

PERCEPTIONS OF FACULTY DEVELOPMENT: A STUDY
OF A NORTH TEXAS COMMUNITY COLLEGE

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This dissertation study deems faculty development critical to meeting challenges associated with retirement, potential professor shortages, increasing adjunct populations, unprepared faculty, and accreditation standards in the community college. The study centers on seeking a current, in-depth understanding of faculty development at Metro Community College (a pseudonym). The participants in this qualitative study consisted of adjunct and full-time faculty members and administrators who communicated their perceptions of faculty development. The analysis discovered faculty member types (progressive and hobbyist adjunct and proactive, active, and reactive full-time faculty) who invest themselves in development differently depending on their position and inclination to participate. Faculty members generally indicated a desire for collegiality and collaboration, self-direction, and individualized approaches to development whereas administrators exhibited a greater interest in meeting accreditation standards and ensuring institutional recognition. The study also discovered a need to consider development initiatives for adjunct faculty members. The dissertation proposes an improved partnership between the adjunct and full-time faculty and the administration.

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CHAPTER 1

INTRODUCTION

This study's purpose centers on seeking a current, in-depth understanding of faculty development at Metro Community College (pseudonym), a burgeoning North Texas two-year institution. Faculty development often involves assisting professors in efforts to improve teaching and professionalism. Throughout history, development programs and approaches varied- that is, they met the needs of each institution as economic challenges and student demands arose. During the community college boom of the late 1960s and 1970s, Metro Community College (MCC) opened its doors to a new locality of students and as the college grew, faculty development programs provided a number of opportunities to help shape the professional lives of its professors. MCC, the research site for this dissertation, continues to incorporate development initiatives as student, faculty, and institutional needs emerge. This dissertation study contains data stemming from a series of qualitative interviews thus revealing characteristics faculty and administrators value in a development approach. Although the data specifically applies to MCC, this study potentially unveils concepts pertinent to faculty development as a whole.

The participants in this qualitative study consisted of adjunct and full-time faculty members and administrators who communicated their perceptions of faculty development. I began the inquiry with a pilot study of full-time faculty at

MCC wherein the participants articulated their desires for collegiality and collaboration, self-direction, individualization. The faculty in the pilot study also articulated concerns about the lack of administrator support relative to logistics (office space, textbooks, teaching materials, copy centers, and day-to-day information). My literature review (Chapter 2) examines these same concepts (collegiality and collaboration, self-direction, and individualization) and offers literary insights into the roles of faculty and administrators.

This dissertation, therefore, examined the concepts explored in the pilot study and literature review but extended the inquiry to include the perspectives of administrators, adjuncts, and full-time faculty. As a result, the participants reiterated the need for collegiality and collaboration, self-direction, and individualization, but stark differences occurred in how each group perceived faculty development. The data analysis shows how faculty demonstrated a greater proclivity for individualization whereas administrators focused more on institutional recognition and accreditation standards. Adjunct faculty only supported faculty development if properly compensated. As a result, I conclude that MCC needs to improve their partnerships between faculty and administrators.

Need for the Study

As many researchers note, community colleges are experiencing a time of tenuous budgets and faculty retirements. Colleges are hiring record numbers of

adjunct instructors and new professors. Faculty members who began their community college teaching careers during the 1960s are now rapidly growing older. Boggs (2003), Gibson-Harman et al. (2002), Evelyn (2001), Magner (2000), McClenney (2001), Shults (2001), and Watts & Hammons (2002) notice faculty attrition rates increasing as a result of retirements.

New professors will likely replace those who are leaving, but this may present a challenge for today's community colleges. Considering the fact that the National Center for Educational Statistics (NCES, 2004) and the United States Census data (2008) indicate dwindling graduation rates among graduate students (percent of graduate degrees conferred relative to enrollment declined from 1998 to 2004) and a growing student enrollment rate, fewer candidates will be available to assume community college teaching positions, a concerning situation for colleges who need to replace retirees.

According to a few researchers, however, colleges are apparently resilient in light of the eminent retirement; they simply fill empty slots with adjunct professors (Bousquet, 2008). Community colleges are relying more on adjunct or part-time faculty members than ever before. Over a decade ago, Ainley (1994) argued that institutions were conspicuously "sustained by a growing army of insecurely employed contract staff who make up to a third of all academic employees" (p. 32). The National Study of Postsecondary Faculty (NSOPF, 2004) reports an estimated 114.7 thousand full-time faculty members versus 206.3 thousand part-time faculty members employed in 2-year institutions in

2004. On average, community colleges currently support over 50 percent more adjuncts than full-time faculty.

As colleges welcome aspiring professors, researchers such as Evelyn (2001) and Gardner (2005) raise a warning flag regarding professor preparedness. Because the university does not prime the new professor, they argue, the onus of preparing community college professors, including adjuncts, rests on the shoulders of the individual colleges themselves in order to ensure teaching effectiveness. Colleges need to consider better faculty development to assist unprepared new professors and adjuncts.

To compound these challenges, The Southern Association of Colleges and Schools (SACS), the accreditation agency for MCC and a plethora of southern colleges, is asking for greater student retention, which may require a new approach to pedagogy. Additionally, changing legislation in the State of Texas is restructuring how colleges receive funding per student enrolled. Funding is provided based on students enrolled near the end of the course instead of the beginning. This is an opportunity for institutions to consider faculty development as part of their retention strategies.

Amid an effort to assist MCC and community college faculties across America, a deeper study in faculty development is necessary in order to provide sufficient data for the practice. A notable number of researchers argue that an insufficient amount of research on faculty development exists (Eddy, 2005; King and Lawler, 2003; Murray, 2000, 2001, 2002; Sorcinelli, Austin, Eddy, & Beach,

2006; Watts and Hammons, 2002; Wallin, 2003). To effectively serve students, two year institutions need to fashion talented professors in order to financially survive and thrive as retirement trends, accreditation standards, changing legislation, and student demands continue to materialize. A deeper understanding relative to development programs offers greater insight into productive or inhibitive characteristics. To implement successful initiatives today, institutions need sufficient data, models, and narratives about faculty development- contributions this study provides.

Pilot Study

Literature discussing development demonstrates how many administrators and faculty members are seemingly unaware of the theoretical underpinnings supporting faculty development programs (Fugate & Amey, 2000; Lawler & King, 2000; Maxwell & Kazlauskas, 1992; Miller & Nader 2001; Murray, 2001, 2002; Tierney, Ahern, & Kidwell, 1996; Wallin, 2003; Webb, 1996). In many cases, those who organize development programs do not know why they offer development at all (Murray, 2002). Bearing this in mind, I began this dissertation study with a pilot study of full-time faculty members at MCC in order to determine if a community college in North Texas understood its purpose for providing faculty development and what a desired faculty development program might resemble.

I used grounded theory qualitative methodology in order to objectively explore faculty perceptions of development and uncover theoretical underpinnings driving the practice. I interviewed five volunteer full-time faculty participants using one informal interview and one formal interview. Based on the pilot study's interviews, I discovered the following characteristics of a desired development initiative: a) collegiality and collaboration; b) self-direction; c) individualization. This dissertation study builds on these discovered concepts through a literature review and an extended, more in-depth inquiry.

Significance of the Study

This dissertation study deems faculty development critical to meeting challenges associated with retirement, potential professor shortages, increasing adjunct populations, unprepared faculty, and accreditation standards in the community college. This study explores faculty and administrator perceptions of faculty development and accepts these perceptions as valid. Using a qualitative approach, therefore, enables the participants to express their rich, in-depth perspectives.

Statement of the Problem

This dissertation builds on existing concepts found in the literature and my pilot study and seeks to discover the following:

Based upon the perceptions of faculty and administrators, what constitutes effective faculty development?

Supporting Research Questions

How do faculty and administrators perceive collegiality and collaboration as part of effective faculty development?

How do faculty and administrators perceive self-direction as part of effective faculty development?

How do faculty and administrators perceive individualization as part of effective faculty development?

Scope and Delimitations of the Study

This dissertation study focuses on faculty and administrators at Metro Community College. To fully understand their perceptions, the study concentrates on MCC as the research site. This provides richness in the data while extending the pilot study's findings. MCC serves as a case study providing 18 primary and 45 secondary (surveyed) participants who represent a diverse group of administrators, adjunct faculty, and full-time faculty. The college belongs to a large community college district and independently serves approximately 9300 credit students per semester.

The research approach employed in this study focuses on an in-depth qualitative analysis of the experiences of one community college, with a more

Careful examination of 18 primary participants. These qualitative research methods uncovered rich, detailed data associated with phenomena regarding the perceptions faculty exhibited rather than offer a generalizable conclusion. Through a discovery process, this study intends to add to the body of knowledge by revealing a developing theory for the practice of faculty development.

Definition of Terms

Faculty development: Miller and Nader (2001) suggest that faculty development “refers to the notion of the improvement, enhancement, or preventative maintenance of a faculty member’s skills and knowledge” (p. 87). Eble and McKeachie (1985) refer to faculty development in the context of helping faculty members improve competence as teachers and scholars. Alfano (1993) calls faculty development an “omnibus term referring to a myriad of activities that colleges undertake to enhance individual or institutional capacities to teach and to serve students” (p. 68). Brawer (1990) uses the terms “training,” “renewal,” “upgrading,” and “development” as the definition of faculty development. In this study, faculty development generally resembles these definitions. Activities such as attending conferences, workshops, training, and orientations or participating in sabbaticals, publishing opportunities, continuing education courses, and graduate study programs define faculty development.

Collegiality and collaboration among faculty and administration: This concept represents a collective body of professors and administrators sharing

ideas, mentoring one another, and using formal and informal collaborative strategies to advance professional development.

Self-direction: A self-directed learner is one who exhibits a goal to become self-directed and assumes responsibility for his or her development (Tough, 1967, 1971). The faculty member exercises choice in topics venues, programs and then personally manages the process. The self-directed faculty member ultimately assumes ownership of the learning through sharing and scholarship.

Individualization: This approach focuses on the develop needs of the individual faculty member and department through practical, realistic, problem solving strategies. Faculty development programs are provided to local entities according to their unique needs as opposed to offering a general initiative directed toward the entire college or district faculty.

Overview of the Dissertation

Chapter 1 presents the topic of this dissertation, provides an introduction to its pilot study, defines key terms, and establishes a premise for which this study contributes to the body of knowledge. Chapter 2 contains an extensive literature review. This includes a short history of community college faculty development, a discussion of hiring trends, and a description of challenges associated with hiring new faculty, utilizing more adjunct professors, and meeting stakeholder demands. The chapter also summarizes theoretical implications

relative to development approaches and adult learning strategies. Chapter 3 establishes grounds for using qualitative methodology, presents the pilot study, and delineates details of the primary and secondary participants, the research site, interview protocol, survey instrument, and data collection procedures for the dissertation study. Chapter 4 contains a descriptive analysis of the data. Interview and survey data reveal characteristics associated with approaches the participants perceive to be effective. Chapter 5 builds on research findings to include a reflection of the study, implications for practice, and suggestions for further research. Appendices include Appendix A (pilot study), Appendix B (interview protocol), and Appendix C (open-ended survey).

CHAPTER 2

LITERARY CONTEXT OF FACULTY DEVELOPMENT

As community colleges face unprecedented challenges in a new millennium of technological advancement, diversity, blending cultures, assessments, and challenging budgets, they rely more on the faculty than ever before. Faculty represents the heart of a college- the center of scholarship and the life force that nourishes students with fresh ideas and essential skills for success. Like colleges of the past, institutional and student success begins with the talents and skills of faculty members. Community colleges today are actively organizing centers for teaching and learning, professional development programs, training, and similar programs to assist faculty members with enhancing strengths, overcoming weaknesses, and meeting challenges of the 21st century.

Sketching the history of faculty development in America and shedding light on trends that have challenged the past and shaped the present, this literature review paints a comprehensive portrait of faculty development in the community college. This review illustrates why and how faculty development programs benefit from a theoretical foundation- tracing the arguments, the perceptions, the research. Considering the pilot study's findings, this chapter explores the concepts of collegiality and collaboration, self-direction, and individualization as

well as the roles faculty and administrators play in the development process. As a thorough exploration, the literature review builds an informative context of faculty development in the community college.

A History of Community College Faculty Development

Perusing through literature relative to faculty development, one may find a body of knowledge replete with germane research, ideas, and model programs- not to mention ideas informally shared via the internet, within districts, and among administrators. When did it all start? In a broad sense, faculty development has existed in some form or another since the colonial colleges first opened their doors (Rudolph, 1990); but distinctively, it was officially recognized when Harvard offered the first sabbatical leaves in 1810 (Blackburn, Pellino, Boberg, & O'Connell, 1980; Eble & McKeachie, 1985). This was the genesis of faculty development in American higher education.

According to Eble and McKeachie (1985), professional hiatuses such as Harvard's sabbaticals offered the early American professor a chance to "gain sufficient competence to teach a subject" (p. 5). "The sabbatical," they explain, "was clearly related to enhancing or renewing the scholar's capacities" (p. 6). For the colonial colleges, these "capacities" included gaining religious based knowledge in Biblical languages such as Greek and Hebrew, religious texts, and theological erudition suitable to train aspiring seventeenth century preachers and pastors (Rudolph, 1990).

Along with the sabbatical, institutions provided travel allowances, grants, fellowships, and encouraged professors to attend professional conferences and meetings (Gaff and Simpson, 1994). They likewise relied on an early version of on-the-job training. Gardner (2005) explains, “As many of the faculty members in the original colonial colleges in the United States were tutors or men who had recently graduated from the same institution, very little training was necessary” (p 162). This was as convenient for colonial colleges as it might be today. Like the tutors of old, part-time professors today often slip into full-time positions following several years of adjunct service. Institutions often find development and orientation less complex and financially beneficial because recently hired professors are already familiar with the institution’s culture, climate, and logistics; however, this discussion will continue later.

Returning to the early college setting, the colonial professor and tutors relied on lecture, the preferred teaching methodology; therefore, sabbaticals, grants, and fellowships became effective tools for building powerful orations (Rudolph, 1990). Ideally, the more time a professor devoted to his personal study, the more knowledge he was able to access and share. Early faculty development models allowed tractable professors an opportunity to fill their personal knowledge vessels. This in turn provided more content for the classroom. Rudolph explains how even a short break provided a busy professor time away from mentoring, monitoring dorms, disciplining students, and so forth,

to devote specialized time in developing personal intellect that found its way into the early professor's erudition.

Progressing through the nineteenth century, the emphasis on building a better professor continued to exist; however, institutions found exceptional value in assisting the professor as he developed within his discipline. In light of evolving curriculums (science and philosophy were taking root in *The Enlightenment* of eighteenth century) and an interest in adopting the "German model" of scholarship, early faculty development practices remained popular in the nineteenth century. Speaking historically, Ingraham (1965) says, "The fact is clear that the chief purpose for leaves in the university is for research, writing, and study at the level of a trained active scholar" (p. 72). Sabbaticals, grants, and leaves seem to be the preferred, stoical methods for achieving this kind of development. Evidently, this nineteenth century trend stemmed from a focus placed on scholarship over and above any other development goal, which included "the improvement of instruction" (Gaff & Simpson, 1994, p. 12).

As the popular "German model" of scholarship took hold in America, the curriculum drifted away from "religious faith or affiliation, character, and other personal qualities" of the early colleges evolving into a concern for academic degrees, discipline, and development (Gaff & Simpson, 1994, p. 167). Whereas early colleges viewed the professor as a moral leader and teacher who disseminated religious based content and therefore grew through the study of religious texts, the nineteenth century professor needed training to ensure his

expertise in his discipline albeit math, science, philosophy, or other technical fields. Historians say that this gave the 18th century professor an edge amid the competitiveness among institutions and professionals (Gaff & Simpson, 1994; Eble and McKeachie, 1985). More than ever, professors needed development programs to stay abreast of burgeoning studies.

In the bustle of scientific excitement, higher education was rapidly dividing into camps of knowledge, which led to greater specialization in the nineteenth century (Rudolph, 1990). Rudolph talks extensively about how specialization found protection amid learned societies whose members exhibited an ardent fever to publish. *The American Philological Association* was born in 1969 followed by the *American Chemical Society* in 1877, the *American Economic Association* in 1885, the *Modern Language Association* in 1883, the *American Historical Association* in 1884, the *American Mathematical Society* and the *Geological Society of America* in 1888, and other organizations followed suit.

“At their annual meetings” Rudolph claims, “these associations, as well as the numerous other groups that now required some means of personal communication to supplement the printed page... took measures to formalize and standardize their particular branch of learning...” (p. 406). To be specialized, a faculty member needed greater training; therefore, it seemed that such associations stepped into the light to supplement faculty development efforts in their own style. Conferences, journals, and other academic correspondences nourished in the soil of scholarship vis-à-vis the German ideal blossomed into

unprecedented development initiatives. These settings provided the means to personally share ideas with one another as well as demonstrate innovative concepts through publications. Development was brilliantly virile.

Faculty development was conspicuously fruitful in the nineteenth century. Rudolph explains that learned societies not only helped aspiring graduate students find jobs through collegial networks, but they lifted the social status of the academic as well. He argues the following:

The annual meeting like the business convention, testified to the shrinking of distances, and it brought together groups of specialists who spoke in a language all their own, shared discoveries, and went back to their campuses with a renewed sense of belonging.
(p. 409)

Rudolph fails to elaborate on this statement; however, he does explain that “intellect rather than piety was their [professor’s] touchstone” (p. 410). Despite their efforts to exalt a particular subject area under the auspices of specialization, intellectual society’s also proffered a place where academics felt at home, an emotional well-being.

The sabbatical continued to serve faculties in the nineteenth century as it did in previous ones. Rudolph explicitly argues that sabbaticals were privileges uniquely associated with augmenting the genteel profession of college teaching. He continues to explain that in a time of burgeoning graduate studies, under the auspices of the German model of scholarship, faculty members found great pride in devoting time to personal, deep research. Development was intertwined with scholarly success and recognition. In a reciprocal fashion, a professor depended

on development opportunities on his path to scholarship while the practice of faculty development thrived as scholars demanded to be renewed. "Within a relatively short period," Rice (1996) claims, "being a scholar became virtually synonymous with being an academic professional and a powerful image of what this meant took hold" (p. 8). Rudolph (1990) defines this time as "the rise of the academic man" (p. 402).

Sorcinelli et al. (2006) deem the same time period as the *Age of the Scholar*. Along with Ingraham (1965), they argue that the strength of the faculty member in the nineteenth century paralleled the ability to take a sabbatical, utilize a grant, or attend conferences, privileges no tutor or teaching assistant enjoyed at that time. The latter in fact freed the faculty from teaching duties so that professors could develop into greater paragons of scholarship and symbols of professionalism. Rudolph (1990) explains that the first doctorate degrees emerged in American colleges during this time. Notably, institutions shortly thereafter began delineating levels within professor ranks- that is associate professor, assistant professor, and professor (Rudolph, 1990). Faculty development efforts were palpably entangled with the trends of the day. They exclusively focused on augmenting the professor as he became an *Academic Man*.

As the nineteenth century closed and the twentieth century opened, an emphasis in scholarship seemed to remain static. Professional development programs continued to utilize traditional practices that crafted a scholar:

sabbaticals, research grants, conferences, and fellowships. “In fact,” Sorcinelli et. al. (2006) states, “sabbaticals, leaves, and other means of advancing scholarship remained almost the exclusive form of faculty development until the 1970s” (p. 1).

To this point, I have examined the early models of faculty development which existed primarily in four-year institutions. Understanding this history provides a nice bridge to begin conceptualizing faculty development in the community college. For example, community colleges adopted classical approaches but added unique methodologies stemming from trends in higher education. The junior college model emerged in the early 20th century, but because it extended from primary and secondary schools, it predominantly incorporated training methodologies that resembled teacher in-service. The literature fails to examine or even explore much of this approach; therefore, this review turns to an emphasis in how junior colleges built on a foundation of classical development initiatives and emerged with practices unique to their needs.

As the community college model experienced momentum in the mid-twentieth century, research in community college faculty development emerged. Perhaps unprecedented, Miller and Wilson (1963) published a report stating that the most prevalent faculty development practices among two hundred small southern colleges included financial assistance for professional meetings, department conferences, sabbaticals, and a faculty handbook. A few years later,

Many, Ellis, and Abrams (1969) found similar evidence in a national survey of four-year colleges and universities. These studies clearly indicate that traditional development practices (those associated with four-year institutions) were still strong through the 1960s, but this also began highlighting faculty development in America's two-year institutions.

Eble and McKeachie (1985), quoting Eble (1972) who conducted a study under the auspices of the American Association of University Professors (AAUP) and included community college data, explain how faculty members from 142 different and various institutions were asked two questions: (1) "My institution (does, does not) have an effective faculty development system" and (2) "Outside of the departmental program and budget, my institution provides specific support for (research, teaching, service)" (p. 6). The results, according to these researchers, revealed that 60 percent of the respondents indicated that their institution provided support for research while only 10 percent reported support for teaching and service. This study and two previous studies, Miller and Wilson (1963) and Many, Ellis, and Abrams (1969), originated in the 1960s and thus indicate how institutions, community colleges included, used a more classical approach to faculty development.

Gaff and Simpson (1976) & Sorcinelli et. al. (2006) concentrate on early faculty development initiatives- those enacted before the 1970s- and illustrate how colleges predominantly assisted the professor in "keeping up to date," or becoming an expert in his discipline. The changing political, economic, and

demographic nature of student populations in 1970s carried a different set of demands for the professor, which opened the door to new and improved faculty development opportunities. As these researchers notably discuss, a new door was opening for development programs as the archaic model of scholarship collided with emerging interests in teaching practices.

Progressing into the 1970s, the professor was no longer seen as just a scholar, but one who also taught, mentored, and participated in student learning (Sorcinelli et. al., 2006). The emphasis in building scholars in higher education was displaced by a new and ardent effort to build powerful teachers. This argument is corroborated in Eble & McKeachie (1985), Gaff (1975), Gardner (2005), and Lawler & King (2000). A consensus relative to historical implications driving this new vision is evident among these researchers. Discussing the possible causes supporting this evolution would lead to a historical analysis rather than an illustration of the evolution of community college faculty development; therefore, this literature review focuses on the trends rather than the comprehensive details as they emerged chronologically.

Sorcinelli et. al. (2006) offers a pervasive, historical preview of what she and her colleagues call *The Five Ages* in light of faculty development (p. 2). With respect to changes materializing in the 1970s through the present day, she and her colleagues identify five time periods that are quintessentially found in the following trends: increasing enrollment, economic downturn, student diversity, and faculty immobility. Considering the history of community colleges in

America, one cannot ignore the consequences increased enrollments had on the evolution of faculty development during the 1960s and 70s. This time period, the first “age” in Sorcinelli’s preview, was a time of tremendous growth for community colleges. Levinson (2005) claims that 487 of a total 909 public community colleges in existence in 1970 emerged during the 1960s. NCES (1997) data shows continuous, steady growth through the 1970s. Viewing three major wars (WWII, the Korean War, and Vietnam) in the rearview mirror, consequent government programs contributed to the growth in higher education and the community college ideology.

Funding was offered to war veterans via *The Serviceman’s Readjustment Act of 1944 and subsequent amendments*. Low-interest loans and loan forgiveness provided college students- through the *National Defense Education Act*- affordable educational opportunities. President Lyndon B. Johnson’s *Great Society* programs, which centered on the *Higher Education Act of 1965* demonstrated a heightened level of federal involvement in higher education. Subsequent efforts the federal government made to offer student grants, work study opportunities, and loans also contributed to increasing enrollment. With these programs in place, higher education was welcoming record numbers of students in the 1970s; thus, community colleges began to grow. The community colleges were on the forefront of this movement and the concept blossomed in America (Levinson, 2005). This vibrant context represented a new and unique environment for development programs in higher education.

As Berry, Hammons, and Denny, (2001); Cohen and Brawer (1996), Levinson (2005), Murray (2002), O'Banion (1981), Watts and Hammons (2002) discuss, community colleges were organized and nourished in light of the open door policies of previous decades, but a new challenge in higher education was emerging: "A relatively homogeneous group of 'youth' emerged..." (Levinson, 2005, p. 17). Increasing enrollments meant serving an unprecedented number of traditional aged students who Levinson (2005) argues, "provided the demographic foundation for the student movement of the 1960s" (p. 17).

Stemming from pressures vis-à-vis homogeneousness and greater access to education, students felt empowered to offer demands when previous generations were mute. Levinson discusses how higher education was more accessible and plentiful during the 1960s and 70s; thus, students did not view educational opportunities in terms of privilege but as a service. Their demands pressured colleges to reconsider traditional teaching practices such as the lecture, aided by the sabbatical, grant, or fellowship to more progressive methods that encouraged student autonomy and voice.

Student activism seemed rampant as undergraduates demanded a voice, better teaching, and professor accountability. The original approaches to faculty development were shoved aside to make room for models that augmented the professor's teaching abilities and improve instruction. Carusetta and Cranton (2005) explain, "For a while, faculty development was distinguished from instructional development, with the former focusing on the whole person... and

latter emphasizing the techniques of teaching” (p. 79). The early approaches relied on sabbaticals, conferences, and grants, methods that augmented the professor while the 1960s saw a new focus on teaching effectiveness.

Eble and McKeachie (1985) explain how student evaluations under the auspices of the American Association of University Professors (AAUP) and the Association of American Colleges (AAC) with funding provided by the Carnegie Foundation to Improve College Teaching illustrated the concern for greater teaching assessment and effectiveness. In the 1970s, Institutions were considering student surveys, class visitations, evaluations, and similar measures of accountability to determine the best methods for producing effective teachers not just scholars. This type of research fit nicely into new plans for developing better teachers in the community college.

Centra’s (1975) national study on faculty development pertaining to both universities and community colleges, perhaps the first study including perceptions of community college faculty development programs, reveals that institutions placed a greater emphasis on teaching effectiveness. He seemingly perceived a faculty metamorphosis: building a better teacher became concomitantly if not more importantly a part of how institutions transformed faculty members into better teachers. He also explains how four-year institutions, aiming to improve teaching, established centers for development to meet student demands. One stark example of this ardor was found at The

University of Michigan, one of the first institutions to establish a formal teaching and learning center in American higher education.

The literature shows that universities, however, were not alone in this transformation. Community college faculty development initiatives revolved around a predominant concern for better teaching. Cohen and Brawer (1996) indicate that community colleges were more likely to provide more “in-service training” during this time than they had before (p. 80). Although community campuses and local school districts provided teacher training, this new vehemence for pedagogy seemingly laid a foundation for evolving and growing faculty development programs. In short, this was a time when “faculty development became an identifiable activity on many campuses” (Eble and McKeachie, 1985, p. 9).

As increasing enrollments provided unique opportunities for growth in faculty development during the 1960s and 70s, an economic recession during the mid 1970s forced institutions to consider faculty renewal rather than replace faculty members. More competition for limited tax dollars meant that community colleges needed to consider reshaping their faculty members into paragons of teaching greatness (Watts & Hammons, 2002). Forman (1989) views demographic and economic trends of the 1970s changing the social and psychological conditions of academic work, which ultimately became the origins of faculty development (p. 5). Perhaps he means the origins of a new and changing faculty development approach? An interest in teaching effectiveness

and respecting student demands in the 1960s inspired institutions to look toward learning theories as a means to break free from the competition.

