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Faculty Development Practices at Florida's Public Community Colleges:
Perceptions of Academic Administrators, Faculty Development Practitioners,
and Full-time Faculty Members

by

Susan Sparling Finlay

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education
Department of Adult, Career, and Higher Education
College of Education
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chief academic officer, inservice

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Dedication

This dissertation is dedicated to my parents, Joan and Gerald Sparling who have given their love and always been supportive of my academic endeavors. I retained my maiden name in the publication of this dissertation to honor you both. To my husband John. Not a day goes by that I don't recognize all that you have done for me to get to this day. The unwavering support, encouragement, and love you have provided has given me the strength to overcome all obstacles. Without your understanding and confidence in me this dissertation would not have been possible. This is also for my son Logan who was born just as I began my coursework. Although curious as to what I was always doing and impressed that I was writing a book, you still didn't understand why mommy was always busy. I hope that when you are older my graduation will serve as motivation in life.

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I would like to thank each of my committee members for their guidance, support, and expertise as I pursued completion of this dissertation. Dr. Robert Dedrick, Dr. Robert Sullins, and Dr. William Young provided thoughtful comments and questions which certainly helped to focus the direction of my research. Each of you, with your special expertise, provided me with invaluable advice, encouragement, and careful guidance.

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TABLE OF CONTENTS

LIST OF TABLES.....	iv
LIST OF FIGURES	vi
ABSTRACT.....	vii
CHAPTER 1 INTRODUCTION	1
Background and Context.....	1
Statement of the Problem.....	4
Purpose of the Study	6
Research Questions.....	6
Significance of the Study	8
Limitations	9
Delimitations.....	11
Definitions.....	12
Organization of the Study	15
CHAPTER 2 REVIEW OF THE LITERATURE	16
Defining Faculty Development.....	18
Single Dimensional Approach	18
Developmental Approach	19
Three Dimensional Approach.....	20
Four Dimensional Approach.....	25
Summary of Definitions and Definition to Be Used in Present Study	27
Historical Overview of Faculty Development	28
Faculty Development in Higher Education.....	28
Faculty Development in Community Colleges.....	31
Importance of Faculty Development in Community Colleges	33
Student Diversity in an Open Admissions Climate	33
Lack of Teacher Preparation.....	34
Faculty Autonomy and Isolation.....	35
Technology Explosion and Workforce Development.....	36
Florida’s Administrative Code 6A-14.029	37
Summary	39
Research Exploring Faculty Development at Community Colleges	41
National Studies	41

Most Notable National Studies	42
Murray’s Studies and Limitations.....	42
Grant and Keim’s Study and Limitations	45
Individual State Studies	47
Perceived Value of Faculty Development	48
Faculty.....	48
Faculty Development Practitioners.....	49
Academic Administrators	50
Important Questions That Remain	51
Summary of Literature.....	52
 CHAPTER 3 METHODS	 54
Research Questions.....	54
Research Design.....	56
Development of Instrument	57
Pilot Study.....	60
Full Study Collection of Data	63
Population and Sample	66
Data Analysis Decisions	74
 CHAPTER 4 RESULTS	 79
Research Question 1: Faculty Development Practices Offered in the Last Three Years	79
Research Question 2: Relationship Between Full-time Faculty Population and Total Number of Practices	83
Research Question 3: Relationship Between Full-time Faculty Population and Total Number of Practices in Clusters.....	85
Research Question 4: Perceived Relative Value of Faculty Development Practices.....	93
Research Question 5: Relationship Between Respondent Groups on the Perceived Value of Faculty Development Practices Grouped in Six Clusters	100
Research Question 6: Relationship Between the Perceived Value of Practices Grouped in Six Clusters and the Disciplines of Faculty	104
Additional Findings	116
Summary of Key Findings	118
 CHAPTER 5 DISCUSSION.....	 124
Summary.....	125
Results and Conclusions	128
Research Question One.....	130

Research Question Two & Three.....	131	
Research Question Four.....	133	
Research Question Five.....	137	
Research Question Six.....	137	
Implications and Recommendations for Florida’s Community Colleges.....	139	
Implications and Recommendations for National Community Colleges.....	146	
Limitations and Recommendations for Future Research.....	147	
REFERENCES.....	151	
APPENDICES.....	162	
Appendix A	Email Request to Voting Member of the Council on Instructional Affairs for Name of Individual Directly Responsible for Faculty Development at their Institution.....	163
Appendix B	Faculty Development Practices Survey Instrument.....	164
Appendix C	Email to NCSPOD Board of Directors.....	180
Appendix D	Email To Survey Respondents.....	181
Appendix E	Second Email to Survey Respondents.....	182
Appendix F	Invitation to Participate in Focus Group Email to Pilot Study Respondents.....	183
ABOUT THE AUTHOR.....	End Page	

LIST OF TABLES

Table 1	Three Dimensional Approaches.....	21
Table 2	Four Dimensional Approaches	26
Table 3	Individual State Studies	47
Table 4	Cronbach’s Alphas for the Six Clusters of Faculty Development Practices ($n = 21$)	63
Table 5	Chief Academic Officer’s Demographics.....	68
Table 6	Faculty Development Practitioner’s Demographics	70
Table 7	Institutional Response Rate and Percentage of Population.....	72
Table 8	Full-time Faculty’s Demographics	73
Table 9	Respondent’s Academic Discipline Area	74
Table 10	Cronbach’s Alphas for the Six Clusters of Faculty Development Practices ($n = 408$)	77
Table 11	Number and Percent of Institutions Offering Practice Per Chief Academic Officer.....	80
Table 12	Perceived Value of Faculty Development Practices by Respondent Group	93
Table 13	Paired-Samples T-test Results for CAOs and Full-time Faculty on the Perceived Value of Faculty Development Practices Grouped in Six Clusters	101
Table 14	Mean Perceived Value by Discipline for Faculty Development Practices Clusters	105
Table 15	Mean Perceived Value Differences for General Teaching Enhancement Practices	107

Table 16	Mean Perceived Value Differences for Specialized Programs	108
Table 17	Mean Perceived Value Differences for Consultations.....	110
Table 18	Mean Perceived Value Differences for Incentives and Awards	111
Table 19	Mean Perceived Value Differences for Time Away From Campus	112
Table 20	Mean Perceived Value Differences for Educational Resources	113
Table 21	Summary of Differences Between Faculty Development Practices Clusters	123

LIST OF FIGURES

Figure 1	Relationship between the size of the full-time faculty population and the total number of practices offered	84
Figure 2	Total number of faculty development practices in General Teaching Enhancement Practices in relation to the size of the institution as determined by the number of full-time faculty	86
Figure 3	Total number of faculty development practices in Specialized Programs in relation to the size of the institution as determined by the number of full-time faculty	88
Figure 4	Total number of faculty development practices in Consultations in relation to the size of the institution as determined by the number of full-time faculty	89
Figure 5	Total number of faculty development practices in Incentives and Awards in relation to the size of the institution as determined by the number of full-time faculty	90
Figure 6	Total number of faculty development practices in Time Away From Campus in relation to the size of the institution as determined by the number of full-time faculty	91
Figure 7	Total number of faculty development practices in Educational Resources in relation to the size of the institution as determined by the number of full-time faculty	92

Faculty Development Practices at Florida's Public Community Colleges: Perceptions of
Academic Administrators, Faculty Development Practitioners,
and Full-time Faculty Members

Susan Sparling Finlay

ABSTRACT

Faculty development is a means by which institutions can assist faculty in addressing the challenges they face each day in the classroom. Certainly the importance of faculty development is never more evident than within community colleges where access is provided to all students through an open-door admission policy which often produces a more diverse student body creating numerous institutional challenges. Overtime, on many campuses, faculty development practices have come to play a prominent role in attending to these challenges.

This study: (a) examined faculty development practices offered in the last three years by Florida's 22 public community colleges and determined if the total number of different practices offered as well as the different types of practices were related to institutional size as measured by the number of full-time faculty (b) assessed and compared the relative perceived value of these practices as viewed by full-time faculty, faculty development practitioners, and academic administrators in these institutions, and (c) assessed and compared the relative perceived value of faculty development practices as viewed by full-time faculty within six different discipline areas.

An original web-based questionnaire was used to gather data from the chief academic officers, faculty development practitioners, and full-time faculty at Florida's 22 public community colleges. Chief Academic Officers of 18 of the institutions reported that all 42 faculty development practices included in the survey were offered by at least one institution in the last three years. Results also revealed clearly that on all campuses, many full-time faculty were unaware that these practices were offered. No significant relationship was found between the total number of practices offered and the number of full-time faculty employed by institution. A relationship was noted between institutional size and the cluster of faculty development practices labeled general teaching enhancement practices. The mean perceived value by each respondent group on 42 faculty development practices reported three of six clusters revealed significant differences between fulltime faculty and chief academic officers. The perceived value ratings of faculty across six different discipline groups were observed for each of the six clusters of faculty development practices. Implications for future research were identified.

CHAPTER 1

Introduction

Background and Context

Community colleges are open-door institutions that provide access to higher education at an affordable price and are committed to quality teaching. According to the American Association of Community Colleges (2004), annual enrollment figures approximate 10.4 million students, with 5.4 million enrolled in credit programs. Forty-four percent of all undergraduates enrolled in higher education institutions in the United States attend community colleges. Compared to their university counterparts, students at community colleges come from a variety of diverse backgrounds and are more likely to be older, attend on a part-time basis, and enter as under prepared learners.

The diverse student body at community colleges has always created many challenges for traditional models of instruction and has stretched institutions' learning resources in many directions. Historically, faculty development initiatives have emerged in response to the various challenges faced by institutions of higher education. Given the role of higher education to respond to community and societal changes, the need for faculty development programs to assist faculty members' efforts to respond appropriately to a rapidly changing student population has been firmly established.

Despite the need for faculty development, the relevant literature does not reveal a distinct definition or program blueprint. That is, no single consensual definition of faculty

development exists. The variety of faculty development definitions that appear in the literature generally fit into a range of dimensional approaches that encompass such areas as: curriculum development, instructional development, professional development, staff development, organizational development, and personal development. The single dimensional approach looks at faculty development as any activity that helps faculty become more competent teachers. It is simplistic compared to a three dimensional approach that typically consists of the areas of organizational, instructional, and personal or faculty development as separate dimensions (e.g., Abedor & Sachs, 1984; Bergquist & Phillips, 1975; Cooper, 1981; Gaff, 1975; Menges, 1985; Millis, 1994; National Council for Staff, Program, and Organizational Development, 1993; Professional and Organizational Development Network in Higher Education, 2003; and Schuster, 1990). A four dimensional approach distinguishes a difference between instructional and curricular development, along with the professional and organizational dimensions (e.g., Alstete, 2000; Brawer, 1990; California Postsecondary Education Commission, 1988; Eble & McKeachie, 1985; and Grant & Keim, 2002). Another approach lacks dimensions and takes a more holistic view and is simply termed the developmental approach.

Taking into account the wide range of alternative approaches, a comprehensive definition of faculty development might be: any activity or practice in higher education that is dedicated to the on-going value of improved learning and teaching through faculty, instructional, curricular, and organizational development. Faculty development supports and fosters improvement in higher education through human development that is “lifelong, holistic, personal, and professional learning, growth, and change” (POD, 2003).

In many ways the history of organized faculty development programs in higher education is brief. Early efforts in the 1950's and 1960's were commonly limited to providing faculty with funding for conferences, sabbaticals, and release time. Growth in faculty development activities in the 1970's was spurred through a variety of educational foundations offering institutional grants for instructional improvement. Two significant pieces of research during the decade, Gaff's 1975 book entitled, *Toward Faculty Renewal*, and Bergquist and Phillips' 1975 book, *A Handbook for Faculty Development (Vol.1)*, brought significant attention to the field.

Committed to teaching, community colleges have integrated formal and informal faculty development practices since their historical beginning. Faculty development is central to the mission of community colleges because of the multiple challenges faced. These challenges include, but are not limited to: changing diverse student body, technology explosion, declining higher education budgets, the demand for greater state-mandated accountability measures (Alexander & Newsom, 1998; Alfano, 1993b; Alstete, 2000; Brancato, 2003; Cross, 2001; Eble & McKeachie, 1985; Hammons, Smith, & Watts, 1978; Manzo, 1996; Millis, 1994; Oromaner, 1998; Pendleton, 2002; Plater, 1995), the lack of preparation and/or experience in teaching of many new faculty members (Bowen & Schuster, 1986; Fugate & Amey, 2000; Gibson-Harman, Rodriguez, & Haworth, 2002; Mintz, 1999; Shakelford, 1993), and professional autonomy and isolation (Brancato, 2003; Outcalt, 2002). Challenges such as these historically have been, and can continue to be, addressed through faculty development programs within community colleges nationally.

Faculty development takes on special significance in Florida's community colleges as Florida has risen to the challenges presented by implementing a 1968 state statute (230.767 F. S. 1968) on staff and program development. This statute continued until July 20, 2004 in the Florida Administrative Code (6A-14.029) and called for every Florida community college to adopt policies on staff and program development and allocate "not less than two percent" from its resources available for current operations (1995, p. 260). On July 20, 2004 the Florida Administrative Code (6A-14.029) was amended by removing the two percent allocation yet the code still contains the directive that "each community college shall identify within its annual operating budget funding to support staff and program development activities" (1995, p. 260).

Even without the two percent allocation requirement, Florida's policy stands as a model for other states and supports the research in the area of faculty development that indicates that these programs are both necessary and valuable within community colleges. If higher education institutions want to respond to the ever increasing changes in students and their needs that our society is producing, faculty development is one way to take action. Though faculty development may have varied definitions and may be carried out in a wide variety of different ways research seems to confirm the need for faculty development programs and research also defines some of the conditions that must be met if those programs are to be successful.

Statement of the Problem

While faculty development has a long history in community colleges throughout the United States, the faculty development efforts of Florida's community colleges have

not been studied either comprehensively or recently. Although some Florida community colleges contributed to earlier National studies (i.e., Centra, 1976; Smith, 1981; Cooper, 1982; Bauske, 1983; Dellamura, 1986; Snyder, 1988; Hoerner, Clowes, & Impara, 1991; Hopple, 1991; Murray, 1999, 2001; Grant & Keim, 2002), these descriptive studies typically focused attention on practices offered and failed to consider the perceived value of these practices and how perceptions may differ among faculty, faculty development practitioners, and academic administrators.

Faculty development practices vary widely across the United States and although national studies have been conducted there is no clear picture of the current profile in Florida's community colleges. The most current national studies by Murray (2001) and Grant and Keim (2002) do not offer a picture of Florida that might guide in creation and/or improvement of programs. This is especially problematic when Florida community colleges must identify within their annual operating budget funds for staff and program development. This research addressed the gaps that existed by empirically investigating Florida's faculty development practices at the public community college level.

Although a limited number of studies (i.e., Byrd, 1985; Ellis, 1990; Phillips, 2002; Rosenberger, 1991; Titlow, 1980) isolated Florida's community colleges as the population under investigation, these studies failed to look at the perceived value of faculty development practices and programs. Specifically, these studies did not compare full-time faculty, academic administrators, and faculty development practitioners on their perceived value of faculty development practices. The perceptions of these three groups,

especially full-time faculty is necessary to develop a coherent analysis that can be utilized by institutions to develop, expand, or eliminate unnecessary faculty development offerings, not only in Florida, but nationwide as well.

Full-time faculty and their professional development are the primary focus of faculty development and if their perceptions are not taken into account in developing practices and programs, it is possible, and probable, that unnecessary programs will be offered and needless dollars spent. This study forged new ground by investigating full-time faculty, academic administrators, and faculty development practitioners perceived value of the different types of faculty development practices currently offered at Florida's community colleges.

Purpose of the Study

One purpose of this study was to examine faculty development practices offered in the last three years by Florida's 22 public community colleges and to determine if the total number of different practices offered as well as the different types of practices were related to institutional size as measured by the number of full-time faculty. A second purpose was to assess and compare the relative perceived value of these practices as viewed by full-time faculty, faculty development practitioners, and academic administrators in these institutions. A third purpose was to assess and compare the relative perceived value of faculty development practices as viewed by full-time faculty within six different discipline areas.

Research Questions

The research questions were constructed based on the statement of the problem to

collect the necessary information on the current picture of faculty development practices in Florida's public community colleges. This study investigated and sought to answer the following questions:

1. What faculty development practices have been offered in the last three years to full-time faculty employed at Florida's 22 public community colleges?
2. What is the relationship between the size of the full-time faculty population at each of Florida's 22 public community colleges and the total number of different faculty development practices offered at those institutions?
3. What is the relationship between the size of the full-time faculty population at each of Florida's 22 public community colleges and the total number of practices within each of the six clusters (i.e., general teaching enhancement practices, specialized programs, consultations, incentives and awards, time away from campus, educational resources)?
4. How are faculty development practices viewed in terms of perceived relative value by chief academic officers, faculty development practitioners, and full-time faculty?
5. What is the relationship between the perceived value of faculty development practices grouped in six clusters (i.e., general teaching enhancement practices, specialized programs, consultations, incentives and awards, time away from campus, education resources) and chief academic officers, faculty development practitioners, and full-time faculty?
6. What is the relationship between the perceived value of faculty development

practices grouped in six clusters (i.e., general teaching enhancement practices, specialized programs, consultations, incentives and awards, time away from campus, education resources) and discipline of full-time faculty (i.e., natural sciences, mathematics and computer science, social sciences, humanities and arts, professions/occupational and applied sciences, nursing and other allied health related fields)?

Significance of the Study

Given the importance of faculty development nationally in higher education, the resulting descriptive information from this study of Florida's community colleges can assist all institutions of higher education in assessing the breadth of their own faculty development programs in contrast to those in the state of Florida. This information may be used to change, alter, or add the elements of faculty development that full-time faculty perceive as having greatest value. In a time of shrinking budgets, community colleges throughout the nation are being called upon to be more accountable for the expenditure of all funds; this will require Florida's community colleges to show that their resources are used to effectively advance both their institutional mission and faculty development program goals.

There are several potential audiences for the results of this web survey investigation. The most immediate audience is Florida's community college faculty development practitioners as well as academic administrators who are ultimately responsible for faculty development. This study looked at the breadth of faculty development practices and activities as well as alternative formats or modes of delivery

that the practices and activities can take. Delivery format and not the variety of topics that could be explored within each format was the focus of this study. This analysis can provide insight into the breadth of possible faculty development practices available, as well as a clearer picture of each group's perceived value of various faculty development practices. Specifically, to be effective, faculty development programs must be aware of and guided by faculty perceptions.

Although individual institutions clearly have unique characteristics, such as size and location, the study's results can be used as an institutional self-assessment tool for each program. Additionally, while this investigation focuses on Florida's public community colleges, all institutions at every level of higher education, public or private, could profit from the analysis of faculty development that this investigation will provide.

Other groups that would have great interest in and benefit from the results of this investigation are the national professional organizations that advocate for and represent the practitioners in the various areas of faculty development. The largest and most prominent of these organizations are: National Institute for Staff and Organizational Development (NISOD), National Council for Staff, Program, and Organizational Development (NCSPOD), and Professional and Organizational Development Network in Higher Education (POD).

Limitations

Limitations are those constraints or restrictive weaknesses in a research design that are beyond the researcher's control and may influence the results, or how those results are interpreted, and pose threats to internal validity. The following are considered

potential limitations of the present study:

Respondent Related:

1. Respondents may respond in a manner they feel will be favored by their institution's administration.
2. Respondents may be from institutions where faculty development is a central focus and therefore would be more interested in carefully completing the survey.
3. Respondents may be from institutions with little or no faculty development and consequently may not be interested in responding thoughtfully.
4. Multiple campuses at an institution may create different faculty development needs among the campus faculty populations.

Timing Related:

1. The time at which the survey will be sent out, early in the Fall semester, may not be the best time for respondents who are new to their institution or their position and consequently may not be familiar with the faculty development offerings at their institution.
2. Respondents may not regularly read their email and may not open the survey during the one-month data collection period.

Technology Related:

1. Respondents may not favor the use of technology in the delivery method of the survey.
2. Respondent's internet connection may go down while responding to the survey and may not reconnect in order to complete it.

Delimitations

Delimitations are those parameters or restrictions, which the researcher controls, that affect the external validity and the generalizability of the study. The following are considered delimitations of the present study:

1. The current study restricted the population under investigation to public institutions because private institutions do not have to abide by the same regulations as those regulated by the state (e.g., the Florida Administrative Code 6A-14.029 which mandates each of Florida's public community colleges to identify funding within their annual operating budget to support faculty development activities).
2. Five of Florida's community colleges (Chipola, Edison, Miami-Dade, Okaloosa-Walton, and St. Petersburg) have recently (i.e., since 2001) begun to offer baccalaureate degrees and have been eliminated from the study as they may have faculty development programs that no longer focus on the uniqueness of the community college population.
3. Part-time or adjunct faculty will not be included in this study; as most faculty development programs are designed for full-time faculty, only full-time faculty will be investigated.
4. The current study was focused on instructional faculty development and did not examine staff development offerings, where staff is defined as all employees (e.g., secretaries, security officers, faculty, and counselors).

Definitions

For purposes of this study, the following terms are defined:

Faculty Development Practice: Any activity or policy designed to stimulate improvement in a faculty member's overall professional development. These activities are intended to stimulate learning and are meant to update, upgrade or improve the competence of a faculty member. These activities or policies may be presented in a variety of formats (e.g., workshops, conferences, consultations, grants, awards) and may be on any topic relevant to a faculty member's professional development (e.g., teaching techniques, technology skills, retirement planning, leadership training, student assessment, university coursework, sabbatical).

Public Community College: Any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree (Cohen & Brawer, 1996) and is not organized as a profit-making entity.

Faculty Development: Broadly defined, any activity or practice in higher education that is dedicated to the on-going value of improved learning and teaching through faculty, instructional, curricular, and organizational development. Faculty development supports and fosters improvement in higher education through human development that is "lifelong, holistic, personal, and professional learning, growth, and change" (POD, 2003). Within this study the terms faculty development and faculty professional development may be used interchangeably. Additionally, the literature review describes several other terms that are found in the relevant literature that are commonly used interchangeably with the term faculty development. Terms such as

curriculum development, instructional development, professional development, staff development, organizational development, and personal development, can be viewed as dimensions of the more broadly defined faculty development.

Academic Administrator: The chief academic officer (CAO) who is the executive level instructional leader (e.g. academic vice presidents, deans and provosts), and is the individual appointed by the institution's president as the primary contact and the voting member on the Council on Instructional Affairs, part of the Florida Community College System which is a division of the Florida Department of Education (Council on Instructional Affairs, 1999). Within this study the terms academic administrator and chief academic officer may be used interchangeably with CAO being the most common reference.

Faculty Development Practitioner: The individual most directly responsible for faculty development coordination as identified by the chief academic officer of the institution. Within this study the terms faculty developer, faculty professional development practitioner and faculty development practitioner (FDP) may be used interchangeably with FDP being the most common reference.

Full-time Faculty: An individual who the Florida Community College System designates as full-time instructional personnel in accordance with the Community College Management Information System's reporting requirements. This individual is an employee of the institution with full or permanent status and is hired to teach a full assignment of courses, normally the equivalent of at least five courses per semester or 15 load hours. This employee is paid by annual salary, receives benefits such as insurance or

retirement compensation, and has an annual or continuing contract with the institution. This will not include counselors or librarians as some institutions designate these positions as full-time faculty.

Part-time Faculty or Adjunct: An individual who the Florida Community College System designates as part-time instructional personnel in accordance with the Community College Management Information System's reporting requirements. This individual is an employee of the institution without full or permanent status and is hired to teach at least one course on a per contract basis. This employee does not receive benefits such as insurance or retirement compensation. Within this study the terms part-time faculty and adjunct may be used interchangeably.

Staff: "All college employees" (FAC, 1995, p. 260). Within this study, staff will refer to all college employees except those defined as full-time faculty or full-time instructional personnel in accordance with the Community College Management Information System's reporting requirements.

Assess: To determine the value or significance of.

Relative Value: A judgment made by an individual that determines the worth in usefulness or importance in comparison to something else.

Perceived Value: individuals "overall assessment of the utility of a product or service based on perceptions of what is received and what is given" (Zeithaml, 1988, p. 14). Within this study the individual will be asked to give their overall assessment of a faculty development practice (service) based on their perception of what that "service" will provide.

Organization of the Study

This chapter provides an introduction to the study by describing briefly the introduction to the study, the problem statement and research questions, the study's purpose, significance, limitations, delimitations, and offering a set of definition's of terms. Chapter 2 contains an extensive review of the faculty development literature relevant to the study. It focuses on defining faculty development, offering a brief historical overview of faculty development in higher education in general and at the level of the community college in particular by delineating the important factors that distinctively affect community colleges. Previous national and state studies are discussed, as well as the relative perceived value of faculty development from the perspective of full-time faculty, faculty development practitioners, and academic administrators.

Chapter 3 describes the procedures utilized in this study, including the research questions under investigation, the development of research instrument, the pilot study, the population and sample, data analysis decisions, and describes the collection and analysis procedures. Results of the survey instrument and the analysis of the data are presented in Chapter 4. Chapter 5 includes a summary of the study as well as a discussion of the findings, conclusions, implications and recommendations for further practice and research.

CHAPTER 2

Review of the Literature

One purpose of this study was to examine faculty development practices offered in the last three years by Florida's 22 public community colleges and to determine if the total number of different practices offered as well as the different types of practices were related to institutional size as measured by the number of full-time faculty. A second purpose was to assess and compare the relative perceived value of these practices as viewed by full-time faculty, faculty development practitioners, and academic administrators in these institutions. A third purpose was to assess and compare the relative perceived value of faculty development practices as viewed by full-time faculty within six different discipline areas.

Faculty development practices offered at community colleges prior to the 1960's were meager and generally limited to sabbatical or reduced teaching to pursue research. The definition of faculty development at the time was commonly built upon the few activities practiced and from the lack of published literature prior to the 1960's, it appears that little else was offered. Now, nearly half a century later, faculty development has become an integral part of higher education.

Yet, instead of a single coherent definition, a plethora exists. If faculty development is to continue to grow and strengthen in higher education, a unified definition needs to be developed that will refocus today's practices on the challenges of

decreasing budgets, increasing enrollment of diverse students, rapid changes in technology, increased demands for accountability, and increasing numbers of inexperienced and isolated faculty.

This chapter first addresses the problem of the lack of a singular and commonly agreed upon definition of faculty development by reviewing and synthesizing the published literature and attempting to categorize the various approaches taken by the number of different component dimensions used to describe faculty development. Then a historical overview of faculty development in both higher education in general and community colleges specifically is presented. This is followed by a discussion of the importance of faculty development in community colleges based on the unique challenges these institutions face, as well as, the additional challenge and opportunity to Florida's community colleges presented by the Florida Administrative Code 6A-14.029. Next, a variety of previous research studies that provide a context for the present study are reviewed. This chapter will conclude with an examination of two additional elements of this investigation, perceived value of faculty development and evaluation of faculty development. The limited published research on the perceived value of faculty development, as determined by academic administrators, faculty development practitioners, and full-time faculty, will be examined in order to guide and inform the present investigation. Lastly, the additional question of evaluation of faculty development is offered as an important corollary to the perceived value by the various groups typically involved in faculty development.

Defining Faculty Development

In 1979, David Caffey wrote,

for all of the attention that faculty development has received in recent years, the concept itself retains a vague, somewhat elusive quality. As yet, those interested have not been able to agree on the meaning of the term or on just what the concept should and should not encompass. (p. 312)

Faculty development in the twenty-first century is still an area of much activity on college and university campuses yet there is relatively little scholarly research. The area has gone through several transformations since its beginning in the 1950's. One thing apparent from a comprehensive search of the published literature is that is that Caffey's statement still rings true as no singular consensual definition of faculty development appears to exist.

Single Dimensional Approach

In its simplest form, the concept of faculty development, according to Ebel and McKeachie (1985), is helping faculty members become more competent teachers and scholars. There is an important and recognizable problem, the need for more competent teachers and scholars, and a variety of possible solutions, for example, providing an in-service day, workshop, or perhaps a course at the local university. However, faculty development is a much more complex concept that has its roots in a variety of forms.

Certainly the traditional definition of faculty development has been synonymous with teaching improvement (Boice, 1984), research (Bland & Schmitz, 1990), and instructional development (Brawer, 1990). All institutions of higher education generally

conduct some form of developmental activities for their employees to maintain vitality and for renewal (Centra, 1985). This may be in the form of faculty development, professional development, staff development, instructional development, or organizational development. Throughout the higher education literature, these terms are widely used, and very often intersect in definition and use.

