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A Qualitative Study of Four University Teaching and Learning Centers: Activities, Funding, and Evaluation of Professional Development for Faculty

Melba L. Taylor
East Tennessee State University

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A QUALITATIVE STUDY OF FOUR UNIVERSITY TEACHING AND LEARNING CENTERS: ACTIVITIES, FUNDING, AND EVALUATION OF PROFESSIONAL DEVELOPMENT FOR FACULTY

A Dissertation

Presented to the

Faculty of the Department of

Educational Leadership and Policy Analysis

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

in Educational Leadership and Policy Analysis

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by

Melba Lee Hayter Taylor

December 1998

APPROVAL

This is to certify that the Graduate Committee of

MELBA LEE HAYTER TAYLOR

met on the

23rd day of October, 1998.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.

Chair, Graduate Committee

Signed on behalf of the Graduate Council

Dean, School of Graduate Studies

ABSTRACT

A QUALITATIVE STUDY OF FOUR UNIVERSITY

TEACHING AND LEARNING CENTERS:

ACTIVITIES, FUNDING, AND EVALUATION

OF PROFESSIONAL DEVELOPMENT FOR FACULTY

by

Melba Lee Hayter Taylor

The purpose of this study was to investigate the activities, funding, accountability, and evaluation of selected teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education.

Using a qualitative research design, in-depth interviews were conducted with directors of four teaching and learning centers. In accordance with the concept of purposeful sampling, the centers chosen for study were located in Virginia, Tennessee, and North Carolina.

The following research questions were investigated:
1. What is the primary mission or purpose of teaching and learning centers relative to faculty development?
2. What types of activities are offered for professional development of faculty?
3. How is the center funded?
4. How are the center activities evaluated?

Conclusions reached in this study included: (a) a variety of opportunities for professional development must be given to meet individual faculty member's needs; (b) topics offered by these centers included teaching and presentation techniques as well as special interest and discipline related topics; (c) a variety of programs should be offered to faculty; (d) all four centers studied were funded by institutional funds; (e) center directors produced annual reports following no guidelines or specifications from their supervisors; (f) research and publication are still the primary avenues for promotion; and (g) center directors should continue to teach at least one course to keep abreast of the trials and tribulations of faculty.

Based on the findings of this study, six recommendations are offered: (a) teaching and learning centers should be assessed by both internal and external evaluators; (b) formative evaluation procedures as well as summative should be used in the evaluation of faculty; (c) evaluations should be shared outside the organization; (d) centers should assist faculty only on a voluntary basis; (e) directors of teaching and learning centers should previously have been full-time faculty; and (f) the reward structures of universities need to be changed to include a stronger emphasis upon classroom teaching.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project A Qualitative Study Of Four University Teaching And Learning Centers: Activities, Funding, And Evaluation Of Professional Development For Faculty

Principal Investigator Melba Lee Hayter Taylor

Department Educational Leadership and Policy Analysis

Date Submitted February 28, 1998

Institutional Review Board, Chair David W. Wallace Ph.

DEDICATION

This study is dedicated to my parents, Earl Lee Hayter and Nora Lee Hayter, whose love and support have guided me all my life. They have always nurtured my independence and encouraged me to continue my education.

This study is also dedicated to my husband, Tony A. Taylor, who has tolerated my moods and provided me with his support in his own special way.

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This project could not have been accomplished without the help and advice of numerous individuals. First, I would like to express my appreciation to my committee chairman, Dr. Terrence Tollefson. His support and assistance have been invaluable to this endeavor.

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CONTENTS

CHAPTER 1

INTRODUCTION

Universities have supported faculty development activities such as developmental leaves, presentations, and funds for travel to professional meetings for many years (Jackman & Swan, 1994). These endeavors for professional advancement often have been considered successful in assisting a few faculty. However, employers in business and industry today require employees to function in a competitive global economy and exhibit critical thinking skills, technological expertise, and teamwork abilities that go beyond knowledge of a particular discipline. These new challenges have prompted educators to organize a more concentrated effort for professional development in the area of educational pedagogy.

In an era of technological revolution, it is essential for educational institutions to believe learning is a continual, ongoing process for students as well as every person who is directly or indirectly involved with providing students an education. Faculty must continuously seek current information in their disciplines in order to provide students with an up-to-date, quality education.

Brawer (1990) summarized the purposes of faculty development programs including the improvement not only of teaching and faculty scholarship, but also improvements in personal, curricular, and institutional development. She contended that while the purpose of development programs remains constant, the emphasis varies from institution to institution with most activities focusing on workshops, released time, and conference participation. She also noted that most of these activities are geared toward full-time faculty and typically exclude administrators, staff, and part-time faculty.

Bailey stated, "The most important thing about a college is the quality of the lives of the people who staff it" (as cited by Blackburn & Baldwin, 1983, p. 5). Colleges and universities can adapt to changing educational needs and budgetary constraints by improving their use of faculty. However, this is more difficult than manipulating economic or physical assets. Faculty must be given special considerations if the institutions are to realize optimum benefit.

Statement of the Problem

Technology has permeated the students' world as well as the world of work for which colleges and universities are preparing them. Academic leaders must persuade their faculty

that fundamental change is inevitable. Recent pressures for reform of higher education have emphasized the importance of faculty development (Berman, Intili, & Weiler, 1988). Faculty development programs currently exist in most colleges and universities. However, these programs have been developed without using universal guidelines or models (Rose & Nyre, 1977).

Rose and Nyre (1977) stated, "Faculty are the major resource of colleges and universities, and their talents, interests and skills must be systematically cultivated and nurtured as part of their on-going professional growth and development" (p. 2). Gaff and Justice (1978) agreed when they stated that the main emphasis of faculty development should be the improvement of teaching because that is the most common activity of faculty.

Winfred L. Godwin, former director of the Southern Regional Education Board, asserted, "The heart of any college is its faculty. A college is good or bad, effective or non-effective, because of the kind of faculty it has" (Miller & Wilson, 1963, p. iii). One avenue for professional development of faculty used by colleges and universities is the teaching and learning center.

Purpose of the Study

The purpose of the study was to investigate the activities, funding, accountability, and evaluation of selected teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education. While the literature review failed to reveal a model or blueprint for teaching and learning centers, certain attributes and components of these centers contributing to faculty professional development were identified.

Miller and Wilson (1963) reported that administrators must be better informed of faculty needs, aspirations, and value systems, and they must take this information into consideration when providing opportunities and incentives for improvement. Systematically and comprehensively designed programs for development are needed. "Institutions which do not attempt to anticipate the future realistically and develop their plans accordingly may well suffer serious consequences, particularly if they start from a somewhat unfavorable competitive position" (p. 77).

Significance of the Problem

New challenges are confronting our nation and widespread changes affect all aspects of higher education. Millis (1994) predicted that during the next 10 years,

higher education would change more than it has in the last 50 years. Changes in the delivery of instruction, curricula reform, accountability, and student learning outcomes will necessitate increased professional development programs.

Miller and Wilson (1963) stated:

> There is some irony in the fact that so many small colleges which typically stress 'teaching' and which have some reason to feel that the graduate schools may not be doing an adequate job in 'preparing' teachers for a college setting, are doing so little to insure that new and inexperienced teachers are given at least a modicum of direct assistance and instruction or to establish meaningful evaluation procedures. Perhaps this should not be so astonishing, however, for as Barzun has so aptly noted college teaching is the oddest profession in the world . . . [It is] a profession in which training does not prepare for the main task, and in the absence of that preparation does not provide apprenticeship; in which after this double lack there is no clear judgment of the work done, and in which the superiors of the newcomer do not care whether he succeeds in the task that he performs. They judge something entirely different. (p. 56)

Faculty development programs have become burdened with the responsibility of fixing what is wrong with our universities (Nathan, 1994). "Unless participation in it is highly valued by faculty, the program will never reach its potential, for the faculty or the university" (p. 509). Gaff contended that to improve undergraduate education, faculty development is essential (as cited by Millis, 1994). Providing several options of professional development leads to a better prepared staff who are ready to face the challenges of current and future educational

responsibilities. Teaching and learning centers represent one avenue for improvement of professional development.

In summary, Gaff and Justice (1978) stated:

> Faculty development programs will be asked not only to help faculty members improve the quality of their teaching, but also to give them a better understanding of and capacity to participate actively in the management of a larger learning community. Faculty will need to recognize the constraints as well as the opportunities that confront both their institutions and postsecondary education as a whole. (p. 96)

The findings of this study identify the activities, funding, accountability, and evaluation of selected teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education. However, it is important to note that limitations to this study do exist.

Limitations

The following limitations apply to this study:

1. The results are limited to the information received from selected directors of teaching and learning centers in the states of Virginia, Tennessee, and North Carolina; therefore, no generalizations may be made to other colleges and universities.

2. The review of literature is limited because of the lack of published research on teaching and learning centers.

Definition of Terms

The following definitions applied to this study:

Burnout - According to Forman:

> Academic burnout is experienced across all disciplines and at small, large, private and public, two and four year institutions. Burnout is generally described as a feeling of exhaustion and ineffectiveness resulting from depleted mental and physical resources. In short 'burnout' (a social-psychological manifestation certainly not limited to the teaching profession) is a feeling of being professionally 'stuck' with little control over one's environment. (Forman, 1989, p. 10)

Instructional Improvement Centers (IIC)- Professional development centers for faculty in higher education (Bratton, 1978).

Professional Development - A term used by this researcher that includes faculty development, staff development, teaching development, instructional development, organizational development, and personal development.

Professional and Organizational Development (POD) Network in Higher Education - Professional organization serving individuals in higher education involved in faculty and teaching assistant development, instructional development, and organizational development (POD Online).

Southern Association of Colleges and Schools (SACS) - Regional accrediting commission of the institutions of higher education used in this study.

Teaching and Learning Centers - Term used by this researcher that includes any organized formal programs or centers to promote faculty professional development. May also be called teaching support centers, teaching resource centers, educational development centers, professional development center, teaching center, or office of instructional development.

Teaching Assistants (TAs) - Graduate students who teach undergraduate courses in a university.

Overview of the Study

This study investigates the activities, funding, accountability, and evaluation of four teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education. Chapter 2 is a review of the literature related to professional development and teaching and learning centers. In Chapter 3, methods and procedures concerning the research methodology are presented. Chapter 4 provides the data analysis and findings of the study. Chapter 5 completes this study with conclusions and recommendations.

CHAPTER 2

LITERATURE REVIEW

Introduction

A review of the literature was conducted to identify research essential to an investigation of teaching and learning centers. This chapter is divided into the following sections: history of professional development; definitions of professional development; teaching and learning centers (definitions, rationale); rewards and evaluation; motivating influences; required elements for successful programs (administration, program directors, faculty); bases of resistance; categories of professional development activities; changes in professional development (concerns about teaching and learning centers, evaluation); and summary.

History of Professional Development

Sabbatical leaves reportedly are the oldest form of faculty development. They were begun in 1810 at Harvard University (Berman et al., 1988). By the 1890s, most of the more affluent universities offered sabbatical or other paid leaves which facilitated research and publication. By 1970, 60% of the nation's four-year colleges and universities had sabbatical leave plans.

Gaff and Justice (1978) contended that the 1960s was a decade of student development, not faculty development. A typical response was recorded by Miller and Wilson (1963), when a dean of a small college stated that his institution placed exclusive emphasis on the employment of faculty who were mature and professionally competent, adding:

> The omission of formal projects for faculty development is, therefore, a matter of deliberate policy, not of negligence. After all, we are confronted with a nearly absolute dilemma; if the instructor is mature and professionally competent he will not need such programs; if he is not he cannot profit from them. (p. 69)

Many individuals implied that development should be less cultivated than 'caught'. "Perhaps typical of this general orientation was a tendency to place major responsibility for development with the individual" (p. 71).