Hubbard and Atkins (1995) provide a powerful context relative to institutional interests in teaching effectiveness and cognition:

Early faculty development efforts of the 1970's attempted to improve institutional effectiveness primarily by addressing the disciplinary expertise of pedagogical skills of faculty members. Subsequent approaches focused on understanding the complexity of the teaching/learning process and expanding faculty awareness of new emerging information about cognition and development.
(p 118)

Alstete (2000) adds to this claim by describing how colleges began exhibiting an interest in behaviorist research and theory which resulted in an attempt to incorporate teaching development and evaluation programs. Institutions hosting great teachers and exhibiting cutting edge teaching and learning techniques, therefore, shined above their competitors- faculty development efforts assisted the process.

A seminal reference to the study of faculty development, Astin, Comstock, Epperson, Greeley, Katz, & Kaufman (1974) illustrate how economic problems contributing to a decline in faculty mobility led to a greater emphasis on teaching development and faculty renewal. Because finances were tight and budgets tenuous, professors were not able to relocate or change jobs easily. Likewise, institutions began finding new ways to train existing faculty members at greater savings rather than expel valuable resources on hiring and orientating new faculty. O'Banion (1981) sees faculty development in early community colleges

growing out of the recognition that people and not buildings, programs, and organizations needed development.

As the challenges of the 1970s dissipated, the 1980s invited a new set of opportunities for faculty developers. Sorcinelli et. al. (2006) consider this era to be the “Age of the Developer” (p. 3). As new programs, goals, and considerations were formulating or old ones were rejuvenated, philanthropic organizations such as the Bush, Ford, and Lilly foundations invested in behalf of faculty development. In fact, Eble and McKeachie (1985) devote an entire book to this subject. They adequately describe how these foundations uniquely contributed to the practice, but they more notably illustrate how accountability measures encouraged greater faculty development.

As stakeholders demanded more evidence (measurable outcomes relative to teaching excellence in education), perhaps most conspicuous in elementary and secondary education, faculty members in higher education also experienced the accountability movement (Eble & McKeachie, 1985). With foundational and political support, many activists demanded better and more effective means to measure a professor’s effectiveness. Clark, Corcoran, and Lewis (1986), Eble and McKeachie (1985), and Young (1987) represent the fervor for finding useful and measurable outcomes, a trend that seemed to climax in the 1980s. These studies define teaching, delineate findings based on studies, provide models, and offer suggestions relative to effective teaching as well as faculty development programs that assist and evaluate teaching.

As foundations sponsored initiatives demanding better teaching, several national studies likewise suggested that community colleges devote more time and resources to teaching effectiveness (Boyer, 1987; the National Commission on Excellence in Education, 1983; the Study Group on the Condition of Excellence in American Higher Education, 1984). The *National Council for Staff, Program, and Organizational Development* (NCSPOD) and the *National Institute for Staff and Organizational Development* (NISOD) were founded and initiated a legacy of conferences focusing on improving the community college professor's teaching abilities. In addition, the *Journal of Staff, Program, and Organizational Development* printed its first issue.

A few observers likely saw the 1980s as time of success; however, a majority of the public community colleges in American experienced yet another economic downturn. The mid-1980s brought another economic recession and many colleges found themselves desperate for funds. Faculty development suffered when many colleges discontinued development programs. "The loss of programs," Watts and Hammons (2002) reminisce, "was compounded by the fact that when Title III funds expired, most institutions found that they did not have the financial means to continue programs that had been supported by those funds" (p. 7). Despite positive gains, faculty development experienced a set back.

Throughout the decade, constricting budgets and economic hardships continued to shape the face of the community college faculty development movement. To survive amid these hardships, colleges attempted to

institutionalize faculty development. Levinson (2005) discusses how organizational theory stemming from the classical sociologist Max Weber looked very promising for suffering institutions wanting to organize their “inputs” in order to produce desirable “outputs” (p. 58). As a result, community colleges began promoting transfer programs ideologically centered on open enrollment. Built on a foundation of Gaff (1975) and Bergquist and Philips (1975), publications adding personal reflections and teaching suggestions to the pursuit of development, many college administrators also directed their eyes toward multifaceted approaches including instructional and personal development considerations. Although the literature fails to specifically explain why, institutions saw economic benefits in developing the whole professor (O’Banion, 1981). Maybe open enrollment changed the demographics of the student body thus requiring a professor to meet the needs of all types of students, and renewing an existing faculty member may have been cheaper than training new or additional faculty members.

Researchers such as Eble and McKeachie (1985) began finding new ways to define faculty development in the 1980s. Their observations clearly portray an effort to institutionalize faculty development efforts along with the changing community college model. Many colleges began categorizing faculty development programs according to three areas: faculty development, instructional development, and organizational development. The economic hardships vis-à-vis the mid-1980s recession likely contributed to an effort to not

only officially define faculty development but institutionalize the practice entirely. In this spirit, Eble and McKeachie posited their definition of faculty development as the following:

- a) Faculty development: programs to promote faculty growth, to help faculty members acquire knowledge, skills, and sensitivities.
 - b) Instructional development: programs that facilitate student learning, prepare learning materials, and redesigning courses.
 - c) Organizational development: programs to create an effective organizational environment for teaching and learning.
- (p. 11)

As delineated here, constituents like these researchers intended to assist members in their scholarly pursuits, but added evidence that the practice itself focused on both the instruction and the institution. They believed this would help sustain the practice through a financially dark time.

As time progressed, higher education seemly turned Rudolph's (1990) *academic man* into a master teacher. Austin (2002) describes the 1990s as an era when professors strived to facilitate student learning rather than simply disseminate their vast amounts of knowledge. Metaphorically speaking, Sorcinelli et. al. (2006) quotes Austin (2002) saying, "Student learning rather than teaching took center stage- the teacher was no longer the 'sage on the stage,' pouring knowledge into empty vessels, but a 'guide on the side,' facilitating student learning" (p. 3). A majority of the literature in faculty development during the final decade of the 20th century focuses on this very effort (Knapper, 1995).

The 1990s invited a new dimension to community college faculty development; however, the practice seemed dormant considering the demands for better teaching. In an attempt to better understand faculty development and perhaps assess its effectiveness, Baiocco and DeWaters (1995) surveyed presidents from 435 American colleges and universities. They found that only “one third of all higher education institutions have some form of organized faculty development” and 71 percent of the sample reported that they had a “comprehensive program” that included funding for travel, research, workshops, mentoring, and logistical supplies (p. 38). This study reveals a rather bleak outlook in terms of the practice of faculty development when so much of the literature published in the 1990s is devoted to augmenting teaching effectiveness. The concern was seemingly prevalent, but the programs were not.

Although researchers such as Hawthorne and Smith (1994) reported that faculty development promoted institutional success and other researchers like Baiocco and DeWaters (1998) suggested the opposite, the role of the faculty member in a technological, highly competitive, and evolving environment historically shaped the practice of faculty development in the 1990s, which continues through the current millennium. As Rice, Sorcinelli, and Austin (2000) describe, the professor of later 1990s found him or herself wearing different hats: teacher, researcher, advisor, grant writer, administrator, and service provider. Discussing each of these roles is not germane to this argument except to point

out that the professor's role was changing and thus the demand for better faculty development was on the forefront of consideration.

The 1990s also invited new professional organizations aimed at supporting faculty members in their teaching roles. These organizations ameliorated the problems financially strapped institutions would have addressed. For example, the *American Association for Higher Education (AAHE)*, the *American Association of Colleges and Universities*, the *American Council on Education (ACE)*, the *Carnegie Academy for the Advancement of Teaching*, the *Council of Graduate Schools*, the *National Science Foundation*, the *American Historical Association*, the *American Assembly of Collegiate Schools of Business*, and the *Woodrow Wilson Foundation* emerged as the center of this excitement. Each organization carries a mission and vision- too exhaustive to delineate here; however, they do wave banners depicting a mission to improve today's faculty member.

Current Trends

In a new millennium, community colleges are facing greater challenges than previous decades. One of these formidable opportunities includes retirement trends. Faculty members who began their community college teaching careers during the 1960s are now rapidly growing older and the literature seems to substantiate this claim. In the forefront, Magner (2000), observing the retirement trend, specifically finds that the retirement rate of

professors at 70 years of age is plummeting. At the time of her study, she predicted a continuous trend would continue. Her conclusions are currently not unreasonable considering the fact that many students today observe silvery-headed professors shuffling their way to classes on American campuses.

The literature suggests that a mass retirement will imminently occur. Boggs (2003), Gibson-Harman et al. (2002), Evelyn (2001), Magner (2000), Maguire (2001), McClenney (2001), Shults (2001), and Watts & Hammons (2002) have noticed attrition rates increasing among faculties as a result of retirements. Berry et al. (2001) predicts “25,850 to 30,040 full time community college faculty members will likely retire during the next 10 years” (p. 130). Shults (2001) claims that 31 percent plan on retiring by 2004. Hardy and Lannan (2003) use data derived from the 1999 *National Study of Postsecondary Faculty* (NSOPF: 99) to determine that within a sample of 97,980 full time community college faculty, 20 percent plan to retire in 6 to 10 years and another 21.43 percent plan to retire in the next 11 to 15 years. In 2004, *The National Study of Postsecondary Faculty* (NSOPF: 04), utilizing data derived from 2002 surveys, reported that institutions claimed a loss of 7 percent of their full-time faculty- 36 percent of this 7 percent were due to retirement.

Illustrating consequences of this trend, Gahn and Twombly (2001) focuses on the faculty labor market and suggests that community colleges will definitely need to hire large numbers of new faculty in a relatively short period of time. As a probable result, history may repeat itself and like the 1960s, institutions may be

faced with orientating, mentoring, and training a large number of new faculty members. In fact, colleges may need to train at least a modicum of new faculty members in the immediate future. Do community colleges have a plan in place?

Eble and McKeachie (1985) state, "Assisting beginning teachers has always had a low priority among faculty development efforts and this despite the obvious usefulness of supporting a person at the beginning of a career" (p. 8). Are today's efforts to assist new faculty members improving? They assume that "practices today are probably not very different from those revealed by surveys of a decade ago and two decades ago" (p. 8). Boice (1992) finds minimal research relative to assisting faculty members. As campuses face the challenges found in teaching effectiveness, attracting students, fulfilling accountability measures, and rationally spending public funds, researchers insist that programs for new faculty find prominence among the plethora of development programs. Boice compassionately adds, "We are only beginning to help particular groups of faculty, such as new hires" (p. 9).

Considering current publications, however, Boice's fears seem obsolete. Eddy (2005) surveyed 497 institutions and found a large number of executive administrators and those responsible for development to support new faculty development. Likewise, more than half of those surveyed indicated that their institution provided development programs for new faculty (p. 148). Murray (2001) found that nearly 35 percent of the colleges he surveyed reported that they offer peer mentoring for new faculty (p. 492). So it seems the future is not as

grim as the past. Community colleges are recognizing the need to assist new professors given current retirement trends.

On the other hand, Berry et al. (2001) assumes the worse case scenario relative to the future health of community colleges. She states that faculty effectiveness may suffer if enrollment continues to increase, a significant number of faculty members retire, and a shortage of well-qualified replacements become scarce. Considering the fact that the *National Center for Educational Statistics* (NCES) indicates dwindling graduation rates among graduate students (graduate degrees conferred declined from 1998 to 2004) and a growing enrollment rate at community colleges, fewer candidates will be available to assume community college teaching positions, a frightening situation (NCES, 2001).

Given this scenario, institutions cannot ignore the fact that many graduate programs turning out fewer numbers of potential professors, but they fail to prepare graduate students for a teaching career. Cohen and Brawer (1996) and Gibson-Harman et al. (2002) highlight a few graduate programs that attempt to prepare future community college faculty; however, even if community colleges are progressing in terms of assisting new faculty members through development initiatives, a shortage remains problematic.

To compound this problem, the literature suggests that not all professors entering the professoriate are adequately prepared. "Graduate schools generally don't supply teachers-in-training with the tools they'll need in the 2-year college world," Evelyn (2001) says, "And they don't show any signs of doing so in the

near future” (p. 8). This is rather disturbing phenomena. Gardner (2005) adds, “As the majority of Ph.D. candidates are trained at research universities, it is this model that is taught in preparation for the faculty role... they are receiving only one view of the world of academe that awaits them” (p. 162-163). Can community colleges assume that a graduate degree qualifies a potential for classroom service?

Considering Austin’s (2003) study, it is not difficult to see that a majority of graduate students who assume a professorship do not teach in institutions like those at which they were prepared. They are predominantly trained to research and write within their specialized area rather than teach the skills associated with their major. This adeptly adds to Gardner (2005) and Evelyn’s (2001) concerns. The literature seems to suggest that the university generally does not prime the new professor; therefore, the onus of preparing community college professors, especially in terms of teaching, logically rests on the shoulders of the individual colleges themselves, a harbinger for building better faculty development programs.

A few observers indicate that colleges and universities are reticent despite the retirement trends (Bousquet, 2008; Glenn, 2008). Bousquet provides a detailed and personal elucidation on what he deems reality in higher education: academia exploits graduate students and part-time professors for cheap labor. His assessment illustrates a perception of the confidence institutions portray toward replacing retirees. As professors leave, empty slots are filled with less

costly adjuncts. Institutions conveniently save money and absolve their workforce problems concomitantly. This may seem appealing, but if his observations are true, community colleges are destined for a precarious situation if faculty development efforts remain dormant. Manzo (1996) quotes Baker, an interviewed administrator, saying, "Faculty development is an investment. If we are not investing in human resources, we are missing the boat" (p. 4).

Part-time or adjunct community college professors pose a unique problem, yet they represent an opportunity for better and greater faculty development as well. Without producing an exhaustive list of publications addressing the popularity of using part-time faculty members, this review simply relies on Cohen's (1992) summary: "Part-time, substitute, adjunct, supplemental instructors have multiplied almost as fast as part-time students" (p. 51). Looking at U.S. Department of Education Statistics (NCES, 2004), Cohen's comments are not far from the truth. The *National Study of Postsecondary Faculty* (2004) reports an estimated 114.7 thousand full time faculty members versus 206.3 thousand part-time faculty members were employed in 2 year institutions in 2004. Nearly twice as many faculty members serve in part-time positions. To further emphasize this trend, the data also shows how colleges and universities have hired 14 percent more part-time faculties between 1987 and 2005 (NSOPF, 2004). If this trend continues, these numbers will likely increase.

Cohen (1992) says, 'As long as administrators are not constrained by law of collective bargaining agreements they will continue to employ lower paid part-

time instructors...as one means of effecting savings' (p. 161). One may think that lower wages might attract lower quality employees. This was debatable during the 1970s when budget restraints encouraged institutions to consider hiring more adjuncts (Bender & Breuder, 1973; Harper, 1975; Kennedy, 1967). Although more recent literature seems to lack an analogous debate relative to part-time faculty, NSOPF (2004) data shows that nearly 14 percent of part-time faculty members earned a doctoral degree, nearly 53 percent earned a master's degree, and 33 percent earned a bachelor's or less, a notable indicator that today's community college adjuncts are well educated. Given these facts, however, the question relative to faculty effectiveness still remains (Gardner, 2005; Murray 2001; Murray, 2002; Eddy 2005; and King & Lawler, 2003).

In *The Chronicle of Higher Education* (2008), David Glenn reports on one current example of the concerns for adjunct effectiveness. The context of the article is centered the proliferation of adjuncts and research conducted by Audrey J. Jaeger, assistant professor of higher education at North Carolina State University. Glenn explains that Jaeger found fewer numbers of freshman university students entering their sophomore year after taking entry level courses taught by adjuncts, lecturers, or post-doctoral teaching fellows. He quotes Jaeger saying, 'We're not blaming part-time faculty. We're actually putting the onus on institutions of higher education to support part-time faculty' (p. A10). Glenn's article continues to report on the potential result of this problem- that is, increasing student attrition and negative financial outcomes.

Glenn also notably elucidates on Jaeger's request for more small-scale qualitative research concerning adjuncts. If universities are sensing the negative impact such as the one this example illustrates, community colleges, institutions that harbor incredibly more adjuncts, are sure to experience even greater problems as adjunct populations proliferate. To ameliorate these problems, the literature and professionals seem to be calling for more research on assisting adjuncts.

In the early 1990s, Gappa and Leslie (1993) dedicated an entire book to the "myths" and the "realities" of university and community college part-time faculty. They obviously recognized an emerging trend that demanded attention. They argue, "There is little basic scholarship on part-time faculty"; therefore, she builds a rationale for her study based on the following: policy should not rely on assumptions about part-time faculty; institutions will probably not reduce the use of part-time faculty in the future; shifts exist among the professional life cycles of faculty; part-time faculty often carry a negative stereotype relative to quality; and very little is discussed or implemented nationally in behalf of part-time faculty development (p. 6).

Gappa and Leslie continue to explain how institutions fail to offer development to part-time faculty members. With this perception in mind, she examined five community colleges and determined that no consensus relative to development policy or funding in behalf of part-time faculty development exists.

Those that provided programs, however, gave participants an optional and voluntary agenda. Based on her data, she argues the following:

Professional development represents an investment in people's future capabilities. Making such an investment in part-time faculty is a measure of how integral they are to the institution's programs and an incentive for both the institution and the individual to continue their relationship... professional development of part-timers is one aspect of integration that needs to be more fully considered.
(p. 200)

Gappa and Leslie conclude that colleges providing development programs facilitate improved relationships with their faculty and the institution as well. Notably, faculty development seems intertwined with institutional effectiveness. If this is the case, why are programs for part-time faculty members so scarce?

As Gappa and Leslie discovered nearly a decade before, Eddy (2005) found prominent in the present time- that is, very little support for part-time and adjunct faculty seems present in the community college. Surveying vice presidents from 497 American institutions, each vice president ranked program goals and purposes guiding their faculty development programs. Out of nine categories, Eddy discovered that "support for part-time and adjunct faculty" fell into the penultimate ranking (p. 146). Likewise, they reported that very few institutions offer development for part-time faculty members. In the same study, she asked participants to rank a number of "new directions" for the future of faculty development. Participants identified "training part-time/adjunct faculty" to be a high priority (p. 149). Why do vice presidents perceive value in offering development to part-time and adjunct faculty yet fail to implement the process?

Eddy (2005) suggests that faculty development for part-time faculty members is “becoming a topic of interest” (p. 149). Sorcinelli et al (2006) identifies part-time faculty as one of the top five challenges to the future of faculty development. In their study, nearly 50 percent of those surveyed from community colleges indicated that adjunct faculty training is one of the top three challenges facing their institution (p. 104). Manzo (1996) quotes John Baker, dean of community education at Scott Community College in Iowa saying the following:

These faculty development coordinators [NISOD coordinators] are spending much more effort on the development of adjunct faculty. One of the single most important issues facing faculty development is the comprehensive development of adjunct faculty, because their ranks will probably only increase in the future.
(p. 10)

This seems to suggest that community colleges are beginning to think about offering programs to part-time faculty. Perhaps the future is positive for adjuncts and part-time professors and better faculty development programs are soon to be discovered and implemented.

A Need for Theory

Community Colleges can no longer behave as Roueche (1982) demonstrates in the following analogy:

Staff development in community colleges has often seemed to be equivalent to the overly energetic puppy nipping at the heels of its master-noticed but basically overlooked... It cannot survive if it exists in the somehow innocuous ‘puppy-like’ ways that allow such professional development to be overlooked when the first test of strength comes along

and budget allocations, staff time, and trustee or administrative support is necessary.
(p. 28)

Roueche metaphorically illustrates the attitudes many community colleges display in more recent times. Faculty development is more of an “add-on” rather than a necessity (Watts and Hammons, 2002; Bellanca, 2002). As an appendage or like a puppy that follows its master, faculty development is easily ignored. “Over and over,” Roueche continues to say, “We hear the familiar scenario, ‘we made a commitment to staff development, but when this or that institutional crunch came along, we had to cut back” (p. 28).

Perusing through literature relative to community college faculty development, one can easily find a plethora of articles, books, and presentations illustrating development strategies and programs. Providing practical models and suggestions, a majority of these publications collectively resemble literary *show and tell* relative to human resource development. Although helpful and perhaps alluring to the eyes of practitioners hungry for practical ideas, a majority of the practice fails to provide a theoretical base for action (Fugate & Amey, 2000; Lawler & King, 2000; Maxwell & Kazlauskas, 1992; Miller & Nader 2001; Murray, 2002; Murray 2001; Tierney, Ahern, & Kidwell, 1996; Wallin, 2003; Webb, 1996).

Tierney, Ahern, and Kidwell (1996) simply say, “Faculty development is often an ambiguous concept” (p. 38). What makes it so ambiguous? Wallin (2003) succinctly says, “There is no grand or unifying theory” (p. 319). She adds

to Webb's (1996) similar comments published nearly a decade previously: "As no grand narrative can represent the 'truth' about educational and staff development, a pragmatic approach is indicated" (p. 81). Although Miller and Nader's (2001) study examines new faculty orientations in the university setting, their assessment of faculty development illustrates the condition community colleges face. Their concern is stated in the following:

Although faculty development programs have received a great deal of attention from both the practitioner and academic perspectives, little effort has been directed at content and process of certain activities.
(p. 88)

The literature is replete with commentary, examples, and research, but it rarely addresses or proposes a theory for faculty development. Without question, a majority of the publications concerning faculty development programs are predominantly pragmatic mediums or extensions of institutional research not theory building projects.

King and Lawler (2003) indicate that faculty development directors and administrators do not rely on theory for inspiration; rather, they reference professional associations, colleagues, and experience to gather ideas for their own unique initiatives at home. According to their study's findings, theory seemingly has minimal or no bearing on how or why programs are born and grow. Likewise, Murray's (2001) study finds that "Most of the leaders appear to have low expectations for faculty development. They seem to behave as if faculty development is something that has to be done, but they lack a clear idea

of why it should be done” (p. 497). Theory seems to be a foreign concept in the minds of those controlling faculty development programs. Perhaps development coordinators struggle to construct programs when a driving theory seems absent and practice exists for the sake of the practice.

Murray (2002) claims that community colleges fail to fully connect faculty development to institutional missions thus resulting in “fuzzy thinking on the part of community college leaders... over what should be the purpose of faculty development” (p. 92). He also states, “Administrators of faculty development programs are oblivious to the real needs and desires of faculty” (p. 94). In previous study, Murray (2001) claims that community colleges are based on an “incoherent mixture of seemingly unconnected strategies” (p. 94). Eddy (2005) contests Murray’s (2001) comments with a more positive outlook knit into the argument that faculty development is not just arbitrary. In her sample, she finds a modicum of purpose supporting faculty development programs. At the same time, however, she confesses, “Programming efforts come up short of what administrators believe should be offered” (p.151).

As these studies notably demonstrate, the literature fails to illuminate much of the way to a cohesive ideology supporting community college faculty development. In a theoretical dearth, a majority of directors and administrators responsible for development obligatorily turn to the perceptually less expensive and perhaps more convenient resources, practical examples. These findings raise an important question: what is the value of so many publications

delineating aspects of professional development programs when directors and administrators seemingly ignore them? Once again, the practice apparently exists for the sake of practice.

Eddy (2005) attempts to rationalize at least one cause behind this theoretical famine. She assumes, "The competition for resources and lack of time are often cited rationales for this programming gap." She is referencing the "gap" between what administrators think should happen and what actually occurs in their institutions. Her inference suggests that development initiatives require funds and time institutions are not willing to provide. Like a house built without a foundation, faculty development programs contain the framing, structure, and essential elements that provide at least the image of a development program, but in reality they lack an ideological foundation. But what is to become of future development programs without at least a modicum of theory acting as a foundation? What will happen as the storms of the 21st century begin to beat on the walls of community colleges needing development programs when the theoretical base is missing?

As discussed in this review, the new millennium will likely bring unprecedented challenges to the community college vis-à-vis the path of retirement trends, a potential shortage of qualified professors, insufficiently prepared professors, and an increasing part-time faculty population. The literature demonstrates a clear indication that while community college faculty development programs are preparing to address these issues their practice still

lacks a clear and coherent approach. This dissertation, therefore, seeks to unite ideas (a link of concepts) in a cohesive framework that becomes a faculty centered approach to development. Concepts stemming my pilot study (Appendix A) and connected to the literature are brought together under one umbrella. Considering the arguments proposed in this review, institutions will likely benefit as their faculty members participate in a coherent, purposeful approach to development.

Theoretical Assumptions

Given the need for comprehensive ideologies supporting the practice of community college faculty development, what characteristics define effective faculty development? A starting point adeptly begins with concepts emerging from my pilot study (Appendix A) corroborated with the literature. These concepts include: a) collegiality and collaboration among colleagues and administration; b) self-directed learning opportunities; and c) individualized programs relative to individual and department needs. A few aspects of these concepts notably emerge in literature concerning adult learning theory. This review also explores how the literature discusses faculty and administrator roles in the development process.

An appreciation for faculty development begins with parallel understanding of adult learning theory. Theorists such as Houle (1961), Tough (1967, 1971), Knowles (1975, 1980, 1985), Brookfield (1986), and Caffarella (2002) have been

incorporated into development initiatives for many years. This seems logical: faculty development is about teaching adults and helping them effectively learn, so a conceptual overlap is expected. As a faculty member learns, he or she perfects various teaching and leadership skills, ameliorates problems, discovers new ideas, and finds answers to questions. A few researchers offer arguments in behalf of using adult learning theory as a theoretical premise to the practice of development (Brancato, 2003; Caffarella, 2002; Lawler, 2003; Lawler and King, 2000). This review fills in the gaps.

A brief review of adult learning theory augments an exploration into an approach to development. As behavioral psychologists recognized adult learning as a field of study, a genesis of thinking about how adults learn differently than other age groups likely emerged in the early twentieth century. Thorndike, Bregman, Tilton, and Woodyard's *Adult Learning* (1928) helped to establish this precedent. Using timed tests, these researchers were predominantly interested in discovering how rapidly adults learned compared to younger people. These experiments opened a new frontier for intelligence tests conducted during the war efforts, which heightened interest in distinguishing learning according to age categories (Rudolph, 1990).

Near the mid-twentieth century, Knowles attempted to precisely define an adult learner and a respective learning theory. According to Knowles (1980), several assumptions define what he calls "androgogy," a term distinguishing the study of adult learners. He proposed a set of assumptions: adult learners are

good; adult learners assume responsibility for their actions; adult learners desire to reach human fulfillment; adult learners need to know why they need to learn; adult learners need to be self directed and internally motivated; adult learners need to learn experientially; adult learners approach learning as problem solving; and adult learners learn better when topics are immediately valuable (p. 43).

Looking at several books Knowles published during the zenith of his profession, Merriam (2001) notably offers a similar synopsis to this one.

Lawler and King (2000) devote an entire book to using adult learning strategies in the planning and implementation of faculty development in order to form an argumentative premise based on the literature surrounding the theory. Identifying several concepts that make adult learners unique, a need to actively participate in learning, a need for personal autonomy, a need to solve real life problems, a need to collaborate with colleagues, and a need to facilitate expertise, Lawler and King justify using principles of adult learning theory to enhance development practices. "As we seek out useful and effective strategies for working with adult learners," they argue, "these concepts offer a distinct and different perspective for creating professional development programs for faculty on our campuses" (p. 21).