Developmental Approach

Development implies the addition of some new element in order to grow. It is a lifelong process that is multidirectional, involves both gain and loss, has plasticity, is shaped by its historical/cultural context, and is multiply influenced. Menges (1985, p. 181) refers to the idea of development as “to become fuller, larger, better.” That it is a “natural process” that is “gradual and continual.” Indeed, the National Council for Staff, Program, and Organizational Development (NCSPOD) defines development as “a process of renewal, growth, change, and continuous improvement” (Burnstad, Hoss, & McHargue, 1993, p. 22).

Found throughout the literature is the belief that development at an institution of higher education is an on-going process that requires a long-term institutional commitment and not just a one-time shot in the arm activity (Mintz, 1999). Katz and Henry (1988) point out that the development of excellent teaching skills involves continuous learning, which is a lifelong process. Looking specifically at faculty development in this manner also requires seeing it as the theory and practice of facilitating improved faculty performance in a variety of domains, including the intellectual, the institutional, the personal, the social, and the pedagogical (Menges,

1985). Teaching involves the whole personality and an individual's emotions and affect are just as engaged as cognition when teaching (Gaff, 1975). Gelula (1997) states that faculty development is a "process which seeks to modify the attitudes, skills, and behavior of faculty members toward greater competence and effectiveness in meeting student needs, their own needs, and the needs of the institution"(p. 270). Mintz (1999) has described this as a holistic approach to faculty development. She discusses the idea that development is something that the faculty and the institution must undertake together and that it should not give sole attention to the idea of creating a quality teacher, but instead focus on the values of the institution and how quality teaching fits into that institution's mission. Connecting faculty development to the mission of the institution is an initiative supported throughout the literature (Bland & Schmitz, 1990; Burnstad, Hoss, & McHargue, 1993; Dilorenzo & Heppner, 1994; Murray, 2001; Oromaner, 1998; Pendleton, 2002), as are the holistic, multifaceted, comprehensive, or systems approaches to development (Bergquist & Phillips, 1975; Burnstad, Hoss, & McHargue, 1993; Quinlan, 1991; Schuster, Wheeler, and Associates, 1990; Simerly, 1977).

Three Dimensional Approach

Gaff (1975) in his seminal work, *Toward Faculty Renewal*, described three component dimensions of faculty development: faculty, instructional, and organizational. Others who have discussed a tri-component model are identified in Table 1 along with the terms used to label each component activity

Table 1

Three Dimensional Approaches

Study	Component A	Component B	Component C
Gaff (1975)	Faculty	Instructional	Organizational
Bergquist & Phillips (1975)	Personal	Instructional	Organizational
Cooper (1981)	Personal/Professional	Program/ Instructional	Organizational
Abedor & Sachs (1984)	Faculty	Instructional	Organizational
Menges (1985)	Personal	Instructional	Organizational
Schuster (1990)	Personal	Professional	Organizational
NCSPOD (1993)	Staff: Orientation Programs, Professional Development, Personal Development, Recognition/ Appreciation Programs	Program	Organizational
Millis (1994)	Faculty	Instructional	Organizational
POD (2003)	Faculty: As Teacher, Scholar/ Professional, Person	Instructional	Organizational

As can be seen in this table, previous researchers have used a variety of terms to describe Component A (e.g., faculty, personal, staff) and Component B (e.g., instructional, program, professional), while describing Component C as organizational.

The three general areas laid out by Gaff in his seminal work, *Toward Faculty Renewal* (1975) seem to have been the guiding force behind the definition created by the Professional and Organizational Development Network in Higher Education (POD;

2003), an organization representing some 1,200 members, where faculty development is considered an umbrella term that includes the three interrelated areas of: faculty development, instructional development, and organizational development. Used in this way, the term faculty development refers to a comprehensive collection of activities and practices employed for overall institutional improvement.

Abedor and Sachs (1984, p. 395) also discuss the same three areas of orientation, yet they denote that the three areas have a “spiral relationship.” For example, they state that faculty development and organizational development “create readiness” for instructional development (p. 395). Schuster (1990) discusses a similar integrated approach, but uses the areas of personal, professional, and organizational as the three aspects of development.

POD (2003) further subdivides the first area, faculty development, into three main focal areas. The first focal area is “faculty member as a teacher” and is the most common element of a traditional faculty development program in which the focus is on teaching, presentation, student interaction, student evaluation, course design and organization. Abedor and Sachs (1984) describe faculty development as emphasizing “the development of self-awareness and teaching skills of faculty members” (p. 394). This area would consist of seminars and workshops that promote faculty growth and increase the faculty members’ knowledge, skills, sensitivities, and instructional techniques (Gaff, 1975).

The second focal area defined by POD (2003) is the “faculty member as a scholar and professional” and is centered around the career of the individual outside of the classroom. This focal area would include conference attendance, grant writing,

committee work, sabbatical, administrative work, and publishing.

The third focal area is the “faculty member as a person” where interpersonal skills such as wellness, time, and stress management are the main concern (POD, 2003). Graf, Albright and Wheeler (1992) refer to this area as personal development and include career planning as a component. This focal area should cause a faculty member to “reexamine his own life goals and values” (Bergquist & Phillips, 1975, p. 199), and provide three basic elements: life planning experiences, personal growth workshops, and supportive and therapeutic counseling. This last focal area was also discussed by Gaff when he called for increasing attention to the personal element and is a commonly neglected area in faculty development programs. According to Cross (2001, p. 33) it is “appropriate to the health and satisfaction of faculty members.”

NCSPD (as cited in Burnstad et al., 1993) also divides component A into focal areas under the term staff development but in a much different way. Staff development is divided into (a) orientation programs for new staff; (b) professional development to efficiently and effectively perform one’s job; (c) personal development for interpersonal skills; and (d) recognition/appreciation programs to support employees. The approach and focus that NCSPD takes are much more institutional than previously described definitions and is evident by the use of the term staff instead of faculty. NCSPD does not single out faculty for development but instead focuses on staff, “the people who serve the organization and its consumers” (as cited in Burnstad et al., 1993, p. 22).

Instructional development, as defined by POD (2003), focuses on “the course, the curriculum and student learning” in an effort to improve the institution. POD (2003)

further defines instructional development as an approach based on assisting faculty members to form a team “to design the best possible courses within the restrictions of the resources available.” Possible activities may include identifying appropriate course structures, design of new courses, overall institutional fit of a course, and course effectiveness evaluation. The focus is on “the effectiveness of what is being taught to whom” (Quinlan, 1991, p. 11). Abedor and Sachs’s (1984, pp. 394-395) definition of this concept is similar in that it emphasizes “the development of adoption of innovative methods of teaching.” Possible activities would be those that “deal directly with the systematic design, development, implementation, and evaluation of instructional materials, lessons, courses, or curricula in order to improve student learning or teaching efficiency.” It must be noted that this area may be referred to as curriculum development as new instructional materials are created, revised, and evaluated, as well as, developing scholarly and teaching abilities. However, several researchers have distinguished curricular development as a separate component (Bergquist & Phillips, 1975; Brawer, 1990; Eble & McKeachie, 1985).

The last area, under the POD (2003) umbrella of faculty development, is organizational development that focuses on “the organizational structure of the institution and its sub components” where “maximizing institutional effectiveness” is the main goal. Activities range from administrative development to faculty personnel issues. The focus is on the “interactions within the institution and how they affect the functioning of the individual as well as the institution”. Here again, Abedor and Sachs’s (1984, pp. 394-395) definition of this concept is very similar in that the focus is “upon improving the

organization within which instruction takes place.” The activities would be those that “seek to change the structure, policies, and organizational environment in which instruction takes place in order to make that environment more supportive or instructional change” (pp. 394-395). Bergquist and Phillips (1975) note that there are “three closely interrelated aspects of organizational development: team-building, decision-making, and conflict-management” (p. 141), and then additionally point to a fourth aspect, managerial training. This idea of organizational development is not new; as Gaff (1975) pointed out that the right institutional atmosphere is necessary for faculty development to be implemented. Gaff (1977) later pointed out that faculty should be just as concerned with organizational development as their welfare “is intimately tied to the welfare of the institution of which they are a part” (p. 516).

Four Dimensional Approach

In addition to the three dimensional approaches noted in the previous section, several researchers have identified four distinct components: Eble and McKeachie (1985); the California Postsecondary Education Commission (CPEC) (1988); Brawer (1990); Alstete (2000); and Grant and Keim (2002). In some cases, such as Alstete (2000), the fourth component curricular development “overlaps with each of the preceding areas” (p. 3). In another case, Grant and Keim (2002) also identify four categories, but use the term curricular instead of instructional while Brawer (1990) and the California Postsecondary Education Commission (CPEC) (1988) identify four clusters: professional, instructional, curricular, and organizational.

Examining Table 2 one can clearly see that as with the three dimensional

approach, component name C, organizational development is an area agreed upon by these researchers. It appears that the fourth dimension, for most of the researchers, is curricular, and is viewed as clearly separable from instructional.

Table 2

Four Dimensional Approaches

Study	Component A	Component B	Component C	Component D
Eble & McKeachie (1985)	Faculty	Instructional	Organizational	Curricular
CPEC (1988)	Professional	Instructional	Organizational	Curricular
Brawer (1990)	Professional	Instructional	Organizational	Curricular
Alstete (2000)	Personal/ Professional	Instructional	Organizational	Curricular
Grant & Keim (2002)	Professional	Curricular	Organizational	Personal

The first area or component, according to Eble and McKeachie (1985) is faculty development, also designated as personal, professional, or staff development, and is designed to improve student learning and improve teacher competence. Practices may be release time, workshops, and seminars. Brawer (1990) refers to this area as professional development that “promotes the expertise of faculty members within their primary discipline” (p. 51). Alstete (2000) concurs with this definition of promoting faculty growth in skills, knowledge, and awareness.

Brawer (1990) identifies instructional development as improving the effectiveness of a faculty’s ability to teach and as defined by Alstete (2000), instructional development would involve updating courses, styles of instruction, as well as creating learning materials. Eble and McKeachie (1985) make the distinction that emphasis is on the instructional situation and not faculty competence.

Organizational development, according to Brawer (1990) “engages faculty members in improving their institution and its environment for teaching and decision-making” (p. 52). Alstete (2000) points to this component as creating an atmosphere where new practices can be implemented and faculty can develop.

The fourth general area is curriculum development, which focuses on evaluating and revising curriculum (Brawer, 1990). It involves the creation of new instructional materials (Alstete, 2000; Eble & McKeachie, 1985).

Summary of Definitions and Definition to Be Used in Present Study

Most institutions combine the three areas of faculty, instructional, and organizational development that POD incorporates under the umbrella term of faculty development to create their own unique program of activities under the auspice of a faculty development program, committee, or office. Some institutions also include curricular development as either a separate area or one that overlaps typically with instructional development. The two most commonly implemented program types are professional and instructional. The most common practices utilized are sabbatical, tuition reimbursement, paid conference attendance, and in-house workshops (Brawer, 1990). Overall, the California Postsecondary Education Commission (1988) notes that faculty development should be directed at better education for students. Indeed, the Commission indicates that most faculty development practices fit into the two categories of improving instruction and increasing knowledge where improved instruction for students often deals with diverse learning styles, technology, and assessment and increasing knowledge is more likely to be retraining of faculty members in a closely related field to fulfill the

needs of the institution and its students.

Thus, as no singular consensual definition exists, for the purposes of the present study, the term faculty development will be defined and used as: any activity or practice in higher education that is dedicated to the on-going value of improved learning and teaching through faculty, instructional, curricular, and organizational development. Faculty development supports and fosters improvement in higher education through human development that is “lifelong, holistic, personal, and professional learning, growth, and change” (POD, 2003).

This broad and holistic definition embraces the diverse activities practiced at various institutions that might otherwise defy categorization. Many practices commonly referred to as faculty development, resist classification into specific categories such as curricular or instructional, while others clearly cut across two or more categories. In addition, another advantage of a holistic approach is that administrators, faculty development practitioners, and faculty, typically focus more on the specific practices and less on the categories these practices might represent.

Historical Overview of Faculty Development

Faculty Development in Higher Education

During the latter part of the 1950's and into the 1960's, faculty development practices were commonly limited to sabbaticals, generally for publication, funding for conferences, and release time to help faculty pursue advanced degrees (Blackburn, Pelino, Boberg, & O'Connell, 1980; Eble & McKeachie, 1985; Fletcher & Patrick, 1998). Miller and Wilson's (1963) research found few comprehensive programs. Faculty

development emerged as a significant movement in higher education during the 1960's.

In the 1970's, as complaints from constituents were on the rise regarding teaching (Gaff, 1977), the focus on faculty development seemed to shift toward teaching. This shift was helped pushed forward by foundations offering grants for programs and institutions that wanted to work towards improving the quality of instruction. Notable foundations that offered grants were, Mellon, Danforth, Carnegie, Lilly, Kellogg, Bush and Ford (Fletcher & Patrick, 1998). Some of the first faculty development practices developed with these grants were instructional improvement efforts where presentation techniques, typically using audiovisual equipment, were the central focus (Toombs, 1983).

During the 1970's faculty development continued to grow and mature as it responded to the demands for faculty accountability and evaluation. In 1974, the Group for Human Development in Higher Education, published *Faculty Development in a Time of Retrenchment*, which brought the need for faculty development to the forefront of national attention among faculty and administrators and provided suggestions on how to create programs with a humanistic focus. A new national professional organization appeared, the Network for Professional and Organizational Development or POD, whose mission "encourages the advocacy of the on-going enhancement of teaching and learning through faculty and organizational development" (POD, 2003). Also in 1974, the Council for the Advancement of Small Colleges formed a program to assist institutions in creating faculty development programs (Blackburn et al., 1980).

In 1976, John Centra's work with the Educational Testing Services was released

and reported the results of his survey of 2,600 colleges in which almost half responded that they had some type of faculty development program (Gaff, 1977). This helped document that faculty development had become a movement that was reaching across the nation (Blackburn et al., 1980).

Also in 1975, Jerry Gaff published his seminal work, *Toward Faculty Renewal*, funded by the Exxon Education Foundation. This research not only reported on what was being done in the area of faculty development at the time, but also set forth an analysis of the different approaches to faculty development in an effort to delineate the differences, as well as indicate how they are complementary.

Finally, in the same year, 1975, Bergquist and Phillips put out their first of three volumes entitled, *A Handbook for Faculty Development*. This series was designed as an aid to those already pursuing faculty development and brought greater attention to the expanding area of faculty development in higher education.

The 1980's brought about a change in funding for faculty development initiatives (Fletcher & Patrick, 1998). External support for faculty development programs was reduced as the U.S. Department of Defense and the National Institutes of Health redirected the focus of their grants programs away from teaching and towards research. This coupled with the "Generation X" students entering college, led to several reports in the late 1980's decrying the need for higher education to refocus on teaching. These reports, *Involvement in Learning* (1984), *ProfScam* (1988), and *The Moral Collapse of the University* (1990), seemed to refocus attention to enhancing the quality and emphasis on teaching and to expanding faculty development opportunities (Fletcher & Patrick,

1998).

Criticism of the quality of teaching continued into the 1990's, and additional expectations and challenges arose. Rising tuition costs coupled with declining test scores, increased the public demand for greater accountability (Millis, 1994). Accountability came in two forms, one of assessing the teaching and learning in the classroom, in many cases utilizing Angelo and Cross's (1993) classroom assessment techniques, and secondly, in shifting the focus of the classroom to be student-centered and less instructor-centered. In their landmark article, Barr and Tagg (1995) address the need for a shift from institutions that teach or instruct to ones that are "producing learning with every student by whatever means work best" (p. 13). Additional pressures came from society to educate the workforce of the 21st century and faculty recognized their need for training to better educate that workforce, especially in the area of technology. Faculty development programs can respond to the complex changes occurring.

Faculty Development in Community Colleges

The mission of community colleges is to provide comprehensive educational programs to all segments of society through an open-access admissions policy that offers equal and fair treatment to all students in its service region, maintaining a commitment to teaching and lifelong learning. This mission certainly sets community colleges apart from other institutions of higher education as community colleges are intended to meet the needs of the community and are expected to keep up with the changes and challenges that present themselves in society.

With a stated commitment to teaching, community colleges have integrated

faculty development throughout their history. Many of the first faculty members employed by community colleges were teachers trained for secondary schools and already had a focus on teaching. During the 1960's and 1970's, a community college was created about every two weeks to capitalize on the enrollment growth in post-secondary education. This growth brought masses of unprepared students and now those faculty members needed to be "developed" in the mission of community colleges and the onslaught of technology banging at the door (Rosenberger, 1991).

Community colleges commonly focused on strategic planning in the 1980's and faculty and staff development became known as the vehicle to plan, develop, and evaluate the direction of the college. Studies indicate that even with community colleges using faculty and staff development to implement planning, there did not seem to be a pattern or trend in a comprehensive approach to staff development (Rosenberger, 1991).

In the 1990's community colleges were faced with many challenges that continue to exist and remain the focus of faculty development. Community colleges each have their own unique set of challenges, but for the most part the reasons why a discussion of faculty development is so important lies in the multiple challenges that all community colleges face today. The challenges include a changing diverse student body, a technology explosion, declining higher education budgets, the demand for greater state-mandated accountability measures (Alexander & Newsom, 1998; Alfano, 1993b; Alstete, 2000; Brancato, 2003; Cross, 2001; Eble & McKeachie, 1985; Hammons, Smith, & Watts, 1978; Manzo, 1996; Millis, 1994; Oromaner, 1998; Pendleton, 2002; Plater, 1995), the lack of preparation and/or experience in teaching of many new faculty

members (Bowen & Schuster, 1986; Fugate & Amey, 2000; Gibson-Harman, Rodriguez, & Haworth, 2002; Mintz, 1999; Shakelford, 1993), and professional autonomy and isolation (Brancato, 2003; Outcalt, 2002). Parnell (1990) points out that institutions and faculty are interdependent and how an institution addresses the challenges it faces needs to be integrated into the recruitment, retention, and renewal of faculty members, all of which can be a part of a comprehensive faculty development program.

Importance of Faculty Development in Community Colleges

Research in faculty development highlights the fact that although there are varied definitions and a plethora of ways in which to conduct faculty development, the need for community colleges to pursue comprehensive faculty development programs is widely recognized and those reasons are at the core of its unique identity.

Student Diversity in an Open Admissions Climate

Almeida (1991) points out that one of the most attractive aspects of community colleges is the open admissions policy, but with open admissions comes underprepared students. Community colleges have one of the most diverse student populations. Neilson (1991) describes four typical groups of students coming to community colleges where the first group is well-prepared and highly motivated and the remaining three groups are defined by the terms, underprepared, lacking motivation or experience, and having a low self-concept. In the atmosphere of putting the student and student learning at the center of what community colleges must do, faculty find that they must not only understand their own learning and teaching styles, but also understand the learning styles of their students and to teach to those various styles (Fulton & Licklider, 1998). Several studies

(Anderson, 1997; Atkins, Brinko, Butts, Claxton, & Hubbard, 2001; Baker, Roueche, & Gillett-Karam, 1990; Fugate & Amey, 2000) note the increasing pressure put on community college faculty and administrators to adapt to the needs of the diverse student population through revitalization of the classroom.

Murray (2002b) notes that the first reason community colleges need to provide faculty development is to equip faculty with the necessary tools to work with the students that open door policies generate. As Bakutes (1998) comments, teaching is not just covering the course content, but it is the ability to communicate the material effectively and an effective faculty development program can assist faculty members in learning the appropriate communication skills for their population. However, Almeida (1991) asserts that little has been done to provide faculty with the necessary skills to teach the underprepared students and thus Nielsen (1991) calls for the creation of faculty development programs as an institutional and faculty priority.

Lack of Teacher Preparation

Most faculty teaching in the diverse arena of community colleges have minimal experience in teaching students who operate at both ends of the skill level continuum and with unique learning styles. Incoming faculty may be knowledgeable in their content area but very few graduate schools adequately prepare them for teaching at the two-year college level (Bergquist & Phillips, 1975; Gibson-Harman, Rodriguez, & Haworth, 2002). Angelo (1994) contends that new instructors lack the necessary training in assessing student learning as well as the skill to diagnose teaching or learning problems. This can make the teaching process, as well as the learning process, ineffective

(Shakelford, 1993). Making the transition from graduate student to professor can be difficult, but a faculty development program that provides resources to orient new faculty could prove beneficial professionally, socially, and personally for the individual (DiLorenzo & Heppner, 1994). Fugate and Amey (2000) conducted a qualitative study on the career stages of community college faculty that supports this notion. Their research found that new faculty members felt that they benefited, or could have benefited, from a faculty development program that provided them with information on the nature of the student population, institutional philosophy and priorities, practical classroom teaching advice, and assistance with the day-to-day issues that might arise in the classroom. They also state that since the private sector can lure new faculty away from the academe, faculty development practices can also serve as a retention strategy.

Faculty Autonomy and Isolation

Faculty autonomy and isolation leading to the possible burnout of faculty members can create another challenge that faculty development practices can address. Menges (1985) described this as debilitation by weariness and boredom of educators who must cope with the monotony of teaching the same classes year after year. The open door policies of community colleges typically present the faculty member with underprepared students and this coupled with what Cohen and Brawer (1996) denote as a common faculty belief that there is administrative pressure to lower standards, appears to have a “demoralizing” effect on the faculty. Faculty can suffer from mid-life crises caused by physical, social, emotional, and pedagogical exhaustion. Senior faculty can have additional difficulties with despair, loss of identity, fear, and disillusionment as

retirement approaches (DiLorenzo & Heppner, 1994). Faculty development programs can provide the antidote to this problem (Murray, 2002a), and should create practices that promote vitality and vigor in faculty (DiLorenzo & Heppner, 1994).

Technology Explosion and Workforce Development

With the 21st century upon us, community colleges are caught in yet another challenge. This challenge is being driven by two distinct groups. On the one hand, students of Generation X have arrived on the door-step of community colleges with a media orientation and a comfortable familiarity with technology. Such students often push both faculty and institutions to make greater use of computers and other technology tools. Institutional communication with students, especially in the teaching arena, needed to change. Faculty increasingly need to develop the same familiarity and comfort with technology as their students not only for classroom utilization, but for communication with their students via email and the World Wide Web (Fletcher & Patrick, 1998).

In addition, business and industry increasingly expect that community colleges can train or retrain their workforce. Much of the training desired for 21st century workers involves the ever-changing field of technology. Murray (2002b) noted that faculty development is needed to meet these demands if students are to be successful in the workplace or in their future studies. The critical skills that are being stressed by business are, critical thinking, problem solving, and communication skills, all of which can be potentially addressed in every class if faculty adapt the appropriate instructional approaches; thus faculty must be trained to teach the skills that their students will need to successfully enter the workplace (Millis, 1994).

Florida's Administrative Code 6A-14.029

The challenges discussed to this point are nationwide. However, each state, and individual region, will have its own distinctive set of challenges. Nationally, most institutions will address these challenges through some type of faculty development. In Florida, it is certain that the challenges will be dealt with through faculty development as the Florida community college system has mandated that each institution must identify funding within their annual operating budget to support faculty development activities.

In 1968, community college staff and program development was placed in Florida statute (230.767 F. S. 1968) and has continued to be an important part of the community college philosophy through the Florida Administrative Code (FAC) 6A-14.029 (Rosenberger, 1991). FAC 6A-14.029 called for every Florida community college to adopt policies on staff and program development and allocate “not less than two percent” (the original statute called for three percent) from its resources available for current operations (1995, p. 260). On July 20, 2004 the Florida Administrative Code (6A-14.029) was amended by removing the two percent allocation yet the code still contains the directive that “each community college shall identify within its annual operating budget funding to support staff and program development activities” (1995, p. 260).

The state defines staff development as “the improvement of staff performance through activities which update or upgrade competence specified for present or planned positions” (FAC, 1995, p. 260). The state further defines program development as “the evaluation and improvement of existing programs, including the design of evaluation instruments to establish bases for improvements, as well as the designing of new

programs. It is program initiation or improvement rather than maintenance or expansion” (FAC, 1995, p. 260). What is note worthy is that until the July 2004 amendment, this code specified accountability through a report to be submitted annually to the State Board of Community Colleges describing how the funds are expended, a description of the programs improved/initiated, the number of participants in staff development activities, and an evaluation of the effectiveness in relation to college policies (FAC, 1995). This program, and its evaluation, may stem in part from the philosophy of the regional accrediting body for Florida’s community colleges, The Southern Association for Colleges and Schools (SACS). The SACS (2004) criteria for accreditation, section IV on professional growth state, “an institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs”.

Florida is considered to have one of the most diverse populations in the nation and therefore, it will be imperative to train and re-train college staff and faculty in new models of instruction, technology, and learning styles (Florida Community College System [FCCS], 1999). In response to this, in the Florida Community College System’s (1999) strategic plan of 1998-2003, a continued commitment was made to staff and program development to encourage institutions to upgrade skills “in the areas of curriculum development, distance learning, adaptive technology and in teaching students from diverse cultures” (p. 22).

Florida’s philosophy for staff and program development has garnered national praise. The American Association of Community College Futures report made a

nationwide call for all states to enact a two percent set aside for staff and program development similar to Florida's (FCCS, 1999). It is unfortunate that even this national recognition could not save the two percent allocation from being removed however it is promising that the Florida Administrative Code (6A-14.029) still contains the directive that "each community college shall identify within its annual operating budget funding to support staff and program development activities" (1995, p. 260)

Summary

Alleviation of the institutional pressure that challenges such as decreasing budgets, increasing enrollment of diverse students, rapid changes in technology, a demand for accountability, and inexperienced and isolated faculty creates can be addressed by implementing a broad based faculty development program that addresses all aspects of faculty life. Such programs can increase effectiveness and efficiency in the classroom and complement institutional goals (Millis, 1994). Faculty need on-going support services that supply fresh and innovative instructional approaches to better address these challenges with adaptability and flexibility.

DiLorenzo and Heppner (1994) note that faculty development must be an institutional priority because the effectiveness of higher education is directly related to the vitality and resourcefulness of its faculty. Making faculty development an institutional priority means starting at the top and the visible support of the college president is critical along with a strong and consistent funding source (Weimer, 1990). It must be noted that this is not a new call to arms. In 1977, Gaff also proposed that the future of faculty development lies in the ability for programs to become institutionalized

with strong administrative and financial support.

Many states and subsequent districts do indeed allocate some funding to practices that support the idea of more competent teachers, however, most of the attempts to spend this money are spread across campus, departments, and leaders. They can be sporadic and uncoordinated and it is rare, if indeed possible, to find a centralized unit of professional development that supports the institution's mission.

Today's community colleges are in the midst of addressing some very difficult challenges. During poor economic times, budgets are decreasing and student enrollment is increasing. The influx in students has brought a new demographic diversity unseen in the past and this group is typically underprepared. If these challenges weren't enough, the public is demanding accountability for student learning, technology is changing at a lightning pace, and the age old problem of faculty isolation, and lack of 'teacher training' still persist. The challenges, within the current situation, can be addressed through broadly based faculty development programs that address all facets of faculty life (Millis, 1994) in which the existing staff are retrained to meet the changing demands of society and students (Cohen & Brawer, 1996). Faculty development programs may be the only way to address the challenges head on. These programs should put student learning at the center through the holistic development of the faculty member throughout their careers.

Lastly, a final answer to the question of why community colleges need faculty development is simple. "Every major profession has accepted the idea of continuing professional education in some form. Is the professoriate to be different?" (Toombs, 1983, p. 358)?

Research Exploring Faculty Development at Community Colleges

Faculty development literature is oftentimes difficult to locate since, as previously discussed, multiple terms and definitions have been used. Because of this, several literature searches were conducted to identify relevant previous studies. The two main databases that were searched were ERIC and Dissertation Abstracts, although other databases were searched as well. Each was searched using several of the most common descriptor terms: faculty development, instructional development, and staff development.

National Studies

Comprehensive research into faculty development in community colleges seems to date from Centra's work in 1976. This study, supported by a grant from the Exxon Education Foundation, investigated both two- and four-year institutions. Centra (1976) describes research that preceded his (e.g., Miller & Wilson, 1963; Eble, 1971; Freedman, 1973; the Group for Human Development in Higher Education, 1974; and Crow, Milton, Mooman, and O'Connell, 1976) but all appear to have focused solely on four-year institutions. National studies of faculty development done at community colleges have included: Centra (1976), Smith (1981), Cooper (1982), Bauske (1983), Dellamura (1986), Snyder (1988), Hoerner, Clowes, and Impara (1991), Hopple (1991), Murray (1999, 2001), and most recently Grant and Keim (2002).