Miller and Wilson (1963) also reported:

> Differences in institutional circumstances and resources make for differences in emphasis but it is also true that the existence of particular patterns of faculty development procedures in a college appears to be related to the special interests and concerns of administrators. Almost by definition faculty development procedures exist because administrators have reasons for instituting them. . . . Clearly, administrative attitude, ability, and tenure are often the decisive factors in determining the direction of faculty development at a given institution. (pp. 72-73)

Because of the student activism of the 1960s and the demands for relevance and excellence in teaching, the emphasis shifted from mastery of content to the improvement

of teaching (McKeachie, 1991; Sullivan, 1983). With the decline of student enrollments and financial resources and the increased accountability in the 1970s, colleges and universities recognized the need for faculty development in the hopes of maintaining productivity. By the late 1970s, faculty development had obtained a broader meaning and additional faculty development activities began to appear. Attendance at workshops and conferences with funding from the institution was more prevalent. However, only 10% of colleges reported programs designed for teaching improvement (Berman et al., 1988).

Gaff and Justice (1978) summarized these activities when they stated:

> Faculty development, as it has been used in the 1970s, has attended largely to extending and enhancing the skill, knowledge, and understanding of faculty members as teachers. The realization of the full potential of teaching improvement now faces two major challenges. First, existing programs, even successful ones, have short histories and are quite fragile. . . . And second, the benefits available from faculty development should be widely disseminated so that similar programs can be established at other institutions and aid larger numbers of faculty (pp. 93-94).

Rhem (1991-92) asserted that many campuses had initiated some form of teaching support or faculty development services within the last two decades. In a 1976 survey by John Centra, 41% of the campuses reported having such services. In 1985, a follow-up survey was conducted by

Glenn Erickson for the Professional and Organizational Development (POD) Network, which reported, "some 66% of the respondents claimed their institution's support for these activities was 'much or somewhat greater' than it had been three years earlier" (Rhem, 1991-92, p. 9).

Watson and Grossman (1994) indicated, "It is not by accident that the faculty development movement gained much greater acceptance and implementation among the nation's smaller colleges and teaching universities than among major research institutions" (p. 468). Many research institutions have placed a greater emphasis upon research at the expense of teaching, even though higher education is experiencing a resurgence in regard to the significance of teaching. The Carnegie Foundation initiated a study that encouraged universities to develop policies and procedures to evaluate and reward faculty with a balanced view of scholarship (Watson & Grossman, 1994).

Definitions of Professional Development

In the 1970s, faculty development was defined as "any activity aimed at enhancing the talents, expanding the interests, improving the competence, and otherwise facilitating the professional and personal growth of faculty members, particularly in their role as instructors" (Berman et al., 1988, p. 7). Bergquist and Phillips (1977) stated

that instructional development, organizational development, and personal development were essential to any faculty development program. Gaff's components were similar to those of Bergquist and Phillips with the addition of teaching improvement (Redman & Willie, 1988).

Alfano (1993) declared, "Faculty and staff development is 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) contended that the main purpose of staff development is to "improve individual and organizational performances in order to achieve institutional goals" (p. 52). The California Postsecondary Education Commission stated:

> Most observers classify faculty development activities into four clusters: professional, instructional, curricular, and organizational development. Professional development promotes the expertise of faculty members within their primary discipline; it is often accomplished through research grants and sabbatical grants, professional conference attendance, and similar discipline-oriented activities. Instructional development improved the faculty's ability to teach more effectively. It includes videotaping classes, observing and commenting on teaching styles, and attending conferences on teaching. Curriculum development is aimed at evaluating or revising the curriculum. This activity, which goes well beyond the expectation that professors will periodically revise the courses they teach, generally involves a team of faculty who spend substantial amounts of time in evaluating their programs. And finally, organizational development engages faculty members in improving their institution and its environment for teaching and decision-making. It includes evaluating institutional efforts to retain its

> minority students, strengthening institutional relationships, and preparing self-study reports for accreditation. (Brawer, 1990, pp. 51-52)

Brawer also reported that the California Postsecondary Education Commission places faculty development into two major categories - improving instruction and increasing knowledge. The report further stated:

> Programs oriented toward improving undergraduate instruction for students with diverse learning styles, improving the faculties' abilities to use new technology, and developing new means of student assessment are subsumed in the first category. Programs oriented to increasing knowledge, which fall into the second order, include retraining faculty for teaching in a related field and affirmative action development. (p. 52)

At the University of California, faculty development denoted activities that improve curriculum and instruction (Berman & Weiler, 1987). California State University defined faculty development as "activities devoted both to improving instruction and curriculum and the support of research, the improvement of research skills, or the maintenance of currency in academic disciplines" (p. 2). California Community Colleges defined faculty development as activities dedicated to instructional improvement and faculty research. However, most research at the community colleges pertained to teaching, curriculum, or other institutional issues, rather than discipline-specific research found at the universities.

According to Cooper (1981), definitions for staff development could assume two perspectives. The first suggested that staff development was a program of activities to help the individual - personally and professionally. The second implied that staff development was dedicated to improving the college.

Heppner and Johnston (1994) maintained that there were many definitions of faculty development; however, the common theme in most definitions is the promotion of growth and effectiveness in faculty teaching and research. Faculty development provided opportunities for improving teaching or obtaining research grants to enhance career satisfaction. Sullivan (1983) indicated a similar view when he stated, "Mastery of one's discipline was conceived of as both the necessary and sufficient condition and qualification for teaching. It was implicitly assumed that there was a direct positive relationship between discipline competence and teaching proficiency" (p. 21).

Gerth (1973) stated that the purpose of faculty development was to improve faculty members' abilities to work with students and to keep current with expanding knowledge in their fields. DiLorenzo and Heppner (1994) agreed when they defined faculty development as a "process

of enhancing and promoting any form of academic scholarship in individual faculty members" (p. 485).

Nelsen and Siegel (1979) referred to faculty development as "all activities designed to improve the performance of faculty as teachers, scholars, advisers, and contributors to campus academic life" (p. 2). They divided faculty development activities into four major categories:

> 1. professional development - scholarly, improved research skills, broadening of scholarly areas
>
> 2. instructional development - pedagogy, improved teaching skills, learning of new techniques
>
> 3. curricular change - introduction of new courses, significant changes in current offerings, development of interdisciplinary courses
>
> 4. organizational change - introduction of new campus-wide goals, organizational changes designed to facilitate faculty renewal. (p. 2)

Bakker, Francis, Neff, and Scholl (1977) stated that professional development is a more inclusive term than faculty development since it suggests concern for improving the conditions of student learning, awareness of changes in the role of the teacher, and involvement with the well-being of the institution. They contended that professional development should begin with an examination of the institution's goals, mission, and identity.

Faulkner (1987) expanded this definition further when he stated, "The primary goal of professional development is

to extend and enhance the competence of the individual faculty and staff members. . . . In addition, such development activities should also make a contribution, insofar as possible, to the community, state and nation" (p. 4). He stated that professional development encompasses several broad areas such as curriculum and instructional development, research and scholarship, and career development.

In the narrowest sense, faculty development has focused on teaching (Watson & Grossman, 1994). More broadly, it has dealt with personality and self-awareness development. These differences depended on whether one was dealing with a program or the activities involved in the development of faculty. Watson and Grossman stated:

> As a philosophy, faculty development is seen by most scholars as broadly encompassing, in the holistic tradition. As a program, it is necessarily limited by an institution's scope and mission, the environment within which faculty live, the expectations for faculty performance, and the existence of other programs that address faculty development concerns. (p. 466)

Millis (1994) defined faculty development as any activity intended to improve the teaching skills of an individual faculty member. Gaff (1978) indicated that traditional faculty development is designed to update, upgrade, or expand the scope of a professor's knowledge. Many scholars preferred a broader definition of faculty

development that would include research and teaching activities, personal health and growth, and the management of a professional career over time. The Professional and Organizational Development (POD) Network defined professional development as holistic, encompassing virtually every aspect of an academic's life (Watson & Grossman, 1994).

Berman, Intili, and Weiler (1987) provided a broad classification of faculty development that included increasing knowledge, improving instruction, and enhancing personal growth or resolving emotional issues. Berman stated that faculty development is a seamless web, and the individual dimensions cannot be separated. To illustrate, Gaff and Justice (1978) contended that faculty development "is not a kind of vaccine that can produce specific immunity or a medication that can cure various illnesses; there is no cut and dried formula that can guarantee success. Teaching improvement and institutional renewal are journeys, not destinations" (p. 89). Reich (1994) agreed that faculty development is a program, not a one-time occurrence. "Development never was intended to happen only once in our lifetime!" (p. 511).

Teaching and Learning Centers

Seldin (1976) maintained that the concept of faculty development was based on three assumptions. "First, the primary professional activity of most faculty is teaching; second, instructional behaviour is not inborn but, instead, is a learned web of skills, attitudes and goals; third, faculty can be taught how to improve their classroom performance" (p. 4). Teaching and learning centers are one avenue to improve faculty development.

Definitions

The Illinois Community College Board (1988) defined a professional development program as "a formally organized plan with goals, a budget, and coordinator(s) that includes growth-oriented practices designed to renew or assist employees make positive work-related changes" (p. 3). Many colleges and universities have organized formal programs or centers to promote teaching excellence. Quinian (1991) stated, "Many of the existing teaching improvement centers were established only in the past decade, although an early generation of programs came into being in the 1970s, when several foundations were awarding grants for instructional enhancement" (p. 11).

Gaff defined an instructional improvement center as "an organization that is charged with the responsibility of

facilitating the continuing development of professional and personal competencies of faculty, particularly those that lead to the improvement of teaching and learning" (as cited by Bratton, 1978, p. 141). A typical center consisted of a permanent staff who administered a small grant program for instructional innovation, provided consultation, worked with teaching assistants, and emphasized improving the quality of teaching. Gaff and Justice (1978) contended that faculty development centers provided a variety of other services and resources for faculty. "For the most part, these resource centers have relied on faculty to initiate contact and have viewed their intervention as a response to the needs identified by the faculty" (p. 88).

The colleges that had a broader structure with greater participation were more active than those at the institutions that did not have a formal staff development program or full-time personnel to give direction to staff development (Cooper, 1981). Gaff (1978) asserted that the process of establishing a program for faculty development in itself was a renewing force for the institution. Nelsen (1983) agreed with Gaff and added that all faculty will not respond to the same approach to development and a variety of opportunities for professional development should be made available.

Rationale for Centers

College students of the early 1900s did not have much in common with today's students. However, our teaching techniques are probably not much different (Boggs, 1995-96). As student populations become more diverse, the traditional instructional methods become obsolete. For many students today, English is not their first language. Students may have full- or part-time jobs, family responsibilities, physical disabilities, and may have been out of the work force or academic arena for some time. Unfortunately, many of the students are not academically prepared to succeed in college-level courses. However, it seems that education is too focused on the convenience of educators and the institution rather than on the needs of students. The institution's mission should be on student learning and the effectiveness of the institution should be based upon student learning outcomes. If this is to occur, change will have to take place in the college classrooms. Millis (1994) stated, "The old teaching methods -- particularly elitist, authoritarian, lecture-oriented approaches -- no longer reach students who may be underprepared, ethnically diverse, part time, adult, or any combination" (p. 456).