Lawler and King (2000) identify six principles of adult learning theory, which constructs their unique model for planning and implementing faculty development. The principles include the following: 1) create a climate of respect; 2) encourage active participation; 3) build on experience; 4) employ

collaborative inquiry; 5) learn for action; and 6) empower participants (p. 21-22). Concepts stemming from my pilot study (Appendix A) notably reflect these principles. This literature review, therefore, builds on Lawler and King's contribution to the practice. At the same time, however, the review utilizes concepts found in not only adult learning theory but those deriving from my pilot study.

Collegiality and Collaboration

Focusing on community college faculty development, the literature is replete with commentary relative to building a community of learning. Many colleges are forming on-campus learning communities, changing department titles to include the words "learning center" instead of department or division. Focusing on development, building a community of learning begins with peer collaboration (Appendix A). Ballanca (2002) says the following:

The professional development program provides staff at all levels with the knowledge, skills, and opportunity to collaborate. This collaboration is the ultimate goal since it enhances ongoing learning and decision-making and provides a support system for the new skill sets acquired.
(p. 36)

Ballanca (2002) points out the obvious: communities of learning extend from collaboration and build support systems for learning. For Samantha and her peers forming what she called "cubicle collaboration" at MCC, this was clearly evident (Appendix A). When the college seemed apathetic toward community

building, they created an infrastructure to encourage more contact, collegiality, and connection among the faculty members.

In a practical sense, a majority of the participants in my pilot study also suggested that administration could support their development needs by sending them to professional conferences. They indicated a need to collaborate within their content area. This need to connect with other learners is not a shocking concept when viewed in terms of adult learning theory. Talking about planning for development, Lawler and King (2000) state the following:

In doing this we encourage active participation in the learning event from its conception to the evaluative and utilization phase.... Being respectful of their professional expertise by inviting participation and collaboration encourages learning.
(p. 63)

Perhaps tapping into the Murray's (2002) concept of faculty ownership, King and Lawler suggest that faculty members learn better when they experience opportunities to connect with one another.

Although Nate, a participant in my pilot study, exhibited less concern about connecting or building relationships with other faculty members, he seemed to connect in part with colleagues through the internet or professional conferences (Appendix A). Andy, Samantha, and Eric, on the other hand, found the concept to be an integral part of their needs. Samantha and Andy said they felt "alone"; Andy longed to see a friendly face and wanted to eat lunch with his colleagues; and Eric wanted others to just say "hi" (Appendix A). These

participants seemed to be longing for what Greene (1988) observes in the following:

The aim is to find (or create) an authentic public space, one in which diverse beings can appear before one another as the best they know how to be. Such a space requires the provision of opportunities for the articulation of multiple perspectives in multiple idioms, out of which something common can be brought into being.
(p. xi)

As Greene (1988) points out, a successful faculty begins with building a community of professionals.

The literature and my pilot study suggest that building community may include finding a physical place to connect. Andy muses, “I do wish that there were more common areas” (Appendix A). Samantha notably found one as she gathered colleagues near her cubicle. Andy expressed envy for the art department’s ability to congregate in the faculty lounge and share teaching ideas over lunch. To his mind, the art faculty had created what Greene (1988) calls “an authentic public space” for themselves. Andy seemed to suggest that the entire college could follow the art department’s example in order to help professors like him.

Like Andy, Eric expressed a need to find a connection with other faculty members, but what he observed was a schism between new and older faculty members. Sorcinelli (1994) finds that the lack of collegial support including feelings of loneliness, isolation, a lack of social connections, and insufficient support from senior faculty members contributes to frustrations. Eric exhibited these attitudes. In a positive light however, he offered the following suggestion:

Our professional development ... should be bringing everyone in... I think that this whole idea of development should be not so individualized, but more collective because that is the only way can accomplish something in a group setting- is if everybody understands...and everybody has their little part. That's what a family does.
(Appendix A)

Eric's family metaphor coordinates with Watts and Hammons's (2002) argument for faculty development programs that include the entire institution. Boice (1992) posits a similar idea within his analysis of new faculty. He finds that new faculty struggle with gaining acceptance from colleagues, overcoming loneliness, ameliorating cultural conflicts with senior faculty, and feeling as though they are contributing to the institution; in other words, being connected to a community of learners.

To some researcher and practitioners, encouraging communities to unite provides a transformational learning experience, a theoretical concept posited by Mezirow (1990) and applied to faculty development by Lawler and King (2000). Without getting lost in the details of the theory, Mezirow simply defines learning "as the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action" (p. 1). The purpose in bringing learners together, therefore, involves an opportunity to dialogue wherein they experience foreign perspectives and perhaps adopt those new ideologies. This cognitive process lies within a learners ability to construct meaning from interpretations. This learning, Mezirow argues, exonerates the individual from social or personal constraints; this in essence represents a transformation.

Perhaps what Mezirow has to offer can apply to faculty development? If faculty development resembles adult learning, perchance a learning community, an idea many of the participants at MCC found effective, provides a method for cognitive development. A plethora of researchers recommend building a community of learners, but a majority simply offers the idea without a premise. Perhaps justification is found in Mezirow. Lawler and King (2000) have taken Mezirow's ideology to a practical setting through an emphasis on self reflection.

Self-Direction

Ancillary to the ideology surrounding androgogy, Knowles' (1975) term, self directed learning (SDL), is often associated with the works of Knowles (1975), Tough (1967, 1971), and Houle (1961). Perhaps Tough provided the most prominent definition in arguing that adult learners are indeed "self directed." Depending on a person's philosophical orientation, however, SDL can represent many schools of thought. For the purpose of this review, self directed learning represents the faculty member's humanistic philosophy of the value and capacity to be self directed (Knowles, 1975; Merriam, 2001).

In my pilot study (Appendix A), participants appreciated faculty development, the genesis of an SDL concept supporting faculty centered development. Eric summed it up saying, "I think for the majority, the professors I know at least on a collegiate level... they [faculty] all seem to want to be doing something or arguing stuff." Although less erudite in his statement, his

humanistic commentary infers self-directed learning. This is not surprising considering the fact that social scientists have attempted to define the productive faculty member as one who innately possesses particular psychological characteristics, work habits, and demographic characteristics in the effort to improve his or herself (Creswell 1985, Finkelstein 1984, Fox 1983). What appeared in Eric and among all the participants was an inherent desire to become better or at least see the value in the practice of becoming better through development efforts. Adding emphasis to this illustration, Dan, the participant who indicated that he was “innately” gifted as a teacher and therefore did not see much need in additional training, offered a few suggestions and attended district workshops (Appendix A).

Although extensive research exists relative to SDL theory, Merriam (2001) sufficiently summarizes self directed learning in three goals: 1) self directed learning assumes that human nature is basically good, people accept responsibility for their own proactive learning; 2) self directed learning fosters transformational learning in that learner’s exhibit critical reflection; and 3) self directed learning promotes emancipatory learning and social action (p. 9).

Without delving into the depths of SDL theory and detract from explaining its connection to a desired development approach, a look at Candy’s (1991) view of SDL is perhaps best. According to Candy, self directed learning includes four constructs: personal autonomy, “the disposition toward thinking and acting autonomously in all situations (p. 101); self-management, “the willingness and

capacity to conduct one's own education" (p. 23); learner control, which involves learner decision making and evaluation; and *autodidaxy*, "individual, noninstitutional pursuit of learning opportunities in the natural societal setting" (p. 23). The literature indicates that many developers are working with these very concepts.

Connecting Candy's perspectives to my pilot study, a need for an approach founded on the principles of SDL theory emerges as participants did not find structured workshops effective (Appendix A). This was not surprising considering that Hativa (2000) discovered that workshops were the least effective sources for learning how to teach in higher education. The participants indicated that programs involving workshops seemed pedantic, biased, irrelevant, and exhausting. According to the faculty members in the study, workshops were the most prevalent form of development at MCC. In this setting, they felt no control over the topics or how they were conducted nor did they see a connection to their real life on campus, all concepts easily identified in Candy's (1991) study. They seem to indicate that workshops within MCC's development program and its district do not implement concepts of adult learning theory- especially SDL theory.

When asked to construct a model of professional development, Nate, a participant in my pilot study, emphasized the importance of loosely structured programs. He said, "I don't like anything too structure along those lines. I think when you try to structure something too readily you run into the problems of

stifling.” With this idea in mind, Nate explained how he joined an email forum where professors openly contributed ideas. He expressed great pleasure in this format because he could independently chose when and how to engage development. In essence, Nate was practicing self directed learning.

Discussing his need to be “left alone” or autonomous, Dan, also a participant in my pilot study explicitly expressed strong independence. Talking specifically about administration, Dan illustrated this belief:

I don't think there is a lack of support; I'll say it that way. I just don't know that I've had need for that much support... I don't feel connected necessarily. I don't know that I want to be connected. I have no interest in how the administration does stuff- I just want to teach my classes. I don't feel like I need a lot of input there because I don't care about the master plan or strategy and so forth.
(Appendix A)

Dan's lack of interest in administrative affairs coupled with the need for others to respect his autonomy was unmistakably comparable to self directed learning.

When asked if he needed moral support of any kind, Dan tersely replied, “I don't feel like I need someone to tell me constantly that I'm doing a great job because I feel like I am doing a pretty descent job and as long as people just sort of leave me alone to teach my class, that's the dream position.” Dan attributed his job satisfaction to the administration's respect for his autonomy; however, he also exhibited a strong sense of self management and learner control by assessing his own teaching abilities. This mirrors self-directed learning. Later in the interview, Dan expressed a strong belief in faculty development, but like Nate, one that allowed him control of his learning.

All the participants in my pilot study notably indicated that effective faculty development includes support for funding and encouraging professors to attend conferences. Nate and Andy talked about how MCC failed to provide them opportunities to move beyond the community college district. Nate even used the words “get out of the district” to describe effective development. This connects to Candy’s (1991) findings relative to *autodidaxy*, wherein professors learn more efficiently within their content area when placed in the context of a non-institutional setting. Considering this and other phenomenon mentioned herein, the participants in my pilot study illustrated a strong interest in utilizing self directed learning concepts to contribute to a desired approach to development.

Individualization

Adults typically display a proclivity for learning. Knowles’ (1975, 1980, 1985) argued in behalf of this very notion. Similar claims emerge in Brookfield’s (1986) explication on how learning needs and opportunities such as entering a new job or facing a critical problem motivates and inspires the learning process for adult learners. The faculty member in this context begins to “own” the opportunity to grow.

If this principle finds its way into development initiatives, colleges may find greater success. Forman (1989) says, “Programs are more likely to be effective if members of the faculty feel that the program is their program, rather than one imposed upon them by their administration or an outside agency” (p. 20).

Identifying “faculty ownership” as a concept defining the state of faculty development in two-year colleges, Murray (2002) says, “Faculty development programs are more effective when faculty participate in the design and implementation stages. They [faculty] often resist and resent development activities imposed on them” (p. 95). Referring to Maxwell and Kazlauskas (1992), research indicating that administrators often misunderstand what faculty believe to need in terms of development, Murray (2002) continues to explain, “Faculty driven programs are more likely to be successful” (p. 95). Researchers vote unanimously on this point.

Borrowing from adult learning theory, many scholars suggest that development planners allow faculty to assume ownership of their development by placing the learning process in the participants’ context. Lawler and King (2000) suggest that developers use active learning techniques such as case studies, stories, and inquiry based learning to provide more relevant experiences that faculty members can carry with them on campus. Merriam and Caffarella (1999) argue that adult educators should empower participants and utilize active learning strategies to facilitate change, construct initiatives, problem solve, and meet goals. Wallin (2003) states, “Faculty need to have a stake in determining their own professional development direction through active participation in the preparation of individual faculty development plans” (p. 330). As faculty members take ownership of their development, they feel empowered and motivated to continue the learning process. The literature shows that this

practice encourages not only better development but greater job satisfaction (Owens, 2001).

In my pilot study (Appendix A), Samantha expressed dissatisfaction with the current development program at MCC, so she created development of her own. She explained the following:

When a new faculty member came in and joined us last year down there, he said it was so helpful to have all of us down there because we already had our “little exchange,” so when he entered into the family, we just went over and sat in his office and tried to let him know that we were available if he had any questions or who he needed to call.
(Appendix A)

Samantha’s group of new faculty members took a personal and independent initiative to help one another when administration and the district’s programs fell short. With emphasis, she expressed her dream of implementing a program that would permeate throughout the entire campus; one that represented her “little exchange.” Wallin (2003) says, “If there is then, to be genuine professional growth for faculty, the impetus must come from faculty themselves” (p. 322). Certainly this remains true for faculty members like Samantha. Adding to this idea, Lawler (2003) demonstrates how adults learn more effectively and efficiently when they participate in an educational activity, a model Samantha wanted for other faculty members at MCC.

The Faculty’s Role: Develop Authenticity

The literature concerning faculty development touches on how faculty members gain a greater sense of the “self” in teaching (Carusetta & Cranton,

2005; Lawler and King, 2000; Wallin, 2003). Stemming from the work of Jung (1961), Carusetta and Cranton (2005) define this practice in terms of “authenticity,” defined as a “continuous process of understanding who we are and why we do what we do... becoming authentic human beings who teach rather than mindlessly follow social expectation...” (p. 79). Ultimately, the researchers argue, “They [professors] need to work to become conscious” (p. 79). Helping faculty find greater consciousness of their identity and roles within their career fits nicely into an effective initiative. Mezirow (1990) would likely argue that this stems from experiencing a transformation. In essence, faculty members are independently mindful of their place in the community of learning.

Carusetta and Cranton’s (2005) study also found that faculty members value recognition vis-à-vis the importance of understanding others, their students, and themselves. Culminated into six implications for creating authenticity, the researchers argue that effective faculty developers should encourage faculty members to use the following development strategies: 1) help teachers know themselves through story telling and personal assessment; 2) help faculty develop an awareness of individuals as human beings; 3) focus on relationships; 4) encourage faculty to talk with all colleagues despite their teaching or content proclivities; 5) help faculty attend to socially constructed context; and 6) persuade faculty to articulate and question assumptions about teaching (p. 85). These points noticeably illustrate a process commensurate with

a desired development ideology. Each of these concepts includes the faculty member who exhibits a personal contribution to his or her development.

In terms of assessment, developing authenticity also ensures an innovative approach to accountability. Maxwell and Kazlauskas (1992) found assessments more effective for community college professors when faculty colleagues conduct the consultations; however, they also suggest building faculty member authenticity as an even more effective approach. Mentioning concepts similar to those discussed in this review, Wallin (2003) says, "Providing faculty an opportunity to jointly develop work-related goals and to have a voice in institutional decision making that impacts their work life provide two-way accountability" (p. 330).

Allowing faculty voice and encouraging a sense of community in the development process, according to Wallin, seems to spawn a semblance of what she calls "two-way accountability." The nucleus of her argument targets a need for administrators to work cooperatively with faculty members, encouraging them to meet institutional as well as personal goals. In this setting, assessments originate in faculty and not exclusively from an institutional mandate or governmental control mechanism. This will empower and motivate faculty to succeed (Weimer, 1990; Owens, 2001).

With assessment in mind, Eddy's (2005) survey of 497 community colleges ranks program assessment, training adjuncts, and program evaluation as the leading directions for the future of effective development. Eddy's findings

indicate a strong need for faculty development- especially in terms of “teaching issues” in community colleges (p. 150). King and Lawler (2003) highlight influences on faculty developers: the forces that inspire developers as they provide development opportunities to others. Their survey revealed that “reflecting on teaching experience” was the fourth highest source of inspiration (p. 33). This is notable in light of Schön (1983), who argues for reflective practices that offer faculty members ways to evaluate themselves and choose methods to solve problems.

Utilizing reflection encourages self-assessment, which builds authenticity. In this, Brookfield (1995) notably adds to Schön’s findings. He identifies “critical reflection” as a process wherein adult learners test their own perceptions and cultivate an understanding of their own actions. Faculty members accomplish this feat by ingesting foreign perspectives and questioning their methodologies, something resembling Mezirow’s (1990) transformational learning process. The result becomes a greater awareness of the self: specifically identifying the causes and philosophies that drive particular practices. The faculty member then chooses to adjust or correct his or her career trajectories.

With these concepts in mind, Cranton (1996) attempts to provide connection between adult learning and faculty development- but with tunes of authenticity sounding throughout her composition. She suggests, “We can integrate our learning into our practice- learn about teaching while we are teaching- and reconstruct what we know in addition to acquiring new knowledge”

(p. 26). This enduring development process also rings true for Ballanca (2002), who suggests that development should be an ongoing process linked to job expectations within position, department, or college.

Representing an encore to this argument, Owens (2001) claims that administrators are in a position to “Create conditions in the organization that facilitate and enhance the likelihood that the internal capacities of members will mature both intellectually and emotionally...” (p. 333). With the aid of administrators, those internal capacities represent the essence of faculty member authenticity.

The Administration’s Role: Support Development

As much of the literature dictates, administrators should not assume that faculty members can effectively grow on their own. Leaving faculty members to their own contrivances without any kind of support, as was apparently the case with MCC, is destructive to community college health. Wallin (2003), Murray (2002), Watts and Hammons (2002), Ballanca (2002) suggest that administrators do not simply lay the onus on the faculty and hope that development somehow happens; rather, they advise administrators to assume an active role in budgeting and constructing development opportunities. For example, Watts and Hammons (2002) argue that development should be a part of “doing business” (p. 8). Their argument assumes that institutional success correlates with faculty success; therefore, investing in development opportunities shall, metaphorically

speaking, pay dividends to the institution. As many researchers suggest, the administration bears a responsibility to assist faculty members because their success contributes to the success of the college; however, the two groups must work cooperatively in order for this to be possible.

Within the pilot study's findings, several of Metro Community College's new faculty members experienced a detached administration, which contributed to the "silo" phenomenon, a problem wherein faculty felt silenced and thus isolated. This contributed to a schism between the faculty and administrators who were supposed to be supporting the faculty's development. According to the participants, this dissonance connected to the administration's unwillingness to respond to the faculty's perceived needs. Simply stated, they perceived a deaf administration.

Murray (2001) discovered how faculty members improve when they are recognized by administration and others, something MCC seemingly failed to do. Lawler and King (2000) argue that development planners should consider "participants' rights during not only the actual program, but throughout the entire planning process..." (p. 27). To their thinking, "Recognizing ethical dilemmas and the political dimensions of planning within organizations is crucial for success" (p. 27). Tapping into adult learning theory, Brookfield (1995) claims that administrators or outside experts typically determine what development strategies, topics, and approaches should be implemented without faculty input. Participants in my pilot study heavily criticized this approach. A question is

raised: How can development planners facilitate effective programs when they do not understand faculty needs?

As adult learning theory indicates, faculty members (adult learners) carry a unique and diverse set of needs and desires (Lawler, 2003; Merriam & Caffarella, 1999). Without listening, the faculty voice is a whisper. According to the literature, one of the first steps to ensure faculty perspective begins with matching faculty needs with development goals. Ballanca (2002) suggests that development should be appropriate for the intended goal and audience. In other words, planners need to set goals that extend from faculty needs or desires. This is difficult if institutions fail to perform needs assessments, something Eddy (2005) finds quite foreign to faculty development in her community college sample.

Talking about development meetings, Nate, one the participants in my pilot study, said, "I think they need to bring some more discussion among the faculty members... I think that would be helpful. I'd love to tell you about what one presentation was about, but I can't remember; I was nodding off" (Appendix A). Nate indicated that the current development methods were not meeting his needs, and I was the first person to express any interest in what he might suggest in terms of development programs. Speaking about this type of problem, Ballanca (2002) says, "It is important to integrate the learning preferences in the delivery of the professional development experience" (p. 36).

In other words, provide choices in the development. This seems logical, but how can a college meet its faculty's development needs when the faculty is silent?

Shortly after arriving at Metro Community College, Samantha, another participant in my pilot study, recalled a very cold welcome. She explained, "It's like, 'so glad you're here, have a great time.' It's almost the same thing as being an adjunct... I was left on my own." Samantha evidently perceived herself as being thrown into a new job without much assistance. In fact, when asked if she felt aided by anyone, she blatantly said "No."

Samantha's analogy is exceptionally notable. She likened her situation to that of an adjunct wherein adjuncts are typically hired without much recourse relative to development. Literature concerning this phenomenon has been clearly exhibited in this review. Samantha embellished her image with a perception of how administration thought of faculty. She said, "It's a communication, and it's an attitude in that you're an adult, you should be able to do it, and you know what? Most of us do; all of us do actually, but it doesn't have to be this hard." Samantha notably recognizes Knowles' theoretical assumption vis-à-vis adults demonstrate personal responsibility. She recognized her part in the process; however, she also expressed a need for administrative support and respect. Administration assumed her needs were satisfied because she was an adult and she was typically quiet, a common misconception.

Researchers have found that not only do many development planers occasionally turn a deaf ear to faculty, they likewise falter when setting goals for

development entirely (Caffarella, 1988; Lawler and King, 2000; Murray, 2001). As delineated in Samantha's case, administrators may assume faculty members prefer a *hands off* approach. In the case of public community colleges throughout the United States, Murray (2001) finds that 2-year institutions fail to connect their mission and vision to the development process. He suggests that there is a great need for unity between faculty and administrative voices. As the literature points out, problems like those revealed in my pilot study are easily ameliorated through a consideration for faculty needs, which also provides an opportunity to involve faculty in planning for development (Lawler & King, 2000). As my pilot study and the literature demonstrate, a more effective approach to faculty development includes listening to the needs and suggestions of the participants and then putting them into motion.

Conclusion

This chapter reviewed the history of faculty development, highlighting the past and present trends community colleges face relative to increasing retirements, professor shortages, and the growth of adjunct faculties. In light of these trends, community colleges should consider how to improve faculty development programs; however, implementing effective approaches is difficult when a lack of theory supporting the practice even exists. The purpose of this dissertation, therefore, focuses on discovering a theory through the emic perspectives of the participants at MCC. This chapter explored the relevant

literature by validating the concepts from the pilot study (collegiality and collaboration, self-direction, and individualization), but merits a further investigation of these same concepts in the dissertation study. Ultimately, the dissertation leads to theoretical assumptions for faculty development (Chapter 5).

CHAPTER 3

RESEARCH METHODOLOGY

Based on the perceptions of faculty members and administrators, this dissertation study investigated concepts of a desired approach to development at Metro Community College. The inquiry required a qualitative approach in order to seek a rich understanding of the attitudes, perceptions, and experiences of the participants. This chapter delineates the details of my research design, site, and participants. The pilot study findings, dissertation data sources, and dissertation data collection and analysis procedures are included.

Research Design

Research Site: Metro Community College (a pseudonym)

Metro Community College first opened its doors to students in the late 1970s. With tremendous growth in the 1980s and 90s, MCC expanded to include more buildings, added programs, and a larger faculty. This growth remains steady so that the college now independently serves approximately 9300 credit seeking students per semester.

The current student population at MCC consists mostly of part-time Caucasian, Hispanic, and Black American students ranging in age from 21-25

(Table 1). The college serves a large number of non-credit seeking students as well. In terms of employees, MCC supports 98 full-time faculty members, 450 adjunct faculty members, 48 administrators, and 190 staff members. A notably high percentage of the professors and instructors serving MCC are working as part-time employees. Department chairpersons, directors, managers, and coordinators represent a majority of the administration paradigm. Department chairpersons are concomitantly serving as faculty members.

Table 1

Metro Community College (a pseudonym) Demographics, Spring 2008

Demographic Group	Percentage
Credit seeking students: 9300	
Male	47%
Female	53%
Asian	12%
African American	15%
Hispanic	25%
White	40%
American Indian	1%
Full-time	32%
Part-time	67%
Age	
16-20	30%
21-25	33%
26-30	15%
31-35	9%
36-40	5%
41-45	3%
46-50	2%
51+	2%
Non-credit seeking students: 5000	
Faculty: 548	
Full-time	18%
Adjuncts	82%
Administration: 48	
President, VP, Executive Dean	18%
Dept dean	4%
Dept chair, directors, managers	78%
Staff: 190	

On a district wide level, MCC's faculty members are encouraged, but not required to participate in the district's professional development agenda. For example, annual professional development conferences offer workshops, seminars, and lectures, which address various topics as the district deems necessary. At times, experts are solicited to present topics; however, a few of the presentations are conducted by administrators or expert faculty members within the district. A program centered on new faculty offers an orientation, periodic workshops, and a summer retreat. Tuition discounts encourage employees to enroll in courses within the district and to further their graduate education. Likewise, the district also offers a one time stipend to full-time employees who obtain a higher degree while employed.

In addition to district efforts, MCC individually sponsors the Future Vision Center (a pseudonym), a professional development center. This grant funded division consists of a director and assistants who plan, coordinate, and sponsor periodic workshops in various subjects as the college deems necessary. Recent topics have included software training, online instruction methods, online course development, and audio visual equipment training. MCC's president recently organized this center in order to absolve a negative faculty climate which extended from a notable increase in newly hired professors who seemed lacking in technological and logistical skills.

Research Participants

Using human resource lists provided by MCC, I solicited 390 adjunct and full-time faculty and administrators to participate in this study. Using stratified random sampling, volunteer participants were selected based on job classification (adjunct faculty, full-time faculty, or administrator) and a working email address. Adjunct and full-time faculty teaching credit courses were selected. All administrators (department chairs, teaching and learning center deans, executive deans, program coordinators, and executive level administrators) were selected for recruitment.

I solicited participants using an email letter requesting participation in either an interview or survey; participants were given a choice. Those who volunteered for an interview replied via email to my recruitment letter. Those choosing to complete a survey utilized an internet link (included in the letter) to *Survey Monkey*, an online survey platform. A second link was provided for those who declined participation and requested no further contact. Following an initial email and one follow-up email sent two weeks apart, 66 (17%) participants responded: 18 agreed to an interview, 45 attempted the survey, and 3 explicitly requested no contact relative to the study.

Interviewed participants included 8 adjunct professors, 5 full-time faculty members, and 5 administrators (3 vice presidents, 1 executive dean, and 1 department chair). A diverse group of Caucasian, Black American, Hispanic, Italian, and Asian American faculty members were represented. Both men (7)

and women (11) were represented. Surveyed participants included 19 adjunct professors, 14 full-time faculty members and 11 administrators. Because this study focused on concepts of desired faculty development, the participant's demographics aside from job classification were less important.

Qualitative Methodology

To better understand the cultural peculiarities that were meaningful to those who participated in faculty development at MCC, this study relied on qualitative methodology. MCC's adjunct, full-time faculty, and administrators provided insights relative to faculty development that may benefit other institutions. Discovering these concepts required an "emic" or insider's point of view (Pike, 1954) to "assist in determining the meanings and purposes that people ascribe to their actions" (Guba & Lincoln, 1994, p.110). The researcher, therefore, immerses him or herself in the field in order to develop an interpretation of the perceptions of the participants (Fetterman, 1988, p. 42) Britain (1978) suggests that studies involving this kind of evaluation are beneficial for providing information about the following: 1) the context in which a program functions; 2) the activities relative to the program; 3) perceptions of the participants; and 4) factors influencing the direction of the program. This study seeks an understanding of perceptions, attitudes, and cultural factors of MCC-phenomena that are difficult to interpret through quantitative methodology (Strauss & Corbin, 1996).

