for some readers.

For example, he states that learning projects must take place in a period of time that is at least 30 minutes in length, that his participants spent an average of 800 hours in learning in approximately eight learning projects in a one-year period, and that associate professors spent the most time in learning followed by politicians (Tough, 1979, p. 16-18). Some may believe that these participants may have inflated the accuracy of the self-reporting time to better represent their well-intentioned work. In addition, applying the minimum block of time may not be applicable to the university professor. Professors may schedule time for self-study; however, in reality, there are frequent interruptions from students or colleagues during this personal learning time. Further studies would be needed in order to compare these findings to today's socio-economical context.

The complement of this trio of educators/researchers is Malcolm Knowles. Through his label for adult learning, andragogy, he gave meaning to SDL in his description of the adult learner. In his core assumptions, which he introduced in his *Self-directed Learning* (1975), he said the adult learners prefer to be self-directing. These principles transfer to the work environment as well as to any other educational setting. As we mature, we move from a dependent state to one of "increasing self-directedness" (Knowles, Holton, & Swanson, 1998, p. 209). Translating this model to faculty

development would imply that faculty are personally autonomous, self- managing, and self-directed (Cranton, 1994a, 1994b). Although Knowles' body of work on andragogy stimulated debate, most contend his incorporation of SDL into his picture of the adult learner's personal traits was significant for the research to follow.

The earlier advances in the development of the SDL theory centered on external factors, that is, in the process of SDL such as assessing needs, implementing learning activities, and evaluating learning. Later, research turned to the internal characteristics of the learner, that is, the readiness to learn, experiences, and learning styles. Of course, some tried to merge the two aspects.

Brockett and Hiemstra (1991) described SDL as both an instructional process and a personal characteristic, which may lead one to believe these authors could not decide where they should focus their research. However, using the theoretical framework of adult education and lifelong learning, they provided the Personality Responsibility Orientation (PRO) model. This model incorporates the individual's importance and Brookfield's (1985) contention that the social context of learning has relevance too. It examines SDL from the perspective of the learner's characteristics, more specifically, the personality of the learner and that of the teaching-learning transaction.

The model starts with the individual who has responsibility for his or her own learning. The learner needs both, the self-directed personality characteristic and the process of determining one's learning needs and selecting appropriate resources, to interact in a social context where learning takes place. The diagrammed model is easy to follow; however, using it as a framework for research may require more sophisticated research methods.

Under the category of instruments are the contributors Lorys Oddi (1986) and

Jane Pilling-Cormick (1997).  The well-known Self-Directed Learning Readiness Scale

(SDLRS) and the Learning Preference Assessment (Guglielmino, 1977, 1997) that was

designed in the late 1970s will not be included because some of the studies using this tool

developed from a three round Delphi study have some questionable findings (Brockett,

1985).  In addition, the SDLRS has had diminishing use during the recent past whereas

the tool developed by Pilling-Cormick (1997) has had more interest (Hiemstra, 2004).

Oddi incorporated the theoretical frameworks of Houle, and Knowles, as well as

the motivational theories of Maslow and Rogers into the assessment tool, the Oddi

Continuing Learning Inventory (OCLI), which focused on personality characteristics that

exemplified "persistence in learning over time . . . and performance" (Oddi, 1986, p. 98).

Although interest in her tool has also diminished at the International Self-Directed

Learning Symposium (Hiemstra, 2004), her methodology follows rigorous standards.

She distinguishes the terms self-directed continuing learning and self-directed learning as

evidenced by her thoroughness in her analysis of the literature, as she wanted to

distinguish the process from the learner's characteristics.  Incorporating these

frameworks into the tool and the use of professionals in the sample make this a

significant research instrument.  As opposed to the researchers of the previous decade

who had primarily white, middle-class men, Oddi's samples did represent both genders.

In addition, her methodology followed the dimensions of motivation, openness to change,

and positive attitude toward learning.

In an effort to design an assessment tool that would give educators insight to

reasons that influence a learner into practicing self-directed learning and transformative

learning Pilling-Cormick (1997) first constructed the Self-Directed Learning Process

Model. Although the model comes from her review of the literature and her

understanding of the interaction among the educator and learner, the social and

environmental influences, and the exertion of control, the contribution to SDL theory

building is minimal. However, the model's application in conjunction with the

interpretation of the Self-Directed Learning Perception Scale (SDLPS) is helpful because

it defines the variables as they apply to learners. Additionally, reflection is an integrated

component. From this researcher's perspective she has incorporated Knowles' (1975)

and Mezirow's (1985) theories primarily because she, like many, believes that

transformative learning develops from SDL. Pilling-Cormick's use of realistic examples

assists the reader with ways to apply the results from this assessment tool.

Having presented a brief early history of SDL as well as introducing its seminal

works the focus will now turn to the scholarly reviews by Brookfield (1985) and

Caffarella and O'Donnell (1987). Viewing findings from the analysis of significant

literature provides members of the academy another lens for consideration.

Brookfield (1985) in his frequent role of critic utilized the SDL theoretical

frameworks established by Tough (1967, 1971, 1979) and Guglielmino (1977) in this

work. He concludes that there are a series of problems within the various studies. Some

of these problems may have been corrected by this time; however, they were concerns

and they needed attention. One that this researcher thinks will be a perennial visitor is

the bi-focal definition of SDL. That is, is SDL the goal or method of adult education or is

it a learner characteristic? Another issue he raises, which is not of consequence for this

study, concerns the use of SDL with other demographic groups.

Before answering this question, he challenges the authors with their methodologies.  More specifically, he raises objection to the relevance of the current research problems.  It would seem that this issue would be better addressed by journal editors rather than taking space from the primary objectives in a chapter.

What Brookfield finds is that researchers are often using the same instruments in data collection.  The directions for these instruments frequently have provided the participant definitions and examples.  These SDL examples are usually from the psychomotor domain, thus recalling the time spent on task, or resources used will be very specific.  Consequently, if the participant has a learning event that takes place in the affective domain, like literary appreciation, the participant may have difficulty having a similar recall for time spent on task and the like.  The participant may also sense a bias against this type of learning activity.  In addition, this type of instrument may also limit the type of information one collects or cause some participants to view the questionnaire as intimidating.  This is true especially if one has a limited education or is not a native to the country where the study is taking place because of literacy issues.  Another concern with research study samples during this time is that the demographics of most participants were educated, white males.  I am optimistic that researchers are now approaching their sample selection with a lens for diversity.

Caffarella and O'Donnell (1987) offer a variation to the classification of the literature from the International Symposium on Self-Directed Learning.  They conducted a data based research of literature between 1971 and 1986 to classify the works into five groups: verification studies, the nature of method of SDL, the nature of individual learners, nature of the philosophical position and policies issues.  Organizing their

findings in this manner is comparable to a journalist discovering a story. They have covered the primary concerns of this topic: who, what, why, and how.

Mapping the topic via these classification methods allows researchers to assess where the emphasis has been and where there may be gaps in the knowledge base. In this case, most of the reports have been verification studies (Caffarella & O'Donnell, 1987) and the least have focused on policy issues. The authors make recommendations for further study, which may be advantageous for researchers.

Mezirow's (1981, 1985) chapter describes the processes and conditions needed for learning, for realization of new knowledge using "three interrelated but distinct functions of adult learning: instrumental learning . . . dialogic learning . . . and self-reflective learning . . ." (1985, pp. 17-18). His descriptions of each of these functions are clearly stated. He explicates the need for all learners to gain complete meaning from a learning event by its requirement of negotiation among the three functions.

Although this chapter title includes only the SDL theory, Mezirow devotes more attention to self-reflective learning and its application to transformative learning because he believes that SDL has a goal of leading the adult to transformative learning. Although he does so with brevity, Mezirow provides examples of learning events where he does return to the learning process briefly referring to the instrumental, dialogic, and self-reflective functions.

In addition, some of his statements are startling causing one to reflect longer than one does in other sections. One example is, ". . . there are many areas of learning where self-directedness as Knowles defines it does not apply" (Mezirow, 1985, p. 26). It seems

that Mezirow is so focused on his transformative learning theory that he displaces the

pioneering work that preceded him.  He continues a few paragraphs later with:

> There is probably no such thing as a self-directed learner, except in the sense that
>
> there is a learner who can participate freely and freely in the dialogue through
>
> which we test our interests and perspectives against those of others . . ." (p. 27).

Mezirow criticizes continuing professional development's use of the single dimension of

instrumental, cause and effect, or prescriptive learning process.  He advocates the use of

SDL in all its dimensions to be truly effective.

Another author who agrees with Mezirow is Cranton (1994a).  Her chapter

emphasizes the need for faculty development specialists to recognize that faculty are

adult learners.  She illustrates the need to apply these adult learning concepts and discard

the earlier stage theory and organizational development models for faculty development.

In this debate, she weakens the common practice of viewing faculty as passive

participants who are in class to get the latest formula or quick fix for classroom practice

and she strengthens the need for a faculty development framework that allows for

reflection and transformation.  She contends that by allowing faculty time for reflection

they will be positively affecting the quality of their teaching practice.

Garrison (1997) developed "a comprehensive model" (p. 18) that integrates

contextual, cognitive, and motivational dimensions from a collaborative constructivist

perspective.  He designed his model on the theoretical frameworks of Rogers (1969),

Knowles (1975), Mezirow (1985), Brookfield (1985, 1986), and Long (1989) because

little research has been recently directed toward the cognitive and motivational aspects.

Consequently, this thoroughly researched and multi-layered model provides refreshing information albeit redundant of previously stated educators.

Garrison's model is a three-sided diagram developed from a "collaborative constructivist" (1997, p. 18) perspective.  He distinguishes between the external control and the internal cognitive concept of responsibility by joining SDL as a personality trait and a form of cognitive responsibility.

> Control does not translate into social independence or freedom from influence.
> Educational self-management concerns the use of learning materials with a
> context where there is opportunity for sustained communication.  Self-
> management of learning in an educational context must consider the opportunity
> to test and confirm understanding collaboratively. (Garrison, 1997, p. 23)

The self-directed learner accepts the task of learning and becomes responsible for making meaning of the learning and watching the personal progress of that learning.

The other two sides of the model, self-monitoring and motivation, "represent the cognitive dimensions of self-directed learning" (p. 24).  The self-monitoring element refers to the individuals' ability to think about their learning strategy selection and their ability to make meaning from their learning.   The motivation aspect develops from the individual's needs and values.  This dimension influences how one begins a learning event and how one remains in that event through completion.  In reviewing Garrison's model, this researcher believes that the author provides logical rationale for this view of learning; however, it may be helpful if he assigns the model a title that gives it its own identity.

Self-directed learning has had much attention given to its application in the social context. The goal of SDL is its emancipating potential. This school of thought follows the work of Habermas and Friere (Kerka, 1999). Nearing the end of the 20th Century, one researcher applied SDL to a specific setting, human resource development to expand the theory. Piskurich (1993) contends that SDL is the most efficient, cost-effective approach to training needs in a business environment. Although this approach to getting employees to comply with regulations works well in some business settings, the university may not be an appropriate context even in those institutions that seem to be applying the business model. Providing learning packets and not using teachers or facilitators removes the higher cognitive level of reflection leading to transformative learning, a goal of higher education.

Of course, there have been more studies relating SDL to organizational theory that may be more appropriate to the faculty development context. Confessore and Kops' (1998) article is an evaluation of the interaction between SDL and the learning organization found from the seminal work of SDL in the workplace. One may easily apply their findings to the university context because they contend that to be successful, there has to be a supportive climate with open communication and mutual respect, characteristics that Knowles had advocated 20 years earlier. Additionally, the integration of SDL with learning organizations is strategic to high employee achievement during times of change. However, the authors suggest further research on SDL and learning organizations with regard to resource centers and change in the workplace. This article on the social context will also apply to the later section on the university culture.

Lastly, Taylor (1986) offers a conceptual model that clearly describes the phases and transitions learners move through while becoming self-directed learners.  Her motivation for conducting this qualitative research was to gain insight from the learners' perspectives.  Although her intent is purposeful, the success of her findings is somewhat limited due to her research design and results.

This study of two sections of a graduate course had only 12 volunteers.  Yet, she describes the sample demographics as six women and two men between the ages of 24 and 50 years without explaining what happened to the other volunteers.   For this study of learners' perceptions of becoming self-directed learners her entire sample comes from a course titled Basic Processes in Facilitating Adult Learning.  One may conclude that there is a strong possibility of introducing the Hawthorne effect if all of her participants come from one source and the participants are cognizant of the study's purpose.  In addition, Taylor's study may have had greater generalizability if she had widened her sampling strategy to include another course where SDL is employed.

Taylor's selection of only half of the participants for the first phase of the content analysis is a technique not often seen in the literature.  This process appears to give a great deal of weight to those in the first group even though she is using the second half to verify their results.  Her criteria for the first group's membership may cause one to wonder about the introduction of bias.  Taylor explains, "the first person's set of data was chosen because both he and the researcher thought his experience had been productive and satisfying" (Taylor, 1986, p.58).  A better process for determining group membership may be random selection.

The author's conclusion presents an honest discussion of the study especially when she mentions the similarity of findings to Kolb (1984) and Mezirow (1978). Throughout her presentation of findings, this reader had the same conclusions.  Taylor places more emphasis on the phenomenological process than the outcomes of the study. However, she does present sound implications for classroom application.  The phases and transitions may be comparable to any adult working through a SDL project.

In summary, this section has presented the key concepts of an extremely important theme in adult education found in the literature.  Self-directed learning reinforces the andragogical finding that adults prefer to learn in an environment that they control, with resources that they choose.  From this group of literature, one may conclude that the early studies were primarily linear in nature, that is, the defining characteristics of the individual and the stages of working through the process of SDL were the focus (Houle, 1961; Knowles, 1975; Taylor, 1986; Tough, 1967, 1979).  However, since the 1980s the models represent interactive processes (Brockett & Hiemstra, 1991; Garrison, 1997).  Between the models that explain the process of SDL and the tools that measure the characteristics of self-directed learners (Oddi, 1986; Pilling-Cormick, 1997), there are the goals of SDL (Mezirow, 1985).  All of these theories evolve from previous research. They build upon each other and add to the layers that explain adult learning.  Of course, these distinctions, process and personal characteristics, have divided researchers and consequently have contributed to the complexity of the SDL.

<div align="center">The Reflective, Transformed Adult Learner</div>

Previously, this researcher emphasized that the topics included in this literature review are separate yet interconnected.  Consequently, self-directed learning requires

critical self-reflection because it is through self-reflection that one recognizes the assumptions one has pertaining to one's teaching practice.  These assumptions accumulate from experiences.  Thus to learn from experience requires the individual to process the event through reflection.  Thus far, the concepts of andragogy and SDL have been reviewed, and inherent in each is the matter of experience.  Knowles (1980) identified the adult learner as one who possesses a variety of life experiences.  Dewey (1938) offered an alternative to the traditional school organization with his philosophy based on "a theory of experience" (p. 22); and Lindeman (1989) wrote, "Experience is the adult learner's living textbook" (p.7).

Experiential learning is a major component of Kolb's (1984) learning cycle where he describes four characteristics for the process.  They include: (a) an inclination to participate in new learning experiences; (b) a period of recall of the experience where one steps back to make a review of said experience; (c) the ability to verbalize what was learned; and (d) the ability to use that learning in the future.  Others (Barnett, 1989; Jarvis, 1987) have modified this learning cycle.  However, central to experiential learning is reflective practice (Merriam & Caffarella, 1999).

Faculty practice of SDL involves critical self-reflection where they freely declare their teaching assumptions.  If those assumptions are found to be unacceptable, they may change those assumptions.  It is at this intersection where transformative learning takes place.  Each learning behavior and characteristic affects the next level as the adult matures because, "No one theory of adult learning informs all educators" (Cranton, 1996, p.5).

How one applies the concept of reflection depends on how one defines the term. Dewey was known to consider reflection as a form of logical problem solving (Cranton, 1996; Mezirow, 1991). Schön (1987) viewed reflection more like tacit knowledge and King and Kitchner (1994) considered it a developmental process that fits into their Reflective Judgment Model.

According to Schön (1983, 1987) everyone in education makes decisions while in the presence of learners. These decisions are the result of the presenting circumstances and reflection. Schön advanced the epistemology of practice by his reflection-in-action based on what professionals do during their creative periods. In opposition to the positivist epistemology is his concept "professional artistry" (p. 22), the ability to conduct work through observations or other mental processes, which Polanyi (1967) described as tacit knowledge. Professional artistry is what one does automatically during one's work that usually results from extensive practice. Reflection-in-action, one of the major concepts, refers to the mental process of thinking about the experience while one is in the midst of the event. The act of thinking on one's feet allows the individual to reflect or assess the situation at hand. There is provoking event that brings one's past experiences, knowledge, and feelings to the foreground of consciousness to problem solve on the spot. This practice takes place frequently in the classroom, in the boardroom, on the golf course, or at the drawing board where "[t]hey draw on knowledge-in-action rather than on simple mechanical rules" (Sprague & Nyquist, 1991, p. 300).

Reflection-on-action refers to the thought process that takes place after the event. The university professor reviewing the actions from a class dismissed earlier in the day is an example of reflection-on-action. In this scenario, the professor recalls moments that

took him off guard, perhaps a student's response, a question, or behavior. Cervero (1988)

advocates educators using reflective practice as a form of problem solving because

contrary to popular belief not all classroom actions are prescriptive. Many complex

situations require the professor to recollect past experiences, feelings, and one's

repertoire in order to implement an appropriate solution.

Mezirow (1991) further described reflection as having three foci: content, process,

and premise (p. 104). Content reflection attends to problem-solving similar to Dewey's

context; process reflection deals with the method one uses to problem solve; and premise

reflection concerns itself with the relevance of the issue. If educators distinguish among

the types of reflection, they will be able to plan strategies that lead to successful problem-

solving/learning.

The process of reflection ends with either a meaning scheme that comes from

reflective learning or a "meaning perspective" that come from "transformative learning"

(Mezirow, 1991, p.109). Schön's parallel terms for Mezirow's meaning perspective are

"theories in-action" or "frames" which develop from one's repertoire of experiences

(1987, p. 113).

Brookfield's (1995) contribution explains the ideology of a critically reflective

teacher. He reminds the reader that teachers are adult learners and that faculty

development is adult education. One of his assumptions is that there is a dimension of

power in and out of the classroom, which interacts with one's values and belief systems.

For reflection to become critical in scope, educators need to understand how power

influences the learning process and to question our values and practices.

Brookfield is almost evangelistic as he cautions the reader not to consider reflection as another function that requires mastery.  To do so will position reflection as the product and not the process that it is intended to be - a process that recalls our past perspectives and compares them with the present.  He identifies the common thread in adult learning theories as the "situational reasoning" (Brookfield, 1995, p. 221) that flows from adults' experiences.  He encourages further research on how adult development may influence PD/FD because "attempts to research teachers as adult learners and to analyze teachers' development of critical reflection as an adult learning process are rare indeed" (p. 221).

Another key observation Brookfield (1995) submits is the need to use one's peers in the reflection process.  This community of supportive individuals allows one to share ideas freely, to help ally anxiety before one tries a new technique, and to realize one is not alone with these feelings and concerns. Professional development evolves through dialogue, reflection, and action.

Cranton (1996) impresses the need for PD/FD to include reflective practice because it guides the educator along a path to insightful decision-making.  Instead of viewing PD/FD as "how to" experiences, it allows the educator to understand why selected practices have or have not been valid.  For reflective practice to be successful it must be on going.  For example, if a PD/FD workshop or seminar uses techniques that stimulate one's thinking about one's practice and assumptions, using critical reflection through brainstorm and discussions with peers or journal writing will keep the process current.

Several studies employing reflection build primarily from Schön's theory (Brown & Gillis, 1999; Ferry & Ross-Gordon, 1998; Freed, 2003; Marienau, 1999; and Poetter, 1996).  These are qualitative studies with adult participants.  The settings vary from undergraduate and graduate school classes to work settings.

The study by Brown and Gillis (1999) applied the reflection-on-action framework to the development of a professional philosophy by nursing and education students.  The faculty from two separate courses facilitated their students' reframing through readings, discussions about assumptions, case studies, and feedback.  This study demonstrates how the students' growth excelled through their course experience as illustrated in their final professional philosophy paper.

Ferry and Ross-Gordon (1998) explored the use of Schön's reflection-in-action theory by both novice and experienced family living educators.  They formed sample groups during Phase One after the total group responded to a questionnaire involving problem solving.  Using thematic content analysis based on the six indicators of Schön's reflection-in-action process:  problem identification, identification of illogical parts, evidence of reframing the situation, defining options, testing options in action, and assessing results, they formed the reflective group.  Those who responded with one indicator or less were in the non-reflective group.

The results from Phase Two interviews found the reflecting educators adept with the reflection action process, whereas the non-reflecting participants approached problem solving from a more scientific method.  They also found that the amount of experience did not necessarily relate to the non-reflecting participants. Therefore, a major finding in

this study is that greater experiences do not necessarily mean one is expertise in practice, but it is how the individual used that experience that contributes to gaining new learning.

Freed (2003) applied the theoretical framework of cognitive psychology in the context of a WebCT bulletin board for graduate students in a Leadership program.  The author used metaphors and students' questioning to assess reflection, self-directed learning, and dialogue.  The results indicated that the online bulletin board provides an environment that allows time for adult learners to reflect on their experiences in order to construct meaning for them.  Additionally, the online setting supports reflection in dialogue; therefore, the learner profits from independent and collaborative reflection.

Using focus groups, surveys, and a one-time essay, Marienau's (1999) participants offered data that fit into 15 themes grouped under four headings.  Overall, her graduate students in an Integrated Professional Studies program found self-assessment/self reflection to enhance learning from experience, to promote improved communication skills and decision making, to instill heightened level of professional performance, and to expand personal frames of reference.  Marienau suggests that self-assessment skills may be individual comparable to learning styles.

Like Marienau (1999), Poetter (1996) shares his reflection-in- and –on-action in a graduate school setting.  His study describes the learning he experienced while implementing a new course syllabus in a graduate education course.  He explored his own perceptions, as well as his students' perceptions through journal entries, interview, and class observation notes.  His practice allowed for improved class meetings and discoveries for making future course changes.

These five studies reinforce the importance of reflection as a learning process for professional growth.  In each context, the use of reflection gave the participants time to make sense of a situation.  It also gave them time to work alone and in concert with peers or to seek additional resources.  The results of their reflection produce their theories in use thus allowing the professional to know the difference between what one practices and what one plans.

During reflection one may also question the validity of those assumptions.   If those assumptions do not conform to the current context of practice, one may change that practice.  This change or emancipatory way of looking at the assumption is transformative learning (Cranton, 1996; Mezirow, 1991, 1998).  This connection provides my rationale for combining these two concepts within this section.

 Mezirow wondered why one assigns meanings to perceptions of reality and why one creates meaning rather than accepting other's meaning as true.  His research of adult women returning to college led him to develop the transformative learning theory (Mezirow, 1991).  "Transformative learning is the process of effecting change in a frame of reference" and [it] "develops autonomous thinking" (Mezirow, 1997, p.5).  Transformative learning is the essence of adult education.

In the development of this learning theory Mezirow drew on Habermas' (1971) three domains of learning:  1) instrumental, 2) dialogic, and 3) self-reflective, which contribute to the social context for the theory.  He believed that reflective learning contributed to the instrumental or task centered, and dialogic or communicative aspects of learning (Mezirow, 1991, p. 64).  Communicative learning depends on verbal and non-

verbal exchanges, whereas the object of instrumental learning is determining the cause and effect of an event.

Like Schön's (1987) surprise event, Mezirow's (1991) disorienting dilemma begins the change process. This stimulus causes one to consider one's assumptions concerning the issue at hand. Our frames of reference, "habits of mind" or "points of view," come from cultural, educational or political values and beliefs. We transform our frames of reference through critical reflection.

Mezirow (1997) applies adult learning theory to the workplace when he explains that employees need to have critical autonomous thinking skills in a collaborative setting. In the university setting or wherever one works:

> Becoming critically reflective of the assumptions of others is fundamental to effective collaborative problem posing and solving. Becoming critically reflective of one's own assumptions is the key to transforming one's taken-for-granted frame of reference, an indispensable dimension of learning for adapting to change. (Mezirow, 1997, p. 9)

Transformative learning theory's application fits into today's PD/FD practice because it allows adult learners to work through their assumptions, consider what the content offers, determine its relevance, and incorporate it into their being. According to Grabove (1997), "there is no single model of transformative learning" (p. 90).

As such, transformative learning theory meshes well with Tuckman's developmental stages of small groups, Jungian theorists, and organizational learning. Elias (1997) provides models for each of these in his article based on the European American cultures. The university, or any learning organization, has employees who are

continually working towards their reality and how they may change it.  After working

through the initial forming, storming, and norming periods, the departmental division or

group transform to a performing group.

Pohland and Bova (2000) describe a transformative learning experience that

evolved from being immersed in a new culture with participants from other countries.

Their report is from a ten-year study of the annual Educational Leadership Development

Conferences held at Oxford University.  The isolation created by living in a dormitory

and having classes within the same location, and traveling by groups to field observations

led to this learning experience.  The authors realize that not all seminars have the

advantage that their participants had.  The fact that these adult learners had time to reflect

and dialogue on the subject that their peers presented support the findings that

andragological and transformative learning theories are successful practices in PD/FD.

Applying transformative learning in another context, King (2001) conducted a

phenomenological study of 17 faculty in graduate schools of education from across the

US.  Her findings suggested that 71 percent had a perspective transformation in the

context of learning and using technology.  The themes centered on their role change from

sage to facilitator, the improved communication process, and the need to maintain

competence with the technology.

The implications of King's (2001) study for PD/FD focus on program format,

time allotment, incentives, and networking.  Adult learners appreciate the variation in

teaching methodologies.  Alstete (2000) suggests adding teaching circles or using master

teachers.  PD/FD learning events need to be convenient for the faculty member.  Using e-

mail or bulletin boards facilitates learning for those comfortable with the technology

because computers on campus are ubiquitous.  These faculty group exchanges increase collegiality and consequently increases intrinsic factors that provide incentive to continue learning.  Finally, the networking that results from frequent postings creates a renewed interest in learning throughout the institution.

Collaboration facilitates the transformative learning process.  Similarly to King (2001), Kasl and Yorks (2002) extend the discussion of transformative learning through various collaborative settings.  In each one, the participants' experiences build relationships with the others.  This nexus develops through mature communicative discourse.  As a result, there is change within the group dynamic, a transformation through collaboration.

In summary, this section demonstrated the relationship between adult SDL and self-reflective, transformative learning.   The self-reflective practice may be a stand-alone activity that has as its objective problem solving.  Or, when assumptions are challenged causing one to question practices and strategies, critical reflection may lead to transformative learning.  Various studies following Schön's (1987) and Mezirow's (1991) theoretical frameworks demonstrate support for the use of reflective practice and strategies for transformative learning.  When adult learners actually take information and manipulate it so that they understand the content, they experience transformative learning.  Faculty development programs that offer collaborative experiences, face-to-face and online, foster reflective and transformative learning (Kasl & Yorks, 2002; King, 2001; Pohland & Bova, 2000).

Faculty Roles and the University Culture

Recent emphasis on accountability for student learning outcomes makes it easy for people on the outside of the university to voice dismay with faculty teaching styles or even to imply that the university's tenure system is inadequate for maintaining quality faculty.  The following section explores the enigmatic world of academe.  Faculty roles and the university culture envelop the social, economic, political and psychological aspects of campus life.  To focus on each factor is difficult.  However, it is clear in the discussion that follows that there are dynamics hovering over the professoriate and their interaction with faculty development.

The university culture is a complex social organization that develops from faculties' interactions and experiences (Daley, 2002; Tierney & Rhoads, 1994).  Boice (1992) has identified two major areas in shaping this culture:  1) undergraduate and graduate student experiences and 2) the organizational stage. Bergquist (1992) has identified four cultures within the higher education institution: collegial, managerial, developmental, and negotiating.  An informal orientation to the standards for the role of professor begins during one's undergraduate education while attending classes and observing faculties' activities.  Later, as a new hire at the university, the second stage of university culture engages.  In the role of junior faculty one learns how intellectually isolated one can be, how difficult it is to prepare new course materials, and how little time there is in a day to complete all the activities listed on the 'to do' list.

In the organizational stage, the junior professor will begin to feel a part of the collegial culture that exists within the discipline, but more often will identify with the developmental culture that focuses on professional and personal growth.  Faculty

members usually know more about their own discipline than they do of the institutional history and organization. For this reason junior faculty have a great resource in senior faculty for gaining insight to the university culture. Their knowledge from many years of service to the university provides a wealth of experience that may be positively put to use by mentoring programs or other forms of faculty dialogues (Tierney & Rhoads, 1994).

"Socialization is 'bi-directional'" (Tierney & Rhoads, 1994, p. iv). The institution's administration and faculty are trying to satisfy the needs and demands of the other. With promotion and tenure on one hand, and continuing faculty development programs on the other, each are part of the other's agenda. The Dean and Divisional Chair set the tone for PD/FD through their leadership in the managerial and developmental cultures. The results from administrator's actions define the culture that may improve academic excellence. In fact, many of the Council for Higher Education Accreditation criteria require institutions to demonstrate that they have ongoing support for faculty PD/FD (The Higher Learning Commission, 2001). However, it is not just having the on-campus programs that make PD/FD successful; it is also the setting and cultural climate (Armour, Caffarella, Fuhrmann, & Wergin, 1987).

The reward system of tenure and the implementation of academic freedom have been a part of the university culture for nearly 100 years. The Universities of Chicago, Columbia, and Harvard instituted the practice of academic freedom at the end of the 19th Century. In doing so, they prevented any benefactor from influencing the work professed by faculty. The American Association of University Professors formed the tenure system as a means to remove any faculty member who did not care about quality in education (Amacher & Meiners, 2004).

Faculty are in a dilemma because the 1989 Carnegie Foundation study found that faculty are not satisfied with the reward system that places greater importance on research and publications rather than effective, quality teaching.  As part of that commission, Boyer (1991) explained that the dilemma comes from the conflict between the colonial college tradition of campus loyalty and centrality of teaching and the German university model of specialized knowledge and emphasis on the professor.  For the 21$^{st}$ Century Boyer offers a teaching environment that welcomes creativity and collaboration in learning.

Most faculty enter academe in order to share their enthusiasm for their discipline with students, but they really do not have a full understanding of what it is to be a professor (Ferris, 2003).  The structure of the university reward system forces faculty to concentrate more on generating new knowledge through research than meeting classroom responsibilities.  Yet those faculty members who do choose teaching over research have a lower earning power (Fairweather, 1993).  Although faculty who are employed on the tenure track must conduct research and publish their findings, they do not have an automatic award of tenure. Tenure does not mean a guaranteed life employment (Olswang & Lee, 1984).

The appointment to tenure involves not only administrators within the university, but also the individual faculty member's peers.  The standards that each institution sets come from the effectiveness in teaching, the number and quality of publications, and the service that the applicant contributes.  After gaining tenure, the faculty member maintains the position by continuing to hold onto those professional standards.

The mixed message within the faculty mission contributes to the dilemma whenever a university department grants tenure to a faculty member who conducts research and publishes in scholarly journals and neglects to promote the faculty member who is an effective teacher (Dilts, Haber, Bialik, 1994). These authors contend that administrators are working under an incomplete tenet when supervisors believe quality teachers get their quality research published in quality journals, which feeds into the notion that these faculty members are quality teachers. Their findings indicate that improved teaching skills are not the result of faculty being current with their academic disciplines through research and publication. Instead, they emphasize that each faculty member has individual talents. Some have a single talent; others have multiple endowments.

Dilts, Haber, and Bialik (1994) also report that these factors may be only complementary, not correlational. Therefore, if teaching, research, and service are the core of the university's mission, they emphasize that each needs to be evaluated separately. Each of these foci need clearly stated criteria to direct the faculty. The authors' espoused position indicates that accountability begins in the planning process of the mission statement.

In contrast to Dilts, Haber, and Bialik's (1994) contention that teaching and research are complementary is the study by Marsh and Hattie (2002), which espouse that teaching and research are independent constructs. From their meta-analysis they constructed a teaching and research survey, which they administered to their 182 professors at an urban Australian university. Their conclusion is that the relation between overall teaching and research is close to zero. This work seems to presents a thorough

study of "background variables and resources" (p.608) that may affect the correlation

between teaching and research; however, having a better understanding of the Marsh

model of the teaching research relation would help the reader.

Astin and Chang's (1995) research of private and public baccalaureate degree

granting institutions present some findings that may stimulate discussion.  In light of the

current trend for resources competition, their purpose was to determine if there were any

institutions that gave emphasis to both teaching and research.  The sample that fit the

high category for both research and teaching were Liberal Arts I schools, whereas the low

research, high teaching were Liberal Arts II schools.  This researcher believes that Astin

and Chang may have a flaw in their methodology because of the manipulation they did in

defining their research groups.  The institutions which were part of Astin's (1993) earlier

study that found that schools that emphasize teaching have a positive effect on

undergraduate students and those that emphasize research have a negative result, now

seem to be treated without regard to the current research question.

Not only are university faculty directly influenced by academic freedom and

promotion by tenure, they may be covertly affected by the stratification of faculty by full-

time or adjunct status, as well as the socialization of faculty through special interests and

values.  Caison's (2003) study of 9,600 post-secondary schools found that although the

number of tenure track faculty have not decreased, there is a trend toward hiring more

non-tenured and part-time faculty.  Caison contends that the change in employment

practices is slowly destroying faculty cultures and careers.  *The Chronicle of Higher*

*Education* reported that adjunct faculty teach more than 48% of the courses in the first

two years of college education nationally (Leatherman, 2001).  Whittling away the

traditional faculty culture may have an untoward effect on the university culture because eventually there will not be any senior, tenure-track faculty.  Seasoned members of the academy fill an important role as oral historians (Tierney & Rhoads, 1994).