Grabowski (1983) stated that faculty development is needed for three important reasons: (a) knowing a subject

does not mean an individual can effectively teach it, (b) faculty need to learn how to teach and counsel adult students, and (c) low enrollment and retrenchments result in a large tenured faculty with few if any new faculty members added. Twenty years earlier, Miller and Wilson (1963) reported:

> At other colleges, however, while administrators may have a concept of the kind of faculty members they would like to attract, they must settle for less. These colleges must face reality, take those faculty members they can get, and work with them in what may be quite literally a fight for the survival of the college. (p. 72)

Professional development is of critical importance during times of decreasing funds and student enrollment (Seldin, 1976). Innovative approaches are needed to effectively deal with new challenges brought about by these conditions. Regular participation in professional development activities may improve job satisfaction and job productivity. In Section 4.8.7 of the *Criteria for Accreditation*, the Commission on Colleges of the Southern Association of Colleges and Schools (1995) stated the importance of professional development in the following criteria:

> An institution **must** provide faculty members the opportunity to continue their professional development throughout their careers and **must** demonstrate that such development occurs. Among the means of faculty accomplishing this goal are leaves of absence for study and research, additional graduate work in the

> discipline, participation in professional meetings, and in-service training such as instruction in computer usage. The general tone and policies of an institution **must** make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners. (p. 49)

The institutional environment has a direct impact on professional development. According to Hall (1976), challenging jobs, supervisors trained in human resources, and career planning services were basic factors necessary for professionals to thrive in their careers. Blackburn (1979) found that

> the institution determines to a high degree a faculty member's productivity--faculty at some colleges and universities produce appreciably more than faculty at other institutions, and this differential rate is independent of place of preparation, ability, workload, and prior places of work. (p. 25)

Bland and Schmitz (1990) asserted that "organizations have a responsibility to create environments that reinforce such ideals and actual behaviors on the part of faculty and staff" (p. 46).

Several factors have been the catalyst for professional development today: increased student diversity, inadequate student preparation, technological innovation, and the aging of faculty. These factors are likely to accelerate problems such as burnout, mid-career crisis, and loss of productivity (Berman & Weiler, 1987). Colleges have historically turned to professional development as a means of increasing

vitality and productivity. Clark and Lewis (1985) defined vitality as those "essential, yet intangible, positive qualities of individuals and institutions that enable purposeful production" (p. 3). Maher (1982) stated:

> The quest for vitality . . . focuses on the capacity of the college or university to create and sustain the organizational strategies that support the continued investment of energy by faculty and staff both in their own career and in the realization of the institution's mission. (p. 3)

Although vitality may take on a different meaning from one institution to another, it is essentially the ultimate goal of all professional development efforts. Bland & Schmitz (1990) addressed the constraints that weaken vitality:

> On one hand, we presume that faculty must continually develop and adapt to meet their primary obligations to develop and disseminate knowledge. This is a given in the best as well as worst of times. Thus personal and professional renewal of faculty is a necessary, cyclic process to be nurtured, regardless of circumstances. On the other hand, certain external pressures on the academy (for example, retrenchment, financial exigency, and changes in the work force) increase the threats to vitality by removing many of the natural conditions that support renewal, such as opportunities for job change, the hiring of new faculty, and expansion of programs. Accordingly, concerns and strategies for faculty vitality during periods of institutional growth and economic security differ markedly from those seen in times of duress. (p. 44)

Overlock (1994) stated, "It seems quite clear from the literature that there is a strong link between organizational effectiveness and ongoing professional development activities" (p. 23). At the University of

California, effective teaching is essential for faculty appointment or advancement including tenure (Berman et al., 1987). Departments such as the Industrial Technology Department at Illinois State University must provide their faculty with the level of technical instruction demanded by industry. The dynamics of change in this changing curriculum are such that faculty members must be creative in developing learning materials which enable students to learn complex concepts. This type of faculty needs to attend industry sponsored workshops and seminars to keep abreast of the changing technology (Lockwood & Israel, 1982).

Fuller and Evans (1985) stated, "One of the most serious challenges facing academic administrators is to help faculty remain professionally active throughout their careers" (p. 31). Sorcinelli (1994) declared, "'Not enough time to do my work' emanates as one of the major contributors to stress among new faculty who describe their semesters as fragmented by too many tasks and too little time to complete them" (p. 475). Doucette and West (1995) alleged that faculty are proud and independent minded, and the most important task of a leader is to assist the professional development of faculty through change and innovation. They asserted that faculty can almost never be

forced to change instructional practices. Leaders must use rewards to encourage any type of professional development.

Baldwin and Blackburn (1983) stated, "A modest investment of staff time and energy to monitor professors' attitudes and needs should pay generous dividends in the form of enhanced faculty morale, growth, and productivity" (p. 26). Jarvis (1993) cited a Carnegie Foundation report that indicated, "The cost of faculty development programs is small compared to the amount American businesses spend each year on employee education and development, an amount close to 'the total budgets of all the colleges and universities in the United States'" (p. 77).

Joseph Lowman indicated that college professors and institutions who strive for excellence in teaching will attract the best students (as cited by Gardner, 1985). He stated, "It is more rewarding and stimulating to do something well rather than mediocre; and, lastly, good teaching will produce its own personal reward" (p. 4).

Rewards and Evaluation

Differences of opinion prevailed concerning the importance of professional development activities in regard to the college's evaluation and reward system. O'Connell (1983) declared that faculty will be motivated to participate if rewards are tied to levels of participation.

Whitcomb, Director of the Center for Faculty Development at California State University at Long Beach, asserted that faculty participation on his campus is dependent upon professional development being separated from the institution's evaluation and reward system. O'Connell cited a study that concluded that no support for either of these two opposing positions was found.

Jacobsen (1989) contended that the basic assumption underlying faculty grant programs is that a reward will increase productivity. She stated, "Adding an additional reward to an intrinsically enjoyable task may overjustify the activity. If people sense that they are externally controlled, there is a potential for what was once enjoyable to lose its appeal" (p. 8). However, there is evidence to support the idea that the informative use of rewards and support can work to increase motivation. The reward program must be perceived as supportive and constructive rather than controlling.

Murray (1992) asserted that faculty perceived incentives rather than rewards as motivating factors for participation in professional development. "Incentives differ from rewards in that they are available to all faculty and are offered prior to participation in faculty development activities" (p. 1). "Rewards, unlike incentives,

are awarded after the fact only to those who have participated in professional development activities or have otherwise shown an attempt to improve their performance" (p. 4). Mullally and Duffy (1978) agreed with Murray when they stated, "The acceptance of faculty development is not accelerated by teaching awards. The basic postulate that the faculty *merits* rather than *needs* a faculty development program will go a long way in solidifying faculty acceptance" (p. 122). They insisted that faculty will participate in development activities if they are rewarded for improving instruction.

Motivating Influences

Miller and Wilson (1963) stated that faculty members were concerned with the evaluation process and the elements in the review procedure. Faculty development was rarely connected to substantive assessment of faculty needs or to evaluations of faculty performance. Therefore, participation in programs tended to be sporadic rather than systematic. However, they concluded that evaluations of faculty performance motivated many faculty at the University of California to improve the quality of their teaching (Berman et al., 1987).

Plucker (1988) stated that surveys of faculty at universities had reported that teaching, not research, was

their primary interest. One study found a three to one majority of professors who focused more on teaching than on research. Most faculty, however, reported publication as their primary source of professional achievement and as the major requirement for promotion, tenure, and higher salaries. Stanford Ericksen recommended that "initiators of faculty development programs appeal to the 'research' mentality of faculty by first establishing credibility in the research field" (as cited by Gardner, 1985, p. 7).

O'Connell and McKeachie asserted that faculty were inner-motivated persons whose professional values caused them to pursue the rewards intrinsic to teaching, regardless of the institutional policies (as cited in Blackburn & Baldwin, 1983). Plucker (1988) concurred when he stated:

> This organismic motivation theory is based on the following assumptions. First, human beings act on their internal and external environments to satisfy the full range of their needs. . . . Second, the life force or energy for the activity and for the internal development is what is referred to as intrinsic motivation. . . . Third, the need for competence leads people to seek and conquer challenges that are optimal for their capabilities, and competence acquisitions results from interaction with stimuli that are challenging. (p. 5)

Berman et al. (1987) stated that "Women were more likely than men to engage in the maximum level of faculty development. Male full professors appeared to be the least likely to participate in any instruction-related

development" (p. 42). An explanation of this difference in activity by gender was not given.

Required Elements for Successful Programs

There is no universal model available to develop a teaching and learning center. Institutions must examine their own cultures to determine which programs would achieve the most success. Berman and Weiler (1987) reported that faculty development centers must meet five conditions: (a) be effective; (b) reach faculty who need the services; (c) motivate faculty to participate; (d) give a high priority to improving instruction; and (e) be adequately funded. According to Quinian (1991), there are some factors that should be taken into consideration for a successful center. First, develop a climate to foster good teaching. Second, develop a plan for evaluation to determine what is and what is not working. Third, use faculty feedback to choose the center's activities. Fourth, maintain high visibility. Fifth, involve key leaders to sustain a high impact. Sixth, coordinate and centralize all faculty and instructional development activities in one location. This eliminates duplication of activities and the center is more efficient and effective.

Administration

Grabowski (1983) made four recommendations to administrators who were responsible for faculty development. First, involve the faculty in planning the programs because faculty control is necessary for acceptance of the programs. Second, attain administrative support for faculty development. This support is necessary to connect faculty development to the institution's goals. Third, make the program comprehensive. Flexible policies and practices are imperative to meet the diverse needs of faculty. Fourth, establish a reward system. Grabowski stated this could be accomplished either directly by merit pay or promotions, extrinsically by providing assistants, more equipment, etc., or intrinsically by means of increased professional status and respect of colleagues.

Miller and Wilson (1963) asserted that the success of any program for faculty development depended upon the ability of administrators to relate procedures to the current needs and aspirations of faculty members. They stated:

> It is perhaps unnecessary to observe that growth takes place best in places where thought, attention, effort, and resources are applied to the development of an atmosphere for improvement. Administrative concern must be evidenced by a continued, active commitment to the goal not only of improving the faculty but also of making the college into a more hospitable setting for improvement. (p. 73)

Program Directors

Seldin (1976) identified certain characteristics of effective faculty development programs. First, the directors should have previously been full-time teachers. Also, they must have defined responsibilities and authority and provide strong leadership on campus. The directors must use their budgets, governing bodies, and advisory committees effectively. The successful programs must also have evaluation procedures for continuous improvement. Cooper (1981) agreed when he stated, "The individual who devoted a quarter time to staff development was not providing the same leadership to programs as the directors who had three quarters to full time effort devoted to staff development" (p. 15). Leadership and comprehensiveness played a major part in the success of professional development programs.

Faculty

Gaff (as cited in Gardner, 1985) indicated that there are three types of activities which improve the instruction in an institution: faculty development, instructional development, and organizational development.

> Faculty development focuses on the individual faculty members to promote their growth and acquire knowledge, skills, sensitivities and techniques related to teaching and learning; Instructional Development focuses on curriculum to improve student learning, prepare learning materials, redesign courses and make instruction systematic; Organizational Development, on

> the other hand, views the institution as its focus and strives to create an effective environment for teaching and learning, improve interpersonal relationships, enhance team functioning, and create policies that support effective teaching and learning. . . . it is difficult to separate these concepts when describing various faculty development activities, but the ultimate purpose of all activities should remain clear: to improve the ability of the faculty, the curriculum, and the institution to provide the highest quality of instruction for its constituency, the students. (p. 2)

Fuller and Evans (1985) stated that a properly designed and implemented formal program is the key to successful faculty development. They wrote that if the administration is supportive of such activities, the faculty will positively respond.

Hoerner's (1991) themes of successful professional development programs concurred with Fuller and Evans. He discovered that full-time faculty perceive a supportive environment positively when the institution had strong administrative leadership with emphasis placed on growth and development. Hoerner, as well as Ryder and Perabo (1985), asserted that professional development activities must be diverse and oriented to individual needs. These activities must be initiated voluntarily by the individual and cannot be forced upon the individual by the administration.

Nelsen (1983) studied faculty renewal and identified seven guidelines for effective programs:

1. A multifaceted, flexible approach is best. Faculty development programs must provide a variety of opportunities to meet the needs of each faculty member.

2. Individual as well as group opportunities should be available. Some faculty members may be reluctant to pursue individual research.

3. Curricular change and faculty renewal must be interwoven. Often, curricular change promotes faculty renewal.

4. Teaching improvement programs should be content specific. Faculty members were skeptical of generalized activities.

5. Ideas of scholarly professional development should be expanded. Publication and presentation of papers should be encouraged.

6. A good personnel management system is essential to faculty development.

7. Organizational change must occur if faculty development is to become a significant component of the institution.

Nelsen (1983) also identified several items for continuing faculty renewal. He recognized that faculty must have a sense of ownership of the professional activities, and each activity must have a clearly defined purpose.