Smith (1981), to some extent, replicated Centra's study but examined only two-year colleges. Cooper (1982) identified and evaluated needs assessment processes used to put together faculty development programs. Bauske (1983) investigated outcomes of faculty development programs. Dellamura (1986) presented seven principles

characterizing effective faculty development programs, the methods used to implement those principles and how effective those methods have been. Snyder (1988) surveyed the commonly offered faculty development practices and surveyed both faculty and administrators as to their perception of the most effective activity in improving instruction. Hoerner et al. (1991) focused specifically on the development needs of vocational faculty. Hopple (1991) studied the extent, nature, and effectiveness of faculty development policies, procedures, and practices.

In fact, Murray conducted several studies, two of which were national studies (1999, 2001) and three others that were statewide (1995, 1998, 2000). Grant and Keim's (2002) research investigated faculty development practices and identified the elements of planning, implementation, funding, and evaluation. Given their importance to the field and the present investigation, each are described at greater length below.

Most Notable National Studies

Murray's Studies and Limitations. A number of recent studies by John P. Murray investigated the elements of effective faculty development found at different populations of community colleges. The first of these studies was published in 1995 and looked at Ohio's two-year colleges. Murray (1998) then replicated this study using New York's two-year colleges. This study was subsequently replicated three more times by Murray, twice using National samples (1999, 2001), and then again in Texas two-year colleges (2000). Murray (1995, 1998, 1999, 2001) defines the six elements of effective faculty development as:

- 1) institutional support – climate that fosters and encourages faculty

development; 2) a formalized, structured, and goal-directed development program; 3) a connection between faculty development and the reward structure; 4) faculty ownership; 5) support from colleagues for investment in teaching; and 6) a belief that good teaching is valued by administrators.

In each of Murray's (1995, 1998, 1999, 2000, 2001) four studies, he found very little evidence of his first element of effective faculty development which is providing institutional support or a climate that fosters and encourages faculty development. In fact he found little evidence of a concerted effort to support and encourage faculty development except in the national study which suggests that the chief academic officers believe in their faculties' teaching ability.

Murray (1995, 1998, 1999, 2000, 2001) found that the second element of effective faculty development, the existence of a formalized structured development program and practices, was similarly not met. Among the institutions surveyed across these five studies he found no college with a formalized, structured program; most colleges relied on traditional yet unconnected practices.

Connecting faculty development to the institution's reward structure is the third element of effective faculty development. In this area, Murray (1995, 1998) reported no connection present in the Ohio and New York studies while in the Texas (2000) and two National (1999, 2001) studies there were some efforts to make a connection by using student, peer, and administrative evaluations somewhat equally in promotion and tenure decisions. Overall, student evaluations played a lesser role than peer evaluations, and peer evaluations played a lesser role than administrative evaluations. Murray (1999,

2001) noted that administrators were less likely to have knowledge of professional and teaching accomplishments of the faculty but were more likely to have knowledge of service to the college, which is generally unrelated to teaching.

The fourth element is faculty ownership. In each of Murray's (1995, 1998, 1999, 2000, 2001) studies he made similar conclusions regarding faculty ownership. He noted that faculty ownership cannot occur in an unstructured and leaderless program.

The last two elements of effective faculty development are colleague support for investment in teaching, and a belief that good teaching is valued by administrators. In all of Murray's (1995, 1998, 1999, 2000, 2001) studies, the chief academic officers stated that these existed.

Throughout Murray's research (1995, 1998, 1999, 2000, 2001), he reports respondents' answered to "yes or no" questions to determine if one of the elements has been met. For example, to show institutional support, one of the questions that Murray asks is if the college provides sabbatical leaves and asks, if so, who is eligible. This, however, seems to indicate a limitation in that although a college may provide sabbatical leaves, they may not actually grant those leaves. There are many other areas in Murray's (1995, 1998, 1999, 2000, 2001) research where follow-up questions may reveal a conclusion contrary to what Murray reported.

While the six categories Murray identifies appear to be worthwhile and based on sound research, there are many important questions that remain. For example, how does Murray specifically support institutional support of faculty development? He refers to the notion that institutional mission statements should support faculty development but

mission statements can change and may in fact not be completely forthright especially when looking at multiple campuses. For this reason, many institutions create very broad missions statements. Murray also connects institutional support with a formal structured program yet fails to offer a clear definition of a formal structured program? Is it possible that loosely connected practices are perceived by the institutions' faculty as being effective and that a formally designated program might be viewed by faculty as too rigid for their changing needs?

The limitation of greatest concern regarding these studies is "Who really answered Murray's questionnaire?" His instructions were sent to the Chief Academic Officer and requested that the questionnaire be given to the person responsible for faculty development at the institution. In most cases this was the Chief Academic Officer or a faculty development practitioner. If the survey was to address effectiveness, why were faculty members' perceptions left out of the equation?

Grant and Keim's Study and Limitations

Another recent study, investigating the scope of faculty development programs, was done by Grant and Keim (2002) utilizing a national sample of two-year public colleges. Their study was designed to investigate

current practices in faculty development, identify elements of planning, implementation, funding, and evaluation for development of both full-and part-time faculty in public community colleges, and to compare the status of faculty development programs among colleges of different sizes and accreditation regions. (2002, p. 795)

Grant and Keim (2002) concluded that formal faculty development programs appear to be in 90% of public community colleges. They state that these programs are open to both full- and part-time faculty and are formalized, structured, and comprehensive. This is in contrast to previous research, including Murray's, that notes that programs are not comprehensive and commonly consist of a variety of individual practices not necessarily connected into an organized program.

Grant and Keim's findings indicate that there is an integration of professional, personal, curricular, and organizational goals within faculty development programs. In addition, organizational and curricular practices (e.g., new faculty orientation, faculty handbooks, teaching networks, and student learning styles) were found to be the most common as opposed to the previous research findings that reported sabbatical leaves and travel funds as the most common. Personal development practices (e.g., interpersonal skills, stress management, and time management) seem to be increasing but would still not be considered common. Grant and Keim suggest that community colleges "are as focused on institutional mission and teaching and learning in the classroom, as they are on enhancement of faculty knowledge" (2002, p. 802).

Based upon their data, programs appear to be well funded and the type of program and the practices provided suggest that the content is generated by faculty input and not mandated by administration. This observation is linked with their finding that intrinsic incentives are the most influential factor in continuing a program. Faculty are more likely to participate and contribute to the process if the reward system is largely internal. Yet, it is interesting that the researchers also found that administrators were more likely to run

the programs than faculty members and where there is a faculty development coordinator, that person does not seem to have much decision making power.

Grant and Keim’s research supports previous research that indicates a lack of formal evaluation of programs, and indeed they recommend such an evaluation process. They conclude that a formal, systematic approach to faculty development, with permanent funding, and administrative support is necessary to recruit and retain faculty.

Individual State Studies

Several statewide surveys of community college faculty development practices have been researched and reported. The focus of these studies varies and specific topics range from needs assessment to faculty perceptions of effective programs. For example, research on faculty development in two-year colleges in selected states can be summarized in Table 3.

Table 3

Individual State Studies

State	Researcher and Date of Publication
Alabama	Boothe, 1981
California	Breeden, 1989; Ashur, 1991; Raufman, 1991; Alfano, 1993a
Florida	Titlow, 1980; Byrd, 1985; Ellis, 1990; Rosenberger, 1991; Phillips, 2002
Illinois	Sprague, 1980; Hansen, 1983; Kyger, 1985; Giordano, 1989; Saret, 1993
Kansas	Maneth, 1987
Mississippi	White, 1977; Gill, 1993
New York	Murray, 1998
North Carolina	Ellerbe, 1980; Langley, 1988; Taylor, 1988
Ohio	Murray, 1995
Tennessee	Lefler, 1998
Texas	Caffey, 1978; McQueen, 1980; Paterno, 1994; Ellis, 1997
Washington	Anderson, 1989

Perceived Value of Faculty Development

Faculty

Approximately 25 years ago, Cohen and Brawer (1977) and Caffey (1979) reported that instructors' preference for faculty development practices focused on furthering their knowledge within their field. In fact, Blackburn, Pellino, Boberg, and O'Connell (1980) surmise from their research that faculty perceive keeping abreast of their discipline is the most important element of effective teaching. Thus, they wanted to take courses, accumulate credits, and earn degrees within their area of expertise and be released from some of their teaching duties or receive a sabbatical leave to do so. Cohen and Brawer (1977) found that less than 2% of faculty wanted on-campus workshops.

Blackburn et al. (1980) support the finding that leaves and grants are perceived by faculty to be most beneficial, yet they found that faculty also perceived workshops to be helpful in creating awareness about teaching. They additionally note that workshops provide a forum for faculty to interact, which can assist with the challenge of isolation noted earlier. Thus, "from the perspective of faculty, then, it is the other professional development needs – as well as some personal ones – that faculty development programs need to focus on more" (p. 355). However, one year previous to Blackburn et al.'s work, Caffey (1979) found that faculty appear not to have an interest in "personal development, performance evaluation, increased group interaction, and overall institutional concerns" (p. 321). The difference could be due to the populations surveyed. Blackburn (1980) utilized four-year institutions and Caffey's (1979) feedback come from eight Texas community colleges. Blackburn's faculty population most likely had completed their

terminal degrees and would be less interested in coursework than Caffey's population which coming from the community college population is less likely to have their doctoral degrees.

Caffey (1979) found that the most highly valued goal for faculty was the improvement of teaching skills and appeared to be the goal most stressed by institutions. Additionally, Fugate and Amey's (2000) study found that faculty development programs were perceived as an important component in the ability to be an effective teacher. Their participants felt that faculty development was both an institutional as well as a personal responsibility.

Faculty Development Practitioners

In contrast to prior surveys of higher education administrators and faculty, little published research has been done to specifically assess the perceptions of faculty development practitioners. Historically, practitioners are more likely to be part of the administrative cohort, than they are to be faculty. With more institutions creating faculty development programs and centers, the unique career of faculty development practitioner is being fashioned. In time, more research in this area is likely to be done. At this time, Blackburn et al.'s (1980) research asserts that faculty development practitioners appear to perceive that faculty development is synonymous with enhancing instructional skills and seems to exclude not only content specialization, but also any other aspect of the role of a faculty member. No mention is made as to whether those practitioners were drawn primarily from the ranks of administrators or from the ranks of faculty.

Academic Administrators

In contrast to what faculty members most wanted for faculty development, Cohen and Brawer (1977) indicated that administrators did not place emphasis on getting a higher degree but instead favored on-campus workshops and seminars to focus on the concerns of the community college as pedagogy. This may in some part be due to fiscal issues.

Caffey's (1979) research that focused on the faculty development goal preferences of faculty, found that what administrators valued highly were those things relating to institutionwide concerns, while not surprising to some, these were the items that the faculty rated as least preferred. It is understandable that an institution would be preoccupied with having their faculty "familiar with its mission, policies, and procedures" (Caffey, 1979, p. 321).

Nine years later, Snyder (1988) found that administrators and faculty similarly perceived several practices helped to improve instruction. These practices varied from an on-campus individualized activity where a master teacher served as a mentor, to group workshops on computer literacy and curriculum development, and also extended to practices requiring time away from campus such as returning-to-industry, sabbatical, release time, and travel funds. Snyder (1988) found the only difference in perceptions between faculty and administrators was with personal development practices (e.g., career planning, time management, stress management, and wellness) where faculty perceived them to be effective and administrators did not.

Important Questions That Remain

From Caffey's (1979) early research studies that contrast the views of faculty and administrators regarding the relative perceived value of specific faculty development practices distinct differences in the perceptions of faculty and administrators regarding faculty development practices have been reported. He reported that the discrepancy between the practices that the faculty desired and those that are offered are often quite large. There were faculty development practices that were available but not desired by the faculty (e.g., consultant visits to campus, colleague observation and critique, formal evaluation of teaching by chair person or dean, and student evaluation) and conversely there were practices that the faculty desired and were either not available or not available to the degree that was desired (e.g., financial support for advanced graduate study and release time for instructional development). Certainly, as Caffey (1979) points out, the discrepancy could be due to economics as the practices preferred by the faculty are often more costly.

The discrepancies between faculty development practices that are desired and those that are offered clearly provides a platform for Nelson and Siegel's (1980) assertion that for faculty development programs to be successful, faculty members need to be an integral part of the planning process. As noted earlier, this is also one of Murray's (1995, 1998, 1999, 2000, 2001) elements of effective faculty development, faculty ownership. Caffey (1979) also makes a similar concluding remark in his research and suggests that this factor does appear to support the use of individual development plans. These plans can be the key to understanding faculty's individual professional development goals and

to what faculty development practice best meets their goals in order to have an effective faculty development program (Eleser & Chauvin, 1998). In early research, Hammons, Smith, and Watts (1978) proposed that the ideal situation would be where faculty and institutional goals were independently determined and then in individual meetings, specific goals would be created that included both individual and organizational agreed upon concerns.

Summary of Literature

The published literature does not offer a single consensual definition of faculty development that scholars all agree on. Researchers utilize their own terminology and delineate their own unique dimensions. There does seem to be an emerging group of scholars who are taking a holistic or comprehensive approach to describing faculty development and that is the conceptual framework that the present study will employ. Thus, in the present study, the term faculty development will refer to any activity or practice in higher education that is dedicated to the on-going value of improved learning and teaching through faculty, instructional, curricular, and organizational development. Faculty development supports and fosters improvement in higher education through human development that is “lifelong, holistic, personal, and professional learning, growth, and change” (POD, 2003).

Historically, faculty development has emerged in response to the various challenges that society has placed on institutions of higher education. Given the role of higher education to respond to the community and societal changes, the need for professional development programs to assist faculty efforts has been firmly established.

Previous statewide and national studies of faculty development programs and practices offered at community colleges have typically surveyed high-level academic administrators and or faculty development practitioners. Few have systematically examined the views and perceptions of community college faculty members as to the perceived value and effectiveness of faculty development practices. Insight into how faculty perceive faculty development was needed. This study will attempt to fill in that research gap.

CHAPTER 3

Methods

One purpose of this study was to examine faculty development practices offered in the last three years by Florida's 22 public community colleges and to determine if the total number of different practices offered as well as the different types of practices were related to institutional size as measured by the number of full-time faculty. A second purpose was to assess and compare the relative perceived value of these practices as viewed by full-time faculty, faculty development practitioners, and academic administrators in these institutions. A third purpose was to assess and compare the relative perceived value of faculty development practices as viewed by full-time faculty within six different discipline areas.

This chapter describes the methods that were utilized in this study. The research questions are presented first followed by an overview of the research design. This section describes the development of the instrument; the pilot study and the subsequent revisions made prior to the full study being implemented; the data collection method for the full study; data analysis decisions that were made; the procedures and definitions employed to identify the respondents of the population; and response rate and demographics of the sample surveyed.

Research Questions

A web-based survey was used to investigate each of the following six research questions:

1. What faculty development practices have been offered in the last three years to full-time faculty employed at Florida's 22 public community colleges?
2. What is the relationship between the size of the full-time faculty population at each of Florida's 22 public community colleges and the total number of different faculty development practices offered at those institutions?
3. What is the relationship between the size of the full-time faculty population at each of Florida's 22 public community colleges and the total number of practices within each of six clusters (i.e., general teaching enhancement practices, specialized programs, consultations, incentives and awards, time away from campus, educational resources)?
4. How are faculty development practices viewed in terms of perceived relative value by chief academic officers, faculty development practitioners, and full-time faculty?
5. What is the relationship between the perceived value of faculty development practices grouped in six clusters (i.e., general teaching enhancement practices, specialized programs, consultations, incentives and awards, time away from campus, education resources) and chief academic officers, faculty development practitioners, and full-time faculty?
6. What is the relationship between the perceived value of faculty development practices grouped in six clusters (i.e., general teaching enhancement practices, specialized programs, consultations, incentives and awards, time away from campus, education resources) and discipline of full-time faculty (i.e., natural

sciences, mathematics and computer science, social sciences, humanities and arts, professions/occupational and applied sciences, nursing and other allied health related fields)?

Research Design

The web-based questionnaire method of gathering survey data was used as it provided several advantages in terms of economy, time, reduction of data entry error, and mass distribution. The savings in money are in the form of the elimination of postage and stationary costs, as well as, the low processing costs. Time savings occur at various points in a Web survey. Although the survey must be constructed, generally the time requirement to do this is far less than traditional publishing. E-mail delivery is almost immediate and therefore postal delivery time is omitted. The most beneficial time saver is also another benefit of web surveys, the reduction or complete elimination of data entry and the possibility of errors (Schmidt, 1997).

One concern in utilizing e-mail and Web surveys is coverage bias due to individuals not having access to the Internet or who choose not to access the Internet. This was not a specific concern for this study as Dillman (2000, p. 356) noted that there are “certain populations, such as university professors,” that generally have an e-mail address and Internet access and that these populations pose only minor concerns in terms of coverage bias.

Research on Internet-based survey research is scarce but a few studies have found that response rates are lower than other traditional methods. To increase response rate an e-mail cover letter was used (Solomon, 2001). The e-mail contained a hyperlink where

the respondent could directly link to the survey. Moreover, a follow-up email was sent to provide non-respondents a gentle reminder to respond.

Development of Instrument

The survey instrument used in this study was created after a thorough investigation of the literature. This literature provided a great number of potential items for this instrument; in addition, several items were derived from Murray's (1995, 1998, 1999, 2000, 2001) research and were used with his permission. An additional source of items for this instrument was an unpublished survey produced by Eison and Sorcinelli (1999).

The survey instrument (Appendix B) was created for the purpose of identifying the current faculty development practices and their perceived value. It contained 42 fixed-response items to improve the reliability and consistency of the data. The 42 items were structurally arranged into six clusters, with an additional section for comments. Items were clustered into the following six areas: (1) general teaching enhancement practices (eight items), (2) specialized programs (eleven items), (3) consultations (five items), (4) incentives and awards (nine items), (5) time away from campus (four items), and (6) educational resources (five items). These six clusters each contained groupings of similar faculty development practices. For example, the eight individual practices found in the first cluster, general teaching enhancement practices, all relate directly to the improvement of teaching through a variety of delivery formats, ranging from workshops with in-house facilitators to hosting a national teaching conference. Similarly, the five individual practices found in the last cluster, educational resources, all pertain to physical

or online documents and other faculty development materials that an institution may provide or loan to faculty members.

Each item on the instrument identified a faculty development practice or opportunity that an institution might offer to its faculty. Some of these were currently occurring at particular institutions while others might suggest new ideas for faculty development that could have potential value. The respondents were asked to read through the list and indicate if their institution had offered the practice in the last three years by choosing either, (a) yes, has offered; (b) unsure/don't know; or (c) no, not offered.

The instrument also asked respondents to indicate their view of the value of each practice to them regardless of whether their institution had offered the practice in the last three years. A modified Likert type scale allowed a respondent to choose one of five possible levels of value ranging from 1 which represented "no value" to 5 which represented "significant value". This type of scale allowed a respondent to indicate on a continuum the extent to which they endorse either a positive or favorable attitude toward the practice (i.e., having significant value) or indicate a negative or unfavorable attitude toward the practice (i.e., having no value) (Anderson, 1988).

The traditional Likert scale utilizes the "unsure/don't know" choice as a fulcrum in the continuum according to Anderson (1988), however it is neither an indication of agreement or disagreement. The decision was made to put the "unsure/don't know" response to the right of the continuum with a space in between in an effort to have the respondent make a clear choice between indicating their perceived value of a faculty development practice and utilizing the "unsure/don't know" category if they were unable

to rate the perceived value of the practice. It was hoped that the respondent would rate the perceived value of the practice, as an answer of “unsure/don’t know” was treated as missing data. In total, the respondents had six response options.

At the end of the full-time faculty survey four demographic questions asked the respondent’s: (1) gender, (2) number of years teaching in higher education, (3) number of years at the present institution, and (4) discipline area. At the end of the CAO and FPD surveys, respondents were presented with the identical demographic questions presented to the full-time faculty and four additional demographic questions to collect background information on the FPD position. The purposes of these questions were to determine: (a) if there were individuals who assisted the person in charge of faculty development; (b) if the person in charge of faculty development also taught classes; (c) if there was a recurring line item budget and if so if that budget had changed in the last three years; and (d) how they foresaw future allocations of funds for staff and program development after the deletion of the mandatory two percent allocation requirement as designated in FAC 6A-14.0262. These demographic questions were used to help describe respondent characteristics within the three populations of full-time faculty, faculty development practitioners, and chief academic officers.

In March of 2004, a preliminary investigation was conducted to examine and enhance the content validity of the survey instrument. This validation process consisted of email correspondences and phone interviews with a small panel of faculty development experts consisting of four members from the Board of Directors of The National Council for Staff, Program & Organizational Development (NCSPOD).

NCSPOD is an affiliate council of the American Association of Community Colleges (AACC). NCSPOD provides services for its members based on their mission which is to increase institutional vitality by providing professional growth opportunities for their members, while enabling them to establish, enhance, and/or revitalize staff, program, and organizational development within their institutions.

Each panel member from NCSPOD examined the survey instrument for clarity, possible points of ambiguity or omissions and provided input as to additions or deletions from the survey. Upon completion of the interviews, the survey was revised to incorporate the information from the expert panel into the present survey instrument. Specifically, clusters were reorganized and renamed, and the practice of reassigned time for teaching improvement projects was added. Redundant items such as sabbaticals and faculty leaves were collapsed together. Once these changes were made, University of South Florida Institutional Review Board (IRB) approval was received in July of 2004 in order to initiate the pilot study.

Pilot Study

The survey items were transformed into a web-based instrument. The programming was done by a computer consultant employed by Collegis, Inc who provided a computer consultant for technical assistance in creating the online version of the survey.

To test the adequacy of the web programming, a small pilot study was conducted with a sample of 25 full-time faculty members in the summer of 2004. The data collection methods for this pilot study were as follows:

1. The faculty in the pilot study received an email cover letter (see Appendix F). The email identified the researcher and the purpose of the study. The email cover letter further indicated the approximate amount of time to complete the survey, the response deadline, contact information, and a hyperlink to the online survey. The respondent clicked on the hyperlink to respond to the survey.
2. When respondents clicked on the hyperlink they saw a short welcome statement and an indication of appreciation for taking time to complete the survey (see Appendix B). The respondent was informed that the next portion of the survey would detail the required informed consent information, with the survey to follow. The respondent then clicked “continue” to move to the next screen where the informed consent information was presented.
3. After the respondent read and completed the informed consent information (see Appendix B), the survey was displayed.
4. The first screen of the survey had the respondent identify his/her institutional affiliation and the campus to which he or she was primarily assigned (see Appendix B).
5. The survey (see Appendix B) was then displayed, and respondents were asked to respond to each of the 42 items. Following the listed practices, four demographic questions were asked to ascertain the respondent’s: (1) gender; (2) number of years teaching in higher education; (3) number of years at the present institution; and (4) discipline area. Once the respondents completed

the survey they were be directed to click on the “submit” button.

6. A final screen thanking them for their participation then appeared (see Appendix B).
7. Immediately prior to the deadline to respond, a reminder email was sent to the pilot study sample. This email (see Appendix E) was sent to all respondents in the sample as information on the survey was anonymous and there was no way to know who responded previously. This email thanked those who had responded and asked those who had not yet responded to please respond by the stated deadline. This email again contained the necessary hyperlink to the survey.

Data collection for this pilot study began with the distribution of the web-based survey (see Appendix B) by email in July of 2004 to 25 randomly selected full-time faculty members. Of the 25 full-time faculty in the pilot study sample, 21 responded for a response rate of 84%. The pilot group was also invited to later participate in a focus group to help identify any possible problems or misunderstandings they had while completing the online survey. Upon completion of the focus group interviews, the survey was again revised to include the information from the focus group. Specifically, the columns on each side of the 42 items were switched so that respondents first rated the value of a practice and then indicated if the practice was offered at their institution in the past three years. These changes were delineated and sent to IRB for approval, which was secured in November of 2004 before the full study was implemented.

During the pilot study, the data collection process went smoothly and without

problems. The collected data from these 21 respondents were analyzed with the Statistical Package for the Social Sciences (SPSS) Graduate Pack 13.0 for Windows (2004). For internal consistency, Cronbach's coefficient alphas were determined for the clusters to see if items were similar enough to be grouped. The respondents' relative perceived value rating of items within the clusters indicated that there was a high degree of homogeneity of items as detailed in Table 4. The reliabilities ranged from .75 (Time Away From Campus) to .94 (Specialized Programs).

Table 4

Cronbach's Alphas for the Six Clusters of Faculty Development Practices (n=21)

Cluster	Number of items	Cronbach's alpha
General Teaching Enhancement Practices	8	.82
Specialized Programs	11	.94
Consultations	5	.83
Incentives and Awards	9	.88
Time Away from Campus	4	.75
Educational Resources	5	.89

Additional analysis included descriptive statistics to summarize the practices offered at the pilot study institution and the perceived relative value of these practices. With only one response group, further analysis could not be done. Thus, with no difficulties in statistical analysis detected, the full study was begun.

Full Study Collection of Data

Immediately following the completion of the pilot study, the full study began in November of 2004. The data collection methods for the study were as follows:

1. An email was sent to all 3,707 email addresses of all full-time faculty members of Florida's 22 public community colleges. This email (see

Appendix D) identified the researcher and the purpose of the study. The email cover letter further indicated the approximate amount of time to complete the survey should take, the response deadline, contact information, and a hyperlink to the online survey. The respondent clicked on the hyperlink to respond to the survey.

2. An email was also sent to each CAO. Their email cover letter was identical to the one sent to the full-time faculty except for the hyperlink. The difference in the hyperlink is discussed in Step 7. The respondent clicked on the hyperlink to respond to the survey.
3. An email was also sent to each FDP. Their email cover letter was identical to the one sent to the full-time faculty except for the hyperlink. The difference in the hyperlink is discussed in Step 7. The respondent clicked on the hyperlink to respond to the survey.
4. When respondents clicked on the hyperlink they saw a short welcome statement and an indication of appreciation for taking time to complete the survey (see Appendix B). The respondent was informed that the next portion of the survey would detail the required informed consent information with the survey to follow. The respondent then clicked “continue” to move to the next screen where the informed consent information was presented.
5. After the respondent read and completed the informed consent information (see Appendix B), the survey was displayed.
6. The first screen of the survey had the respondent identify his/her institutional

affiliation and the campus to which they were primarily assigned (see Appendix B).

7. The survey (see Appendix B) was then displayed, and respondents were asked to respond to each of the 42 items. Following the listed practices, the full-time faculty were presented with four demographic questions (see Appendix B): asking the respondent's: (a) gender; (b) number of years teaching in higher education; (c) number of years at the present institution; and (d) discipline area. The CAO and FPD respondents were presented with the identical demographic questions presented to the full-time faculty and in addition, three more demographic questions designed to collect background information on the FPD position (see Appendix B). These questions were used to determine: (a) if there were individuals who assisted the person in charge of faculty development; (b) if there was a recurring line item budget and if that budget had changed in the last three years; and (c) if the person in charge of faculty development also taught classes. Once the respondent had completed the survey he or she was directed to click on the "submit" button.
8. A final screen thanking them for their participation then appeared (see Appendix B).
9. Immediately prior to the deadline to respond, a reminder email was sent to all respondents. This email (see Appendix E) was sent to all respondents in the study as information on the survey was anonymous and there was no way to know who responded previously. This email thanked those who had

responded and asked those who had not yet responded to please respond by the stated deadline. This email again contained the necessary hyperlink to the survey.

Population and Sample

The population for this study consisted of three unique subsets of Florida's public community college employees: chief academic officers, faculty development practitioners and full-time faculty members. The *Florida Community College System (FCCS) Fact Book* (2004) lists 28 public community colleges. The FCCS started with the creation of the first community college in 1933 and the most recently established in 1972. As of the 2004-2005 academic year, five of these institutions, Chipola College, Edison College, Miami-Dade College, Okaloosa-Walton College, and St. Petersburg College received authorization from the State Board of Education "to deliver specified baccalaureate degree programs in its district to meet local workforce needs" (State of Florida, 2003). Since these institutions now offer baccalaureate degrees, they were eliminated from the population of the study as they are no longer officially considered community colleges. Although the Legislature stated that these institutions "may not terminate its associate in arts or associate in science degree programs" and "that the primary mission of a community college...continues to be the provision of associate degrees" (State of Florida, 2003), these four institutions in fact changed their name from a 'community college' to a 'college' as per the accreditation principles of the Southern Association of Colleges and Schools (2004).

For this study, a sixth institution, Indian River Community College, was removed

from the overall population of 28 community colleges per the chief academic officer's request. In August and September 2004 the college was hit by two separate hurricanes just as the academic year was getting underway and they suffered considerable damage. The chief academic officer and faculty had their hands full making up for lost classroom time and they needed to focus only on critical needs. It was for this reason that this institution was pulled from the population under investigation.