A paradox lies between the mission of the university and the practice that it follows.  The university faculty share their knowledge with students so that another generation may be productive citizens.  Yet, observation of university practice indicates that the university is slow to change, as are the faculty.  Therefore, the university culture, the one that generates new knowledge, may be the last place to employ that knowledge (Baiocco & De Waters, 1998).

The decreasing amount of financial resources available to departments across most universities stimulated Amacher and Meiners (2004) to present an economic model for the faculty reward system.  In their work, *Ivory Towers,* they present an alternative to the current reward system practiced in academe.  If all sectors of the university culture follow the economic model, then it follows that these participants are motivated by self-interest.  Therefore, administration has the challenge to find a formula that allows faculty to feel fulfilled and the university to win prestige.

Students' post course faculty evaluations do not consistently provide an accurate picture of faculty performance because there are many variables influencing students' decisions.  Yet their evaluations contribute to faculty members' evaluations for promotion.  The authors suggest that more emphasis should be on objective peer evaluations.  The literature supports the utilization of formative evaluation for faculty growth and development (Brinko, 1993) because the summative evaluation process frequently contributes to faculty stress.

In the economic model that Amacher and Meiners suggest, the entrepreneurial qualities allow competition to drive the market. Although this researcher can understand the irony these authors find with the institutions that teach the principles of successful business yet do not apply those principles in their administration, I can understand the caution the institutions employ. In the business sector, a product's bottom line measures its success. As much as these authors debate the need for universities to follow the business model, they realize the difficulty in measuring universities' accomplishments. The quantitative variables, the number of students enrolled or the number of hours spent teaching, contribute to an incomplete picture of achievement. The universities' product is intellectual in nature, a quality that is difficult to quantify. Consequently, when the authors provide suggestions to administrators that follow the economic model regarding the allocation of resources, that is, give to those departments that contribute most to the institution, this researcher has some reservations.

Although Amacher and Meiners (2004) feel this paradigm will decrease bureaucracy, this researcher wonders if it will only disguise it. This reader wonders if their hypothetical setting and negotiating culture that distributes organizational resources, would faculty, department chairs, and deans be tempted to manipulate data? Would they end up acting like lobbyists? What would happen to the smaller, less popular departments? The argument for changing models has a main advantage. By creating a more horizontal flow versus a vertical flow in management, communication and collaboration suggests that all levels within the institution are accountable to society.

A related factor closely associated with university economics that increasingly is influencing the university culture is the ubiquitous use and need of technology.

Duderstadt (2002) demonstrates technology's permeation in changes in library use,

research activities, and classroom paradigm. Each area has specific technological

applications. The successful adaptation to these educational tools is dependent on

PD/FD. Students entering the university are already part of the plug and play youth

culture. Faculty need to take into account their learners' experiences with technology

that has conditioned them for non-sequential learning. Discussion of learner-centered

teaching will be presented in the next section of this literature review.

Some may think that professors do not see teaching as their primary role because

of the publish or perish mantra. However, some see the university as the place where

new knowledge is generated. Consequently, they identify the primary role of faculty as

researcher. Leslie's (2002) work may be a better way to view the issue. In his study of

more than one-half million post-secondary, for credit, full-time faculty from 3,188

schools, Leslie studied which variables influenced a faculty member's success in

academe. Although his design had a high probability of having a Type II error because

he weighted the numbers in his sample, the conclusion indicated that faculty do not agree

that research and publication should be the primary criteria for promotion. Faculty

believed that their teaching effectiveness should be the criterion that favors their

promotion.

Now this study was framed around types of institutions rather than by area of

discipline; therefore, there may be more to the question regarding the value faculty place

on teaching effectiveness. When Leslie asked the question to those in courses like

natural sciences or engineering, the data indicated that these faculty place a slightly lower

value on teaching as a criterion for promotion. Conversely, the faculty from the softer

courses like fine arts and education placed a higher value on teaching as a criterion for promotion.

Along this line of thought, the consideration of balance between institutional goals and PD/FD is critical from the faculties' perspective (Johnson & Ryan, 2000). There is a need to define expectations in regards to teaching and learning. Otherwise, faculty feel extremely stressed when they receive teaching evaluations. "Qualitative methods (such as focus groups, interviews, and observations) are especially useful in providing data on the thought processes and motivations of teachers and the context in which they teach" (Johnson & Ryan, p. 113).

If faculty experience role confusion leading to stress, more research suggests the use of self-reflection and peer review (Centra, 1993; Hutchings, 1996; Johnson & Ryan, 2000). These methods lead to setting teaching goals collaboratively and collegially. The implications of these two activities, self-reflection and peer review, are that there is a promotion of continual faculty growth and the attainment of minimum successful teaching standards. Consequently, faculty confusion regarding their teaching role will be diminished and stress will be reduced.

Two self-defining models provide the framework for PD/FD throughout this section. PD/FD may be conceptualized by a psychological/developmental model as outlined by Freedman (1979) or by a socialization model (Lawrence & Blackburn, 1988). Although these authors are not cited in the next two studies of this analysis, they would be worthy listings because their models may contribute to one's understanding of the complex nature of the faculty member's role in the university setting. Freedman's (1979) research found that faculty "had to attain a sense of competence in their discipline before

moving on to self-discovery and then to the discovery of others" (p.79).  This relates

directly to the findings by Åkerlind (2003).  Lawrence and Blackburn's (1988) work on a

career construct may explain why faculty teach, conduct research, and give to their

community in service.  Socialization has a great impact on faculty members' activities.

The combination of individual demographics and employing institution interact "to lead

to variations in faculty motivation, behavior, and productivity" (p. 15).

In any profession, there is a learning curve, a time for development into the expert

person for that position in the place of employment.  Higher education is no different.

Each faculty member evolves from a novice teacher to an expert/master teacher (Perry,

1992).  Although my review of the work from the University of Wisconsin – Stevens

Point may also be appropriate under my heading of faculty motivation, this researcher is

placing it under faculty roles because of the descriptive terms they use in identifying

teaching faculty.  Hebert and Loy (2002) apply Prochaska's (1992) behavior change

theory with their grounded theory on faculty archetypes to assist faculty along their

professional growth continuum.  The authors have identified four characterizations of

faculty in the university culture.  They are sage, thinker, builder, and master.  Each

archetype has special needs.

Prochaska's (1992) team discovered that people move through multiple stages

when changing behavior.  Determining whether faculty are at the pre-contemplative,

contemplative, preparation, action or the maintenance stage provides the faculty

development specialist with the data to assist the faculty member along the path from

novice to expert teacher. Hebert and Loy contend that this path can only be followed if

the faculty member is motivated and ready to change.  The PD/FD application of this

joint framework offers strategies that may improve faculties' teaching effectiveness. More research will provide data to determine the universal acceptance of these combined theories.

Similarly, Åkerlind (2003) builds upon an established list of works that describes the multiple ways teachers view their position in the classroom.  Following a phenomenographic research methodology Åkerlind sets out to investigate what perceptions university professors have regarding their professional teaching development and to identify any relationships they have between those perceptions and their professional teaching development.  The author proposes that this study will provide insight for teaching development because a possible "hierarchy of expanding awareness" (p. 388) between the concept of teaching related phenomena and the concept of student learning will influence the subject matter a professor may want to pursue in faculty development.  She believes that how university professors perceive their primary campus role factors into how they pursue their teaching development.

The meaning of teacher growth and development from Åkerlind's results range from a teacher focus, that is, emphasis on gaining confidence with the role of teaching, through expanding one's teaching classroom skills, and onto an awareness of student learning. The second part of her inquiry, the perception of teaching development in their achieving their growth potential as a university professor, found that as professors gained an increased awareness of student learning, the perception of teaching development moved positively as well.  This study supports the inter-relatedness of faculty self-concept, philosophy and teaching methodologies.

Åkerlind's report is somewhat unclear.  She has identified similar findings with Kember (1997); however, it is unclear if her study was a replication of the work.  In addition, further elaboration on the implications for this study would give the reader a better grasp of the findings.  Where do professors go from here?  What do professional development personnel need to do to assist the university professor?  Although Åkerlind does a thorough description of the phenomenographic methodology, the narrative has more of a quantitative feel because of all the tables she employs.  Perhaps this article would have widespread support if it had an organization that guides the reader to the final discussion.

In summary, most of the authors reviewed in this section spoke primarily to policy makers and professional development specialists.  The focus of this section has been on the university culture, a complex phenomenon not only because of its many stakeholders (Daley, 2002; Tierney & Rhoads, 1994), but also because of the university mission, the tenure and promotion processes, and professional strata that exists (Astin & Chang, 1995; Caison, 2003; Dilts, Haber, & Bialik, 1994; Fairweather, 1993; Ferris, 2003; Leslie, 2002).  The role of faculty is multidimensional, and according to some, an outmoded system of promotion and tenure that holds both administration and faculty hostage (Boyer, 1991).

Some suggest that there is a need to change the process, but the university culture is slow to change.  Technology may be an impetus for change.  It already has been the driving forces in the globalization of commerce, the transfer of knowledge across the campus and around the world (Duderstadt, 2002).  Digital technology is integral to

faculty communicating with students and colleagues.  Technology's impact on teaching has brought the university culture to the 21st Century.

Although the tenure system places emphasis on the research role of the professor, most faculty see their primary role as teacher.  There is evidence to suggest that the frequency of PD/FD's use is dependent upon the faculty's personal growth and development (Åkerlind, 2003; Freedman, 1979; Hebert & Loy, 2002; Lawrence & Blackburn, 1988; Perry, 1992) and the leadership of the department chair (Armour, Caffarella, Fuhrmann, & Wergin, 1987; Bergquist, 1992).  Further research needs to be done from the perspective of the faculty member as practitioner and the faculty member as policy maker in curriculum development.  These studies will provide insight and meaning for those who can influence future PD/FD practices.

<center>Learner-Centered Teaching Methodologies</center>

Anyone who thinks that all you need to in order to teach is knowledge of course content has missed the boat.  Knowing your content is only the first step toward teaching: a necessary step, but still just a first step.  Teaching is more than understanding, it is helping others understand . . . .Therefore, learning more about your content will not automatically make you a better teacher; you must understand and change the face of your teaching itself. (Svinicki, 1990, p. 5)

Transformation from teacher-centered instruction to learner-centered methodologies is a pedagogical sound goal for administration and faculty across higher education institutions.  The actions taken to meet this goal will facilitate administrators in their communications with the groups who complain that universities are not meeting their

responsibility to educate (Weimer, 1990) because student-centered methodologies have a focus on learning.

Cranton (1996) reports that most faculty do not describe themselves as adult educators because they do not perceive their students as old enough to be classified as adults.  The enrollment trends are moving from the traditional 18 to 22 years of age to a diverse group of adults, who may be working full- or part-time and attending school part-time (Baiocco & De Waters, 1998; Merriam & Caffarella, 1999).  The differences in today's college students accentuate the need for effective faculty teaching (Weimer, 2003).  Cranton (1996) interprets this finding as an etiology for the disconnection between adult and higher education literature.

Adults have different requirements when it comes to learning.  Andragogy supports learner-centered methodologies (Galbraith, 1998; Knowles, Holton, & Swanson, 1998; Merriam & Caffarella, 1999).  Additionally, the impact of communication technologies and the globalization of information provide additional challenges to faculty, who are of the baby boomer generation (Burbules & Callister, 2000).  Within the teaching methodology literature the primary focus is not on the teaching, but on the learning.  Thus, this section will present some of the concepts and methodologies associated with university faculty facilitating the learning of non-traditional college aged students.

Brookfield (1986), Chickering and Gamson (1991), Galbraith (1998), Knowles (1980), and Rogers (1969) have all contributed guides for a learner-centered classroom.  Their criteria focus on different aspects of the individual or the learning context.  For example, Brookfield (1986) centered his principles on interpersonal skills like respect for

each other and collaboration.  Chickering and Gamson's (1991) seminal work incorporates principles of andragogy and humanistic psychology stimulated faculty to focus on how they teach versus the actual content.  Galbraith (1998) advises the practice of proven principles including "an appropriate philosophy" and "a conducive psychosocial climate" (p.8).  Knowles (1980) had a list of suggestions that included involving the learners in planning their learning as well as in the evaluating of their learning.  Rogers (1969), who is one of the early contributors to the humanistic psychology movement, insisted on the professor practicing empathy as well as being transparent with the learner.

Angelo and Cross (1993) have been crusaders in the implementation of learner-centered instruction.  Their framework centers on the use of on-going classroom assessment to determine "what students are learning in the classroom and how well they are learning it" (p.4).  The focus is learning, not the teaching.  Like andragogy, this form of instruction facilitates an autonomous, self-directed learner, an individual who takes responsibility for his or her own learning.  Their collection of assessment techniques allow faculty to determine which one or ones they feel will work best in their classroom.  Thus, it supports the notion that the professor is directing the class and the assessment techniques are tools used in the process.

Recent literature on effective teaching has focused on literature reviews (Menges, 2000), teaching philosophy (Palmer, 1998), and institutional research using student evaluation tools (SETs) and qualitative methods (Bain, 2004; Brinko, 1993; Centra, 1993; Hutchings, 1996).  This body of work has given readers a fresh perspective on teaching

effectiveness through reflection and collaboration leading to what one may call best practices.

Menges' (2000) evaluation of the research in higher education from approximately the last quarter of the century is not as complimentary to the research's implications as it is to its volume of publications.  He constructs a model that employs a Venn diagram to illustrate the four major areas of research:  "1) about faculty as teacher, 2) about students as learners, 3) about the content being taught and learned, and 4) about the environment in which teaching and learning occur, including research on various methods of instruction" (p. 6).

During his well-organized discussion of faculty as teachers, he admits that there is a great deal of data about faculty instructional methods as well as what methods are used with what discipline.  However, there is a lack of substance in the information about "why faculty teach the way they do" (Menges, 2000, p. 7).  Regarding use of technology in the classroom and methods of improving the course content there is a great deal of accumulated data, but critical questions remain unanswered.  Regarding the overall context of teaching and learning, Menges suggests that we continue the recent trend of studying participants' perspective, that is, employ a qualitative research design when exploring the political, sociological, and organizational aspects of teaching and learning.

The observation that struck this researcher is that Menges' conclusions do not waiver from the findings from Cole (1982) approximately 20 years earlier.  The main difference in these two works is the organization.  Cole provides samples to support his position, which allows readers the opportunity to make their own judgments.  In addition,

Cole makes the claim that no research will be of value unless faculty are "open to change and are willing to learn how their instruction might be improved" (p. 47).

According to Palmer (1998), the reason for becoming educators can be traced to an emotional tie to learning.  Professors profess because they love their discipline; they love the discovery of new knowledge, new understandings; they love sharing their enthusiasm for their discipline with students.  His theoretical framework centers on the complexity of life.  Faculty teach subjects that are multifaceted and broad in scope.  To assume that the faculty comprehend, let alone are cognizant of every facet, is egregious.  Students are complex individuals with their own life histories that direct them to the university.  They are not programmable robots, but emotional beings that respond at various levels of interest and cognition.  However, Palmer directs the reader to another dimension for consideration when he writes, "We teach who we are" (1998, p. 2).

Palmer reasons that when teachers find out who they are, their 'self-knowledge,' they add a richness to their teaching because this dimension contributes to the knowledge they have of their subjects and their students.  It is their personal identity that flows through their work when they teach.  He compares these personal insights to a religious experience because when faculty know who they, are they are better able to share what they know with others.

Like so many experts in the education field, Palmer believes that it is in the learning that one may measure the effectiveness of teaching.  Thus, when the faculty member creates an environment conducive for learning, those procedures are part of the 'intent and act' of teaching.  He identifies the truths of teaching as paradoxes where the teaching-learning model intersects feeling and thinking, the heart and mind.

Palmer (1998) does not subscribe to teacher-centered teaching or to learner-centered teaching (p. 117). He clarifies his position cautiously by explaining that teachers do not have all the answers. He seems to agree with andragogical principles that encourage the students to teach each other and to set the standards for evaluation. In addition, he seems to define the professor's role as a facilitator. He believes that this learner-centered teaching model that employs active learning places the class participants in an 'either-or' situation. Instead, he proposes a subject-centered classroom where the faculty member and the learners are both active agents and the subject matter becomes the focus of the class. Consequently, both faculty and students are responsible for what they contribute to the class. Each party makes claims or challenges the other's statements.

"In a subject-centered classroom, the teachers' central task is to give the great thing [the subject] an independent voice – a capacity to speak its truth quite apart from the teacher's voice in terms that students can hear and understand" (p. 118).

Palmer's teaching philosophy is ideological because it seems, at least to this researcher, that what he is preaching is actually learner-centered teaching results. When he describes teaching as, "helping our students understand where the information comes from and what it means" (p. 123), is that not what learner-centered teaching strives?

His guidelines for faculty development also suggest a hint of Erikson's (1959) life stages when he writes, "many faculty invest heavily in professional activities outside of classrooms. . . . [They choose] generativity rather than stagnation" (p. 158). Palmer (1998) also seems to endorse conventional PD/FD activities like workshops, conferences, dialogic exchanges, and one-on-one consultations.

The results from Bain's (2004) 15-year search for excellence in teaching came from student evaluations, major teaching award winners, conversations with colleagues, and solicited nominations from a listserv.  The criteria include high marks from student ratings, syllabus reviews, examinations, observations of the teaching, sample student work, interviews with students, and subsequent performance of students in other classes. Although Bain and his team did not follow students longitudinally, they did pursue those faculty who inspired the students in such a way that the students remembered the way they came to understand a subject and how the professors widened their perspectives as opposed to those faculty who "motivated them to 'get it done'" (p.10).

The major weakness of this study is what this researcher would describe as the unusual and inconsistent methodology he followed.  He started his review of the literature in the 1980s.  Later when he was at Vanderbilt University, he gained a co-investigator, who helped formulate some of the questions for the formal and informal interviews. After he moved to Northwestern University in the 1990s, he continued his investigation; however, he never presents a succinct protocol that one would anticipate reading in an Institutional Review Board proposal. "Most of the formal interviews were recorded" (p. 184).  Bain explains this as a test to determine if responses would be the same from the participants as when the video camera was on.

Unlike the work by Baiocco and De Waters (1998) who approached their work primarily for stakeholders in faculty development, Bain's (2004) findings are directed not only toward teachers, but also for students and their parents.  His findings accessed those in the field and found faculty attitudes that supported their teaching included: (a) having a genuine respect for each student, (b) having faith in the student's ability to achieve, and

(c) having a high set of standards and a trust in the student's ability to meet them. Humanistic philosophy obviously influenced these best teachers.  If students were having difficulty with a topic, they would review their courses first before placing blame on an under-prepared group of students.  Overall, these best teachers had class rules, but they held positive attitudes toward their students.  They trusted the students to achieve and to practice self-directed learning that flowed from the course syllabus.

Students taught students.  Success came when the class could informally discuss their ideas.  When it was time for assessment of learning, students could better explain concepts and express their ideas because they truly understood the topic.  They were not responding from pure memorization.  Bain reinforces the value of collaborative learning, a classroom learning method advocated by Mac Gregor (1990) when he presented the historical perspective of small group theory and constructivism.

Personal development and intellectual development are important to these professors.  Developing reasoning abilities are characteristics that transfer to any course. He found that students of these best teachers "did not see a legitimate separation between learning the 'facts' and learning to reason with those facts" (Bain, p. 87).  Faculty who provided content with an applicability and practice with alternative approaches allowed students to develop a deeper learning.

I believe that if this group of faculty participants were compared to a group of best teachers from a half-century ago, the findings would be similar.  In class, Bain reports that professors establish a learning environment through lecture, discussion groups, case studies, interactive multimedia programs, simulations, or role-playing.  With either methodology, the professor is inviting the students to utilize a cognitive ability that

has them comparing, analyzing, or synthesizing.  Additionally, these professors have

incorporated stimulating ways to get the students focused on the problem at the beginning

of the class and that hold the students' attention throughout the period.  They did this in a

warm, conversational tone.  They also opened the class to the students to discuss their

ideas so that the priority was on learning, both the students and the teachers.  As well

organized as Bain's work is, in this researcher's estimation, all of these classroom

techniques utilize principles of good public speaking and andragogy.

No matter what problem or challenge is prompting faculty to change their praxis,

PD/FD offers solutions.  On-campus PD/FD specialists help faculty in many ways from

analyzing teaching styles to offering suggestions for future class planning (Baiocco & De

Waters, 1998).  Professional Development/Faculty Development exists because most

faculty do not enter academe with preparation in the scholarship of teaching (Baiocco &

De Waters, 1998; Freedman, 1979; Knox, 2000; Weimer, 2003).  Yet, "the hottest issue

in higher education may well be student learning" (POD, 2002).

In summary, adult learning principles appear to be the basis for successful

teaching and learning methodologies within institutions of higher education.  Although

this researcher surmises that humanistic psychology and philosophy, which advocate

respect of others and trust in one another's abilities, establishes a climate conducive for

learning (Knowles, 1980; Palmer, 1998), many of the authors cited do not overtly

acknowledge it.  Instead, they each have their own spin on what facilitates student

learning.

In a variety of ways, these educators state that there is no prescriptive format for

student learning because each learner is an individual.  However, they seem to be writing

for the 21$^{st}$ Century audience, who want the recipe for steps to success (Bain, 2004;

Baiocco & De Waters, 1998; Chickering and Gamson, 1991; Menges, 2000).

Consequently, they all have their lists of prescriptives for effective classroom learning.

The major point that they share is that the teacher is not the center of the classroom

universe.  Instead, with the exception of Palmer (1998), the learner is the target of

attention.

In nearly every piece of literature reviewed there is a reference to the dilemma

facing higher education administrators and faculty (Amacher & Meiners, 2004; Baiocco

& De Waters, 1998; Bergquist, 1992; Burbules & Callister, 2000; Callan & Finney, 2002;

Merriam & Caffarella, 1999; POD, 2002).  These authors call attention to an urgent need

to solve the academic crisis that rests with faculty.  Faculty accountability for improved

student learning seems to be the answer to reduced financial resources, increased

numbers of enrolled students, and increased demands from employees for a graduate with

workplace literacy skills.  The solution reverts to faculty preparation for the professoriate

from graduate education through PD/FD.

<center>Motivation and the Adult Learner</center>

Within the core assumptions of andragogy is the belief that adults have an internal

motivation to learn.  However, there are suggested external explanations why adults do

the things they do and these explanations may apply to why faculty attend learning

programs.  As this study of the perceptions faculty have regarding on-campus PD/FD

progressed, I asked faculty members about their PD/FD practices on campus in order to

discover what and who influences them in participating in a particular learning event.  In

order to gain a deeper understanding of this phenomenon a review of the major theories

in the area of adult motivation follows.

Although Houle's (1961) work on why adults continue to learn has been covered

earlier, it bears repeating.  His conclusions for explaining why adults want to learn may

be summarized into three categories.  The adult learner is motivated by the desire to:

(a) achieve a goal, (b) learn an activity, or (c) learn for the pure enjoyment of learning.

These results, although they come from a small sample, continue to have relevance today.

Probably the most recognized motivational theory is Maslow's (1970) hierarchy

of needs.  This pyramid shaped model diagrams human needs in order of priority starting

with the lower motives at the base with physiological needs and continuing through

safety, social recognition, the higher motives of self-esteem, and self-actualization or

being needs positioned at the apex.  According to Maslow, the individual may not

continue to the next level until the previous level's needs have been satisfied.  The model

actually works on a deficiency of needs mechanism for the first four needs.

Consequently, the individual may move up or down the levels based on where the

deficiency lies.

Thus, faculty meet safety, physical and social needs through their employment at

the university.  Esteem needs, which follow social needs, are met by focusing on gaining

recognition and respect from others or from the attainment of prestige and power.  Social

needs are met by interacting with others.  Work also provides a context for employees to

reach their level of self-actualization.  Senge (1990) refers to Maslow's directive when he

writes about the shared vision a winning team has.  He writes, "[T]he task was no longer

separate from the self . . . but rather he identified with this task so strongly that you

couldn't define his real self without including that task" (Senge, p. 347).  Examples for

faculty fulfillment may include being assigned to an influential committee, or being

selected by the students as outstanding teacher.  If a faculty member takes a position at a

different institution, the motivation needs return to the base position.

This understanding of human behavior comes from knowing individuals' goals

and needs (Maslow, 1970).  Some stakeholders have not thoroughly embraced Maslow's

work on self-actualization, the growth and being needs, because his research did not meet

current scientific standards (Reiss & Havercamp, 2005, p. 43).  However, Reiss and

Havercamp (2005) present a rigorous study that supports Maslow's contention that that

needs are correlated to age using the Reiss Profile, a standardized assessment tool with

120 items.

According to Rogers (1980), the individual solely must realize the intrinsic

reward and the meaning of an activity.  For the university professor, "intrinsic motivation

is both the product of the activity and the means by which the product is realized"

(Czikszentmihalyil, 1982, p. 18).  Furthermore, if one becomes a teacher because of the

extrinsic rewards, like salary or prestige, then the teaching activity becomes a waste of

time and the negative effects will impinge upon the various faculty roles, creating a

negative flow/energy.  However, if this dynamic state or flow/energy is positive

indicating 'enjoyment,' the subject will continue to work to maintain the flow/energy by

honing personal teaching skills.  In other words, by attending PD/FD programs faculty

will increase their knowledge level, which they then may apply to their work setting, the

classroom.  Later, when the students have an increase in performance after the professor

implements this new knowledge, it feeds back to the professor in a positive manner.  The

flow cycle presented by the author explains the dynamic psychological state motivation plays (Czikszentmihalyil, 1982, p. 16).  Although this study focused on intrinsic motivations, there has not been a replication of the study focusing on extrinsic motivators.

McKeachie (1982) studied the relationship between motivation and teaching effectiveness in association with faculty development.  This research builds on andragogy's core assumptions and addresses the intrinsic rewards that motivate the adult and the premise that PD/FD has value.  He found that if all ranks of faculty receive PD/FD in classroom strategies and teaching methodologies, the faculty gain an increase in teaching satisfaction because the faculty member now has an increase repertoire of teaching tools.  In addition, the motivation to attend future continuing education programs increases if the faculty member believes there is room for personal improvement.  This finding matches the core assumption that adults learn content, which has direct application to their needs.

Most of the intrinsic satisfiers come from the positive relationships faculty have with students and peers, as well as the intellectual stimulation available on campus.  Although we still are in a climate of accountability and diminished resources, faculty may not experience intrinsic rewards if one's teaching appointment does not meet one's expectations, if there is a loss in autonomy, or if unclear standards set by the department chair lead to a poor annual review.

Another one of Knowles' (1980) core assumptions for andragogy addresses the individual's self-concept, which supports the maturation of the person from a dependent person to an autonomous, self-directing being.  In Mezirow's (1981) charter for

andragogy, he too advances the concept by the 12 steps that outline how one can increase

the personal behavior to being more self-directed.  This autonomous state is necessary for

the successful adult learner because it is this strong sense of self that provides the

intrinsic rewards for motivating continuing learning.  If the university professor does not

perceive the freedom to make decisions independently or at least collaboratively, there is

a decrease in motivation to participate in learning activities (Deci & Ryan, 1982).

College professors have a reputation for being self-directed in their learning and

that they are the epitome of lifelong learners.  Although this generalization may be true

for the most part, some faculty may not indicate that they have such positive traits.  In

order to encourage participation in faculty development events, developers need to

understand the motivating factors influencing professors' decisions to enroll.

Many works give examples of how and where motivation affects the learning

process (Chaney, 2004; Millis, n.d.; Wlodkowski, 1998, 1999).  On a more informal

study based on personal reflection, Chaney (2004) shares her best and worst reasons for

attending PD/FD programs.  These motives for participating correlate to the Boshier

(1971) study where he summarizes that all adult learners are goal oriented to some

degree.  One of Chaney's  examples illustrates cognitive interest where she lists "thirst

for learning" (2004, ¶15).

One of the major influences in education is technology and its utilization in the

classroom.  The motivation to incorporate technology must come with positive incentive

according to Millis (n.d.).  She advocates the expectancy-value theory (Atkinson & Birch,

1978) where the motivation comes from the likelihood of success and the value the

learner gives the activity.  In the university setting, where faculty expect to be successful

in their endeavors and where they value student learning, their motivation may be quite high.  Wlodkowski (1998, 1999) adds that achievement continues the motivation cycle. When adults are successful, they will return to another learning event because they expect additional success.  Finally, if participation is voluntarily, the motivation to attend programs is greater (Houle, 1980; Wlodkowski, 1999).

Svinicki (1999) presents an overview of the expectancy-value theory and other motivational theories that apply to all learners.  The theoretical framework for her article is that motivational theories parallel learning theories.  The following theories are those that I found comparable in adult contexts based on the andragogical concepts presented earlier in this paper.  They include:  behaviorist theory, the cognitive paradigm, and self-determination theory.

The current behaviorist traditions follow the concept that there is an incentive value of receiving an award to explain the associated action that the individual makes. Perhaps, the application of this theory is true for the faculty who know tenure and promotion will be awarded to the faculty member who publishes a certain number of articles in scholarly journals, as well as participates in university committee work and teaches assigned courses.

The transformative learning theory is an example of the cognitive paradigm where learning is motivated by the challenge facing the individual's frame of reference.  When this mismatch occurs, the learner goes to resources that will clarify and expand perceptions.  At that time, either the adult learner decides to maintain the original scheme or to change based on this new learning.  The third motivational theory is based on personal control.  Self-determination theory has many characteristics of self-directed

learning where the adult is in control of what, where, how, and with whom one is going to learn.

In an attempt to construct a model that correlates faculty career phases with their performance, Blackburn (1982) did some cross-sectional and longitudinal studies, which produced mixed results.  Although the intended audience was administrators who could use the data in planning work assignments, the evidence does not support a correlation between career phase and motivation to teach.

On the other end of the continuum of reasons for participating in continuing professional education is the list of factors preventing the adult learner from becoming involved with a learning activity.  Cross (1981) places these obstacles or barriers under three major headings: situational, institutional, or dispositional.  The following study is an example of learning barriers.

Lee and Lawson (2002) provide some data relating to motivation and change that came from this limited qualitative study of 26 faculty, administrators and staff at a Midwestern seminary.  They found that by constructing a "concerns analysis" and placing those factors into a two by two matrix of individual/organizational by compatible/incompatible, administration would have an improved picture of faculty's acceptance or rejection of a proposed change in policy.  This researcher believes the study's design was somewhat flawed because it was planned after a major change in the school's use of computer technology failed.  It seems that the institution planned for the change without doing the concerns analysis first, but went ahead and implemented the faculty development for the change.  After the faculty failed to incorporate the technology into their teaching strategies, administration commissioned the study to find

out how to motivate the faculty to change.  By addressing the various categories of

concern, the administration found that there was an increase in faculty's change of

practice.

An editorial that serves an optimistic message for the target audience, even

though its reference listings are from 1968 to 1987, is Van Zandt's (1990) essay on

professionalism.  In it, the author differentiates a professional from professionalism.  The

former identifies one with a special vocation; however, the latter term "is an attitude that

motivates individuals . . ." (p. 243).  In other words, professionalism provides the

individual with intrinsic motivation that builds upon one's education.

In summary, this section on motivation and the adult learner has offered the

premise that learning theories follow motivational theories.  Houle's (1961) primitive

study established the future research by Sheffield (1964) and Boshier (1971).

Additionally, the work in andragogy (Knowles, 1970, 1973) can also be found in the

psychologically based studies by Cross (1981), Czikszentmihalyil (1982), Maslow (1965,

1970), Mc Keachie (1982), Reiss and Havercamp (2005), and Rogers (1980).

Technology is a frequently cited example of when there is a need for motivating faculty

(Chism, 2004; King (2001).  Finally, there continues to be a divide in finding a

correlation between faculty career phases and the motivation to teach (Åkerlind, 2003;

Blackburn, 1982).

<div align="center">Professional Development/Faculty Development</div>

This section examines the extant literature on PD/FD.   As stated earlier, there are

extensive studies focusing on other professionals in education.  Studies focus primarily

on the target groups of community college faculty (Alfano, 1994; Stolzenberg, 2002;

Watts & Hammons, 2002), K-12 teachers (Borko, 2004; Guskey, 1995; Klingner, 2004; Livneh & Livneh, 1999; Wilson & Berne, 1999), or education and training development specialists (King & Lawler, 2003).  The amount of literature that addresses universities' faculties' PD/FD is significantly lacking when compared to other teaching professionals. To illustrate this gap, the review will cover the following representative, interrelated, yet distinctive articles from PD/FD in higher education.  The areas include:  1) historical overview (Gaff & Simpson, 1994; Sorcinelli, Austin, Eddy, & Beach, 2006; Tiberius, 2002), 2) transition from graduate student to university faculty (Austin and Wulff, 2004; Ferris, 2003; Knox, 2000; Perry, 1997), 3) perspectives from organizational theory (Armour, Caffarella, Fuhrmann, & Wergin, 1987; Brancato, 2003; Knight, 1998; Wallin, 2003), and 4) successful strategies (Caffarella, 1994; Chism, 2004; Kreaden, 2002; Lawler & King, 2000a, 2000b; Weimer and Lenze 1997).