Background for the Dissertation: Pilot Study

As part of a qualitative approach, I chose to conduct a pilot study (Appendix A) of 5 full-time faculty members at MCC two years previous to the dissertation study. I specifically choose grounded theory methodology in order to develop an understanding of how MCC's faculty perceived effective development practices and to discover any potential ideologies supporting the practice. Miles and Huberman (1994) suggest researchers use grounded theory in order to ensure greater plausibility. Researchers can begin developing theories without bias as they approach data void of notions relative to their research questions. Glaser and Strauss (1967) define this approach as a reciprocal research process involving data collection, analysis, and theory building. As the study progresses, the researcher constructs theory into a logical model for testing and verification (Glaser 1978, Glaser & Strauss, 1967; Miles & Huberman, 1994; Strauss, 1987; Strauss & Corbin, 1990). This was the intent of my pilot study.

At the time of the study, the college served approximately 8500 credit students per semester. The student population consisted mostly of part-time white, Hispanic, and black American students ranging in age from 21-25. The college sponsored various local, informal professional development programs and orientation meetings as needs arose. MCC's new faculty members were encouraged to participate in the district's new faculty training program titled the Faculty Enhancement Initiative (FEI). This program consisted of periodic workshops, seminars, and a summer retreat, which addressed various topics as

the district deemed necessary. At times, experts were solicited to present topics; however, a majority of the programs were conducted by administrators or expert faculty members within the district. Annually, all faculty members and administrators were invited to attend a district sponsored development conference.

Using a human resource list from MCC, I solicited full-time volunteer faculty members and 5 faculty members agreed to an interview. Within the participant group, four were male (Andy, Nate, Dan, and Eric, pseudonyms) and one was female (Samantha, a pseudonym). They consisted of Caucasian, Hispanic, and Black American ethnicities. They also taught various courses in fine arts, liberal arts, science, and visual and performing arts. Their ages ranged from approximately 30 to 60 years. Andy and Samantha taught in secondary education previously, and all five participants worked as adjunct professors before full-time employment.

I solely conducted one informal interview and one extensive formal interview with each participant using a digital recorder. After transcribing each interview, I returned a copy to each participant so that they could make emendations and additional comments. Following Strauss and Corbin's (1990) "open coding" procedure, I scrutinized the interview transcripts labeling each emerging concept with a code. The data also revealed distinct concepts of collegiality and collaboration, self-direction, and individualization as desired aspects of faculty development programs.

As an illustration of how faculty members perceived development at MCC materialized into the term Samantha called, “the silo professor in the sandbox campus.” Using ideology from Wessley (2004), Samantha explicitly constructed a definition of the concept saying, “I find that in college...that college people silo.” “Silo-ing” meant removing oneself from the institution and resulted from one of two factors: personal preference or negative reaction to an unsupportive environment. Dan and Nate exhibited the first category. Referring to orientation meetings, Dan said, “A lot of it is done to feel the sense of team work and so forth, and I’m just not a real ‘joiner’ person...I’m not a person that really wants a lot of outside help and interference.” Likewise, Nate, talking about the context of professional development programs, said, “For the most part, I do really prefer just the nature of my being that if I’m curious about something I’ll ask someone.” Both participants clearly demonstrated Samantha’s metaphor: some faculty members chose to operate within a “silo” and perhaps even valued the tendency to do so.

Samantha perceived the reality of MCC’s climate in terms of an analogy: faculty members were working like children playing in a sandbox. She perceived faculty working within an isolated sphere to be similar to a group children working to build an individual sandcastles. What appeared to exist- according to all 5 participants, but more emphatically illustrated by Andy, Samantha, and Eric- was an environment wherein professors at MCC worked individually within their own sphere and less with each other.

Dissertation Methodology

As mentioned previously, the goals of this dissertation center on developing a clear, deep picture of each participant's perception of faculty development at MCC. To begin data collection, I obtained written authorization from the college president and the University of North Texas Internal Review Board. By way of human resource lists, I solicited adjunct faculty, full-time faculty, and administrators at MCC and used stratified random sampling to select volunteer interview participants. Details of this process are mentioned previously in this chapter.

I solely conducted one informal interview and one extensive formal interview with each participant. During the informal interview, I introduced myself to the interviewee, explained the study and participant consent form, arranged a meeting time and place for the formal interview, and obtained the participant's consent vis-à-vis a signature on the consent form. In doing this, I hoped to build trust and confidence in the interviewee before the formal interview occurred. This approach also allowed participants time to think about their perceptions of faculty development in order to possibly uncover rich data during the interview.

The formal interview consisted of approximately one hour wherein the discussion was guided by the interview protocol and recorded using a digital recorder. Names were coded to protect confidentiality. Following the interview, I compensated each participant with a \$15 Barnes and Noble gift card. I then

transcribed each interview. I returned a copy of the transcription to each participant so that he or she could make emendations and additional comments.

After receiving a returned transcription from a participant, I scrutinized the text for discrete ideas, a coding process Strauss and Corbin (1990) call “open coding.” Using the participants’ words as explicitly as possible (in vivo codes), this approach allowed me to conceptualize the acts, events, and ideas participants provided in the research context. All codes contributed to a “start list” (Miles and Huberman, 1994) that matched codes found in the literature and my pilot study or represented new codes contributing to novel explanations. Using an inductive approach, I was then able to construct a framework of codes that defined a participant desired framework for development.

In order to efficiently gather sufficient data relative to faculty and administrator perceptions and allow additional concept to emerge, I utilized an open-ended survey in addition to the interviews (Appendix C). I developed the questions based on the concepts derived from the pilot study and Murray’s (2000) research of the condition of faculty development of two-year institutions in Texas. After gathering the completed surveys, I developed a set of notes that narrated participant answers question by question. This provided a set of notes for which I inductively analyzed. The text revealed concepts relative to each question topic. These concepts defined themes emerging in the study.

This project aims to answer the following guiding question: *Based upon the perceptions of faculty and administrators, what constitutes effective faculty*

development? Data sources for this inquiry include interviews and surveys of adjunct, full-time, and administrators' attitudes relative to development programs at MCC. A more detailed discussion of these findings is found in Chapter 4. During the interviews (protocol in Appendix B), I asked participants to provide their job title, share their academic history, describe their experiences with various faculty development approaches, and explain how faculty members practice development.

As a complement to the interviews, the survey (Appendix C) gathered data through open ended questions. Similar to the interview, the survey asked participants to provide their job title, indicate which faculty development programs they have attended, and explain why they participate in various faculty development approaches. In open ended questions, the survey asked participants to explain their views of faculty development programs.

The first supporting research question included the following: *How do faculty and administrators perceive collegiality and collaboration as part of effective faculty development?* In the interviews and surveys, I asked interview participants to share their perceptions of community building, peer collaboration, and colleague sharing. The survey asked participants to indicate how important peer collaboration, mentoring, and colleague sharing relates to development.

I asked interview participants to explain their involvement in faculty development at MCC. Additionally, I inquired about the participants' personal need (stress management, mental and physical health, and overall wellness).

The discussion also focused on the effectiveness of friendships, informal gatherings, and community building strategies. I also inquired about how each participant perceived their colleagues' roles. The survey asked participants to indicate the level of their willingness to participate in development by asking them to weigh administrator support and faculty directed initiatives. As with the interview protocol, participants were also given the opportunity to identify effective characteristics associated with development.

The second supporting research question included the following: *How do faculty and administrators perceive self direction as part of effective faculty development?* During the interviews, I asked participants if they preferred to guide their own development. Participants were also encouraged to explain how popular methods such as workshops, lectures, training, mentoring, conferences, and orientations have influenced their professional lives. This inquiry sought to determine how popular approaches to faculty development, institutionally constructed and sponsored, differed from a professor's self directed initiative.

The survey likewise asked participants to evaluate self-directed learning theory as an approach to development. Participants indicated their level of satisfaction with popular methods such as mentoring, conferences, training, workshops, and lectures. Self direction was compared and contrasted with administrator directed initiatives. This inquiry explored juxtaposition between an approach considering SDL theory and those currently in practice at MCC. In the interviews and surveys, I also asked participants to comment on how they valued

faculty choice in programs. Interview participants had a chance to explicate on how choice is incorporated into MCC's faculty development program. The survey asked participants to weigh their perception of the value choice played in their perception of faculty development.

The next supporting research question involves the following: *How do faculty and administrators perceive individualization as part of effective faculty development?* I asked interview participants to offer suggestions for effective development wherein the concept of individualized development could voluntarily emerge. If the concept was not addressed, I asked participants to explain how an individual or department level program affects the success of faculty development. The survey asked participant to identify the types of development programs they have attended. In addition, they were asked to provide desired programs and approaches. In the interview, I asked participants to construct an effective development strategy. This allowed any concept including the use of practical methods to emerge. Likewise, I asked participants to comment on how much they valued practical methods.

Types of Data Generated

Qualitative in nature, the types of data generated included the following:

- (a) Interview data
- (b) Survey data

Data Analysis

As noted earlier, data analysis was qualitative in nature; thus, researcher observation and the data generated by the participants constituted acceptable research evidence- a process outlined by Miles and Huberman (1994). In my evaluation of the data sources, I employed the coding procedures prescribed by Strauss and Corbin (1990) who suggest coding data according to similar ideas and concepts. This coding procedure considered concepts stemming from my pilot study while still allowing new concepts to emerge. Themes from the dissertation research include the following:

- a) collegiality and collaboration;
- b) self-directed development;
- c) individualized development;
- d) adjunct inclusion;
- e) institutional recognition and accreditation.

Summary

This study utilized qualitative research methodology to investigate concepts derived in the pilot study and explored throughout the literature review. MCC's administrators and faculty demonstrated the inability to articulate theoretical underpinnings relative to the purpose of faculty development, a driving force behind the dissertation study. I chose grounded theory methodology in the pilot study in order to discover theoretical possibilities, and I inferred the concepts of individualization, self direction, and collegiality and collaboration from the data. This dissertation study explored these same concepts by broadening the study to include administrators, adjunct faculty, and additional full-time faculty participants. As a result, I discovered the need to include adjunct faculty in development programs and consider the administration's concern for meeting accreditation standards. Further discussion ensues in Chapter 4.

CHAPTER 4

ANALYSIS OF FACULTY AND ADMINSTRATOR PERCEPTIONS

This chapter presents the perceptions of participants in this dissertation and displays an analysis of the concepts emerging from the interviews and the surveys. The concepts I discovered in the pilot study and literature review (collegiality and collaboration, self-direction, and individualization) provided the initial framework, and I explored those concepts further in the dissertation through the use of interviews and an open-ended survey. The dissertation study differed from the pilot study by including a broader range of participants (administrators and adjuncts). I identified different groups of adjunct (*progressive* and *hobbyist*) and full-time (*proactive*, *active*, *reactive*, *inactive*) faculty, and further discussion of each of these groups ensues later in the chapter. This chapter is divided into two sections: first, an analytical report of the open-ended survey, and second, a thematic discussion of the interview findings. The data helped construct the ideology of a desired approach to development, and I shall discuss the practical implications of this initiative in Chapter 5.

Survey Findings

Forty four participants volunteered to complete the open-ended survey (Appendix B). Based on data derived from questions 1 – 2, inquiries relative to

demographic information, the findings show that 19 adjunct, and 14 full-time faculty members and 11 administrators responded to the survey. Participants represented various content areas, job titles, and experience levels.

In terms of adjunct faculty participants, two members were seasoned employees (over 30 years of experience), 4 indicated having over 10 years of experience, and the remaining 13 reported having less than 5 years of experience in higher education. In addition to adjuncts, 7 full-time faculty members reported having over 21 years of experience while 2 indicated having less than 5 years of experience in higher education. Five reported having less than 10 years. The sample also included 2 executive deans, 3 program directors, 4 division deans, 1 executive librarian, and 1 grant manager. The grant manager was the least experienced administrator reporting 6 years experience while a majority of the participants indicated having over 21 years of experience in higher education. Participant experience in terms of years employed is delineated in Table 2.

Table 2

Years of Experience in Higher Education for Participants in the Open-Ended Survey

Title	5 years or fewer	6-10 years	11-20 years	21+ years
Adjunct	10	4	3	2
Full-Time	2	5	0	7
Administrator	0	2	1	8

All survey participants answered questions about their current and former participation in faculty development at MCC, but approximately one-half of the participants neglected questions (8-12) regarding personal development, career advancement, academic research, and teaching effectiveness. In particular, more adjunct participants (17 out of 19) neglected questions 8-12 than full-time faculty (2 out of 14) and administrators (5 out of 11).

The following sections present each open-ended question concerning participant perceptions of faculty development at MCC. Beginning with item 3, the following questions sought the surveyed participant's desired approach to development. This commentary is accompanied by a detailed description and analysis.

Question 3: What do you believe is the most effective approach to faculty development?

Adjunct and full-time faculty identified practical and collaborative approaches that emphasized their individual needs. Participants suggested, "Offer relevant topics for different levels of needs and interests," "hold subject conferences," "incorporate problem-solving dialogues," and "make the presentations interactive." Faculty clearly valued opportunities to enhance their content knowledge, but they preferred to accomplish this through collegiality. Two respondents mentioned "mentoring" and "group activities" as an option while another participant simply said, "Sharing knowledge with others and if this exists development is a natural."

As two participants reported, development cannot occur without faculty feedback and greater access. In wanting to be heard, one member wrote, “The faculty states what their interest and needs are, then a presentation is put together to meet those needs.” Both adjunct and full-time faculty members indicated that administrative support relative to resources was integral to gaining “access” to development. This included a voice as well as the means to participate in MCC’s programs. Murray’s (2000) suggestions for effective faculty development seem quite similar to this commentary. He finds that institutional support in terms of resources and faculty ownership fosters an effective program.

Similar to adjunct and full-time participants, surveyed administrators suggested greater funding; however, their focus centered less on collaboration or practical application. One administrator said, “The most effective approach is to provide the funding... Without funding, opportunities are limited.” Along with his or her fellow administrators, this comment included an emphasis on rewards in order to address specific needs or change faculty attitudes. One of the deans suggested, “Offer planned activities directed to achieve specific changes in knowledge, behavior, and attitudes.” “New technology” was identified as a reward for exemplary effort. Administrators clearly perceived effective development in terms of funding and rewards- a stark contrast to adjunct and full-time faculty perception (collaboration, mentoring, and relevant topics) of effective development.

Question 4: Indicate which programs you have participated in and explain your reasons for participating in them.

Adjunct faculty members indicated minimal participation in faculty development (Table 3). A remarkable number of full-time faculty participants; however, reported their involvement in development activities, primarily included fresh ideas meetings such as conferences (sponsored by MCC), workshops (sponsored by MCC), and informal gatherings (faculty organized and not sponsored by MCC). Full-time faculty used the following phrases to describe why they sought to attend these meetings: “to get uplifted,” “new knowledge,” “growth,” “to learn something new,” “get new ideas,” or “present papers.” An emphasis on “new” seemed to permeate the reports.

Table 3

Number of Participants at Metro Community College Attending Faculty Development

Program	Adjunct	Full-time	Administrator
	<u>19 Total</u>	<u>14 Total</u>	<u>11 Total</u>
Sabbatical	NA	3	1
Conference	3	10	5
Workshop	4	9	4
Retreat	0	7	4
Orientation	3	5	2
Grant Project	0	2	4
Informal Gathering	1	9	3
Publication	0	4	2
Other	1	2	0

According to the reports, informal gatherings allowed full-time faculty to collaborate with colleagues. Terms such as “relational gathering,” “relationship building,” “discuss ideas,” “collegiality,” “share,” “network with my colleagues” were used to describe full-time faculty’s motivation for attending informal gatherings. MCC encouraged faculty members to participate in faculty-driven learning communities sponsored by faculty members themselves whereupon they received professional development credits; however, the choice to participate was entirely voluntary. The faculty advocated more informal

gatherings and professional meetings that involved three factors: a choice in what they wanted to participate in, a chance to direct the activity, and an opportunity to gain fresh ideas from one another.

Of the 5 administrators who answered item 4, an emphasis on collaboration and professional growth was also indicated. Notably, nearly all the respondents reported that conferences provided a place to interact with peers. Like full-time faculty, they apparently valued the chance to mingle with others and grow professionally. The term “professional growth” or “gain knowledge” was used to describe their motivation for attending the various modes.

Question 5: What goals or purposes should support an effective faculty development program?

Participants’ perceptions regarding the purpose and goals of faculty development at MCC were contingent on the individual’s context and experience. Adjunct participants seemingly struggled to identify a purpose or goals for faculty development at MCC, so they generally neglected this question. Those who addressed the question, however, used the terms “faculty needs,” “student learning,” and “collegiality.” This ambiguity may suggest that adjunct faculty members generally lack a context for which to devise a goal or purpose because they do not participate in development programs.

For the most part, the full-time participants’ answers varied depending on the person surveyed, which indicated that perceptions are based on what the individual defined as the purpose or goal for development. Full-time faculty

responded in terms of “motivating,” “relevant,” “active learning,” “purposeful, scholarly, and accessible with faculty input,” “teaching strategies,” “networking,” “faculty to faculty training,” “instructional development,” and “scholarship.” The faculty provided varied responses but it was clear that they wanted to improve their teaching, they wanted something practical, and they wanted to collaborate. On the surface, the varied answers may indicate Murray’s (2000) point in that faculty development often lacks a clear purpose or even Tierney, Ahern, and Kidwell’s (1996) statement, “Faculty development is often an ambiguous concept” (p. 38) seemed applicable to this sample of participant responses, but in this case, full-time faculty members seemed united.

In light of adjunct and administrator responses, the data was not as rich. Administrators supplied answers such as “faculty success,” “teaching effectiveness,” and “student success”. Although full-time faculty provided more commentary, perhaps indicative of their greater level of interest, the data revealed each participant’s unique perception of a goal or purpose looming at the time he or she answered the question. The respondents seemed captured in a perception of what they were doing individually and this defined their unique goal and purpose for development. Overall, adjuncts and administrators seemingly perceived no purpose (they generally did not participate) while full-time faculty members perceived a purpose commensurate with their current development needs.

Question 6: What faculty development programs or approach if any would you like to attend or see offered at your institution?

Adjunct participants indicated a desire for their inclusion—specifically through improving what they perceived as a “no-access” approach to development and adjuncts. Evening adjuncts requested night time opportunities. One adjunct excluded him or herself from the question saying, “I am an adjunct and do not have suggestions. My content enhancement will most likely be secured other places.” Clearly, this participant deduced that he or she had no say in terms of requesting programs or even participating in them at all.

In contrast, full-time faculty and administrators proffered various suggestions relative to their needs. Full-time faculty requested “retention,” “teaching across the discipline,” “curriculum creativity,” “guest speakers in education,” “higher education conferences,” “conferences specific to content areas,” “classes on technology” and “personal development” in the survey, but collectively emphasized programs that respected professor autonomy. A full-time respondent answered, “None, I think each faculty member should be given a dollar amount to be used as they see fit for development.” This participant highlighted the general perception that faculty members needed more resources in order to independently direct their own development.

Administrators requested graduate courses, programs centered on public speaking, and programs that incorporated faculty goals. Two of these participants excused themselves from answering the question. They provided the

term “NA,” which indicated their self perceived exemption from an interest in faculty development. Perhaps they assumed faculty development did not apply to them therefore they had nothing to offer in terms of implementing future programs.

Question 7: Considering question 6, why do believe these programs are absent from your institution’s faculty development program?

As in Question 6, the adjuncts expressed a viewpoint concerning limited access. Full-time faculty attributed missing programs to a lack of funding. Two adjuncts explicitly claimed that evening adjuncts did not have opportunities for development. Another described how MCC “focused” on the full-time faculty only. In the same spirit, two others argued that development was not “thought about” in light of their suggestions. Obviously, adjuncts believed that development opportunities were unavailable to them because administrators had not listened to their previous requests for development.

According to full-time faculty, funding problems explained why MCC failed to incorporate their suggestions. One respondent explained that a “one cure for all fix” did not work while another said, “Not everyone needs the same training. Each faculty member knows what he or she needs to do a better job.” These responses suggested that participants recognized diverse needs. The diversity seemingly demanded an individualized approach to development. Administrators, however, contributed nearly nothing to this commentary.

Question 8: If applicable, please explain why your institution provides development programs.

Scholars have argued that faculty development in the community college lacks a driving theory or purpose (Fugate & Amey, 2000; Lawler & King, 2000; Maxwell & Kazlauskas, 1992; Miller & Nader 2001; Murray, 2000, 2001, 2002; Tierney, Ahern, & Kidwell, 1996; Wallin, 2003; Webb, 1996). Question 8, therefore, sought to determine if survey could identify *any* purpose for supporting development. Once again, participants demonstrated a perception of development within the context of their current job situation. Only 3 of the 19 adjuncts responded to this questions. One adjunct, however, mentioned, “To meet district requirements” as a purpose. This commentator was not alone. A majority of full-time participants added similar reasoning accentuated by critical commentary. For example, one full-time respondent said MCC “had to” offer development. This was not incorrect considering that MCC heeded accreditation standards; however, the brevity of the answer seemingly indicated that this participant perceived the institution in terms of caring very little about development beyond meeting stakeholder demands. This attitude was substantiated by 2 other respondents who respectively said, “It has to seem as if there exists an interest in professional development” and “to show that the institution is interested in improvement.” These faculty members clearly saw development as a political instrument rather than a tool for supporting its constituents.

Only two administrator participants who answered the question, attributed MCC's purpose to what one called "critical items." These included formatting syllabi, adjusting to system changes, and conducting core evaluations. They were obviously speaking from an administrator's perspective. To their thinking, faculty development apparently provided logistical assistance and accountability measures.

Question 9: What recommendations do you have for improvements in personal development?

This question solicited minimal participant insight, despite the fact the personal development is a popular topic addressed conferences sponsored by the National Institution of Staff and Organizational Development, the National Association of Community Colleges, and The League for Innovation in the Community College. Adjunct participants offered no commentary in behalf of this question. Full-time faculty presented positive comments concerning stress management and wellness programs. Two stated that MCC did a "good job" with this effort; therefore, they did not need to offer any suggestions. Only 1 participant added a comment resembling a recommendation- he or she wanted to spend more time participating in MCC's wellness program. Several Administrators indicated the same sentiment. They praised MCC's efforts, but suggested that the college add more to the effort. Overall, no participant offered what appeared to be explicit suggestions for improving personal development.

Question 10: What recommendations do you have for improvements in career advancement?

This inquiry revealed how adjunct participants were concerned with obtaining employment while full-time faculty indicated a desire for monetary rewards. Administrators and a few full-time faculty members looked to outside organizations such as professional associations or graduate schools for professional enhancement.

One adjunct suggested a visiting scholar program (temporary full-time position) and another recommended that MCC post job announcements. Full-time participants, however, were divided in their perception of career advancement. A few emphasized a yearning to be monetarily recognized rather than progress within the ranks. Three full-time members mentioned a merit system: one wanted a “fee scale commensurate with performance” and another said, “I think when faculty make the extra effort to work on campus committees or new projects they should be rewarded with an extra pay increase.”

The remaining full-time faculty and administrator respondents shared a similar request for more financial support in order to independently seek opportunities beyond MCC. Full-time respondents wrote, “Support doctoral pursuits,” “Provide funding for faculty to buy professional memberships” while administrators suggested “graduate school stipends.” Of course, these ideas emphasized how the individual participant advanced academically, which they evidently considered sufficient to expand their professional status. Notably,

financial support in terms of reward structures or outside educational experiences provided what participants deemed successful forms of career advancement. Murray (2000) found the same interest in that praise and support for teaching innovations or experimentations contribute to an effective faculty development program in Texas two-year colleges.

Question 11: What recommendation do you have for improvements in academic research?

Several participants indicated that research was not a concern for MCC, because community colleges typically emphasize teaching over research; a few other full-time professors revealed a perception that research relates to faculty development. According to full-time faculty, sabbaticals improved efforts related to academic research. One full-time faculty member suggested that MCC should encourage “high standards” and “increase the pursuit of excellence” by contributing to the field of research, but failed to explain how the process was possible. An administrator suggested forming a committee to explore the possibility of improving research. Beyond this, most participants did not indicate an interest in research as part of a development program.

Question 12: What recommendations do you have for improvements in teaching effectiveness?

Adjuncts neglected this question. Perhaps this indicates, once again, a lack of context from which to comment because they did not participate in faculty development. The only information stemming from the administrator participants’

perspective revealed an interest in accountability. A dean said, "Faculty should be required to successfully master some series of basic skills and annually renew these." For this administrator, meeting accountability measures as directed enacted by governing entities ensures better teaching.

Nearly all full-time faculty members and one administrator participants, however, reported an interest in collaboration. Terms emerging from the data included "faculty to faculty exchanges," "peer faculty review," "coaching," "open discussion on what works," "informal faculty get together," and "bring in top notch professionals." They clearly perceived a connection between collegiality and teaching effectiveness. Several indicated the importance of having "models," "mentors," and "observation." A few expressed the need to include the faculty in the collaborative effort. Working among colleagues and assuming ownership of the development define effective faculty development (Ballanca, 2002; Greene, 1988; Lawler& King, 2000; Murray, 2000, 2001, 2002; and Sorcinelli, 1995).

Survey Conclusions

The survey respondents' professional roles greatly influenced their perception of faculty development. Their commentary extended from an interest in what they seemingly wanted from development, especially in terms of immediate needs and events occurring at the time they answered the survey questions. Full-time faculty members specifically articulated how development could benefit their effectiveness in terms of meeting student needs, updating their

technology skills, and becoming more adept in their content area. Because full-time faculty members work more frequently and directly with students, they retain an investment in the college (salary, time, office space, promotions). Their perception of development correlated specifically with their pragmatic concerns.

Adjunct participants, in contrast, articulated only few suggestions pertaining to teaching strategies; in general, they considered themselves disconnected from development initiatives. For those eager to participate, this notion stemmed from their perceptions of development as either a missing or exclusionary program. Adjunct faculty members articulated the term “no-access” thus revealing the distance between adjunct faculty and the institution.

Administrators focused more on institutional advancement and accreditation standards. Their perception of faculty development became more shaped by accountability concerns and less by the purposes of faculty development, the needs of the faculty, and how faculty development would in turn benefit the students.

MCC’s full time faculty exhibited a proclivity for meeting their development needs through a focus on real life problems and skills. They wanted to accomplish this through problem solving, utilizing mentors, incorporating examples that apply to the classroom, and sharing ideas among peers. They also sought to attend interactive, face-to-face development meetings emphasizing topics such as behavior management, technology training, and content area skills. This aligns with several of Lawler and King’s (2000) “six adult

learning principles” for guiding faculty development: 1) create a climate of respect; 2) encourage active participation; 3) build on experience; 4) employ collaborate inquiry; 5) learn for action; and 6) empower the participants (p. 22). Additionally, full-time faculty wanted to choose the activities (conferences, workshops, graduate school, and sabbaticals) they deemed pertinent, and they requested a budget to fund independent projects and meetings.

As evidenced, faculty sought a “self-directed” approach. According to Candy (1996), self directed learning includes four constructs: personal autonomy, “the disposition toward thinking and acting autonomously in all situations (p. 101); self-management, “the willingness and capacity to conduct one’s own education” (p. 23); learner control, which involves learner decision making and evaluation; and *autodidaxy*, “individual, non-institutional pursuit of learning opportunities in the natural societal setting” (p. 23). Participants clearly indicated a desire for increased autonomy and opportunity to choose development venues outside of the college.