The remaining 22 Florida public community colleges provided the population under investigation. The first sub-group of respondents in this study was comprised of the chief academic officers (CAO) from each of the 22 Florida public community colleges. For purposes of clarity and consistency in language across these 22 diverse community colleges, the CAO was defined as the individual appointed by the institution's president as the primary contact and the voting member to the Council on Instructional Affairs for the 2004-2005 academic year. The Council on Instructional Affairs (CIA) is part of the Florida Community College System which is a division of the Florida Department of Education. The council is comprised of the executive level instructional leaders (e.g., academic vice presidents, deans and provosts) from each of Florida's public community colleges. As the council includes various level instructional leaders, designating the presidentially appointed voting member of the Council as the chief academic officer, allowed for a uniform definition (Council on Instructional Affairs, 1999). Of the 22 individual CAOs, 18 (82%) responded to the web survey after being contacted several times (see Table 5).

Table 5

Chief Academic Officer's Demographics (n = 18)

Demographic Variable	Full-time Faculty	
	Frequency	%
Number of years teaching in higher education		
None	0	0
Less than 1 year	0	0
1-3 years	0	0
4-6 years	1	6
7-9 years	0	0
10-19 years	4	22
20-29 years	9	50
30 or more years	4	22
Length of time at your current institution		
Less than 1 year	2	11
1-3 years	2	11
4-6 years	2	11
7-9 years	3	17
10-19 years	4	22
20 or more years	5	28

The respondent group of 18 included 9 (50%) males and 9 (50%) females.

According to the data in Table 4, the number of years teaching in higher education ranged from only 6% in the early part of their careers having less than 10 years experience, to 22% in their mid-careers with between 10 and 19 years experience, and 72% of the CAOs in the senior stage of their careers with more than 20 years of teaching experience. Interestingly but perhaps not surprisingly, although the vast majority of CAOs are in the senior part of their career, 50% have been at their current institution for less than ten years. The remaining CAOs are roughly split in their length of service at their current institution with 22% having between 10 and 19 years of longevity and 28% of the CAOs being very much a part of the history of their institution with more than 20 years of service.

The second sub-group of respondents was comprised of the individuals most directly responsible for faculty development coordination at each of the 22 Florida public community colleges. Each of the CAOs was contacted via email and asked to provide the name of the individual at the institution who was most directly responsible for faculty development at his or her institution (see Appendix A). The person identified by the CAO was then referred to as the faculty development practitioner (FDP), regardless of his or her actual position title at the institution. This distinction was made as institutions often divide faculty development practices across several different functional units (e.g., human resources, academic affairs, institutional advancement). The individuals identified by the CAOs were designated as the FDPs unless the CAO named him or herself as the person most directly responsible for faculty development, in which case that particular institution did not have a uniquely identified FDP. The 18 chief academic officers identified 16 individuals who held this position on their campuses; 8 (50%) of these individuals responded to the multiple distributions of the web survey.

In Table 6, data are presented from the 8 (50%) faculty development practitioners who responded. Two were males (25%) and 6 (75%) were females. The respondents' number of years teaching in higher education was roughly split between three (38%) in the junior part of their careers with nine or fewer years experience, two (25%) mid-career individuals with between 10 and 19 years experience, and two (25%) in their senior part of their career with more than 20 years. The length of time at their current institution for the faculty development practitioners was nearly equally divided with three individuals (38%) with less than three years at their institution, three individuals having (38%)

between 10 and 19 years, and two individuals (25%) with more than 20 years.

Table 6

Faculty Development Practitioner's Demographics (n = 8)

Demographic Variable	Full-time Faculty	
	Frequency	%
Number of years teaching in higher education		
None	0	0
Less than 1 year	0	0
1-3 years	1	13
4-6 years	0	0
7-9 years	2	25
10-19 years	2	25
20-29 years	1	13
30 or more years	1	13
Length of time at your current institution		
Less than 1 year	0	0
1-3 years	0	0
4-6 years	2	25
7-9 years	1	13
10-19 years	3	38
20 or more years	2	25

The third and final sub-group of respondents were the full-time faculty members from each of the 22 Florida public community colleges. According to the *FCCS Fact Book* (2004), Florida's 22 public community colleges employed 3,541 full-time instructional personnel in the Fall of 2003. This document unfortunately does not contain current email for the full-time faculty members of each institution; therefore, in January, 2004, a list was compiled of email addresses of Florida's full-time community college faculty from the web sites of 18 of 22 Florida public community colleges. Where no online list was available, a list was provided to the author by the remaining four institutions. When the online information was combined with the institution provided information, a list of 3,707 email addresses was created. This number is 10% higher than

the 3,541 full-time instructional personnel reported in the *FCCS Fact Book* (2003). This discrepancy was produced by two different factors relating to the *FCCS Fact Book*. First, the data in the 2003 *FCCS Fact Book* are based on Fall 2002 annual personnel reports and therefore changes in the number of full-time faculty were caused by attrition and new hires. The second factor producing the disparity was created by a difference in definitions. The FCCS uses the term “full-time instructional personnel” rather than full-time faculty. Institutions may include librarians and counselors in their count of full-time faculty at the institutional level but only report faculty members to the state.

After several distributions of the web survey, a total of 408 faculty or an 11% return rate was achieved. Individual institutional response rates for the 22 institutions can be found in Table 7. Six institutions had a response rate of less than 10%. These institutions were both large and small in size ranging from 53 full-time faculty members to a high of 353 full-time faculty members. Four institutions achieved a response rate of 20% or more. These institutions tended to be smaller in size with three institutions having 57 or fewer full-time faculty members and one institution having just over 100 full-time faculty members.

Only full-time faculty were surveyed in this study as full-time faculty are generally the principal clientele of faculty development. Published literature supports this approach by noting that full-time faculty are the primary consumer for faculty development practices (Alfano, 1993b). While some institutions invite part-time faculty to participate in many of their faculty development practices, widespread attendance by part-time instructors is not common practice. In addition, many other faculty

development practices are commonly restricted to only full-time instructors (e.g., sabbatical, travel funds, tuition reimbursement, etc.).

Table 7

Institutional Response Rate and Percentage of Population

Institution	<i>n</i> Responding	% Response
1	30	15
2	10	3
3	21	19
4	21	9
5	24	7
6	6	26
7	6	7
8	32	14
9	3	6
10	14	25
11	27	24
12	3	12
13	31	13
14	10	12
15	31	15
16	17	18
17	36	13
18	11	6
19	11	20
20	8	11
21	16	10
22	40	12
Total Faculty	408	11.0

Note. Total number of full-time faculty at each institution was determined by utilizing the number of full-time instructional personnel as indicated in the Florida Community College System Fact Book (2004).

Full-time faculty were also used in determining the size of an institution. The rationale for employing this approach to describing institutional size was based on the concept of critical mass. The larger the full-time faculty, the greater the likelihood that a significant number would participate in the faculty development activities offered regardless of longevity in teaching or institutional affiliation (see Table 8). Spending

funds on an activity that is more likely to have greater participation would seem to be a rational use of limited institutional funds. Also, Rosenberger (1993) found that institutionalization of faculty development is not related to the size of the institution when student population was used as the unit of measurement.

Table 8

Full-time Faculty's Demographics (n = 408)

Demographic Variable	Full-time Faculty	
	Frequency	%
Number of years teaching in higher education		
None	0	0
Less than 1 year	4	1
1-3 years	31	8
4-6 years	51	13
7-9 years	33	8
10-19 years	134	33
20-29 years	93	23
30 or more years	50	12
Length of time at your current institution		
Less than 1 year	17	4
1-3 years	73	18
4-6 years	66	16
7-9 years	50	12
10-19 years	102	25
20 or more years	88	22

Table 8, presents some of the demographic data of the third sub-group of respondents which were 408 full-time faculty members from the 22 Florida public community colleges. This sample consisted of 140 males (34%) and 255 females (63%); 13 chose not to indicate their gender. The full-time faculty were also almost evenly divided in terms of their stage of career development. There were 119 (29%) junior faculty members, 134 (33%) mid-career faculty, and 143 (35%) senior faculty members. Although the longevity of their careers was almost evenly divided, the majority (51%) of

these full-time faculty have been employed at their institution for nine or fewer years.

The remaining 190 faculty were divided virtually in half with 102 (25%) having been at their institution for between 10 and 19 years, and the remaining 88 (22%) with more than 20 years work experience at their current institutions.

Even though the data on the respondents' discipline area have been analyzed only for the faculty in research question number six (i.e., to protect the anonymity of the CAOs and FDPs), it is interesting to note the differences in discipline areas for both the CAO and FPD populations (see Table 9). Examining the discipline area data to which the respondents were most closely assigned revealed that all three sub-groups were largely from the same discipline area. Among the faculty respondents, 28% indicated that they were in the humanities and arts. Similarly, 28% of the CAOs and 38% of the FDPs also indicated that the humanities and arts were their discipline area.

Table 9

Respondent's Academic Discipline Area

Discipline	Faculty <i>n</i> =408		Chief Academic Officer <i>n</i> =18		Faculty Development Practitioner <i>n</i> =8	
	Frequency	%	Frequency	%	Frequency	%
Natural Sciences	34	8	4	22	0	0
Mathematics/Computer Sciences	51	13	1	6	2	25
Social Sciences	53	13	2	11	1	13
Humanities/Arts	116	28	5	28	3	38
Professions/Occupational	55	14	1	6	2	25
Nursing/Allied Health	84	21	0	0	0	0

Data Analysis Decisions

After the data collection period had ended, an initial investigation of the data was

done using SPSS (2004). With respect to ratings of the perceived value of the 42 faculty development practices, response 1 (representing no value) to response 5 (representing significant value) were treated as valid responses whereas an “unsure/don’t know” response was treated as missing data. On the other hand when indicating if a faculty development practice was offered the response “yes, offered” was coded as “1” the response “unsure/don’t know” was coded as “2” and the response “no” was coded as “3”.

An initial exploration of the data highlighted several unique problems that led to a series of decisions by the investigator regarding how the data could best be analyzed to address each of the six specific research questions under examination. The first difficulty identified was that although 16 individuals were identified by the CAOs as faculty development practitioners (FDP), only eight responded to the survey after several contacts. Since this would limit the scope of the research to only those eight institutions with responding faculty development practitioners, the first data analysis decision was to only use the FDP responses’ when analyzing research question number four examining each of the three groups’ perceived relative value of 42 faculty development practices. This was not considered a major problem because the CAOs perceived relative value of the items could still be compared to the responses provided by full-time faculty.

With the faculty development practitioners’ data removed for five of the six research questions, data provided by the chief academic officers’ and full-time faculty data were examined closely. These data also highlighted possible analysis problems. An attempt to analyze the first research question, which looks at whether or not 42 specific faculty development practices were offered at each institution, turned out to be a

surprisingly difficult task. It appeared that a widespread lack of agreement existed between faculty members and their CAOs on whether specific faculty development practices were in fact offered on each campus.

As stated earlier, for purposes of clarity and consistency in language across these 22 diverse community colleges, the chief academic officer was defined as the individual appointed by the institution's president as the primary contact and the voting member to the Council on Instructional Affairs for the 2004-2005 academic year. The individuals on this council, the CAOs, are ultimately responsible for implementing faculty development programs at each of their respective institutions. Additionally, until July 2004, the Florida Administrative Code (FAC) 6A-14.029 on staff and program development stated that each institution must provide accountability through an annual report submitted to the State Board of Community Colleges describing how staff and program funds were expended, a description of the programs improved/initiated, the number of respondents in staff development activities, and an evaluation of the effectiveness in relation to college policies (FAC, 1995). Since the CAOs generated this report, their responses were deemed the most reliable source of reporting the existence of a particular faculty development practice at their institution.

Thus, the second data analysis decision made was to use the CAOs responses to analyze the first three research questions as they each referenced the existence of faculty development practices available at a particular institution. Full-time faculty responses were, however, analyzed and presented in this chapter to provide a more detailed discussion of the data. These two data analysis decisions were made to adequately

analyze the data collected in an attempt to best address each of the research questions as written. The discovery of the complexity of the data in fact illuminated several methodological concerns that will be discussed in Chapter 5.

An internal consistency estimate of reliability was computed on each of the six clusters of practices within the instrument to determine if further analysis based upon these groupings was appropriate. This analysis was done utilizing the data provided by the entire full-time faculty population ($n=408$). The test analyzed each faculty member's relative perceived value ratings of the 42 specific items that had been structurally arranged into six clusters of similar practices. These tests indicated that the internal consistency for the six clusters of faculty development practices were: (a) General Teaching Enhancement Practices, Cronbach's alpha = .874; (b) Specialized Programs, Cronbach's alpha = .875; (c) Consultations, Cronbach's alpha = .781; (d) Incentives and Awards = .849; (e) Time Away from Campus = .831; and (f) Educational Resources = .878. A detailed description of each of the Cronbach's alpha analysis can be found in Table 10. The coefficient alphas suggest that the scale scores reported here indicate sufficient internal consistency within each of the six clusters of faculty development practices to conduct further analysis of the data using these six clusters.

Table 10

Cronbach's Alphas for the Six Clusters of Faculty Development Practices(n=408)

Cluster	Number of items	Cronbach's alpha
General Teaching Enhancement Practices	8	.874
Specialized Programs	11	.875
Consultations	5	.781
Incentives and Awards	9	.849
Time Away from Campus	4	.831
Educational Resources	5	.878

With sufficient internal consistency within each of the six clusters, the analysis of research questions five and six was conducted by first computing a single mean score for each cluster per individual respondent. For each of these mean scores to be calculated, the respondent needed to respond to a minimum number of questions in each of the six clusters. The following were the minimum items that needed to be responded to: General Teaching Enhancement Practices, five of eight items; Specialized Programs, seven of eleven items; Consultations, three of five items; Incentives and Awards, six of nine items; Time Away from Campus, two of four items; and Educational Resources, was calculated when the respondent answered at least two of five items.

Because faculty were nested within community colleges, the effect that this clustering or nesting may have had on individual respondent answers was taken into account by calculating the intraclass correlation (ICC). The ICC analysis provided the necessary information to determine if observations were independent of the institutional groupings as it measures relative homogeneity within groups in ratio to the total variation. Hierarchical Linear Modeling (HLM) was utilized to examine the relationships of faculty discipline and perceived value of faculty development practices grouped in six clusters because full-time faculty respondents were nested within their institutions.

CHAPTER 4

Results

One purpose of this study was to examine faculty development practices offered in the last three years by Florida's 22 public community colleges and to determine if the total number of different practices offered as well as the different types of practices were related to institutional size as measured by the number of full-time faculty. A second purpose was to assess and compare the relative perceived value of these practices as viewed by full-time faculty, faculty development practitioners, and academic administrators in these institutions. A third purpose was to assess and compare the relative perceived value of faculty development practices as viewed by full-time faculty within six different discipline areas.

This chapter provides the analysis of data results for each of the six research questions. This chapter concludes with a summary of the key findings.

Research Question 1: Faculty Development Practices Offered in the Last Three Years

The first research question investigated the specific faculty development practices that were offered in the last three years to full-time faculty employed by Florida's 22 public community colleges. As noted earlier, only the data from the CAOs of 18 institutions were used to analyze this first research question. A frequency distribution was created and the resulting information was then rank ordered from the highest number of institutions offering the practice to the lowest. Table 11 presents the rank order of each of

the 42 faculty development practices surveyed.

Table 11

Number and Percent of Institutions Offering Practice Per Chief Academic Officer (n=18)

Faculty Development Practice	Frequency	%
Teaching improvement events using in-house facilitators.	18	100.0
Discussions on teaching-related issues (e.g. brown bag lunches, topical discussion groups).	18	100.0
Technology workshops for enhancing instruction or online teaching.	18	100.0
New faculty orientation, teaching enhancement workshop, or retreat prior to the start of school.	18	100.0
Tuition assistance for faculty.	18	100.0
Funds for travel to professional conferences.	18	100.0
Teaching improvement events using nationally recognized speakers.	17	94.4
Workshops for personal development, such as, interpersonal skills training, stress management, time management, and retirement planning.	17	94.4
Mentoring program for newly-hired faculty.	17	94.4
Assistance with library research, internet research, citation formatting, and statistical analysis for publication.	17	94.4
Course reductions for faculty to encourage teaching improvement projects.	17	94.4
Collaborative work groups on campus to facilitate enhanced student learning (e.g. Student Affairs, Departments, and Technical support working together).	16	88.9
Voluntary in-class teaching observations with follow-up feedback.	16	88.9
Assistance with external grant writing activities.	16	88.9
Salary or rank advancement for completion of graduate, and under certain conditions, undergraduate coursework to reward faculty advancing their knowledge in their field.	16	88.9
Faculty leaves or sabbaticals.	16	88.9
Outstanding teaching awards program.	15	83.3
Faculty development training workshops for department chairpersons.	14	77.8
Consultations available to answer teaching related questions and concerns.	14	77.8
Faculty grants program to support the purchase of research materials and equipment or instructional materials.	14	77.8
Incentives to encourage faculty to do research that might lead to grants, publications, or conference presentations.	13	72.2
Lending library of faculty development resources (e.g. books, journals, newsletters, videotapes).	13	72.2
Off-campus teaching improvement retreats.	12	66.7
Collaborative faculty development activities with other institutions.	12	66.7
Website containing faculty development materials.	12	66.7
Publish or disseminate newsletters on teaching.	11	61.1
Release program to work in industry.	10	55.6
Resource guide containing valuable information about teaching and learning unique to the institution.	10	55.6
Career development program for mid-career faculty.	9	50.0
Online or videotaped self-paced faculty development programs or materials.	9	50.0
Faculty book club focusing on texts related to teaching and learning.	8	44.4
Program on preparing a teaching or promotion portfolio.	8	44.4
Professional renewal program for senior faculty.	8	44.4

Table 11 (continued).

Campus-wide teaching conference (one to three days in length).	7	38.9
Classroom videotaping services with follow-up feedback.	7	38.9
Salary or rank advancement for completion of on/off campus seminars, workshops, or conferences.	6	33.3
Teaching fellowship program (semester or year in length).	6	33.3
Intensive summer institutes (three to ten days in length).	5	27.8
Hosting a regional or national teaching conference.	5	27.8
Requiring either a graduate credit-bearing course on “College Teaching” through an accredited university or an equivalent non-credit-bearing course provided by your institution.	5	27.8
Salary or rank advancement for completion of recognized work experience, travel experience, and other professional activities related to their teaching.	5	27.8
Exchange program with faculty at another institution.	5	27.8

The data in Table 11 indicate that six practices have been offered by all 18 of the institutions within the past three years. These practices included: a) teaching improvement events using in-house facilitators; b) discussions on teaching-related issues; c) technology workshops for enhancing instruction or online teaching; d) new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school; e) tuition assistance for faculty; and f) funds for travel to professional conferences. Moreover, five additional practices (i.e., teaching improvement events using nationally recognized speakers; workshops for personal development, such as, interpersonal skills training, stress management, time management, and retirement planning; mentoring program for newly-hired faculty; assistance with library research, internet research, citation formatting, and statistical analysis for publication; and course reductions for faculty to encourage teaching improvement projects) were offered by 17 of the 18 institutions. An additional five practices (i.e., collaborative work groups on campus to facilitate enhanced student learning; voluntary in-class teaching observations with follow-up feedback; assistance with external grant writing activities; salary or rank

advancement for completion of graduate, and under certain conditions, undergraduate coursework to reward faculty advancing their knowledge in their field; and faculty leaves or sabbaticals) were similarly provided by 16 of the 18 institutions. Thus, 16 faculty development practices were offered by nearly 90% of the 18 Florida community colleges participating in this study.

As also revealed in Table 11, far less common faculty development practices included: a) intensive summer institutes; b) hosting a regional or national teaching conference; c) requiring a course on “College Teaching”; d) salary or rank advancement for completion of recognized experience; and e) exchange program with faculty at another institution. These five practices were offered by only five institutions in this study.

The relative frequencies with which the remaining 21 faculty development practices have been offered by Florida’s community colleges over the past three years is reported in Table 11. It is interesting to note that many of these practices found in the middle of the relative frequency distribution are those that could be offered at little or no cost to the institution. These practices and their corresponding relative frequency include: outstanding teaching awards program (15); consultations available to answer teaching related questions and concerns (14); lending library of faculty development resources (e.g., books, journals, newsletters, videotapes) (13); collaborative faculty development activities with other institutions (12); website containing faculty development materials (12); publish or disseminate newsletters on teaching (11); resource guide containing valuable information about teaching and learning unique to the institution (10); online or

videotaped self-paced faculty development programs or materials (9); and program on preparing a teaching or promotion portfolio (8).

In summary, according to the CAOs of 18 of 22 Florida's public community colleges, of the 42 faculty development practices identified by the survey, no one institution offered all 42 practices. One institution offered their faculty 41 of the practices and two institutions offered their faculty 40 practices. Of the 42 practices identified, the least number of practices offered at one institution was 19. As indicated by the CAOs, 15 or 36% of 42 possible faculty development practices were offered to full-time faculty within the past three years at 16 of the 18 (89%) institutions. During the same period, there were only five faculty development practices that were offered by five (26%) of these 18 institutions.

Research Question 2: Relationship Between Full-time Faculty

Population and Total Number of Practices

The second research question focused on the relationship between the size of the institution, as determined by the total number of full-time faculty employed at that institution, and the total number of the 42 separate faculty development practices offered at that institution. As noted earlier, only the data from the CAOs of 18 institutions were used to analyze this second research question.

Institutional size was determined by the size of the full-time faculty population as indicated in the *FCCS Fact Book* (2003). The largest institution analyzed employed 353 full-time faculty members and the smallest institution employed 32 full-time faculty members. Total number of faculty development practices offered at each of the

institutions ranged from a high of 41 to a low of 19 (see Figure 1).

To get a rich descriptive picture of the nature of the relationship between the total number of faculty development practices per institution and the size of the institution as indicated by number of full-time faculty a scatterplot (Figure 1) was created. Inspection of this scatterplot did not visibly indicate a strong or linear relationship.

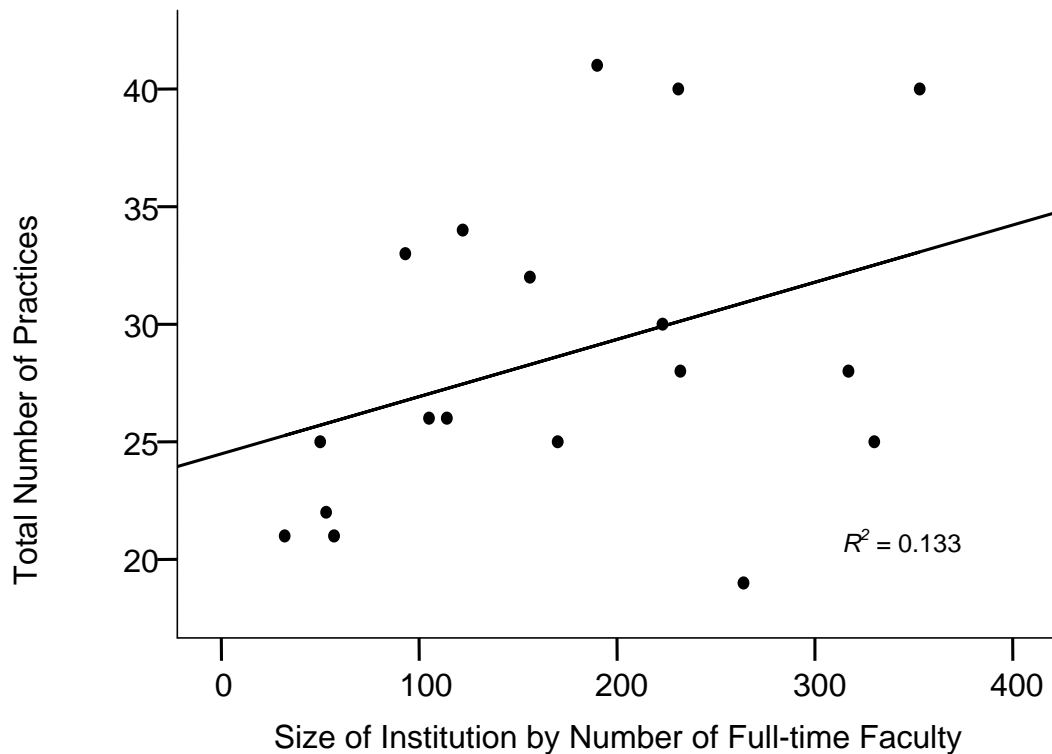


Figure 1. Relationship between the size of the full-time faculty population and the total number of practices offered.

A Person's product moment coefficient was computed between the total number of faculty development practices per institution and the size of the institution as indicated by number of full-time faculty. A correlation of .365 was obtained. Squaring this

correlation coefficient reveals the explained variance between the two variables. In this instance, 13% of the variability in the total number of practices was accounted for by the variability of institutional size. This relationship was not statistically significant ($p > .05$). Thus, while some might speculate that institutions with larger faculties would offer a larger number of faculty professional development opportunities than institutions with fewer faculty, the results clearly do not support this belief. The four institutions with the smallest number of faculty had a mean of 22.3 faculty professional development practices offered while the four institutions with the largest number of faculty had a mean of 28.0 faculty professional development practices offered.

*Research Question 3: Relationship Between Full-time Faculty Population
and Total Number of Practices in Clusters*

The third research question focused on the relationship between the size of the institution, as determined by the total number of full-time faculty employed at that institution, and the total number of faculty development practices within each of six clusters offered at that institution. As noted earlier, only the data from the CAOs of 18 institutions were used to analyze this third research question. The largest institution analyzed employed 353 full-time faculty members and the smallest institution employed 32 full-time faculty members.

Only one significant relationship was discovered in the analysis of the six clusters. This was the relationship between institutional size and General Teaching Enhancement Practices. General Teaching Enhancement Practices contained the following eight practices: teaching improvement events using in-house facilitators;

teaching improvement events using nationally recognized speakers; discussions on teaching-related issues (e.g., brown bag lunches, topical discussion groups); faculty book club focusing on texts related to teaching and learning; off-campus teaching improvement retreats; campus-wide teaching conference (one to three days in length); intensive summer institutes (three to ten days in length); and hosting a regional or national teaching conference. The total number of faculty development practices offered at each of the institutions ranged from a high of 8 to a low of 3.

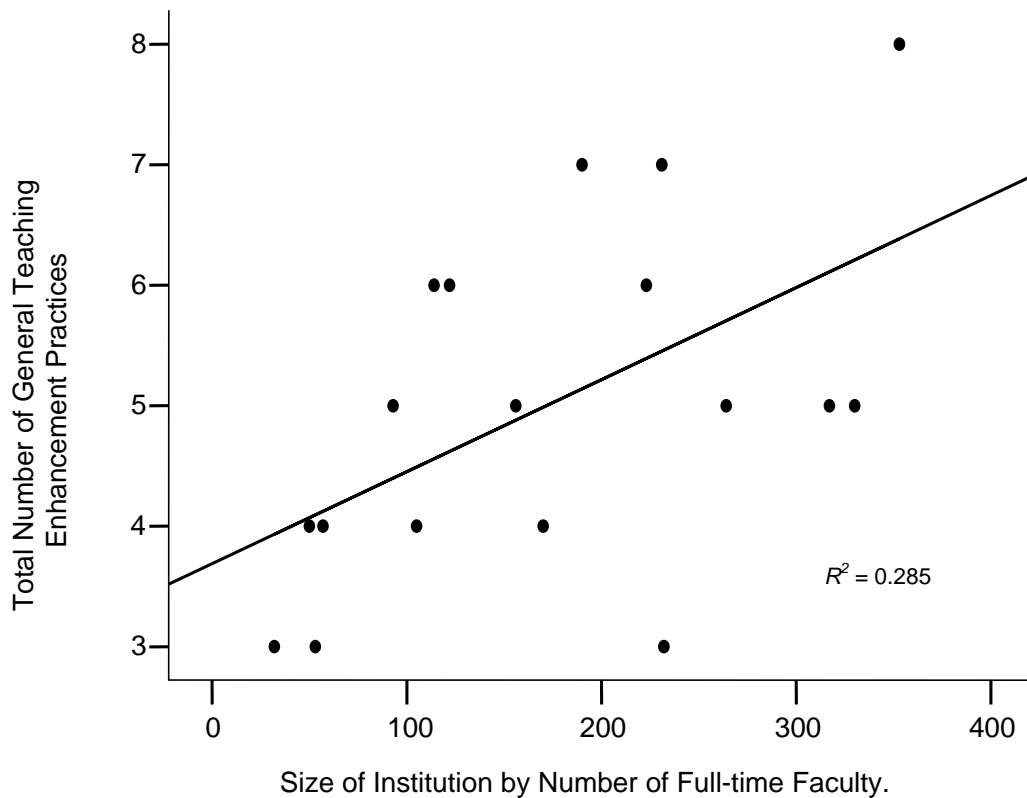


Figure 2. Total number of General Teaching Enhancement Practices in relation to the size of the institution as determined by the number of full-time faculty.