*Historical Overview*

When thinking about continuing professional development for faculty one commonly thinks of activity in association with the faculty member's professional organization for a particular area of expertise.  However, Gaff and Simpson (1994) remind us that not until universities began to consider how to select and promote faculty did faculty development practices become an issue.  Although these authors associate advances within faculty development with social and political movements within the US, they fail to share with the reader that the Council for Higher Education Accreditation criteria require institutions to demonstrate that they have ongoing support for faculty PD/FD (Higher Learning Commission, 2001).  Sorcinelli, Austin, Eddy, and Beach, (2006) label this period focused on improving the college professor as the "Age of the

Scholar" (p. 2).  Gaff and Simpson (1994) analyzed why some faculty professional

development centers are more successful than others identifying successful practices;

however, their work changed from a neutral position to that of advocate when they

claimed various reasons for continuous faculty development (pp.174-175).

Unlike Gaff and Simpson (1994), Tiberius (2002) chronicles PD/FD from four

belief systems:  1) content master, 2) skilled performance, 3) facilitation of learning, and

4) personal engagement.  He describes the early practice of PD/FD as primarily programs

that assisted faculty in the growth and development within the professor's academic

discipline.  Although Tiberius agrees with Gaff and Simpson regarding the impact the

social movement had on teaching in the US, Tiberius emphasizes the two divisions that

developed in the 1970s and 1980s.

Each division dealt with the role of teacher and learner.  These divergent groups

still influence faculty classroom practices today because they illustrate how today's

faculty were taught.  One group of teachers considered students' heads as empty vessels

when they began a course and filled the student's heads throughout the course term.  The

other camp's philosophy was broader in nature, describing the teacher's role as matching

teaching strategies to student needs as a guide on the side.  It seems that this last group,

which expanded during the 1980s, may not have had a universal acceptance, but an

emergence only as I reflect on my learning.  The fourth belief system, personal

engagement, may be limited in practice to smaller learning groups as in PD/FD settings.

The problem with identifying faculty practices along these four belief systems is that it

limits the teaching strategies that one employs.  Tiberius (2002) advises that faculty need

to be flexible in their teaching strategies.

The challenges facing higher education today, which Gaff and Simpson (1994) and Tiberius (2002) allude to, are the trends that Brancato (2003) provides in her article. She approaches the topic more from a business, organizational perspective, rather than from the individual demands placed on faculty. Basing her argument on an extensive review of the literature, it was refreshing to read a proactive solution, that is, the creation of a learning organization. In this age of marketing it follows that creative institutions will adopt this successful models.

*Transition from Graduate Student to University Faculty*

Knox (2000) holds similar beliefs as Gaff and Simpson (1994), Ferris (2003), and Austin and Wulff (2004) regarding the incorporation of thorough teaching preparation for graduate teaching assistants; however, his paper presents the conceptual basis for continuing professional education through his literature review of pivotal works on the topic. Where Gaff and Simpson elaborate on pilot programs established by various grants, Knox further develops the concept of continuing professional education as a movement that begins with pre-professional education and extends through one's professional life. He carries the metaphor throughout the piece as he presents his plan for scholars, policymakers, and professional development personnel.

Likewise, Mc Keachie (1997) voiced his support for encouraging teaching assistants in their socialization to the academe. Recalling a discussion at an American Psychological Association's Council meeting covering criteria for accreditation one of the attendees did not understand the need to evaluate whether "the [doctoral] program provided training for teaching" (p. 396). This individual believed that if one had expertise in one's content domain then one had what one needs to become an effective

professor. Mc Keachie stressed, ". . . that teaching makes a difference" (p. 397) in student learning.

*Perspectives from Organizational Theory*

Wallin (2003) contributes to the PD/FD literature in higher education by focusing on motivational theory and faculty in community and technical colleges from the perspective of three states' institutions presidents. The strengths and weaknesses of this study lie within the methodology. Her survey had a sample of 78 administrators, with a 73 percent return; however, she did not propose relationships with any of the variables. She only reports descriptive statistics. In addition, she reports that she bases her work on the motivational theory of Maslow; however, she does not reference this theorist in the paper. Instead, Wallin cites representative works for stakeholders in this area of interest.

To gain a global perspective of higher education, the author included Knight's (1998) article that argues the need for PD/FD to maintain current knowledge. His candid style and extensive international literature review invite the reader to follow his argument, and his organization flows logically. He defines terms clearly, although it seems he has limited the development of ideas because of space limitations. He presents different solutions to the universal need for PD/FD. Rather than focusing totally on the faculty as individuals his suggestions develops from social theory. Knight believes the focus should be on the department's work culture because it is at this level work values develop. Armour and Caffarella (1987) had a similar thesis in their chapter addressing faculty burnout. They wrote, "Knowledgeable and sensitive department chairs are the key to successful faculty development" (p.10). The main weakness in Knight's (1998) work surfaced when he seemed to address secondary education rather than maintaining

focus on higher education settings (p. 255).  This article is a nice transition to the

literature that is included on the university culture.

*Successful Strategies*

Lawler and King (2000a, 2000b) are in contrast to Knight (1998) in that instead of

utilizing PD/FD as only a means to staying current in teaching practice they contend that

faculty development needs to be viewed as "an adult learning activity" (Lawler & King,

2000a, p.13).  As such, faculty motivation for learning varies with the individual's

experience and position within the university culture.  These authors agree with

Caffarella (1994), who suggests that faculty development programs "should be nonlinear,

contextual, fundamental, and responsible" (p.14) and that andragogical principles of

mutual respect, collaboration, participation, and experience be evident.  These works

support my exploring in detail the perceptions faculty have of PD/FD.  Additionally,

Chism (2004) proposes a modified Kolb learning cycle as a successful conceptual

framework for faculty development.  Although she addresses the faculty member's

learning of technology, this model is an overarching approach to adult experiential

learning.

When one thinks of successful strategies, one may be considering program

formats.  Therefore, I would be remiss if I did not present a basic review of the various

methods used in PD/FD.  Weimer and Lenze (1997) submit models from their extensive

review of the literature that follows the work of Levinson-Rose and Menges (1981).  The

most widely used format continues to be the workshop and seminar because they are

good at motivating attendees, especially if the attendees have a commonality like

department membership or course.  Unfortunately, they also have a downside.  They usually do not produce any lasting behavioral changes in faculty.

Faculty consultations with a faculty development specialist may meet various needs.  These consultations may be a one time only interaction or they may continue over many sessions.  The research suggests that multiple meetings with the faculty development specialist produce positive effects from this type of PD/FD because of the reinforcement that comes from practice and feedback.  Weimer and Lenze (1997) define three models: "Professional Service Model . . . the Counseling Model . . . and the Collegial Model . . ." (p.215).  Each one-on-one intervention may be considered high maintenance and consequently, a costly form of PD/FD.

A third form of PD/FD covered in the work by Weimer and Lenze is the distribution of resource materials to faculty from the faculty development specialist.  The circulation of material to faculty may cover most topics associated with PD/FD and may be in the form of newsletters, articles, or announcements of new library acquisitions.  According to the authors, there are no definitive findings as to the effectiveness of resource materials on instructional quality; however, it is suggested that if reading helps students learn in other situations, one may conclude that resource materials may assist faculty in learning about teaching methods.

Another example of a successful PD/FD program has a twist in its design.  Understanding adult learning and the principles of andragogy one comes to the conclusion that making PD/FD mandatory goes against its principles, if one has a goal of facilitating faculty growth and development.  However, the Stern School of Business at New York University has such a program (Kreaden, 2002).  The effectiveness of the

faculties' teaching has improved and consequently, the reputation of the school has grown as well. Reasons for its success go to their maintaining three elements: an outside administrator, faculty choose to participate, and participant confidentiality. In essence, the program involves faculty giving feedback to other faculty after observing a class. The advantages of this form of PD/FD is that it increases voluntary participation in the consultation process leading to improved teaching and learning. From this reader's assessment, the reason this program has been accepted by the faculty is that administration involved the faculty in the program from its inception and development. Of course, there is a downside. It is costly in faculty time for training and observing their peers, as well as their salaries.

In summary, each of these authors expresses a need for continuing professional development for university faculty. Faculty face a great deal of overlapping challenges in this postmodern academic culture. Whether these works describe societal demands (Brancato, 2003; Gaff & Simpson, 1994), knowledge obsolescence (Knight, 1998), sound pedagogy (Knox, 2000), faculty as adult learners (Chism, 2004; Lawler & King, 2000a, 2000b), or institutional objectives (Wallin, 2003) each presents solutions for those faculty PD/FD needs.

It seems that if one subscribes to Lindeman's (1989) premise that "life is learning, therefore education can have no ending" (p. 5), adult education and specifically faculty development may provide the means for meeting the individual's learning objective, thus improving one's teaching practice.

To condense the above points is to look at PD/FD through the lenses of the administration, graduate student, faculty, and professional development specialist. Each

role responds to different audiences and as such has separate responsibilities. However, the literature leads the reader to conclude that there is a need to communicate, to assess, and to plan so that the institution's mission may be met with a well-prepared faculty, a supportive administration, and a coordinated PD/FD program.

Chapter Summary

Adult learning theory begins with andragogy no matter which side of the Atlantic one resides. Although it has some controversy associated with its defining terms, it is the guiding model for adult learning. The core assumptions that Knowles (1968) introduced present an outline supporting a humanistic and holistic approach to teaching adults. This framework identifies adults as self-directed, seeking learning events that meet their "need to know" values.

Self-directed learning supports the andragological principle that adults prefer to learn in an environment that they control, with resources and methods they have selected. The extant literature is rich with studies covering characteristics of the self-directed learner, goals and processes of SDL, and measurement tool development. Observation and practice of SDL takes place in many contexts: human resource development planning, learning organizations, and the university environment. Professors are role models for SDL. All of the theories build upon each other adding to the understanding of the adult learner.

The interconnectedness between the selected topics continues with the reflective, transformed adult learner. Learning is an outcome of reflection on one's personal values, beliefs, and knowledge. Experience contributes to those factors and is a major component in many adult-learning theories. Unlike Dewey who considered reflection a

form of logical problem solving, Schön advanced the epistemology of cognition by his reflection-in-action and reflection-on-action models based on his concept of professional artistry. Mezirow (1991) developed a theory comparable to Schön's, but with another layer of intimacy. Both showed that dialogue with peers is essential for reflection. Mezirow applied critical reflection to what he believes is the adult learning theory, transformative learning. Cranton (1996) concurs and applies transformative learning to PF/FD where faculty absorb the content, manipulate, and conform it to their experiences. The acceptance of new material through transformative learning is processed through meaning perspectives.

The university is a complex social structure with many voices. How new faculty adjust to their employment is dependent upon their experiences as student and their orientation to the institutions. Senior faculty have the opportunity to serve as historian and mentor through sharing. The reward system meets with bifocal regard depending upon one's faculty status. A dilemma faces faculty because of they must divide their time among the tripartite roles they serve, especially between research and teaching. Some futurists (Amacher & Meiners, 2004) suggest that the university may be more efficient with an economical model that follows successful business enterprises. Faculty involvement with PD/FD is dependent upon the collegiality, the tone that the department chair sets.

The basis for adult learners' motivation is the self-directing being. Several studies follow the behaviorist theory, the cognitive paradigm, and self-determination theory. Popularized by Maslow (1965, 1970), the hierarchy of needs is a deficiency mode. Another adaptation that applies to adult learner is Tolman's expectancy-value

theory (Atkinson & Birch, 1978; Eccles, 1983) where the motivation comes from the

likelihood of success and the value the learner gives the activity.  In the university

setting, where faculty expect to be successful in their endeavors and where they value

student learning, their motivation may be quite high.  Wlodkowski (1985, 1998) adds that

success is also seen when adults expect success and they participate voluntarily. On the

other end of the continuum for finding reasons for participating in continuing

professional education is the list of factors preventing the adult learner from becoming

involved with a learning activity.  Cross (1981) places these obstacles or barriers under

three major headings: situational, institutional, or dispositional.  Finally, there continues

to be a divide in finding a correlation between faculty career phases and the motivation to

teach (Åkerlind, 2003; Blackburn, 1982); and technology is a frequently cited example of

when there is a need for motivating faculty (Chism, 2004; King (2001).

Faculty are adult learners who have access to extensive resources on the

university campus for their continuing professional education.  However, not all faculty

members utilize the faculty teaching and learning centers.  Studies indicate that faculty

believe their primary role is that of teacher, but their graduate education does not prepare

them for that role.  External forces including technology, changing student demographics,

economic trends, and public concerns are challenging university faculty to change to a

student-centered praxis.

On-campus PD/FD is available to insure that faculty have the expertise not only

in their discipline, but also with their teaching skills.  However, the rate of participation

in PD/FD programs, and the incorporation of that content into the classroom are not very

high.  Andragogy is a well known model for studying adult learning and can be used to

determine the values, beliefs, expectations, knowledge and needs that faculty have

regarding on campus PD/FD.  In consideration of the literature review, studies exist

regarding PD/FD, but not from faculty perspectives.  Consequently, the need to conduct a

study is summoned so that further understanding of faculty practices may be applied to

adult learners and PD/FD in the university setting.

CHAPTER III - METHODOLOGY

In Chapter I, I introduced the phenomenon professional development/faculty development (PD/FD). The definition of the term has multiple levels or meanings that range from a curricular core to a personal focus. I also presented the various internal and external factors influencing administration, faculty, and faculty development specialists as they meet their respective roles. Universities receive demands from many constituents regarding their accountability to produce quality graduates for society. With the dictates from the public, as well as from accrediting bodies for higher education, the role of PD/FD is omnipresent in the mission and culture of the academy. However, the active participation in PD/FD programs, and the adoption of their content into the classroom may not be evident.

In Chapter II, I described the various constructs that intersect with PD/FD from my literature review. They include andragogy, the self-directed learner, the reflective, transformed adult learner, faculty roles and the university culture, learner-centered teaching methodologies, and motivation and the adult learner. Previously, these concepts were studied in isolation or paired with PD/FD, but now, during this time when higher education is being scrutinized by its stakeholders, it seems appropriate to gain a deeper understanding of the phenomenon by studying how all these concepts contribute to the perspectives faculty have in regard to their PD/FD. The organization for Chapter III commences with assumptions, progresses to the research questions, followed by the research design and limitations.

Assumptions

Traditionally, faculty development specialists have studied PD/FD from a

positivist position (Conklin, Hook, Kelbaugh, & Nieto, 2002; Merriam & Brockett, 1997;

Wallin, 2003).  However, my review of the literature leads me to conclude that these

studies are limiting.  The purpose of this study is to explore qualitatively the meaning

PD/FD has in the reality of university Arts and Sciences faculties.  Thus, this study is one

that cannot be quantified.  This study's central focus is on the process and perspective of

how faculty perceive PD/FD.   Because my motivation is to understand that segment of

their professional life, it is primarily a qualitative investigation.

Although this applied research topic has personal significance, it also has

potential importance to university administrators and faculty development specialists.  To

achieve my goal of what PD/FD means to faculty in the context of the university, I need

to discover how faculty construct their realities in their social system.  Therefore,

questioning the participants was essential.

The study required that I make direct contact with the participants in their natural

environment.  Consequently, as the researcher, I became the primary instrument for data

collection during the face-to-face interviews in the professors' offices.  I became a part of

the research process.  Tangential to this assumption is that my own perspectives may

become a part of this research process.  The conclusions I ultimately make may have

traces of my exposure to the topic from the literature review and personal experiences.

To accomplish this inquiry I followed a mixed methods strategy.  Although there

are descriptive statistics, the thrust of the research approached the study of PD/FD from

an interpretive paradigm.  After collecting basic descriptive data and preliminary

assessment of the participants' reflections on the subject in Phase One, I entered into a dialogue with some of the participants in Phase Two; that is, I followed an interpretative epistemology focusing on the interactions the participants have with others in their academic context that construct their meaning for PD/FD.

## Research Questions

Primary question:

What is the experience university professors have with PD/FD?

Secondary research questions:

(a) What, if anything, regarding teaching standards, role expectations, and/or motivation (or other) have significant others contributed to the faculties' attitudes and participation in PD/FD?

(b) What are the perceived learning needs of university faculty that may be met by attending on-campus PD/FD? and

(c) What, if any, themes emerge from the professors' perceptions of PD/FD that lead to changes in their teaching methodologies?

## Research Design

Historically, Husserl is attributed with establishing the philosophy of phenomenology in the early 20th Century.  He wanted to study phenomena from the perspective of the person's reality, that is, how the person makes meaning.  His goal was to "make philosophy scientific but different from the traditional sciences" (Ozmon & Craver, 1999, p. 255).  To do this he believed that it was necessary to strip or bracket the assumptions and approach the phenomenon from the "original consciousness" (p. 255).

Merleau-Ponty (1962/1981) did not agree with complete bracketing, but instead concentrated on the perception and reflection by the individual of the phenomenon. Another concept of this philosopher is that reflection involves language. As such, any phenomenon under study may be placed into a category because that phenomenon has meaning through the words that assigned to it.

Phenomenology is one of the theoretical perspectives in qualitative inquiry (Creswell, 1998). "Most qualitative researchers reflect some sort of phenomenological perspective" (Bogdan & Biklen, 1998, p. 22). Phenomenology is a snapshot in time of the identified subject. It is not a simple black and white snapshot, but rather one that gives nuance and rich descriptions, all of which provides meaning (Schwandt, 2001). This understanding of the phenomenon comes from discourse and reflective participation (van Manen, 2002).

Another theoretical orientation for which phenomenology provides its foundation is symbolic interactionism. Mead (1934) and Blumer (1969) strengthened this subjective research approach in the early 20ᵗʰ Century when they were in the Chicago School. Denzin and Lincoln (1994) place this research approach in the third stage or "blurred genres" (p. 9) period of qualitative research history. The basic assumption to symbolic interactionism is "that *human experience is mediated by interpretation*" (Bogdan & Biklen, 1998, p. 25). Understanding interactionism comes from how humans define their surroundings constructed from meanings, language, and thought.

To understand this premise, consider any object, program, or person. These objects, programs, or persons do not have meaning by themselves, but they do gain meaning by how they fill a need, or carry out a mission, or interact with another. In the

context of use, definitions are assigned.  How one interacts with the object, program, or

person in a social setting also contributes to a common interpretation.  If one's definition

is contrary to another person's meaning, then one may consider modifying the meaning to

meet the social environment.  Additionally, how one defines the object, program, or

person also influences how one behaves in that context (Bogdan & Biklen, 1998;

Holloway, 1997; Patton, 2002).

Bogdan and Biklen (1998) also outline another important aspect of symbolic

interactionism, the concept of the self.  The self, unlike the ego self, which is inside the

individual, is the meaning that one creates from interacting with others.  To this group of

researchers the self is how one constructs his or her interpretation from the signals one

receives during social interactions.  The definition of self is actually formed from the

actions and communications received from others.  Thus, university faculty members

define themselves by the interactions they have with their administrators, chairs,

colleagues, alumni, and students.

In qualitative inquiry, there are no rules that define level of significance,

reliability and validity (Patton, 2002).  However, by outlining the precise steps that one

follows and by presenting the results in a fair and clear manner the reader comes to know

the strategy implemented for future replication.  One of the best ways to improve the

strength of a qualitative study is through triangulation, the use of multiple "lines of sight"

(Berg, 2001, p. 4).

Thus, this researcher followed symbolic interactionism, an approach that

incorporates some of each of the above scientists and philosophers' premises by looking

at the subject under study through the perceptions, understandings, and social interactions

of the participants.  The description of PD/FD comes from the context of its meaning, from the experience in which it is present.  To make this exploratory examination the researcher assessed experts in academe using a two-stage approach.  The focus is on faculty perceptions of PD/FD in university settings, paying attention to social interaction with significant others and how these interactions contribute to symbolic understanding of the phenomenon.

*Participants*

The participants for this study came from four universities within a thirty-mile radius of a large midwestern metropolitan area that has reported to the Department of Higher Education their undergraduate, full-time enrollment as greater than 1,000 students.  These institutions, two public and two private, not-for profit universities, offer formal degree programs and confer bachelor's degrees.  The four pre-selected universities (Appendix A) represent a cross section of institutions from this metropolitan area that represent classified Master's Colleges & Universities I, Research University Intensive, and Research University Extensive institutions (Carnegie Foundation, 2002).  Their faculty should contribute to a maximum variation in the identified themes (Patton, 2002).  The sample of universities represents rural, as well as urban and suburban universities, although urban crawl may have reduced the true rural representation.  To maintain their anonymity in this study they have the pseudonyms of University A, University B, University C, and University D.

The participants consisted of non-technology course faculty, at all ranks, who teach undergraduate students in the Colleges of Arts and Sciences.  The College of Arts and Sciences represents one college within the university that has a long tradition in

higher education history.  It has a reputation for supporting liberal education that fosters critical thinking, open communication, and lifelong learning, qualities that transfer positively to the workplace.  Because the College of Arts and Sciences holds prominence in higher education, all of the selected universities in the sample have this college.  The participants' disciplines included many departments often observed in core or general education curricula.  Table 1 on page 86 presents a breakdown of each university and the 20 departments whose faculty received letters of invitation to participate.

Another delimitation is that the participants have taught at the current university for a minimum of two academic years.  University faculty, who have less than two years of teaching experience, were not included because novice professors are involved with their personal adjustment to the university culture (Tierney & Rhoads, 1994).  The unit of analysis is university faculty.

Although I had considered recruiting from faculty throughout all the colleges and schools in the universities that were included in the study, I decided on a more homogeneous group for the self-reporting questionnaire in Phase One.  This method of selecting participants allowed me to collect data that gave me a deeper understanding of the phenomenon as opposed to generating theory.  Purposeful criterion sampling also allows individuals with similar backgrounds, in this situation, faculty from one school within each of the institutions, to participate in order to achieve a form of quality assurance.

The data represent various university faculties within the region, that is, from four universities, two public and two private universities.  Each campus is unique in its mission.  Thus, I studied the phenomenon, PD/FD, in different academic cultures.  The

rich text data collected from the participants provided the commonality of identified

themes.  Thus, I had a starting point for understanding the phenomenon.

Table 1

*Arts and Sciences Faculty's Departments Invited to Participate*

| Department | University | | | |
| --- | --- | --- | --- | --- |
| | A | B | C | D |
| American Studies | X | | | |
| Anthropology | | X | X | X |
| Art History | | | X | |
| Biology | X | X | | X |
| Black Studies | | X | | |
| Chemistry | X | X | X | |
| Classic and Modern Languages | X | | | X |
| Communication | X | X | X | X |
| Earth and Atmospheric Sciences | X | | X | |
| Economics | | | X | |
| English and Literature | X | X | X | X |
| History | X | X | | X |
| International Relations | | | | X |
| Mathematics | | X | | |
| Philosophy | X | X | X | X |
| Physics and Astronomy | X | | X | |
| Political Science | X | X | X | X |
| Psychology | X | | X | X |
| Sociology and Criminal Justice | X | X | X | X |
| Theological Studies | X | | | |

In Phase One of this study the participants came from a purposive criterion

sampling that met the delimitations.  The selection of faculty came from departments

listed under the Arts and Sciences banner at each university's website or from the university's telephone directory.  In Phase Two, the selection of participants was conducted by convenience sampling.  This group came from those faculty, who completed the self-reporting Faculty Questionnaire in Phase One.  I took advantage of the faculty audience I had from Phase One and invited them to volunteer to meet with the study's investigator to help clarify expressed points and to fill in gaps from the collected surveys.  Thus, the combination of criterion and convenience sampling provided the faculty members that would give me information vital to understanding PD/FD.

Initially, the self-reporting questionnaire was mailed to 20 Arts and Sciences faculty at each university, for a potential 80 participants.  Six weeks post initial mailing, I employed my contingency plan for low or no faculty response.  I returned to the university directories to contact individual faculty randomly.  I mailed another 70 packets of materials to these professors among the four selected universities.  There now were 150 invitations to participate in Phase One of this research distributed to faculty across four universities.

Although I had been hopeful that at least two faculty members from each institution would volunteer for Phase Two, the response rate did not meet my goal.  There were two faculty volunteers from University A and C; three from University B; and one from University D.  I contacted faculty by e-mail at University D in order to recruit another participant for Phase Two.  I was successful in locating another willing professor from University D to interview; therefore, in Phase Two, I interviewed a total of nine Arts and Sciences faculty.  The sample now better represented the target audience for which the research topic touches.

After receiving Institutional Review Board (IRB) approval from all the universities selected for the sample, I gained entry to the sites by sending an introductory letter (Appendix B) to each university's Dean of the College of Arts and Sciences. Later, during the first week of January, I sent a packet of materials to the first 20 faculty members in the Arts and Sciences Department at each of the selected universities for a total of 80. The contents of the packet included a cover letter (Appendix C) along with two copies of the Informed Consent for Participation in Research Activities form (Appendix D), the self-reporting Faculty Questionnaire (Appendix E), and a return mail envelope to each invited faculty members in the 20 Arts and Sciences departments.

The cover letter introduced the faculty member to the investigator and the study. Because the research design calls for all of the participants to be instruction faculty within the same school, I accepted all completed questionnaires of faculty who met the pre-set criteria of the delimitations in Chapter I. I printed all introductory letters and consent forms on University of Missouri – St. Louis stationery.

The participants learned from the introductory materials that the research strategy had a two-stage process. The initial stage was a self-reporting Faculty Questionnaire, which took between 15 and 30 minutes to complete. Its purpose was designed to collect demographic data and allow the participants to express personal reflections on the phenomenon. The instructions directed the individual to read the enclosed documents, decide to participate in the research, and sign the consent forms. One copy of the consent form was for the participant's file, the other copy was returned to the investigator with the completed questionnaire. The questionnaire asked that the participant use a blue or black ink pen when responding to the items. At the bottom of the self-reporting Faculty

Questionnaire, the researcher provided directions for the participant to return the signed

informed consent form and the questionnaire to the researcher in the enclosed, self-

addressed stamped envelope.

The process of selecting participants for the Phase Two face-to-face interviews

was included in the mailing of materials described in the previous paragraph.  In a

separate envelope were: 1) another cover letter (Appendix F) describing this phase of the

study that invited the faculty to volunteer to meet with the investigator for an interview

and 2) a pre-paid post card (Appendix G).  The invited faculty member was directed to

check the box, provide the contact information, and return the post card to the

investigator.  I scheduled the face-to-face interviews as soon as I had received a post card

from a respondent.

Researchers base the success in data collection from questionnaires upon the

participants' response rates.  Fowler (2002) reports a 75 percent response rate as an

acceptable yield in the United States for academic surveys.  However, Babbie (1973)

reports that a response rate of 50 percent is adequate, a response rate of 60 percent is

good, and a response rate greater than 70 percent is very good.  For this research, I was

anticipating a return of at least 40 questionnaires from the initial 80 packets of materials

distributed.  Another factor facilitating participation is easy access to the survey.  One of

the Deans sent me an e-mail suggesting that I offer the questionnaire online.  In an

attempt to increase the response rate, I made the tool available electronically using

Flashlight™ Online.  I communicated this avenue of accessibility in the follow-up

mailings.

The literature encourages follow-up mailings to improve the return rates of

questionnaires (Babbie, 1973; Gay & Airasian, 2000).  Additional mailings to the invited

participants may increase the response rate by 20 percent (Gay & Airasian, p. 289).

Therefore, I mailed reminder letters (Appendix H) with another copy of the questionnaire

two weeks later to all faculty, who received the original packets of materials. Mailing

reminder letters to all faculty members provides evidence that the participants' identity is

anonymous.  Four weeks after the second mailing to the first group, reminder prompts

were sent to their university e-mail addresses.  In all of the reminder mailings, I referred

the faculty member to the available hard copy, e-mail attachment, or Flashlight™ Online

website.  The process was repeated for the second group of 70 faculty.

*Ethics*

In qualitative research, it is especially important to build a rapport with the

individual participants.  This relationship begins with the introductory letter (Appendix

C), introducing the researcher, the proposed study, and the data collection tool.  Inquiry

during the research process can be invasive.  Consequently, it was important that I treat

the participants with respect and consideration.  The current phenomenon under

investigation is not one that is ordinarily considered sensitive.  However, because it

intersects with faculties' work and their relationship with their Department Chairs and

colleagues, it may cause participants to censor thoughts before responding to any of the

written or oral questions.  As the investigator, I needed to be aware of body language and

verbal cues that may alert me to the concern.  All participants had the option not to

answer any question asked of them.  Additionally, the participants were reminded that

they could drop out of the study at any time without any consequence to them or to their

relationship with their employer.

Obtaining permission from the invited faculty before trying to collect data was

critical for demonstrating consideration of the faculty.  This study had two phases;

therefore, there were two informed consent forms, one for each phase (Appendixes D and

I).  The consent forms addressed the rights of the participants for this research.  The

investigator strictly maintained the participants' confidentiality.  Participants' data are

identified only by their demographic information for both the self-reporting questionnaire

and the face-to-face interviews.  All responses to the self-reporting Faculty Questionnaire

and the transcribed interviews have been protected according to the guidelines from the

Institutional Review Board, Office of Research Administration at the University of

Missouri – St. Louis and the Code of Federal Regulations.  I maintained the audiotapes

and one copy of the consent forms in a locked area at a location other than the place

where I conducted the data analysis.

*Data Collection*

Data collection took place during the winter-spring 2006 academic semester.

Because this study's primary focus is PD/FD, the researcher selected the qualitative

design that is flexible and emergent in nature.  Seidman (1998) suggests that interviewing

for qualitative research follow a structure that is open-ended, in-depth, and

phenomenologically based.  The goal was to have the participant reconstruct his or her

experience within the identified topic by placing behavior into context.  This author

suggests that the purpose of the first interview is to establish the context of the

participant's experience with the topic.  Concentrated review of the first data sets allowed

me to find any gaps where a follow-up meeting provided the opportunity to clarify and

probe further.  Subsequent meetings allowed the participants to reconstruct the details of

their experiences and encouraged the participants to reflect on the meaning their

experiences hold for them.

Following Seidman's (1998) rationale, I proceeded with a two-stage interview

process.  The first interview was in the form of a self-reporting Faculty Questionnaire

(Appendix E).  The tool is a modification of one designed by Grant (2000).  The

objective of its design was to start with general data gathering and progress to a section

that provided the scope of PD/FD to a more specific focus on personal experiences with

PD/FD.  Thus, there are four divisions with specific objectives.

The first section, Institutional/Personal Demographics concentrated on university

location, faculty rank, length of teaching in higher education teaching, length of teaching

at this current institution, and what subject the faculty member teaches.  The next section

asked the participants to indicate if their universities have a faculty development

program.  The third segment, Faculty Professional Development Programs, allowed the

participants to reflect on past programs attended or those announced as offerings at their

institution.  Thus, the data in this section assessed whether the universities' teaching

excellence or teaching and learning centers offered such PD/FD programs on campus.

The check box format facilitated completion of this segment.  The final section, Faculty

Professional Development Practices, was open-ended in design.  The objective of these

six questions was to stimulate reflection and sharing of their experiences in their own

words.

In Phase Two, the interviews' purpose was to expand responses and color in where gaps may have existed from Phase One's data collection. The goal was to interview two faculty members at four different universities in a large Midwestern area of the US for crosschecking information. The in-depth data that the participants provided contributed to my comprehension, as well as helped validate the findings. Consequently, interviewing continued to the point of redundancy.

The information provided by the faculty on the returned post card alerted me of faculty interest and provided contact data for the individual. When meeting the volunteer faculty member for the first time my goal was to establish a warm, receptive environment so that the faculty member felt comfortable to share personal experiences. After reviewing the consent form for this phase of the study with the faculty member, I asked the professor to sign the form before we proceeded with the interview.

The protocol (Appendix J) provided the guideline for the semi-structured interview. The face-to-face interviews were recorded on Sony micro-cassettes so that a text may be created later for facilitating the study of the participants' narratives. It is important to transcribe their spoken words accurately. When preparing to transcribe the interview at University B with Dr. Ellen, I discovered that there had been technical difficulties. Even though the sound check had proven successful, the mechanism for recording had failed. I reported the trouble to Dr. Ellen, who said she understood. I told her that I would continue to transcribe what I could and then I would consult with an audio specialist. She voiced approval, but said she would clarify any points via e-mail. The audio specialist at the university's Technology and Learning Center diagnosed the problem as a slipped timing belt. After transcribing approximately half of the interview, I

took the cassette tape to an audio engineer at a professional sound studio.  The problem

could not be remedied fully; however, the technological maneuver performed in the

studio did allow me to transcribe additional pages of conversation.

Instead of presenting the transcribed interview to each of the participants so that

each might affirm that what is on paper is indeed what each shared orally during the face-

to-face interview I conducted a member check.  A member check is a form of validation

given by the participant that indicates they agree with the summarized findings that I

presented.  One of the advantages of utilizing this form of feedback is that it saves the

participant a great deal of time and it serves as a form of triangulation for the researcher

(Hoffart, 1991; Lincoln and Guba, 1985).  By following this protocol, I demonstrated

respect to the faculty reinforcing the seriousness of this study (Seidman, 1998, p. 97).

I selected participants for the member check at the time of the face-to-face

interviews.  This inquiry of their interest in reviewing the identified themes was a part of

my closure along with my gratitude for their time and experience.  No one refused to

assist in this process.  I contacted them via e-mail after my analysis, asking them to

comment for accuracy, that is, did they recognize the themes from our conversation, and

to add any comments that they wanted to share.

Managing data of this proportion required organization.  I labeled the audiotapes

from the face-to-face interviews accurately using an alpha-numeric system and filed them

along with the consent forms after the transcriptions were completed.

*Analysis Techniques*

Collected data serve multiple levels of findings.  One layer represents the descriptions from each participant.  Initial analysis followed an analytical framework approach that flowed from the first self-reporting Faculty Questionnaire.  I used the statistical software SPSS v.13 for the descriptives analysis of the first three sections of the self-reporting Faculty Questionnaire.  For the PD/FD practices segment I conducted inductive thematic analysis by manual technique, working line by line.