Adjuncts, in contrast, either expressed the need for their inclusion in development or stated that development did not apply to them. Administrators instead focused on the institution’s needs, such as meeting accreditation criteria and institutional policies, providing logistical assistance, and ensuring faculty remained updated in technology.

Notably, all participants valued collaboration as essential to improvement. Full-time faculty wanted fewer programmatic approaches so that they could

communicate and share ideas. Several members appreciated mentoring as the means to watch models or “experts in teaching.” This provided an intimate, individual resource that no program, designed to address the masses, could provide. As mentioned previously, adjuncts either failed to respond or expressed a desire to collaborate with other faculty. Administrators also articulated a desire to participate in group efforts and improved communication. For all participants, collaboration appeared to serve two roles: build friendships and enable participants to glean ideas from one another. Bellanca (2002) explains how collaboration must become central to development by saying, “Collaboration is the ultimate goal since it enhances ongoing learning and decision-making and provides a support system for the new skill sets acquired” (p. 36).

A division seemingly existed between the practical mindset of the participants and the theoretical connotation of faculty development. Much of the literature discusses disconnection between theory and practice (Fugate & Amey, 2000; Lawler & King, 2000; Maxwell & Kazlauskas, 1992; Miller & Nader 2001; Murray, 2000, 2001, 2002; Tierney, Ahern, & Kidwell, 1996; Wallin, 2003; Webb, 1996). Tierney, Ahern, and Kidwell (1996) simply say, “Faculty development is often an ambiguous concept” (p. 38). What makes it so ambiguous? Wallin (2003) succinctly says, “There is no grand or unifying theory” (p. 319). Murray (2000) sees disconnected ties between development theory and application, which produces what he calls “fuzzy thinking on the part of community college

leaders and faculty” (p. 92). These same observations seemed quite evident in participant responses.

Question 3 sought to determine if survey participants could identify *any* purpose or ideological reason for faculty development *at all*. Participants in all three categories failed to articulate reasoning beyond “because we have to” or “to meet accreditation.” Because the participants viewed development in terms of their immediate context (needs, programs, position, time), they failed to express any consideration for theoretical underpinnings driving the programs. They generally revealed what they were doing in terms of development at the time of the survey. Thus, they portrayed no understanding for why they were engaged in the practice.

The definition of teaching effectiveness remained blurred throughout the survey. A few full-time faculty participants referred to student success while others focused on meeting accreditation or institutional policies. A few full-time members perceived scholarship as a meaningful to development in that individual scholarship potentially leads to better teaching. Once again, this substantiates Candy’s (1991) argument regarding *autodidaxy*. Administrators especially demonstrated a concern for better teaching, but in the mode of contingency planning. A few foresaw problems with unprepared faculty, a concern many researchers also exhibit (Boice, 1992; Eble & McKeachie, 1985; Evelyn, 2001; Gardner, 2005).

Interview Findings

In this study, I assume a degree of what Schram (2003) calls *intersubjectivity*. Qualitative methodology may evoke researcher subjectivities (subjectivities that influence the interpretation or course of the research) relative to the study's participants. Throughout this study, I represent participants' views using close replications or explicit quotations of their own words; their expressions provide *in vivo* concepts that illustrate the relationship between everyday life and theoretical explanations. My goal centers on ensuring the greatest possible objective point of view. In this analysis, I provide descriptions of the interview participants, illustrations of their characterization (respective to their job classification), and explanations concerning how they contribute to concepts constructing a desired faculty development initiative at MCC.

Interview Participants

Interviewed participants included 8 adjunct faculty members, 5 full-time faculty members, and 5 administrators (3 vice presidents, 1 executive dean, and 1 department chair). They resembled a diverse group of Caucasian, Black American, Hispanic, Italian, and Asian American people. Seven men and eleven women participated. Table 4 delineates their job experience in higher education. Adjunct and full-time faculty varied in terms of how long each participant had

been working in their current position at MCC. Administrators were relatively experienced; however, one administrator was hired within the year.

Table 4

Years of Experience in Higher Education for Interviewed Participants

Title	5 years or fewer	6-10 years	11-20 years	21+ years
Adjunct	2	2	3	1
Full-Time	1	2	0	2
Administrator	1	1	2	1

Based on the interviews, I discovered various participant types emerging in the data: *progressive* and *hobbyist* adjunct, *proactive*, *active*, *reactive*, and *inactive* full-time faculty, and administrators. They are represented in Table 5. Relative to their employment status, each participant revealed personal proclivities for behaving in a particular way or indentified similar behaviors in their colleagues.

Concerning adjuncts, I discovered two specific groups: *progressive* and *hobbyist* adjunct faculty. Progressive adjunct faculty members displayed a yearning for full-time employment. Although highly visionary in terms of teaching methods and technology, they did not want to work beyond contact hours. Their energy and enthusiasm for teaching was stifled by a lack of pay. Pam (a

pseudonym), an older progressive adjunct professor, highlights the difference between herself and other professors:

There are two groups of adjuncts. There are people like me who would really love a full-time job, but I can do this thing [work as an adjunct professor] because thank God I have a husband who makes money, then there are those with full-time jobs. They come in and teach one or two courses because they love the teaching.

Pam recently graduated with a PhD and wanted to put her degree to work. Over time, however, she realized the cost difficulties associated with being an adjunct. She was grateful for a husband who supplemented her family's income in order for her to work as an adjunct. She continued working for adjunct salary in hope of finding future employment.

Table 5

Self Perception of Roles Relative to Faculty Development at Metro Community College

Adjunct Faculty Member	Full-time Faculty Member	Administrator
Progressive Adjunct Member	Proactive Faculty Member	Administrator
Seeks personal development when career advancement or compensation is provided	Proactively works toward personal, student, colleague, & institutional development	Provides infrastructure in terms of technology, setting, resources, & rewards
Satisfies accreditation & institutional requirements	Active Faculty Member	Provides accessible opportunities
Hobbyist Adjunct Member	Actively works toward personal & student development	Ensures institutional & faculty accountability
Seeks personal enrichment with limited expectations	Reactive Faculty Member	
Satisfies accreditation & institutional requirements	Satisfies accreditation & institutional requirements	
	Inactive Faculty Member	
	Not Applicable	

Financial implications played into how progressive adjunct faculty members participated in faculty development. Although Pam wanted full-time employment, she had a financial back up system (spouse) that allowed her to work as an adjunct. Tory (a pseudonym) was graduating soon, needed to secure employment, and worried about paying bills on an adjunct salary. Rachel (a pseudonym), contemplating graduate school, was faced with career choices.

They participated in programs as long as they perceived an open door to a professorship or received financial compensation for their time. When asked if she saw value in faculty development, Tory said, “Adjuncts are not paid enough to require attendance.” Pam said, “If you pay me money to do it, I will do it... If they want me to come to development things for the college, They’ve got to give me some money. I love to teach, but I don’t want to be taken advantage of.” Pam described how she participated in development programs at one time, but when she realized that her participation required time beyond her contract pay, she reduced the amount of “volunteer service” she was providing.

If they perceived career building opportunity, progressive adjunct professors exhibited a willingness to participate in development- even at their own expense. They wanted skill sets that connected to their professional lives. Rachel voluntarily attended a college sponsored workshop on behavior management. She said, “I understand that I didn’t have to attend, but that’s the thing: I wanted to attend because I thought it would help me with what I was doing.” She emphasized the fact that she was not paid or required to attend. MCC did not require adjunct faculty members to participate in development, but she wanted to enhance her professional skills.

Progressive adjunct faculty members also participated in development when accreditation or institutional policies mandated their attendance. Rachel and Peggy worked within fields that required certifications with the Americans with Disabilities Act. Peggy attended certification programs and conferences in

order to renew her counseling license. She did not mind paying for these on her own. In terms of mandatory meetings, Rachel and Peggy attended each semester's orientation without objection, but Tory did not. She indicated that "no organized meetings were expected."

Hobbyist adjunct faculty included retired experts, professionals working full-time in or out of their teaching field, or people who simply loved teaching part-time. Typically, these professors were financially secure and were not interested in full-time employment or college activities aside from their teaching. They resemble Brenda, a middle aged mother of two sons, "liked being an adjunct" because she loved teaching, but also needed to be available to her family. Suzy, a long time adjunct, also illustrated this saying, "I'm not looking for extra things to do." Barney, a retired scientist, explained the hobbyist adjunct faculty member in the following:

I can finally afford the job I always wanted. I need to be compensated for teaching. It's just enough to remind me that I'm not doing volunteer work. I consider this being very close to volunteer work, but as long as I get a few bucks for it, I'm fine.

Barney represented a common sentiment in that retired hobbyist adjunct faculty members perceived their roles in terms of pseudo community service. They viewed their jobs as a means to give back to society. Just as Barney suggested, they could not afford an adjunct job before, so in their retirement years, they could financially live with the job they always wanted. Their satisfaction derives from working with students while enjoying the ease and flexibility of part-time employment.

Obviously, hobbyist adjunct professors did not want to spend too much extra time or exert a lot of effort toward updating skills because development interfered with the enjoyment of the job. They saw it as encumbering their day with things that did not involve interacting with students. In this mode, they exhibited complacency toward development programs. Suzy explained how development was “not a priority.” She generally avoided development programs other than classes associated with her teaching certification. None of these adjuncts participated in Future Vision’s (professional development center) programs nor did they show much interest in updating their technology skills. A majority showed an aversion to online programs- some even resisted email.

Additionally, they were not interested in the institution nor did they have an allegiance to it. Their main priority focused on students; sometimes even exhibiting parent like tendencies such as calling students when assignments were missing or bringing food to class. Despite their interest in students, however, an unwillingness to improve teaching skills (content knowledge, pedagogy, and technology) resulted in what appeared to be archaic instruction. Many of the hobbyist adjunct faculty members relied more on lecture and summative assessments than strategies MCC was trying to incorporate (active learning, technologically enhanced instruction, learning communities, authentic assessment). One exception included a younger adjunct who worked under the financial auspices of her husband. Angie (a pseudonym) was willing to update her content knowledge independently and incorporate MCC’s teaching

strategies, yet she complained about the irrelevance of MCC's development initiatives. Despite this, she had not participated in development opportunities and possibly commented without a context. In all cases, hobbyist adjunct faculty members did not exhibit an interest in supporting the college's efforts nor did they show much inclination to participate in development programs.

Considering full-time faculty participants, four groups emerged: *Proactive, active, reactive, and inactive faculty* (Table 5). Proactive faculty members assiduously work toward personal, student, colleague, and institutional development. These professors looked similar to Andrew (a pseudonym) who completed a three year mandatory orientation in one year, held numerous technology certifications, actively attended district development, volunteered for committees, and aspired to community college leadership. He was very aware of what the MCC offered for development. He and the Future Vision staff interacted on a first name basis. His only criticism was directed toward the complacency other faculty members showed for development programs.

Proactive professors were interested in colleague and institutional development. Linda (a pseudonym) a middle aged and very experienced professor, recently graduated with a PhD. She joined MCC because her previous employment did nothing to assist "people who were outdated in their teaching modes." At MCC, she served on numerous committees, contributed extra time to mentoring professors, and actively participated in programs at the Future Vision Center. Her expertise in technology inspired her to train professors

in online teaching strategies. “What we try to do,” she proudly said, “is meet the needs of faculty.” She openly expressed an ambitiousness to collaborate in order to build a community among faculty members. She did most of this aside from teaching courses. In this, she saw a bright future for MCC.

Active faculty members worked to improve their scholarship and teaching. In focusing on these areas, they were more driven to seek personal development and less concerned about the institution and colleagues. They exhibited concern for students, but in terms of faculty development, they generally did not want to be forced into programs. They generally did not volunteer to serve on committees or lead development programs, but they were willing to mentor others. Likewise, they perceived all forms of learning in the development paradigm. This provided them holistic enrichment for the benefit of their students. Whether MCC provided development or not, they were willing to seek individualized development activities.

These participants resembled Tyler who sought development in terms of conferences, professional organizations, graduate school, informal gatherings, ancillary clubs, and personal reading. He did not participate in what the Future Vision Center had to offer, but he attended a few workshops on campus. He perceived most campus efforts as “flash in the pan stuff.” His primary form of development involved taking graduate history (not related to his field) courses from a local university, reading journals, and attending informal meetings with colleagues. He also attended magic clinics and speech clubs to enhance his

classroom presentations. In doing this, he expressed a need for administrators to recognize his efforts. “You ask me what development I’m doing,” he explained, “I will tell you. Simple.” He did not see a need for administrators to check up on him. He added, “They really can’t decide for me what is professional development.”

Reactive faculty members lacked intrinsic motivation, frequently acted according to coercive forces, and thus simply met criteria that satisfied accreditation and institutionally mandated policies. Responding to external forces such as leaders or even threats, they did not perceive themselves in light of causing problems for the institution and others. Likewise, they did not utilize development opportunities, serve on committees, or frequent the Future Vision Center unless their employment seemed compromised. They apparently assumed an aloof position relative to development.

Peter (a pseudonym), nearing retirement and recovering from surgery, used to participate in faculty development, but recently “settled down” in his career. He was open-minded toward participation, contingent upon his interest, but he did not actively seek development. He rarely attended mandated orientations, Future Vision Center courses, or other initiatives throughout campus. He was not interested in utilizing technology. After he realized that most students were familiar with computers, he “returned to a traditional style of teaching.” This encompasses lectures and essays.

He metaphorically expressed his perception of MCC's faculty development program in terms of the Titanic. He said, "In some ways I see it as a sinking ship. We just rearrange the deck chairs on the Titanic. I've had a great career. I'll leave it to the next generation to reverse the negative trends and save the ship." He perceived development programs in terms of similar approaches presenting themselves in different ways. No matter how the "chairs" were arranged, the inevitable "sinking" was inescapable. Perhaps this perception stems from his approaching retirement. He has removed himself from the deck.

Lacking intrinsic motivation, Peter possibly became motivated by particular leaders. He said, "If I had the opportunity to work for a college president like John (a pseudonym), I would probably have more of my creative juices flowing because he has a way of getting the best out of people, but nobody here is that caliber of leader." Peter did not resist development- he needed external motivators such as a leader to inspire his participation. He represents an instance of this type of faculty member. Possibly, his apathy predominantly stemmed from his age and medical condition. Other reactive faculty members may display differing reasons for their reduced participation.

The data revealed only a hint of information defining Inactive faculty members. A few participants alluded to a type of faculty member who, as Martina (a pseudonym) explained, "Actively tried to avoid development." Apparently, these faculty members were proud of excusing themselves from college programs, often rebelled against policies, and asserted their rights to not

participate. Generally, they failed to support any kind of development. No participants were aligned with characteristics associated with this type of faculty member, so an analysis of inactive faculty members was not applicable to this study.

Administrators defined their roles in terms of providing the infrastructure and accountability. They ensured a setting, technology, and resources for ensuring the existence of faculty development at MCC. The Future Vision professional development center represented this effort. At the same time, they protected the institution's credibility and accreditation through accountability measures such as tracking development hours each member completed, setting mandatory meetings, and conducting evaluations.

Emerging Themes

Based upon the responses of the interview participants, I have identified and defined characteristics of effective faculty development. I term the emerging themes as a) collegiality and collaboration among peers and administration; b) self-direction; c) individualization; d) adjunct inclusion; and e) institutional recognition and accreditation. Throughout the following sections, I discuss each concept as it emerged in the analysis.

Table 6

Concepts Describing the Characteristics of Desired Faculty Development Initiatives

Concept	Adjunct Desired Characteristics		Full-time Desired Characteristics			Admin Desired Characteristics
	<u>Progressive</u>	<u>Hobbyist</u>	<u>Proactive</u>	<u>Active</u>	<u>Reactive</u>	<u>Administrator</u>
COLLEGIALITY & COLLABORATION	valued	valued	valued	valued	valued	valued
SELF-DIRECTION	valued with compensation	not valued	valued	valued	not valued	valued
INDIVIDUALIZATION	valued with compensation	minimally valued	valued	valued	not valued	not addressed
ADJUNCT INCLUSION	valued with compensation	minimally valued	valued	valued	not valued	valued
INSTITUTIONAL RECOGNITION & ACCREDITATION	not valued	not valued	valued	not valued	not valued	valued

Collegiality and Collaboration among Peers and Administrators

In general, participants indicated a greater need for collegiality and collaboration at MCC. Evidence is found in the following problems: 1) a lack of resources for adjuncts (access to programs, compensation, office space); 2) a physical disconnect between individuals due to workloads and skepticism; 3) a need to be included in governance; 4) a lack of understanding for both faculty member needs and institutional goals. Adjuncts were provided isolated office spaces on campus. Despite having access to computers, lockers, and phones, the participants were critical of these areas because they were not private enough for student conferences, too small for their abundant materials, and too isolated to encourage communication with other adjuncts. They wanted places to meet one another and collaborate.

The faculty and administration seemed physically disconnected because administrators were too busy to spend casual time visiting with faculty. Phil, a long time administrator, wanted to have coffee with the faculty, but spent a majority of his time completing paperwork or attending executive meetings. Talking about the seemingly endless tasks associated with maintaining a college he says, "I think until we can turn that around, there is going to be a mistrust that will avail." Often times, administrators were too busy to acknowledge faculty efforts. In the same moment, faculty often failed to recognize the obligations placed on administrators. The result materializes into a level of distrust that separates the two entities.

Because they lacked concerns for institutional creditability or the administrators role as institutional leaders, a few full-time faculty members resisted development programs. Martina, an experienced administrator recognized some of these people saying, “We have faculty who are almost at a point of pride not showing up to anything because we can’t make them.” Although a majority of the participants valued MCC’s “hand off” approach to development, a few participants expressed concerns for MCC’s new mandated development tracking system. Representing the faculty’s response, Brenda said the following:

If I’m going to develop, it’s going to be up to me. Even if they forced me to go to something it doesn’t mean I’m going to development. If they mandate credits, I will be a warm body in chair. It’s not going to change the way I teach unless I want to change the way I teach.

This attitude illustrated a schism in MCC’s workforce. Faculty members often failed to realize that administrators answered to accreditation agencies and needed to ensure certain criteria i.e. faculty members were developing. At the same time, administrators often enacted policies such as development mandates without allowing the faculty to assume part of the decision making process.

Linda, a very energetic professor, described how administrators often perceived development “from a business perspective” while she saw it from an “educator’s perspective.” The goals were divided: faculty members wanted autonomy to meet their needs while administrators needed to grow the institution, yet they all wanted support from each other.

In fairness to the administration, a few faculty members recognized that administrators were cognizant of particular needs they were unaware of having. These participants welcomed administrator support, but a majority of the professors (adjunct and full-time) distanced themselves from administrators. Andrew illustrated this perfectly saying, "Faculty sometimes feel like it's a waste of their time, but then you ask how do you know when you haven't even attempted to go and see how it might benefit you?" Although many administrators assumed faculty were not utilizing the resources they provided and thus maintain MCC's accreditation, Andrew saw faculty reconciling their differences by opening their minds, dismissing the assumptions they have made about administrators, with a positive attitude that may concomitantly support personal and institutional development.

MCC's problem of dissonance and disconnectedness among faculty members and administrators clearly interrupted development and stunted its general purpose. A majority of participants acknowledged this disharmony and wanted to reconnect with their peers. Phil, a seasoned administrator, said:

I think the more you can get to know people at a level that is not just at the professional level- I don't mean you have to get into their personal business although there is something to say for that too, you can break down some barriers there that helps move the institution to a better place in terms of harmony, team work, and trust.

He reminisced about a time when he and several colleagues booked a fishing trip and how the experience allowed the group to communicate on a personal level away from the workplace. He appreciated the opportunity to see a different side

to his co-workers and come to a better understanding of their perspectives.

When they returned to work, he noticed, his constituency provided timely support with more positive attitudes for one another.

Similar to Phil, Linda exhibited a proclivity for peer collaboration and informal gatherings wherein she could build friendships and learn new teaching strategies. She explained her point of view in the following statement:

I think the biggest thing in peer collaboration is that people will naturally gravitate to others, and we should let that happen and encourage it to happen. We need to get to know each other and just start feeling comfortable around one another. We can start with a brown bag lunch where we can talk about how to support our students and make our teaching better, but we are not encouraged to do it.

This data revealed a need for people to build healthy relations in order for faculty development to progress. As Phil and Linda pointed out, this encourages 1) faculty to participate; 2) attention to both individual and institutional needs; and 3) a program that encourages faculty members (especially active full-time faculty members) who look outside the institution for development to consider resources on campus.

All groups recognized the adjunct problem: they were not included properly in the institution or development agendas. Linda advocated a need for adjuncts to be included in book selection, curriculum design, and institutional assessment. "Adjuncts are not included," she explained, "in the masses nor are they considered." Failing to recognize adjuncts, she believed, was a missed opportunity to grow. She said, "We are not using our resources because some of these folks have a lot to offer, and we are ignoring those resources." Deborah

adds to this sentiment saying, "Some of our adjuncts are so young and energetic and they have come through courses with a whole bunch of new stuff." With a twinkle in her eye, she mentioned that adjuncts could also serve as mentors and presenters. Tyler, on the other hand, was concerned about less competent adjuncts who struggled with classroom management and test writing. He said, "They don't understand what happens on campus unless a full-timer takes time to explain it." He recognized a need to include adjuncts in the culture of the institution and the development thus adequately preparing them to not only teach successfully but feel included. As Tyler saw it, "I'm faculty; they are faculty. They are not second class citizens." For Peter, however, using adjuncts was an exploitation of people, so he failed to offer any insight on the problem saying, "I don't want to be a part of the exploitation."

Proactive and active full-time faculty and progressive adjunct faculty members expressed an interest in collaborating with their peers. Andrew, a proactive type professor, resigned from a university professorship in order to work within the community college setting where he found more camaraderie, friendship, and collaboration among people. Mark was concerned that MCC's faculty members did not share their knowledge with one another. He said, "It's a cooperative effort in faculty development. It is not just I go somewhere to learn something; I came back; and I don't share any of the stuff I learned- not an isolated thing... we are going together." He envisioned a sharing system wherein those who participate in development document their discoveries and distribute

their literature throughout the college. Phil, a fellow administrator said, “A problem with our administration is that we have way too many damn meetings. I would rather go have coffee with faculty members and ask about what their issues are.” The stack of paperwork on his desk was proof of this statement. He emphasized the importance of spending time in the halls, visiting with faculty, and listening to their “issues.” He found this to be more effective than utilizing needs assessments or incorporating programs, especially mandated programs. He was less complimentary toward the Future Vision Center. Overall, the participants revealed a crucial point: peer collaboration should not be a program but an authentic experience.

In the spirit of collegiality and peer collaboration, adjuncts wanted to collaborate with other adjuncts. They believed that a community of similar people would be sensitive to their needs and interests. A majority of adjuncts, even a few hobbyist adjunct professors, desired more interaction with their peers. In her progressive adjunct mindset, Pam said, “They should have all the adjuncts get together and meet one another and talk about adjunct stuff. I would like to have someplace adjuncts could get together and socialize. I don’t even know adjuncts in my area very well.” She apparently idolized another college’s adjunct office; adjuncts could meet one another and share ideas. Rachel added to Pam’s inclination saying:

I would like some sort of way to have a discussion and have a place to interact with others who might be going through the same things you are so that way you can get some tips from them, a sharing community. It should be informal. It makes it seem friendlier and more inviting.

In terms of what MCC should offer, she said, “Some sort of thing where adjuncts can connect. I feel out of touch because of the adjunct thing.” Rachel expressed a need to connect to those who she thought would understand her situation, but within an informal environment. Like full-time faculty, adjuncts see value in non-programmatic forms of development; they desire naturally occurring collaboration.

An anathema to collegiality and collaboration, a few faculty members perceived a distance between faculty and administrators. Andrew preferred to be evaluated; however, at MCC, faculty members wrote their own evaluations, a form of self-accountability. Although he recognized the time constraints his dean faced, he wanted feedback. As a long term adjunct, Lyle was not evaluated in the last two years, and he missed it. Perceiving that her probationary status had terminated at MCC (enacted at 3 years), Annette experienced a disconnection from her administrators. She anticipated an opportunity to share her successes during her evaluation seminar. She said the following:

I’m putting myself out there and moving beyond my academic discipline, but that is just a part of growth. I was so excited to get my evaluations this time because I wanted to share what I was doing, but no one is listening to what I am talking about. I just had to find a piece of paper.

Although few faculty members appreciated her ideas, she believed the administration was generally unresponsive. As a result, she relied more heavily on outside resources to conduct her development. As Annette revealed, administrators who acknowledge the active faculty’s work may encourage greater

faculty participation which in turn builds collegiality and faculty support of the institution.

Self-Directed Development

Self-directed development is an approach wherein participants and facilitators direct their own development. Three assumptions to this ideology emerged from the interview data: 1) faculty choice in topics and opportunities; 2) faculty assumed ownership of the development; and 3) personal accountability. Choice simply represented the participants' ability to choose topics, modes, and venues that satisfied developmental needs. The faculty also assumed various levels of ownership. A few volunteered to train others (proactive faculty) while others focused on personal scholarship (active faculty), or career building (progressive adjunct faculty). In choosing and owning their own development, each developer became personally accountable to him or herself.

For those belonging to the progressive adjunct faculty, self-direction only applied if MCC provided adequate compensation. Their minimal efforts towards development contributed to their career building skill sets and thus indicated a conspicuous self-interest for finding employment. Even though she did not participate, Tory explained how a few of her colleagues attended development sessions in order to "keep their name and face out there for future opportunities." She did, however, confess a situational interest in development when she said, "I would be interested in those [development meetings] at my discretion." At the

same time, she saw herself attending “pertinent,” “interactive,” “fun,” and “interesting” programs. For the most part, progressive adjunct faculty members directed their limited developmental efforts towards personal career goals. In general, hobbyist adjunct faculty members lacked self-directed interests.

Proactive type professors highly valued choice in topics and learning experiences. Unlike those belonging to the active faculty, these individuals were generally supportive of a majority of development strategies at MCC. Andrew appreciated the Future Vision Center and how the college allowed faculty to direct their own technology training. He said, “It [Future Vision Center] is open to you as a faculty member in terms of how high tech or low tech you want to be. It’s great to be given opportunities and choices.” Offering instruction to faculty in the Future Vision Center, Linda said, “My big training focus is training people in technology. These kinds of things interest me. There is no limit to the amount of training you can go to within this district. That makes it really nice.”

Proactive faculty members also claimed a two-fold form of ownership: 1) in behalf the institution’s advancement; and 2) in behalf of their own development. Linda displayed this when she said, “I think the best thing we have here is the [Future Vision Center] because we can tailor the faculty development to what our needs are. Being a part of that is exactly where I want to go; not only get the training, but help train others.” Linda focused both on her own growth as well as the needs of her colleagues.