Administrators must insure that the programs are well managed and must involve key faculty members to encourage participation.

Genthon and Joscelyn (1989) stated that most faculty were not likely to use teaching and learning centers to improve their teaching because of a common discomfort with seeking assistance or because the resources available may not be adequate to meet their needs. They suggested the following steps to improve teaching and learning centers:

1. Develop a faculty partnership. Involve faculty from all disciplines to include as many viewpoints as possible.

2. Be discipline specific. Most faculty are guided more by their discipline, and methods must be organized to accommodate those differences.

3. Allow time for divergence. Permit faculty members to express their disciplinary differences and understand why they differ.

4. Offer variety. Present appropriate choices for each discipline.

5. Provide a smorgasbord. Provide a list of alternatives from which faculty can choose. This allows faculty to retain their autonomy.

6. Focus on both planning and teaching. The teacher must be a planner as well as a performer to be effective.

7. Prepare translators. Research needs to be adapted to an institution's students, faculty, and setting.

8. Read and share the current literature. A faculty member should be chosen to keep current with the literature about research on teaching and learning and be responsible for sharing the results.

9. Use DRAFT form. When providing research information, mark the document as if it were a draft and encourage suggestions, reactions, and opinions from faculty members. This promotes ownership of plans and activities.

10. Use technology. If the technology is available on the campus, use it; however, do not structure an entire program around it or force it on reluctant faculty.

11. Provide opportunities for professional growth. Colleges must provide funding for discipline specific activities as well as teaching and learning endeavors.

In the 1970s, funding for faculty development programs was primarily from external sources. Some private foundations, such as the Danforth Foundation, the Lilly Endowment, the Mellon Foundation, the Fund for the Improvement of Postsecondary Education (FIPSE), the W. K. Kellogg Foundation, the Bush Foundation, and the Carnegie and Ford Foundations funded programs at many colleges (Forman, 1989). In recent years, some institutions have

supported the centers through their own budget. Such an action makes a strong statement about teaching and learning as a campus priority (Quinian, 1991).

Many of the successful teaching and learning centers use newsletters as one of the main avenues for publicity. For example, the Educational Development Center of Golden West College in California published a bi-weekly newsletter highlighting faculty activities. This newsletter was mailed to every household in the district (Shawl, 1984). The Teaching Support Center at the University of North Dakota also developed a weekly faculty newsletter devoted to faculty development activities (Jackman & Swan, 1994).

Bases of Resistance to Professional Development

Gaff (1978) identified several factors contributing to resistance:

1. Graduate training rarely includes preparation for teaching roles. "Professors get jobs by demonstrating that they have been taught, not that they can teach" (p. 45). Greater importance is given to credentials than teaching skills.

2. Faculty members are often limited to their own disciplines within specific departments. They are cut off from their colleagues in other departments.

3. The reward structure of most institutions is based on research and publication. Advancement for faculty is seldom through evaluation of teaching skills.

4. Academic folklore exists which insinuates that teachers are born, not made. This implies that nothing can be done to increase teaching competence.

5. An assumption that the person who knows the most about the subject is the best teacher of it. Colleges and universities hire the foremost authority available to teach in that field.

6. The academic recession in the 1970s with decreasing student enrollments and funding caused a decline in the number of faculty positions.

7. More diverse student populations challenge the traditional methods of teaching.

Gaff also said that change can be accomplished using positive thinking of how things might be improved rather than why they cannot.

Seldin (1976), in accordance with Gaff, confirmed that many faculty believe someone knowledgeable in a subject can teach that subject. He also contended that most faculty are committed to traditional ways and resist change. He asserted that faculty have to be motivated to pursue professional development activities because most of them believe that

money spent on these activities should be spent on faculty salaries.

Bess (1977) stated, "There is also a commonly held belief that the majority of faculty in higher education do not reach high levels of quality in their teaching" (p. 245). He felt this is due to the lack of importance placed on teaching at many colleges and particular universities. Bess maintained:

> By the time faculty finally are appointed to full-time teaching positions, they have had little introduction to what constitutes 'good' teaching. Modeling their behavior on faculty who taught them, only a few of whom may have been exemplary, they develop at best only an acceptable mode of delivering the service required of them by their institutions. (p. 251)

Cooper (1981) stated, "The implicit assumption was 'help the individual and you help the college'" (p. 18). If the faculty is assisted in instructional development programs, then the students will in turn be affected with a better education (Young, 1983). Most programs were built on the assumption that faculty development was an ongoing process that was aimed at solving specific problems (Berman & Weiler, 1987).

Categories of Professional Development Activities

Quinian (1991) grouped teaching improvement activities into five categories. The first category, instructional development, referred to assistance offered at the course

and curriculum level. The focus of this category was on the effectiveness of what is being taught to whom. It included new course designs, new instructional materials, and the use of new technology. Organizational development, the second category, referred to the environment in which teaching occurs. In an institution, awards, grants, and most reward systems would fall in this category. The third category, faculty development, was classified into two general categories - holistic and teaching enhancement. Fourthly, educational research based the improvement of teaching on disseminating research in educational psychology. Lastly, related programs and projects referred to a mixing of activities from the other categories.

The Association of American Colleges (AAC) grouped faculty development activities into four categories:

> 1. professional development -- scholarship, improved research skills, broadening of scholarly areas;
>
> 2. instructional development -- improved teaching skills, new teaching techniques;
>
> 3. curricular change -- development of new courses, significant changes in current offerings, development of interdisciplinary courses; and
>
> 4. organizational development -- introduction of campuswide policies promoting faculty development, focus on campuswide goals, development of new committee systems, reward structures designed to encourage faculty renewal. (Nelsen, 1983, p. 70)

Seldin (1976) identified these four approaches to faculty development: (a) financial incentives for faculty such as grants or released time, (b) lectures and discussion groups focusing on broad issues of higher education and faculty concerns, (c) in-service courses and workshops to develop instructional skills, and (d) feedback on teaching performance using student ratings, videotapes of performance, and classroom observers. He stated that faculty development programs vary from institution to institution but they share a common goal of developing faculty teaching competence.

Changes in Professional Development

Gaff and Justice (1978) contended that the role of faculty development will change as colleges and universities adapt to changing conditions. Whether teaching and learning centers will have long-term success depends upon how well faculty members and institutions meet these challenges. Several researchers have proposed that a new paradigm shift is occurring. This shift is built upon student-centered, interactive teaching methods (Millis, 1994).

Gaff (1978) reported on a project to improve teaching based on the concept of organic change citing several features:

1. It involves a positive outlook, thinking about how things might be made better rather than finding reasons why they cannot.

2. Organic change is action-oriented. It involves thinking, talking, and debating, but these must culminate in a plan of action and lead to specific steps to carry it out.

3. Organic change involves rooting a program in the lives of individuals and the realities of the institution. Faculty members must examine their own activities in a specific course with alternatives.

4. Organic change means starting with a nucleus of individuals who are motivated enough to give their own time and energy to provide leadership for a promising, popular enterprise. Small numbers at the onset are best.

5. Organic change is evolutionary, not revolutionary. The surest route to enduring change is through a series of short steps that follow each other and that extend several years into the future in a process of organic change.

6. Organic change uses a low profile strategy to build support without increasing resistance. It concentrates on doing a few things and doing them well.

Concerns about Teaching and Learning Centers

Bratton (1978) conducted a survey on Instructional Improvement Centers (IIC) in higher education. He reported:

> Faculty fear of change was suggested most often as a reason for the absence of instructional improvement centers. . . . Departments and colleges may see a center as a threat to their autonomy. . . . Faculty may oppose the IIC concept because the improvement of teaching is not given a high priority; they are convinced that their teaching is already excellent and therefore such a center is not required" (p. 148).

When asked why an institution would not want to establish an IIC, the following responses were given:

> (a) There is no need - such a center would simply consume valuable time and resources;
>
> (b) An IIC is a frill which can be ill-afforded at a time of high competition for scarce resources;
>
> (c) The existing academic departments and campus services are capable of handling instructional problems on their own. (p. 148)

Existing IIC in other institutions may also provide reasons for resistance to the establishment of new ones. There is little data available that can be used to demonstrate a positive impact. Many centers can present only mediocre performance records in terms of the total number of faculty served. Therefore, it is difficult to justify their cost by this criterion (Bratton, 1978).

Evaluation

Summative evaluation has been used by academicians for decades. However, summative evaluation does not provide sufficient information for faculty to improve their teaching. Scholars have recommended the use of formative

evaluation along with summative evaluation (Keig & Waggoner, 1995; Mullally & Duffy, 1978). This would employ classroom observations, videotaping of classes, evaluation of course materials, assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios.

Summary

Many educational institutions accommodate the needs, interest, and values of their employees more often than those of their students (O'Banion, 1995-96). A primary objective of a college or university is to create as many learning opportunities as possible in order to provide successful learning experiences for all students. Shawl (1984) agreed when he stated, "A college or university is essentially a community of learners" (p. 2). Changes in education do not automatically keep pace with the changes in modern society. Faculty should be given an opportunity to rethink their teaching by exploring new opportunities for improving the effectiveness of the teaching-learning process.

By the year 2000, it has been predicted that more than 50% of postsecondary faculty in the United States will be over 55 years old. The predominate view of older faculty is one of less vitality and productivity and occasionally

burnout (Berman et al., 1988). McKeachie (1983) indicated there would be new demands made on aging faculty because of budget constraints. He indicated this will actually force faculty to revitalize themselves after many years of stagnation. Ryder and Perabo (1985) stated that as faculty grow older, they were caught up in the burdens of teaching schedules that they had little time to reflect on their goals and research and to revitalize themselves intellectually.

The commitment, intelligence, and integrity of faculty are central to maintaining the vitality of colleges. Teaching and learning centers offer significant opportunities to improve the quality of teaching and learning. In Chapter 3, methods and procedures concerning the research methodology used in this study are presented.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

Chapter 3 identifies the methods and procedures used to conduct an investigation of the activities, funding, accountability, and evaluation of selected teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education. This chapter is divided into 10 sections: research design; population and sample; sampling method; procedures followed in collecting the data (development of the interview instrument, selection of the sites for case study, interview procedures, data collection); triangulation; local auditor; pilot study; research questions; data analysis; and summary.

Research Design

Based upon the literature review and the lack of substantial research into teaching and learning centers, a qualitative research approach was selected as the preferred method of study. This method was used to gain insight into four teaching and learning centers in four-year public institutions of higher education. The use of qualitative methodology allowed the researcher to enter and observe the

selected centers as well as analyze the personal responses of the participants. The in-depth interview was used as the primary data collection device. These interviews were conducted in the naturalistic setting of the organization. However, observations, field notes, and an investigation of documents accounted for other phases of inquiry. This approach permitted extensive gathering of data to obtain an in-depth understanding of the teaching and learning centers.

Population and Sample

The Professional and Organizational Development (POD) Network in Higher Education has been deemed the dominant professional organization for the faculty development movement (Watson & Grossman, 1994). Their membership of public four-year institutions was one avenue used for identification of possible centers of study. The researcher's knowledge of existing teaching and learning centers was also used in the identification process. From this population, two universities in Virginia, one in North Carolina, and one in Tennessee were chosen as the sample. Three of these universities were classified by the Carnegie Foundation as Research I Universities. The fourth was classified as a Master's (Comprehensive) I University.

Sampling Method

The centers chosen for study are located at major universities within a three-state region and have a diverse student and faculty population, budget, governing board, staff, and activities. Each of the universities chosen maintains a teaching and learning center for the professional development of faculty. The most appropriate sampling strategy is nonprobabilistic. A purposeful sampling method was used to select these four centers for study.

Procedures Followed in Collecting the Data

Development of the Interview Instrument

The pilot interview protocol was developed by writing in-depth interview questions that covered many aspects of professional development centers. Advice obtained from directors of teaching and learning centers as well as information from the literature review were used to develop the interview instrument.