To get a rich descriptive picture of the nature of the relationship between the total number of General Teaching Enhancement Practices per institution and the size of the institution as indicated by number of full-time faculty a scatterplot (Figure 2) was created. Inspection of this scatterplot suggested a moderately strong linear relationship. A Pearson's product moment coefficient was computed between the total number of General Teaching Enhancement Practices per institution and the size of the institution. A correlation of .534 was obtained. Squaring this correlation coefficient reveals the explained variance between the two variables. In this instance, 29% of the variability in the total number of General Teaching Enhancement Practices was accounted for by the variability of institutional size. This relationship was statistically significant at the $p < .05$ level.

Although the analysis of the remaining five clusters indicated no significant relationships, a brief discussion of the findings is relevant. The total number of practices offered in Specialized Programs (e.g., technology workshops, new faculty orientation) at each of the institutions ranged from a high of 11 to a low of 5. Inspection of the scatterplot (Figure 3) created did not visibly suggest a linear relationship and the obtained correlation was .255. Only 6% of the variability in the total number of practices in Specialized Programs can be accounted for by the variability of institutional size. This relationship was not statistically significant ($p > .05$).

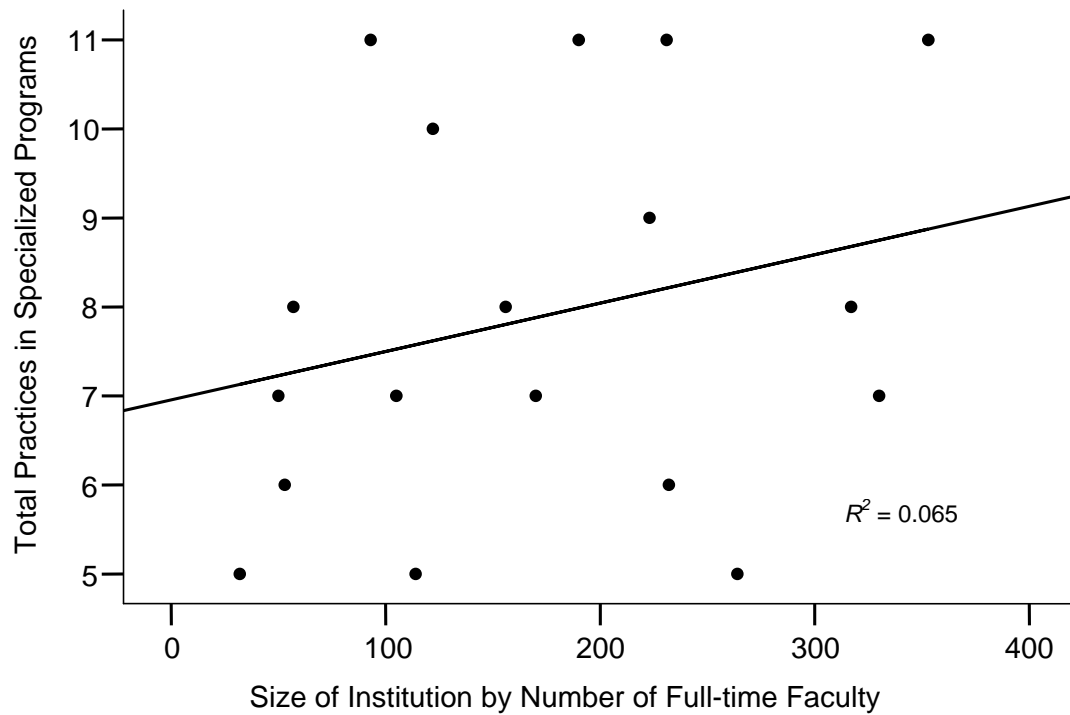


Figure 3. Total number of practices in Specialized Programs in relation to the size of the institution as determined by the number of full-time faculty.

The analysis of Consultations (e.g., consultations, voluntary in-class teaching observations) indicated that the total number of faculty development practices at each of the institutions ranged from a high of 5 to a low of 1. Examination of the scatterplot in Figure 4 did not visibly suggest a linear relationship and the obtained correlation was -.194. Thus, for Consultations, 4% of the variability in the total number of practices can be accounted for by the variability of institutional size. The relationship was not statistically significant ($p > .05$).

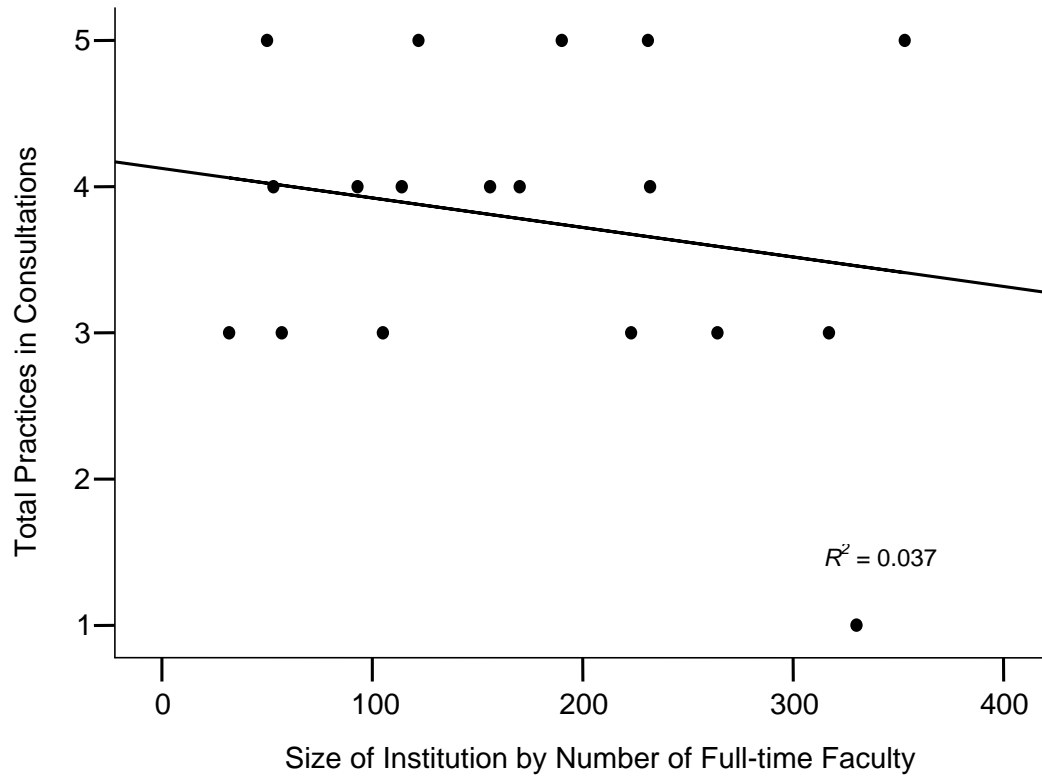


Figure 4. Total number of practices in Consultations in relation to the size of the institution as determined by the number of full-time faculty.

The total number of faculty development practices offered in Incentives and Awards (e.g., tuition assistance, course reductions) at each of the institutions ranged from a high of 9 to a low of 4. Inspection of the scatterplot (Figure 5) created did not visibly suggest a linear relationship and the obtained correlation was .106. Only 1% of the variability in the total number of practices in Incentives and Awards can be accounted for by the variability of institutional size. This relationship was not statistically significant ($p > .05$).

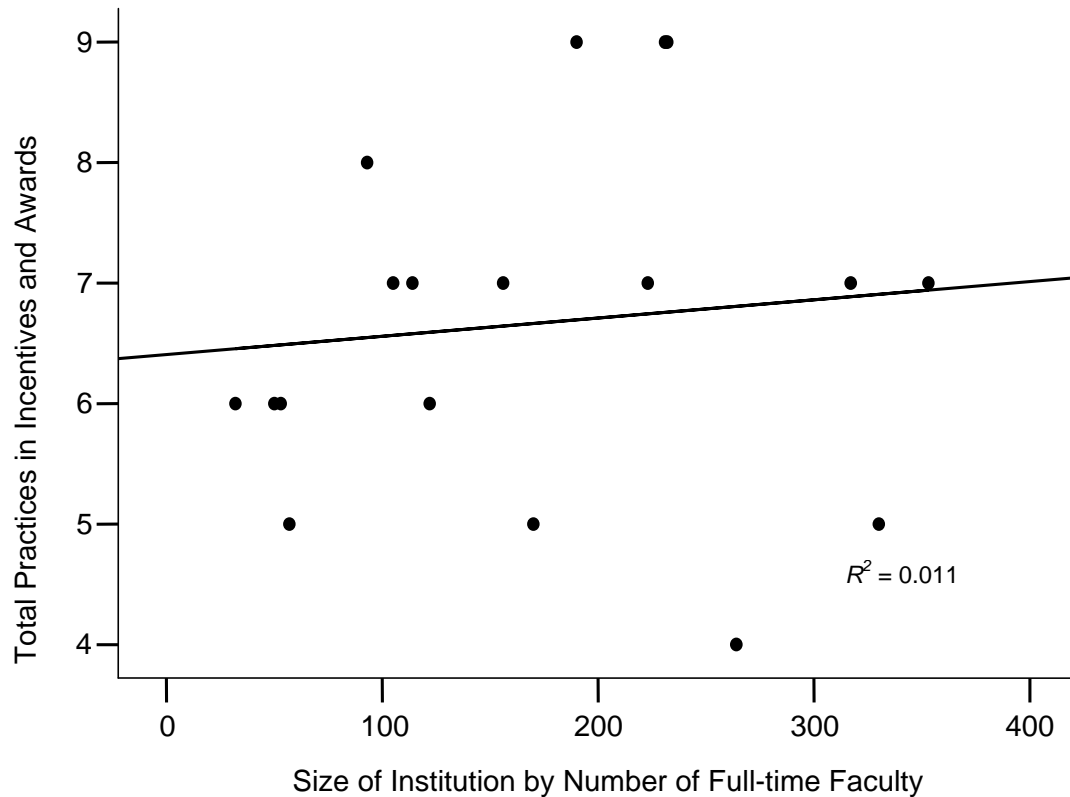


Figure 5. Total number of practices in Incentives and Awards in relation to the size of the institution as determined by the number of full-time faculty.

The analysis of Time Away From Campus (e.g., teaching fellowship, sabbaticals) indicated that the total number of faculty development practices at each of the institutions ranged from a high of 4 to a low of 0. It should be noted that Time Away From Campus was the only cluster in which there was an institution that did not offer any of the faculty development practices assigned to this cluster. Additionally, the institution that did not offer any of the practices within this cluster was one of the smallest institutions in this research study.

Examination of the scatterplot in Figure 6 did not visibly suggest a linear relationship and the obtained correlation was .355. Thus, for Time Away From Campus,

13% of the variability in the total number of practices can be accounted for by the variability of institutional size. The relationship was not statistically significant ($p > .05$).

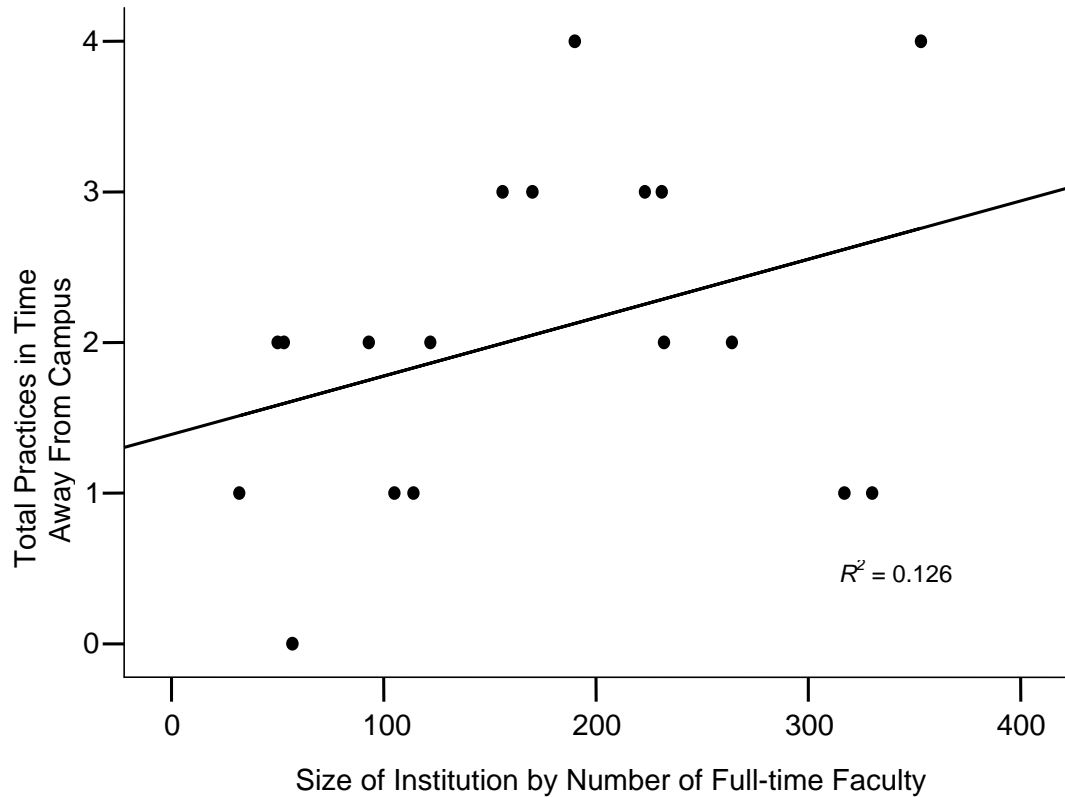


Figure 6. Total number of practices in Time Away From Campus in relation to the size of the institution as determined by the number of full-time faculty.

The total number of faculty development practices offered in Educational Resources (e.g., website, lending library, resource guide) at each of the institutions ranged from a high of 5 to a low of 0. Inspection of the scatterplot (Figure 7) created did not visibly suggest a linear relationship and the obtained correlation was .261. Only 7% of the variability in the total number of practices in Educational Resources can be accounted for by the variability of institutional size. This relationship was not statistically

significant ($p > .05$).

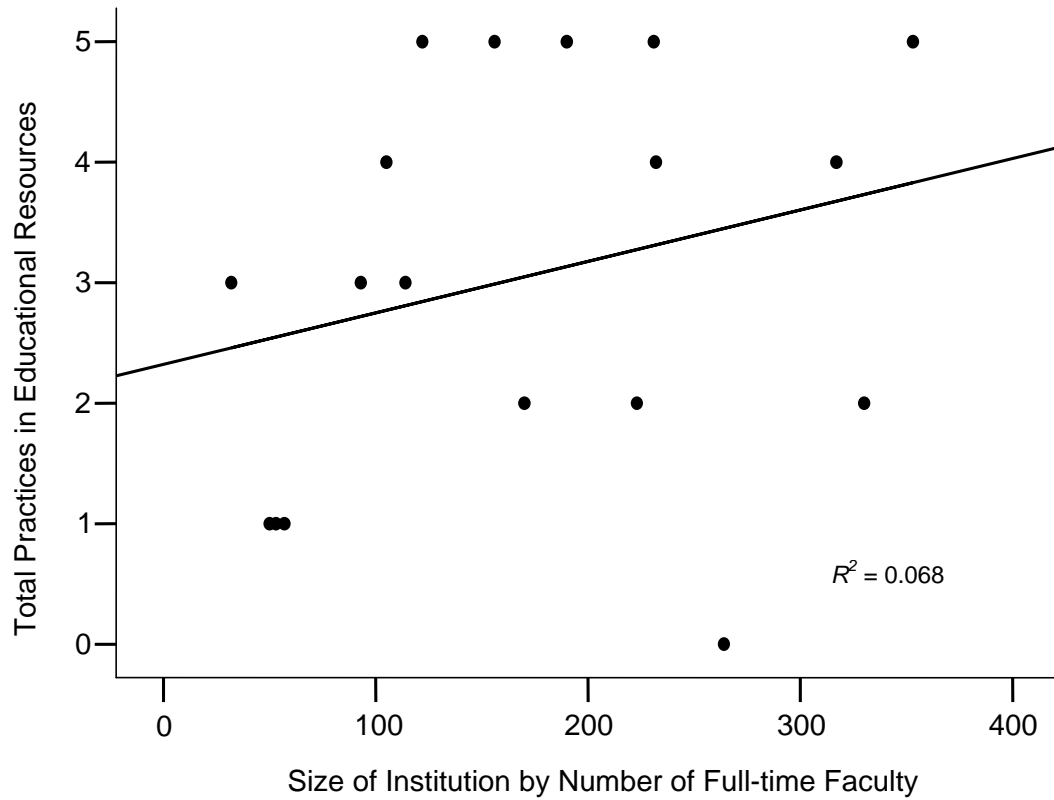


Figure 7. Total number of practices in Educational Resources in relation to the size of the institution as determined by the number of full-time faculty.

Research question three was designed to detect any relationship that might exist between the size of the institution, as determined by the total number of full-time faculty employed at that institution, and the total number of faculty development practices within each of six clusters offered at that institution. Of the six clusters analyzed, only General Teaching Enhancement Practices pointed to a significant relationship ($r = .534$, $p = .022$) between the total number of practices offered and institutional size as determined by the number of the full-time faculty. The total number of faculty development practices

offered in General Teaching Enhancement Practices at each of the institutions ranged from a high of 8 to a low of 3. For the remaining five clusters of faculty development practices, no statistically significant relationship was observed between institutional size and faculty development offerings.

Research Question 4: Perceived Relative Value of Faculty Development Practices

Descriptive analyses were conducted to find the mean perceived value for each respondent group on each of the 42 faculty development practices. Respondents selected their answer using a modified Likert type scale having five levels ranging from 1 which represents “no value” to 5 which represents “significant value”. The data were compiled into Table 12.

Table 12

Perceived Value of Faculty Development Practices by Respondent Group

Faculty Development Practice	Mean Perceived Value					
	Full-time Faculty		CAO		FDP	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
General Teaching Enhancement Practices						
Teaching improvement events using in-house facilitators.	3.97	1.04	4.76	0.44	4.75	0.46
Teaching improvement events using nationally recognized speakers.	3.78	1.13	4.38	0.72	3.50	1.51
Discussions on teaching-related issues (e.g. brown bag lunches, topical discussion groups).	3.85	1.04	4.61	0.61	4.13	0.99
Faculty book club focusing on texts related to teaching and learning.	2.98	1.33	4.00	1.00	3.63	0.74
Off-campus teaching improvement retreats.	3.58	1.24	4.50	0.63	4.00	1.00
Campus-wide teaching conference (one to three days in length).	3.60	1.21	4.24	0.83	4.29	0.95
Intensive summer institutes (three to ten days in length).	3.61	1.26	4.00	1.17	4.00	0.93
Hosting a regional or national teaching conference.	3.57	1.22	4.24	0.75	3.88	0.99

Table 12 (continued).

Faculty Development Practice	Mean Perceived Value					
	Full-time Faculty		CAO		FDP	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Specialized Programs						
Technology workshops for enhancing instruction or online teaching.	4.36	0.92	4.83	0.51	5.00	0.00
New faculty orientation, teaching enhancement workshop, or retreat prior to the start of school.	4.21	1.07	4.83	0.38	5.00	0.00
Program on preparing a teaching or promotion portfolio.	3.94	1.15	4.06	1.12	4.50	0.76
Workshops for personal development, such as, interpersonal skills training, stress management, time management, and retirement planning.	3.93	1.06	4.29	0.77	3.88	1.13
Mentoring program for newly-hired faculty.	4.14	1.09	4.61	0.70	4.88	0.35
Career development program for mid-career faculty.	3.88	1.10	4.06	1.12	3.75	1.04
Professional renewal program for senior faculty.	3.87	1.13	4.00	1.16	3.75	1.17
Faculty development training workshops for department chairpersons.	3.91	1.10	4.60	0.74	4.25	0.89
Requiring either a graduate credit-bearing course on “College Teaching” through an accredited university or an equivalent non-credit-bearing course provided by your institution.	3.18	1.44	3.81	1.05	3.88	0.84
Collaborative work groups on campus to facilitate enhanced student learning (e.g. Student Affairs, Departments, and Technical support working together).	3.87	1.09	4.44	0.51	4.00	1.20
Collaborative faculty development activities with other institutions.	3.81	1.11	4.41	0.62	4.00	0.93
Consultations						
Consultations available to answer teaching related questions and concerns.	3.98	1.09	4.28	1.07	4.25	0.89
Voluntary in-class teaching observations with follow-up feedback.	3.87	1.03	4.56	0.51	4.38	0.92
Assistance with library research, internet research, citation formatting, and statistical analysis for publication.	4.05	1.06	4.06	0.94	3.63	0.92
Assistance with external grant writing activities.	3.90	1.07	4.33	0.77	3.75	0.71
Classroom videotaping services with follow-up feedback.	3.47	1.20	3.81	0.98	4.13	0.84
Incentives and Awards						
Tuition assistance for faculty.	4.68	0.76	4.78	0.43	4.75	0.46
Course reductions for faculty to encourage teaching improvement projects.	4.46	0.88	4.50	0.86	4.38	0.74
Incentives to encourage faculty to do research that might lead to grants, publications, or conference presentations.	4.05	1.08	4.12	0.99	3.63	0.74
Funds for travel to professional conferences.	4.63	0.72	4.44	0.78	4.75	0.46
Salary or rank advancement for completion of graduate, and under certain conditions, undergraduate coursework to reward faculty advancing their knowledge in their field	4.58	0.80	3.83	1.34	4.63	0.74

Table 12 (continued).

Faculty Development Practice	Mean Perceived Value					
	Full-time Faculty		CAO		FDP	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Incentives and Awards						
Salary or rank advancement for completion of on/off campus seminars, workshops, or conferences.	4.20	1.10	3.25	1.34	3.75	1.17
Salary or rank advancement for completion of recognized work experience, travel experience, and other professional activities related to their teaching.	4.14	1.11	3.44	1.26	3.75	1.17
Faculty grants program to support the purchase of research materials and equipment or instructional materials.	4.32	0.91	4.06	1.00	4.25	0.71
Outstanding teaching awards program.	3.99	1.12	4.41	0.71	4.63	0.52
Time Away From Campus						
Teaching fellowship program (semester or year in length).	4.05	1.03	3.93	1.22	4.00	0.82
Release program to work in industry.	3.95	1.18	4.36	0.93	4.00	0.93
Exchange program with faculty at another institution.	3.82	1.14	3.63	1.26	3.88	0.64
Faculty leaves or sabbaticals.	4.43	0.88	4.11	1.02	4.38	0.74
Educational Resources						
Publish or disseminate newsletters on teaching.	3.74	1.00	3.94	1.12	4.13	0.84
Website containing faculty development materials.	4.01	0.99	4.13	1.09	4.75	0.46
Lending library of faculty development resources (e.g. books, journals, newsletters, videotapes).	4.02	1.04	4.06	1.18	4.63	0.74
Resource guide containing valuable information about teaching and learning unique to the institution.	3.89	1.08	4.00	1.10	4.25	0.46
Online or videotaped self-paced faculty development programs or materials.	3.58	1.21	3.83	1.10	4.75	0.76

Note. Perceived value was rated on a 5-point scale (1 = No Value; 5 = Significant Value). CAO = Chief Academic Officer. FDP = Faculty Development Practitioner.

Upon analysis of the data summarized in Table 12, turning attention first to the 408 faculty from Florida's 22 community colleges the mean perceived value ratings of the 42 practices ranged from a high of 4.68 given to tuition assistance to a low of 2.98 given to faculty book club focusing on texts related to teaching and learning. The following six items received the highest ratings of mean perceived value from faculty (in descending value): tuition assistance ($M = 4.68$, $SD = 0.76$); funds for travel to professional conferences ($M = 4.63$, $SD = 0.72$); course reductions for faculty to encourage teaching improvement projects ($M = 4.46$, $SD = 0.88$); faculty leaves or

sabbaticals ($M = 4.43$, $SD = 0.88$); technology workshops for enhancing instruction or online teaching ($M = 4.36$, $SD = 0.92$); and a faculty grants program to support the purchase of research materials and equipment or instructional materials ($M = 4.32$, $SD = 0.91$).

The six items that faculty viewed as having the least perceived value were (in descending value of the mean): off-campus teaching improvement retreats ($M = 3.58$, $SD = 1.24$); online or videotaped self-paced faculty development programs or materials ($M = 3.58$, $SD = 1.21$); hosting a regional or national teaching conference ($M = 3.57$, $SD = 1.22$); classroom videotaping services with follow-up feedback ($M = 3.47$, $SD = 1.20$); requiring either a graduate credit-bearing course on “College Teaching” through an accredited university or an equivalent non-credit bearing course provided by your institution ($M = 3.18$, $SD = 1.44$); and faculty book club focusing on texts related to teaching and learning ($M = 2.98$, $SD = 1.33$).

Certainly the full-time faculty’s highest and the lowest perceived value ratings of the 42 separate faculty development practices are noteworthy, however additional practices and their perspective ratings are worth mentioning. There were 10 practices that received a mean perceived value rating of 4.0 or higher but were not among the highest ratings. These practices that had significant value for faculty were: salary or rank advancement for completion of graduate, and under certain conditions, undergraduate coursework to reward faculty advancing their knowledge in their field ($M = 4.58$, $SD = 0.80$); new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school ($M = 4.21$, $SD = 1.07$); salary or rank advancement for completion or

on/off campus seminars, workshops, or conferences ($M = 4.20$, $SD = 1.08$); mentoring program for newly-hired faculty ($M = 4.14$, $SD = 1.09$); salary or rank advancement for completion of recognized work experience, travel experience, and other professional activities related to their teaching ($M = 4.14$, $SD = 1.11$); assistance with library research, internet research, citation formatting, and statistical analysis for publication ($M = 4.05$, $SD = 1.06$); incentives to encourage faculty to do research that might lead to grants, publications, or conference presentations ($M = 4.05$, $SD = 1.08$); teaching fellowship program ($M = 4.05$, $SD = 1.03$); lending library of faculty development resources ($M = 4.02$, $SD = 1.04$); and website containing faculty development materials ($M = 4.01$, $SD = 0.99$).

Reviewing the chief academic officers' mean perceived value ratings for each item listed in Table 12 revealed that the highest mean value was calculated at 4.83 was given to technology workshops for enhancing instruction or online teaching on the five point scale while the lowest reported value was 3.25 given to salary or rank advancement for completion of on/off campus seminars, workshops, or conferences. The six items the CAOs gave the highest value ratings to were (in descending value): technology workshops for enhancing instruction or online teaching ($M = 4.83$, $SD = 0.51$); new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school ($M = 4.83$, $SD = 0.38$); tuition assistance ($M = 4.78$, $SD = 0.43$); teaching improvement events using in-house facilitators ($M = 4.76$, $SD = 0.44$); discussions on teaching-related issues (e.g., brown bag lunches, topical discussion groups) ($M = 4.61$, $SD = 0.61$); and mentoring program for newly-hired faculty ($M = 4.61$, $SD = 0.70$). The seven items that

CAOs gave the lowest value ratings to were (in descending value): salary or rank advancement for completion of graduate, and under certain conditions, undergraduate coursework to reward faculty advancing their knowledge in their field ($M = 3.83$, $SD = 1.34$); online or videotaped self-paced faculty development programs or materials ($M = 3.83$, $SD = 1.10$); requiring either a graduate credit-bearing course on “College Teaching” through an accredited university or an equivalent non-credit-bearing course provided by your institution ($M = 3.81$, $SD = 1.05$); classroom videotaping services with follow-up feedback ($M = 3.81$, $SD = 0.98$); exchange program with faculty at another institution ($M = 3.63$, $SD = 1.26$); salary or rank advancement for completion of recognized work experience, travel experience, and other professional activities related to their teaching ($M = 3.44$, $SD = 1.26$); and salary or rank advancement for completion of on/off campus seminars, workshops, or conferences ($M = 3.25$, $SD = 1.34$).