Active faculty also valued choice, but the choices focused on personal objectives that frequently could be achieved outside the institution. In addition, these faculty members frequently criticized MCC's programs. Unlike those of the proactive faculty, their interest in self-direction stemmed solely from an individual and not an institutional perspective. For example, Annette, a relatively new professor at MCC, recognized self-direction as the principle motivator for development asking, "Where else would it come from?" She spent most of her development time conducting research and publishing within and beyond her content area. When I asked her about faculty development, she said, "For the most part, it's an independent issue." Her explanation centered on finding innovative teaching methods, bridging business models to her course content, and attending various conferences- many activities she claimed MCC did not recognize. Reactive type professors, however, did not value self-direction-their priorities centered on satisfying development requirements. Peter showed no concern about his access to development, so he explained, "I basically show up at O-seven hundred and finish my work early in the afternoon. Not much comes along that gets my attention."

Administrators acknowledged their positions as facilitators of faculty development, and they viewed their roles in terms of providing organizational structure and resources. This began with a consideration for the faculty's desires. Phil, a rather boisterous long term administrator, illustrated his place in the development scheme saying the following:

I think it's dangerous for us to put things in place for faculty development that we think you all need. I think that is the wrong way to go about it... It's like I'm the administrator, and I know what you need for faculty development- I've got a damn PhD; I've been doing this for years. Well, who the hell am I to tell you what you need? I think it needs to be the other way around.

As Phil explained, a few administrators perceived themselves in terms of facilitators rather than dictators. He found value in listening to the faculty voice before instating mandates relative to the FVC. He communicated skepticism about unprepared faculty entering the college, and he believed the FVC's emphasis in technology was not addressing problems with pedagogy. He wanted the college to visit with new faculty members in order to determine their needs before making executive decisions relative to FVC.

A few of Phil's fellow administrators remained aloof, expecting MCC's faculty to engage development programs on their own. Martina said:

I'm not sure sessions are worth much more than alerting someone to a new possibility they were not aware of. People have to be intrinsically motivated. We can't pay them enough to make it happen... We are much more of an open door institution. Instead of dragging reluctant faculty to the door kicking and screaming to somewhere they don't want to go, we have involved faculty. We use faculty mentors, technology mentors are all faculty members. Wherever you have faculty leading faculty, you are going to have more success.

Martina saw faculty development as nothing more than a think tank, an idea sharing system. This was notable, but her perception lacked a full understanding of the concept of development, the ideology of professional growth. She likewise believed that pay did not matter, which contrasted with the attitudes of progressive adjunct professors who were highly concerned about becoming

financially exploited. To her credit, however, she recognized the faculty's need for intrinsic motivation, and she understood the problem with coercing faculty members to participate. Regarding this, her fellow administrator, Marco, focused on allocating resources to motivated individuals. He said, "If we focus on the negative 4 or 5, we neglect the 100 in the middle that could have been great." He wanted to focus on faculty strengths by empowering motivated individuals with opportunities wherein they grow individually so that they can help one another collectively.

Individualized Development

Individualized development refers to the participants' desires for personalized development that meets their own interests and needs. For the faculty at MCC, pragmatic programs involving real-life scenarios, direct application, and essential classroom management skills contributed to this definition. Using these terms, each group emphasized a particular aspect of individualized development. A few professors also recognized scholarship in this paradigm. Specifically, progressive adjunct faculty members valued an individualized approach as long as monetary compensation subsidized their extra efforts; hobbyist adjunct faculty members displayed minimal interest in the concept; proactive and active full-time faculty members highly valued individualized programs; reactive full-time faculty members showed no concern;

and administrators failed to address the existence or possibility of individualized initiatives.

Rachel, a progressive adjunct professor, attended a district sponsored workshop on classroom management. She attended the session at her own expense because she “thought it would help with what [she] was doing in the classroom.” Although she was not expected to participate or reimbursed for her time, she wanted to glean information on classroom management because she recently experienced problems with disruptive students.

From a faculty member’s perspective, an illustration of individualized development emerged in Deborah’s comment, “I like to have things demonstrated, and I like to be able to practice. I like to be interactive. I don’t like to go to a room and sit with fifty people and watch a person do a power point and never take questions. That to me is deadly.” Tyler, an experienced active type professor, explicitly revealed his perception of individualized development when he said, “It’s got to be individualized and it needs to be a smorgasbord model; they have to provide things that are in depth. Professional development to me is not how to eat healthy out of the snack machine.” He explained how mentoring programs specifically addressed problems faculty members face. Willing to be a paid mentor, he described how such a relationship provided realistic models and real-time problem solving opportunities. He also alluded to the impossibility for adjuncts to participant in a mentoring program.

Linda, a proactive faculty member, expressed a need to extend individualized development to the departments as well as the faculty members. From her point of view, the college was superfluously trying to encourage professors to teach across the curriculum instead of focusing on the specific challenges within her department. Although she was a Future Vision Center trainer, she desired more development opportunities within her content teaching area. Deborah, a veteran faculty member and department chair, added to Linda's ideas saying, "I think we need to offer things that are discipline specific." She observed many professors struggling with presentation, testing, classroom management, and skills associated with her content area. She was the only administrator to suggest individualized development. A majority of administrators saw the Future Vision Center as a panacea to MCC's needs.

Adjunct Faculty Inclusion

Adjunct faculty members were invited to attend any district and college development session or participate in any opportunity full-time faculty enjoyed, but a few adjuncts seemed reluctant to accept this invitation because they perceived a closed door to the college's initiatives. Administrators played a directive role in this scheme; however, their influence was limited. They simply delegated authority to a vice president who reported to the president. The dean over MCC's Future Visions Center reported to the vice president. Other administrators were not involved in the Future Vision Center's operations.

Progressive adjunct faculty members perceived an unwelcome invitation to join programs and received no compensation for participating in the initiatives. They saw themselves standing outside the institution. When I asked Tory to explain her thoughts about faculty development, she said, "I am expected to be on my own." When I asked Pam to talk about her experiences, she alluded to an assumption that adjuncts were excluded from the college's development efforts. She said the following:

We are second class citizens. Basically, it's coming from the idea that in 4-year schools the adjuncts are an equivalent to graduate fellows, and we [institutions] don't pay attention to them; they are non-professionals; they are not full faculty; they are just learning.

Pam's perceived development was reserved for higher-ranked faculty and not adjunct or "non-professionals." As a result, she considered herself uninvited and chose not to attend.

Additionally, progressive adjunct professors heavily criticized MCC's pay system because it did not compensate part-time employees beyond classroom contact hours. As a graduate student, Tory lived on a meager income, so she spent much of her day working in order to pay her bills; thus, she could not dedicate unpaid time to development. Pam said, "The contact hour is for the hour in class and not development, prep, and grading. It definitely discourages development." She further explained how she struggled with a "moral battle" within herself because she wanted to participate but felt exploited by the institution. Lyle, a middle-aged evening adjunct, worked full-time during the day and dedicated two evenings to teaching at MCC. He expressed a fervent desire

to participate, but found himself limited by his schedule when he said, “I wish that there were opportunities for me to do it...It’s an impossibility. I cannot take off work from a full-time job to try to enhance a part-time job.”

Hobbyist adjunct professors sought to be included in development when the programs provided quick solutions to their immediate problems. Most did not want to participate at all but periodically wanted easy answers to problems when the need arose. Development was perceived as a needs-based approach. When Barney first arrived at MCC, he wanted help with teaching developmental courses, but found no training. This was a concern for him, but he quickly absolved the problem with the help of his dean. Since then, he has remained satisfied. He said, “I like what I do, and I think I’m far enough along that I’m OK. I don’t know what goes on at that level [administration]. I try to stay out of it.” He did confess to having “blindness” to what was offered at MCC. He had not taken time to investigate possibilities or even read email announcements.

Other hobbyist adjunct faculty members expressed indifference relative to access because they generally did not require or desire much access. Suzy stated, “It’s not a high priority [for me].” Full-time faculty did acknowledge the need for adjunct professors to gain access to development. For instance, Linda explained, “We need to have an adjunct appreciation day... We don’t consider them on curriculum committees or book adoptions or rewrites to the syllabus.” Tyler, a seasoned faculty member and program coordinator, added, “All they [adjuncts] know is that there is no money.” He understood that many adjuncts

failed to participate because they did not receive compensation. Andrew addressed the financial implications saying, “I think we should make allowances for paying adjuncts when they participate.”

Resources for adjunct development programs and compensation for participating in existing programs were scarce at MCC. Because MCC paid adjuncts such as Pam and Angie per contact hour, participation required volunteer time, which they were not willing to donate. Lyle was willing to volunteer his time if MCC would provide evening workshops or courses. No funding was allocated to adjunct development, so administrators did not force or encourage adjuncts to participate. Angie acknowledged a dearth in adjunct development saying, “We haven’t been encouraged to participate in anything.” Susan, a veteran adjunct professor, pointed out an unwritten policy concerning resources for adjunct faculty members saying, “I knew better than to ask [for compensation].”

Administrators believed the Future Vision Center provided access to everyone. Mark, a new executive administrator, said, “I don’t think they [adjuncts] feel connected to the school as the full-time faculty do. We have to do something about that first. How can we help them feel valued? From there we can add to that.” For Mark, MCC must welcome adjuncts as valuable contributors to the institution before initiating development programs. In contrast, Martina believed adjuncts were participating in programs, but she recognized MCC’s financial difficulties by saying, “we are not able to provide monetary

incentives, but I would assume for some of the younger ones there is resume building going on.” As an alternative to finding resources for adjuncts, she recognized MCC’s role in helping adjuncts gain valuable experience. She believed the college was doing its part.

Institutional Recognition and Accreditation

The concept of institutional recognition and accreditation emerged as the administration emphasized concerns for growing the college, for competing with other colleges, and for ensuring healthy accreditation. In general, administrators perceived that the Future Vision Center and mandated development would effectively accomplish these goals. As a result, the faculty perceived these attitudes in light of reducing their autonomy and self-accountability. The following problems materialized in the data: 1) the mandates stripped faculty of their ability to be more self-directed; 2) the mandates reduced faculty development to a less genuine experience. Ultimately, these revealed differing perspectives of accountability: administrators were accountable to external stakeholders and the institution while faculty members were accountable to the administration or themselves.

The administrators’ role primarily focused on implementing or directing development opportunities for faculty. Full-time faculty criticized this role and articulated the need for administrators to join in the development process. They identified the following reasons: 1) full-time faculty wanted administrators who

exhibited personable and diplomatic leadership skills; 2) they wanted to provide administrators a context for understanding the faculty's needs. This latter point is compelling in that effective leadership in faculty development required administrators to become teacher-leaders. This meant those who were leading understood, envisioned, and articulated the full scope of a faculty member's role. These roles included teaching effectiveness, student interactions, financial burdens, academic research, and personal challenges. This became more critical for leaders who had never taught before.

From the administration's perspective, faculty development programs constituted an integral part of ensuring the financial survival of the college, and accomplishing this goal necessitated formal programs with directives (for example, the Future Vision Center). Phil pinpointed his view of the motive behind the center saying the following:

To some extent, we are trying to put a structure in place where there are opportunities we can have during orientation week and several times per year that are going to be shepherded by Joe's (a pseudonym for Future Vision Center's Dean) shop that we can get transcribed and credited.

Phil revealed how administrators valued development for its ability to lift the college's reputation and satisfy stakeholder demands. Administrators perceived the development center as an investment that would allow faculty members to efficiently accumulate more training hours and to acquire better technology skills. These outcomes could be easily tracked, measured, and presented to the community, district, and accreditation agencies.

More noteworthy, the college would appear progressive and attractive to students who brought tuition dollars. Although he supported the FVC, Phil was uncomfortable with the purpose behind its existence. As he and several faculty members explained, FCV was funded by a grant, which represented more of an innovative way to attract money to the institution rather than an inclusive (the faculty indicated no part in the governance relative to the center) approach funded by the college's existing budget. For Phil, development seemed more like political act rather than a genuine effort to help faculty.

As part of the FVC initiative, administrators considered enacting mandatory hours and measurement policies to ensure accountability. Previously, faculty members were required to maintain a certain number of development hours each year. The faculty documented their time along with a self-evaluation and copies were kept in their personnel files. A majority of the faculty and administrators claimed that MCC's "hands off" approach relative to development included minimal follow-up. Linda identified this as a problem for both the institution and the faculty. In her eyes, the administration seemed negligent with the development its faculty experienced namely failing to recognize their efforts; failing to implement what faculty learned; and failing to ask for reports. With the Future Vision Center, administrators believed they could absolve these problems.

Because the center derived its support through grant money, administrators were required to assess its success, so using an identification card system seemed logical to them. Praising its success, Martina said, "Things

are changing,” meaning MCC was considering accountability measures relative to how faculty were utilizing the center. Andrew was aware of these changes, and he was concerned about losing his ability to be self-directed. “In the district we have a choice,” he explained, “but now with signing in and sliding our cards, we are losing our choice. It’s becoming mandatory.” Andrew assumed administrators did not fully grasp the faculty’s concern about choice and ownership- they leaned towards micromanagement for the sake of reporting to the grant agency. Phil expressed concern that this new mandate would “hit with a thud.” Because faculty would lose some of their self-direction, he perceived them viewing the changes in light of administrative coercion and this would certainly distance the two groups from one another. Without a cooperative effort from faculty, administrators perceived no other alternative but to mandate faculty participation in development.

Striving to ensure the success of the college, administrators were facing a current challenge relative to student retention. The Texas legislature recently changed funding laws. Community colleges would receive funding based on the number of students attending classes at the end of the semester rather than the beginning. Very concerned about these unavoidable changes, Martina envisioned faculty leaders meeting retention challenges saying, “We need faculty leadership to improve our retention.” She explained that faculty members needed to assume a more active role in helping administrators with challenges. Recognizing a few full-time faculty members who “have just gone bananas,” she

generally expressed concern for adjuncts, active and reactive faculty members who she perceived as not participating.

Martina did not realize, however, that active type professors pursued development outside the institution. She instead perceived those who contributed to building the institution and to meeting institutional accountability as valued members while everyone else was static. Despite this, she supported what she called “a report card” system, but included herself saying the following:

There is definitely no reason why we couldn't require that of all of us; a record of attendance at professional development activities. It would be for every employee. We've never done anything like that before.

A clear difference relative to how administrators and faculty viewed accountability was evident; however, proactive faculty members notably assumed a measure of institutional and personal accountability while active faculty members remained personally accountable. Martina apparently failed to understand this and therefore envisioned an all-inclusive mandated system of development to ensure MCC's recognition and growth.

Major Findings

In reviewing the data, I wish to highlight the major findings in the following section. Each point presents a supporting research question and accompanies findings related to that particular question.

(a) *Based upon the perceptions of faculty and administrators, what constitutes effective faculty development?* The adjunct and full-time faculty

primarily advocated increased faculty control over development programs. This includes an effort to encourage adjuncts to participate in development programs; supporting faculty members in pursuing individualized development (self-directed scholarship, pragmatic workshops, and departmental level development); and greater collegiality and collaboration among the faculty and the administration.

In order to ensure the growth of the college and maintain the health of MCC's accreditation, administrators supported development efforts that satisfied outside stakeholder demands. Administrators remained unaware of how existing faculty efforts within their content fields could have been integrated into the college's assessment reports. They preferred to encourage faculty to attend the Future Vision Center—an initiative designed to improve technology skills--because attendance, learning outcomes, and assessments were easily quantified and could be reported to stakeholders. Likewise, technology was believed to be a component of a successful institution. This approach seemed less desirable for faculty: adjuncts did not value the Future Vision Center because they experienced minimal connection to the college; full-time active faculty members were more concerned about scholarship and teaching effectiveness, and hobbyist adjunct and reactive full-time faculty members attended sessions when only coerced. Overemphasizing development programs such as the Future Vision Center stripped faculty of their ability to become more self-directed, receive recognition for their ongoing efforts beyond the institution, and experience a greater level of collegiality with the administration. This was

especially true as the faculty discovered MCC's new, mandated attendance policy.

Nearly all the participants acknowledged the vast opportunities MCC and its district provided, especially in terms of technology. For example, every participant possessed awareness of the Future Vision Center; several participants benefited from district programs; and a notable number of participants participated in development outside the institution. Adjuncts were purposefully unaware of their potential involvement in development: progressive adjunct professors ignored invitations because they were not monetarily compensated and hobbyist adjunct faculty members perceived no need to participate. Progressive adjunct faculty members remained satisfied with MCC's efforts, and they actually promoted them. Active type professors purposely denied access to programs they found less practical or scholarly. Although access to development proved profitable for the progressive adjunct faculty, these opportunities proved insignificant to the adjunct or to active full-time faculty- unless their respective needs for compensation or practical and scholarly programs were in place. Reactive faculty members only participated when forced by administration.

(b) How do faculty and administrators perceive collegiality and collaboration as part of effective faculty development? Nearly all the participants expressed a desire for greater collegiality, collaboration, mentoring, and friendship with the faculty and administration. Building healthy relationships

proved most effective when collaborative efforts became an authentic experience. Participants preferred informal gatherings, brown bag lunch discussions, coffee time, and fishing trips to formal programs. These mediums encouraged experiences wherein faculty and administrators gained a greater understanding of the roles each member fulfills in the development effort. The hierarchical structure of leader and follower seemed to dissolve so that administrators and faculty members work together to build the institution. Especially notable, progressive adjunct professors desired greater opportunities to mingle with each other to share stories, to eat lunch, and to swap teaching ideas. Administrators were delighted with faculty who returned to campus with updated skills and new ideas and who appeared ready to share these discoveries with their colleagues.

For adjuncts, the lack of resources, the physical disconnection from one another and full-time faculty, the insufficient compensation, and the exclusion from the college's governance seemingly contributed to their beliefs that they were not included in development programs. Even worse, the missing or sporadic locations of office space further isolated adjuncts. Because they typically teach courses and leave the campus, adjuncts struggled to understand the rituals and unwritten practice associated with day to day activities. Evening adjunct faculty who wanted to participate in development programs, seemed removed from a large majority of the people and programs supported during normal business hours.

Full-time faculty and administrators perceived conflicting ideas relative to the purpose of faculty development. The Future Vision Center did not completely meet faculty needs- full-time faculty desired opportunities to participate in programs beyond the college and district. They sought scholarly pursuits, activities, and venues in order to satisfy their own hunger for learning but improve teaching skills also. For the most part, faculty who perceived a greater sense of collegiality with administration seemed empowered to continue pursuing personal and institutional development.

Administrators who became too encumbered by logistical tasks, paper work, and attending meetings found themselves so inundated with work that friendly interaction with faculty was difficult. At the same time, they recognized a few full-time faculty members (proactive faculty) who possessed an innate motivation to participate and lead development programs. They sought and relied on these types of faculty members for support while leaving other faculty types, adjuncts included, alone.

(c) How do faculty and administrators perceive self direction as part of effective faculty development? Active faculty members desired self-direction the most. Because they valued scholarship (within and outside their content area), active type professors pursued conferences, sabbaticals, special lectures, and even publishing opportunities in hopes of improving their knowledge and teaching effectiveness. They appreciated any institutional contributions, paid leave or funding, in order to participate in these types of programs. This

approach satisfied their hunger for intellectualism while respecting their autonomy. They enjoyed the flexibility to pursue interests, to make choices, and to grow the institution as they saw fit. They perceived personal, self-directed efforts as contributions a healthy sense of individual ownership and to the success of the college. In the case of proactive faculty members, the participants assumed leadership and mentoring roles; active faculty members participated in scholarly pursuits; and progressive adjunct faculty members worked toward career building. Each faculty member, not including hobbyist adjunct and reactive type professors, likewise displayed a level of personal accountability for developing. Administrators recognized self-directed faculty members for their ability to meet accreditation standards and build the college's reputation- especially those belonging to the proactive faculty.

(d) *How do faculty and administrators perceive individualization as part of effective faculty development?* Individualized development seemed ineffectual to Hobbyist adjunct professors because they viewed their role in terms of temporary enjoyment. Progressive adjunct professors, in contrast, expressed interest in development programs when compensation or when personal benefits motivated them to participate. Because they lacked office space, financial benefits, and development opportunities commensurate with full-time professors, they desired adjunct specific programs to meet their needs. They shared an interest with proactive and active full-time professors relative to participating in practical, real-life development opportunities. Unlike active faculty members, however,

progressive adjunct faculty members were more concerned about finding tips and tricks for teaching and classroom management than for scholarship. Full-time faculty members, especially active type professors, were very interested in individually developing their scholarship; thus, they desired to become more self-directed and less dependant on campus programs which predominantly focused on technology skills. Administrators, in contrast, failed to address individualized development in order to emphasize their concern for meeting accreditation.

Closing Remarks

I discovered that faculty members at MCC desired personal control over their development; however, their proclivity for control depended on their member type (proactive, active, reactive, or inactive). Because the study included adjunct faculty and administrators, the concepts of adjunct inclusion and institutional recognition and accreditation emerged in the data analysis. Compensating adjuncts is imperative for a faculty development programs intending to include adjuncts in the process. Administrators need cooperation from faculty in order to satisfy stakeholder demands and ensure institutional development. They often focus on institutional goals rather than individual faculty member needs. As a result, faculty members typically focus more on satisfying their own personal development needs than assisting administrators in an effort to meet accreditation agency requirements.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

This dissertation's pilot study utilized grounded theory in order to discover an ideological framework for faculty development and extended these discoveries to ultimately construct a desired framework. Characteristics were derived from the pilot study, explored in the literature review, and substantiated in the dissertation study. New concepts emerging in the dissertation study enriched the model which represents a potential approach to faculty development. The purpose of this chapter involves presenting the study's conclusions and providing implications for practice.

Conclusions from the Study

In considering the research questions, I concisely summarize this study's conclusions into 6 main points:

1. Faculty members (progressive and hobbyist adjunct and proactive, active, and reactive full-time faculty) invest themselves in development differently depending on their position and inclination to participate.
2. Providing methods or programs that include adjunct faculty in programs is essential to any faculty development effort. All groups

3. recognized this concept; however, progressive adjunct faculty members expressed the greatest desire to participate.
4. The faculty members generally seek individualized development according to their needs and interests. Practical, interactive opportunities emphasizing problem solving activities (relative to teaching effectiveness and classroom management) proved desirable.
5. Faculty members seek some self-directed development as they enjoy choice in venues, assume ownership of their development, and become self-accountable.
6. All groups recognized the importance of collegiality in any effort toward faculty development. Adjuncts notably emphasized their need to communicate with other adjuncts.
7. Differences in how faculty and administrators assume ownership for faculty development stemmed from their personal accountability to stakeholder demands. Adjunct faculty members were self-accountable, proactive full-time faculty members were accountable to the institution as well as themselves, and active faculty members were accountable to themselves as they engaged in development outside the institution.

Implications for Practice

Based on this study's conclusions, the following points offer general suggestions relative to improving approaches to faculty development in institutions such as Metro Community College. These recommendations are delineated in the following 4 points:

1. Institutions need to consider options for encouraging all groups to participate in faculty development. This includes financial investment, support structures, and positive attitudes. In terms of adjuncts, institutions need to offer time or financial compensation to participants or pay adjuncts per course taught rather than per contact hour. Provide adjunct specific development. Incorporate adjunct-to-adjunct training and mentoring.
2. Institutions should provide options that encourage faculty members to grow individually and within their departments. Ensure practical, realistic, interactive opportunities that incorporate problem solving strategies. Conduct needs assessments.
3. Institutions should consider possibilities for self-directed development. Options might include: encouraging and financially supporting scholarship in conferences, sabbaticals, publications, and graduate schools; include self-assessments in evaluations; provide choices of venues; utilize a volunteer mentoring program; encourage personal accountability; and utilize existing faculty as experts.

4. Institutions need to consider positive, healthy means for building collegiality. All constituents should encourage friendships and relationships based on a genuine concern for others. Encourage informal meetings and activities. Encourage administrators to interact with faculty and join development sessions. Provide a place for adjuncts to meet one another. Include all faculty members in governance.

In particular, the study shows how faculty demonstrated a greater proclivity for self-direction and practical, applicable programs whereas administrators focused more on institutional recognition and accreditation standards. This schism created a degree of dissonance between the faculty participants and administrators. I propose an ideological framework that petitions both groups to show empathy for each other and build a partnership of collegiality, collaboration, and friendship. Figure 1 provides a graphic illustration of the proposed model.

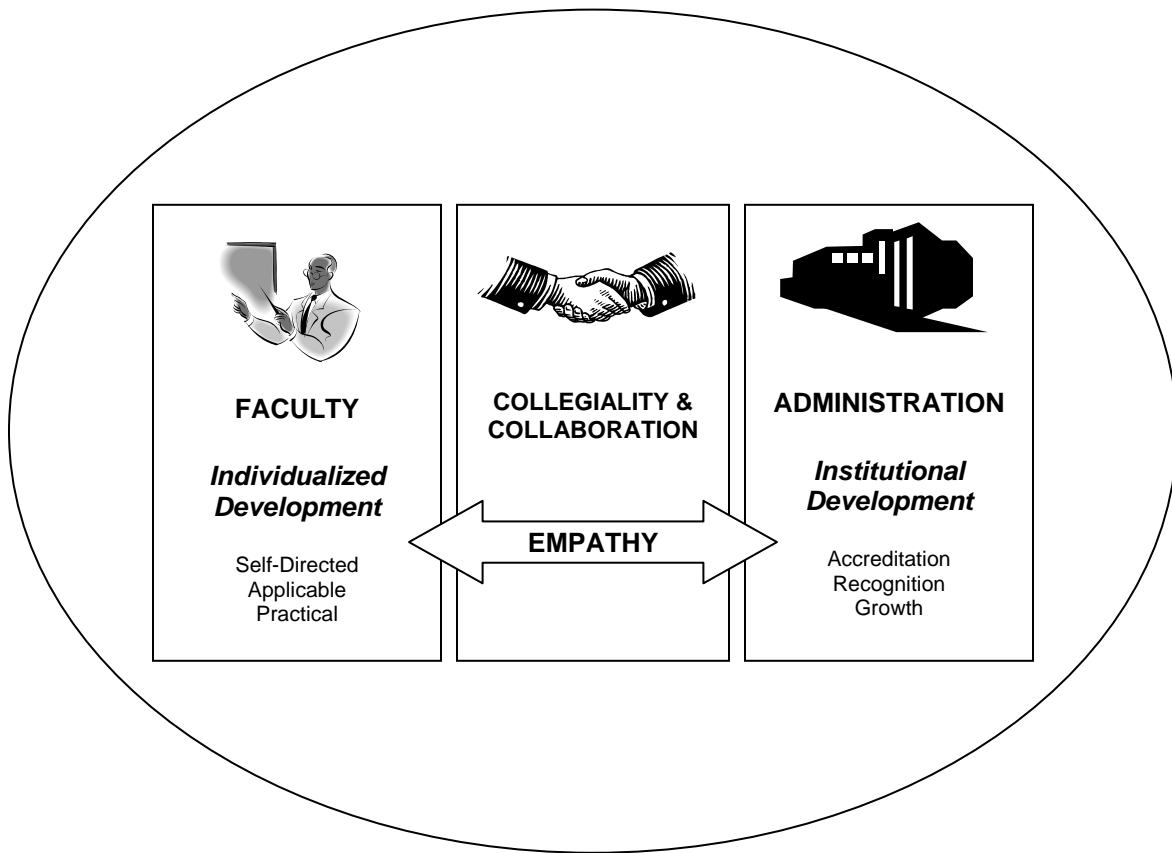


Figure 1. Desired Roles for Faculty and Administration.