The interview guide constructed was semi-structured. Descriptive information was solicited at the beginning of the interview. Open-ended questions that were followed by probes or follow-up questions were also included. A preliminary interview guide was produced prior to the pilot study interview (see Appendix A).

Selection of the Sites for Case Study

Site visits were arranged to teaching and learning centers in Virginia, North Carolina, and Tennessee. Each center director was contacted by telephone with a request for a tour and an interview. Interviews were conducted with subjects who had direct working relationships with the center. These individuals were selected because of their knowledge and level of participation in teaching and learning centers.

Interview Procedures

Each director of the selected centers was contacted by telephone with a request for a tour and an interview. After consent was given, a follow-up letter, informed consent form, and a request for relevant documents and information were sent to each director (see Appendix B). Written permission to audiotape the interview was also solicited to eliminate the possibility of missing vital information.

Data Collection

In this qualitative study, the researcher used an in-depth interview procedure as the primary data collection device. Before the interview, all preliminary documents sent by the respective teaching and learning centers were reviewed by the researcher. During the actual interview

process, the researcher took notes. These notes contained not only what was seen and heard, but also the reactions and reflections of the researcher.

Triangulation

In this study, validation was accomplished through triangulation. Triangulation techniques employed included: (a) audio taping of the interviews, (b) verbatim transcriptions of the interviews, (c) researcher's notes containing reactions and reflections of the interview, (d) collection of relevant documentation, and (e) use of a local auditor.

Local Auditor

Verbatim transcripts were made based on the audio taped account of the interviews. A local auditor was employed to provide additional verification of these transcripts. The auditor was responsible for ensuring that transcriptions were accurate as well as inspecting the data and all of the analyses derived from the data for accuracy. With only a few minor typographical errors, the auditor confirmed the validity of the tapes and the accuracy of the hard copy transcriptions. The auditing process revealed no major discrepancies between the actual words of the participants, the hard copy transcription, and the use of quotes from the

interviewees in the data analysis (see Appendix C). Dr. Jim E. Geiger, Acting Director of Institutional Effectiveness at Virginia Highlands Community College, Abingdon, VA, served as the auditor.

Pilot Study

A pilot study was conducted with a director of a teaching and learning center in North Carolina. All documents were examined by the director and major changes were made in the request for preliminary information form as well as the interview guide. The following comments, recommendations, or changes were suggested by this director:

1. The director strongly suggested that the researcher not make any assumptions in regard to the operation of a teaching and learning center.

2. "Yes/No" questions should be asked to see if the center could provide the information required. This would eliminate any embarrassment on the part of a center if they did not have the requested information.

3. The director cautioned that many centers do not collect data on their activities.

4. Omit the question, "If you could 'design' a center director, what career path would you have him or her follow?" The director indicated this would cause much

embarrassment to the center directors who may not have a strong background in teaching pedagogy.

5. Preface all the questions possible by using the information gathered in the preliminary information stage. This will expedite the interview process and the center director will appreciate the researcher being prepared for the interview.

6. Divide the section - Activities - into two categories - Activities and Topics, and explain the difference between the two during the interview.

7. The director also suggested minor wording changing and added the wrap-up question - "What do you perceive is the biggest challenge your center will face in the next five years?"

The suggestions and changes were made to the preliminary information form and the interview guide (see Appendix D for the revised documents).

Research Questions

In this qualitative study, the activities, funding, and evaluation of selected teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education were examined. The following research questions were investigated:

1. What is the primary mission or purpose of teaching and learning centers relative to faculty development?

2. What types of activities are offered for professional development of faculty?

3. How is the center funded?

4. How are the center activities evaluated?

Data Analysis

Using the transcribed copies of the long interviews, response patterns and categories were identified using *Nud*ist* software. *Nud*ist* stands for Non-numerical Unstructured Data-Indexing, Searching, and Theorizing. It is a special purpose software developed by Qualitative Solutions and Research Pty Ltd. designed for qualitative data analysis. It combines text searches and indexing which allows manipulation of data in various contexts.

Summary

The qualitative research approach was chosen to investigate the activities, funding, and evaluation of selected teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education. The long interview was the chosen method of data collection. The interview recordings were transcribed and entered into *Nud*ist* software for

analysis. After the pilot study, major changes were made to the interview instrument.

Validation and triangulation were used to promote accurate data collection. Procedures such as the accumulation of relevant documents, note taking, audio taping, transcription of interviews, and the local auditor aided this process.

In this chapter, the procedural framework of the study has been presented. Data analysis will follow in Chapter 4.

CHAPTER 4

DATA ANALYSIS AND FINDINGS OF THE STUDY

Introduction

The results of the interviews are presented. Anonymity was insured - therefore, names of individuals or universities will not be identified. This chapter is divided into four sections: description of the interviewees, demographic characteristics of the centers, pertinent findings from the interviews, and additional center information.

Description of Interviewees

Four teaching and learning centers were selected for study. Two were located in Virginia, one in North Carolina, and one in Tennessee. The term "teaching and learning center" is used generically in this study. Each of the centers may or may not use that terminology in their title. However, each center has professional development of faculty as one of its objectives.

Demographic Characteristics of the Centers

The four centers selected for study were chosen because of their diversity. Two of the centers are relatively new in existence - between two and five years, while the other two

have existed for eight and 11 years, respectively. The number of full-time equivalent (FTE) students varied between 9,300 and 25,000. Also, the number of full- and part-time employees differs between centers. One center studied had nine full-time employees and 19 part-time while another center had no full-time and seven part-time employees.

The annual budgets of these centers ranged from $141,000 to $850,000. The percentage of faculty (full- and part-time) who used the center's services also ranged from 20% to 83%. However, two of the centers studied estimated that approximately 40% of their faculty use their services.

When questioned about targeting efforts of the centers, all directors responded that all faculty are targeted equally. However, one center was initially began to help teaching assistants (TAs) improve their teaching.

Directors' Information

All of the center directors were hired from within the university and are or have been faculty members. Each director is actively teaching at least one course; however, their classifications and current job descriptions differ. One director is considered an administrator and is in a permanent position. The other three directors are considered faculty. Two of the three are tenured faculty and are in rotating positions (positions that will return them to the

classroom after a period of time). The non-tenured faculty director is in a permanent position. When questioned about whether being tenured is significant, one director replied:

> Yes, I think it is almost essential. I don't see how someone within an administrative appointment without tenure could do a lot of the things I do. I think whether it is right or not, there's a certain amount of credibility that comes from being a tenured faculty - full professor - it's just extremely helpful.

Another director concurred, "I think it is advantageous to have that level of protection because you are advocating changing in practice and you need to be in a position to say exactly what you think about that."

Administrative Supervisor

Each of the four directors reports directly to the office of the provost. One director also reports to the president of the faculty senate. When questioned about where the center belongs in the organization chart, one director commented, "It belongs where we are . . . under the Provost's office because we work for the entire university." Another director commented, "It's an arm of the Provost's office . . . and that was one of the conscious things that the planners of the center wanted is a direct link to the highest level of academic authority here".

Pertinent Findings from the Interviews

This section contains the findings that emerged from the interview process. The research questions posed in Chapter 3 were used to structure the presentation of the findings.

Research Question One

What is the primary mission or purpose of teaching and learning centers relative to faculty development?

The mission or purpose statement of each center was requested in the preliminary information. Although each center's mission or purpose statement was unique, two general themes emerged in each of the mission statements:

1. Support for effective teaching or improvement of instruction, and

2. Providing an environment for building a greater sense of community and collegial exchange.

Three of the four mission statements were extremely specific in describing the purposes of their respective centers. The fourth mission statement supported, "teaching and learning at all levels and in all contexts in which instruction occurs in the university". When asked about this broad mission statement, the director responded:

> But you will notice from the mission statement that we have allocated to ourselves an enormous role, we say that we are involved in this enterprise in teaching and

> learning at all levels in every aspect of this institution. We focus, we try to focus on undergraduate teaching because that's the majority of teaching that goes on here. But essentially if you read that, you say my goodness, these people are saying that they should be involved in every aspect of the institution, and we, we not only believe that, we practice that, so, ah, that's a rather broad mission statement, but it has to be.

All four centers studied had mission statements and annual goals and objectives. However, only half of the centers had written long-term goals and objectives.

During the interview, the directors were asked to state the mission statement in four or five words as it relates to professional development of faculty. There was a consensus in responses from all directors. The replies were: "promote excellence in teaching", "help the faculty teach better", "improve teaching and learning", and "provide support with instruction". All of these responses correspond with the literature review conclusion that the main emphasis of faculty development should be the improvement of teaching or the development of faculty teaching competence.

Impetus for the Development of the Center

The literature review revealed that many teaching and learning centers were developed over the national concern regarding higher education - higher tuition costs, decline in student enrollments, and increased accountability.

However, only one center in this study originated because of this national concern.

The impetus for another center was because, ". . . some of the teaching assistants were not prepared to teach". At the time of inception of this center, over half of the undergraduate courses at this university were taught by teaching assistants. Today, this is just one of the population that this center serves. All of the centers investigated in this study served teaching assistants.

One center was started because of an interest from the faculty senate president. She gathered information about teaching and learning centers at other institutions and developed a proposal that was supported by the senior administration at the university and a teaching and learning center was created.

The fourth center actually had a faculty development component as part of its Media Center for 10 years prior to being separated into a teaching and learning center. The primary duties of the original Media Center were creating media and loaning equipment, not professional development of faculty. During reorganization of the Media Center, the faculty development component was separated and the teaching and learning center was established.

Individual Consultations

All of the centers studied offered individual consultations in varying degrees as part of their service. The center that most widely used individual consultations was the largest center studied. The director stated:

> With the individual consultations, if you walk in here, you have already voted with your feet, you have already said, "I have something I need to know something about." So you are ready to change, so you sit down and you say, "tell me about so and so," and I will tell you about whatever that subject is, and we'll work together on this, sometimes, it only takes one meeting, we basically solve the person's problem. Sometimes it takes weeks and weeks and weeks where we keep meeting and meeting and meeting. But basically, to change a person's behavior, you have to work with them one on one. Workshops don't do that. . . . Somebody who attends a workshop, do they change their teaching? Maybe, maybe not. Maybe they try it, a couple of things and they don't work, and then they go back to the old way. But if I'm working with you one on one, and you try something and it doesn't work, we have to analyze why it didn't work, because you're going to want to know. And I can help you make it work then.

In contrast, when asked about whether their center offered individual consultations, another director responded:

> Not a lot of that. For a couple of reasons. One is we're not set up to do it. Just look around you, we don't have a place to do it. We're not staffed to do it. That's one of the drawbacks to a center that is staffed, primarily, totally by part-time people.

Greatest Needs of Faculty

The directors' perceptions of the greatest needs of faculty provided the largest variety of responses. The

uniqueness of their answers coincided with their varied institutional cultures. The following is a summary of each of the directors' answers:

1. Teaching critical thinking, assessing student learning, and redesigning courses

2. Instructional technology, pedagogy, dealing with specific types of students (i.e. Women, Cultural Differences)

3. A balanced support system (teach and do research and service well).

4. A climate where faculty can talk about teaching. "There's a need for people to feel like teaching is rewarded and again in a research university . . . there's not much ambiguity about what is rewarded, and it's not teaching".

Location of Center

There was consensus in all responses concerning where a center should be located. Centrally located within the university and easily accessible to all faculty was a high priority with all directors.

Three of the four centers visited were centrally located on their campuses. However, only one of these centers had ample parking spaces. The fourth center was located on the periphery of the university where parking was

adequate. The director of this center felt this location with adequate parking was an advantage.

Needs Assessment

Only one center studied confirmed that an initial needs assessment was completed to determine activities to be offered. However, three of the four directors are planning to survey faculty to ascertain their needs. All three of these center directors indicated that a needs assessment was a beneficial activity. However, one of these directors made the following comment:

> A lot of what I learned about what people want and need just comes from working with people, working with lots of groups and lots of committees and finding out kinda first hand what people are concerned about.