With respect to the perception of the eight faculty development practitioners who responded to the survey, inspection of the data in Table 12 pertaining to the perceived values of FDPs on the 42 items indicated that the highest mean value calculated was 5.00 given to two practices and the lowest was 3.50 given to teaching improvement events using nationally recognized speakers. Those items with the highest mean perceived value were (in descending value): technology workshops for enhancing instruction or online teaching ($M = 5.00$, $SD = 0.00$); new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school ($M = 5.00$, $SD = 0.00$); mentoring program for newly-hired faculty ($M = 4.88$, $SD = 0.35$); teaching improvement events using in-house facilitators ($M = 4.75$, $SD = 0.46$); tuition assistance ($M = 4.75$, $SD =$

0.46); funds for travel to professional conferences ($M = 4.75$, $SD = 0.46$); and website containing faculty development materials ($M = 4.75$, $SD = 0.46$). There were three items that received the second to the lowest mean perceived value of 3.63. Those items were: faculty book club focusing on texts related to teaching ($SD = 0.74$); assistance with library research, internet research, citation formatting, and statistical analysis for publication ($SD = 0.92$); and incentives to encourage faculty to do research that might lead to grants, publications, or conference presentations ($SD = 0.74$). The item that received the lowest mean perceived value rating at 3.50 ($SD = 1.51$) was teaching improvement events using nationally recognized speakers.

Although this study surveyed three distinct groups, some noteworthy similarity on the perceived relative value of several faculty development practices was observed among the three groups. All three groups (full-time faculty, CAOs, and FDPs) rated two faculty development practices among their top six most valuable activities. These two practices were technology workshops for enhancing instruction or online teaching, and tuition assistance. Another similarity found between the full-time faculty and FDPs was that both rated funds for travel to professional conferences among their top six most highly valued practices. The two groups that were the most parallel in their value ratings were the CAOs and the FDPs. Five of six of their top value ratings were the same. These items were: technology workshops for enhancing instruction or online teaching; new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school; tuition assistance; teaching improvement events using in-house facilitators; and mentoring program for newly-hired faculty.

Beyond the highest and lowest perceived value ratings for each of the faculty development practices as rated by each of the respondent groups, there were several noteworthy relationships. Examination of Table 12 highlights two faculty development practices that all three groups had similar mean perceived value ratings. These practices were: course reductions for faculty to encourage teaching improvement projects (faculty: $M = 4.46$, $SD = 0.88$; CAO: $M = 4.50$, $SD = 0.86$; FDP: $M = 4.38$, $SD = 0.74$); and exchange program with faculty at another institution (faculty: $M = 3.82$, $SD = 1.14$; CAO: $M = 3.63$, $SD = 1.26$; FDP: $M = 3.88$, $SD = 0.64$). Additionally, there were three practices that the three respondent groups provided very dissimilar mean perceived value ratings. These three practices were: faculty book club focusing on texts related to teaching and learning (faculty: $M = 2.98$, $SD = 1.33$; CAO: $M = 4.00$, $SD = 1.00$; FDP: $M = 3.63$, $SD = 1.33$), salary or rank advancement for completion of on/off campus seminars, workshops, or conferences (faculty: $M = 4.20$, $SD = 1.10$; CAO: $M = 3.25$, $SD = 1.34$; FDP: $M = 3.75$, $SD = 1.17$), and off-campus teaching improvement retreats (faculty: $M = 3.58$, $SD = 1.24$; CAO: $M = 4.50$, $SD = 0.63$; FDP: $M = 4.00$, $SD = 1.00$).

Research Question 5: Relationship Between Respondent Group and the Perceived Value of Faculty Development Practices Grouped in Six Clusters

As noted earlier, due to the complex nature of the data received, two analysis decisions were made in order to analyze the data in a meaningful way. One of those decisions was to not look at the faculty development practitioner's data when comparing participant groups as this would restrict the direct comparisons to only the eight institutions from which responses from the faculty development practitioners were

received. Additionally, in order to make meaningful between group comparisons, faculty responses from the 18 of 22 institutions where chief academic officers responded to the survey were used. The faculty data at each of the community colleges was aggregated into a single score representing the community college. This was done in order to compare the single aggregated faculty score to the CAO score.

A paired-samples t-test was conducted on each of the six clusters to determine if there was a significant difference between the mean perceived value ratings of the two respondent groups of chief academic officers and full-time faculty. Comparisons of the two groups presented in Table 13 indicated that the mean value ratings of three of the six clusters were statistically significantly different ($p < .05$).

Table 13

Paired-Samples T-test Results for CAOs and Full-time Faculty on the Perceived Value of Faculty Development Practices Grouped in Six Clusters

Cluster	<i>n</i>	CAO		Faculty		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
General Teaching Enhancement Practices	15	4.31	.621	3.60	.286	4.07*	.001
Specialized Programs	16	4.42	.463	3.97	.252	2.87*	.012
Consultations	18	4.21	.471	3.86	.298	2.20*	.042
Incentives and Awards	18	4.11	.618	4.33	.201	-1.42	.174
Time Away From Campus	16	3.88	1.07	3.96	.323	-.300	.769
Educational Resources	16	3.99	1.08	3.88	.292	.395	.699

Note. The *n* represents the number of full-time faculty and CAO pairs where faculty data for each cluster were aggregated.

* $p < .05$

A paired t-test for General Teaching Enhancement Practices (e.g., teaching improvement events using in-house facilitators) indicated a mean difference of 0.71 and was statistically significant, $t(14) = 4.07, p = .001$. Faculty ($M = 3.60, SD = 0.29$) on average rated the perceived value of the items in this cluster lower than the perceived

value of these practices provided by the CAOs ($M = 4.31$, $SD = 0.62$). The 95% confidence interval for the difference in means ranged from 0.34 to 1.09.

A paired-samples t-test for equality of means for Specialized Programs (e.g., technology workshops, new faculty orientation) revealed a mean difference of 0.45 and was statistically significant, $t(15) = 2.87$, $p = 0.01$. Faculty ($M = 3.97$, $SD = 0.25$) on average rated the perceived value of the items in this cluster lower than the perceived value of these practices provided by the CAOs ($M = 4.42$, $SD = 0.46$). The 95% confidence interval for the difference in means ranged from 0.12 to 0.79.

A paired-samples t-test for equality of means for Consultations (e.g., voluntary in-class teaching observations, classroom videotaping services) was also statistically significant where the mean difference between the two groups value ratings was 0.34 and $t(17) = 2.20$, $p = 0.04$. Faculty ($M = 3.86$, $SD = 0.30$) on average rated the perceived value of the items in this cluster lower than the perceived value of these practices provided by the CAOs ($M = 4.21$, $SD = 0.47$). The 95% confidence interval for the difference in means ranged from 0.01 to 0.67.

Analysis of Incentives and Awards, Time Away From Campus, and Educational Resources revealed no statistically significant difference in the means between full-time faculty and CAOs on their perceived value of faculty development practices grouped within these clusters. The paired-samples t-test for equality of means for Incentives and Awards (e.g., tuition assistance) was not statistically significant with a mean difference of -0.22 where $t(17) = -1.42$, $p = 0.17$. Faculty ($M = 4.33$, $SD = 0.20$) on average rated the perceived value of the items in this cluster slightly higher than the perceived value of

these practices provided by the CAOs ($M = 4.11$, $SD = 0.62$). The 95% confidence interval for the difference in means ranged from -0.54 to 0.11. Also, the paired-samples t-test for equality of means for Time Away From Campus, indicated a mean difference of -0.08 and was not statistically significant, $t(15) = -0.30$, $p = 0.77$, where faculty ($M = 3.96$, $SD = 0.32$) on average rated the perceived value of the items in this cluster very similar to the perceived value of these practices provided by the CAOs ($M = 3.88$, $SD = 1.07$). The 95% confidence interval for the difference in means ranged from -0.67 to 0.51. Additionally, Educational Resources, was analyzed using the paired-samples t-test for equality of means and calculated a mean difference of 0.11 and also indicated that the relationship was not statistically significant, $t(15) = 0.40$, $p = 0.70$, where faculty ($M = 3.88$, $SD = 0.30$) on average rated the perceived value of the items in this cluster very similar to the perceived value of these practices provided by the CAOs ($M = 3.99$, $SD = 1.08$). The 95% confidence interval for the difference in means ranged from -0.503 to 0.732.

Research question five was designed to determine if there were significant differences between faculty members and their CAOs in terms of how each group perceived the value of faculty development practices grouped in the six clusters: General Teaching Enhancement Practices, Specialized Programs, Consultations, Incentives and Awards, Time Away From Campus, and Educational Resources.

A paired-samples t-test was conducted on each of the six clusters to determine if there was a significant relationship between the mean perceived value of the two respondent groups of chief academic officers and full-time faculty. Three of the six

clusters, revealed significant differences between the mean perceived value of the practices as viewed by the full-time faculty and the chief academic officers. The three dimensions included: General Teaching Enhancement Practices, $t(14) = 4.07, p = 0.00$; Specialized Programs, $t(15) = 2.87, p = 0.01$; and Consultations, $t(17) = 2.20, p = 0.04$. Incentives and Awards, Time Away From Campus, and Educational Resources were viewed as having similar value by these two groups. Thus it appears that faculty members and their CAOs do view the value of many faculty development practices differently. In particular, CAOs see many types of faculty development practices as having greater value than do the faculty at their institutions.

*Research Question 6: Relationship Between the Perceived Value of Practices
Grouped in Six Clusters and the Disciplines of Faculty*

The sixth question focused on the relationship between full-time faculty teaching discipline areas (i.e., natural sciences, mathematics and computer science, social sciences, humanities and arts, professions/occupation and applied sciences, and nursing and other allied health related fields) and perceived value of 42 faculty development practices grouped into six clusters. This research question utilized the entire full-time faculty population of 408 individuals from all 22 of Florida's public community colleges. The mean perceived value of the discipline groups on each of the clusters can be found in Table 14.

Hierarchical linear modeling (HLM; 2000) was used to address the research question because faculty were nested within community colleges and were not independent observations. To determine the degree of nesting within community colleges

an unconditional hierarchical linear model (HLM) was run for each cluster of practices. In an unconditional HLM there are no predictors in the model and therefore it is possible to partition the variability in the practices (dependent variable) into between community college and within community college variance components. The unconditional HLM provides the information needed to compute the intraclass correlation coefficient (ICC) which is defined as the proportion of the total variance of the outcome that can be explained by the variation between clusters. An ICC of 0 indicates complete independence and as this calculation reaches 1.0 it means that there is increasing clustering.

Table 14

Mean Perceived Value by Discipline for Faculty Development Clusters

		Mathematics & Computer Sciences (n = 51)	Natural Sciences (n = 34)	Social Sciences (n = 53)	Humanities & Arts (n = 116)	Professions, Occupations & Applied Science (n = 55)	Nursing & Allied Health (n = 84)
General Teaching Enhancement Practices	<i>M</i>	3.40	3.48	3.49	3.74	3.65	3.85
	<i>SD</i>	0.83	0.85	0.95	0.91	0.73	0.86
Specialized Programs	<i>M</i>	3.74	3.79	3.88	.398	4.15	4.14
	<i>SD</i>	0.81	0.71	0.85	0.80	0.56	0.65
Consultations	<i>M</i>	3.47	3.70	3.83	4.04	3.97	3.99
	<i>SD</i>	0.84	0.90	0.80	0.76	0.72	0.79
Incentives and Awards	<i>M</i>	4.03	4.20	4.45	4.42	4.35	4.40
	<i>SD</i>	0.76	0.74	0.59	0.60	0.56	0.62
Time Away From Campus	<i>M</i>	3.68	4.11	4.22	4.17	4.12	3.95
	<i>SD</i>	0.94	0.86	0.72	0.83	0.79	1.03
Educational Resources	<i>M</i>	3.60	3.69	3.73	3.95	4.01	3.99
	<i>SD</i>	0.90	0.83	0.93	0.96	0.73	0.86

Faculty characteristics were looked at as predictors of the dependent variable and are considered level-1 predictors. To conduct the analysis, one of the categorical predictors was coded into a series of dummy variables. Each of the discipline areas was coded into a dummy variable to look at all comparisons across discipline areas. Additionally, other faculty characteristics (i.e., number of years teaching in higher education, length at the institution, and gender) were included in the analysis as control variables.

For General Teaching Enhancement Practices an intraclass correlation (ICC) of .046 was obtained indicating that less than 5% of the variance in General Teaching Enhancement Practices was between community colleges. HLM analyses of General Teaching Enhancement Practices indicated two significant differences between faculty discipline areas. HLM compared five disciplines to the reference category which was mathematics and computer science. The results are presented in Table 15 and indicate that there was a significant difference in mean value ratings on General Teaching Enhancement Practices for humanities/arts, $t(341) = 2.19, p = .029$, and nursing/allied health, $t(341) = 2.24, p = .026$ compared to mathematics and computer science. The discipline areas of humanities/arts and nursing/allied health rated items within General Teaching Enhancement Practices significantly higher than the discipline area of mathematics and computer science.

Additionally, the analysis indicated significant findings with the control variables of length of time at current institution and gender on General Teaching Enhancement Practices. Length of time at current institution revealed a significant effect on

respondents mean value ratings for General Teaching Enhancement Practices, $t(341) = -2.65, p = .009$. This indicates that the longer individuals have been at their current institution, the lower their value rating was on the items within General Teaching Enhancement Practices.

Table 15

Mean Perceived Value Differences for General Teaching Enhancement Practices

Discipline	General Teaching Enhancement Practices			
	<i>M</i>	<i>SD</i>	γ	<i>t</i>
Mathematics & Computer Sciences	3.40	0.83		
Natural Sciences	3.48	0.85	0.00	0.01
Social Sciences	3.49	0.95	0.14	0.85
Professions, Occupations & Applied Science	3.65	0.73	0.33	2.00
Humanities & Arts	3.74	0.91	0.32	2.19*
Nursing & Allied Health	3.85	0.86	0.35	2.24*

Note. Disciplines are rank ordered by mean from lowest to highest. Hierarchical Linear Modeling analysis is indicated in the two right hand columns with mathematics & computer science as the reference variable. Those disciplines noted with * are disciplines with significantly higher mean value ratings from mathematics & computer science for General Teaching Enhancement Practices where $p = .05$.

The analysis of gender also revealed significant effects on mean value ratings for General Teaching Enhancement Practices, $t(341) = 2.57, p = .011$. Specifically, females as compared to males indicated statistically significant higher mean value ratings of faculty development practices grouped within General Teaching Enhancement Practices.

The obtained ICC for Specialized Programs was .059 indicating that less than 6% of the variance in Specialized Programs was between community colleges. HLM analyses of Specialized Programs indicated two significant differences between mathematics/computer science and other faculty discipline areas (see Table 16). The results indicate that there was a significant difference in mean value ratings on

Specialized Programs for nursing/allied health $t(317) = 2.09, p = .037$, and professions/occupational and applied sciences, $t(317) = 2.65, p = .009$, compared to mathematics and computer science. The discipline areas of professions/occupational and applied sciences and nursing/allied health rated items within Specialized Programs significantly higher than the discipline area of to mathematics and computer science.

Table 16

Mean Perceived Value Differences for Specialized Programs

Discipline	Specialized Programs			
	<i>M</i>	<i>SD</i>	γ	<i>t</i>
Mathematics & Computer Sciences	3.74	0.81		
Natural Sciences	3.79	0.71	-0.01	-0.04
Social Sciences	3.88	0.85	0.18	1.17
Humanities & Arts	3.98	0.80	0.21	1.57
Nursing & Allied Health	4.14	0.65	0.30	2.09*
Professions, Occupations & Applied Science	4.15	0.56	0.40	2.65*

Note. Disciplines are rank ordered by mean from lowest to highest. Hierarchical Linear Modeling analysis is indicated in the two right hand columns with mathematics & computer science as the reference variable. Those disciplines noted with * are disciplines with significantly higher mean value ratings from mathematics & computer science for Specialized Programs where $p = .05$.

In reviewing all of the HLM analyses that were conducted an additional difference between discipline areas for Specialized Programs was found when natural sciences was used as the reference variable, $\gamma = 0.40$. The results indicate that there was a significant difference in mean value ratings on the items in Specialized Programs for professions/occupational and applied sciences, $t(317) = 2.32, p = .021$ compared to natural sciences. The discipline area of professions/occupational and applied sciences rated items within Specialized Programs significantly higher than the discipline area of natural sciences.

Additionally, the analysis indicated significant findings with the control variables

of length of time at current institution and gender on Specialized Programs. Length of time at current institution revealed a significant effect on respondents mean value ratings for Specialized Programs, $t(317) = -0.07, p = .039$. This indicates that the longer an individual has been at their current institution, the lower their value rating was on the items within Specialized Programs.

The analysis of gender also revealed significant effects on mean value ratings for Specialized Programs, $t(317) = -2.08, p = .039$. Specifically, females as compared to males indicated statistically significant higher mean value ratings of faculty development practices grouped within Specialized Programs.

For Consultations, an ICC of .037 was obtained indicating that less than 4% of the variance in Consultations was between community colleges. HLM analyses of Consultations indicated four significant differences between faculty discipline areas (see Table 17). The results indicate that there was a significant difference in mean value ratings on Consultations between mathematics/computer sciences and the discipline areas of: social sciences, $t(341) = 2.37, p = .018$; professions/occupational and applied sciences, $t(341) = 2.96, p = .004$; nursing/allied health $t(341) = 3.18, p = .002$; and humanities/arts, $t(341) = 3.89, p = .000$. These four discipline areas rated items within Consultations significantly higher than the discipline area of mathematics and computer science.

Of the additional HLM analyses that were conducted, a difference between discipline areas for Consultations was found when natural sciences was used as the reference variable, $\gamma = 0.39$. The results indicate that there was a significant difference in

mean value ratings on the items in Consultations for humanities/arts, $t(341) = 2.38, p = .018$ compared to natural sciences. The discipline area of humanities/arts rated items within Consultations significantly higher than the discipline area of natural sciences.

Table 17

Mean Perceived Value Differences for Consultations

Discipline	Consultations			
	<i>M</i>	<i>SD</i>	γ	<i>t</i>
Mathematics & Computer Sciences	3.47	0.84		
Natural Sciences	3.70	0.90	0.15	0.84
Social Sciences	3.83	0.80	0.38	2.37*
Professions, Occupations & Applied Science	3.97	0.72	0.48	2.96*
Nursing & Allied Health	3.99	0.79	0.48	3.18*
Humanities & Arts	4.03	0.76	0.54	3.89*

Note. Disciplines are rank ordered by mean from lowest to highest. Hierarchical Linear Modeling analysis is indicated in the two right hand columns with mathematics & computer science as the reference variable. Those disciplines noted with * are disciplines with significantly different mean value ratings from mathematics & computer science for Consultations where $p = .05$.

The ICC for Incentives and Awards was .008 indicating that less than 1% of the variance in Incentives and Awards was between community colleges. HLM analyses of Incentives and Awards compared five disciplines to the reference category which was mathematics/computer science (see Table 18). The results indicated that there was a significant difference in mean value ratings on Incentives and Awards between mathematics/computer sciences and the four discipline areas of: social sciences, $t(347) = 3.49, p = .001$; professions/occupational and applied sciences, $t(347) = 2.65, p = .009$; nursing/allied health $t(347) = 2.70, p = .008$; and humanities/arts, $t(347) = 3.78, p = .000$. These four discipline areas rated items within Incentives and Awards significantly higher than the discipline area of mathematics and computer science.

Table 18

Mean Perceived Value Differences for Incentives and Awards

Discipline	Incentives and Awards			
	<i>M</i>	<i>SD</i>	γ	<i>t</i>
Mathematics & Computer Sciences	4.03	0.76		
Natural Sciences	4.20	0.74	0.19	1.36
Professions, Occupations & Applied Science	4.35	0.56	0.33	2.65*
Nursing & Allied Health	4.40	0.62	0.32	2.70*
Humanities & Arts	4.42	0.60	0.41	3.78*
Social Sciences	4.45	0.59	0.44	3.49*

Note. Disciplines are rank ordered by mean from lowest to highest. Hierarchical Linear Modeling analysis is indicated in the two right hand columns with mathematics & computer science as the reference variable. Those disciplines noted with * are disciplines with significantly different mean value ratings from mathematics & computer science for Incentives and Awards where $p = .05$.

For Time Away From Campus, an ICC of .021 was obtained indicating that less than 3% of the variance in Time Away From Campus was between community colleges. HLM analyses of Time Away From Campus indicated four significant differences between faculty discipline areas (see Table 19). The results indicate that there was a significant difference in mean value ratings on Time Away From Campus between mathematics/computer sciences and the discipline areas of: natural sciences, $t(329) = 2.67, p = .008$; social sciences, $t(329) = 3.14, p = .002$; humanities/arts, $t(329) = 3.44, p = .001$; and professions/occupational and applied sciences, $t(329) = 2.64, p = .009$. Mathematics/computer sciences rated the items in this cluster lower than these disciplines.

Analysis of the control variables indicated significant findings with the effect of gender on mean value ratings for Time Away From Campus, $t(329) = 2.07, p = .039$. Specifically, females as compared to males indicated statistically significant higher mean value ratings of faculty development practices grouped within Time Away From Campus.

Table 19

Mean Perceived Value Differences for Time Away From Campus

Discipline	Time Away From Campus			
	<i>M</i>	<i>SD</i>	γ	<i>t</i>
Mathematics & Computer Sciences	3.68	0.94		
Nursing & Allied Health	3.95	1.03	0.27	1.58
Natural Sciences	4.11	0.86	0.54	2.67*
Professions, Occupations & Applied Science	4.12	0.79	0.47	2.64*
Humanities & Arts	4.17	0.83	0.54	3.44*
Social Sciences	4.22	0.72	0.57	3.14*

Note. Disciplines are rank ordered by mean from lowest to highest. Hierarchical Linear Modeling analysis is indicated in the two right hand columns with mathematics & computer science as the reference variable. Those disciplines noted with * are disciplines with significantly different mean value ratings from mathematics & computer science for Time Away From Campus where $p = .05$.

The ICC for Educational Resources was .023 indicating that less than 3% of the variance in Educational Resources was between community colleges. HLM analyses of Educational Resources indicated only two significant differences between mathematics/computer science and other faculty discipline areas. The results as seen in Table 20 indicate that there was a significant difference in mean value ratings on Educational Resources between mathematics/computer sciences and the discipline areas of humanities/arts, $t(360) = 2.27, p = .024$ and professions/occupational and applied sciences, $t(360) = 2.45, p = .015$. The discipline areas of humanities/arts and professions/occupational and applied sciences rated items within Educational Resources significantly higher than the discipline area of to mathematics and computer science.

Of the additional HLM analyses that were conducted, a difference between discipline areas for Educational Resources was found when natural sciences was used as the reference variable, $\gamma = 0.40$. The results indicate that there was a significant difference in mean value ratings on the items in Educational Resources for

professions/occupational and applied sciences, $t(360) = 2.06, p = .039$ compared to natural sciences. The discipline area of professions/occupational and applied sciences rated items within Educational Resources significantly higher than the discipline area of natural sciences.

Table 20

Mean Perceived Value Differences for Educational Resources

Discipline	Educational Resources			
	<i>M</i>	<i>SD</i>	γ	<i>t</i>
Mathematics & Computer Sciences	3.60	0.90		
Natural Sciences	3.69	0.83	0.22	0.11
Social Sciences	3.73	0.93	0.13	0.75
Humanities & Arts	3.95	0.96	0.34	2.27*
Nursing & Allied Health	3.99	0.86	0.32	1.95
Professions, Occupations & Applied Science	4.01	0.73	0.43	2.45*

Note. Disciplines are rank ordered by mean from lowest to highest. Hierarchical Linear Modeling analysis is indicated in the two right hand columns with mathematics & computer science as the reference variable. Those disciplines noted with * are disciplines with significantly different mean value ratings from mathematics & computer science for Educational Resources $p = .05$.

Analysis of the control variables indicated significant findings with the effect of gender on mean value ratings for Educational Resources, $t(360) = 2.287, p = .023$.

Specifically, females as compared to males indicated statistically significant higher mean value ratings of faculty development practices grouped within Educational Resources.

The sixth research question attempted to determine if a difference existed between the perceived value of faculty development practices grouped in six clusters among the six discipline areas of full-time faculty members. ICC calculations were conducted on each of the six clusters to determine the proportion of the total variance of the outcome that can be explained by the variation between clusters. An unconditional HLM model was run to evaluate the relationship between the relative perceived value of faculty

development practices grouped in a cluster and the specific discipline area in which the faculty teach.

The results from the analysis indicated that there were significant differences in the mean perceived values between faculty grouped in the six discipline areas for all six clusters. The discipline area that differed the least overall from the main reference variable, mathematics and computer sciences, was the natural science discipline which only varied on Time Away From Campus. The natural sciences rated the items in Time Away From Campus significantly higher than the discipline area of mathematics and computer sciences.

Each of the remaining disciplines differed in their value ratings of the clusters more often. The social sciences rated items significantly higher than mathematics and computer sciences within three clusters: Consultations, Incentives and Awards, and Time Away From Campus. Nursing and allied health had mean value ratings that were significantly higher than mathematics and computer sciences in four clusters: General Teaching Enhancement Practices, Specialized Programs, Consultations, and Incentives and Awards. The discipline of humanities and arts provided mean value ratings significantly higher than mathematics and computer sciences on items in five clusters: General Teaching Enhancement Practices, Consultations, Incentives and Awards, Time Away From Campus, and Educational Resources. The combined discipline area of professions, occupations and applied science also provided mean value ratings significantly higher than mathematics and computer sciences on items in five clusters: Specialized Programs, Consultations, Incentives and Awards, Time Away From Campus,

and Educational Resources.

Inspection of the clusters indicates that the least variation of mean value ratings between mathematics and computer sciences and the five other discipline areas occurred in General Teaching Enhancement Practices, Specialized Programs, and Educational Resources with only two having higher mean values. The greatest number of variation of mean value ratings within clusters occurred in Consultations, Incentives and Awards, and Time Away From Campus where four discipline areas differed from the reference discipline of mathematics and computer sciences.

Also, when the discipline area of natural sciences was the reference variable, there were three occurrences in which other discipline areas had significantly higher mean value ratings. The discipline area of humanities and arts rated items in Consultations higher than natural sciences and the discipline area of professions, occupations and applied science rated items in both Specialized Programs and Educational Resources higher than natural sciences.

The control variables of length at institution and gender both indicated effects on the perceived value of practices. Length at the institution was significant in General Teaching Enhancement Practices and Specialized Programs where the longer the time at an institution, the lower the value rating in these two areas. Gender was significantly related to four practices: General Teaching Enhancement Practices, Specialized Programs, Time Away From Campus, and Educational Resources. Females rated items in these clusters higher than their male counterparts.

Additional Findings

At the end of the faculty development practices survey the CAO and FPD population survey respondents were presented with the identical demographic questions presented to the full-time faculty and four additional demographic questions to collect background information on the FPD position. The purpose of these questions was to determine: (a) if there were individuals who assist the person in charge of faculty development; (b) if the person in charge of faculty development also taught classes; (c) if there was a recurring line item budget and if so if that budget had changed in the last three years; and (d) how did they foresee future allocations of funds for staff and program development after the deletion of the mandatory two percent allocation requirement as designated in FAC 6A-14.029. To obtain a wider perspective of the structure of the faculty development practitioner position, the 18 CAO responses to these demographic questions were analyzed.

The analysis of the first demographic question provided a very interesting finding. Early in this study each of the CAOs was contacted via email and asked to provide the name of the individual at their institution who was most directly responsible for faculty development at his or her institution (see Appendix A). The person identified by the CAO was then referred to as the faculty development practitioner (FDP), regardless of his or her actual position title at their institution. This distinction was made as institutions often divide faculty development practices across several different functional units (e.g., human resources, academic affairs, institutional advancement). The individuals identified by the CAOs were designated as the FDPs unless the CAO named him or herself as the

person most directly responsible for faculty development, in which case that particular institution did not have a uniquely identified FDP. Of the 18 CAOs that responded, 16 provided names of individuals who they identified to be the FDP at their institution. So it was surprising to look at the CAOs answers to this first demographic question in which only one CAO responded that a Faculty Development Practitioner assists them with their faculty development efforts at their institution. Nine of the CAOs responded that a team or committee assisted them, and 8 responded that a staff member was designated to work with them on faculty development.

The second demographic question asked if the CAO was currently teaching any classes. Of the 18 CAOs, only four indicated that they were teaching classes. Two of those individuals were teaching 3 credit hours, one was teaching six credit hours, and one CAO responded that he or she was teaching nine credit hours.

The third demographic question asked if there was a recurring line item budget and if so if that amount has increased, remained the same, or decreased in the last three years. According to the 18 CAOs who responded, 13 reported that there was a line item budget for faculty professional development at their institution. Of the 18 CAOs who responded, eight indicated that their budget had remained the same in the last three years and nine indicated that their budget had decreased over the same period of time.

The final demographic question posed to the CAOs was an attempt to see if the recent change in the Florida Administrative Code 6A-14.029 on Staff and Program Development would change their allocation of funds for staff and program development in the near future. This change was the requirement to allocate two percent of the

operating budget for staff and program development. Seventeen of the 18 CAOs who responded indicated that their budgets would remain the same and one indicated a significant decrease in funding. At this time, it does not seem that the change in the Florida Administrative Code will have a dramatic impact upon the projected faculty professional development budgets in Florida's community colleges.