As this image illustrates, faculty members such as those at MCC demonstrate a proclivity for individualized development. Zemke and Zemke (1995) find that adult learners exhibit a proclivity for self-direction, express a need to experience rich learning through experimentation, demonstrate an awareness of their learning needs, value real-life learning situations, and favor opportunities to learn skills they can apply pragmatically to their immediate situation (p. 32). As this

study revealed, faculty at MCC wanted to become more self-directed in their scholarship and pedagogy skills.

Conversely, administrators focus more intensively on satisfying stakeholder demands and ensuring institutional development. In short, they lose sight of faculty needs and desires in an effort to quantify faculty participation in order to demonstrate institutional success. As in the case of adjunct faculty, administrators often provide no financial or logistical support thus excluding them from the development initiative. When faculty and administrators stand in opposition to one another, dissonance grows, but when each group expresses empathy for the needs of the other, a partnership is formed.

Administrators who empower the faculty to engage in individualized development find a more supportive faculty. They assist faculty members who become more self-directed in their learning, participate in practical workshops or seminars, and find ways to apply learning to the classroom. A partnership begins as administrators express empathy for how faculty members need to approach their learning. As the evidence in this study reveals, administrators should empower the faculty's scholarship, participation, and opinions without neglecting adjuncts needing and wanting to contribute to the success of the college. Successfully implemented, this approach encourages faculty members to assist administrators in satisfying accreditation criteria through active participation and mentoring other faculty members. Empowering faculty in their development strengthens the institution. Working within a partnership, all groups work and

contribute to the growth of the institution. Perhaps this approach will build better friendships between faculty and administrators and more effectively assist faculty members as they teach the 21st century community college student.

Implications for Faculty Members

The following suggestions demonstrate how faculty members may contribute to a partnership with administrators and ultimately grow themselves and their institution.

1. *Accept invitations with an open mind.* If this is difficult, perhaps they can simply begin with a belief that development can augment their teaching skills, personal well-being, and professional status. They should search, question, and study approaches in order to gain a better perspective relative to the purpose of development. In essence, faculty members should acquire new perspectives about development. As Mezirow (1990) argues, adult learners need to experience alternative perspectives in order to experience a cognitive transformation, or shifting away from negative preconceptions that previously inhibited their motivation to participate. A faculty member should attend various development programs with a genuine desire to grow. Andrew and Deborah modeled this attribute and indicated a desire for others to follow their lead. They both suggested that faculty needed to push the bias aside and consider how MCC's development programs might help them become better teachers.

2. *Develop empathy for administrators.* A few faculty members forget that their jobs depend on institutional survival and recognition. When faculty participate in opportunities, their attendance constructs a record administrators present to accreditation agencies. Criticizing administrators, who are trying to maintain the college's recognition, creates greater dissonance between the faculty and the administrators. Faculty need to express empathy for administrators who are actually preserving the institution.

3. *Strive for individualized development.* As they become more self-directed, their efforts not only serve their own development needs, but the institution as well. Wallin (2003) discusses the motivating power of self-direction saying, "If there is then, to be genuine professional growth for faculty, the impetus must come from faculty themselves" (p. 322). Wallin also points out, "Faculty need to have a stake in determining their own professional development direction through active participation in the preparation of individual faculty development plans" (p. 330). Rather than criticize or remain apathetic toward development, faculty members can actively contribute to the development process and even grow the institution as they support and mentor other faculty members. The proactive faculty members in this study focused on their own and the institution's development while assuming leadership and mentoring roles in the process. MCC did not have to purchase expensive experts or trainers nor did the administration need to expend time and resources in organizing development the proactive faculty directed.

Implications for Administrators

Administrators should work to bridge the gap between faculty and administration. I offer the following suggestions for administrators:

1. *Ensure the value of faculty development.* An institution's greatest investment is faculty. Without a strong, progressive faculty to teach students, the health of a college is tenuous. Outcalt (2002) sees a direct relationship between administrator efforts to create faculty development programs and the increasing of student success. As development programs are implemented, faculty members gain valuable teaching skills and greater competence. Student success often translates into greater enrollments, institutional recognition, and economic growth for the institution. To ensure growth, administrators should incorporate the value of faculty development into their college's strategic plan. Watts and Hammons (2002) suggest, "Colleges need to consider faculty and staff development as part of the cost of doing business and too important a function to be left until last in budget allocation" (p. 8).

In terms of values, administrators should avoid the tendency to implement development programs for the sake of numbers. As Watts and Hammons (2002) warn, "When taken as an end, too much emphasis is placed solely on the number of programmatic activities generated in the year and the number of people involved in those activities. The focus, then, for those who lead ... too easily becomes planning, implementing, and attendance reporting" (p. 7). When faculty members perceive development in terms of genuinely helping them grow,

they are more motivated to join with the administration in growing the institution and the students. Wallin (2003) touches on this idea saying, “Maintaining a visible commitment to faculty development, particularly in the face of budget reductions, sends a powerful message as to the importance of what faculties do” (p. 330). She understands how administrators who place the faculty before the institution not only empower the faculty to participate but also win their trust.

2. *Become more authentic and genuine.* Administrators should provide facts, information, and detailed descriptions connected to problems the institution faces and to how faculty can help absolve those problems. Administrators should practice the following: (1) explain why faculty participation is critical to the health of the college; (2) help faculty understand the role of the administrator; (3) explain how the institution is accountable to stakeholders such as taxpayers, local and state boards, accreditation agencies, and so forth; (4) ensure collegiality through a horizontal leadership approach and top down leadership models; (5) follow-up with any programs that have been implemented; and (6) become more self-reflective. These approaches may provide faculty members with greater awareness of the administration’s efforts. As they begin acquiring new perceptions of administrators, they may begin to experience greater empathy for the people who ensure the college’s survival. A greater sense of collegiality will ensue. Likewise, programs will evolve rather than disappear only to be replaced by another expensive startup program.

3. *Research before implementing.* Administrators will more than likely improve development practices by conducting an opinion poll or needs assessment before putting a program into action (Murray, 2000, 2001, 2002). Faculty members need to have a voice in the program design. King and Lawler (2003) identify faculty ownership (active participation) as the second highest ranked practice- that is the second most desired aspect of an effective approach to development. Because faculties often exhibit a desire to learn, grow, and improve their intellect and practice, administrators should consider researching the faculty's current agendas before implementing programs. MCC's active type professors such as Annette and Tim supported very few development approaches. They predominantly focused on opportunities outside the institution in order improve their scholarship and teaching materials. Assuming these efforts did not directly benefit the college (failing to see a correlation between scholarship and accreditation criteria for community college professors), administrators denied Annette and Tim financial support. At MCC, the dissonance grew as administrators ignored what the faculty members were already doing for development. As a result, they enacted a mandatory attendance policy.

In cases like this, a goals assessment agreement might dispel any false assumptions about how faculty members develop. MCC provided did allow the faculty to complete their own evaluations; however, a dean or department chair person could also schedule an evaluation seminar with each faculty member and

discuss how the individual faculty member plans to grow. Current agendas and activities can be documented in the faculty member's personnel file. In follow-up meeting, the evaluator and faculty member can assess the success of these goals together and add additional information. Evaluation information not only benefits the faculty member (provides evidence of success), but contributes to the institution's stakeholder file. When needed, the college can present this information to accreditation agencies.

4. Hire the right people: no reactive or inactive faculty types. Proactive faculty members invest the most time and energy into both themselves and the institution. For the most part, they support and train others; thus, they become the institution's most valued assets. They continuously give back to the institution. Although active faculty members typically do not train others, they also represent a progressive group of individuals who bring acknowledgement to the college through publications, research, and exposure at conferences. Administrators should avoid hiring reactive and inactive type faculty members.

As time progresses in a faculty member's career or as ecological factors negatively affect the professor, a proactive or active full-time faculty member may morph into a reactive or even inactive professor. For example, Peter described himself as more of an active faculty member in the past. He published articles, attended conferences, edited scholarship, and participated in several student recruitment programs. Nearing retirement, he reduced his academic life and teaching practice to a bare minimum, yet he was still a notable vessel of

knowledge and experience. Although his motivation for development was quite dim, he volunteered to participate in the study. Perhaps MCC could encourage other reactive type professors like him to share their stories, ideas, or mentor others.

5. *Support a development program for adjuncts.* For the most part, administrators and full-time faculty can ensure that adjuncts are included in any development opportunities. This may include forming an adjunct committee, adjunct faculty association, or simply provide a colleague's blog. College governance should include adjunct representation in decision making. Institutions should also create an infrastructure that allows adjuncts to meet one another. This may include a central office or an occasional informal gathering. Adjuncts are also very interested in adjunct mentors. Colleges may consider offering compensation to experienced progressive adjunct professors willing to mentor a colleague. As they begin to share stories, teaching tips, ideas, they will connect better with the institution.

Dissonance grows between adjuncts, the full-time faculty, and administrators when no support structure exists for adjuncts. Failing to reverse negative stereotypes about adjuncts, providing no compensation beyond an hourly wage, and limiting adjunct work spaces to small inconvenient areas often contributes to the dissonance. In the case of the progressive adjunct faculty at MCC, these ecological factors actually discouraged development, which reflected

poorly on the institution. In a time of adjunct proliferation, administrators would be wise to consider better development programs for the adjunct faculty.

6. *Encourage scholarship among interested faculty.* Faculty members who engage in scholarly activities such as content area research, publishing, presenting at conferences, and so forth grow both personally and professionally. Candy (1996) finds that professors who participate in scholarly activities ancillary to their institution often grow more effectively in their content area than those who participate in development at their home campus. Perhaps the original methods of faculty development are just as valuable today as they were in the past. Despite the fact that community colleges typically emphasize teaching over research, the ability to participate in scholarly pursuits allows even community college faculty members a chance to hone specific skills associated with their content area. In doing this, they remain progressive as they grow intellectually, which reflects positively on the institution. Administrators may encourage better faculty development as they provide the tools faculty members need and then wait for the results.

While they encourage faculty scholarship, administrators should also allow individuals to experiment with new teaching strategies. The result is a progressive teacher. Wallin (2003) recommends that administrators encourage “higher level growth” by creating an environment wherein professors can resemble students trying new methods and assessing their success (p. 329). At MCC, Annette independently attended conferences at her own expense in order

to better understand how to incorporate business practices into her course curriculum; however, she desired administrator support to further her projects. When she perceived coldness on the part of administration, her ideas remained stagnant, and she considered a new job. As Weimer (1990) points out, "Believing in faculty members (just as believing in students) empowers them. They are motivated not only to participate but to succeed" (p. 30).

7. Support Individualized Development. Because they represent many different fields, backgrounds, and attitudes, faculty members require a focused approach to meet their needs. Warning community college administrators, Carducci (2002) says the following:

One of the most damaging myths concerning community college faculty is the perception that they are a homogenous group of individuals... A 'one size-fits-all' approach to faculty development initiatives ignores the unique challenges needs and goals found among community college faculty. (p. 5)

Administrators may encourage more faculty participation and improved working relationships as they express empathy for the faculty's individualized needs. This is especially critical in a time when more unprepared new faculty members and adjuncts are entering the college ranks. Each group needs specialized attention in order to adequately teach today's community college student.

Implications for Future Research

In the future, I believe further studies centered on each concept discovered in this study would provide a deeper understanding of faculty

development and the impetus for providing, supporting, and participating in development programs. Research in learning theories such as constructivism or social cognition may explain, enhance, or accentuate an understanding of each concept. A closer look into the differing types of faculty at MCC (progressive and hobbyist adjunct faculty members and proactive, active, reactive, inactive full-time faculty members) may also prove beneficial for understanding how to help each group develop. In a time of adjunct proliferation, a study concerning adjunct effectiveness and development is crucial. Also, this dissertation study revealed an inclination for some faculty to become more self-directed through scholarship. Because institutions are concerned about teaching effectiveness, additional research relative to how scholarship reflects pedagogy in the community college professor would be beneficial. With these possibilities in mind, researchers may consider studies from multiple sites.

Concluding Remarks

The practice of community college faculty development often lacks a conspicuous theory; thus, a need for greater research seems paramount. Throughout this dissertation study, faculty members demonstrate a proclivity to seek and control their own learning. This effort, however, is often misperceived by administrators who work to ensure institutional health and meet stakeholder demands. The misconception extends to adjunct faculty as well. As a growing number of adjuncts join faculty ranks, community colleges will struggle to include

them in the development programs- especially when they receive no compensation for their participation. Likewise, new faculty members who replace retiring faculty veterans will need assistance as they begin their development plans. Faculty development programs should include considerations for all constituents in order to ensure individual and institutional success. As colleges work to empower their faculty members, the practice may find a purpose, a theory, and an empathetic partnership between faculty and administration.

APPENDIX A

FACULTY DEVELOPMENT IN THE COMMUNITY COLLEGE: A CASE STUDY

During the 1960s, when the uniquely American community college model added a new campus every six days, the genesis of faculty development programs in the community college emerged. With more than 500 institutions opening their doors from 1965 to 1975- baby boomers were sending their children to college- the demands seemed to force community colleges to consider development practices such as mentoring, training, and teacher orientation as a means to efficiently and adequately serve a growing student population (Berry et al, 2001; O'Banion, 1981). By the 1980s, the rapid growth waned, but due to the competition for limited tax dollars and the public's demand for greater accountability in education, nourishing faculty was still critical (Hammons, Wallace, & Watts, 1978; Watts & Hammons, 2002).

In today's community college paradigm, the legacy continues; however, an even greater need for faculty development may exist. Institutions are busily heeding Bellanca's (2002) counsel that colleges should capture the spirit of so called "professional development" in order to stay abreast with technology, government policy, and societal demands. The face of higher education cannot remain dormant as students, society, and technology evolves. In fact, faculties themselves are changing. Many of the community college pioneers are nearing retirement and must pass the baton to an upcoming generation. Are we providing the highest quality professional development and adequate assistance for our new faculty members entering the community college ranks? This study considers the needs of new faculty members in the community college (identified

by new hires themselves), how effectively their needs are being met, and their perception of what constitutes effective faculty development as the means to address their needs.

Before conducting this study, I was an adjunct professor in a nearby community college. I frequently noticed how a group of new teachers like me struggled to find teaching methods and instructions for simple logistical tasks such as using the copy machine. At the same time, I noticed that a majority of the faculty bickered about the lack of help. Their complaints were often laced with the qualification, “If I were in charge...” Amid all this, I became very curious about the concept of professional development for new faculty members. My research began with the following questions: 1) how does a new professor in the community college define the concept of faculty development?; 2) what do they deem effective in terms of development?; and 3) what model would they design for themselves?

Perusing through literature relative to faculty development, one may find a body of knowledge replete with germane research, ideas, and model programs- not to mention ideas informally shared on the internet, within districts, and among administrators. Unfortunately, the literature seems to overlook the newly hired instructor’s perception of what constitutes effective faculty development models. The literature is dominated by practical examples thus suggesting a dearth in faculty development ideology. Speaking about development, Wallin (2003) says, “There is no grand or unifying theory” (p. 319). She adds Webb’s (1996)

comments to explain: “As no grand narrative can represent the ‘truth’ about educational and staff development, a pragmatic approach is indicated” (p. 319). What seems to exist is an emphasis in practice over theory.

Without a theoretical base, the practice of faculty development seems tenuous. This is scary considering challenges community colleges are begin to face. Faculty members who began their teaching careers during the 1960s are rapidly growing older. Magner (2000), specifically finding that the retirement rate of professors at 70 is plummeting, notices an even more seasoned faculty in higher education today. Under the auspices of the Age Discrimination Employment Act (ADEA), an increasing number of silvery-headed professors shuffle their way to classes on American campuses. Inevitably, these faculty members will retire soon.

Boggs (2003), Gibson-Harman et al. (2002), Evelyn (2001), Magner (2000), McClenney (2001), Shults (2001), and Watts & Hammons (2002) have noticed attrition rates increasing as a result of retirements. Berry et al. (2001) found that “from 25,850 to 30,040 full time community college faculty members will likely retire during the next 10 years”; Shults (2001) claims that 31% plan on retiring by 2004; and Hardy and Lannan (2003) used 1999 National Study of Postsecondary Faculty (NSOPF:99) data to determine that of a sample of 97,980 full time community college faculty, 20% plan to retire in 6 to 10 years and another 21.43% plan to retire within 11 to 15 years. In 2004, The National Study of Postsecondary Faculty (NSOPF:04)- utilizing data derived from 2002 surveys-

reported that institutions claimed a loss of 7% of their full-time faculty- 36% of this 7% were due to retirement. The trend is obvious. To ultimately illustrate the setting, Gahn et al (2001), focusing on the faculty labor market, suggests that community colleges will definitely need to hire large numbers of new faculty in a relatively short period of time.

As a probable result, history will repeat itself colleges will be faced with orientating, mentoring, or training a large number of new faculty members. With this in mind, Berry et al. (2001) assumes the worse case scenario relative to the future health of community colleges. She states that faculty effectiveness may suffer if enrollment continues to increase, a significant number of faculty members retire, and a shortage of well-qualified replacements will become scarce. Considering the fact that the National Center for Educational Statistics (NCES) indicates dwindling graduation rates among graduate students (graduate degrees conferred declined from 1998 to 2004) and a growing enrollment rate, fewer candidates will be available to assume community college teaching positions, a frightening situation (NCES, 2001).

Given this scenario, many graduate programs not only turn out insufficient numbers of potential professors, but they fail to prepare future professors as well. "Graduate schools generally don't supply teachers-in-training with the tools they'll need in the 2-year college world," Evelyn (2001) says, "And they don't show any signs of doing so in the near future" (p. 8). Because the university does not

prime the new professor, the onus of preparing community college professors rests on the shoulders of the individual colleges themselves.

Considering these trends, faculty development becomes a critical component to the success of the community college. Perhaps development is an answer to the challenges new faculty members face; however, without a theory driving the practice, development is simply an ambiguous concept.

Methodology

This study best assumes qualitative methods of grounded theory in order to search for a sufficient theoretical base in terms of understanding how newly hired faculty perceive effective faculty development. Methodologically, qualitative techniques are well suited for “soliciting emic (insider) viewpoints” and “assist in determining the meanings and purposes that people ascribe to their actions” (Guba & Lincoln, 1994, p.110). In essence, I am interested in emerging concepts deriving from the participants themselves in order to understand their perceptions of the concepts as they emerge in the data.

In 1967, Glaser and Strauss, two sociologists, first defined grounded theory as a reciprocal research process involving data collection, analysis, and theory building. As the study progresses, the researcher constructs theory into a logical model for testing and verification (Glaser 1978, Glaser & Strauss, 1967; Strauss 1987; Strauss & Corbin 1990). Miles and Huberman (1994) suggest that this process ensures greater plausibility when researchers approach data without

preconceived notions relative to their research questions. With their definitions and suggestions in mind, my highly inductive, loosely designed study provides greater opportunity to develop an understanding of how newly hired community college faculty perceive effective faculty development and how they may construct a practical model. The nature of grounded theory is often arduous and time consuming, yet “there is merit in open-mindedness and willingness to enter a research setting looking for questions as well as answers” (Miles & Huberman 1994).

This study, therefore, is delimited to 5 cases at Metro Community College (MCC), an urban Texas public 2 year community college, in order for me to derive a deep understanding of the participants. Because this study involves volunteer faculty members originating from MCC only, findings are clearly applicable to the institution; however, the study exhibits a highly focused small scale investigation, which adds to the body of knowledge concerning new faculty development.

Data Collection

I sought to develop a clear picture of each participant’s definition and their perception of faculty development at MCC. In order to accomplish this, I determined to utilize semi-structured interviews. Using demographic data of faculty members at MCC, I solicited those who were hired full time within the previous two years. I solely conducted one informal interview and one extensive

formal interview with each participant using a digital recorder. After transcribing each interview, I returned a copy to each participant so that they could make emendations and additional comments. None of the participants made emendations or additional comments.

After receiving a transcription from a participant, I scrutinized the text for discrete ideas, a coding process Strauss and Corbin (1990) call “open coding.” All codes contributed to a “start list” of codes that were later used to code subsequent transcriptions (Miles and Huberman, 1994). The coding process revealed themes pertaining to the current condition of faculty development at MCC: *Dissonance: the silo professor in the sand box campus*. Codes also revealed distinct concepts of collegiality and collaboration, mentoring, administrative support, self-directed, and individualized development. I then organized these concepts into two typological categories: the problem and faculty desired programs (Table 1A).

Table 1A

Categories Emerging from the Data

Problem	Faculty Desired Programs
Dissonance	Collegiality and Collaboration
	Administrator support
	Self-Directed Development
	Individualized Development

Cases

Participants represented a diverse group of new faculty at MCC. The college belonged to a large community college district and independently served approximately 8500 credit students per semester. The faculty served a student population consisting mostly of part-time white, Hispanic, and black American students ranging in age from 21-25. Of the five participants at MCC, four were male (Andy, Nate, Dan, and Eric) and one was female (Samantha). They consisted of Caucasian, Hispanic, and Black American origins. They also taught various courses in fine arts, liberal arts, science, and visual and performing arts. Their ages ranged from approximately 30 to 60 years. Andy and Samantha taught in secondary education previously, and all five participants had worked as adjunct professors before full-time employment.

In addition to sponsoring local, informal professional development programs and orientation meetings, MCC's new faculty members were encouraged to participate in the district's new faculty training program titled the Faculty Enhancement Initiative (FEI). This program consisted of periodic workshops, seminars, and a summer retreat, which addressed various topics as the district deemed necessary. At times, experts were solicited to present topics; however, a majority of the programs were conducted by administrators or expert faculty members within the district.

Case 1: Andy (a pseudonym)

Andy came to MCC with several decades of secondary education experience. He relayed a passion for teaching and a love for students, but could not see himself retiring just yet. Because college schedules were more flexible than public school schedules and MCC was closer to home, he decided to pursue a career in the community college before entering retirement. After working for a short time, he began longing for what he called “camaraderie” with other faculty members, a concept that he enjoyed in his previous work experience. He described it this way:

I found much more camaraderie and much more exchange [in secondary education] and I miss that. Certainly people are friendly here, but you tend to go off into your office and close the door and do your work by yourself, and I think that’s one major difference for me...I think I did expect more camaraderie of faculty.

According to Andy, the lack of “camaraderie” was facilitated by the lack of communication among faculty members at MCC, a behavior he found regressive compared to his previous experience. He saw faculty members isolating themselves from one another and him. As he indicated, Andy described a foremost need to feel connected to others on campus; however, this was difficult to satisfy when MCC’s faculty members seemed aloof.

This idea was carried into his perception of what he termed “support.” According to Andy, when faculty, administration, and staff failed to communicate, they also failed to “support” new faculty members. He defined support in terms of contact with other faculty members and administration. He felt that many

people at MCC expressed an apathetic attitude relative to this concept and therefore jeopardized MCC's success. This stemmed from the fact that college employees remained isolated. Andy said, "I can't say that I feel supported in that I think that everyone thinks that it would be nice if we succeeded, but again there's that mentality of everybody going into their own office and more of everybody's own agenda..." He alluded to a tendency for both faculty and administration to function within their own microcosm thus failing to simply acknowledge his presence. He simply added, "I think seeing a friendly face come through occasionally is also important. Just knowing that someone else is aware of what you are doing, and I don't really feel that."

Talking about ways to ameliorate this problem and perhaps satisfy his needs as a new faculty member, Andy suggested that faculty members eat together, share ideas informally, and participate in unofficial type programs wherein members openly communicate and share ideas. He deemed these as "pragmatic kinds of exchanges" as opposed to formal meetings, which the college district and college seemed to promote. He said, "Nobody wants more meetings"; however, Andy indicated that he was hungry for development programs.

His definition of professional development included "seminars" and "conferences" within his particular field. This was notable considering the fact that Andy did not find the district's FEI program very helpful because, as he said, many of the FEI's topics fail to address his specific field. As a result, Andy

attended conferences in his teaching field at his own expense instead of relying on the college or district for financial assistance. He also criticized the FEI's topics for being redundant and subjective to the person presenting the workshop. In his mind this was less effective and insulting: he stated that 90 percent was not relative to him. He said that spending the time with his students was more important than attending the FEI because the workshops did not seem progressive. In fact, he indicated that he was not planning to complete the FEI program. At the same time, however, he applauded one particular workshop wherein "although there were people with their own agendas, it was a bit more open." Andy further explained that an open format allowed him to express his point of view and explore issues that were more applicable to his needs. Andy found this change significant because he was granted a voice that could elucidate his personal needs without censorship.

Continuing to brainstorm about professional development, Andy suggested that a mentorship might be an effective development model. His definition of mentorship consisted of a "one on one" setting wherein a seasoned mentor assists a fledging faculty member with the day to day tasks associated with teaching, yet provide a person with which he can communicate, share ideas, and rely on for help. He suggested the following:

I think as far as teaching and learning you really need some kind of mentorship... I think everyone who is a new teacher probably needs some hints at classroom management, organization, organizing your office space, organizing your files so that you can get all of those drop slips, so that you can get to the different forms, organizing your lectures so that you

can take the text book and use it as a basis, and use supplementary materials, and build your lecture so that you know how to pace a lecture.

His idea of mentorship included not only an assistant for basic logistical needs, but a mentor within the same discipline. He also suggested that mentors should receive time and financial compensation for their efforts. Although he was a seasoned educator, he felt a mentorship represented a model that might address his needs for greater communication and connection to other faculty members.

Case 2: Nate (a pseudonym)

Nate taught for several years as an adjunct professor in other colleges and universities before signing on at MCC. He was ecstatic about finally working full-time at one institution. Because he was highly experienced, he seemed rather complacently concerned about his needs as a new faculty member despite the fact that he had been teaching at MCC only one year. When asked, Nate seemed to indicate that he did not have many needs as a new faculty member:

I hadn't had a whole lot to worry about there because I'd done it so many times...I was prepared. I taught before and had a solid foundation of which helped me to organize the syllabus, assignments, my study guides, my outlines, and make them available to students.

Experience facilitated Nate's confidence as well as minimized his needs in terms of logistical tasks. Although he expressed this confidence, he also described how he positioned himself in the college as the one assuming the onus of responsibility for satisfying his own needs i.e. organizing his classes. He justified this belief saying, "I think that's the nature of college teaching. I think one has to

be on top of things from the beginning; you've got to be on top of things in the very beginning." Nate did not look to others for assistance, but rather worked independently.

Although Nate gladly delineated his thorough process for preparing to teach at MCC, he also applauded the efficiency of administration and staff in providing him with essential teaching tools such as technology, photocopies, and library resources. He said the following:

Everything works with great efficiency. If I request a book for the library, it's ordered fast; remarkably fast. Everything I need Xeroxed is Xeroxed... The facilities service people are grand. There is a TV set and VCR in every classroom... My computer is magnificent. Lord knows administration has a lot to do with designing and setting up the budget to provide funding for these kinds of things.

In a sense, Nate viewed the administration and staff's role in terms of providing logistical and technological tools so that he could conduct his classes efficiently. MCC's administration and staff were already sufficiently providing them, so he was therefore not too concerned about the administration's performance.

Nate also indicated that he was not dissatisfied with his schedules or other procedures of the college; instead, he seemed quite content with the institution's policies, practices, college culture, and mission. If he had a question or concern about an issue or procedure, he simply relied on the department secretary. From Nate's perspective, "It's the division secretary who's responsible for getting a new faculty member acclimated to everything." In part, the secretary assumed the mentorship role.