The analysis procedure began upon receiving the returned consent forms and questionnaires.  I first reviewed the demographic data from the self-reporting Faculty Questionnaire (Appendix E) for descriptive statistics.  The participants provide their title, courses they teach, and the number of years they have been on faculty at the current university, as well as their total number of years teaching in higher education.  All of the variables were keyed into the SPSS v.13 program.  If the respondent had less than two years experience at their current institution, the analysis for that questionnaire was not continued as the questionnaire was segregated from those that did meet the delimitations.

The investigator then reviewed the narrative data from the protocols.  The purpose of the review is to develop a profile of the participant.  During qualitative analysis of the narrative, the goal was to see the participant in context, to understand the story that faculty member is telling.  Thus, it all began with reading each response line by line.

As I read the passages of the six questions, I marked them with different colored highlighters and performed open coding labeling them according to subject.  I anticipated identifying emerging themes as I proceeded through each line of each participant's reflections.  After completing all of the profiles, I studied all of them to see what

connections they had, to see which themes emerged as most prominent.  I then took those

segments of text to see where the excerpts connect the participants in each location or

connect to the academic literature and tracked the frequency of occurrences in the texts.

The narrative data from the open-ended self-reporting protocol provided the

direction for future clarification and probing in the subsequent face-to-face interviews.  I

anticipated that there would be at least two faculty who would respond positively to my

invitation to participate in the face-to-face interviews.  Because there is not a definitive

line between data collection and data analysis during naturalistic inquiry, I followed the

verbal cues as given during face-to face interviews that occasionally took me in another

direction.  The emerging themes lead to "confirming or disconfirming patterns" (Patton,

2002, p. 436).  In addition, the participants allowed me to clear up any ambiguous

responses, clarify handwriting, and fill in gaps in their narratives during the face-to-face

interviews.

Although my reading in symbolic interactionism directed me to the work of Prus

(1996), I did not want to lock in to his generic social processes model.  Instead, I allowed

the emerging themes, motifs, and inferential relationships from the self-reporting Faculty

Questionnaire to provide the basis for the questions for the face-to-face interviews,

although a prepared list of guiding questions provided the structure.  I clarified

descriptions and experiences and probed deeper into the participants' reflections in order

to gain understanding of the content.  Anticipated initial categories included categories of

content, feelings, teaching-learning process, university culture, self-direction, reflective

learning, and faculty learning needs.

Limitations

Some limitations to this study surfaced from the design decisions. For example, I distributed the packet of materials to potential participants from the faculty directory in the College of Arts and Sciences at the four pre-selected universities; however, I did not have access to their employment record. Consequently, I did not have the knowledge to insure that the packets were going to those faculty members who had been on staff for at least two years or to faculty who taught undergraduates in the College of Arts and Sciences. Their responses to the invitation to participate was defined by their degree of volunteerism, their philosophy toward the advancement of knowledge and the assistance of young researchers, as well as their time availability.

Another possibility was that the participants may have come from one rank of faculty versus a cross section of tenure track and non-traditional track faculty. It may be that more non-tenure track faculty responded because they do not have the research obligations or committee assignments that tenure track faculty have. There also may have been time limitations by the participants due to other responsibilities like student advising.

A third limitation that may have influenced the research is my novice level as an investigator. Because my experience in working with higher education faculty has not previously included that of the research problem there may be weaknesses identified with my interviewing skills. Knowing that these qualitative findings are participant and context dependent I had to keep my copy of the guiding interview questions in hand during the interview so that the conversation would stay on target. Additionally, I had to tune my communication style and listening skills to the participants' physical

environment as well as vocal tone and the message that they were sending.  Thus, using

the audio recording device allowed me to concentrate on the total person, not just the

words.

A final area of consideration that may contribute to a flawed design is the time

limitation.  The participants reflected upon their experiences that may have taken place

two or more years ago.  This period was to give the participants opportunities for review

in case they had not attended an on-campus program in 12 months.  However, the time

frame may be inadequate.  Many participants have not attended any program since

attending their institution's new faculty orientation.  As a result, the sample size is

significantly reduced for lack of participants who meet the criteria.  My alternative

approach was to demonstrate flexibility in the design so that I still asked the participants

to describe their experiences, that is, what their involvement or lack of involvement

meant to them.  Consequently, their recall of PD/FD experiences included their teaching

assistantships in graduate school.

## Chapter Summary

In this chapter, I presented in detail the outline for conducting a mixed method,

naturalistic research.  The quantitative data are descriptive in nature only.  The qualitative

data meets the purpose of applied research because the collected data that describe the

content and process of PD/FD contribute knowledge that may assist university

administrators and professional development specialists.  From this data, readers of this

study come to understand these faculty members' perspectives on the topic, what factors

influence their decision to attend a program, and how they process the content they

receive during the program.  The strategy was a two-phase process, an open-ended self-

reporting questionnaire and face-to-face interviews.  After collecting the data from the

initial self-reporting Faculty Questionnaire, an initial analysis, which included

categorizing narrative data, provided the direction for the face-to-face interviews.  This

last set of data from the face-to-face interviews then underwent the content analysis

process using symbolic interactionism, which looked for emerging themes.

In Chapter IV, I present the results of the data collection and the content analysis

for both Phase One and Phase Two.  The participants' own words provide supportive

documentation of my findings.  In the concluding chapter, I discuss the key points of the

investigation on the phenomenon PD/FD and suggest how they fit into the current

literature, making recommendations for future research.

CHAPTER IV - RESULTS

The primary purpose of this study was to answer the question:  What is the experience university professors have with professional development/faculty development (PD/FD).  Secondary research questions were:

(a) What, if anything, regarding teaching standards, role expectations, and/or motivation (or other) have significant others contributed to the faculties' attitudes and participation in PD/FD?

(b) What are the perceived learning needs of university faculty that may be met by attending on-campus PD/FD? and

(c) What, if any, themes emerge from the professors' perception of PD/FD that lead to changes in their teaching methodologies?

This chapter provides the results of the investigation.  The presentation of findings follows the sequence of the data collection beginning with a description of the research participants and summary of their self-reporting Faculty Questionnaires from Phase One followed by a description of the participants and their perceptions and perspectives of PD/FD collected during Phase Two.

Phase One

Phase One consisted of a self-reporting Faculty Questionnaire (Appendix E) that had been mailed to potential participants at four universities, two public and two private, representing Master's Colleges & Universities I, Research University Intensive, and Research University Extensive institutions (Carnegie Foundation , 2002).  The appearance of the data findings follows the format of the protocol.  The descriptive

statistics are presented first followed by the presentation of the results from the open-

ended questions analysis.

*Descriptive Statistics*

The self-reporting Faculty Questionnaire that was sent to 150 Arts and Sciences

faculty at four Midwestern universities located within a 30-mile radius of a large

metropolitan city yielded 54 responses, a 36% response rate.  Of those responding, 32

surveys met the preset criteria from the delimitations.  This represents 21.3% of the total

mailing, or 59% of those 54 responding.  Those surveys not qualifying were based on the

participant either having graduate faculty standing, having less than two years

employment at the current institutions, or having time constraints that do not allow

completing the questionnaire.

The faculty participants had three formats of the self-reporting Faculty

Questionnaire from which to choose.  Faculty could provide their responses via hard

copy, e-mail attachment, or electronic survey.  Of the 32 acceptable surveys, 19

participants completed and returned the hard copy in the provided self-addressed stamped

envelope.  Twelve chose to connect to Flashlight™ Online, a survey software program

hosted by the CTLSilhouette system at Washington State University, to complete the

electronic form anonymously; and one responded to the attached e-mail file.

The 32 faculty participants represent five academic ranks within the university

system.  In decreasing order of rank the frequency and percentage at each rank are six

Professors (18.7%), eight Associate Professors (25%), 14 Assistant Professors (43.7%),

two Instructors (6.3%), and two Lecturers (6.3%).  Their experience teaching in higher

education had a range of 3 to 40 years with 497 years of total experience.  This is a mean

of 15.5 years.  There were multiple modes with three participants each.  They are 4, 5, 12, and 13 years.  Their total years of teaching at their current institutions are 352.  The range is 2 to 34 years with a mean of 11 years and a median of 6 years.  This variable also has multi-modal years.  They are 4, 5, and 12.

Although each of the selected higher education institutions has its main campus in the Midwestern metropolitan area, each does have additional satellite campuses in the area, across the country, and abroad.  Yet 50% of the faculty participants reported that his or her university is a single campus.  The second geographic demographic question is difficult to assess because I determined the campuses to be one urban, two suburban, and one either small town or rural.  This is because one is inside the city limits of the metropolitan center, two are outside the city limits, but within suburban postal zones, and one is on a large tract of land that was formerly farmland located on the outskirts of a mid-sized town 30 miles from the metropolitan center.  However, for the campus located on the formerly zoned agriculture tract and one mile from the nearest town there were marked responses in each of the given descriptors.  Yet 18 (56%) of the 32 respondents described their campus as being urban.  One participant did not record a response to the item.  The remainder of the descriptors received 10 on suburban (31%), two for rural (6%), and one on small town (3%).

Faculty from 20 representative Arts and Sciences departments were invited to participate as indicated in Table 1 on page 85 of this work; however, faculty from only 13 disciplines returned usable self-reporting Faculty Questionnaires (Table 2).

Table 2

*Arts and Sciences Departments participating*

| Department | Participating (n = 32) |
| --- | --- |
| Anthropology | 1 |
| Art History | 1 |
| Classic and Modern Languages | 3 |
| Communication | 4 |
| Earth and Atmospheric Sciences | 1 |
| Economics | 1 |
| English and Literature | 6 |
| History | 3 |
| International Relations | 2 |
| Political Science | 3 |
| Psychology | 2 |
| Sociology | 4 |
| Criminal Justice | 1 |

Nearly half of the participants came from the English, Criminal Justice and Sociology, and Communication Departments.  The English department, which included literature, had six respondents, Criminal Justice and Sociology had five faculty participants, and Communication had four volunteers.  The departments with the next highest participation with three respondents each included Classic and Modern Languages, History, and Political Science.  Psychology and International Relations had two faculty members each; and Anthropology, Art History, Earth and Atmospheric Sciences, and Economics each had one faculty member participate.

In response to the question asking if their institution had an official faculty development office all 32 responses were yes; however, the departments go by different names.  They include Center for Teaching Excellence, Excellence in Learning and Teaching Initiative, Center for Teaching and Learning, and Faculty Development Center.

Categorizing traditional PD/FD programs usually go into four areas.  They are professional development, personal development, curricular development, and organizational development.  Therefore, the results for the section assessing the participants' awareness of PD/FD programs, questions one through four, are presented in the order presented on the self-reporting Faculty Questionnaire.  The charts that follow illustrate each rank of faculty responses as a percentage of the total responses.

Professional Development, the first numbered question on the self-reporting Faculty Questionnaire (Appendix E) has six common divisions.  They are sabbatical leave, professional travel funds, return to industry, learning enhancement grants, conference release time for on or off-campus workshops, and tuition-free course work. The following represents the frequency and percent for this cluster of programs.

As illustrated in Figure 1, all ranks of faculty had more answering "yes" than "no" to the question concerning Sabbatical leave.  In all, leave 20 participants marked "yes" (65%) and 11 had "no" responses (34%) from 31 reporting participants.

*Figure 1.*
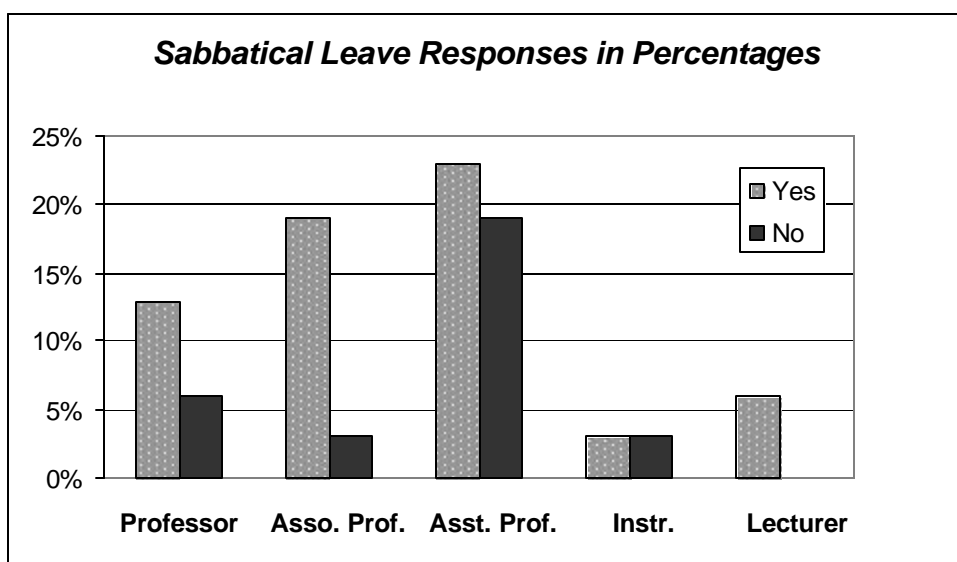
Likewise, the question addressing professional travel funds (Figure 2) also reported more

"yes" responses with 25 saying "yes" (78%).  One Associate Professor did not know if

professional travel funds were available at his or her university.

*Figure 2.*
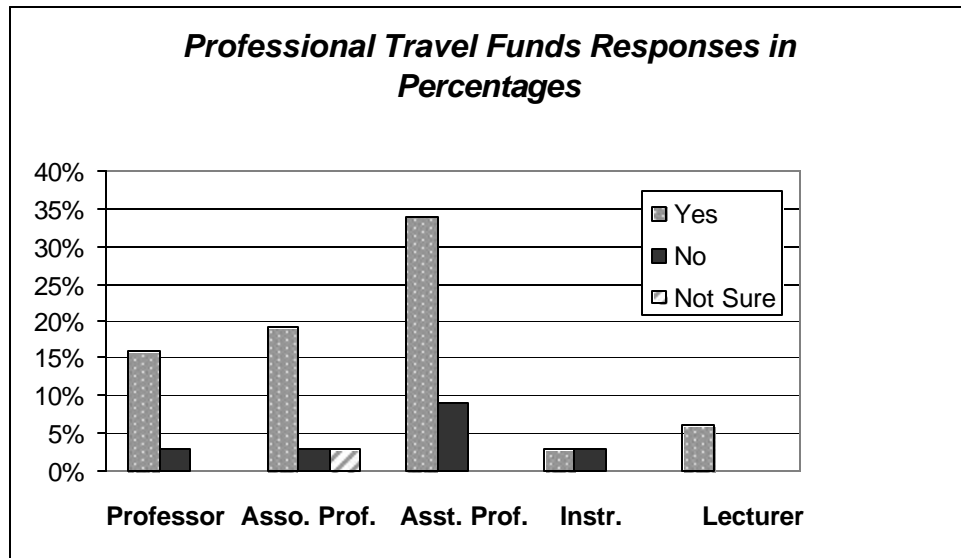


Figure 3 depicts the responses by rank to the question assessing the faculty

members' knowledge of the available policy to take a leave of absence in order to return

to industry.  No one indicated that he or she were familiar with this program.  Eighteen

faculty (56%) gave "not sure" responses.

*Figure 3.*



**Return to Industry Responses in Percentages**
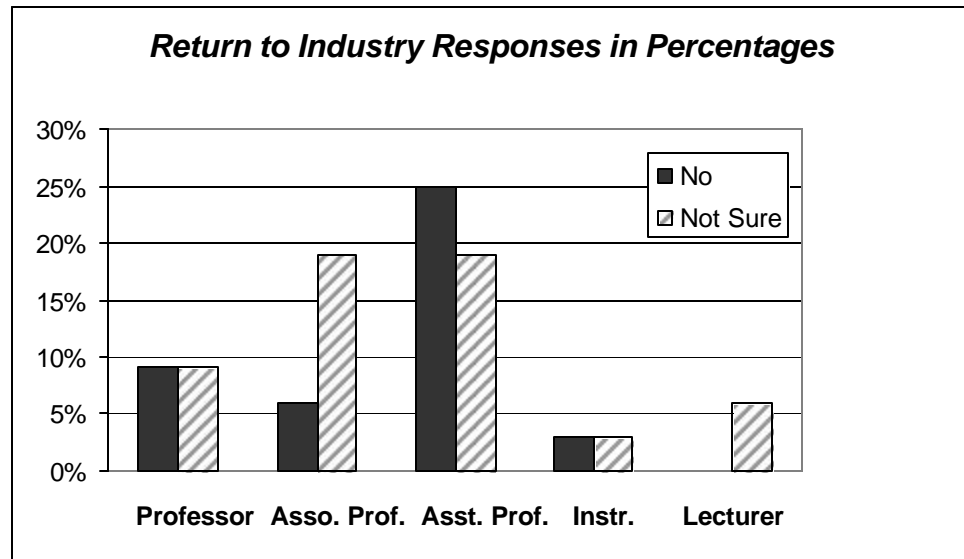
The last three areas in the first question for the category of Professional Development have a wider distribution of responses.  Learning Enhancement Grants (Figure 4) registered 14 "yes" responses (43.8%), nine "no" (28.1%), and nine "not sure" responses (28.1%) from the total group.  None of the Assistant Professors indicated a familiarity with the Learning Enhancement Grants program.

*Figure 4.*



**Learning Enhancement Grants Responses in Percentages**
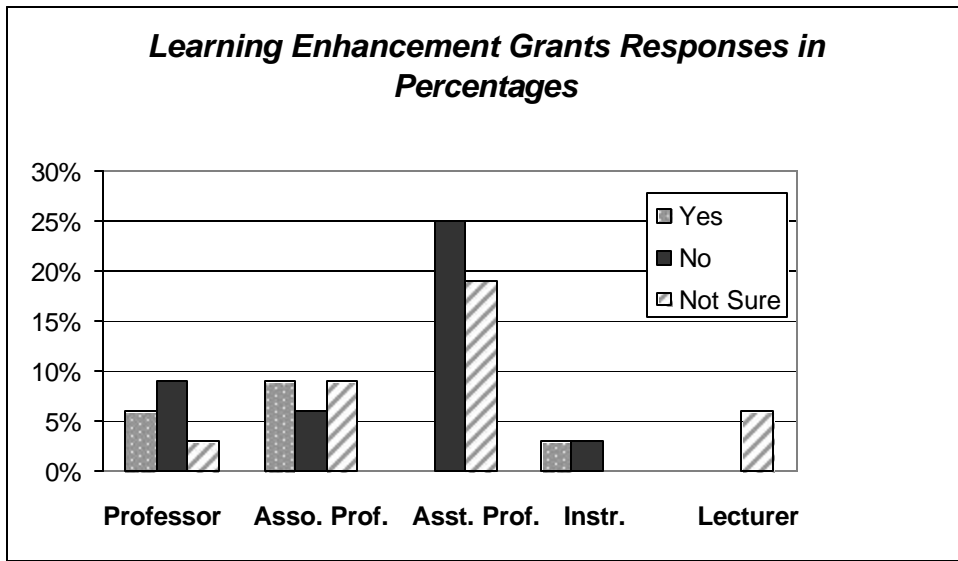
Conference release time (Figure 5) had 15 (46.9 %) "yes" responses, ten (31.3%) "no" replies, and seven (21.9%) "not sure" answers.  Four of the six full professors or 13% of the total faculty participating in the research indicated that Conference Release Time was not available on their campuses.  Yet, nine of the 14 Assistant Professors or 28% of the total faculty participating answered "yes" to the question.

*Figure 5.*



**Release Time for Seminars, Workshops, Conferences Responses in Percentages**
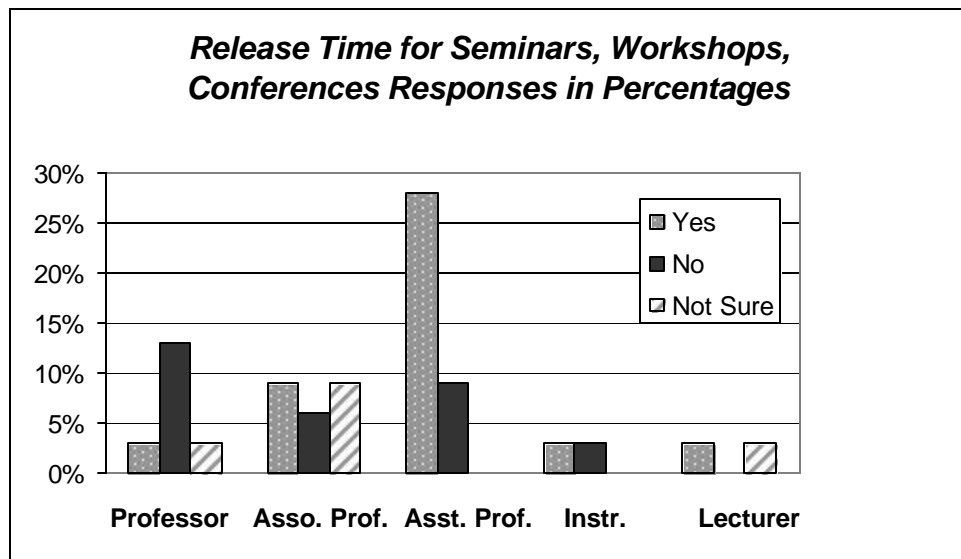
Figure 6 provides the visual representation for question regarding the Tuition-Free

Course Work program.  As seen, the respondents indicated knowledge of this program as

indicated by the 14 (43.8%) "yes" replies.  There were eight (25 %) "no" responses, and

nine (28.1%) "not sure" answers.

*Figure 6.*
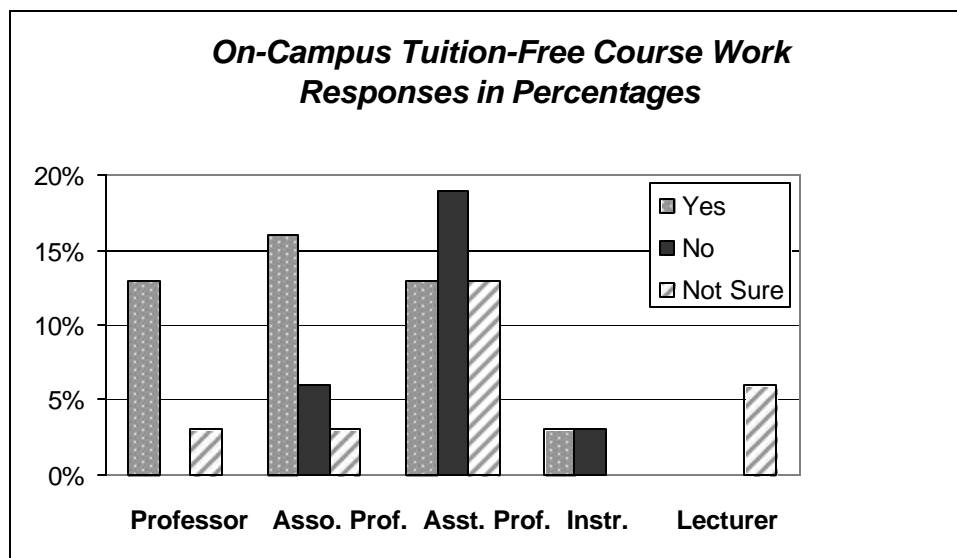


Personal Development, the second numbered question on the self-reporting

Faculty Questionnaire (Appendix E) has four areas frequently associated with its

objectives.  They are stress management, time management, interpersonal skill

development, and retirement planning.  The participants had equal numbers recorded for

both "yes" and "no" with eight (25%) each and 15 (46.9%) on "not sure" for Stress

Management programs.  As seen in Figure 7, seven (22%) of the Assistant Professors

gave "no" answers and half of the Associate Professors or 13% of the total group of

participants responded "not sure."

*Figure 7.*



**Stress Management Responses in Percentages**
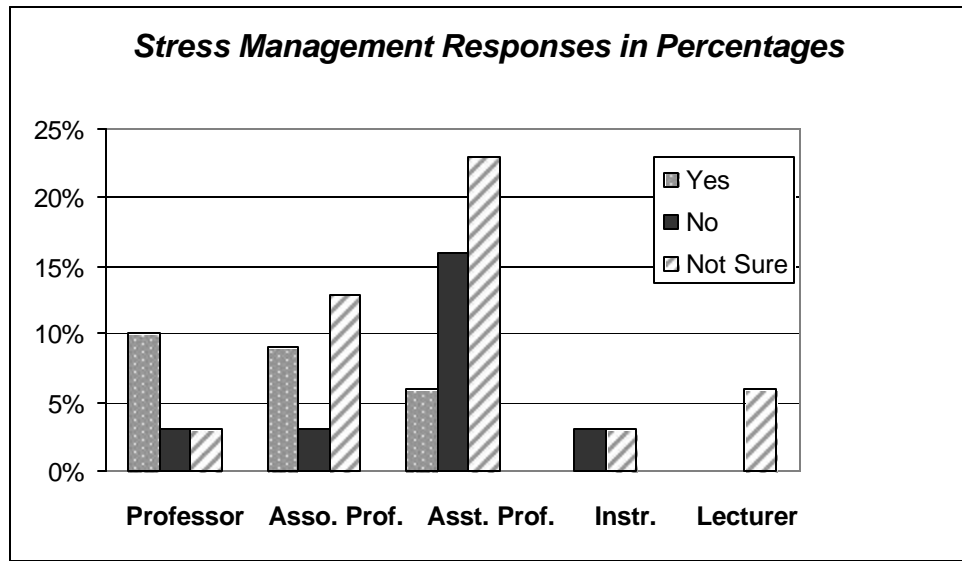
Responses to the Time Management programs (Figure 8) were similar to the

responses to Stress Management programs (Figure 7).  From the total group, there were

nine (28.1%) each for "yes" and "no" responses and 14 (43.8%) "not sure" replies.

*Figure 8.*



**Time Management Responses in Percentages**
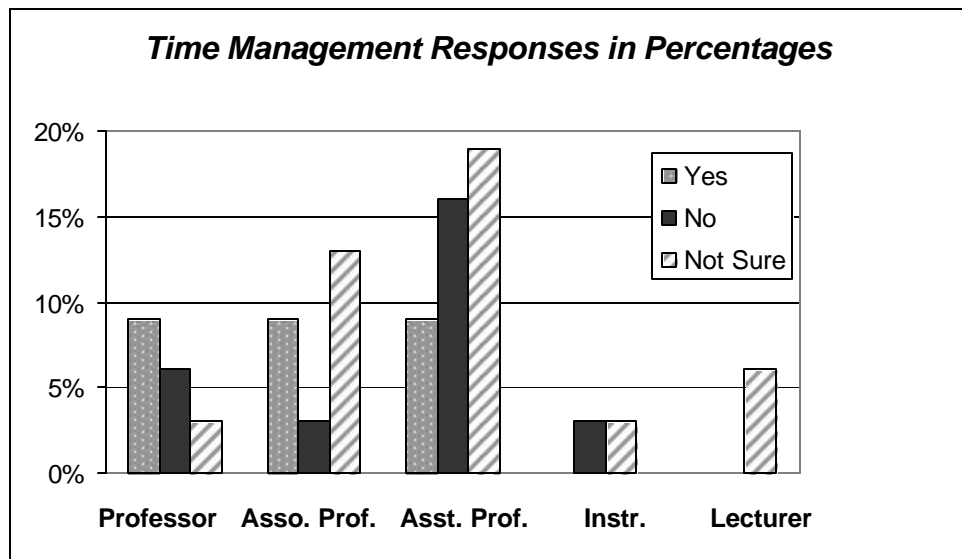
The participants divided their Interpersonal Skills responses (Figure 9) among ten

(31.3%) "yes", eight (25%) "no"  answers, and 14 (43.8%) "not sure" replies.

*Figure 9.*



**Interpersonal Skill Development Responses in Percentages**
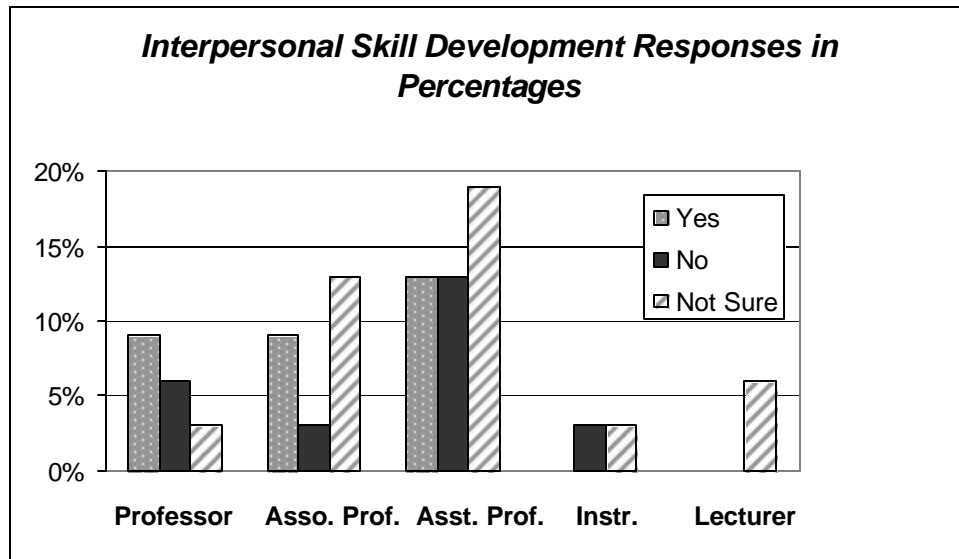
Retirement programs (Figure 10), which are usually provided under by the

Human Resources Department, had 16 (50%) "yes" responses, seven (21.9%) "no"

replies, and nine (28.1%) "not sure" answers.

*Figure 10.*



**Retirement Planning Responses in Percentages**
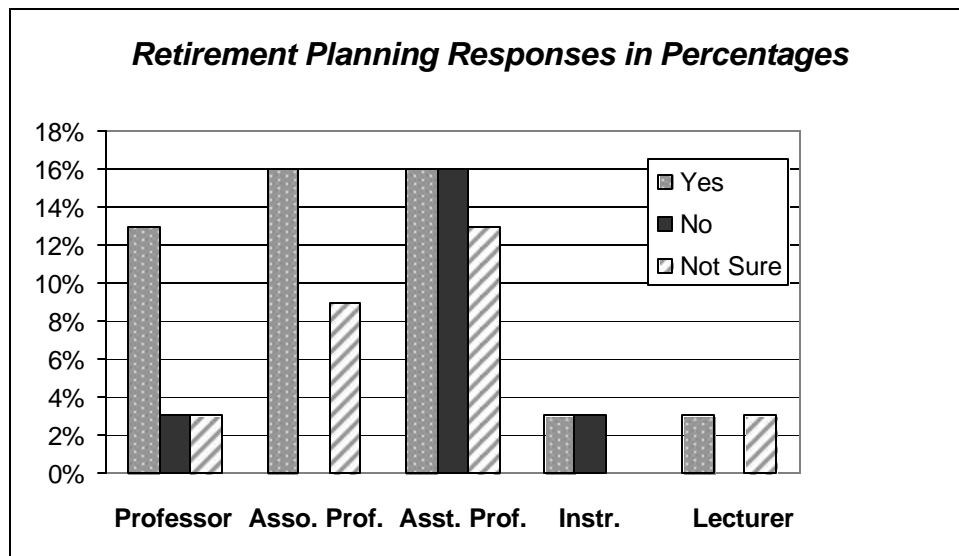
The third question on the Faculty Questionnaire (Appendix E) addresses

Curricular Development and has four common categories. They are instructional

practices, networking to share teaching ideas, departmental workshops, and outside

consultants.  There were marked responses along a divergent line.  The majority of

responses, 19 of 31 reporting for instructional practices (Figure 11) were "yes" (61.2%),

five "no" (16.1%), and seven "not sure" (23%) responses.  Further analysis of the "not

sure" responses indicates that two were from full professors, three were from Associate

Professors, one was from an Assistant Professor, and one was from a Lecturer.

As seen in Figure 12, most of the participants responded "yes" to Networks for

Sharing Teaching Ideas.  In all, 23 faculty participants (71.9%) said "yes"; while three

participants, one Instructor, one Assistant Professor, and one Professor answered "no"

(9%), and six of the participants gave "not sure" (18.8%) responses.