Summary of Key Findings

Much of the data presented in this chapter are descriptive in nature. The first research question identified the specific faculty development practices that had been offered in the last three years to full-time faculty employed at 18 of Florida's 22 public community colleges. Responses provided by the CAOs were utilized to determine if an institution had offered a particular practice. Five practices were found to be offered at all 18 institutions, an additional five at 17 of the institutions and an additional five at 16 of the institutions. Or, in other words, there were 15 faculty development practices that 16 of 18 institutions, or 89%, had offered. On the other hand, there were five practices that were only offered by five of 18 institutions (i.e., 28%).

The second research question sought to determine if there was a relationship between the size of the full-time faculty population at each of the institutions and the total number of different faculty development practices offered by their institutions. The total number of faculty development practices offered at each institution ranged from a high of 41 to a low of 19 different practices. The correlational analysis revealed that a non-significant relationship between these two factors ($r = .365$; $p = .14$) and explained only 11% of the variability.

This study's third research question, paralleling the second question, sought to determine if there was a relationship between the size of the full-time faculty population at each of the institutions and the total number of faculty development practices grouped into six clusters. Analysis of one of the six clusters, General Teaching Enhancement Practices, pointed to a significant relationship between the total number of practices offered and the size of the institution as determined by the size of the full-time faculty population (see Table 21). The five other clusters failed to show a significant relationship between the size of the full-time faculty population at each of the institutions and the total number of faculty development practices grouped into six clusters.

Descriptive data were used to address the fourth research inquiry exploring the mean perceived value each of the three sub group populations (full-time faculty, chief academic officers, and faculty development practitioners) rated for each of the 42 faculty development practices. Although this study surveyed three distinct groups some similarity on the perceived relative value of several faculty development practices was observed among the three groups. All three groups (full-time faculty, CAOs, and FDPs) rated two faculty development practices among their top six most valuable activities. These two practices were technology workshops for enhancing instruction or online teaching, and tuition assistance. Another similarity found between the full-time faculty and FDPs was that both rated funds for travel to professional conferences among their top six most highly valued practices. The two groups that were the most parallel in their value ratings were the CAOs and the FDPs. Five of six of their top value ratings were the same. These items were: technology workshops for enhancing instruction or online

teaching; new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school; tuition assistance; teaching improvement events using in-house facilitators; and mentoring program for newly-hired faculty.

Research question five was designed to determine if there were significant differences between faculty members and their CAOs in terms of how each group perceived the value of faculty development practices consisting of General Teaching Enhancement Practices, Specialized Programs, Consultations, Incentives and Awards, Time Away From Campus, and Education Resources among chief academic officers, faculty development practitioners, and full-time faculty. A paired-samples t-test was conducted on each of the six clusters to determine if there was a significant difference between the mean perceived value of the two respondent groups of chief academic officers and full-time faculty. Three of the six clusters, revealed significant differences between the mean perceived value of the practices as viewed by the full-time faculty and the chief academic officers as can be seen in Table 21. The three dimensions included: General Teaching Enhancement Practices, $t(14) = 4.07, p = .00$ where the CAOs reported a higher mean perceived value; Specialized Programs, $t(15) = 2.87, p = .01$ where the CAOs reported a higher mean perceived value; and Consultations, $t(17) = 2.20, p = .04$ where the CAOs reported a higher mean perceived value. Incentives and Awards, Time Away From Campus, and Educational Resources were viewed as having similar value by these two groups.

The last research question examined the perceived value of faculty development practices grouped in six clusters provided by full-time faculty teaching in six different

discipline areas. This analysis was conducted on all full-time faculty responses (n= 408) from the 22 community colleges that were in the population. The results from the analysis indicated that there were significant differences in the mean perceived values between faculty grouped in the six discipline areas for all six clusters. Specifically, when mathematics and computer sciences was used as the reference variable, the discipline area that differed the least overall from mathematics and computer sciences was the natural science discipline which only varied on Time Away From Campus having reported higher value ratings than mathematics and computer sciences.

Each of the remaining disciplines differed in their value ratings of the clusters more often. The social sciences reported higher value ratings than mathematics and computer sciences in Consultations, Incentives and Awards, and Time Away From Campus. Nursing/allied health had mean value ratings that were significantly higher than mathematics and computer sciences in General Teaching Enhancement Practices, Specialized Programs, Consultations, and Incentives and Awards. Both the humanities and arts and professions and occupational and applied sciences differed in mean value ratings on five clusters. The discipline area of humanities and arts rated items higher than the discipline area of mathematics and computer sciences in General Teaching Enhancement Practices, Consultations, Incentives and Awards, Time Away From Campus, and Educational Resources. The professions and occupational and applied science discipline rated items higher in Specialized Programs, Consultations, Incentives and Awards, Time Away From Campus, and Educational Resources.

The least variation of mean value ratings between mathematics/computer sciences

and the five other discipline areas occurred in General Teaching Enhancement Practices and Educational Resources with only two groups differing. The greatest number of variation of mean value ratings within clusters occurred in Consultations, Incentives and Awards, and Time Away From Campus where four discipline areas differed from mathematics and computer sciences.

Additionally, when natural sciences was used as the reference variable, the discipline area of professions and occupations and applied sciences rated items significantly higher in Specialized Programs and Educational Resources. Length of time at the institution was used as a control variable and indicated significant differences in General Teaching Enhancement Practices and Specialized Programs where the longer an individual was at an institution the lower the value rating in these two clusters. Also, females rated items significantly higher than males in the areas of: General Teaching Enhancement Practices, Specialized Programs, Time Away From Campus, and Educational Resources.

According to the summary of findings in Table 21, overall, the size of the institution did not seem to play a part in the number of faculty development practices that were offered. There were differences in perceived value between the CAOs and full-time faculty, where CAOs rated items higher than the faculty. Discipline differences also occurred where mathematics and computer sciences reported the lowest mean value ratings in all clusters. Additionally, length at the institution and gender affected the participants responses to the value of 42 faculty development practices grouped within six clusters.

Table 21

Summary of Differences Between Faculty Development Practices Clusters

Faculty Development Practices Clusters	Correlation with Number of Full-time Faculty	Perceived Value	Discipline	Length at Institution	Gender
General Teaching Enhancement Practices	.534*	CAO > FTF	Math < Hum/Arts Math < Nursing	-2.65*	2.57*
Specialized Programs	.255	CAO > FTF	Math < Professions Math < Nursing Natural Science < Professions	-2.08*	2.21*
Consultations	-.194	CAO > FTF	Math < Social Science Math < Hum/arts Math < Professions Math < Nursing	-0.76	0.82
Incentives and Awards	.106	CAO = FTF	Math < Social Science Math < Hum/arts Math < Professions Math < Nursing	-1.43	1.69
Time Away From Campus	.355	CAO = FTF	Math < Social Science Math < Hum/Arts Math < Professions Math < Natural Science	0.18	2.07*
Educational Resources	.261	CAO = FTF	Math < Hum/arts Math < Professions Natural Science < Professions	-1.89	2.28*

Note. CAO = Chief Academic Officer; FTF = Full-time Faculty; Hum/arts = Humanities and Arts

* $p > .05$

CHAPTER 5

Discussion

Faculty development is a means by which institutions can assist faculty in addressing the challenges they face each day in the classroom. Stagnation and burnout can occur without continual renewal and improvement fostered through faculty development promoting “lifelong, holistic, personal, and professional learning, growth, and change” (POD, 2003). Certainly the importance of faculty development is never more evident than within community colleges where access is provided to all students through an open-door admission policy which often produces a more diverse student body creating numerous institutional challenges that have historically been addressed through faculty development practices. Overtime, on many campuses, faculty development practices have come to play a prominent role in helping faculty fulfill their institution’s mission.

The discussion of faculty development as addressed by this study is presented in this chapter by first summarizing the entire study, followed by the conclusions drawn from the findings of each of the six research questions. A discussion follows with implications and recommendations for Florida’s community colleges as well as for community colleges nationwide. Recommendations for future research are provided next and the chapter concludes with an overall summary.

Summary

One purpose of this study was to examine faculty development practices offered in the last three years by Florida's 22 public community colleges and to determine if the total number of different practices offered as well as the different types of practices were related to institutional size as measured by the number of full-time faculty. A second purpose was to assess and compare the relative perceived value of these practices as viewed by full-time faculty, faculty development practitioners, and academic administrators in these institutions. A third purpose was to assess and compare the relative perceived value of faculty development practices as viewed by full-time faculty within six different discipline areas.

Although faculty development practices have been implemented widely in community colleges nationally, the faculty development efforts of Florida's community colleges have not been studied either comprehensively or recently. The present study attempted to address this gap in the published research literature, as well as, to assess directly an important question not previously explored, namely, do faculty, faculty development practitioners, and academic administrators differ in their perceptions of the relative value of different types of faculty development practices. This study can assist those responsible for faculty development offerings to make prudent decisions in the practices offered so as not to have unnecessary expenditure of funds. It would be sensible to utilize faculties' perception of the value of practices and programs offered to implement those practices of greatest appeal.

Previous research and the related literature on faculty development did not reveal

either a commonly agreed upon definition of the term or typical program structure across different campuses. Definitions of faculty development have varied by the number of component dimensions and topical areas included. For this reason a comprehensive definition of faculty development developed by one of the prominent national professional organizations in the field was used for this study. The definition of faculty development used was: any activity or practice in higher education that is dedicated to the on-going value of improved learning and teaching through faculty, instructional, curricular, and organizational development. Faculty development supports and fosters improvement in higher education through human development that is “lifelong, holistic, personal, and professional learning, growth, and change” (POD, 2003).

The literature indicates that the first reported faculty development efforts began in the 1950’s and were rather limited in scope. In the 1970’s, growth in faculty development practices was initiated by educational foundations, such as Mellon, Danforth, Carnegie, Lilly, Kellogg, Bush, and Ford (Fletcher & Patrick, 1998). Three significant pieces of research documenting faculty development efforts were done during this period (Bergquist & Phillips, 1975; Centra, 1976; and Gaff, 1975). Also discussed in the literature was the fact that community colleges committed to both high quality teaching as well as serving their communities’ needs, recognized that many instructional challenges for faculty could be addressed through a variety of faculty development practices. A few of the challenges tackled by faculty development programs in the community colleges included: a changing and diverse student body, the rapidly expanding use of instructional technology, declining higher education budgets, increasing

demand for state-mandated accountability, the lack of preparation for and/or experience in teaching among many new faculty members, and a common sense of professional isolation.

In Florida's community colleges faculty development was formalized by the implementation of a 1968 state statute (230.767 F. S. 1968) on staff and program development. This statute remained in effect in the Florida Administrative Code (6A-14.029) until July 20, 2004 and called for every Florida community college to adopt policies on staff and program development and allocate "not less than two percent" from its resources available for current operations (1995, p. 260). On July 20, 2004 the Florida Administrative Code (6A-14.029) was amended by removing the two percent allocation requirement yet the code still contains the directive that "each community college shall identify within its annual operating budget funding to support staff and program development activities" (1995, p. 260).

A web-based questionnaire was developed for this study to gather data from three populations within Florida's 22 public community colleges: chief academic officers, faculty development practitioners, and full-time faculty. The instrument was created by reviewing the best available research literature and the survey's content validity was later supported by a panel of experts. A small pilot study of one institution with a response rate of 84% led to slight modifications in the instrument. The data collection process via the Web did not indicate any problems with this form of data collection method. The pilot study results also indicated that the grouping of individual survey items into six clusters provided internally consistent scores.

Results and Conclusions

It is important to first discuss several limitations noted in the beginning of this study that may have impacted not only the response rate which was 11% for faculty, 80% for CAOs, and 50% for FDPs, but also the responses given. These limitations were beyond the scope of this study but could be controlled for in future studies. For example, the potential limitation that respondents from institutions where faculty development is a central focus would be more interested in carefully completing the survey. On the other hand, respondents from institutions with little or no faculty development might not be interested in responding thoughtfully. Future research could be more closely controlled by correlating response rate for institutions and the number of practices and by comparing institutions with similar levels of faculty development offerings. In the same manner, the respondent limitation that dealt with multiple campuses of an institution creating different faculty development needs among the faculty populations could also be controlled through the analysis and comparison of the different campuses within multi-campus institutions.

There were several timing related limitations mentioned in Chapter 1 that did, in fact, have relevance to these findings. The first was the time at which the survey was distributed, namely, early in the Fall 2004. Initially, it was anticipated that the only limitation that timing posed was that the timing may not be appropriate for respondents who are new to their institution or their position and consequently were not familiar with the faculty development offerings at their institution. Unfortunately, a larger problem in Fall 2004 was the impact of hurricane season in Florida. In 2004, four major hurricanes

and one tropical storm hit Florida leaving countless residents without electricity and many without homes. The damage was so severe at one community college that the Chief Academic Officer made a special request to not include his institution in the study. It is believed that these storms could have directly and adversely affected the rate of surveys returned which was 11% for full-time faculty. Additionally, the last timing limitation noted, namely the possibility that respondents may not regularly read their email and may not open the survey during the one-month data collection period or were unable to could also have been increased due to these hurricanes.

As indicated earlier, to present the data clearly, a series of decisions were made. For example, initially data provided by all respondent groups were analyzed. To determine if a particular faculty development practice was offered at an institution the data reported by the full-time faculty, CAOs, and FDPs were examined; a clear lack of convergence of responses was observed across groups. In the most extreme cases, the CAO reported that a faculty development practice was offered, the FDP reported that the same practice was not offered, and the full-time faculty indicated in their responses that the practice either was, was not, or unsure/don't know if the practice was offered. Thus, it was decided that to determine if a campus offered a specific faculty development practice the response of the CAO was used. An additional reason for using this respondent group's data to address the first research question was the response rates with each of the three groups. Of the 22 CAOs contacted, 18 responded for an 82% return rate. Even though the response rate for CAOs was quite good, only 50% of the FDPs responded. Although only 11% of the full-time faculty responded, this return rate was not uncommon

as two other recent web-based research surveys had been done utilizing Florida's community college faculty and also received return rates of 11%.

Research Question One

According to the CAOs of 18 of Florida's 22 public community colleges, all 42 faculty development practices on the survey form were offered by at least one institution in the last three years. Although no one institution offered all 42 practices, one institution did report offering 41 one of the practices surveyed. The fewest number of practices offered at any one institution was 19 and the mean number of practices offered at the 18 individual institutions was 28.67. Overall, 36% of the 42 possible faculty development practices were offered to full-time faculty within the past three years at 16 of the 18 institutions (89%).

This study found that the CAOs reported 16 faculty development practices were quite common among 18 of Florida's community colleges. One of these common practices, new faculty orientation was also reported to be common among community colleges nationwide by Grant and Keim (2002). Grant and Keim (2002) also found that faculty handbooks were a common practice, but the present study indicated that only 10 (55%) of Florida's 18 community colleges employed this approach. Research by Grant and Keim (2002) pointed to the increase of personal development practices and indeed this study found this to be true at 94% of the institutions. Interestingly, while Grant and Keim found that sabbatical leaves and funds for travel to conferences were not common practices among two year colleges, all 18 of the reporting community colleges in Florida did offer these practices. Numerous studies (Blackburn, Pelino, Boberg, & O'Connell,

1980; Eble & McKeachie, 1985; Fletcher & Patrick, 1998) found sabbatical leaves and funds for travel to conferences to be the most common practices offered during the 1950's and 1960's and it is certainly possible that the reason that these practices remain common in Florida may be due to the long history of faculty development in the state which was instituted originally in Florida statute (230.767 F. S. 1968) in 1968 and requires that all community colleges support staff and program development practices by identifying funding within their annual budget for such activities.

Research Question Two & Three

The results of the second research question revealed that overall there was not a statistically significant relationship between the total number of practices offered by Florida's community colleges and the size of that institution as determined by the number of full-time faculty positions. While no previous research investigated the relationship between size of institution and number of faculty development practices offered, it appears from the present findings that institutional size is unrelated to the size and strength of its faculty development offerings. However, one would think that with the statutory mandate until July of 2004 that not less than two percent of each community college's operating budget be allocated to staff and program development, that larger institutions would indeed have larger faculty development programs and offer greater number of different practices. Alternatively, since the statute did not stipulate specifically how the funding should be spent, it is possible that some institutions put most of their money into a relatively small number of different practices. It must also be noted that institutions could be providing practices that were not on this survey instrument and

therefore are not accounted for.

However, with respect to research question number three that was also designed to reveal possible relationships between the size of the institution and the total number of faculty development practices offered, only one of six clusters revealed a significant relationship. This cluster, General Teaching Enhancement practices, was statistically significant at the alpha level .05 where $r = .534$. Many of the practices found in General Teaching Enhancement Practices, (e.g., teaching improvement events using in-house facilitators, teaching improvement events using nationally recognized speakers, discussions on teaching-related issues, faculty book club focusing on texts related to teaching and learning, off-campus teaching improvement retreats, campus-wide teaching conference, intensive summer institutes, and hosting a regional or national teaching conference) such as using nationally recognized speakers, retreats, and campus-wide conferences, are more conducive to larger institutions as the format allows for larger numbers of individuals to attend. An institution could provide several of these larger capacity events in order to better serve their larger full-time faculty populations.

Because of the nature and cost of some of the practices contained within General Teaching Enhancement Practices, it would seem appropriate that the larger institutions would be able to offer more of these types of practices. For example, it might not be fiscally responsible for a small institution to bring in a costly nationally recognized speaker to speak to a small group; in some instances, one speaker could deplete an entire faculty development budget. At the same time, using a nationally recognized speaker for a teaching improvement event for all faculty at a large institution would be more practical

in terms of a cost/benefit analysis. Faculty book clubs, on the other hand, might be extremely cost effective among small institutions.

Research Question Four

With respect to research question number four, which looked at the mean perceived value rating each respondent group assigned to each of 42 faculty development practices, only a few similarities were detected on this mostly descriptive question. It should be noted that a possible limitation of this study was that respondents may respond in a manner they feel will be favored by their institution's administration. Since the study was anonymous it is believed that this problem posed only a minimal threat to the accuracy and generalizability of the reported findings.

There were two practices, technology workshops and tuition assistance, that all three groups (full-time faculty, CAOs, and FDPs) rated among their top six most valuable practices. Additionally, full-time faculty and FDPs both rated funds for travel to professional conferences among their top six most highly valued practices. The two groups that were most similar in their perceptions were the CAOs and the FDPs for which five of six of their top value ratings were the same. These items were: technology workshops for enhancing instruction or online teaching; new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school; tuition assistance; teaching improvement events using in-house facilitators; and mentoring program for newly-hired faculty.

It seems that when it comes to the relative perceived value of faculty development practices as viewed by full-time faculty there has been little change over the last several

decades. The faculty in this study ($n = 408$) gave tuition assistance the highest mean value rating of 4.68 ($SD = 0.76$); this is consistent with the findings of just over 25 years ago when Cohen and Brawer (1977) and Caffey (1979) reported that faculty preferred faculty development practices that focused on furthering their knowledge within their field. Additional evidence of this was reported by Blackburn, Pellino, Boberg, and O'Connell (1980) who found that faculty perceived keeping abreast of their discipline was the most important element of effective teaching and that this was most effectively achieved through taking courses, accumulating credits, and earning degrees within their discipline.

The faculty in this study additionally placed high value on funds for travel to professional conferences ($M = 4.63$, $SD = 0.72$); course reductions for faculty to encourage teaching improvement projects ($M = 4.46$, $SD = 0.88$); faculty leaves or sabbaticals ($M = 4.43$, $SD = 0.88$); technology workshops for enhancing instruction or online teaching ($M = 4.36$, $SD = 0.92$); and a faculty grants program to support the purchase of research materials and equipment or instructional materials ($M = 4.32$, $SD = 0.91$). This finding is consistent with past research by Blackburn et al. (1980) as they reported that faculty leaves and grants were perceived by faculty to be most beneficial to stay current in their field by taking course work and by attending conferences.

Although the research by Caffey (1979) found that the most highly valued goal for faculty was the improvement of teaching skills and Fugate and Amey's (2000) study found that faculty development programs were perceived as an important component in the ability to be an effective teacher, it doesn't appear that faculty in this study would

necessarily agree. The practices that they reported as having the lowest value included practices that dealt directly with becoming a more effective teacher such as: off-campus teaching improvement retreats ($M = 3.58, SD = 1.24$); online or videotaped self-paced faculty development programs or materials ($M = 3.58, SD = 1.21$); hosting a regional or national teaching conference ($M = 3.57, SD = 1.22$); classroom videotaping services with follow-up feedback ($M = 3.47, SD = 1.20$); requiring either a graduate credit-bearing course on “College Teaching” through an accredited university or an equivalent non-credit bearing course provided by your institution ($M = 3.18, SD = 1.44$); and faculty book club focusing on texts related to teaching and learning ($M = 2.98, SD = 1.33$). Apparently, for the full-time faculty in this study, knowing your subject matter and keeping current in that area were viewed as more essential to becoming an effective teacher than directly learning the skills of teaching effectiveness which is usually a central theme to many of the faculty development practices presented in this study. This in no way means that faculty are not concerned with pedagogy but rather the data from this study suggest that faculty value tuition assistance and funding for conferences more.

There were a few similarities to faculty’s most highly valued practices and the most highly valued practices of the CAOs. Practices that both groups preferred were: technology workshops for enhancing instruction or online teaching and tuition assistance. In contrast, Cohen and Brawer (1977) indicated that administrators did not generally place great emphasis on getting advanced degrees but instead favored on-campus workshops. Although technology workshops generally occur on-campus, this was the only on-campus type faculty development practice that faculty preferred; interestingly the

remainder of CAOs preferred practices that were on-campus type activities (new faculty orientation, teaching improvement events using in-house facilitators; discussions on teaching-related issues; and mentoring program for newly-hired faculty). It is also interesting to note that Snyder (1988) found that administrators and faculty similarly perceived on-campus practices to be valuable and found the only difference in perceptions between faculty and administrators were with respect to personal development activities (e.g., career planning, time management, stress management, and wellness) where faculty perceived them to be more effective than administrators.

The eight FDPs were fairly similar in their value ratings compared to the 18 CAOs. Five of six of their most highly rated faculty development practices were the same. These items were: technology workshops for enhancing instruction or online teaching; new faculty orientation, teaching enhancement workshop, or retreat prior to the start of school; tuition assistance; teaching improvement events using in-house facilitators; and mentoring program for newly-hired faculty. The limited research (Blackburn et al., 1980) in the area of FDPs perceptions suggests that FDPs are more likely to be part of the administrative cohort than they are to be faculty. Blackburn et al.(1980) assert that faculty development practitioners appear to perceive that faculty development is synonymous with enhancing instructional skills and excludes content specialization. The faculty development practitioners that Blackburn et al. (1980) surveyed reported that the most beneficial area of faculty development was in the area of instructional development and reported that other areas, such as personal development and content specialization through coursework and conferences, that might be found in a

typical faculty development program are least beneficial.

Research Question Five

Research question number five was designed to determine if there were significant differences between full-time faculty members and their CAOs in terms of how each group perceived the value of faculty development practices grouped into six clusters. Three of the six clusters revealed significant differences between the mean perceived value of the practices as viewed by the full-time faculty and the chief academic officers. The three dimensions included: General Teaching Enhancement Practices, Specialized Programs, and Consultations. For each of these clusters the CAOs reported higher value ratings for the faculty development practices within each cluster.

There were three clusters where full-time faculty and CAOs did not significantly differ in their value ratings. These were: Incentives and Awards, Time Away From Campus, and Educational Resources. This is surprising as four out of six practices that full-time faculty gave the highest value ratings involved Incentives and Awards and most of the items within Incentives and Awards typically have higher costs associated with them and with CAOs more likely to be budget conscious, these items might be expected to receive lower ratings from those responsible for keeping costs down.

Research Question Six

The final research question was designed to determine if a relationship existed between the perceived value of faculty development practices grouped in six clusters among full-time faculty from six different discipline areas. Using mathematics and computer sciences as the reference variable, the discipline area that differed the least

overall from mathematics and computer sciences was the natural science discipline, which varied only on Time Away From Campus. Each of the remaining disciplines differed in their value ratings of the clusters more often. The social sciences rated items higher in Consultations, Incentives and Awards, and Time Away From Campus. Nursing and allied health had mean value ratings that were significantly higher in General Teaching Enhancement Practices, Specialized Programs, Consultations, and Incentives and Awards.

Both the humanities and arts and professions and occupational and applied sciences differed in mean value ratings on five clusters. Humanities and arts had higher value ratings in General Teaching Enhancement Practices, Consultations, Incentives and Awards, Time Away From Campus, and Educational Resources. The discipline area of professions and occupations, and applied science had higher value ratings in Specialized Programs, Consultations, Incentives and Awards, Time Away From Campus, and Educational Resources.

Inspection of the practices indicates that the least variation of mean value ratings between mathematics and computer sciences and the five other discipline areas occurred in General Teaching Enhancement Practices, Specialized Programs, and Educational Resources with only two groups differing. The greatest number of variation of mean value ratings within clusters occurred in Consultations, Incentives and Awards, and Time Away From Campus where four discipline areas differed from mathematics/computer sciences.

Prior published research on differences in the perceived value of faculty

development practices by faculty from different disciplines was not discovered. It is possible that this finding is congruent with the earliest research from both Cohen and Brawer (1977) and Caffey (1979) which reported that the preferred faculty development practice of full-time faculty was to further their knowledge within their field. This finding might suggest that workshops on technology, teaching practices, or other practices focused on assisting faculty become more effective teachers is not as important to the mathematics and computer science faculty as it is to the other discipline areas of natural science, humanities/arts, nursing/allied health, social sciences, and professions/occupational.

Implications and Recommendations for Florida's Community Colleges

Chief Academic Officers reported that a wide range of faculty development practices were being offered across Florida's community colleges from 2002 to 2005. However, it is important to ask if these faculty development practices are widely known by full-time faculty as full-time faculty data indicate far fewer practices taking place at their institutions. Without specifically isolating an individual institution it is difficult to determine full-time faculty's level of awareness of faculty development practices offered.

The greatest disparity in the number of faculty development practices reported by one community college CAO and his or her full-time faculty occurred at one institution where the CAO reported 34 practices had been offered over the past three years and full-time faculty reported that 41 practices were offered. This means that the full-time faculty were aware of more faculty development practices offered at their institution than reported by their CAO. It is possible that some Florida's community college CAOs may

not be fully aware of all of the practices being offered as many may be run locally through departments and not college wide. In some cases, designated FDPs may offer more activities than the CAOs are knowledgeable about.

Conversely, there were instances where the CAOs reported far more faculty development practices than the full-time faculty. One plausible reason for this discrepancy is that there may be a policy in place that provides a particular faculty development practice, for example sabbatical, but the practice is so rarely used or granted that full-time faculty are not aware of its existence.

One recommendation to help communicate and promote the availability of faculty development practices offered within institutions is through the use of another faculty development practice noted in this research. Ironically, there are actually several faculty development practices that by their very nature would assist in publicizing all faculty development opportunities to the full-time faculty population and in fact these practices are some of the least expensive. For example, only 12 of the 22 (55%) institutions reported having a website containing faculty development materials. This website could contain all faculty development practices provided by the institution including links to additional information, a calendar of activities, workshop information, and other resources. What could be more cost effective than delivering faculty professional development information to the desktops of all faculty?

Another relatively inexpensive method of providing community college full-time faculty members with pertinent faculty development information is through a printed resource guide. This guide could be supplied annually and include both faculty

development information, as well as institution specific instructional information starting with the academic calendar.

Improving communication between full-time faculty and those who sponsor or provide faculty development practices in Florida's community colleges is just the first step in creating meaningful and cost effective faculty development programs. Another major change in faculty development at institutions could be through the implementation of individualized development plans or IDPs. This faculty development practice was not included in this study's instrument as the survey was not an exhaustive list of practices and it was believed that the majority of the respondents may not know what this practice was. IDPs can provide the stepping stone necessary for effective faculty development programs as suggested by earlier studies by Nelson and Siegel (1980) and Murray (1995, 1998, 1999, 2000, 2001). According to Eleser and Chauvin (1998), IDPs provide administrators with the ability to understand faculty's individual professional development goals and to identify the faculty development practices that might best meet their goals. Given the discipline differences observed in this study, IDPs would seem to help point to faculty development practices that would assist faculty in achieving their specific discipline related teaching goals.