When asked about his definition and perception of professional development, Nate talked about the value of providing training for new faculty. This was especially true when considering the significance of sharing ideas relative to new methods of teaching, scholarship, and technology. He viewed his colleagues as capable leaders; therefore, he strongly argued that new faculty members should participate in development programs. In defining effective professional development, his ideas were similar to Andy's:

What I want to see the district as a whole do is support faculty who are interested in attending conferences and conventions in their own field because one can get insights into what's going on in one's discipline and also enjoy opportunities to get out of the district.

According to Nate's perception of professional development, conferences and conventions within his academic field represented an ideal and most effective format for training new faculty members. Nate clearly indicated that he finds greater benefit in attending conferences not associated with the district than within the district's FEI program and the college. In fact, he was critical of the FEI program. He claimed that the FEI's workshops operated on the premise of one's "orientation" rather than allowing an open format, which facilitated more discussion. He suggested, "I think they need to bring some more discussion among the faculty members... I think that would be helpful. I'd love to tell you about what one presentation was about, but I can't remember; I was nodding off." Although Nate agreed with the FEI's intention, he was not satisfied or engaged.

When asked to construct a model of professional development, Nate emphasized the importance of loosely structured programs. He said, "I don't like

anything too structure along those lines. I think when you try to structure something too readily you run into the problems of stifling.” With this idea in mind, Nate explained how he joined an email forum where professors openly contributed ideas. He expressed great pleasure in this format because he could independently choose when and how to engage development.

When asked, Nate seemed reluctant about a mentoring program. “I subscribe to the notion of mentoring,” he said, “but I think it tends to work well in an informal free flowing manner.” He went on to describe how mentors should remain at an e-mail’s touch and available on demand only. His suggestion seemed to resemble the email program he was already utilizing. Overall, he did not advocate an official program of any kind. At the same time and not surprisingly, Nate did not have a mentor nor did he express an interest in having one.

Case 3: Dan (a pseudonym)

Dan, a veteran adjunct instructor of more than 7 years, came to MCC after working as an adjunct in various community colleges. Like Andy and Nate, he exhibited strong confidence in transitioning his role from an adjunct professor to a full-time faculty member. He stated that “teaching full-time was not much different” nor was his new role “altered” in a significant way relative to teaching preparation. When asked about his own needs as a new faculty member, he struggled to identify any. In fact, thinking of needs was arduous for Dan. In the

course of the interview, however, it seemed that he expressed a vehement need to remain autonomous. "I'm not a person," he proclaimed, "that really wants a lot of outside help and interference. I just want to teach my class. I feel like I already do a pretty decent job at it."

Discussing his need to be "left alone" or autonomous, Dan explicitly expressed strong independence. In short, he did not want assistance from other faculty members or administration. His independent attitude seemed to facilitate a disconnection from others on campus. An aloof faculty member or administrator was one that he perceived "supportive" to his need for remaining isolated. Talking specifically about administration, Dan illustrated this belief saying the following:

I don't think there is a lack of support; I'll say it that way. I just don't know that I've had need for that much support... I don't feel connected necessarily. I don't know that I want to be connected. I have no interest in how the administration does stuff- I just want to teach my classes. I don't feel like I need a lot of input there because I don't care about the master plan or strategy and so forth.

His lack of interest in administrative affairs coupled with the need for others to respect his autonomy was unmistakably apparent. This same attitude was exhibited when asked if he needed moral support of any kind. He tersely replied, "I don't feel like I need someone to tell me constantly that I'm doing a great job because I feel like I am doing a pretty descent job and as long as people just sort of leave me alone to teach my class, that's the dream position." Overall, Dan attributed his job satisfaction to the administration's respect of his autonomy.

Although he seemed confident as a new faculty member, Dan participated in the FEI program. He explained that several of the workshops were “silly” because they addressed issues he considered mundane and insulting to his intelligence. As he perceived it, many of topics were blatantly obvious; thus, the mere fact that instructors were conducting training sessions relative to these common topics concerned him. He indicated that new faculty members should innately understand the topics discussed in the FEI. He assumed, however, that this was occurring because in academics people “are so focused in their own area they tend not to have great social skills and always pick up on all these sorts of social interactions sort of things.” Dan apparently justified FEI’s topics with an understanding that some may benefit, but for him, they were not applicable because he understood the obvious. Interestingly, he pointed out the fact that professors seem isolated, existing within their own sphere, which often blinded them to certain skills that might enhance their teaching ability. To his mind, these types of professors should participate in what he called “professional development.” Perhaps he recognized this in himself and therefore participated in the FEI program, but he struggled to provide a clear answer.

When asked about creating a model that might assist new faculty members, Dan seemingly deduced that a majority of faculty members were like him in terms of transitioning from an adjunct to a full-time position. Referring to the transition process generally, he said the following:

Usually people being hired as full time faculty have worked as an adjunct some, couple semesters at least, so they’ve already got a feel for how the

class work goes; how they have to deal with getting copies made; and the sort of logistics of running the class.

In Dan's perspective, new faculty learned the practice of teaching through experience as an adjunct. This perception connected to his personal belief that new faculty members simply learned "on the job" rather than via formal training programs. "You just have to learn that [teaching culture] as you go along," he said. This belief seemed to solidify his assumption that the FEI would be more effective for adjuncts who needed more assistance with the "basics" because of their inexperience. Overall, Dan perceived himself as not needing assistance: "I don't know if there is anything specifically that extra training would be helpful in any sort of way."

Dan explicitly admitted, "I'd hate to have to design one of those FEI things because you are teaching people how to teach. I don't know that in a conscious way." In discussing this perception, however, Dan suggested that development programs should shift away from formal settings and become a series of teaching demonstrations. In addition to limiting meetings to one hour, he recommended that new faculty members should visit other classes in order to observe effective teaching models. Referring to workshops and meetings, Dan said this:

Having somebody tell you the answer isn't as nearly effective as you seeing the answer and figuring out the answer on your own... Instead of telling the answer, give them an example and ask them to give you the answer that comes out of the example.

According to Dan, a development program consisting of observation and evaluation- that is, one involving problem solving exercises on the part of the

faculty in attendance was more effective than lecture based FEI type workshops and seminars.

Case 4: Samantha (a pseudonym)

Samantha never thought of herself as a teacher until a friend encouraged her to apply for an adjunct position in a community college. From this foundation she built a legacy of several years' experience in both secondary and higher education. Eventually she found her way to MCC. Upon arriving, she recalled a very cold welcome. She explained, "It's like, 'so glad you're here, have a great time.' It's almost the same thing as being an adjunct... I was left on my own." Samantha evidently perceived herself as being thrown into a new job without much assistance. In fact, when asked if she felt aided by anyone, she blatantly said "No." Her comment relative to adjuncts was important; thus, she seemed to parallel MCC's tendency to abandon adjuncts with her own experience as a new faculty member. She even explained how administration thought in terms of assisting faculty. She said, "It's a communication and it's an attitude in that you're an adult, you should be able to do it, and you know what? Most of us do; all of us do actually, but it doesn't have to be this hard."

Although she was a seasoned educator and quite familiar with working in a college environment, Samantha indicated that she needed to feel "connected" to other faculty members, administrators, and the institution itself. Part of this connection seemed relative to how much assistance she received in terms of

basic logistical practices and policies associated with the college. During the first week at MCC, she remembered one of her administrators asking if she needed anything “to be successful at MCC,” so she requested a mentor, someone that would “walk her through” and help her understand the “culture and climate of the school.” She was assigned a mentor, but she described him as a gossipmonger rather than a “model” or “colleague” and eventually she lost connection with him.

Samantha also became very distraught with administration’s lack of preparation i.e. providing an office, computer, phone, and other tools she felt were essential for a new faculty member to begin teaching. Samantha joined MCC along with several other new faculty members and saw herself as a part of a lost group. It seemed that she faulted administration for their incompetence and disregard for the new hires:

If I had been offered a job anywhere else in that 6 week period, they would have lost a new instructor because I would have taken it because I thought, “you knew we were coming; the least you could have done is have all the cubicles up, have the computer.” I couldn’t even do office hours because I wandered around with my suitcase for two weeks before they ever really found a place for me to be.

Based on this description, Samantha was disconcerted about administration’s lack of concern for new faculty members. As a new member herself, she evidently needed basic tools for operating within the academic environment and saw administration bearing the onus of assisting her with these needs. At the same time, her teaching schedule was inconvenient; her room assignments were double booked; thus, she struggled to find a place for her classes. She indicated, after verbally threatening administrators with emphatic explanations

concerning their duty to ensure proper scheduling, that her problems were ameliorated, but not until nearly 3 weeks into the semester. After this climatic experience, she began thinking of resigning. She told herself that if her needs were not better met in the future, the college would need to find her replacement. She summarized these thoughts saying, "MCC has a ways to go in my eyes."

Samantha also criticized administration for failing to build "camaraderie" and "connection" among the new faculty members. She explained, "I find that in college...that college people silo." This term seemed to refer to professors who isolated themselves from others, and this was negative. She saw an effective college community sharing ideas, lesson plans, stories, and empathy- MCC was not following her ideal model. Rather, MCC's faculty failed to "collaborate," or in other words they were working like children playing in a sandbox. She illustrated the phenomena in the following analogy:

This is a sandbox campus. You know, how you put two and three-year-olds in a sandbox and they all look like they are playing together, but they are not. They're making their own individual pile. They establish their own individual space. That's the way I feel about this campus.

For Samantha, professors at MCC worked individually within their own sphere and less with each other or administration. She concluded, "Even though MCC knew that they were hiring all these new faculty that they were hiring, there was no attempt to gather us together." She felt a great need to not only "connect" with others, but the college itself seemed to lack unity, and administration was doing nothing help her or bring the faculty together. She indicated that this problem actually became her inspiration to help others.

When asked about facilitating a greater “connection” and “camaraderie” in behalf of new faculty, Samantha recalled her first semester. Ideas relative to helping new faculty members spawned in what she called “cubical collaboration,” a phenomenon that occurred amid the new faculty’s temporary offices. Evidently, she was serendipitously located in this setting. The fact that these offices lacked doors and roofs encouraged greater communication among new faculty members, which allowed her to exchange ideas, teaching methods, and strategies with others. The environment seemed to band them together. She explained the following:

When a new faculty member came in and joined us last year down there, he said it was so helpful to have all of us down there because we already had our “little exchange,” so when he entered into the family, we just went over and sat in his office and tried to let him know that we were available if he had any questions or who he needed to call.

Samantha’s group of new faculty members took the initiative to help one another when administration and or the FEI program did not. She dreamed of implementing a program that would permeate the entire campus with this type of collaboration because, as she saw it, MCC lacked unity, and failing to assist new faculty members was just one small example.

In devising a model of effective professional development for new faculty members, Samantha criticized the FEI while offering alternative suggestions. Like other participants, she indicated that FEI topics were outdated and pedantic. “They are telling me stuff I already know,” she said. Unlike the workshops and

seminars, she enjoyed the summer retreat because the facilitators offered an “open format” wherein she “made connections.”

Samantha also expressed excitement about a new pilot program she called “Teaching Squares,” which MCC’s faculty was trying to adopt. She explained that professors visited each other’s classes as a means to obtain materials, ideas, and see models of effective teaching. “If the pilot works out,” she said, “it will be able to foster more camaraderie by having people actually open up their classrooms for somebody else to come in... The only way we are going to get more learning communities is if people start talking to each other and not just saying ‘hi’ in the hall.” Her idea of “learning community” included groups of faculty members who became learners that shared knowledge and skills with one another.

Case 5: Eric (a pseudonym)

Eric was the youngest of the participants having only a few years of teaching experience. He worked as an adjunct for a short time before hiring on with MCC. Although his experience helped him find greater confidence and begin teaching at an unfamiliar college, he discovered rather quickly that he needed to “connect” with other faculty members and administrators. Talking about the first few days on the job, Eric said he needed help with becoming familiar with the basics: office, computer, copies, textbooks, and so forth. These items were provided to his satisfaction. While listing these, he interrupted himself

and vehemently began talking about a need for what he called “professional development.” Without provocation, he said, “I think there needs to be more professional development.” As a new faculty member, he criticized the college district’s apathy toward funding conferences or other types of programs beyond the district level. He stated that he lacked the financial resources to attend them, and the college was less supportive in terms of providing him the means to do so.

Eric claimed that many of the college district’s workshops often conflicted time wise with his teaching schedule. Since much of the content was, in his words, “surface,” he could not justify losing the “teaching momentum” he had established and therefore did not participate. In short, he found them to be unpractical. He claimed that presenters at the FEI promised the faculty “continued support,” but actually remained detached. Eric described his perception in this way:

A lot of times you have these experts that are like, yeah, you can get back with me anytime you want, but they are so busy, you feel either intimidated or you feel bad at harassing them because your question is dumb; you should know this and so you belittle what you are trying to do and you kind of let it slide.

To his thinking, the FEI or at least the presenters should have “followed-up” with additional information or as he put it “something to make it part of your day to day strategy.” In this sense, it seemed Eric found little validity in his FEI experience, which explains his apathy for attending the workshops.

Participating in a modicum of district and campus development programs, Eric began his first semester without a mentor as well. He expected a mentor to be in place, but soon discovered that she had resigned without an explanation. He claimed that this shook his comfort level a little because no one was assigned to replace her; however, this did not seem too disturbing for him. He expressed the feeling in this way:

I found that I don't really need someone to take me under their wing per se because I'm confident enough that I'll start good relationships with others and I don't feel intimidated by that so it's just a matter of me feeling comfortable in my new little office and then spreading out and once I spread out, I found there have been some relationships that I've had to initiate the you know will you mentor me kind of thing rather than they come to me.

Eric was never assigned a mentor, which seemed disappointing for him.

Interestingly, he was a little confused when the college began asking him to be a mentor for other new faculty members and adjuncts. He was not opposed to the idea, but wondered how he could mentor others when he needed a mentor himself.

Overall, Eric felt what he called a "disconnection" with other faculty members, and this bothered him. He attributed this problem to a lack of communication, which he found leading to a "misunderstanding" among academic fields within the college. He expressed these feelings in this way:

We just don't communicate across disciplines and across fields very well to all be on the same page, so that's a problem, not so much apathy, but just the misunderstanding... There are certain colleagues I have problems with mainly because they won't talk to me.

Eric pointed out what he perceived as a lack of unity amid the college faculty. He seemed to indicate that faculty members “misunderstand” one another because they failed to communicate. Because of this, he personally struggled with certain individuals who appeared aloof.

Considering how to assist new faculty members, Eric’s ideal model of effective faculty development encapsulated a mentorship as well as what he called a “collective” paradigm. “I think there needs to be a mix,” he said. In his dichotomous model, the mentor provided grounds for a “relationship,” a concept that he found integral to effective faculty development. He likened it to the interlocking rings of the Olympic logo. In his way of thinking, a mentorship provided a new faculty member with an avenue for finding answers to specific problems associated with day-to-day tasks while the “collective” aspect ensured the new member a place in the group as a whole.

Considering the “collective” side, his model demonstrated a conglomeration of short meetings wherein presenters detracted from lecture formats in order to ensure a “collective group setting.” He also envisioned development programs that started with a definition and then moved to “breakout workshops on how to implement what you just were informed about- then maybe repeat that.” He saw faculty members both seasoned and new coming together periodically to discuss a common theme not just mix and match various topics, which he criticized the FEI for doing. Likewise, he suggested that seminars “need to be broken up into pieces- bite size pieces” in order for the faculty

members to grasp the content and to ensure a practical application of the topic discussed. In essence, the collective portion of his model seemed to consist of a step-by-step process including a follow-up of a particular skill.

Dissonance: Silo Professor in the Sandbox Campus

As an illustration of how new faculty members perceived their needs at MCC materialized into the term Samantha called, “the silo professor in the sandbox campus.” Using ideology from Wessley (2004), Samantha explicitly constructed a definition of the concept saying, “I find that in college...that college people silo.” The term “silo” embodied one of two applications: choice or environment. Dan and Nate exhibited the first category. Referring to orientation meetings, Dan said, “A lot of it is done to feel the sense of team work and so forth, and I’m just not a real ‘joiner’ person...I’m not a person that really wants a lot of outside help and interference.” Likewise, Nate, talking about the context of professional development programs, said, “For the most part, I do really prefer just the nature of my being that if I’m curious about something I’ll ask someone.” Both participants clearly demonstrated Samantha’s metaphor: some faculty members chose to operate within a “silo” and perhaps even valued the tendency to do so.

Extending the metaphor, Samantha cleverly analogized the reality that MCC’s faculty was not effectively unified: they were working like children playing in a sandbox. What appeared to exist, according to all 5 participants, but more

emphatically illustrated by Andy, Samantha, and Eric was an environment wherein professors at MCC worked individually within their own sphere and less with each other. This phenomena was an extension of the following concepts: 1) a desire for collegiality and collaboration among peers; 2) a desire for mentoring; 3) a desire for administrative support; 4) a desire for self-directed development that addressed individual needs.

Collegiality and Collaboration

Dan and Nate exhibited less concern about connecting or building relationships with other faculty members; however, Nate seemed to connect in part with colleagues through the internet or professional conferences. Despite this, his extension merely illuminated a personal belief in academic dialogue and not a need to build a social base. Andy, Samantha, and Eric, on the other hand, found these concepts to be an integral part of their needs. Samantha and Andy said they felt “alone”; Andy longed to see a friendly face; and Eric needed colleagues to just say “hi.” They seem to be longing for what Greene (1988) observes in the following:

The aim is to find (or create) an authentic public space, one in which diverse beings can appear before one another as the best they know how to be. Such a space requires the provision of opportunities for the articulation of multiple perspectives in multiple idioms, out of which something common can be brought into being.
(p. xi)

As Greene points out, a successful faculty begins with building a community of professionals. This may include finding a physical place to connect. Andy

muses, “I do wish that there were more common areas.” He expressed envy for the art department’s ability to congregate in the faculty lounge and share teaching ideas over lunch. To him, the art faculty had created “an authentic public space” for themselves, something he used to experience in the secondary educational setting. Andy seemed to suggest that the entire college could follow the art department’s example in order to help professors like him.

To Eric, a public forum may have existed, but it certainly was not an open forum: “The regular people I work with here have been here 30 years and so they knew what they were doing; they had their own little clubs kind of thing and so you are kind of on the outside.” A dichotomous faculty vis-à-vis new versus seasoned faculty contributed to Eric’s feelings of isolation, one of three major stressful aspects for new faculty (Sorcinelli, 1995). Sorcinelli (1995) finds that the lack of collegial support- including “feelings of loneliness, isolation, lack of social and intellectual stimulation, and insufficient support from senior faculty members” contributed to new faculty member frustrations. Eric experienced a lack of acceptance within the ranks of the older faculty and therefore felt a need to build some kind of social base. Like Andy, he suggested an emphasis in more community building activities, but he emphasized the need to involve all faculty members. He suggested the following:

Our professional development should be bringing everyone in. I think that this whole idea of development should be not so individualized, but more collective because that is the only way can accomplish something in a group setting- is if everybody understand and everybody has their little part. That’s what a family does.

Eric's suggestions coordinate with Watts and Hammons (2002) argument for faculty development programs that include the entire institution.

The lack of connection and camaraderie for MCC's new faculty is critical considering Burden's (1982) three stages of teacher development: the survival stage (first year of teaching), the adjustment stage (years two through four), and the mature stage (years five and beyond) (p. 2). Quite possibly, what new faculty members need most during the first year, when they are merely surviving their job, is trust building and friendship gaining experiences with colleagues. Boice (1992) posits a similar idea within his analysis of new faculty. He finds that new faculty struggle with gaining acceptance from colleagues, overcoming loneliness, ameliorating cultural conflicts with senior faculty, and feeling as though they are contributing to the institution. MCC's new faculty is obviously no exception to these findings.

Mentoring

Although Dan and Nate were less enthusiastic about mentoring, Nate seemed to demonstrate at least a modicum of need for a mentor. He simply relied on the department secretary. "It's the division secretary," he said, "who's responsible for getting a new faculty member acclimated to everything." Looking at various mentoring programs in higher education, one quickly deduces that this is rather anomalous, yet how often do many professors rely on the secretary when a mentor could have been provided? It is probably more than we like to

admit. Nate found an accessible resource in the secretary because MCC's informal mentoring program was not meeting the few needs he had. He was assigned a mentor, but the secretary was easier and more accommodating.

Like Nate, Samantha exhibited very little faith in her mentor. This ultimately contributed to her feelings of isolation and rejection. She seems to long for what Woolman-Bonilla (1997) found: two major benefits of mentoring involve an increase in self-esteem through a personal recognition of the teacher's abilities and a reduction in feelings of isolation because a colleague (the mentor) is interacting with the teacher. Costa & Garmston (1994) found that trust must exist between individuals for the mentor process to work effectively. This begins with spending time with in activities beyond the classroom, inquiring about concerns, and displaying common courtesy for each other (p. 40). Samantha may not have felt "alone" had she experienced a better mentoring program.

Administrator Support

The participants experienced a detached administration; thus further contributing to the "silo" phenomenon. Except for Samantha, the participants viewed administration positively in light of logistical needs, yet each participant indicated that administration failed to "connect" with them, which ties into the concepts of collegiality and collaboration. According to their perception, administration seemed to contribute to the college's "sandbox" environment.

Andy was surprised that no one seemed interested in his teaching abilities or how he was conducting his classes.

Andy, Nate, and Eric suggested that administration could support their needs through opportunities to attend professional conferences. Owens (2001) parallels this thinking: administrators are in a position to “create conditions in the organization that facilitate and enhance the likelihood that the internal capacities of members will mature both intellectually and emotionally... (p. 333). In short, the participants find satisfaction in an administration that provides financial resources or other accommodations for their intellectual and emotional development vis-à-vis conferences.

Self-Directed and Individualized Development

Interestingly, each participant saw merit in faculty development. Eric summed it up saying, “I think for the majority, the professors I know at least on a collegiate level...they all seem to want to be doing something or arguing stuff.” This statement is not surprising considering the fact that social scientists have attempted to define the productive faculty member as either innately possessing particular psychological characteristics, work habits, and demographic characteristics or receiving support in the form of mentoring, colleague sharing, and networking (Creswell 1985, Finkelstein 1984, Fox 1983). What appeared among the participants was an inherent desire to become better or at least see the value the practice of becoming better through development practices. Even

Dan who indicated that he was “innately” gifted as a teacher and therefore did not see much need in additional training offered a few suggestions and participated in the district’s FEI program.

A consensus among the new faculty emerged relative to the FEI’s format demonstrated a lack in terms of professional development at MCC. The conspicuous manner, the new faculty did not find structured workshops effective. Hativa (2000) discovered that workshops were the least effective sources for learning how to teach in higher education. The FEI workshops, according to the participants, seemed pedantic, biased, irrelevant, and exhausting. The lecture format contributed to these perceptions. The only redeeming aspect of the FEI included workshops considering legal policy, field specific topics, or those allowing an “open format.”

A Desired Approach to Faculty Development

In more recent years, efforts to define faculty development have moved into the forefront. The professional and Organizational Developmental (POD) Network, according to Gillespie (2002), defines professional development in terms of activities that focus on individual faculty members as teachers engage in fostering student development, scholarship, career building, and personal wellness such as stress management, interpersonal skills, and assertiveness training. Given this, however, the question still remains as to how new faculty

members might define this term and what development model best suits their needs.

The emergent theme, *Dissonance: the silo professor in the sandbox campus*, illustrated a conspicuous problem for MCC; however, the data also revealed a potential solution to the problem: a framework of desired characteristics for development. This emerged as faculty members recognized the “silo” problem and found avenues to satisfy their own development needs. Nate and Andy relied on email or internet chat based forums and attended professional conferences at their own expense; Eric relied on hope that the college may someday find an answer; Dan was content with himself; and Samantha advocated Wessely’s (2004) “Teaching Squares” model. She actively supported faculty involvement, sharing, and communication, attributes that failed to emerge in MCC’s current environment.

Considering development activities in the context of an adult learner, Zemke and Zemke (1995) find that adults tend to prefer self direction, experience rich learning through experimentation, exhibit an awareness of learning needs generated by real life situations, and prefer opportunities to learn skills they can apply pragmatically to their immediate situation (p. 32). As the participants indicated, effective programs must allow more informal dialogue and flexibly in terms of topics. MCC’s new faculty was extremely resistant to structured workshops and pre-specified topics, which often failed to meet their needs. They were searching for a program that would allow relevant, theme based, faculty

centered topics to emerge with a hope that someone would have care enough to follow up with them. This more than likely involved a caring administrator or mentor.

Conclusion

When much of the literature fails to focus on new faculty development in the community college, a closer look into how to effectively assist our new faculty members is imperative. They are entering faculty ranks as veteran faculty retire, and they want help. As this study discovered, assisting new faculty members in the community college begins with considering programs that encourage collegiality and collaboration among faculty members, effective mentoring, more administrator support, and an opportunity to self-direct an individualized development program.

APPENDIX B
INTERVIEW PROTOCOL

1. Tell me about yourself: What is your position at Metro Community College, how long have you worked in this position, and how long have you worked in higher education?
2. As a faculty member or administrator here at MCC, what faculty development programs have you participated in and why did you participate in each of them?
3. What do you believe is the most effective approach to faculty development?
4. What goals and purposes should support an effective faculty development program?
5. What faculty development initiatives do think/feel are effective at MCC and what are not effective? Why?
6. What are adjunct, full-time faculty, and administrator's roles in faculty development?
7. What faculty development programs or approaches if any would you like to attend, participate in, or see offered here at MCC? Why do you believe these programs are absent from your institution's faculty development program?
8. Briefly comment on how much you value the following concepts relative to faculty development: faculty choice, practical methods, individualized programs, self-directed programs, collaboration, friendship, accountability, administrator support, reward structures, investment in development programs.
9. What factors keep you from successfully developing at MCC?
10. Is there anything relative to faculty development that you would like to share?

APPENDIX C
OPEN-ENDED SURVEY

This is a volunteer and anonymous survey. Please do not include any identifiable information.

Part 1: DEMOGRAPHICS

What is your professional status? Full-time faculty Part-time faculty Administration

What is your position and title? _____

How many years have you been working in Higher Education? _____ years

How many years have you been working in your current position? _____ years

Part 2: PERCEPTIONS

3. What do you believe is the most effective approach to faculty development?

4. Please check all of the following programs that you have participated in as a faculty member or provided to faculty as an administrator and briefly explain why you participated in the program?

Example:

Sabbatical: _____ (explain your reason for taking a sabbatical)

____ Sabbatical: _____

____ Conference: _____

____ Workshop: _____

____ Retreat: _____

____ Orientation: _____

____ Grant Project: _____

____ Informal gathering: _____

____ Publication: _____

____ Other: _____

____ None: _____

5. What goals or purposes should support an effective faculty development program?

6. What faculty development programs or approaches if any would you like to attend or see offered at your institution?

7. Considering programs you listed in question 6, why do you believe these programs are absent from your institution's faculty development program?

8. If applicable please explain why your institution provides development programs?

9 – 12. What recommendations do you have for augmenting the following areas that community college faculty development programs typically address?

9. Personal Development (stress, health, benefits, etc):

10. Career advancement/enhancement:

11. Academic or Content Area Research:

12. Teaching Effectiveness:

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