In contrast to this view was the one held by the director of the largest center. The response given to needs assessment follows:

> No . . . on a campus of this size, you have several problems. The needs of faculty in the school of business are different from the needs of faculty in the history department . . . etc., etc.., etc., so if we were a smaller, more homogeneous institution, it might make sense, but the fact is . . . you have to look at the university not as a homogeneous whole with all 2400 faculty who are more or less interchangeable, but rather as very, very different subgroups and that, each of which not only has different needs, but also has a different culture about regarding teaching and learning and research so that, when you are dealing with an institution of this complexity, doing a needs assessment is kind of pointless. It's like doing a needs assessment across the United States, you are going to get all kinds of stuff. So what we rely want

is a focused attention of what people in these different areas are bringing to us.

Technology

Two of the teaching and learning centers provided technology-based training as part of their services. The other two centers did not because other departments on their campuses supplied that training, and, therefore, this was not a focus of these centers.

Research Question Two

What types of activities are offered for professional development of faculty?

Types of Activities

All of the centers studied offered workshops, projects, conferences, seminars, instructional development grants, and individual consultations in varying degrees. All of the activities except individual consultations coincided with the literature review conclusions as activities offered by teaching and learning centers. Specific topical areas are presented later in this chapter.

There is a sharp contrast between the age of the center and whether on-going series of workshops are offered. The two newest centers are currently offering an on-going series

of workshops. This is in contrast to the center that had been in existence the longest. This center director stated:

> We do everything that you read about in the literature, . . . the difference is that we tend not to give regularly scheduled open workshops, because we don't really feel that that's an effective way to go about it. It's just like, what if you give a party and nobody came. We did some of those in the beginning just to get our name out. But, basically, the same people kept showing up. What we tend to do are department based or school based workshops that are by invitation to us. In other words, the dean calls up or the department chair calls us and says, "Our faculty are struggling with this problem, can you come and do a workshop on this?" And those are typically very well attended because, the issue has been pre-identified. If you just do as a lot of centers do, and say, let's have a series of workshops . . . those are of limited usefulness and they take a lot of time and energy and money. Whereas, we would like to be much more strategic in where we put our efforts . . .

All four centers offered instructional development grants. These grants typically consist of small sums of money that can be used for course development. One director summed up the rationale for offering faculty these course development grants by stating:

> We give them grants for course development, small grants. See they can get big money, if there is big money available . . . they can get $5,000 or $8,000, but if they need a couple of hundred bucks to buy some stuff to use in their course, they don't have that kind of money, so every year we give away $10,000 in dribs and drabs of $200-$300.

Two directors noted that video conferences and guest speakers were utilized by their centers. Other activities that were identified included training sessions on academic

technology, and faculty study groups. One director noted that the center acts as a brokerage house to unite faculty with similar interests.

Successful Activities. Two directors indicated that all of the activities of their centers were successful. The director who deals mainly with individual consultations said this was the most successful activity. One director noted that workshops and study groups were the most successful activities.

Unsuccessful Activities. Two of the directors responded that the informal, conversational activities were not as successful (i.e. brown bag lunches). One of these directors called these lunches - BYOB lunches (bring your own brainstorms). Another director admitted that there have been some speakers who were not as talented as expected. The director of the center who deals with numerous teaching assistants responded that getting the teaching assistants to talk intradisciplinarily was difficult.

Evaluation of Activities. All four centers studied used some form of evaluation to measure their degree of success. Two of the centers evaluated every activity. One center evaluated only the more substantial workshops. The largest center evaluated all activities except individual

consultations. This director referred to the type of data received from these evaluations as "smiley face" data. The information received is good to know, but it does not help the center in terms of improvement. When questioned about why individual consultations were not evaluated, the director responded:

> No, we tried that a few years ago, to evaluate our services, . . .and they all came back with these glowing things on it. . . We didn't get one negative return . . . but A) it takes resources to do this. B) You are not getting the kind of information . . . if you want to alter what you're doing. It's not helpful. Hey, you're doing great, don't change a thing. Well we would like to change some things because we can't do everything and time and money and stuff is limited and we'd like to make sure we're doing things strategically the best we can. But faculty are not the best judge of that. So we haven't found that to be terribly useful, although, what we would like to do is a different kind of audit. We'd like to do something along the lines of a sort of an administrator's audit of what we do. . . . So, but, looked upon as an organization, how do deans and department chairs feel we are doing our job. How do they feel we could do our job better? So we're planning that for the future when we can get our ducks in a row to do this. But, for us, that would be a much more useful kind of audit to do. Because the others don't seem to turn up much of anything.

Types of Evaluation Forms. The evaluation forms that are distributed after an activity are typically short, concise forms. One director stated, "I don't believe in long detailed evaluation forms, I think they are a waste of time." The directors indicated that plenty of data could be obtained from this type of evaluation and all the

information needed could be derived from these forms. Some representative questions included: What did you learn from the workshop? How could it be improved? Any suggestions or comments?

Specific Topics

Teaching and presentation techniques were common topics in all centers. Cooperative learning, active learning, critical thinking, problem solving, and technology were also noted as "hot" topics.

The specific topics that each center offers are varied. The following is a summary of each of the four centers' offerings:

1. critical thinking, problem solving, incorporating writing in the curriculum, incorporating information technology in the curriculum, incorporating oral proficiency in the curriculum, new advising program, and video conferences.

2. teaching techniques, (i.e. cooperative learning, discussion, lecturing), technology, learning styles, more philosophical topics, and critical thinking.

3. Basic presentation techniques, active learning, questionning techniques, cooperative learning, and mind mapping strategies.

4. Technology based programs, learning styles, critical thinking, and speech communication.

Unsuccessful Topics. One director stated, "We haven't had anything much that was unsuccessful." This was the common thread among the majority of the center directors. However, when compelled to identify an unsuccessful topic, two of the directors named learning styles. Ethics, diversity, and theory-related topics were also listed as unsuccessful.

Publicity

The literature review revealed that many of the successful teaching and learning centers use newsletters as one of the main avenues for publicity. All of the centers studied used this approach as well as paper flyers and some form of electronic medium to inform faculty. Individual letters were also written inviting faculty to various activities.

Research Question Three

How is the center funded?

Institutional Funding

All four centers are currently funded from state sources. Only one center was established using both grant

and state funding. Today, this center not only received state funding, but also has received donations from faculty and other donors, as well as pursuing some grant funding.

The operating budget of the largest center is funded primarily from state funds. However, other sources such as their endowment of $200,000 to $300,000 are used for additional funding. This director would like to see the center's budget considered a line item in the overall budget process rather than just a temporary fund.

Another center received state funding that was considered "hard" money - not "soft" money. This teaching and learning center is considered a program of the office of the provost that has permanent funding.

One director stated that the center received funding in a variety of ways. The salary of this director, who is in a rotating faculty position, is paid through the academic department, not through the center. In addition to the regular operating budget, this center has received additional personnel money as well as some internal grants for special projects.

Grant Funding

The literature review revealed that most faculty development programs were funded from external sources in the 1970s. However, only two of the centers studied had

received grant funding in the past. One director who has not received any grant funding stated, "Although I think as the center evolves, that could be one of the things that we would do." A director who has received grant funding explained:

> Nasty thing about grants is that you have to service the grant. The bigger the grant, the more time it takes. You take one person out of our staff to administer a grant, you've just knocked a whole into that program right there. . . . we've had a couple of small ones that we've gotten sort of as co-investigators, or co-appliers for the things with some other group, and found out that even at that it is so time consuming. And the fact is because we are so labor intensive, because we emphasize individual consultations so much, it would really hurt us badly to do that. And the thing is, you don't get grants for fundamental services. You get them for special things. . . . We're adding that on to all the other stuff we're supposed to do. So, I think that if I were a new center director, I might use that as a way to get publicity, but you see it doesn't win you friends and influence people.

Because all four centers studied are supported through institutional funding rather than grant funding, this action makes a strong statement about the commitment of their respective universities to support teaching.

Accountability

All four centers were accountable for their resource allocation to the provost's office. Each director developed an annual report that was submitted to the office of the

provost. No formalized evaluation schedule or guideline was given to any of the directors. One director commented:

> And the actual report that I send in is something that I invented myself. Nobody has ever given me a format that I need to follow, although I do fill out a separate faculty activities report that . . . follows a university wide process.

Research Question Four

How are the center activities evaluated?

Each center evaluates its respective activities differently. One center does a "post-mortem" on its activities. This director stated:

> We take the data and we ask "What did that data tell us about ourselves?, what did this data tell us about the number of hours we're spending in individual consultations versus workshops versus other things? . . . What does this tell us about what we're doing and is this where we really want to be?" So we do use it to change programs, to reassess what we're doing and to maybe redirect if necessary.

One center director is always listening and seeking feedback on their activities. The staff of the center are currently planning a large study using a random sample of people at their university to determine perceptions regarding the center.

Another center uses written evaluations and direct contact with faculty as part of its assessment process. Additionally, a formal review is planned for next year. This

will include an internal committee to evaluate the center as well as an external review by experts in this field.

The advisory board of another center is primarily responsible for evaluation of that center's activities. This director would like more of a detailed evaluation process involving feedback and suggestions. This is the only director who mentioned an advisory committee.

Incentives or Rewards

All four centers studied offered incentives in the form of grant money that can be used by faculty in their teaching. However, there was no consistency in the number or amount of these awards. This type of incentive corresponds with the literature review as motivating factors for professional development. An incentive is available prior to participation in faculty development activities. Rewards are given after participation.

As to whether rewards are given to faculty, one director summed it up best by saying, "Nothing but the pleasure, shear pleasure of learning some stuff".

Impact upon Tenure, Merit Pay, or Promotion

All directors agreed that participation in center activities does not officially have an impact upon tenure, merit pay, or promotion. However, as one director stated:

> It may with some departments. If you have a department chair who really thinks we walk on water, and if a faculty member says I have been working with the center on my teaching, that may have an effect, I can't give you an example, I don't even know if this happens, I suspect it does.

Each director did state that participation should be listed in the faculty member's portfolio or annual report.

Voluntary or Non-voluntary Participation

One director reported that 99.9% of faculty who participate in the center's activity do so on a voluntary basis. The remaining faculty who are referred by their supervisors are not required to work with the center.

The other directors were adamant about working with faculty only on a voluntary basis. Quotes from these directors included: "You can lead a horse to water, but you can't make him drink"; "I will not work with people who are not voluntarily working with me."; and "We just flat out do not do activities where people are forced to go, and we take the roll and report back whether they went. We just do none of that."

Additional Center Information

Changes in the Center

When asked what changes each director would make in the center, two directors conveyed the same response. They both expressed a need for a private endowment and a need for

additional personnel. The private endowment would provide additional funds for activities and the additional personnel would help serve their faculty more effectively.

One director expressed three changes for the center: (a) an addition of a big conference room or small auditorium with all the latest instructional technology equipment; (b) a longer term for the rotating director's position which would allow for more continuity; and (c) more technical assistance for marketing the center's activities.

The director of the fourth center would like more space for the center. The visibility for the center is important and this space would enable the center to continue to grow.

Biggest Challenge

According to three of the directors, the biggest challenge facing the center in the next five years will be technology. This answer does not come as a surprise because the literature review confirmed technology as a primary need for fundamental change.

One director noted that keeping pace with technology was a problem. More complex programs are being offered through the center. Another director cautioned about the onslaught of technology by stating:

> We have been working to get faculty to adopt better teaching methods, that is, interactive teaching methods, teaching critical thinking, better assessment

> methods, teaching not just content but teaching process, teaching students how to learn, become lifelong learners, interacting with students. Along comes technology and right away you draw an electronic curtain between you and the students, you're saying now I'm having to put all my stuff on Powerpoint, and now I'm imprisoned in front of the room because I have to run the Powerpoint demonstration. We can't, we don't have time for discussion today, because I've got all these lovely illustrations I want to show you. That is what I perceive is the biggest threat because we have been working, we have been making progress getting faculty to interact with students. . . And the danger is that they will be forced by what are simply external pressures to adopt a technology that does not fit that style, and that we're going to go back to what is essentially an electronic lecture. That is, that would be tragic, because it is real easy to make a whiz bang lecture on Powerpoint. And that is, that's a real threat I think.