*Figure 11.*

*Figure 12.*

**Networks for Sharing Teaching Ideas Responses in Percentages**
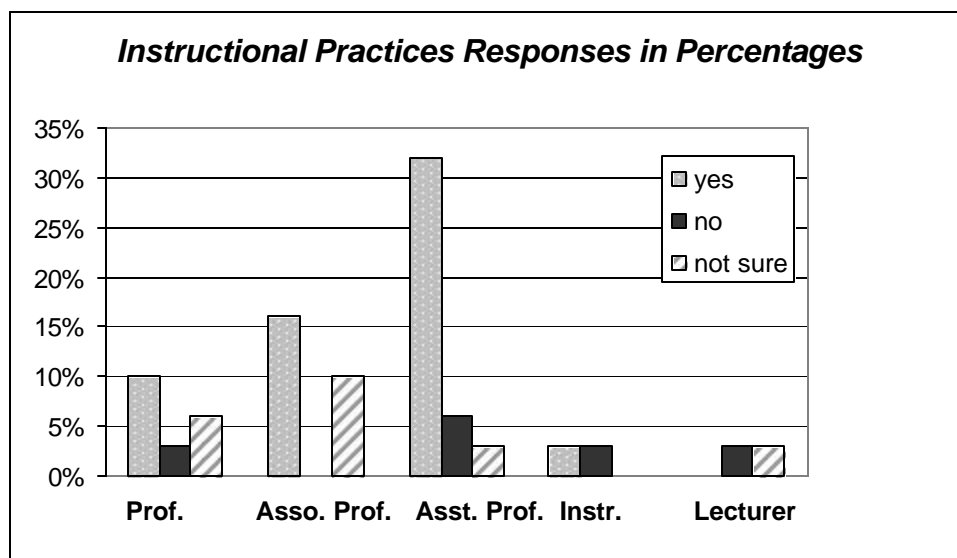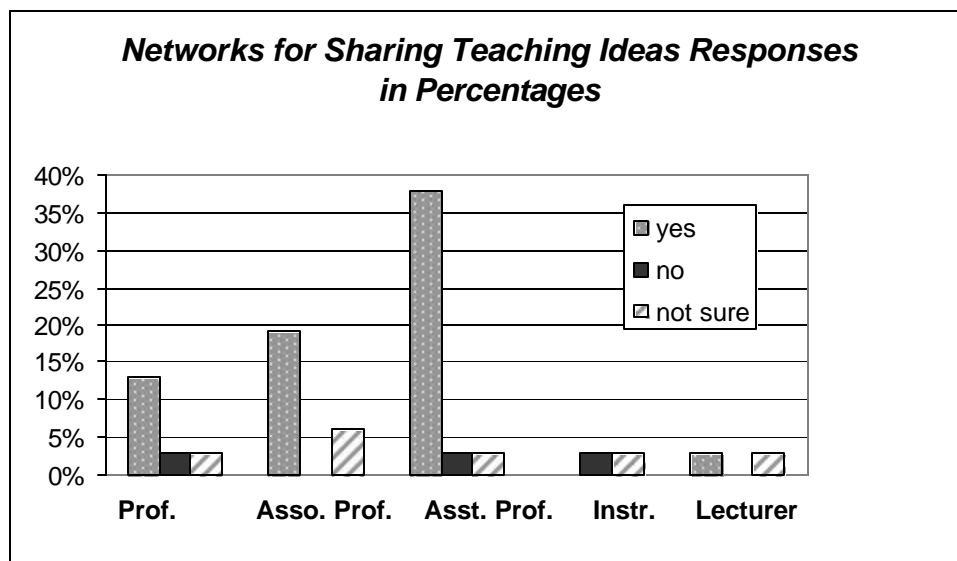
Half of the respondents gave "yes" answers to the question for Departmental

Curricular Development workshops. The remainder of the replies was as follows: 12 "no"

(37.5%), and four "not sure" (12.5%).  Figure 13 provides the visual for each rank of

faculty.

*Figure 13.*

**Departmental Workshop Responses in Percentages**
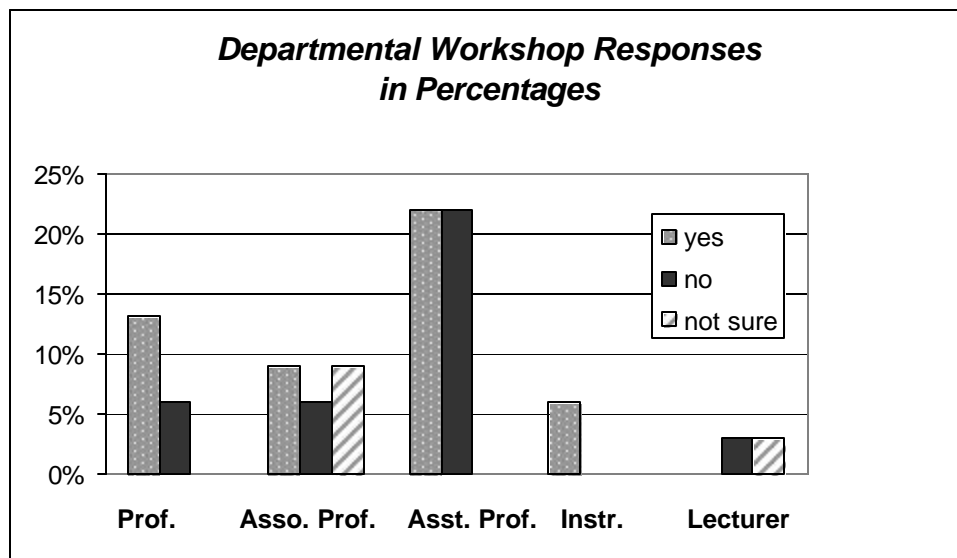
The Outside Consultant (Figure 14) question had nine replies for both "yes" and "no" (28.1%) and 14 "not sure" (43.8%) responses.  Of those responding "not sure," one-third came from professors.

*Figure 14.*
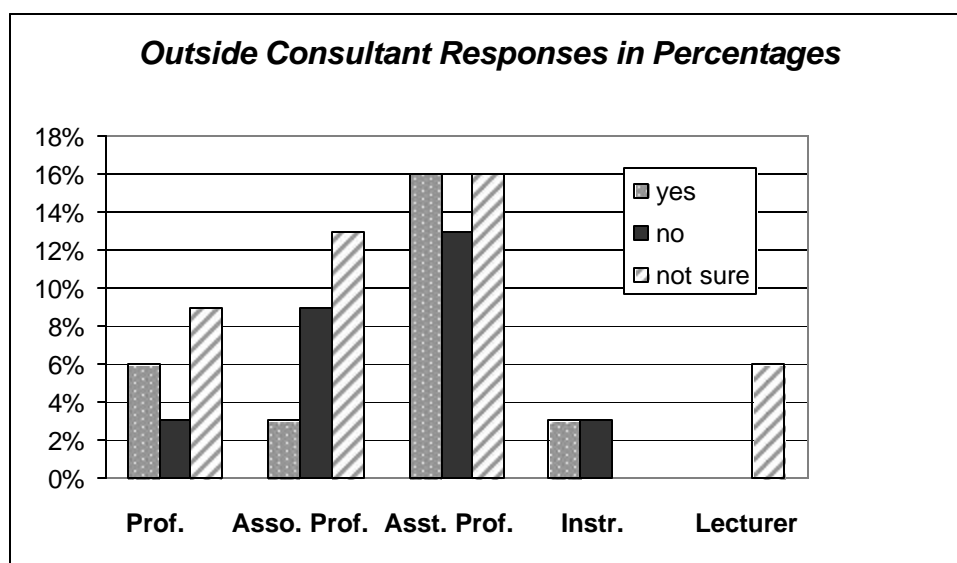


The fourth question on the Faculty Questionnaire (Appendix E) concerns Organization Development and has four common categories.  They are Orientation for New Faculty, Faculty Handbook Review, Updates on Policies, and Management Techniques.  The overall responses not sorted by rank are as follows.  New Faculty Orientation (Figure 17) had a distribution of 27 "yes" (84%), two "no" (6%) and one "not sure" (3%).  As seen in Figure 15, all of the Professors and Assistant Professors responding did so positively indicating they had knowledge of this program.

*Figure 15.*

**New Faculty Orientation Responses in Percentages**
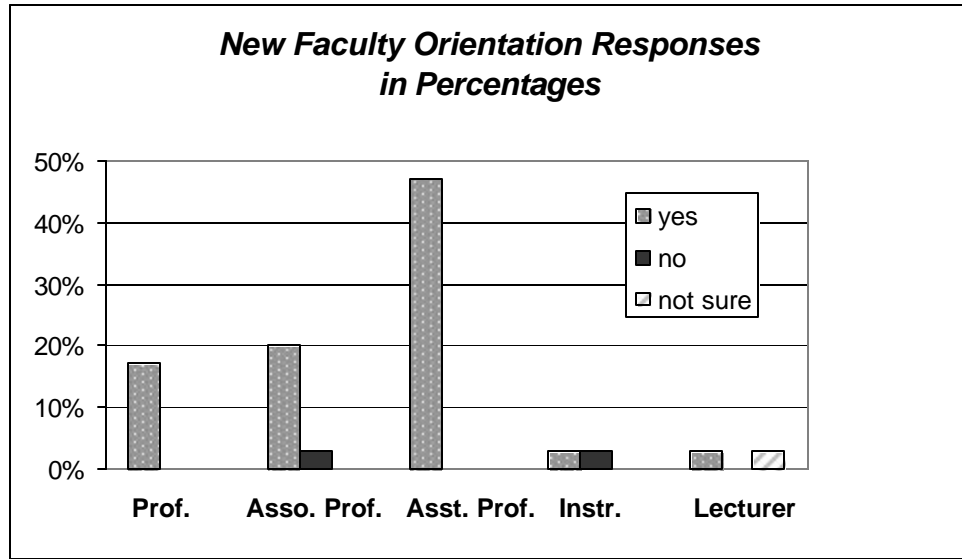


Overall, from the 31 reporting on the Faculty Handbook Reviews (Figure 16) question there were 29 "yes" (88%) and two "no" (6%) answers, which came from one Associate Professor and one Assistant Professor.

*Figure 16.*

**Faculty Handbook Responses in Percentages**
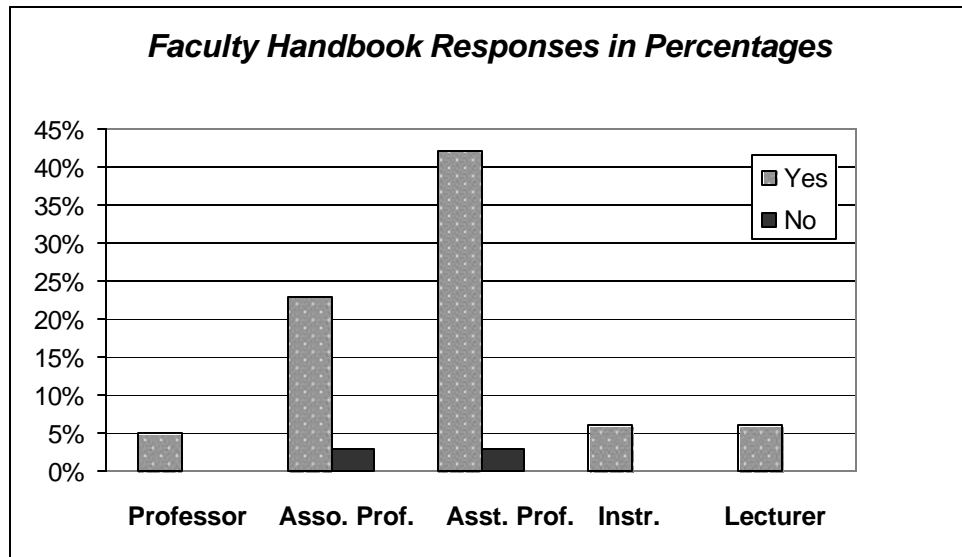
The next program area under the fourth question, Organizational Development,
listed on the questionnaire concerned Updates on Policy (Figure 17).  The data presents
only one Associate Professor "not sure" of the program.  Yet, with 32 reporting, nearly
all (84%) of the responses are "yes."

*Figure 17.*
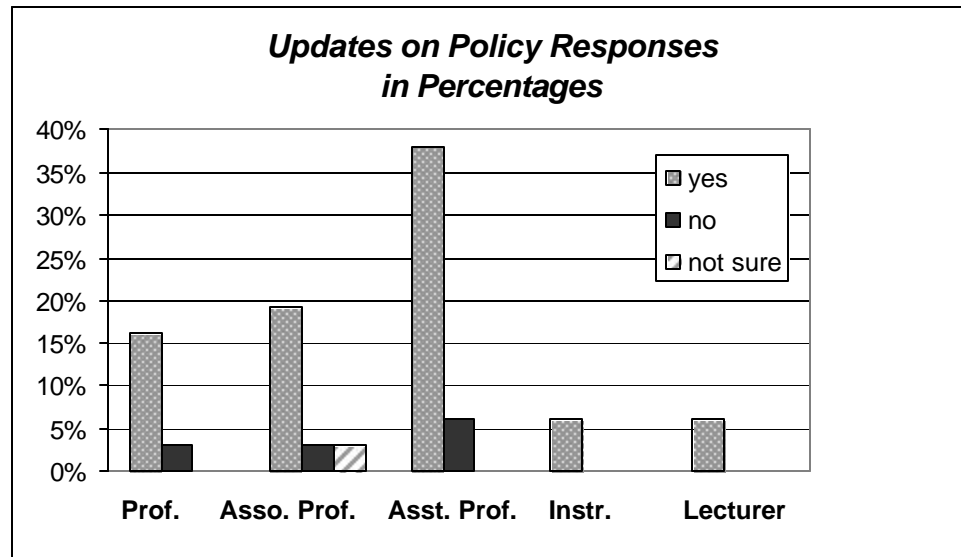


The final topic in this Organizational Development section questioned the
participants' knowledge of available programs presenting Management Techniques.  As
seen in Figure 18, most of the responses, 17 (53%), were "not sure."  Distribution was
nearly equal between "yes" and "no" replies.

*Figure 18.*

**Management Techniques Responses in Percentages**
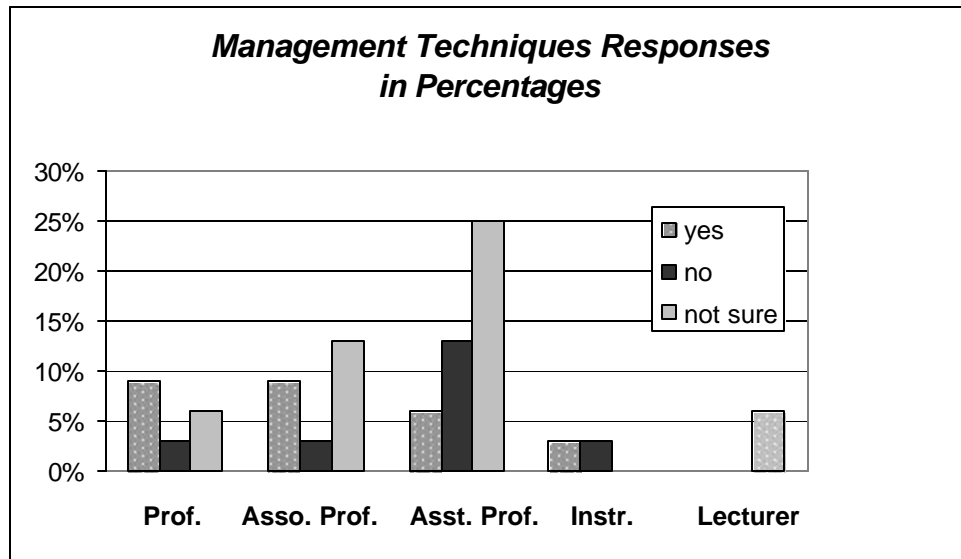


*Analysis of Open-Ended Questions*

Similar to the data collected under the headings established by the Professional

and Organizational Development Network (POD) for Professional Faculty Professional

Development Programs, the narrative information from the section titled Faculty

Professional Development Practices in the self-reporting Faculty Questionnaire

(Appendix E), questions five through 10, also had a wide range of responses.  To

illustrate the variety I am providing the categories with the frequency it appeared for the

given question and some representative comments.  The number that follows the end

quotation mark is the number the participant was assigned.

Question 5:  Why have you participated in personal professional/faculty

development during the past two years?

There are six broadly based reasons given by participants.  They include:

<u>Pedagogical needs</u> = 15.

"To improve teaching effectiveness" (#17)

"The topic of technology interests me as a way to engage the students, so I have attended workshops and received a grant for using technology in the classroom" (#23).

"I have participated in professional faculty development projects to stay current on pedagogical techniques" (#12).

"develop skills that are applied to the use of technology" (#7)

"Seems obvious – personal & professional development is appealing and fruitful" (#14).

Have not participated = 7

"Have not participated!" (#6)

"Have not participated; in general I avoid events orchestrated by the School of Education; I'm skeptical of workshops and teaching theories that are not specific to my academic area" (#28).

Managerial = 4

"To increase my skill as an administrator" (#20)

Research – Teacher Scholar = 4

"Sabbatical leave and professional travel funds" (#10)

"Release time for travel; teaching elsewhere" (#34)

Time Management = 1

"become more efficient w/ my time" (#17)

Citizenship = 1

"I want to be a good . . . university citizen" (#18)

Question 6:  Describe major outcomes from your involvement with professional development programs on your campus during the academic years 08/03 through 06/05.

This group of faculty had seven areas of outcomes from their involvement in PD/FD.

They are:

None reported = 9

Scholarly Reports = 8

 "developed and maintained a research project on US Supreme Court decision making;

allowed participation in national and regional political science conferences" (#10).

"Published several articles, finished editing a collection of essays, gave several

conference papers and finished a monograph" (#26)

"I was better able to prepare grant applications" (#33)

Improved Course Materials = 6

"positive teaching evaluations" (#12)

 "I've incorporated new ways of engaging students into my pedagogy" (#13).

"I . . . created course web page and included film and audio material" (#23).

"I learnt to use PowerPoint somehow…but nothing so major.  These things are hardly

available to adjuncts like me" (#46).

Managerial Outcomes = 3

"clarifying and revising department procedures/policies" (#34)

"Gained a much better understanding of administrative functions." (#43)

Mentoring = 2

"Mentoring of jr. faculty" (#34)

"Effective mentoring of faculty" (#44)

Improved Student Management = 2

"good ideas for handling issues in class" (#17)

<u>Networking</u> = 2

"networking with other faculty" (#17)

Question 7:  Describe the process you follow to determine your need for professional development.

In determining one's need for help there was an overt process that followed four lines of thought.  They are:

<u>Program Convenience</u> = 9

"When something arrives that is of interest and I have time I take part" (#9).

 "time and location" (#11)

"not organized" (#20)

 "Reading in professional journals, response to institutional announcements" (#44)

 <u>From Feedback</u> = 6

"When I am unhappy w/ the results in a particular course or type of course (eg. Large lecture format) I seek out workshops that address that need" (#19)

"faculty evaluation; student evaluation; outcome assessments; meetings with chairs and deans" (#34)

 "I review my annual evaluation and factual record, identify areas that need strengthening, and then attend campus-based sessions on those topics" (#37).

<u>Problem-solving</u> = 5

"Classroom 'failures' or challenges, syllabus glitches, emerging student learning difficulties . . . these call for attention in the day-to-day process of teaching" (#2)

"usually struggles in the classroom w/ an issue will motivate me to attend a seminar" (#17)

"Problem focused – if a problem were to emerge in my teaching I would use it" (#30).

"As I need to learn new software for a new project, I will seek out prof. dev" (#43).

Research centered = 3

"When resources have been offered by university/college to enhance research or teaching

practice; or when my research agenda needs additional resources" (#10)

"I believe that my teaching is best enhanced through my research and acquisition of

expertise in my academic subject" (#28).

"I attend research productivity seminars exclusively" (#32).

Question 8:  How does your attendance and participation at faculty development

programs affect your teaching practice?

Although there are three categories presented, there really are only two outcomes for

those attending PD/FD learning events.  They are:

Not applicable = 13

"I have not attended a teaching development program" (#43).

Improved Practice = 9

"at least initially improve teaching effectiveness" (#10)

"It helped a little bit" (#11).

"use of the techniques using the web in class or WebCT has improved classroom

engagement" (#23)

"It makes me a more effective teacher" (#26).

Increased Self Confidence = 5

"experiment with suggested techniques, discard unsuccessful techniques, or adapt them to

my own teaching style" (#2).

"I am always open to new ideas, strategies, methods, etc. . ." (#9).

"It has introduced me to a number of strategies for making courses more 'inter active' and for actively engaging students" (#19)

Question 9:  How do you respond to content presented in a conference or faculty workshop that is contrary to your teaching philosophy or challenges your teaching techniques?

Like the previous question on the survey this one had definite limiting categories.  They include:

Open to Suggestions = 11

"Experiment!  Experiment!  Experiment!  I tinker with my syllabi a lot" (#2).

"Consider it for possible improvement of my existing practices" (#10).

"with interest & skepticism.  I have tried out ideas that I was initially unsure or suspicious of" (#14)

"Since I'm looking for new teaching techniques, I generally try to see how those prescribed might be incorporated.  I've tried some which have proved unsuccessful (eg. small group work) – and others that I now use regularly" (#19).

 "Listen with curiosity" (#44)

Not applicable = 8

"I typically do not attend teaching based programs' (#32).

"I don't attend conferences or workshops unless they are pertinent to my scholarly interests" (#28).

Either Reject it or Use it = 6

"I utilize what works, best for me and my personal classroom philosophy" (#9)

"If it's good, but challenging, I might try it" (#17).

Question 10:  Describe your formal and informal experience of working across disciplines and/or departments regarding your teaching practices.

There was more participation in interdisciplinary or inter-departmental projects than those who reported no involvement.  I have separated the regularly involved from those who have few experiences in this area.

Regularly Involved = 11

"I am co-teaching with a professor from another discipline.  I am a member of 3 interdisciplinary committees and have chaired 2 of them" (#14)

"I teach an interdisciplinary course.  I am the coordinator of an interdisciplinary minor and I help faculty I work with in developing their teaching practices" (#25).

"I learned from my colleagues day in and day out" (#17).

"In a word, enormous.  My discipline is very interdisciplinary" (#34).

Not applicable or none = 10

"I've had no experience to teach across disciplines and or depts." (#19)

Limited involvement = 8

"I share reading lists & bibliographies with colleagues" (#12)

"In the few experiences I had had, I have been surprised to find so many other faculty who espouse a predominately nomothetic approach" (#13).

 "All informal – at conferences or in the cafeteria.  Some of the best tips and techniques I have picked up were told to me at lunch" (#43).

*Phase One Summary*

The findings from 32 acceptable self-reporting Faculty Questionnaires (Appendix E) completed by Arts and Sciences faculty from four Midwestern universities reveal findings that are juxtaposed to a general finding of Not Applicable/Does Not Participate. Consequently, knowledge of general traditional PD/FD programs has no regard to faculty rank and the responses cannot be generalized. The analysis of the open-ended questions posed to this group of faculty found that many do participate in PD/FD with a desire to improve teaching effectiveness; however, the measurement of effectiveness may be observed by tangible course items or by improved class management. The primary result of approximately 25% of the participants was their publishing productivity and presenting at conferences.

This division of data collection and analysis provided quantitative and qualitative findings. Expressed through exemplars and frequency counts, a picture has formed that describes the PD/FD practices and perspectives of university faculty. A deeper understanding surfaced as this data combined with the rich text that came from the participants in Phase Two.

Phase Two

Nine faculty members volunteered for the face-to-face interview, two from each university in the sample with the exception of University B, which had three participants. The distribution among ranks is one Professor, two Associate Professors, five Assistant Professors, and one lecturer. Of these, two were adjuncts, one from University C and one from University D. In alphabetical order, their disciplines and the number participating include anthropology (one), criminal justice (one), history (two), political science (1),

psychology (one), and sociology (three).  There were four males and five females in this

interview group.

*Participants' Introductions*

Each participant has a story, one that I present in the form of an introductory case

study.  The stories developed from the protocol in Appendix J.  Those questions are:

(a) How did you decide to become a college professor?  (b) How do you understand

professional development in your life?  What sense does it make to you?  (c) What are

the terms you use to describe professional development?  (d) Talk about your relationship

with your students, other faculty, your chair.  Additionally, there were follow-up probes

in reaction to their responses to these questions.

This group of faculty members is not presented in an order based on our

chronological meeting, but alphabetical by their pseudonyms and university identifier

that I assigned them.

*Dr. Alan.*

I met Dr. Alan at University A after he returned to his office from one of his

political science classes.  He asked if I cared for a cup of coffee as he picked up his mug

from his desk.  He was a soft-spoken man, tall and thin with graying hair.  His spacious

office had a view of the street from its window.  Although his desk was filled with papers

and books, the office did not feel cluttered.  His bookcase had six shelves and held an

impressive range of book titles covering American Politics.  On this wintry day, the

atmosphere was warm in the office of this 31-year veteran of higher education.

Through the years, Alan has taken advantage of PD/FD at multiple levels.

Recently, "I took a sabbatical to do research and I've also attended on occasion to see

what the new techniques are concerning students and communicating ideas to students."

He continues,

> There's more stuff to do than any person could do with. Here, most of the time,
> those training sessions are given by faculty members. So, the training sessions
> are given peer to peer. That makes sense too. That makes it more attractive.

When he recalls his graduate education Alan said he did not have any course work

in pedagogy.

> Everyone was a TA. I had sections of teaching American Politics and then I had
> my own class as I moved up the ladder. That's how we learned to teach, but this
> was 35 years ago. The world is substantially different in terms of the pedagogy
> that universities try to impart to their graduate students and gradate assistants.
> You come to realize that people don't learn to teach from just by being there.

He continues, "You were on your own pretty much. If you didn't mess up to

tremendously, you were okay."

> *Dr. Bob.*

My meeting with Dr. Bob at University A was early in the morning. I was

waiting for him when he arrived at the appointed time. He apologized for keeping me

waiting. He explained that his pre-school aged child did not want to wear the clothes her

mother selected for that day. I told him that I was early and to please take me to do his

normal start of day activities as I conveyed that I understood his role obligations to his

students and the university. After a five minute wait, he welcomed me into his office, a

comfortable size room with the usual décor, desk, file cabinet, bookcase and chairs. The

only piece that seemed out of place was the chair for his "guest." It was an office chair

that was on rolling casters and with a seat that swiveled.  Maybe it was there intentionally

for the visitor with nervous energy.  After all, Bob is a professor of psychology and

counseling.

Bob declares, "I knew, I think when I started, that I knew I wanted an academic

professorship."   He refers to his graduate education and the TA supervisors for his

success in the classroom.

As I talked to more TAs, more graduate TAs you know, they didn't get the

experience that I've had in that.  Well, it's not entirely rare, but many TAs I've

spoken with, you know, you may lecture, give a lecture here, or you may help

with grading papers.  At [my alma mater], we were completely responsible for our

section.  So, we – I mean, we did everything.  Was it [teaching development

classes] mandated?  No, we just – we knew that in order to be more effective

instructors, that's what you do [laughs].  So, and I think our supervisors really

kind of modeled that for us. . . . like okay, well, if they're doing this, we really

respect them; they do a really good job.  Then this is just one of those behaviors

that you engage in, if you want to be an effective instructor.

Bob recalls that he has attended "maybe ten to 12 [PD/FD programs]."  He has

observed an attendance pattern.

. . . [A]t our weekend retreat I actually met a ton of people.  So that was, uh, that

was neat.  But for the first year or so, yeah, I met the same people, you know,

over and over again.  And so, so it was good to feel, was a new faculty.  Well,

there are other new faculty for the most part.  But, uh, yeah, I don't see them so

much anymore.  I think some of the people I see now are people who came after

me.

*Dr. Charles.*

The first post card returned accepting my invitation to participate in the interview

phase of the study came from Dr. Charles, an Assistant Professor in Criminal Justice at

University B.  He had an ominous presence in his all black wardrobe and his six feet plus

stature.  He welcomed me into his ten by 12 foot office neatly arranged with the desk

facing the door.  Although Dr. Charles has been at his current university for four years,

there were no signs of clutter, no student papers or manila folders with lecture notes, not

even unopened mail on his desk.  Everything was in order.

After earning his doctorate, Charles taught at one other school before arriving at

University B.  He admits,

> I've never taken any classes in how to teach at all. . . . When I start out, actually, I
>
> had typed out lecture notes and stayed to a pretty, almost to a pretty strict script
>
> the first few classes I taught.  And I just modeled it basically on what other
>
> professors of mine had done.

> He adds that new faculty orientation has been his primary PD/FD participation.
>
> It's like a two-week orientation for *all* [italics added] new faculty.  So, you get
>
> *everything* [italics added].  So, they had people come in.  They did, there was a
>
> four-hour session on how to write a syllabus.  I mean, it's a really, really detailed
>
> orientation for new faculty here, which they started two years before I came, I
>
> think, or one year before I came.  So, we're familiarized with everything about the

Assessment Center, the faculty development and all that kind of thing during that orientation.

Charles admits his conversations with colleagues do not include making plans to attend any PD/FD programs.

 . . . [T]he discussion really is more along the lines of what is going to be the expectation of the administration in respect to how many of these things we're supposed to attend before coming up for tenure, rather than is there going to be any real good value out of this.  Although I think other people go to it with the intent of trying to really learn something.  From my perspective, I'm sitting back saying, well, I should probably do a couple of these before coming up for tenure here in a couple of years.

*Dr. Donna.*

Dr. Donna has been teaching sociology at University B, a public institution of higher education for the past ten years.   Her office is in the same wing of the building as Charles' is.  Unlike the sterile feeling one may get from his office, her surroundings were more stereotypical of a professor with stacks of folders and open books on the desk.  Her petite size and casual appearance are camouflage for the provoking ideas and experiences she would soon share.  Here are some of her experiences and her perspectives.

My first three years here I went to several events and I didn't think they were helpful to me.  I just thought it was very basic.  I already knew that.  Yeah, it wasn't, it wasn't provoking at all – provocative.  Because my interest is becoming a more active learner and like one thing I went to was have icebreakers.  Ice breakers!  I felt very sophomoric.  Another workshop was on diversity, putting

diversity in. . . . so, I had done all that stuff so; but I wanted to go because I

thought I could learn how to do it better.  And so that was probably my problem.

Donna provides more concerns about the value of PD/FD.

I think because I feel so constrained and uh, other obligations and in the teaching

that I'm doing and research.  And part of it is just not trusting things that the

administration wants me to do  - feeling like it's not to help me get better, but it's

just a tool to help pad my resume and I don't want to do that.  I'd rather do

something because I think it's going to help me.  So, it's mistrust of why they

want me to do it.  So, we look better as a university versus me becoming a better

teacher or a better researcher.

*Dr. Ellen.*

Racing around the corner from the main hall and then fumbling to find her office

keys in her bag, Dr. Ellen made an immediate impression.  She confirmed my thought

when she described herself as a butterfly, always flittering to different flowers.  Although

she has been teaching at this public institution for five years, she did have some

experience at a private university as she made her way from the eastern U. S.  Her office

had an outer wall with a small window, but even that amenity did not help for the lack of

space she had for all the volumes of books she possessed.  This small space did not

provide much of a refuge, a retreat from her university service, research, and teaching.

Like many faculty Ellen's participation in formal PD/FD has been limited.

[University B] "has a very, very intensive faculty orientation that lasts about ten

days when you first come here.  They also have funds for faculty development,

small grants for, you know, teaching things that you're trying to do or things like

that.  So funding, as well as you know – very early in your career kind of an

orientation that can put you in a direction where you can go to improve certain

kinds of skills in teaching technology for the classroom or specific pedagogy

issues.

The importance and expectation of researching for meeting tenure influences

Ellen's participation in learning events on campus.

[T]hen I just got bogged down researching, and researching and parenting; and so

you know, I started out with high expectations and a lot of high energy and then

petered off.

She continues,

And partly because you develop two or three years and you become comfortable.

And then, once you do that, then it seems to me that my interest at this point, I'm

much more interested in faculty development things like grant writing, or you

know, uh, research or writing compared to teaching.

*Ms. Jane.*

The next faculty member for introduction is an adjunct at University C, a public

university, classified as Research Intensive.  Ms. Jane's story is nontraditional in that she

returned to college after her children were grown and after she had success with her own

business.   She is anchored to this geographic region; therefore, she did not aspire a

doctorate in her field.   Yet, her professors were impressed by her scholarly performance

while she was a graduate student.  Thus, they invited her to apply for one of the adjunct

positions in the sociology department.  She has a small, but comfortable office with a

view of the north side of campus.  Her tall bookcase was full, but not bulging.

Ms. Jane is the only faculty member I interviewed, who does not have a terminal degree.  However, she does share her enthusiasm for the position she holds.

[T]he opportunity to teach here was more than I ever dreamed of.  I started with one class.  It was intimidating, but I enjoyed it so much that fortunately, my evaluations were good. . . . I teach two classes for the three semesters throughout the school year.

When asked about her attendance at PD/FD learning events on campus, Ms. Jane reports that she did take a few.

I haven't taken nearly as many as I would like to, but I'm on campus Tuesdays and Thursdays; and those classes aren' t usually offered at a convenient time.  [However], the professional development that I've been involved in was meaningful.  I can't say that I liked it all, but I learned something.

Although Ms. Jane has a positive relationship with her Department Chair, she does feel being neglected in some ways because she holds an adjunct position.

There isn't a purposeful direction for me.  [My department chair] will send me e-mails and say this could be interesting for you, but I don't think that being in this position that I mean, I've been evaluated.  She listens carefully to whatever concerns I have and may offer suggestions there too, but she hasn't really sat down and said, 'Well, I think you could benefit from this, or this, or this.'  Now maybe, and I kind of believe this is the reason, is because I am adjunct.

The only suggestion for change that Jane offers is, "If I were going to change something, it would have to be for myself.  I would have to find the incentive for me to go to the professional development since it's not really encouraged from this department."

*Dr. Kelly.*

Dr. Kelly is a single mother and another nontraditional student fulfilling her dream teaching at the university level.  A graduate of the state's university system she boasts of her son's completion of his professional graduate degree.  Her office has a window view of the tree-lined road.  She is open and forthright regarding issues that concern her, but she is quick to say she does not want to play the race card.  Dr. Kelly is an Associate Professor in University C's sociology department and is African American.

She began our discussion on PD/FD by recalling her participation.

. . . [T]he only faculty development that I am proud of is the year I participated in the New Faculty Teaching Scholars.  That was in the second or third year.  And there, the focus was on teaching and learning, teaching and learning.  I get excellent teaching evaluations.  So I benefited from that experience.  But I don't have much to say about faculty development opportunities on this campus.

She has not had much time for PD/FD because ". . . that's three new preps in the last three years.  And I just feel like I'm running around in a circle you know, keeping up with what I have going on relative to my classes and my students."

Another issue for Kelly is availability of professional travel funds.

I wanted to beef up my quantitative skills. . . . I got a flyer or something from the chair in the mail, some workshop, somewhere out of town, whatever; but while my rank is an Associate Professor, my salary is still pretty low; and I just can't afford to go hither and yon out of my own pocket.

*Dr. Linda.*

The next participant brings a bifocal lens on university life experience to the discussion because she recently earned her Ph. D. from one of the private universities in the area, works part-time at that university in an administrative capacity, and is an adjunct at University D in its history department.  After a number of e-mail exchanges, we agreed upon a date and time for our meeting.  I first met Dr. Linda in the narrow corridor of the building as she was escorting a student to the stairway.  She told me to go on to her office at the end of the hall.  The office was the [emphasis by author] office for adjuncts.  It was more like a catch all, no distinct personality, just barren white plaster walls and mismatched furniture.  There were three desks each facing a wall.  Her chair faced the window opposite the door.  When we began our conversation, her back was to her computer screen.

As an adjunct, Linda describes University D as:

. . . very good about faculty development.  They are absolutely fantastic about the ability to do whatever kind of development I would like.  I've been invited to all of the faculty development workshops; and they are very good about making sure their adjuncts are as well prepared as their regular faculty.

I've participated in a few that seem of interest to me:  teaching and learning.  There was one about pedagogy.  Then I've taken one about because I'm really technologically – I love technology especially in the Humanities discipline that people don't necessarily think of as technology base. . . . Some of them are during the day; a lot of them are Brown Bag lunches, which are shorter one.  And I have

attended those, you know, when I'm on campus and stuff like that. Those are

better attended . . .

Linda does present a down side though to all the PD/FD opportunities available.

. . . . although the Saturday ones that I've gone to, I mean, there's probably 30, 35

people there of faculty, which I think is pretty good turn out for a Saturday. Not

like we get paid for it [laughs]. Yeah, most of them are on a Saturday. So, you

do have to give up a block of four to five hours on a Saturday, which is real hard

pressed, you know. I have to really be interested.

Probing further I asked if the programs lived up to their promotions. She responded,

Some of them. One of them – it was good. It's a good way especially for

adjuncts who – we're very insulated in the university, within our own department.

Unless you sit on committees you really don't meet people from other

departments. . . . So, I mean, do they all live up to what I expected? No, uh, but

that's okay. You always get something out of anything you attend. You can

always take something away whether it be the idea that no, I'm not going to teach

this way. I don't agree with that; or yeah, I might try and use that. That might be

a good tool. It always makes you think.

Linda offered another point concerning programs presented via distance.

I sat in on one Educause video. It really didn't have much – yeah, a video,

PowerPoint, narrative, which I found to be utterly long distance learning not the

thing. Not the thing. . . . I could hardly stay awake and I did not feel as active a

participant. I mean . . . I'm a hands on kind of person.

When asked if her department chair expects her to attend, Linda responded, "The Department Chair is very adamant that he hates that he has to exploit adjuncts. . . . because you have a terminal degree so you're considered to um . . . .  We are encouraged to attend conferences."

*Dr. Mark.*

The professor, who volunteered to be interviewed after I explained my need to have at least two interviews per campus, brings a rich story of lifelong learning and service to this study.  He began his teaching as an adjunct in 1975.  Yet, it was not until 2000 that University D offered him a tenure track position.  His office is dark, with a wooden floor covered by a large Persian looking area rug.  The window has a large stained glass art piece complimenting the colors in the rug.  Dr. Mark is a middle-aged man with graying hair and beard and a soft mannered voice.  I soon came to understand why his students describe him as intense.

Mark holds multiple masters and doctoral degrees.  He knew he was going to be "a scientist of some sort" when he was an undergrad and that "it was pretty clear that my direction was going to be academia" when he was in his first master's program.  However, it was during this program that one of his professors impressed him with activism.  I share this morsel now because it reveals his insight to other faculty member's participation in PD/FD activities.

During the member check of findings from Phase One's questionnaires, I asked him if it surprised him that so many reported that they do not attend at all.  He replied by describing participation on University D's campus.

We have about 160-170 [faculty members].  I know 30 people [from my

attendance at programs].  It might be a little higher than that, but I'd be surprised

if there were 80 – were actually involved, which would be 50 percent.  So, I think

it might be more than 50 percent that don't do much outside their own work.

There are people, who are full-time faculty, that I don't even know who they are

when I see them.  Why, they've never been anywhere!

When asked to describe his experience with PD/FD, Mark provided his history as

an adjunct at three different institutions, two private universities and one community

college, as well as his current participation as a tenure track professor.

As an adjunct there really was no such thing as [faculty development].  Whatever

faculty development you do is on your own – right?  Everything that I did in

terms of conference attendance and everything else was on my own.  And the

money for books and everything else came out of my own pocket.  I guess that's

how adjuncts have to work.

Mark's current institution has many learning opportunities for faculty.  "There are

Brown Bag lunches where the different inter-disciplinary committees get professors to

present.  There are a series of lectures associating with some of our international and

inter-disciplinary classes."  He continues,

Faculty Development Center also does various sorts of lectures where they will

teach things. They'll teach people – we have developed learning new programs

for our computers, teaching techniques from other people.  They have  [a]

summer institute where they have a series of lectures, but with professors. . . . One

thing I didn't mention, I guess, is that we have two Faculty Institutes a year where

all faculty are invited.  One of them is [out of town] for an overnight.  And we

bring someone in on a subject of some sort.  The spring one is on campus and it's

just Friday afternoon and evening.

I returned to the concept of activism that sparked a direction for Mark early in his

academic career.  He said,

I guess it's by continuing to do those kinds of things [PD/FD] and you change as

much as we can; and we can't make everybody change. . . .some of it [attending

PD/FD programs] is about your political engagement cause it's often, not

universally, these are the most progressive people.

*Emergent Themes*

With the participants' backgrounds established, familiarity with the emergent

themes follows.  These themes, commitment to teaching, critical self-evaluation, and the

tenure track, come from the interviews with the participants in Phase Two.  I came to this

conclusion after having read each interview line by line and highlighting each main idea

in a different color marker.  I then performed thematic content analysis after open coding

labeling them according to subject.  After completing all of the profiles, I studied all of

them to see what connections they had, to see which categories could be reduced to the

most prominent themes.  I then took those segments of text to see where the excerpts

connect the participants in each location or connect to the academic literature and tracked

the frequency of occurrences in the texts.

Just as the review of the literature indicated there are many interlacing categories,

so too is it evident in the analysis.   The transcriptions present a timeline for faculty

development, as well as best practices for professorship.  It follows that there are intrinsic

and extrinsic views of PD/FD.  Figure 19 represents a concept map of the PD/FD process

that emanated from the data that illustrate the primary themes:  critical self-evaluation,

commitment to teaching, and the tenure track and beyond.

*Figure 19.* Concept Map for PD/FD
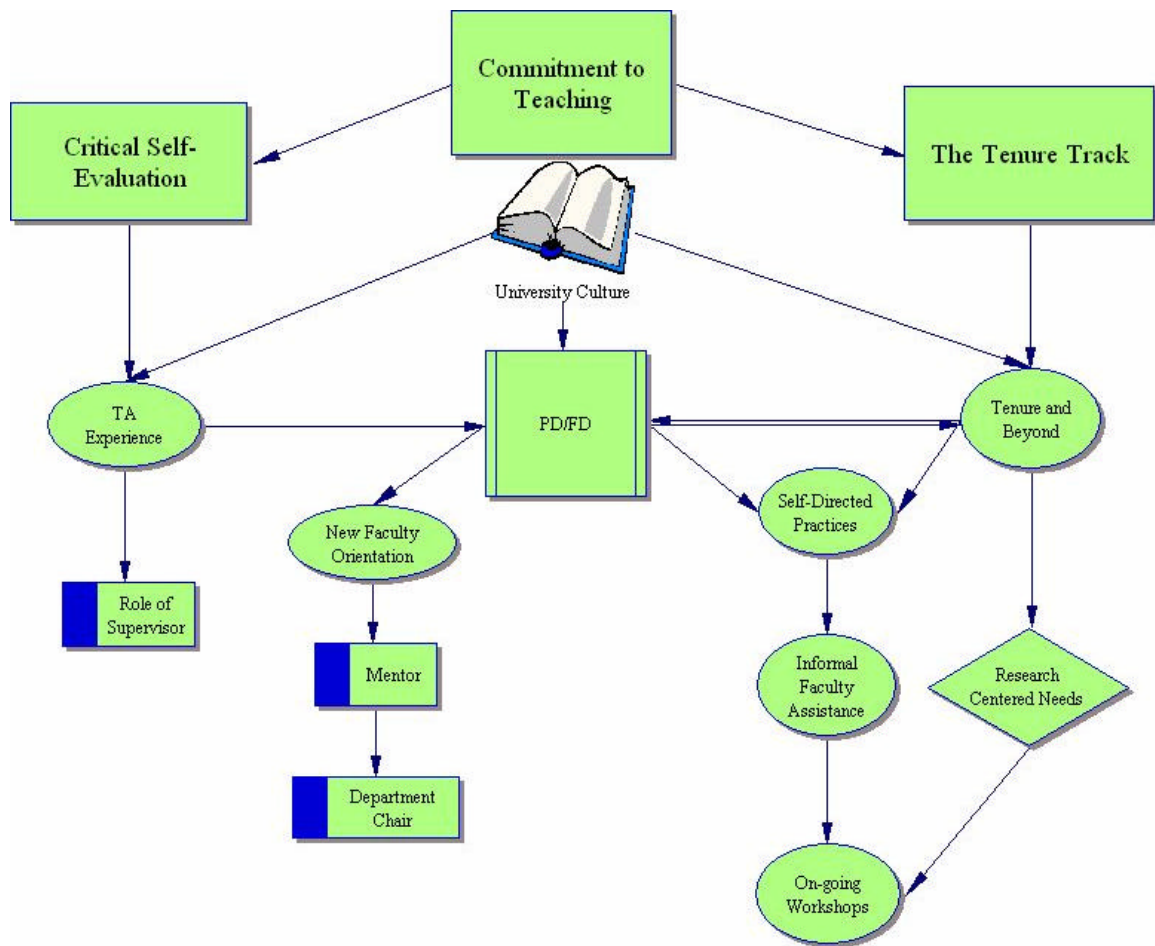


*Commitment to Teaching.*

When one examines an individual's growth within the professoriate, one can

observe a parallel path, a linear development that is facilitated by PD/FD.  Most of the

participants referred to their decision to enter academe and nearly every person

interviewed made reference to their first teaching position as a Teaching Assistant (TA).

Each topic supports the commitment to teaching theme.

Each time the participants described their decision process for continuing with their graduate studies they either spoke to their discipline or the role of teacher.  When I had asked what led them to enter the professoriate Donna, Jane, and Linda demonstrated more passion in their voices; therefore, I will present sections from their interviews that illustrate their commitment to teaching.

Donna, in her direct manner, describes her decision candidly.

I love sociology . . ..  I was always a good student so it was a very natural course for me to continue.  I thought I'd really like teaching a lot and at the time, I really believed that education was an important way to improve society.

On the other hand, Jane shared, "I like teaching. . . .[T]he opportunity to teach here was more than I ever dreamed of."   And Linda provided this explanation.  ". . . decided that I really do love teaching.  And decided that I wanted to go on and [earn] a Ph. D. and teach history at the university level."

Thus, as they proceeded with their studies and received the teaching assistantship, these graduate students began what some may call an apprenticeship in college teaching.  As mentioned above by Professor Alan, "That's how we learned how to teach.  You were on your own pretty much.  If you didn't mess up too tremendously, you were okay."  After more than 30 years of teaching experience, Alan phrases his PD/FD goals as: " . . . to see what the new techniques are concerning students and communicating ideas to students."  Alan's PD/FD practice models a blend of Bain (2004) and Palmer (1998).  Alan describes his approach to teaching as,

Basically, I looked at teaching as communication of ideas that involved a discussion . . . a discussion to bring students forward to let understand things that

they may not have understood in the past.  That's the attitude I took.  I sort of

make a self-evaluation if the students were getting it or not by chance or other

things like that.

Mark first provides some background to his situation at University D.

We're not a research institution so that's not the first and primary thing we're

measured by.  Our first thing that we're measured by is teaching.  It may change

in the future – not everyone will be thrilled about that – but that is our primary

measure, teaching.  So, for many of us, the money goes toward teaching and we

sometimes go to conferences and give our papers and those sorts of things; but

there's a few people who do a lot of research and present constantly.  So, that's

the general frame that we have here.  That's one realm of faculty development.

Mark later speaks to his philosophy of teaching:

To me the educational enterprise has to be an engagement, as opposed to a – well,

that's Freire isn't it?  It's not brain deposit education.  I don't – I mean there's a

certain amount of that you have to give in Intro.  I do want them to have the

basics, but even that's not sufficient thing to do.  They need to engage with as

opposed to simply learning about it – special language of the discipline.

Mark's insight into teaching is vivid in his explanation:

I want them to use the information in order to draw in new options for how they

can reexamine those things.  The way we say it in anthropology is that I want to

make the strange familiar sure; but I also want to make the familiar strange again

so that you no longer take anything for granted because I want as a primary goal, I

want them, if they don't have a vision, I have not done my job.

Of course, the TA role orientation varies by institution.  Dr. Charles does not indicate having any formal direction while he was in his graduate program.  His recall is,

> I went up the semester before to have a meeting with the Chair of the department.  He asked me what I liked, what field of criminal justice did I like.  First thing that came into my mind was Corrections – even though I only had one class. . . . So I just said that because I was nervous to begin with.  And he said, 'Okay, you'll be teaching Corrections in the fall.'  So, it was kind of getting thrown in right away.

Dr. Kelly's TA experience had a different focus.  She "learned a lot about theory and writing from [one professor] and a lot about data and telling a story from [another professor].  They demystified the discipline for me."

Dr. Mark has the distinction of having served as a TA at two universities in three disciplines.  Like Dr. Charles, he had no formal preparation for teaching nor did he have any supervision at the private university.  He had already been teaching for ten years when he arrived at the public institution for his TA position.  [There,] they treated me as a colleague, not as a graduate student.  I co-taught with them.  They welcomed me into the classes."

Dr. Linda received her graduate education at a private institution where,  "You're just assigned as a TA to whomever is teaching the large survey course. . . .There were two survey courses taught a year, two different professors.  I was lucky enough to get the one that doesn't micro-manage."  Her reflections indicate that this was a fortunate match for her.

I remember there's no preparation for that.  You got a teaching assistantship; and

you showed up; and you led the five discussion sessions a week.  And that was,

you know, it's kind of like being thrown into the fire so to speak.

Although the experience Dr. Bob had at a public university is the one of the more

recent teaching assistantships of all the participants, it does present a more positive

picture for preparing for the professoriate.  "My supervisors provided an atmosphere that,

you know, they encouraged us to take chances.  They encouraged us to use our heads.  So

it really made the experience worthwhile."

Dr. Alan's observation that the process "is substantially different in terms of the

pedagogy that universities try to impart to their . . . graduate assistants."  Indeed, change

has been instituted in two programs in the past few years.  Kelly realized "there's more to

teaching than standing in front of the room and let stuff flow out of your mouth."  She

feels that her feedback to the program administrators help create "a new course, Teaching

in Sociology, so that all the graduate students would have . . .a one to three hour course in

the curriculum."

Linda also shared a major change in the TA program at her alma mater.

At [University A] now, the TAs do take a one, it's a zero credit hour class; but if

you're a TA, you do have to be taught some sort of – there's some sort of

pedagogy class that a couple of professors give.  And it's like a couple of hours

before they begin their TA. . . .when none of the discussion sections meet so that

they do have some idea of  what they are doing.

For regional accreditation purposes each institution of higher education has to

provide certain standards and methods for assessing its operations.  However, there is a

great deal of latitude as each institution individualizes its own procedures. New

employee orientation varies at each location.

Charles and Ellen mentioned the thoroughness of their orientations, which were

more than mere familiarization with departments and faculty services on campus. Yet,

not all institutions make such programs mandatory nor do they hire all faculty for tenure

track. Ms. Jane, who is a state officer in her discipline's organization, discloses that she

was employed as an adjunct at another local university because that university knew that

she was active in her discipline on the state level. "That's how I met the [university]

people. . . .they don't know anything about me."   As an adjunct at University C Jane

finds another dimension of her role. Jane complains about the difficulties she

encountered from students trying to by-pass university policies. "I had gone to

orientation, but what I have to do is go back and revisit what all this meant because in

orientation a lot of information came at me. Now, I'm experiencing these things."

A program that seems to be universally initiated, but not supervised is the new

faculty mentor. Bob reveals,

> [University A] has a – for all junior faculty, you know, has a policy that uh, we
>
> will be assigned a mentor and it's you know with our choosing, you know,
>
> between other mentors whoever we select. I actually have a pretty good one. . . .I
>
> don't think we talk so much about teaching. . . .[W]hat we probably talk about
>
> most is just research, productivity, and things like that."

Ellen's mentor experience did not work out as well. When asked if there were

anyone at University B she would identify as her mentor. She quickly responded,

No.  I have a formal faculty mentor, who is a senior member in the department

and I have met with her to discuss pedagogy.  However, there are other faculty

who would have been a better choice for me.  I am a scattered person. . . .And she

is organized.

Now, Donna did not offer any information about the university or her department

having a mentor program.  Instead, she described how she became "a better teacher" by

"taking that responsibility on myself and seeking out people who I knew had good

reputations in the classroom."  She did not relate to these individuals as mentors.  "No,

no, we were definitely more equal and then just having a one-on-one talking, integrating

the ideas and that's it."

As a former adjunct faculty becoming tenure track Mark relates that:

. . . faculty mentors didn't really do much cause I think they thought I already

knew the name of the game.  But between unofficial they all. . . I got a lot of

support.  So, it was okay for me.  It was a lot of eye opening things, which you

find from time to time some places. It was really different from being an adjunct.

Mark does favor a formal mentoring program.  He elaborates at length to impress

its importance to him and to the feeling of comfort in the new role of informal mentor.

We have two brand new faculty next to me.  They were hired this year.  Um,

[one's] mentoring worked out well to - active faculty kind of talk to her a lot.

[The other's] didn't quite work out as well. It just didn't work out as well.  So,

I'm actually meeting with her tomorrow to talk about what she needs to try to

help her you know, fit in better.  I think those things obviously can help.  I mean

they do it when you move into a new work place, if you're going to be expected

to stay.  I mean they do the same thing.  This is a work place.  What am I saying, of course this is a work place, but not there, the other kind [laughs].  Um, yeah, I think, uh I had questions I could have asked of the people who were assigned to me, but didn't really say much to me.  But I did have people and I still do.  So, it makes it a little bit easier and that's part of faculty development.

Like many faculty Alan came to his current institution having had teaching experience.  "And no one particularly mentored me.  Not in the teaching sort of way, but there wasn't that feeling of isolation.  The university was a small place.  There was a much stronger sense of community amongst faculty."  Of course, University A has grown over the past 31 years.  When asked if he fills the role of mentor to junior faculty, he replies,

> I try [laughs].  It's up to others to try.  We have a new faculty member this year.  I try to make sure that she was comfortable in her courses, if there were teaching issues or administrative issues that they could be resolvable.

Following this linear path of PD/FD is the formal learning events that are offered on each campus through the specialized university department for PD/FD.  The interviewees, for the most part, willingly attended these programs at some time during their employment at their current institution.  However, Charles seemed to resent the learning events.  He thought some of the teaching techniques were not applicable to his teaching and learning needs.  When asked if may change his mind, he replied,

> Not much, no.  In terms of like workshops and things like that or any kind of new technique or something, I'm one who judges pretty quickly on whether or not it

going to be something that's going to be in any way possible for me to do.  And a

lot of things that I see - there's no way I'm going to do that.

The reasons for attending PD/FD activities vary depending where each faculty

member is in his or her academic career.  Junior faculty frequently attend to meet their

needs for effective classroom performance.  Others like Jane and Mark seek formal

programs that assist them with learning the technology.  Alan, on the other hand has

taken advantage of PD/FD throughout his professorship.  He admits, "I took a sabbatical

to do research and I've also attended on occasion to see what the new techniques are

concerning students and communicating ideas to students."

Bob offers, "given my energy and my passion for teaching I think it's disturbing

[that many do not participate in faculty development].  I think, you know, I would hope

that people say that they at least attend one session - not how to alienate students or

something like that ([aughs]."

Mark added:

There's a lot of things you can go and learn like with any campus.  While a lot of

this is internal, not just bringing speakers from – we also bring speakers in, but

we're not rich like [another local university] – so we have fewer of those, but a lot

of it is from other faculty here.

Institutional support such as [University D] has in the Faculty Development

Center – Some of their workshops can be quite helpful for those who attend/use

the services.  I co-presented in one a summer ago on the topic of Beyond lecture:

Mechanisms of student engagement.  Small audience, but good discussion.

Frequently, the learning that takes place is along the informal process.

Donna also had an experience on the same topic as Mark's formal presentation, student engagement, but it was with an informal group.  Donna explains:

I've struggled with the issue of my role as a professor.  In fact, I think last year, I started an informal discussion on-campus about student engagement.  And so, we talked about that for a little. . . .Yeah, I just put an announcement over e-mail and we had about ten people come, but we, I stopped it after the third session because it just seemed like we all agreed that there's not a lot that we can do at this point to engage students. . .

Mark adds that not all PD/FD comes from attending workshops.  "And – for those who actually read the numerous books on good teaching?  Some people actually do this."

*Critical Self-Evaluation.*

Knowing that something is not working well within one's practice requires a turning inward on the self.  There are intrinsic perspectives that we develop with experience.  The experience begins during one's undergraduate studies, if one is fortunate.  However, it is during one's graduate education that critical self-evaluation is expected to appear in class assignments.  As a novice teacher critical self-evaluation propels the individual to improved practice.  No matter when its integration begins, it is a theme that was prevalent with these participants.

Mark recalls his first teaching experience after earning his master's degree:

I'm sure in the beginning [I was] . . .appropriately self-critical.  I'm sure I was pushy and didn't use enough techniques and did too much lecturing.  Well, you see and I do read people pretty well and uh, one of the jobs in the front of the

room is your reading your students constantly to see if they – if you've really got them or not, if they're really engaged.

Some of the participants phrased their discoveries like Bob.

I think it's absolutely necessary to engage in this critical self-evaluation, self-reflection.  I think if you don't, then you run the risk of not getting the whole picture; and, an, an, and a possible consequence is blaming.  If the course, and I'm going, if things aren't going well in the course you know and if I were a guest looking at maybe what I'm doing, it would never - the problem could potentially not get resolved cause all I was saying is that well, these students just aren't getting it. "These are some dumb students."  "These are some crappy students." And you know it's like well, maybe the students *are* [italics added for emphasis] the source of the problem.  *Maybe* [italics added for emphasis] it's the faculty. Maybe it's *me* [italics added for emphasis], or maybe it's just our interactions, you know.  So, uh, you know, we may not be in fact place blame on any one source, but the system is not, you know, functioning optimally.  And so, what can we do about it?  It's not always comfortable.  I've gotten more comfortable with looking at my role in educating students.  I take it seriously.  I look at.  It's gotten more comfortable.  Initially it wasn't, but I think you have to do it.  I think you absolutely have to do it, but I don't know.

Mark put it this way,

. . . so most of it I guess I did by self-examination and looking at the results with my students and – I did a lot in the early years of meeting with every single student in the class to talk about their experience in the class, to get them to grade

themselves, and all those sorts of things- you know all those things we don't have time to do anymore – unfortunately.  And I – I don't think I spend a lot of time reading other people's things about teaching.  I did read Paulo Freire – most of us do and that affected a lot, but I didn't read a lot of educational theory.  You guys in that school you know, I don't know how we're supposed to learn when we're never invited over there to get educated [said while laughing] by you guys.

Charles found his class presentation to be a positive experience.  His reflection indicated, "It was a class that went exceptionally well.  I got real good feedback from students, a lot of good discussion and stuff like that.  I think they could see pretty well that I felt very comfortable in the classroom."

*The Tenure Track.*

There are many extrinsic factors that motivate one to participate in PD/FD.  The many perspectives faculty collect from outside influences seem to resonate from the tenure and promotion system within the university.

Donna is well aware of it as a new Ph. D. and now adjunct at University D.

We're encouraged to use our development.  We are encouraged to attend conferences.  Um, [University D] does a couple of historical and political conferences, academic conferences; and we're always invited to participate as panelists or whatever.  So, I mean, you gotta think for adjuncts to make sure that we keep abreast of kind of inherent in just being at a university.  I'm not up for tenure so it's different.  It's a different process where you actually have to show, you know, certain parameters, certain things that you've done, certain committees that you've sat on and things like that.

Jane observes that her department members do not participate much in PD/FD. "I know them all. They are very involved in different professional development."

She continues,

> They're expected to be. . . . That is part of their getting tenure. The expectation of what they do far exceeds what they expect me to do. Now, honestly, I would do more if I were asked, you know. If it were expected of me, I would certainly meet that requirement. I'm more than willing to do more.

Bob at University A does present a more Zen like approach to the tenure and promotion process.

> So, I didn't participate in any of the faculty development workshops or anything because it would aid in tenure. I would like to think tenure is just going to, you know, be an award of tenure is just going to be a nice consequence of what I want to do, not the goal, not the – not that carrot out there because the truth of the matter is would tenure be nice? I guess, if I want to stay here. And right now, I do you know, but it's – the truth of the matter is, I may decide so I'll get along. I want to go somewhere else. Somewhere else looks better. If you have tenure, you have no options; but no, my focus is participate in the workshops because I think it's going to make me a more effective instructor. And if I'm a more effective instructor or more effective researcher then tenure will happen.

*Phase Two Summary*

The face-to-face interviews with nine faculty members supported many of the findings in the literature. The majority referenced their TA role and the support or lack thereof as setting their personal philosophy for participation in PD/FD. Additionally,

they found new faculty orientation an imperative for becoming comfortable on campus with their new title.  Mentors may have been their department chair or other faculty within their department.  The department chair was a major influence in facilitating the faculty member's future growth, especially with setting expectations and providing feedback.  However, not all faculty mentors met the needs of the new faculty member.  Oftentimes, faculty sought help through informal avenues.  Informal learning may have been in the form of independent readings, dialogue with peers, or on-campus workshops.  All of the topics discussed contribute to and are a part of the university culture, the tacit cloak of knowledge under which and within which the professoriate live.

## Chapter Summary

In this chapter, I presented the findings from the two phase designed study of university faculty's practices and perspectives in PD/FD.  In Phase One, there were 32 self-reporting questionnaires returned from Arts and Sciences faculty with at least two years of teaching experience at their current institution.  They represented all ranks of faculty among 13 disciplines.  One overt finding from this phase is that all the participants are aware that there is a PD/FD department on campus; however, they do not have complete understanding of what services and programs are available from PD/FD.  The other major finding is that nearly 22% reported that they have not participated in any PD/FD program during the past two years.

Phase Two involved face-to-face interviews of nine faculty who come from the faculty sample in Phase One.  They did not have any formal class preparation for the professoriate, but they found the TA experience to meet that need.  Learning to teach was primarily from graduate faculty who served as supervisors, mentors, or general role

models.  Unfortunately, the TA experience is not uniformly outlined throughout

departments or universities.  Consequently, the new faculty orientation and faculty

mentor programs are vital to faculty success in the classroom.  After reaching a comfort

level in the role of junior faculty most turn their attention to the demands of the tenure

and promotion process.  Consequently, they apply their time to research projects after

meeting their students' needs, instead of scheduling needed time to PD/FD.

In Chapter V, I discuss these findings to determine what it means.  How do these

results compare with the literature?  What are the implications for PD/FD in the future?

CHAPTER V – SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter presents the summation of the work conducted in this research.  I submit a restatement of the problem, review the methods implemented, answer the research questions, discuss the implication of those results presented in Chapter IV, and make recommendations for further research.

My topic of interest is professional development/faculty development (PD/FD) in the university setting.  It is not a simple phenomenon because faculty are not cut from a single cloth.  What complicates any attempt to measure the meaning of PD/FD is the individual teaching philosophy each faculty member holds, the university culture that impels excellence in teaching, and the presence of an alumni association, students, parents, and employers concerned with the quality and meaning of an undergraduate degree.

## Overview of the Problem

The university's constituents challenge faculty and administration to be accountable for their product, the graduate, who will serve as esteemed citizens in their community.  Yet, with a changing economic picture employers demand more of their potential employees.  Employers want individuals who are critical thinkers, creative in their problem-solving skills, and confident oral and written communicators (Callan & Finney, 2002).  To develop this ideal employee faculty must engage the student through learner-centered classroom techniques (Angelo & Cross, 1993; Conti & Kolody, 1998; Cutcher-Gershenfeld & Ford, 2005; Elias, 1997; Glasser, Heur, Isaacs, & Wald, 2005; Jarvis, 1992; Johnson & Ryan, 2000; Mac Gregor, 1990; Svinicki, 1990).

Within the university culture, there are further challenges of budgets, technology, and faculty employment processes.   Revenues are stretched to cover basic overhead and improved infrastructure for technological advancements.  Introducing faculty to digital technology that many college students integrate into their daily activities requires financial and intellectual capital.   Additionally, the enrollment trends are moving from traditional 18 to 22 year olds, who live on-campus, to students with family and work responsibilities, who attend college part-time (Baiocco & De Waters, 1998; Merriam & Caffarella, 1999).  Following a business model the number of faculty hired at adjunct status or off-track appointments has increased significantly during recent years (Amacher & Meiners, 2004; Leatherman, 2001).  The tenure track faculty person is a diminishing breed in the 21st Century.

However, faculty are adult learners (Chism, 2004; Lawler & King, 2000a, 2000b). As such, they are participants in the core assumptions of andragogy.  They demonstrate their commitment to the chosen discipline by conducting research and sharing their findings with their students.  Even though teaching strategies are not often included in graduate curricula, attending PD/FD learning events on topics of student engagement or classroom management are a low priority.  Unfortunately, many faculty believe their time is too limited for any on-campus PD/FD (Kember, 1997; Miller, 1994; Senge, 1990).

The research began with the basic question: What is the experience university professors have with PD/FD?  The perceptions and practices held by university faculty as they relate to the practice of teaching have been the focus of this study.  The secondary questions are:  (a) What, if anything, regarding teaching standards, role expectations, and/or motivation (or other) have significant others contributed to faculty's attitudes and

participation in PD/FD?  (b) What are the perceived learning needs of university faculty

that may be met by attending on-campus TD/FD? and (c) What, if any, themes emerge

from the professors' perceptions of PD/FD that lead to changes in their teaching

methodologies?

## Significance

The extant literature presents many studies for K-12 teachers (Borko, 2004;

Guskey, 1995; Klingner, 2004; Livneh & Livneh, 1999; Wilson & Berne, 1999) and

community college (Alfano, 1994; Stolzenberg, 2002; Watts & Hammons, 2002)

faculties; however, Weimer and Lenze (1997) contend that more research is needed on

faculty learning and behavior changes after attending PD/FD programs.  They also

suggest that these studies apply adult learning theory and that the research design include

qualitative methods.  The findings of this study on faculty perceptions of PD/FD have not

only helped me with understanding its place in faculty lives, it may also assist

professional development specialists and administrators, who are responsible for PD/FD,

and university accreditors, who assess PD/FD presence on-campus.  However, the major

significance of this study is the extent of practice and the perceived learning needs that

are identified.  Faculty participation indicates a more positive quality of instruction in the

classroom and subsequent student learning, which contribute to an improved rating of the

university by the institution's constituents and accreditation agencies.

## Review of Methodology

This mixed methods, but primarily qualitative research has explored PD/FD in the

naturalistic setting of the university campus.  Using inductive thematic analysis I

identified how faculty give meaning to PD/FD by applying symbolic interactionism.

According to Blumer (1969), "Object, people, etc., don't possess their own meaning; rather, meaning is conferred on them" (p. 25).

In Phase One, I concentrated on general demographics, program recall by the participants, and preliminary assessment of PD/FD practice and efficacy with a self-reporting Faculty Questionnaire (Appendix E).  In Phase Two, I conducted face-to-face interviews with a subset of faculty from Phase One.  Questioning followed the interview schedule (Appendix J) as well as from sharing findings from Phase One with these participants as a member check (Patton, 2002; Seidman, 1998).

*Sites*

The four universities from which I drew my sample are North Central Association accredited higher education institutions that have an undergraduate enrollment greater than 1,000 students.  These schools are both public and private, not-for-profit universities that are representative of the institutions from this large Midwestern metropolitan area. They included two Master's Colleges and Universities I, one Research University Intensive, and one Research University Extensive institutions as classified by The Carnegie Foundation (2002).

*Participants*

The participants consisted of full-time and part-time undergraduate faculty from various disciplines comprising the College of Arts and Sciences, who have been employed at their current institution for a minimum of two years.  The college of Arts and Sciences faculty were selected because of its long tradition in higher education history, its reputation for fostering critical thinking and open communication, and for its omnipresence on university campuses.

Phase One participants (n = 32) came from 13 disciplines.  Specifically there were six from the English department, five from Criminal Justice and Sociology, four from Communication, three each from Classic and Modern Languages, History, and Political Science.  There were also two each from the Psychology and International Relations departments and one each from Anthropology, Art History, Earth and Atmospheric Sciences, and Economics departments.  The 32 faculty denote five academic ranks within the university system.  In decreasing order by percentage of participation they are 43.7% Assistant Professors, 25% Associate Professors, 18.7% Professors, 6.3% Instructors, and 6.3% Lecturers.

Participants in Phase Two were faculty members (n = 9) from a convenience sampling of the participants in Phase One.  Two faculty volunteered from Universities A, B, and D; and three volunteered from University C.  Seven of the nine were tenure track faculty and two were adjuncts.  The four men were from the Anthropology, Criminal Justice, Political Science, and Psychology departments and the five women represented the History and Sociology departments in this phase of the study.