In relation to technology, two directors would like to see a professional computer instructional technology person employed to assist faculty with their efforts. One director would like to have a full-time instructor and designer with the responsibility of working with faculty to change and revitalize their teaching.

Another challenge stated by two directors was the continuing challenge of where teaching fits in the reward structure of a research university. Each director said that continued progress needs to be made which increases the value of teaching. This view concurs with the literature review that reported faculty view publication and research as a primary source of achievement for promotion, tenure, and higher salaries. The director of the teaching and

learning center at the Master's (Comprehensive) I University stated that assessment of teaching effectiveness was very important at that university.

One caveat to this change of reward structure was expressed by one director:

> But here is the double bind that it's putting people in. We're still going to require the same level of research, but now we're going to require that you also can teach very well. And that is, a lot of people who were hired under the old regime are saying, "Wait a minute you didn't tell me that was going to be a requirement". So, it is now, it is not uniform I must, I got to emphasize, it's not uniform across every department, some departments are much stronger with respect to measurement of teaching than others, but everybody is doing it. . . . You have to document your teaching, you have to talk about your teaching, you have to spend time thinking about it and creating this portfolio. . . . So I think that says something good about the institution.

Another challenge expressed was the need for more interdisciplinary work. This director said that barriers need to be broken down between discipline and department lines.

Staffing

The background that a director should possess has been mentioned prominently in the literature. The review revealed that directors should have previously been full-time teachers and possess strong leadership on campus. This was confirmed through the comments of three directors. The directors said that teaching on the college level,

possessing knowledge of teaching pedagogy, and knowing most of the faculty in the university were extremely beneficial.

Physical Classroom Environment

One director added a comment on the physical classroom environment. He stated:

> If you look at classrooms in this university, they haven't changed much in 30 years. In fact 50 years. And, there's still oriented physically speaking to the kinds of teaching practices that you would see years and years ago. So one of the things that we've been working on is a way of changing the physical aspects of classrooms and that, one piece of that is the technology stuff. We have many classrooms now that is set up, so that computer enhanced presentations can take place, multimedia kinds of things can go on. And some classrooms in fact are computer laboratories. But we still have a problem in terms of spaces, having deficits with respect to fundamentals like acoustics, lighting, temperature control, fixed seating versus flexible seating and just simply the cold ugly places, and I've been trying to raise awareness of that. We've got a large classroom study taskforce that's working now to bring some changes to classrooms. It's a logical thing to look at because it's hard to ask people to change their teaching when you know it's not possible to do it in the settings that they are working in.

Summary

The results of the interviews were presented in this chapter. The research questions posed in Chapter 3 were used to structure the presentation of the findings. Additional information obtained from the interview process was also presented. The conclusions and recommendations are presented in Chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides the conclusions and recommendation drawn from the findings presented in Chapter 4. In addition, recommendations for future research opportunities are presented.

Conclusions

Conclusion One

The literature review revealed that a variety of opportunities for professional development must be given to meet individual faculty member's needs. Each center offered various workshops, projects, conferences, and seminars.

Although each center offered individual consultations as part of its services, the contrast in proportion had not been anticipated. The use of individual consultations has not received as much exposure in the literature as have some of the other activities. This type of activity was the centerpiece at the largest center studied. This center also had the largest number of personnel. Obviously, more personnel allowed individual consultations to be conducted easier.

Conclusion Two

The topics of the workshops, conferences, seminars, etc., that were offered by these centers were anticipated. Teaching and presentation techniques were common in all centers. Also expected was the addition of special interest and discipline topics that corresponded with each center's climate and culture.

The hesitancy on the part of the directors to identify unsuccessful topics was not expected by this researcher. One director identified ethics as a topic that was unsuccessful. This surprised not only the researcher but also the director of the center. The director said that faculty at this institution are concerned about what is ethically correct, but they do not want to discuss it in an open forum. Other unsuccessful topics not anticipated by this researcher were those related to learning styles.

Conclusion Three

The literature review revealed that all faculty will not respond to the same approach to professional development and included several suggestions that a variety of programs should be offered. Each of the centers studied showed the diversity and variety of its culture, environment, and faculty needs. Each center offered programs suitable for its faculty.

Because the climate and culture of each university is unique, no uniform mission statement could have been used for all centers. Regardless of what the impetus for the development of each center was, the director's responses concurred with the literature review, which stated that the main emphasis of faculty development should be upon the improvement of teaching. One center's logo, "Promote Excellence in Teaching", could have been used for all centers studied.

Conclusion Four

Although the literature review showed that in the 1970s most faculty development programs were funded through external sources, all four centers analyzed in this study were funded by institutional funds. This type of funding validates the commitment of each of these universities to the professional development of faculty.

However, one issue that was not anticipated by this researcher was the negative perception of grant funding stated by the director of the largest center. This negative aspect could be one explanation as to the lack of grant funding at all four centers.

Conclusion Five

The evaluation of the teaching and learning centers was perhaps the most revealing aspect of this study. The lack of any requirements for center evaluations was not expected. Although each of the four directors produced an annual report to the office of the provost, no uniformity existed. These reports were developed using no guidelines or specifications for any type of evaluation process.

Conclusion Six

In accord with the literature review, participation in faculty development activities had no significant impact upon tenure, merit pay, or promotion. At research universities, research and publication are still the primary avenues for promotion. This study did reveal that some of the department chairs considered teaching ability as part of the faculty member's evaluation.

Conclusion Seven

The literature review revealed certain characteristics of successful faculty development programs and directors. However, one aspect not mentioned in the literature review was the continuation of a center director teaching at least one course. Each of the directors interviewed said it was beneficial to keep abreast of the continuing trials and

tribulations of faculty members. Staying active in the classroom helped them accomplish this endeavor.

Recommendations

The following are recommendations based on the findings of this investigation:

1. Teaching and learning centers should be assessed by both internal and external evaluators. Currently, all centers studied use internal evaluations conducted by members of their own staff. Only one center indicated that an external review was planned as part of its evaluation process.

2. Formative evaluation procedures as well as summative should be used in the evaluation of faculty. Summative evaluations do not provide sufficient information for faculty to improve their teaching. A more formative approach would allow the centers to determine whether their activities actually had an impact on a faculty member's teaching.

3. Evaluations should be shared outside the organization. Most evaluations are internal and are not publicly distributed. This information corresponds with the literature review that states there is little data which can be used to demonstrate a positive impact of teaching and learning centers. If more information were disseminated,

teaching and learning centers would be able to justify their existence.

4. Centers should assist faculty members only on a voluntary basis. This corresponds with the literature review conclusion that an individual should not be forced to participate by the administration. Participation in activities should not be looked upon as punitive.

5. Directors of teaching and learning centers should previously have been full-time faculty. It is also beneficial if they were hired from within the university. This individual is aware of the budget, governance structure, and personnel on campus. These directors must provide strong leadership and credibility on campus. This study revealed that tenure is advantageous although not a necessity.

6. The reward structure of universities needs to be changed to include a focus on classroom teaching. Very little progress has been made at four-year research universities toward this goal. This would be a motivating factor for participation in activities at teaching and learning centers.

Recommendations for Further Study

As a result of this study, it is recommended that a replication of this study be conducted using a larger sample

of four-year public institutions of higher education to increase the generalizability of the findings. Specific topics to be expanded should include: activities, funding, evaluation of center activities, reward structure for promotion, and characteristics of center directors. Additional issues to be examined should include: the physical classroom environment and how it relates to teaching, motivating influences of faculty to participate in center activities, and reasons for resistance of nonparticipating faculty.

Based upon the literature review, a further recommendation for study would be to analyze the difference in participation by gender. The literature review revealed that women were more likely than men to engage in the maximum level of faculty development.

The final recommendation of further study would be to tract participants of teaching and learning centers and determine the percentage of those who do obtain tenure and receive promotions. This percentage could be compared to the percentage of non-participants who obtain tenure and receive promotions.

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APPENDICES

APPENDIX A

Preliminary Interview Guide

INTERVIEW GUIDE

Interviewee Personal Information:

What is your name and title?
What is your background, training?
Is your position FTE (Full time equivalent) assigned or part-time?
Are you considered faculty ranked? Tenured? Or an Administrator?
Were you hired from within or outside the institution to direct the center?
Is this position continuing or short term?
What is the name and title of the person to whom you report?
If you could "design" a center director, what career path would you have him or her follow?

Center Information:

Describe your teaching and learning center relative to professional development of faculty. (Mission, goals, objectives)
What was the impetus for the development of the center?
Specify where the center belongs in the organizational chart of the institution.

Activities:

What types of professional development activities do you offer faculty? (Technology based, etc.)
What are the successful faculty development activities of this center?
Explain how success of these activities are measured.
What activities have been unsuccessful?
What are the needs or expectations of the faculty?
How do you determine the needs or expectations of the faculty?

Funding:

How is the center funded? (Grants, institution funding, etc.) If grant funded, how will the center be funded when the grant ends?
Specify the process involved in procuring funding from your institution.

Describe how the center is included in planning and resource allocation of the university.
How is the center held accountable for their resource allocation?
Describe the evaluation process by which the center is held accountable for expenditure of funds.

Evaluation:

How are the center services evaluated?
Explain how the results of this evaluation are being used for improvement.
How are faculty evaluated on their participation in your activities?
What incentives or rewards are given faculty for participation?
Illustrate how you serve faculty on a voluntary, or non-voluntary basis. (Give Examples).
Characterize how participation in the center activities impacts upon the faculty evaluation process in regard to tenure or merit pay increases.
How are you making information available to the faculty? (brochures, newsletters, etc.)

Wrap-Up:

What have you learned and changed since you have been in existence?
How has the center been a catalyst for change?
If you could redesign the center, what changes would you make? (Design, marketing, etc.)

APPENDIX B

Follow-Up Letter

Informed Consent Form

Request For Information

FOLLOW-UP LETTER

Date

Address

Dear

Thank you for agreeing to participate in my doctoral research to ascertain certain attributes of teaching and learning centers relative to professional development of faculty in four-year public institutions of higher education. This research is being conducted as a partial fulfillment for the requirements for the Doctor of Education degree.

The interview will consist of questions regarding teaching and learning centers. To expedite this process, I have enclosed a request for preliminary information and informed consent form. Please complete and return the requested information in the self-addressed envelope before the interview.

Thank you for agreeing to participate in this study. I look forward to seeing you on {date} at {time}.

Sincerely,

Melba H. Taylor

Enclosures

INFORMED CONSENT FORM

I understand that this study is being conducted to ascertain certain attributes of teaching and learning centers relative to the professional development of faculty in four-year public institutions of higher education. This research is being conducted as a partial fulfillment for the requirements for the Doctor of Education degree for Melba H. Taylor.

I agree to participate in an interview which will be recorded on audio tape. Risks for participating and inconveniences will be minimal. Participation in this study is strictly voluntary. I realize that I am free at any time to refuse to answer any questions or provide any information requested. I may also withdraw from the study at any time.

I understand that quotes from the interview may be used in the dissertation, but that all identifying information, such as names and institution, will not be used to insure strict confidentiality. I recognize the fact that anonymous quotes may later be utilized by the researcher in workshop presentations and/or published works.

If there is a need to clarify any information, I will be available for a follow-up telephone conversation.

Given the above conditions, I consent to participate in this study.

_____ _____

Signature/Interviewee Date

_____ _____

Signature/ Researcher Date

Please complete and mail back to Melba Taylor in the enclosed self-addressed envelope.

REQUEST FOR INFORMATION

Please provide the following information prior to the interview and return in the enclosed, stamped, self-addressed envelope. Attach additional pages as necessary. Thank you.

What year did the teaching and learning center open?

_____

How many full- and part-time employees does the teaching and learning center employ?