*Procedure and Data Sources*

After receiving IRB approval from each of the four universities, I sent letters of introduction with the research materials to each Dean of the College of Arts and Sciences.  Later that week, I mailed 80 introductory letters, 20 to each institution, with consent forms and self-reporting Faculty Questionnaire, and self-addressed stamped envelopes to the faculty from a purposive sampling of names listed in the Arts and Sciences website of faculty.  To increase the return rate (Babbie, 1973; Gay & Airasian, 2000) I scheduled follow-up mailings via the US Postal Service and e-mail.  Because the

return rate was low from the first group of 80 invited participants I implemented

additional steps to improve participant return.  One of the Deans had suggested placing

the questionnaire online.  Therefore, I did offer the Phase One self-reporting Faculty

Questionnaire electronically using Flashlight™ Online.  I communicated this additional

format in the reminder letter and subsequently in the e-mail reminder prompts.  The

second step put into practice was my contingency plan was the inviting an additional 70

faculty among the four sites four weeks after the second mailing to the first group.

The research followed a two-stage interview process based on Seidman's (1998)

rationale.  The first interview was a self-reporting Faculty Questionnaire (Appendix E).

Its funnel shaped design started with general Institutional and Personal Demographics

and moved through general knowledge of PD/FD programs on the individual's campus to

a more focused perspective of the individual's personal experience with PD/FD.

Traditional PD/FD programs fit into four categories.  Thus, the protocol had four

program headings as well.  By following this format the faculty members had assistance

in reflecting upon past programs they attended under the umbrella of Professional

Development, Personal Development, Curricular Development, and Organizational

Development.  The check box format facilitated completion of this section.  The final

section, Faculty Professional Development Practices, was open-ended in design.  The

objective of the six questions was to stimulate reflection and sharing of the participants'

experiences as expressed in their own words.

The face-to-face interview in Phase Two served the purpose of filling in gaps that

were found during Phase One's data collection.  I shared findings from the self-reporting

Faculty Questionnaire with the participants in Phase Two as a forum for crosschecking

information (Berg, 2001; Patton, 2002).  In addition, the protocol (Appendix J) provided the guideline for the semi-structured interview.  Its structure also followed the funnel design.  The first question concerning their decision to become a college professor spoke to personal philosophy.  Questions two and three looked closer to their acceptance of, rejection of, or neutrality towards PD/FD.  The final question concerned the participant's view in social interactionism and the university culture that envelops a university professor's practice.

*Quantitative Data Analysis*

The data from the three formats of the self-reporting Faculty Questionnaire were keyed into a Microsoft Excel document and then imported into the software program SPSS v.13 for analysis.  Frequencies were run with descriptives for each item in the first three sections of the tool.  Measures of central tendency were calculated and presented in graphic form (Figures 1-18).

From the mailing of 150 self-reporting questionnaires to Arts and Sciences faculty at four Midwestern universities located within a 30-mile radius of a large metropolitan city the response rate was 54 or 36 %.  Of those responding 32 met the research delimitations as defined on page seven, Chapter I of this work.  This represents 59% of those responding or 21.3% of the total number invited to participate.  The 32 participants represent all faculty ranks within the university system.  The highest participation rate was the Assistant Professor with 14 (43.7%) followed by eight (25%) Associate Professors and six (18.7%) Professors.  Instructors and Lecturers were equally represented with two each (6.3%).  The range of teaching experience at their current institution was two to 34 years.

Items in the second and third sections were divergent.  In the second section,

Development Program – Background Data, all participants responded that their

institutions had some form of faculty development.  However, when asked more

specifically about the programs in the third section titled Faculty Professional

Development Program, questions one through four, the responses were across all choices.

There was no consistency among the various institutions nor was there any consistency

among the faculty ranks.  I had contacted representatives on the campuses to confirm that

all of the listed programs on the tool were indeed available.  However, by the

participants' responses there was an indication that their knowledge of resources of on-

campus PD/FD was limited.  Some of those individuals answering "no" or "not sure"

may have been primarily those with adjunct status or those with fewer years of

employment at their current institution rather than those faculty members who responded

"yes."  Unfortunately, that information is not available because most of the surveys were

returned anonymously.

The participants' responses to the items describing PD/FD contributed to the total

faculty composite participating in the research and to the options for further study.  The

summary that follows is based on the data collected and their analysis to determine

faculty perspectives of PD/FD.

*Qualitative Data Analysis*

Both phases of the study had qualitative data from interviews for analysis.  In

Phase One, all of the participants shared their PD/FD practices and perspectives in six

open-ended questions numbered five through ten on the Faculty Questionnaire (Appendix

E).  As I read the passages line-by-line I marked them with different colored highlighters

and performed open coding labeling them according to subject.  This manual operation

was preferred to the electronic process.  After identifying the themes, I performed a

reduction where possible.  For example, the technology theme was combined with the

theme pedagogy because technology is a specific tool within pedagogical practices.  I

then conducted a frequency of responses supporting those codes.  Triangulation or taking

another look at the data came from member checking with the Phase Two faculty

participants (Berg, 2001; Patton, 2002).

The face-to-face interviews provided the qualitative data for analysis in Phase

Two.  I recorded each of the nine interviews on audiocassette tape and then transcribed

the interviews myself.  To decrease the time consumed by each of these participants by

having each member read through his or her transcript and to improve triangulation I

invited six members among the four universities in member checking of the identified

themes.  Four responded to the request verifying my findings.

Discussion of Research Questions

There was one primary research question and three secondary research questions

guiding this project.  This section presents a discussion of the study with respect to these

questions.

*Primary Research Question*

What is the experience university professors have with PD/FD?

Each university has a PD/FD program that addresses faculty curricular needs;

however, based on the responses provided by the participants PD/FD experiences may be

classified along the time continuum of Teaching Assistant (TA) experiences, new faculty

orientation, on-going workshops and self-directed practices, and tenure and beyond

practices as seen in Figure 19.  The concept map offers a visual aid for those wanting to

see the big PD/FD picture as presented from the data in this study.

I chose an organization that presented a linear progression that demonstrates the

interconnections of the themes.  This is in opposition to Caffarella (1994).  One may read

the headers on the vertical or horizontal axis.  This concept map offers a basis from

which one may draw practical application to current PD/FD practices.  The complexity of

the phenomenon is evident by the interactions between each major stage as the individual

advances through tenure.   Although the number of participants limits the generalizability

of the map's content, the themes may assist faculty developers in the assessment of their

own university programs.

*Figure 19. Concept Map for PD/FD*
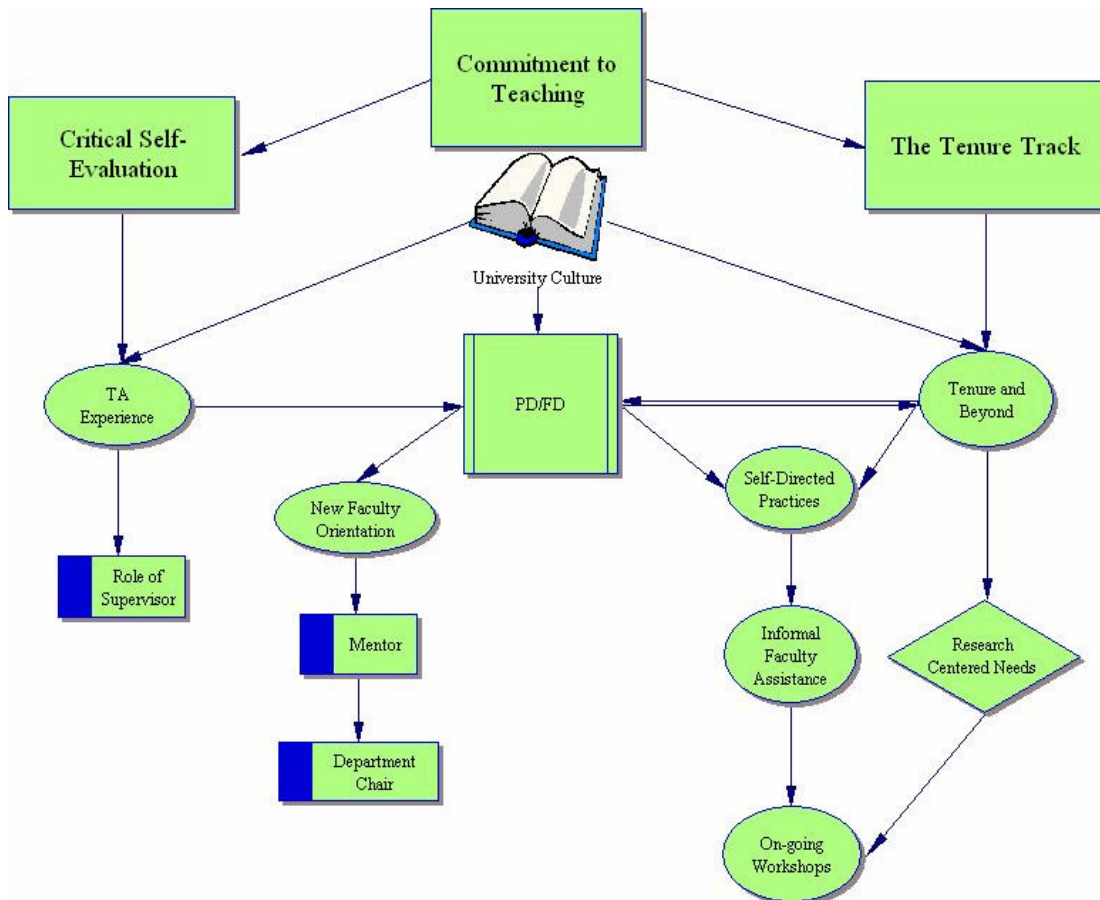
*Teaching Assistant Experience.*

Many within this group admit that their TA experience, as well as their observations of university faculty is what contributed to how they live the university professor role (Sprague & Nyquist, 1991).  The TA experience provided a safe environment where they established their teaching styles and skills, which are primary concerns facing junior faculty, who did not have a well-structured TA program (Boice, 1992).  Bob from University A, who voiced the most positive comments in this area said:

> I think our supervisors really kind of modeled that for us.  And so, it just made sense, like okay, well, if they're doing this, we really respect them; they do a really good job.  Then this is just one of those behaviors that you engage in, if you want to be an effective instructor.  A lot of my behavior I model after them [my supervisors].

Charles from University B believes he is behaving in the same way he saw his professors behave in the classroom.  Consequently, he attends PD/FD programs only when he has to, that is, when it will improve his dossier.  The university culture to which he was exposed has shaped the professor he is today (Boice, 1992; Daley, 2002; Tierney & Rhoads, 1994).

Linda at University D volunteered:

You're mentored by a professor.  The professor's the tough assessment.  Luckily my very first mentorship was by a wonderful man, who was very knowledgeable in American History and he gave me a lot of latitude to do my discussion sections.  When you're a teaching assistant you can either be micro-managed where you do nothing but grade, which a friend of mine did or you can be given a lot of latitude;

and luckily I was the one who was given a lot of latitude.  I was able to, I taught –

TA'd for him two semesters so the second semester I was able to make up the test

questions myself with his approval.  So, it gave me a lot of hands on experience

and I knew right away what I wanted to do.

University C's Dr. Kelly had a different focus about roles from her TA

experience.  She describes that "[I] learned a lot about theory and writing from [one

professor] and a lot about data and telling a story from [another professor].  They

demystified the discipline for me."

From the above statements one may gain perspective on the roles of mentor or

graduate supervisor and come to view the role as critical to the development of the TA.

The individual who guides the graduate student successfully will hopefully have

knowledge of the assumptions of andragogy and utilize adult learning principles with the

TA (Cross, 1981; Knowles, 1968; Merriam, 1987; Savicevic, 1999; Zmeyov, 1998).

*New Faculty Orientation.*

Phase Two participants from University B and University C, the public

institutions, seem to have similarities with their early PD/FD meetings.  First experiences,

such as New Faculty Orientation at University B or the New Faculty Teaching Scholars

program at University C were positive experiences for Charles, Ellen, and Kelly

respectively.  The success of new faculty orientation programs as expressed by Charles,

"I mean, it's a really, really detailed orientation . . ." and Ellen, who said, "[University B]

has a very, very intensive faculty orientation," indicates that the PD/FD coordinator is

meeting the administrative goals and objectives of the university.

This emphasis in new faculty orientation programs as expressed by the younger participants supports the Wallin (2003) study that cited 96% of college presidents from three southern states positioned faculty orientation as a priority.  In addition, the setting and the climate for a learning culture that is exemplified during the orientation period contributes to the new employee's attendance at PD/FD programs (Armour, Caffarella, Fuhrmann, & Wergin, 1987).

*On-going Workshops and Self-Directed Practices.*

However, PD/FD attendance is selective to negligible after the orientation period fades.  College professors are known to be avid learners (Palmer, 1998).  Yet they have limited time that is divided among conducting classes, attending meetings, advising students, and conducting research activities.  The statement by Jane emphasizes how demands on faculty's time impacts PD/FD (Brancato, 2003).  "There have been some things offered while I was here on campus and I didn't go because even though I wanted to, because I spend so much time preparing for my class because I didn't have the experience."

Kelly, now an Associate Professor, recalls her stress from not having enough time, " . . . well, the first three years I was hired, I was constantly in new prep every semester."  Not only does class preparation take priority, there is research as Ellen shares, " . . . then I just got bogged down researching and researching . . .."

To illustrate how the stress of time constraints concerns faculty further Participant #1 wrote, "I have not identified a need which has been addressed by a program on our campus."  Participant #9 adds, "When something arrives that is of interest and I have time I take part".

One can interpret from these two representative statements that time is an underlying issue. Even if the faculty squeezed the time to attend a program, they may not find it a satisfactory experience because their minds would be focusing on the work they had left on their desks. All of these statements support Chaney's (2004) work.

There is an overt call to the PD/FD specialists that the on-campus PD/FD programs are not addressing faculty's perceived learning needs. If the PD/FD developers are conducting faculty learning needs assessments, faculty are not receiving the message. There may be a paradox. Some faculty may not consider the topic of interest because their ability to be a reflective practitioner may not be fully developed. Although the university meets the safety, physical, and social needs through employment (Maslow, 1970; Reis & Havercamp, 2005), the faculty member has to engage in reflective practice in order to gain full appreciation of the intrinsic reward and meaning of the PD/FD event (Rogers, 1980). Thus, the paradox may be between the faculty interest in PD/FD and attendance based on the faculty member's ability to be critically reflective.

Whenever faculty are on campus with colleagues or students in or out of the classroom, they are building life experiences that give context to their learning needs (Dewey, 1938; Knowles, 1980; Lindeman, 1989). It would seem unusual for any professor to go though a semester without some sort of scenario that would prompt critical reflection for personal insight (King & Kitchner, 1994; Mezirow, 1998; Schön, 1983, 1987). It may be that these faculty members have a need for time management training or they have positioned their learning needs below the demands others have made on them. Another consideration is that there may be a dropped link between the marketing of programs and faculty receiving the program notices. In any case, the

faculty members are not getting the message that the advertised program has any relevance to their personal needs.

If they do attend a PD/FD program, the outcomes vary with the individual as evidenced by the following samples from three participants from Phase One. "Some give good tips. Others are a WASTE of time" (#17). "I would say that faculty development has made me a better informed, more confident teacher" (#20). "No particular effect, except reminders of best practices" (#44). One might compare the above comments to individuals being interviewed about the production as they leave the theatre. There will be those who loved the show; others who will find something positive to say either about an actor, the set design, or some other aspect of the presentation; and then there will be a third group who will hate the entire experience.

The frustration that Donna and Charles voiced from workshops may have developed from the format and not the content as suggested by Levinson-Rose and Menges (1981) and Weimer and Lenze (1997). Donna and Charles spoke of the programs as being "silly" and "sophomoric." Further probing would be needed to verify this, but the above authors contend that although the workshop format is the most popular method of presenting content, workshops do not spark excitement for attending unless there is a social component that is, the attendees know each other. These programs may have been strengthened if time had been scheduled for self-reflection and peer dialogue as suggested by Mezirow (1981, 1985).

Some participants thought the organization and presentation of programs was unilaterally decided. Donna's suggestion summarizes her frustrations thusly,

I guess I would want to see more peer teaching of new faculty and top down.  I want to see some sort of structure established so that people can, you know, Teaching Squares.  I love the idea; but I wish I had gotten to choose which professors I was going to observe because I need different things.

The Teaching Squares program that Donna mentions above, like Alstete's (2000) suggested teaching circles or master teachers, meets the variety in teaching methodologies adult learners appreciate.  Unfortunately, Donna did not feel she had all the advantages that its objectives described because she was placed with a professor with an opposing teaching philosophy.  As she evaluates the experience, she feels that if the junior faculty had the opportunity to meet with the senior faculty first to determine where the better pairing would be, it could have been of benefit to her.  Donna is a self-directed, adult learner, who did not have control of her learning resources in this situation (Knowles, 1975).

Donna seeks out PD/FD that follows the "collegial model" (Weimer & Lenze, 1997, p. 215).  Although this one-on-one model is a costly intervention if provided by the PD/FD specialist, it does foster positive work relationship, reinforces the self-esteem (Maslow, 1970) of the senior faculty member, and it ultimately leads to better classroom teaching (Mc Keachie, 1982).  Donna is an exemplar of having both the self-directing personality and the ability to determine one's own learning needs and resources (Brockett & Hiemstra, 1991).

The social component is important in PD/FD experiences that are carried out within the department level as well. Within the private universities, one can discern similarities in the responses.  The participants speak to a need to be excellent teachers in

the classroom, but for most, research productivity guides many of their PD/FD

experiences (Alstete, 2000; Amacher & Meiners, 2004; Freedman, 1979; Tierney, &

Rhoads, 1994).

These participants may attend PD/FD programs in some form in order to achieve

a goal (Houle, 1961).  However, there are other influences that may be considered.  These

individuals are adult learners and as such are autonomous, self-managing, and self-

directed (Cranton, 1994a, 1994b; Knowles, Holton, & Swanson, 1998).  Below are more

examples to support this claim.

Linda, the adjunct at University D, refers to her frustration learning the new web-

based Blackboard education system.  She attributes her success in using the system

through her self-directed learning.  "You know, it took me what, seven weeks into the

semester [laughs], but you know, with technology development is vital."  Yet Linda finds

it is necessary to attend PD/FD events to also "meet other faculty.  You talk.  You

discuss.  You find new ways of thinking how you might want to do something because

you know, somebody teaching biology may have a good idea about how to teach

something . . ."

Mark, who is now hired on tenure track, values the guidance he received from

"technical specialists [at University D] to do things to develop a couple of courses further

. . .."   However, his early career was void of any formal programs.  "Having none of it

and learning just by mistakes, which has its own value, I suppose."

Reflection is an important step in the learning process as described by Marienau

(1999) and Poetter (1996). Bob at University A agrees.  "I think it's absolutely necessary

to engage in this critical self-evaluation, self-reflection.  I think if you don't then you run

the risk of not getting the whole picture; and a possible consequence is blaming." Donna

agrees when describes a dilemma from one of her classes. "I will not shift my class; it's

too much for my head to deal with at the time. So, it's more for the future. Although if

that doesn't work, I'll try a new strategy for the next time I teach it. So I'll do it that way.

So it's more for the future rather than making a huge shift in the structure of how the

class is working." This is an example of Schön's (1983, 1987) reflection-on-action.

Although none of the participants shared the possibility that they were journal

writers in their reflective practice (Cranton, 1996) and none spoke of an ah-ha moment in

their reflective, transformative learning (Ferry & Ross-Gordon, 1998; Mezirow, 1991,

1997, 1998), Bob provides a detailed description of his classroom practice that

exemplifies a reflective, transformed adult learner.

> So, you know I look at how students are responding to me in class, how they do
>
> on the exams, and then internally, you know there are days I just can't, if I feel
>
> [emphasis by speaker] that you know, okay today was an on [emphasis by
>
> speaker] day, you know, then I'm okay. If I felt like today was an off [emphasis
>
> by speaker] day, why, boy, in the past, you know I've delivered this lecture so
>
> much more effectively and students seem to get it. I feel good. If it's off, then
>
> like okay I have to go back and think. Okay, wait a minute, what worked and
>
> what didn't work? And occasionally, you know I jot down like certain on lec - I
>
> make notes on my lectures that you know, this went over well or this bomb!
>
> [Laughs] Don't do this again! You know because the students then, the students
>
> don't seem to get it or anything like that.

Bob's passage also is an example of Schön's (1983, 1987) reflection-on-action, which Cervero (1988) advocates when problem solving.

*Tenure and Beyond.*

They all have engaged in formal on-campus programs, but they describe their learning as coming from other scenarios. To paraphrase what Bob and Linda, who are the most recent doctorates, shared about the relationship between PD/FD and their teaching: they feel that because they have content expertise as evidenced by their Ph. D. degree they are expected to be able to teach in their discipline. They attend PD/FD programs to become better teachers. However, I am not sure if their PD/FD practices and perspectives support the research by Dilts, Haber, and Bialik (1994) or Marsh and Hattie (2002) because I have not been able to distinguish if they are viewing teaching and research as independent or complementary constructs. Another perspective comes from Alan, who describes that within his department there is an on-going discussion "on our own pedagogy especially to improve our programs."

Bob, who learned the value of continuing education in graduate school and who consequently attends PD/FD programs frequently, offers, "Teaching is what I enjoy most." He gains a great deal of insight through informal discussion. He loves to "engage people in discussion. Yeah, we talk a lot about how effective the program was and stuff like that. And actually, I'm pretty comfortable sharing that information with the presenters too. . . . They've been pretty good about that." Bob has also placed much of his early success at University A to his mentor. "They can help you through the process as [University A] understands it . . . ."

On the other side of the experience spectrum is Kelly.  Although she feels like she was self-directed in trying to find resources, she feels unsuccessful.  Kelly's situation supports Sorcinelli, Austin, Eddy, and Beach's (2006) suggestion that PD/FD specialists and developers need to think outside the box.  By thinking of ways to involve more disciplines and post tenure faculty beyond their curricular ones, they support faculty and the university mission.  Kelly emphasizes this by saying:

> But uh, as I said, those are the only two things I would really like to - more
>
> development in – quantitative analysis and grantsmanship.  I've even asked senior
>
> colleagues, can I see perhaps a copy of a successful grant that you submitted?
>
> They don't want to share.  So, you know, I understand part of that is format, part
>
> of that is language, you know, stuff.  So, I tell myself when I feel less stressed,
>
> when I feel I might have some <u>time</u> [emphasis by speaker] to figure it <u>out</u>
>
> [emphasis by speaker] again, then I do have some proposal ideas.

The changing needs also correspond to the changing roles of senior faculty as described by Bergquist (1992).  Instead of being the mentee, senior faculty become the mentor. Here are two examples from Phase Two.  First, from Alan, "We have a new faculty member this year.  I try to make sure that she was comfortable in her courses, if there were teaching issues or administrative issues that they could be resolvable."  Second, Mark describes how he is helping a new faculty employee:

> I'm actually meeting with her tomorrow to talk about what she needs to try to
>
> help her you know, fit in better.  I think those things obviously can help.  I mean
>
> they do it when you move into a new workplace, if you're going to be expected to
>
> stay.  I mean they do the same thing.  This is a workplace.

*Secondary Research Question One*

What, if anything, regarding teaching standards, role expectations, and/or motivation (or other) have significant others contributed to the faculties' attitudes and participation in PD/FD?

Three themes emerged prominently during the analysis of this question. They are: teaching standards, role expectations, and motivation. What follows are some of the participants' statements that support my analysis with reference to the literature.

*Teaching Standards.*

Unfortunately, not all of the participants have had the collegiality within their disciplines to profit from shared experiences concerning PD/FD. However, some have. At University A, Alan describes his departmental peers as holding high standards in teaching. "The norm to the point of teaching, we're, our department is a leader in that regard. Some of it is our size; some of it is our cohesiveness." He continues by describing the department's chairperson. [He] "was one of the best teachers at the university. He was known throughout the university. He led by example."

The university culture contributes to the climate for teaching as confirmed by Beach (2002). In fact, the department level is the basis for active and collaborative teaching by individual faculty. As a department extends itself to PD/FD for teaching improvement and as the department chair avails resources to its members there is an increase perception of a positive climate for teaching in that department.

Besides group norms there are individual standards for classroom performance. Alan describes his teaching style as; "I'm on the facilitator side. It's not my role to

directly tell them what my opinion is.  It's my role to present the main ideas to them and

have them make up their minds."  Linda also shared:

> . . . how you're going to handle discussion and Socratic discussion and coming.
>
> Luckily my undergrad institution there was a lot of Socratic thinking that went on
>
> with [in a] good critical thinking institution so I was able to kind of pull what I
>
> had observed from professors that I loved and try not to do things that [I did not
>
> agree with] from the professors that I disliked.

Whether the standards are individual or group set, the relationship between teaching and

learning may be related to the motivational studies by Czikszentmihalyil (1982) and

Mc Keachie (1982).

*Role Expectations.*

Bob's significant other comes from his graduate education.  Although he admits

to having a really fine mentor, they do not talk about PD/FD.  However,

> I think our [TA] supervisors really kind of modeled that for us.  And so, it just
>
> made sense, like okay, well, if they're doing this, we really respect them; they do
>
> a really good job.  Then this is just one of those behaviors that you engage in, if
>
> you want to be an effective instructor.  A lot of my behavior I model after them
>
> [my supervisors].

> Donna describes her search for role models in the senior faculty, "people who had
>
> been teaching for 30 years and love it."  Her voice changes from a monotone to one
>
> with inflection and color when she shares some of the lessons she has gained from
>
> them.

Ellen's assigned mentor at University B did not work out, but she attributes her successful behaviors to her colleagues and her intrinsic motivation to learn.    As someone who is currently up for tenure and promotion review, there really is no significant other facilitating her travails, but the invisible carrot dangling outside her office that recognizes her as a scholar with the title of Associate Professor.

Like Charles, Kelly at University C was not assigned a mentor when she started teaching; and PD/FD was not integrated into their professorial resources.  However, Kelly considers some of her professors as role models for her.  She describes it this way:

> I know what it is I am to do in my role as professor from modeling behaviors.  I
> have observed 'effective professors'.  Effective professors, as far as I'm
> concerned, attend to their scholarship/research activities, but they also create time
> to provide for students' needs and questions.

The experiences provided by Charles and Kelly support Ferris' (2003) claim that most faculty entering the academy really do not have a full understanding of what it is to be a professor.  Without a mentor who is be there to guide the junior faculty member, there may be moments of frustration and loneliness.  Although Charles describes his teaching as:

> When people ask me how I teach and stuff like that, I've said before that when
> I'm up in front of a classroom, it's like I'm at a bar drinking with my friends
> pretty much.  Not to that extent, but that's how comfortable I feel there.  And
> that's, in some cases the type of interaction that I allow to occur and that kind of
> thing.  So, I don't think I've had too much of a trouble reaching students and

getting students to understand whatever the particular issue we're talking about
for that day.

*Motivation.*

Professors who have a less than stellar TA experience need overt feedback from
an entire class' post course faculty evaluation that has reached the Department Chair
before that they change their classroom methods.  Of course, this feedback needs to come
in a supportive climate (Confessore & Kops, 1998) because right now Charles is getting
his meaning of himself as a teacher from his students.  His perception is that:

> I've almost always gotten very favorable evaluations.  The evaluation format at
> that university was purely quantitative.  So, we simply get a numerical ranking of
> our teaching.  I was always at the very good to excellent kind of range. And then
> as I kept going on I developed more comfort in the classroom; I've always gotten
> a pretty good teaching evaluation per students anyway.

On the other end of the spectrum is Mark.  As a self-directed learner, he has
modeled his behavior after people who had a broader view of the world.  These people
include his high school science teacher in Taiwan, who took time to discuss the death of
Martin Luther King and racism; and there was a graduate professor in history, "a curious,
odd little man, but very, very smart – was very supportive of the students that he had that
went into activism.  And [he] did not urge us to stay in academia if we felt drawn to
activism."  From one of his other graduate programs, he appreciated another professor,
who "did a lot of one-on-one teachi[ng], talking with me – lots of intense sharing of
ideas."

Who contributes to one's attitudes and practices?  As just described, it can be a teacher at any level.  High school, undergraduate or graduate faculty, and university peers or Department Chairpersons all have the power to influence potential professors, or newly hired academics.  Many value teaching effectiveness, but most did not force PD/FD attendance to this research's participants.

Positive motivation for attending PD/FD learning events included the desire to learn software programs or to incorporate technology into the classroom.  Consider these statements by the participants. "The topic of technology interests me as a way to engage the students . . ." (#23); and "to develop . . . skill that are applied to the use of technology" (#7).  Technology as a commonality supports Millis' (n. d.) description of the Atkinson and Birch (1978) expectancy-value theory, as well as technology's position in university economics (Duderstadt, 2002).

*Secondary Research Question Two*

What are the perceived learning needs of university faculty that may be met by attending on-campus PD/FD?

From assessing all of the participants' responses there are three main areas that answer this question.  They include research related topics, pedagogy related, and administrative related functions.  Pedagogy related topics also include any technology learning needs.

*Research Related.*

Many participants emphasized the importance of conducting research and introducing that research to their students in class.  Therefore, some of the comments supporting the theme research included:  "[I want] to improve understanding grant

application" (#2); "I would really like to - more development in – quantitative analysis and grantsmanship" (Kelly); and "if it would help my ability to research" (Alan).  One may consider such statements indicative of where these professors are within their personal growth and development (Äkerlind, 2003; Hebert & Loy, 2002; Lawrence & Blackburn, 1988).  However, the importance of research also relates to the university culture (Astin & Chang, 1995; Caison, 2003; Fairweather, 1993; Leslie, 2002).

   *Pedagogy Related.*

   It is well documented that most faculty in higher education are not prepared to be educators (Baiocco & De Waters, 1998; Freedman, 1979; Knox, 2000; Weimer, 2003).  Therefore, identifying pedagogy as a theme in the data places the subject as a priority learning need.  Some comments expressing pedagogical needs included, "I want to be a good teacher" (#18).  Another wrote that she attends PD/FD "to improve . . . student/class assessment" (#2).  For others their pedagogical needs are technology related issues and include ". . . using technology in the classroom" (#23); "dealing with technology" (#9); "and I think that technology development is vitally [emphasis by speaker] important" (Linda).

   However, to my surprise some participants placed more learning value on the informal exchanges with peers.  Ellen describes it this way:

   Coffee talk or that kind of thing over lunch like what happened find something
   and what happened?  Um, so you get both informal as well as the formal.  "Hum,
   what's going on?"  "Let's see."  You're always thinking trying to figure out what
   in the world works?   What in the world doesn't work?

It seems that professors do resort to "intuition, speculation, and anecdote" (Perry, 1992,

p. 312) when determining methods to classroom practice.

*Administrative Related.*

Finally, those needing programs focusing on administrative issues wanted

"[p]rofessional development as Department Chair" (#44) and "to improve understanding

of institutional red tape surrounding . . . budgeting & disbursement" (#2).  Again,

traditional PD/FD programs commonly meet these perceived learning needs.  The last

section, which addresses administrative concerns, meets faculty needs along their growth

and development (Åkerlind, 2003; Sorcinelli, Austin, Eddy, & Beach, 2006).

*Secondary Research Question Three*

What, if any, themes emerge from the professors' perceptions of PD/FD that lead

to changes in their teaching methodologies?

In assessing the issue of change in teaching methodologies there are three main

themes:  role models, openness to change, and feedback.

*Role Models.*

One theme that emerged consistently is the role of mentor or graduate TA

supervisor.  The positive influence these individuals give to PD/FD carries over to the

future professor or junior faculty member.  If value is placed on the phenomenon, then

the individual follows through with using what he or she has learned in the classroom.

To avoid redundancy the quotations supporting the importance of role models is

presented under the primary research question and its theme *TA Experience* on page 162.

From the statements one may gain perspective on the roles of mentor or graduate

supervisor and come to view the role as critical to the development of the TA.  The

relevance of the role model for junior or adjunct faculty offers opportunities for

additional PD/FD programs because the mentor has need for knowledge of the

assumptions of andragogy and utilization of adult learning principles with the TA (Cross,

1981; Knowles, 1968; Merriam, 1987; Savicevic, 1999; Zmeyov, 1998).

*Openness to Change.*

The second theme that emerged, which is somewhat related to the previous theme,

is openness to change. Many of the participants who attended PD/FD programs

mentioned that they would adopt a new teaching technique if it complemented their

teaching philosophies. Another group of faculty said they would implement the new

teaching methodology by tinkering with it in order to make it theirs. However, there was

a small group of participants that was not open to change and thus, would ignore any new

offerings. Linda at University B said it well, "Unless you want to learn you don't have

to." Menges (2000) and Cole (1982) addressed the need to be open to change based on

the findings from research on teaching. Cole made the claim that no research will be of

value unless faculty are "open to change and are willing to learn how their instruction

might be improved" (p. 47).

*Feedback.*

The third theme with prominence is the role of feedback in leading faculty to

change their teaching methods. Some may provide evidence to the contrary; however,

when faculty get feedback from an individual student, an entire class by means of exam

scores, a colleague who sits in your class, a Department Chair, or from their own self-

reflection, faculty get the message that help is needed. They need to change their

teaching methodology or assessment. Consequently, the faculty members rely on PD/FD

curricular offerings to facilitate change in their classroom behaviors (Cross, 1991;

Merriam & Brockett, 1997).

What strikes me with this theme, feedback, is that it plays a vital part in the

learning cycle for adults.  Feedback fits into the psychosocial climate that promotes

learning (Chickering & Gamson, 1991; Galbraith, 1998).  Recall the business school

program Kreaden (2002) described.  Its success was based on feedback.  Feedback

promotes learning in a holistic environment.  Whether the dialogue is with a peer,

administrator, student, or parent the information exchanged gives meaning to the faculty

member.  It allows the professor to feel a part of the institution, to reflect on the situation

and to gain insight into his or her classroom practice (Bain, 2004; Brinko, 1993; Centra,

1993).

It can be associated with motivation as well.  Wlodkowski (1998, 1999) stated

that achievement continues the motivation cycle.  Unfortunately, Kelly did not have

positive feedback from her peers and IRB regarding her research interest, which she

recognizes as being controversial.  The cycle of not gaining approval led to her low

interest in participating in further PD/FD programs.  However, the participants from the

private universities, Alan, Bob, Linda, and Mark, have all given examples of the how

they have been invited to participate in various programs.  Consequently, they

demonstrate a higher interest in participating in PD/FD events.

<center>Strengths and Limitations</center>

The research process, especially in the qualitative paradigm, requires the

investigator to continually reflect on each aspect of the study.  Earlier, I presented a

review of the literature describing the strengths and weaknesses of those works.  In this current section, I share my reflections of the strengths and limitations of this research.

*Strengths*

The major strengths of this study lie in the relevancy of the topic and the multiple applications of triangulation through the two-stage design format and the rich, thick descriptions that comes from the participants in a study using the qualitative paradigm. The literature and media, as well as academic listservs, and public policy discussions, are addressing the topic of accountability in the academy (Baiocco & De Waters, 1998; Glasser, Heus, Isaacs, & Wald, 2005; Weimer, 2003).  The professorial mission is getting a great deal of attention by the public.  Consequently, this is a current topic of interest and there is a need for research in this area.

Secondly, the incorporation of various methods of triangulation provides multiple perspectives for the interpretation of data.  Triangulation strengthens a study; in this particular work there is triangulation within the sampling methods, the two-staged design of the study, in the theories used, as well as in the use of member checking during the analysis (Denzin & Lincoln, 1994; Patton, 2002).

The use of purposeful, criterion sampling in Phase One does support the purpose of this study because the participants represented all ranks of faculty.  Patton (2002) considers the selection of participants from all levels of a group to contribute to the richness of the study.  Although convenience sampling, which was used in Phase Two, does not compare with probability sampling when wanting to a achieve a 95% confidence level for generalizing the findings (Patton, 2002), this study has a heavy concentration in

the qualitative paradigm that follows symbolic interactionism, for which phenomenology

provides its foundation (Bogdan & Biklen, 1998).

The layering of data collected using the two-stage design is one method of

checking for consistency of responses from the participants.  The self-reporting Faculty

Questionnaire in Phase One provided information on familiarity and process with PD/FD.

During Phase Two, I was able to evaluate Phase One's findings in collaboration with the

participants. Member checking was also used later when I shared my interpretations from

the face-to-face interviews with four of Phase Two's participants.  Additionally, the two-

staged format allowed the data collection in Phase Two to go smoothly because the

participants were already familiar with the general topic by the time we met.  Therefore,

after we reviewed the consent form, the participants did not request further background

information.

Finally, the rich text descriptions that come from interviews offer findings with a

deeper, fuller picture of what the participants experienced with PD/FD.  The data proved

to be consistent throughout the two stages.

*Limitations*

This research, like most, has some limitations.  In addition to the limitations

presented earlier in this work, purposive sampling limitations, novice interviewer, and

time restriction placed on the faculty, there are four additional limitations that I identified

after reflecting on this study.  They are topic relevance, generalizability, strategy of

inquiry, and protocol testing.

Just as the research topic is a strength, it may also be viewed as a limitation.

Many of the participants shared their disinterest in attending PD/FD programs.  Some

contacted me to let me know this before they had looked at the questionnaire. Consequently, in the mailing of the reminder prompts to the participants, I encouraged them to complete the survey telling them all perspectives are important.

However, the major limitation of any qualitative study is the inability to generalize the sample to a larger population (Berg, 2001). The findings only apply to the sample at the four universities where the participants teach. Therefore, a question one constantly has is whether the findings are distorted in any way because of the small sample size. This will be a consideration for further studies.

Just as the strategy of inquiry may be viewed as a strength, some readers may consider it a weakness of the study because in Phase Two of the research where the face-to-face interviews take place the use of phenomenology is often employed. However, because there is such a strong influence of university culture symbolic interactionism is also appropriate. The limitation is the absence of extensive fieldwork as an ethnographer that usually takes place when using symbolic interactionism. I met with each participant once in his or her office. I did not follow them to any PD/FD learning events. Although strategies often become blurred, it may have been better for this novice researcher to concentrate on one strategy.

The responses to my questions were appropriate for the most part. However, I may have had even richer text had I conducted a pretest of the interview schedule (Berg, 2001). Although the wording in both the open-ended questions on the self-reporting Faculty Questionnaire and the guiding questions for the face-to-face interviews made sense to me, I later realized that because the participants had not had any education

courses in their graduate curricula, precise meanings of some of the terms may have been missed by the participants.

<div align="center">Comparisons to Previous Research and Theories</div>

Nearly 60 years ago, Lewin (1948) reported that "changes in attitudes and values require social support" (p. 157).  In the university culture, faculty need a support system comprised of faculty, administrators, and students.  Lewin, like Austin and Wulff (2004), Ferris (2003), Gaff and Simpson (1994), and Knox (2000), also suggested that individuals entering academia need some form of teaching courses in graduate school. The universal implementation of this curriculum change has not been accepted.

This study reaffirms the findings by Ferris (2003) that doctoral programs do not prepare students for the curricular roles required by the professoriate.  FD/PD does begin in graduate school from role models and TA supervisors that officially guide students to the observations made throughout one's program of faculty in action.  Some of the participants in this study voiced that they would have appreciated having a formal course on how to teach in higher education.  For example, Kelly shared, "The department did not have a dedicated space in the curriculum to help Ph. Ds. understand that there's more to teaching than standing in front of the room and let stuff flow out of your mouth."  Now there is such a course at her alma mater.  "So I feel good about that."

According to symbolic interactionism we gain meaning of ourselves and of events from the social organization at the micro level, that is, it is feedback we get from others' behavior (Becker & McCall, 1990; Prus, 1996).  Based on the former's work on interaction theory, one may consider the individual professor, the university, the students, and colleagues as member of the micro-system level.  The social organization has many

interactions, giving the individual face-to-face opportunities to determine how he or she should behave in that role.   The specific work that the professor does, including class preparation and committee reporting, comprises the next level, the exo-system; and the macro-system surrounds all the components of the social system.

When looking at the findings from this study using the process model that Prus (1996) designed, one can see that faculty practices do follow a process that flows from 1) acquiring perspectives of PD/FD, 2) achieving identity, 3) to being involved, and 4) to doing PD/FD.  Unlike Prus however, the findings did not present data to demonstrate a pattern for his last two stages, experiencing relationships and forming and coordinating associations. Instead, they start acquiring perspectives of PD/FD in graduate school as a student and oftentimes, as a TA.  From graduate student status to a faculty position they gain more insights from their mentors and new faculty orientation, as well as self-directed readings.

Achieving identity as a faculty member is the second stage paralleling Prus' model. The objective of achieving identity focuses on changing one's teaching practice to become effective in the classroom.  At this stage, faculty perform critical self-reflections on personal philosophy and teaching practice, read post course student evaluations, receive feedback from the department chair, and review how others define the faculty member.  It is also a time when one reflects on how one defines students, peers and administrators.

After achieving identity as a faculty member, the third stage is being involved in the role of professor.  PD/FD facilitates this process because it allows the faculty member to be visible.  As Mark said, "And it's kind of important to get out there and let them see

you.  So we're urging the young faculty to start doing.  You know join some committees,

get out there, get your face on the posters, get your name on the posters, not your face so

much."  Of course, the faculty member has to work at keeping involved by presenting at

PD/FD programs and serving on planning committees.  Alan recalls, "I used to be on the

Coordinating Board for that [PD/FD]."  Unfortunately, being involved has its limitations

leading to a period of becoming disinvolved because of trust issues or lack of intellectual

stimulation from PD/FD programming.

The doing activity is the fourth and last stage in this process described by Prus

(1996) that I could identify from the data I collected.  At this point in the faculty's

development, professors are able to influence others.  Bob, who is an active participant in

PD/FD programs, describes how his Department Chair helps him to maintain balance in

his responsibilities:

> And again, being a minority faculty I think one of the things that I was aware of
>
> before I came here and I'm fully aware of now is that I mean there are a lot of
>
> demands placed on your time.  And I think other minority faculty on other
>
> campuses will say the same thing is that when people want you to sit on certain
>
> committees and they want you to do this and you just have to say no.  And I think
>
> [my Chair] works behind the scenes to say, "You know what, he's not available"
>
> [laughs].

Doing also involves committee work and helping new faculty.  Linda, who is an adjunct

presented a look of accomplishment when she said, "This year, I have been asked to sit

on the Senior Overview Committee . . .."  Alan, the senior faculty member in Phase Two

admits, "I try to make sure that she [the new faculty member] was comfortable in her

courses, if there were teaching issues or administrative issues that they could be resolvable."

## Implications for the Field

I began this exploration of what PD/FD means to university faculty because of my personal interest in adult and higher education and more specifically, my interest in how professors meet teaching and learning needs through continuing education.  Faculty developers can always offer programs based on last year's agenda, their personal favorite programs, or those suggested by their peers from across the nation.  Although this study only offers insight from a sample of 32 faculty from four Midwestern universities, I believe the findings offer some opportunities for how administrators, faculty, and faculty developers may demonstrate accountability to their constituents as presented in Chapter I (Table 3).

### Administrative Vision

A representative cue from Donna at University B is the need for faculty autonomy.  She says, "Unless you want to learn, you don't have to. . . .I don't like the idea of the university forcing [PD/FD] at all."  Each university culture's definition comes from the top down.  Consequently, the administrators need to present a vision for their institutions that will inspire faculty to teach for learning and express define clear, attainable goals (Bok, 2006).

### New Faculty Initiatives

In an effort to support faculty in presenting courses in a learner-centered manner versus teacher-centered approach department chairs may determine that junior faculty

need an adjustment in their assignments.  Bob from University A provided the

suggestion:

> Don't overburden new faculty with a whole bunch of classes or instead of starting
>
> their contracts say in August, start their contracts in maybe in July.  Have a couple
>
> of weeks for teaching seminar or something like that. . . .[P]rovide some safe
>
> environment to voice some concerns where people can say, you know; I'm kind
>
> of horrified about stepping in my first class.

Jane's comments serve as the basis for two more interventions.  One is from her

complaint about the difficulties she encountered from students trying to by-pass

university policies.  "I had gone to orientation, but what I have to do is go back and

revisit what all this meant because in orientation a lot of information came at me.  Now,

I'm experiencing these things."  According to Sporn (1999) part-time and adjunct faculty

represent up to 50% of the total faculty in colleges and universities.  Consequently,

offering a program that highlights major policies regarding attendance, grading, handling

difficult classroom issues, or other concerns would be a way to reinforce university

policy and gain consistency across the faculty.

*Addressing Time Issues*

The second intervention comes not only from Jane, but also Kelly and Ellen when

they referred to the lack of time for PD/FD because ". . . I just got bogged down

researching" (Ellen) and ". . . running around in a circle keeping up with what I have

having on relative to my classes and my students" (Kelly).  A possible way to remedy

their learning need for curricular-based issues is to utilize technology.  Using the

university's intranet site, faculty developers could offer an online newsletter with

teaching tips or a faculty listserv for a pedagogy helpline.

*Addressing Research Issues*

Faculty developers may want to seriously consider the many comments from this

study's participants addressing faculty only wanting to attend researched based programs.

Not only should these programs include grant writing and other issues relating to

research, but they should also include research conducted in the university.  The reporting

of such research would provide empirical evidence for learner-centered teaching

methodologies.  Such local research would also be a point of argument for any goal that a

department, program, or school had on its agenda.

Table 3

*Implications for the PD/FD field*

| Responsibility Led By | Proposed Action |
| --- | --- |
| Administrators | Present Vision |
| | Define Goals |
| Department Chairs | Alter Faculty Beginning Contract Date |
| Faculty Developers | Offer University Policy Refresher Programs |
| | Offer Online Newsletter with Teaching Tips |
| | Offer Faculty Listserv Helpline |
| | Report/Offer Research Based Programs from own Faculty |
| Faculty | Take responsibility for own self-directed PD/FD learning initiatives |

Each of the above-suggested interventions connects with a PD/FD need for all faculty as it relates to the concept map (Figure 19).  Leadership in the form of articulating a clear vision and well-defined goals by administrators concerns all faculty.  These messages may be communicated via print or oral communiqués.  Department chairs set the tone for program expectations.  They distribute course and committee assignments, therefore, they may be able to determine contract dates so that junior faculty may be better prepared for their teaching responsibilities.  Although the program proposals for faculty developers are for all faculty, they serve the needs of senior, tenured faculty more.  Finally, an implication for the client of PD/FD programs, that is, the faculty member, is to continue taking responsibility for his or her own personal development by taking initiative in assessing learning needs.

*Figure 19.* Concept map for PD/FD
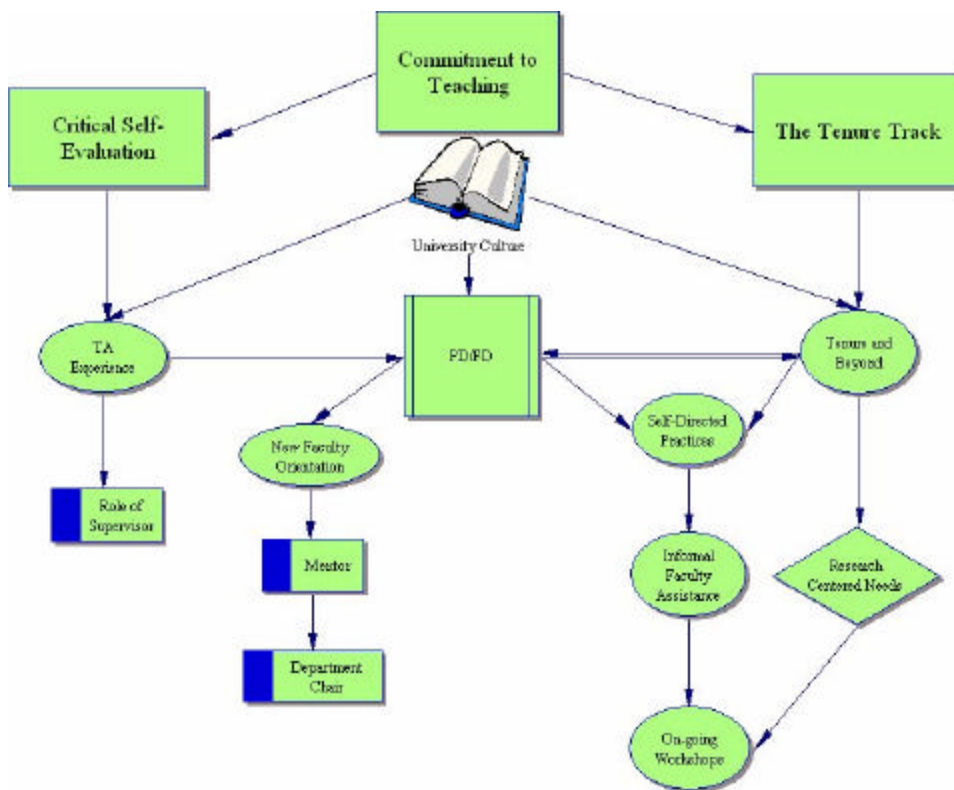


Chapter Summary

In this chapter, I summarized the study conducted in this research.  I submitted a restatement of the problem, reviewed the methods implemented, answered the research questions and related the literature to the findings, and discussed the implication of those results presented in Chapter IV.

My topic of interest is professional development/faculty development (PD/FD) in the university setting.  It is not a simple phenomenon because faculty are not cut from a single cloth.  What complicates any attempt to measure the meaning of PD/FD are the individual teaching philosophies each faculty member holds, the university culture that impels excellence in teaching, and the presence of an alumni association, students,

parents, and employers concerned with the quality and meaning of an undergraduate degree.

All of the research questions were answered supporting the literature reviewed. Based on the participants' responses these PD/FD experiences may be classified along the time continuum for the individual faculty member.  It begins with Teaching Assistant (TA) experiences and moves to new faculty orientation, continues with on-going workshops and self-directed practices, and progresses during tenure and beyond practices.  I also found four primary contributors to the faculties' attitude and participation in PD/FD.  They are the roles of mentors, senior faculty, the collegiality within a department, and the self-directed learning that one ascribes to in one's teaching and personal philosophy.  From assessing all of the participants' responses there are three main areas of perceived learning needs. They include research related topics, pedagogy related, and administrative functions related; and in assessing the issue of change in teaching methodologies there are three conditions for change to emerge from PD/FD programs.  They are positive role models from faculty, supervisors, or mentors, openness to change, and feedback or social interactions with students, other faculty, and administrators.

<div align="center">Suggestions for Further Research</div>

The concerns of PD/FD are universal; therefore, there are several directions future research could take.  First, an ethnographic study is needed that includes a larger faculty pool of participants, which allows a closer look at the university culture.  Secondly, a replication of this study needs to concentrate on cohorts of faculty, that is, junior faculty, tenured and post-tenured faculty, as well as adjunct faculty instead of looking at all ranks

of faculty.  Thirdly, a study might focus only on the relationship between PD/FD and tenure because research appears to take priority over teaching effectiveness.  Fourthly, a study might investigate the graduate curricula of the professoriate.  Associated with this the topic of graduate curricula is the study that looks at orientation programs for faculty comparing online to face-to-face formats.   Is there equal emphasis on the tripartite mission of the university in which faculty participate?  Is there an end of first year assessment of new faculty to determine if PD/FD was successful?  Finally, a study of interest might be one on teacher effectiveness after having PD/FD in technology in the classroom.

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APPENDIX A

University Descriptors

| University | Setting | Carnegie Classification |
|------------|---------|-------------------------|
| A | Urban | Research University Extensive |
| B | Semi-Rural | Master's Colleges & Universities I |
| C | Suburban | Research University Intensive |
| D | Suburban | Master's Colleges & Universities I |

APPENDIX B

Introductory Letter to the Dean, College of Arts and Sciences

Dr. _____
Dean, College of Arts and Sciences
_____ University
Building
Street
City, State, Zip Code

Dear Dr. _____,

I am a doctoral candidate at the University of Missouri – St. Louis who is in the dissertation stage of the program.  Approval to proceed with my research study has been given to me by the Institutional Review Board at the university.

My proposed study looks at participation in on-campus professional development programs.  By professional development, I am speaking of those programs that assist the individual faculty member in his or her teaching role.  I am interested in how faculty determine which programs they attend and how they may apply their learning to their teaching.

As part of my study, I have made a thorough review of the literature.  However, in order to give the study vitality I need to gain insight into the perceptions of current faculty.  I will be sending a self-reporting questionnaire to a random sample of your faculty, inviting them to participate in this study.  I have also included a copy for your file.  I would appreciate it greatly if you could encourage them to complete the form.

Thank you in advance for your assistance.

Sincerely,

V.J. Dickson
4468 A McPherson Ave.
St. Louis, MO 63108

Enclosure (1)

APPENDIX C
Introductory Letter to Arts and Sciences Faculty – Phase One


Dr. _____
College of Arts and Sciences
_____ University
Building
Street
City, State, Zip Code



Dear Dr. _____,

I am a doctoral candidate at the University of Missouri – St. Louis who is in the dissertation stage of the program.  Approval to proceed with my research study has been given to me by the Institutional Review Board of the university.  Therefore, I will follow protocols for human research according to the Code of Federal Regulations.

My study looks at participation in on-campus professional development programs in a two phase design.  By professional development I am speaking of those programs that assist the individual faculty member in his or her teaching role.  I am interested in how faculty determine which programs they attend and how they may apply their learning to their teaching.

As part of my study, I have made a thorough review of the literature.  However, in order to give the study vitality I need to gain insight into the perceptions of current faculty who have been teaching at your university for the past two years.  No anticipated harm will come to you nor will your identity be exposed if you decide to participate in this study.

Thank you in advance for your participation in Phase One of this study.

Sincerely,



V.J. Dickson
4468 A McPherson Ave.
St. Louis, MO 63108




Enclosures (5)

APPENDIX D

## Division of Educational Leadership and Policy Studies

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone:  314-516-5944
Fax: 314-516-5942
E-mail: V.J.Dickson@umsl.edu

# Informed Consent for Participation in Research Activities
Faculty Development in the University Setting: Perspectives and Practices
Phase One

Participant _____          HSC Approval Number  _051121D_____


Principal Investigator ___V. J. Dickson_____PI's Phone Number 314-652-7824_____

---

1.      You are invited to participate in a research study conducted by V. J. Dickson and John A. Henschke, Ed. D.  The purpose of this research is to examine university faculties' perspectives and practices of on-campus faculty development by asking the participants to reflect and describe their experience with the phenomenon.  Associated with this primary focus are the questions that ask what influences have prompted the participants to attend an on-campus faculty development program; and what kind of on-campus faculty development programs will meet their perceived learning needs.


2. a) Your participation will involve:

   ➢ Completing a self-reporting questionnaire that will take approximately 30-60 minutes to complete. This questionnaire is divided into three sections.  Part one has basic demographic questions regarding your teaching assignment at your university; part two has questions to assess the presence of a faculty development center or a teaching excellence center on your campus. The third section of the questionnaire asks you to share your past faculty development experiences.


   ➢ No remuneration of any type.

Approximately 20 faculty members from the College of Arts and Sciences may be involved in this research at the University of Missouri-St. Louis. Twenty faculty from three other universities' College of Arts and Sciences are also being invited to participate.  There will be no interaction among the institutions.

b) The amount of time involved in your participation will be 30 to 60 minutes for

completing the self-reporting questionnaire.

3.   There are no known risks associated with this research.

4.   There are no direct benefits to participating in this research; however, this study may allow you to reflect upon your teaching and learning experiences thus providing insight to your teaching practices.

5.   Your participation is voluntary and you may choose not to participate in this research study or withdraw your consent at any time.  You may choose not to answer any questions you do not want to answer. You will NOT be penalized in any way should you choose not to participate or withdraw.

6.   We will do everything we can to protect your privacy.  As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study.  In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection) that would lead to disclosure of your data as well as any other information collected by the researcher.

7.   If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, V.J. Dickson at 314-652-7824 or the Faculty Advisor, John A. Henschke at 314-516-5946.  You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research, at 516-5897.

**I have read this consent form and have been given the opportunity to ask questions.  I will also be given a copy of this consent form for my records.  I hereby consent to my participation in the research described above.**

| | | |
|---|---|---|
| Participant's Signature | Date | Participant's Printed Name |

| | | |
|---|---|---|
| Signature of Investigator or Designee | Date | Investigator/Designee Printed Name |

APPENDIX E
Faculty Questionnaire

The purpose of this study is to gain insight from university faculty regarding their professional development practices and the process whereby faculty apply their learning to their classroom teaching.  The researcher hopes that the information collected during this study will illumine the way that higher education teaching and learning centers or teaching excellence centers can better implement professional development in the university environment.

Your reply will remain anonymous. The researcher will code the response sheets and will keep them in a private file for this research only.

If you have any questions, please feel free to contact V.J. Dickson at the telephone number 314.652.7824 or by e-mail at V.J.Dickson@umsl.edu.  Thank you in advance for your time and your cooperation.

General Instructions:

1.      This questionnaire is to be completed by faculty who teach undergraduate courses in the College of Arts and Sciences in a four-year higher education institution.

2.      The questions ask general demographic content and your reflections about your activities during the past two academic years (fall '03 through summer '04 and fall '04 through summer '05) during which you taught at this institution.


3.       The theme of the questionnaire is "professional/faculty development."  By this, the investigator refers to on-campus programs that address the faculty role of teacher.


4.      Although there is an Informed Consent for Participation form included, the completion of this questionnaire and its return to me will indicate your consent to participate in this part of the study.

Returning the Questionnaire:
Mailing instructions for returning the consent form and completed questionnaire appear on the last page of the questionnaire.

FACULTY PROFESSIONAL DEVELOPMENT

Directions:  Please respond to each question by putting a check mark in the box, filling in the blank, or circling the appropriate answers using a blue or black ink pen.  Please make additional comments as you wish.

INSTITUTIONAL/PERSONAL DEMOGRAPHICS:

CITY/STATE: _____

SETTING:  Select one:　　　? Single Campus　　　Select one: ?  Rural

　　　　　　　　　　　　　? Multiple Campuses　　　　　　　? Small town

　　　　　　　　　　　　　　　　　　　　　　　　　　　　? Suburban

　　　　　　　　　　　　　　　　　　　　　　　　　　　　?  Urban

Your faculty rank:  Select one: ? Professor　　　　? Associate Professor

　　　　　　　　　　　　　　　? Assistant Professor　　? Instructor

　　　　　　　　　　　　　　　? Teaching Assistant　　? Lecturer

How many years have you been teaching in higher educational institutions? (Write in number.  For example, if eight years, write in "08".

? ?  number of years

How many years have you been teaching at your current institution? (Write in number.  If less than one year, write in "01".

? ?  number of years

What subject do you teach?

_____

FACULTY DEVELOPMENT PROGRAM – BACKGROUND DATA

Does your college have a faculty development program (Center for Teaching Excellence, Center for Teaching and Learning)?　　　　? Yes

　　　　　　　　　　　　　　　　　　　　　　　　　　　　? No

## FACULTY PROFESSIONAL DEVELOPMENT PROGRAMS

**Directions**:  The following questions refer to your activities during the past two academic years, that is, 08/03 through 07/05.  In order to assist you the first set of questions provides the scope of faculty development programs.  Please indicate all faculty development activities your college offered in the following categories.

1.  Professional Development

    a)  Sabbatical Leave                        ? Yes   ? No   ? Not sure

    b)  Professional Travel Funds          ? Yes   ? No   ? Not sure

    c)  Return to Industry                ? Yes   ? No   ? Not sure

    d)  Learning Enhancement Grants      ? Yes   ? No   ?  Not sure

    e)  Released Time for Seminars, Workshops, Conferences  ? Yes  ? No  ? Not sure

        ?  On Campus               ? Yes   ? No   ? Not sure

        ?  Off Campus             ? Yes   ? No   ? Not sure

    f)  Tuition-Free Course Work         ? Yes   ? No   ? Not sure

        ?  On Campus               ? Yes   ? No   ? Not sure

    g)  Other (please specify) _____

2.  Personal Development

    a)  Stress Management             ? Yes   ? No   ? Not sure

    b)  Time Management              ? Yes   ? No   ? Not sure

    c)  Interpersonal Skill Development     ? Yes   ? No   ? Not sure

    d)  Retirement Planning            ? Yes   ? No   ? Not sure

    e)  Other (please specify) _____

3. Curricular Development

    a) Instructional Practices                ? Yes  ? No   ? Not sure

    b) Networks for Sharing Teaching Ideas     ? Yes  ? No   ? Not sure

    c) Departmental                       ? Yes  ? No   ? Not sure

    d) Outside Consultant               ? Yes  ? No   ? Not sure

    e) Other (please specify) _____

4. Organizational Development

    a) Orientation for New Faculty         ? Yes  ? No  ? Not sure

    b) Faculty Handbook                ? Yes  ? No  ? Not sure

    c) Updates on Policy               ? Yes  ? No  ? Not sure

    d) Management Techniques        ? Yes  ? No  ? Not sure

    e) Other (please specify) _____

## FACULTY PROFESSIONAL DEVELOPMENT PRACTICES

**Directions** :  For the next set of questions you are asked to provide your reflections on your past faculty development practices.  Please be candid and as thorough as possible. If you need more space, please continue on the back of the page.

5.  Why have you participated in personal professional/faculty development during the past two years?

_____

_____

_____

6.  Describe major outcomes from your involvement with professional development programs on your campus during the academic years 08/03 through 06/05.

_____

_____

_____

7.  Describe the process you follow to determine your need for professional development.

_____

_____

_____


8.  How does your attendance and participation at faculty development programs affect

your teaching practice?

_____

_____

_____

9.  How do you respond to content presented in a conference or faculty workshop that is

contrary to your teaching philosophy or challenges your teaching techniques?

_____

_____

_____


10.  Describe your formal and informal experience of working across disciplines and/or

departments regarding your teaching practices.

_____

_____

_____


Thank you for sharing your experiences, thoughts, and ideas.

Please return your completed questionnaire in the enclosed pre-paid envelope and mail

directly to:

V.J. Dickson
4468A McPherson Ave.
St. Louis, MO 63108


At this time, will you please read the letter in the other envelope?  It concerns the second
phase of my study.  Thank you.

Appendix F
Introductory Letter to Arts and Sciences Faculty – Phase Two


Dr. _____
College of Arts and Sciences
_____ University
Building
Street
City, State, Zip Code




Dear Dr. _____,

Thank you for agreeing to participate in my study about university faculty practices and perspectives on professional faculty development.  Your reading this letter means that you have completed Phase One, the self-reporting questionnaire.  I am now inviting you to participate in Phase Two of the study that involves me interviewing you so that I may gain a deeper understanding of this phenomenon.

If you are willing to share some time with me for this face-to-face interview, please complete the enclosed pre-paid post card by checking the box and providing the contact information.  The interview will be conducted on your campus at a mutually convenient time. The time involvement for the interview will be one hour.  I will contact you as soon as I receive the information on how to reach you.

When we meet for the interview, I will go over the consent form for this phase of the study.  Again, know that no anticipated harm will come to you nor will your identity be exposed if you decide to participate in this study.

Thank you in advance for your participation in this study.

Sincerely,



V.J. Dickson
4468 A McPherson Ave.
St. Louis, MO 63108


Enclosure (1)

Appendix G

Return Post Card

Side A

TO:    V.J. Dickson

4468A McPherson Ave.

St. Louis, MO 63108

Side B

**ÿ I am willing to be interviewed for your research project.**

Name_____

Discipline_____

Phone number _____

E-mail address _____

Appendix H

Reminder Letter to Arts and Sciences Faculty

Dr. _____
College of Arts and Sciences
_____ University
Building
Street
City, State, Zip Code

Dear Dr. _____,

Two weeks ago I mailed a packet of materials inviting you to participate in my dissertation study.  Many questionnaires along with the signed consent forms have been returned.   If you have already completed the questionnaire, please disregard this letter.  However, if you have misplaced the questionnaire or have forgotten to complete the document, I would appreciate your taking the time to respond now.

My proposed study looks at participation in on-campus professional development programs.  By professional development I am speaking of those programs that assist the individual faculty member in his or her teaching role.  I am interested in how faculty determine which programs they attend and how they may apply their learning to their teaching.

As part of my study, I have made a thorough review of the literature.  However, in order to give the study vitality I need to gain insight into the perceptions of current faculty who have been teaching at your university for the past two years.  No anticipated harm will come to you nor will your identity be exposed if you decide to participate in this study.

Thank you in advance for your assistance in completing this first phase of my research.

Sincerely,


V.J. Dickson
4468 A McPherson Ave.
St. Louis, MO 63108

Enclosures (3)

Appendix I

**Division of Educational Leadership and Policy Studies**

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone:  314-516-5944
Fax: 314-516-5942
E-mail: V.J.Dickson@umsl.edu

**Informed Consent for Participation in Research Activities**
Faculty Development in the University Setting: Perspectives and Practices
Phase Two

Participant _____HSC Approval Number _051121D_

Principal Investigator ___V. J. Dickson_____PI's Phone Number 314-652-7824

_____

1.      You are invited to participate in a research study conducted by V. J. Dickson and John A. Henschke, Ed. D.  The purpose of this research is to examine university faculties' perspectives and practices of on-campus faculty development by asking the participants to reflect and describe their experience with the phenomenon.  Associated with this primary focus are the questions that ask what influences have prompted the participants to attend an on-campus faculty development program; and what kind of on-campus faculty development programs will meet their perceived learning needs.

2. a) Your participation will involve:

> A recorded, face-to-face interview on your campus at a mutually convenient time for the purpose of expanding thoughts from your experiences and clarifying responses provided in a self-reporting questionnaire completed by other faculty.

> No remuneration of any type.

Two faculty members from the College of Arts and Sciences will be involved in this research at the University of Missouri-St. Louis. In addition, there will be two Arts and Sciences faculty members from three other universities.  There will be no interaction among the institutions.

   b) The amount of time involved in your participation will be one hour for the face-to-

face interview.

3.  There are no known risks associated with this research.

4.   There are no direct benefits to participating in this research; however, this study may allow you to reflect upon your teaching and learning experiences thus providing insight to your teaching practices.

5.   Your participation is voluntary and you may choose not to participate in this research study or withdraw your consent at any time.  You may choose not to answer any questions you do not want to answer. You will NOT be penalized in any way should you choose not to participate or withdraw.

6.   We will do everything we can to protect your privacy.  As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study.  In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection) that would lead to disclosure of your data as well as any other information collected by the researcher.

7.   If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, V.J. Dickson at 314-652-7824 or the Faculty Advisor, John A. Henschke at 314-516-5946.  You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research, at 516-5897.

**I have read this consent form and have been given the opportunity to ask questions.  I will also be given a copy of this consent form for my records.  I hereby consent to my participation in the research described above.**

_____                _____
Participant's Signature                  Date          Participant's Printed Name


_____                _____
Signature of Investigator or Designee    Date          Investigator/Designee Printed Name

APPENDIX J

Guiding Questions for Face-to-Face Interviews

1. How did you decide to become a college professor?

2. How do you understand professional development in your life?  What sense does it make to you?

3. What are the terms you use to describe professional development?

4. Talk about your relationship with your students, other faculty, your Chair.