Full-time _____ Part-time _____

Are they clerical or non-professional FTE staff or a combination?

What is the center's budget? _____

What is the number of tenured and tenured track faculty at your university? _____
Untenured? _____

What percentage of faculty use your services? _____

How many faculty have you served in 1997? _____

Where do you target your efforts (junior or pre-tenure faculty, tenured, or teaching graduate assistants)?

How many full-time equivalent (FTE) students does your institution serve? _____

Did you do a needs assessment to *initially* determine activities needed? _____
If yes, please enclose a copy.

Do you have a mission statement or statement of purpose for the center? _____
If yes, please enclose a copy.

What are your annual goals and objectives or strategies for the center?

_____

_____

_____

_____

_____

_____

What are the immediate goals of the center?

_____

_____

_____

_____

_____

What are the long-term (5- year) goals of the center?

_____

_____

_____

_____

_____ _____ _____

Name Title Institution

APPENDIX C

Local Auditor's Report

VIRGINIA HIGHLANDS COMMUNITY COLLEGE
P. O. Box 828 Abingdon, Virginia 24212-0828

September 16, 1998

Ms. Melba H. Taylor
6408 Old Jonesboro Road
Bristol, TN 37620

Dear Ms. Taylor:

I am pleased to provide you with this letter confirming the completion of my external audit of your qualitative data. My findings are cited below:

1. The data was complete and comprehensive. You used the data to provide linkages that were easily transferable. The data was organized in a manner that allowed this auditor to proceed without confusion.

2. Procedural information was gathered from our audit discussions and an extensive review of your field and debriefing notes. This auditor successfully used a sampling of your findings to trace back to the raw data. Your findings are based on the data and no evidence of researcher bias was detected.

3. An examination of the sampling procedures and the flow of methodological decisions were identifiable, purposeful, and relevant for a qualitative study. The process of inquiry was appropriate and thorough, thus establishing the dependability of the study.

4. The high level of sustained attention maintained in the study, the use of data triangulation, organized document notes and entries, and the integration of audit plans into the overall research design, confirm the credibility of the study.

This auditor, having completed a qualitative dissertation at VPI & SU, congratulates you on the high professional standards demonstrated in your study. I am confident that

Main Number: (540) 676-5484
FAX (540) 676-5591
Toll Free Number: (877) 207-6115 (in Bristol, Bluff City, Blountville, Scott Co., Lebanon, Dickensonville, and Smyth Co.)

your study's addition to the body of research on teaching and learning centers will provide significant contributions to the field of higher education.

I appreciate the opportunity to work with you and wish you continued success in your future endeavors.

Sincerely,

Jim E. Geiger, Ed.D.
Acting Director of Institutional Effectiveness

APPENDIX D

Interview Guide

Preliminary Information Form

INTERVIEW GUIDE

Interviewee Information:

What is your name and title?
What is your background and discipline?
How long have you been in this position?
Is your position full- or part-time?
Are you faculty or administrative? If faculty, tenured or non-tenured?
Were you hired from within or outside the institution to direct the center?
Is your position as director a permanent appointment or rotating position?
What is the name and title of the person to whom you report?
Where does the center belong in the organizational chart of the institution?

Center Information: (Use preliminary information to preface the next question)

Describe your teaching and learning center relative to professional development of faculty. (Mission, goals, objectives)
What was the impetus for the development of the center?
What do you perceive are the greatest needs of your faculty?
How did you determine this? (e.g. needs assessment, surveys, etc.)

Activities:

What types of professional development activities do you offer faculty? (e.g. workshops, projects, conferences, etc.)
What are the successful faculty development activities of this center?
Explain how success of these activities are measured.
What activities have been unsuccessful?
How do you publicize your programs? (brochures, newsletters, etc.)

Topics:

What are the general topics you offer faculty? (e.g. technology based, career success, learning styles, etc.)
What are the "hot topics" or the most widely received ones of this center?
What topics have been unsuccessful?

Evaluation:

How are the center programs and services evaluated?
How do you use the results to improve programs?
What incentives or rewards are given faculty for participation?
Do you serve faculty on a voluntary, or non-voluntary basis. (Give Examples).
Does participation of faculty in your programs have any impact upon their tenure, merit pay, etc.? If yes, how?

Funding and Accountability:

How is the center funded? (Grants, institution funding, etc.)
If grant funded, how will the center be funded when the grant ends?
If institution funded, how do you procure funding?
Is your center included in planning and resource allocation for the university? (e.g. building, supplies, etc.)
How is the center held accountable for this type of resource allocation?
To whom are you held accountable for expenditure of funds and/or resources?
Is there a formalized evaluation process that the center is held accountable for expenditure of funds? Resources? If yes, what type of process?

Wrap-Up:

If you could change the center, what changes would you make? (Design, marketing, etc.)
What do you perceive is the biggest challenge your center will face in the next five years?

Is there anything else you would like to add?

PRELIMINARY INFORMATION

Please provide the following information and return in the enclosed stamped, self-addressed envelope. Thank you.

What year did the teaching and learning center open?

_____

How many full-time equivalent (FTE) students does your institution serve? _____

How many full- and part-time employees does the teaching and learning center employ?

Full-time _____ Part-time _____

What is the center's annual budget - including salaries?_____

What is the number of tenured and tenure track faculty at your university? _____
Non-tenure track? _____

What percentage of faculty (full- and part-time) use your services? _____

How many faculty (full- and part-time) did you serve in 1997? _____

Where do you **mainly** target your efforts (e. g. junior or pre-tenure faculty, tenured, or teaching graduate assistants)? _____

When the center opened, did you do a needs assessment to *initially* determine activities needed? _____ If yes, please enclose a copy.

Do you have a mission statement or statement of purpose for the center? _____
If yes, please enclose a copy.

Do you have written annual goals and objectives for the center? _____
If yes, please enclose a copy.

Do you have written long-term (e.g. 5- year) goals of the center? _____
If yes, please enclose a copy.

Please enclose any current brochures, newsletters, and annual reports that you may have available. Thank you.

_____	_____
Name	Title
_____	_____
Institution	Date

VITA

MELBA H. TAYLOR

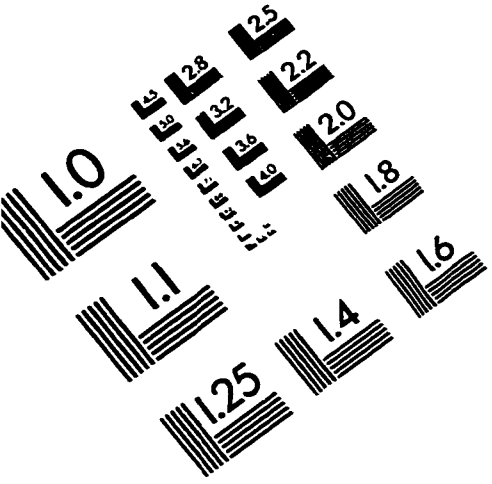
EDUCATION:
Virginia High School, Bristol, Virginia
East Tennessee State University, Johnson City, Tennessee; B.S., 1982
East Tennessee State University, Johnson City, Tennessee; M.Ed., 1983
George Mason University, Fairfax, Virginia; Graduate Diploma in Community College Education, 1995
East Tennessee State University, Johnson City, Tennessee; Ed.D., 1998

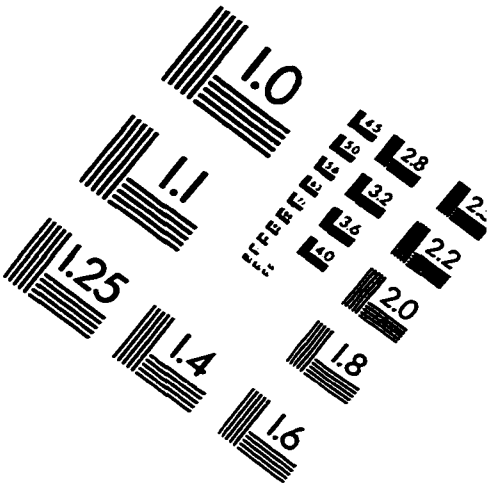
Professional Experience:
Interim Academic Dean and Instructor; Bristol College, Bristol, Tennessee, 1983-1984
Business Teacher, Virginia High School; Bristol, Virginia, 1984-1987
Professor of Administrative Support Technology; Virginia Highlands Community College, Abingdon, Virginia, 1987-Present

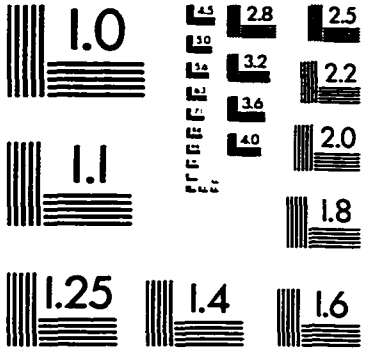
Publications:
"Strategies of Innovative Teaching", Virginia Community Colleges Association Journal, Volume 9, Number 1, Fall/Winter 1994.
"Learning Styles", Inquiry, Volume 1, Number 1, Spring 1997.

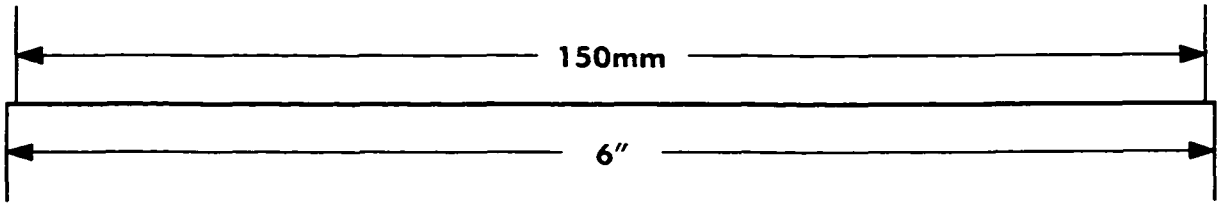
Honors and Awards:
National Business Education Award of Merit for Outstanding Achievement in Business Education Recipient. East Tennessee State University, 1982.
Johnnie E. Merritt Scholarship Recipient from the Virginia Community Colleges Association to attend the Virginia Master Teachers Seminar, 1993.
Virginia Master Teachers Seminar Facilitator, 1994 - Present.
New Horizons Conference for the Commonwealth of Virginia Co-Chair, 1994.
President, Virginia Community Colleges Association, 1997-1998.

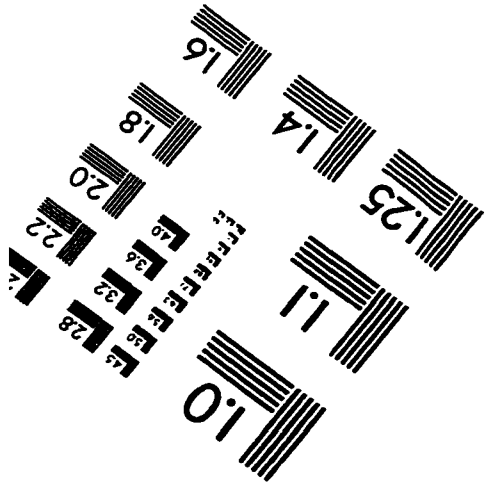
IMAGE EVALUATION
TEST TARGET (QA-3)

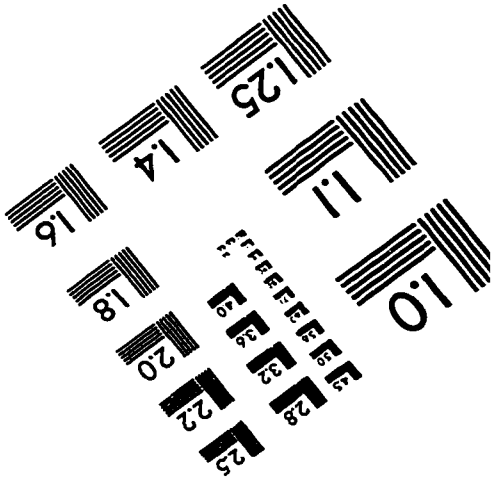












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