Findings from this study reveal clearly that faculty do indeed have preferred faculty development practices as well as those that are not preferred. The practices that full-time faculty reported as being highly valuable, however, were among those that are more costly, such as tuition assistance, funds for conferences, grants, course reductions, and sabbatical leaves. This supports Caffey's (1979) research that also reported the high

cost of faculty's preferred practices. The present findings also reveal that two of the practices that faculty gave lower value ratings to, retreats and hosting regional or national teaching conferences, were also quite costly and could very well be eliminated without upsetting most faculty. Also noteworthy among the present findings is the fact that five of the six most valued practices of full-time faculty are offered at 16 of the 18 (89%) institutions surveyed.

Findings from this study of Florida's community colleges faculty development programs has important value to those responsible for the delivery of these programs because each institution is responsible for responding to the directive contained in Florida Administrative Code (6A-14.029) that states, "each community college shall identify within its annual operating budget funding to support staff and program development activities" (1995, p. 260). At the time of this study 17 of the 18 CAOs that responded indicated that their faculty development budgets would remain the same for the upcoming academic year. One CAO indicated a significant decrease in funding. It is hoped that this one institution with plans to decrease the faculty development budget will be eliminating only those practices that their full-time faculty view as least valuable.

Ideally, the 17 institutions that plan to keep their faculty development budgets the same will look at the challenges faced by their faculty and their institution as a whole and use that money to address those challenges. The demands placed on the educational system by society are always changing. Recently this has centered around the legislative and public demand for greater accountability in terms of assessing the quality of teaching and learning in the classroom. The current push is for classrooms to become more

student-centered and less instructor-centered to better educate the workforce of the 21st century. While Barr and Tagg (1995) have thoughtfully addressed this shift but since most faculty have not read their work, it makes great sense for institutions to provide faculty development practices that help faculty achieve this objective. The practices most valued by faculty probably won't directly tackle this challenge but several of the CAOs most valued practices could. For example, the CAOs valued highly new faculty orientations and the mentoring of new faculty, along with in-house teaching improvement events and discussions on teaching-related issues. Such low cost practices could focus on this particular aspect of accountability.

Further, this pressure for increased accountability is occurring at the same time as community colleges are being asked to better adapt to the needs of an increasingly diverse student population. A variety of faculty development practices can help faculty develop the tools needed to work with the students that open door admission policies generate. Here again, the faculty development practices that are most likely to help address this issue are ones that CAOs valued most highly. Teaching improvement events using in-house facilitators and discussions on teaching-related issues are just two practices that can assist faculty members in learning appropriate communication skills for diverse student population (Bakutes, 1998).

Thus, some challenges may be addressed through faculty development practices that either the full-time faculty or the CAOs indicated as their most highly valued. However, one challenge, the lack of preparation and training community college faculty receive, can be dealt with directly with a faculty development practice that neither

respondent group gave high value ratings to and only five community colleges in this study currently provide in their faculty development programs. The recommended faculty development practice is requiring a course on “College Teaching” through either a credit-bearing course or a course provided by the community college. Most faculty come to the community college with minimal experience in teaching students who operate at both ends of the skill level continuum and with unique learning styles. Incoming faculty may be knowledgeable in their content area but very few graduate schools adequately prepare them for teaching at the two-year college level (Bergquist & Phillips, 1975; Gibson-Harman, Rodriguez, & Haworth, 2002). Knowing the content and being able to teach the content are not synonymous.

A course on “College Teaching” would be helpful to overcome the lack of teacher preparation, as would new faculty orientations and mentoring programs for newly-hired faculty. Both of these practices were highly valued by the CAOs and are being offered in at least 17 institutions. Previous research by Fugate and Amey (2000) found that new faculty members felt that they benefited from, or could have benefited from, a faculty development program that provided information on the nature of their student population, institutional philosophy and priorities, practical classroom teaching advice, and assistance with the day-to day issues that might arise in the classroom. New faculty orientations and a mentoring program for newly-hired faculty are two faculty development practices that are not expensive and could not only assist new faculty overcome their lack of teaching preparation, but also assist mid-career and senior faculty avoid yet another challenge faced by community colleges, faculty burnout.

It has been observed that some faculty suffer from mid-life crises caused by physical, social, emotional, and pedagogical exhaustion while senior faculty can have additional difficulties with despair, loss of identity, fear, and disillusionment as retirement approaches (DiLorenzo & Heppner, 1994). The possibility of faculty burnout creates another challenge that effective faculty development practices can address. Utilizing mid-career and senior career faculty as mentors to the newly hired faculty could support all three parties in their efforts to maintain vitality and vigor. Murray (2002a) stated that faculty development programs can provide the antidote to this problem. Findings from the present survey reveal that faculty development practices aimed at mid-career and senior faculty were not rated as having high value by either the full-time faculty or the CAOs. Further, these practices were also only taking place in nine and eight institutions respectively among the 18 campuses surveyed. Thus, implementing just two relatively inexpensive faculty development practices, new faculty orientations and a mentoring program of newly-hired faculty, could help to alleviate three of the current challenges facing community colleges; lack of training and preparation of new teachers, mid-career and senior career burnout.

The final faculty development challenge to be discussed is the technological explosion occurring in our society and the resulting push for both faculty and institutions to make greater use of computers and other technology-related instructional tools. Faculty need to develop the same proficiency and comfort with technology as their increasingly sophisticated students not only for classroom utilization but for communication with their students via email and the World Wide Web (Fletcher & Patrick, 1998). It is apparent

that both faculty and CAOs recognize this challenge and the need to address it. Not only did full-time faculty and CAOs list the faculty development practice of offering technology workshops among their most highly valued practices, but indeed all 18 institutions are currently offering this particular faculty development practice.

In short, one way for Florida's community colleges to address the multitude of instructional challenges currently facing their institution and their faculty is by offering broad-based faculty development programs (Cohen & Brawer, 1996). To be most successful, this approach should utilize a developmental perspective that offers "a process of renewal, growth, change, and continuous improvement" (Burnstad, Hoss, & McHargue, 1993, p. 22). Such approaches look at a variety of domains, including the intellectual, the institutional, the personal, the social, and the pedagogical (Menges, 1985). The values of each institution, and how it sees quality teaching fitting into their institutional mission, are central to this approach (Mintz, 1999). DiLorenzo and Heppner (1994) assert that faculty development must be an institutional priority, and that recognition of this must start at the top with visible support from the college president as well as a consistent funding source (Weimer, 1990).

Implications and Recommendations for National Community Colleges

The challenges just addressed are not limited to Florida's community colleges; they are similarly faced by community colleges nationwide and might be responded to in a like fashion. But a question still remains. Are the challenges facing the nation's higher education system being currently addressed through faculty development programs? If they are, to what degree are full-time faculty aware of these practices?

If the results of the present study are generalizable elsewhere, it is very possible that faculty nationwide are not very well informed about the faculty development practices available to them. This issue should be explored empirically in future research. CAOs and FDPs nationwide may wish to use this study's instrument to gather local data to determine what practices are most valued by full-time faculty and to determine the level of awareness of the current practices offered.

In addition, many faculty may not even be aware that they are in need of developmental assistance as they may not be provided with any type of feedback on their teaching abilities. Those who are in greatest need of faculty development may be languishing away on the side lines from lack of awareness or individual concern. In some cases, the opposite may be true. Faculty development practices could be utilized by a small group of faculty who always make use of the opportunities provided them regardless of their need.

Higher education needs to evaluate the current situation when it comes to the need, value, and effectiveness of faculty development programs. We can not afford to have differences in value perception when it comes to faculty development. There are rapid changes occurring in today's education system as the diversity of students requires that faculty alter their pedagogical tool box to address that diverse student body. Faculty are on the front lines with these students and their perceptions of valuable practices need to be taken into account when creating or expanding faculty development offerings.

Recommendations for Future Research

Future studies could explore a host of additional possibilities in the area of faculty

development. One omission in both previous research and the present research is the lack of qualitative information that could be gathered through either through interviews with respondents or by institutional case studies. The benefits of case study interviews are in the ability to explore in significantly greater depth faculty development practices. For example, how many individuals applied for and received sabbatical leaves; and what benefits to the individual and his/her institution were derived? Open ended comments received in this study revealed that at some institutions while sabbaticals are offered, for the most part they are not utilized as it would require faculty to receive only half of their current pay which is not economically feasible for all. Are some faculty development practices perceived as valuable to faculty but not practical in terms of the monetary incentive or reassigned time?

Additional information could also be gathered with case study methods. For example, survey answers from respondents are typically framed within each individuals' institutional experience. A respondent may have indicated that workshops are not valuable but he or she may have just sat in on a bad workshop recently. Determining why respondents answered the way that he or she did goes beyond the nature and scope of this study but more in-depth interviews could tease out why respondents answered the way they did.

Interviews could also help to determine if there are any possible barriers to implementing faculty development at some institutions. Potential barriers could be budgetary limitations and administrative priorities. An additional obstacle for implementing faculty development practices could be apathy in that institutions have

attempted to offer a variety of practices but faculty do not partake in them. To overcome this type of barrier, participation in professional development programs could be a requirement for employment, continued employment, promotion, or tenure. Monetary incentives and professional recognition to motivate faculty involvement could also be utilized. This type of policy could not be implemented without first analyzing the culture of an institution through in-depth case study.

Since accountability is one of the key challenges that faculty and their institutions are confronted with, research in the connection between faculty development and student success could be a very important area in future research. If many of the faculty development practices offered are intended to assist faculty in helping students achieve success, determining if students are succeeding could be a driving force in the implementation of future faculty development practices being offered. The correlation between the level of success that the students are achieving and the types of faculty development practices being offered at an institution can illuminate the success, or failure, of faculty development and guide the direction of future programming.

In summary, faculty development in Florida's community colleges is a central part of the current community college culture. Although differences exist between faculty and administrators about what is the most valued practice there is a commitment from within the administration and the faculty to maintain a strong faculty development effort. The commitment is evident when throughout the 22 Florida community colleges surveyed, 41 of the 42 practices were offered. The fewest number of activities offered at any one institution was 19.

Faculty development practices provide unique opportunities for Florida's community colleges, and higher education institutions in general, to directly confront the challenges that face them today. Faculty are the institution's front line of attack in combating the challenges of: a changing diverse student body, technology explosion, declining higher education budgets, and the demand for greater state-mandated accountability measures. Yet many new faculty members do not come equipped to address these challenges as they may lack preparation and/or experience in teaching and established faculty may suffer from professional autonomy and isolation. Faculty development practices can not only be the means by which institutions assist faculty in addressing the challenges they face each day in the classroom but they can also breathe new life into those who have found themselves on the verge of stagnation. This battle can be won through continual renewal and improvement fostered through faculty development promoting "lifelong, holistic, personal, and professional learning, growth, and change" (POD, 2003).

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APPENDICES

Appendix A: Email Request to Voting Member of the Council on Instructional Affairs
for Name of Individual Directly Responsible for Faculty Development at their Institution

Dear Colleague:

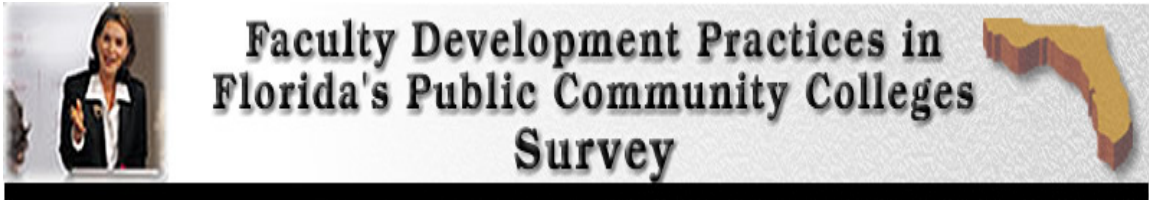
My name is Susan S. Finlay and I am a full-time faculty member at Manatee Community College, as well as, a doctoral candidate in Higher Education at the University of South Florida. I am writing to you because you are designated as your institutions voting member on the Council of Instructional Affairs. In the next few months I will contact you again regarding my brief survey of faculty development practices at your institution. At this point in time, it would assist my efforts greatly to learn the name of the person most directly involved with and responsible for faculty development activities offered at your institution.

Would you be so kind as to take a moment to reply to this email by noting the individual's name, title, and their email address.

In advance, I thank you sincerely for your time and assistance.

Susan S. Finlay
Associate Professor of Sociology
Manatee Community College
8000 South Tamiami Trail
Venice, FL 34293
finlays@mccfl.edu

Appendix B: Faculty Development Practices Survey Instrument



Welcome and thank you for agreeing to complete this short survey. Please begin by first reading the required Informed Consent Information appearing on the next screen.

The survey instrument will then follow.

Again, I would like to personally thank you for your time in completing this survey.

Susan S. Finlay

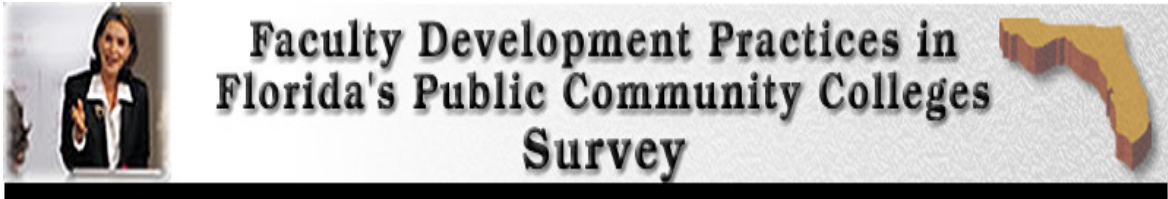
Associate Professor of Sociology

Manatee Community College

finlays@mccfl.edu

(941) 408-1473

Continue



**Informed Consent
Social and Behavioral Sciences
University of South Florida**

Information for People Who Take Part in Research Studies

The following information is being presented to help you decide whether or not you want to take part in a minimal risk research study. Please read this carefully. If you do not understand anything, please contact the person in charge of the study.

Title of Study: Faculty Development Practices at Florida's Public Community Colleges: Perceptions of Academic Administrators, Faculty Development Practitioners, and Full-Time Faculty Members.

Principal Investigator: Susan S. Finlay

Study Locations(s): University of South Florida.

You are being asked to participate because you are a voting member of the Council of Instructional Affairs at one of Florida's public community colleges.

General Information about the Research Study: The purpose of this research is:

- to identify faculty development practices that are currently offered to full-time faculty employed at each of Florida's public community colleges
- to determine if the size of the full-time faculty population at each of Florida's 24 public community colleges influences the number and type of faculty development practices offered
- to assess the participants views of the perceived value of each faculty development practice offered at their institution
- to investigate if the views differ among the chief academic officers, faculty development practitioners, and full-time faculty.

Plan of Study: You will be asked, with your informed consent, to complete a survey on the faculty development practices offered at your institution and to indicate the value that you perceive those activities to have on faculty development. The survey can be completed in 15 minutes or less.

Payment for Participation: You will not be paid for your participation in this study.

Appendix B: (Continued)

Benefits of Being a Part of this Research Study: Although you will not receive a direct personal benefit from this study, participation may help you to increase your knowledge of faculty development.

Risks of Being a Part of This Research Study: There are no known risks. The researcher does not anticipate any physical, psychological, and/or social risk for participation in this study. Precautions to minimize these risks include informed consent, voluntary participation, and confidentiality ensured through anonymity.

Confidentiality of Your Records: Your privacy and research records will be kept confidential to the extent of the law. Authorized personnel, employees of the Department of Health and Human Services, and the USF Institutional Board may inspect the records from this research project. The results of this study may be published. However, the survey responses you provide will be combined with others in the publication. The published results will not include your name or any information that would personally identify you in any way. Your responses to the survey will be written directly to a database and maintained by the principal investigator. Only authorized persons will be granted access to the files. Survey responses will be reported in the aggregate, not as individual responses.

Volunteering to be Part of this Research Study: Your decision to participate in this research study is completely voluntary. You are free to participate in this research study or to withdraw at any time. If you choose not to participate, or if you withdraw, there will be no penalty.

Questions and Contacts: If you have any questions about this research study, contact Susan S. Finlay at 941-408-1473 or finlays@mccfl.edu. If you have any questions about your rights as a person who is taking part in a research study, you may contact a member of the Division of Research Compliance of the University of South Florida at 813-974-5638.

Consent to Take Part in This Research Study:

I agree to the following:

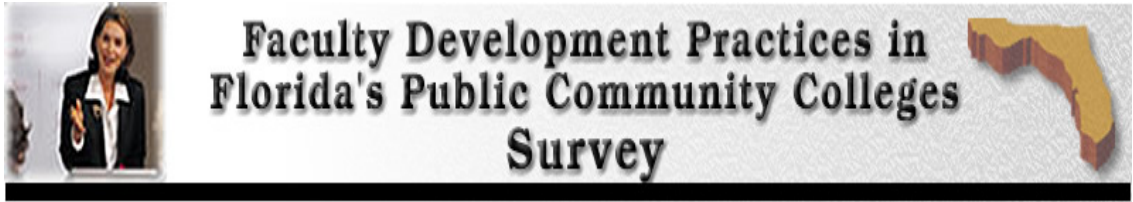
- I have fully read this informed consent form describing a research project.
- I have had the opportunity to question one of the persons in charge of this research and have received satisfactory answers.
- I understand that I am being asked to participate in research. I understand the risks and benefits, and I freely give my consent to participate in the research project outlined in this form, under the conditions indicated in it.
- I understand that proceeding to the survey, by clicking on the '**Continue**' button below, will serve in lieu of signing a copy of this informed consent form.
- I understand that I can print out a copy of this consent form for my safekeeping.

Appendix B: (Continued)

For security purposes and to maintain the integrity of this survey please enter a unique code composed of at least of four numbers and four letters in any order. i.e. **A4e5&r32**

Security Code

Continue



Please indicate the college to which you are affiliated:

Select Campus:

▶ Valencia

Percent Completed - 0%

Appendix B: (Continued)

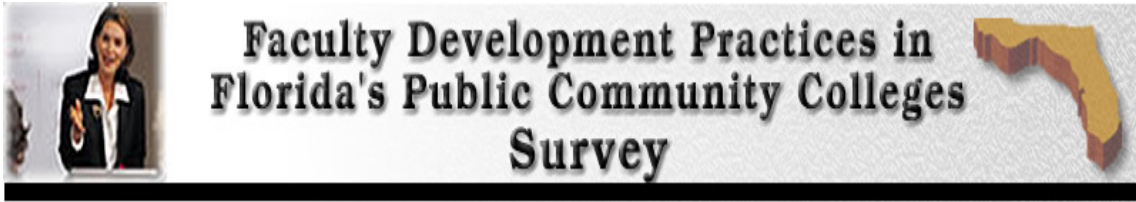


Faculty Development Practices in Florida's Public Community Colleges Survey



Criminal Justice Institute	Submit
Downtown Center	Submit
East Campus	Submit
McCoy	Submit
Osceola	Submit
West Campus	Submit
Winter Park	Submit

Percent Completed - 0%




**CURRENT FACULTY DEVELOPMENT PRACTICES IN FLORIDA'S PUBLIC
COMMUNITY COLLEGES
Instructions**

On the next several pages you will find a series of practices that institutions have used to provide faculty development opportunities for their faculty. Some of these may currently be offered at your institution while others might suggest new ideas for faculty development that might be valuable. As you read through the list, please do two things:

1. Mark the appropriate box to the left to indicate your view of the value of each practice to you where 1 represents no value and 5 represents significant value.
2. Mark the appropriate box to the right of the practice to indicate if your institution has offered this practice to faculty in the **last three years**:
 - **Yes**
 - **Unsure/don't know**
 - **No**

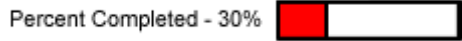
Continue

Percent Completed - 15% 

Appendix B: (Continued)

1 - General Teaching Enhancement Practices					Faculty Development Practices				
					<i>Please answer both columns</i>				
1	2	3	4	5					
					Yes, has Offered		Unsure/don't know		No, not offered
					Teaching improvement events using in-house facilitators				
					Teaching improvement events using nationally recognized speakers.				
					Discussions on teaching-related issues (e.g. brown bag lunches, topical discussion groups).				
					Faculty book club focusing on texts related to teaching and learning.				
					Off-campus teaching improvement retreats.				
					Campus-wide teaching conference (one to three days in length).				
					Intensive summer institutes (three to ten days in length).				
					Hosting a regional or national teaching conference.				

Continue




Appendix B: (Continued)

Demographic Information

1. ▶ Male ▶ Female
2. Number of years teaching in higher education? ▶
▶ None ▶ Less than 1 year ▶ 1-3 years ▶ 4-6 years
▶ 7-9 years ▶ 10-19 years ▶ 20-29 years ▶ 30 or more years
3. Length of time at your current institution?
▶ Less than 1 year ▶ 1-3 years ▶ 4-6 years ▶ 7-9 years
▶ 10-19 years ▶ 20 or more years
4. Please select your discipline area or the discipline to which you are most closely assigned. Your institution may not categorize disciplines in the same manner or your discipline may not be represented, please make the best possible selection.
 - ▶ Natural Sciences
(e.g., Astronomy, Biology, Chemistry, Physics, Planetary Science)
 - ▶ Mathematics and Computer Science
 - ▶ Social Sciences
(e.g., Anthropology, Archaeology, Economics, Geography, History, Political Science, Psychology, Sociology)
 - ▶ Humanities and Arts
(e.g., Cultural Studies, Art, Creative Writing, Dance, Film Studies and Film Criticism, Linguistics, Literature, Music, Philosophy, Religious Studies, Women's Studies)
 - ▶ Professions / Occupational and Applied Sciences (Certificates/A.S./A.A.S.)
(e.g., Architecture and Environmental Design, Business, Education, Engineering, Electronics, Agriculture, Forestry, Family and Consumer Science, Journalism and Mass Communications, Law, Library and Information Science, Military Science, Public Affairs and Community Service)
 - ▶ Nursing and Other Allied Health Related Fields
(e.g., Radiography, Dental Hygiene, Occupational Therapy, Physical Therapy)

Continue

Percent Completed - 95% 

Appendix B: (Continued)

5. In coordinating Faculty Development at your institution, who assists you in your efforts? Please check all that apply:
- ▶ Faculty Development Practitioner.
 - ▶ Team/committee designated to work with you on Faculty Development.
 - ▶ Staff member designated to work with you on Faculty Development.

6. Do you also teach any classes?
- ▶ No ▶ Yes If yes, how many credit hours per year do you teach?

▶

7. Does your Faculty Development Program have a recurring line item budget?
- ▶ No ▶ Yes If yes, what is the approximate current amount?

▶

In the last 3 years, has this approximate amount:

- ▶ Increased ▶ Remained the same ▶ Decreased

8. As of July 1, 2004 the Florida Administrative Code 6A-14.029 on Staff and Program Development has been revised. Two primary deletions were made. The deletion of the two (2%) percent allocation requirement and the SPD report to the State. In light of these recent deletions, how do you foresee your allocation of funds for staff and program development being affected?
- ▶ Significant increase
 - ▶ Increase
 - ▶ Remain the same
 - ▶ Decrease
 - ▶ Significant decrease

Continue

Percent Completed - 100% 



Faculty Development Practices in Florida's Public Community Colleges Survey



**I want to personally thank you for taking just a few minutes
of your time to complete this survey.**

**I hope that it provided you with a few new ideas for your
institution's faculty development.**

Susan S. Finlay

Associate Professor of Sociology
Manatee Community College

finlays@mccfl.edu
(941) 408-1473

Appendix C: Email to NCSPOD Board of Directors

Dear Colleague:

My name is Susan S. Finlay and I am a full-time faculty member at Manatee Community College, as well as, a doctoral candidate in Higher Education at the University of South Florida. I am writing to you because of your interest and expertise in faculty development as suggested by your membership on the NCSPOD Board of Directors. I am currently in the process of developing an instrument for my dissertation titled, "Faculty Development Practices at Florida's Public Community Colleges: Perceptions of Academic Administrators, Faculty Development Practitioners, and Full-Time Faculty Members". This instrument is to be administered at each of Florida's public community colleges. I am conducting this research to document the current faculty development practices offered at these institutions, and to compare the perceived value of these practices among administrators, faculty development practitioners, and full-time faculty.

I am seeking your input in the initial stages of instrument development. At this point in my work I am specifically interested in identifying areas of ambiguity or omission. I would greatly appreciate your assistance by reading the attached survey instrument. Should you identify areas of ambiguity or faculty development practices that have been omitted, please let me know. For your convenience you can do this by sending me an email, fax, or letting me know that you would like to talk, in which case I would be glad to call you on a date and time you provide. Any additional suggestions that you would care to provide would be welcome.

If you have questions regarding this instrument, please contact me, Susan S. Finlay, by email at finlays@mccfl.edu, by phone at (941) 408-1473, by fax at (941) 497-7698, or you may contact my doctoral advisor, Jim Eison, Ph. D. at jeison@tempest.coedu.usf.edu.

In advance, I thank you sincerely for your time and assistance.

Susan S. Finlay
Associate Professor of Sociology
Manatee Community College
8000 South Tamiami Trail
Venice, FL 34293
finlays@mccfl.edu
Phone: (914) 408-1473
Fax: (941) 497-7698

Appendix D: Email To Survey Respondents

Dear Faculty Colleague:

My name is Susan S. Finlay and I am a full-time faculty member at Manatee Community College, as well as, a doctoral candidate at the University of South Florida. I am in the process of collecting data for my dissertation titled, "Faculty Development Practices at Florida's Public Community Colleges: Perceptions of Academic Administrators, Faculty Development Practitioners, and Full-Time Faculty Members". Thus, I am conducting research to document the current faculty development practices offered in our community colleges, and assess the perceived value of these practices among administrators, faculty development practitioners, and full-time faculty members.

By completing the survey you will help your institution provide faculty development that best suits your personal needs and contribute to a better understanding of the extent of faculty development practices in the state of Florida. And, as you may know, this is important for two reasons: 1) the Southern Association of Colleges and Schools, our accrediting agency, requires institutions to provide "evidence of ongoing professional development of faculty as teachers, scholars and practitioners", and 2) the State of Florida's Administrative Code (FAC) 6A-14.029 calls for each Florida community college to adopt policies on staff and program development and "shall identify within its annual operating budget funding to support staff and program development activities."

This questionnaire should take between 10-15 minutes of your time. Your responses will of course be anonymous. Please complete the survey by December 10, 2004. A summary of the findings will be published and if you would like, will be made available to you. In advance, thank you for your help.

If you have questions regarding this survey, please contact me, Susan S. Finlay at finlays@mccfl.edu or you may contact my doctoral advisor, Jim Eison, Ph. D. at JEison@tempest.coedu.usf.edu.

To complete the survey please point your browser to the following site by either clicking on the link below or by copying and pasting the address in your browser:

<http://faculty.mccfl.edu/survey/welcome.htm>

Thank you for your time and effort in completing this survey!

Sincerely,
Susan S. Finlay, Associate Professor of Sociology
Manatee Community College
8000 South Tamiami Trail, Venice, FL 34293
finlays@mccfl.edu

Appendix E: Second Email to Survey Respondents

Dear Faculty Colleague:

Two weeks ago I sent you an email introducing myself, Susan S. Finlay, and requested your assistance in my doctoral dissertation data collection. If you have already responded to my survey, I want to thank you for being generous with your time. As the information collected is confidential, I needed to send this reminder to all participants. If, however, you have not had the chance to respond to my survey, there is still time left.

As a reminder of my research, please recall that my dissertation is titled, "Faculty Development Practices at Florida's Public Community Colleges: Perceptions of Academic Administrators, Faculty Development Practitioners, and Full-Time Faculty Members". By completing the survey you will help your institution provide faculty development that best suits your personal needs and contribute to a better understanding of the extent of faculty development practices in the state of Florida.

This questionnaire should take between 10-15 minutes of your time. Your responses will of course be anonymous. Please complete the survey by December 10, 2004. A summary of the findings will be published and if you would like, will be made available to you. In advance, thank you for your help.

If you have questions regarding this survey, please contact me, Susan S. Finlay at finlays@mccfl.edu or you may contact my doctoral advisor, Jim Eison, Ph. D. at JEison@tempest.coedu.usf.edu.

To complete the survey please point your browser to the following site by either clicking on the link below or by copying and pasting the address in your browser:

<http://faculty.mccfl.edu/survey/welcome.htm>

Thank you for your time and effort in completing this survey!

Sincerely,
Susan S. Finlay
Associate Professor of Sociology
Manatee Community College
8000 South Tamiami Trail
Venice, FL 34293
finlays@mccfl.edu

Appendix F: Invitation to Participate in Focus Group Email to Pilot Study Respondents

Dear Faculty Colleague:

Four weeks ago I sent you an email introducing myself, Susan S. Finlay, and requested your assistance in my doctoral dissertation data collection. If you responded to my survey, I want to thank you for being generous with your time. I would now like to request your assistance again and hope that you will consider joining in on a focus group from the pilot study.

The purpose of this focus group is to get face-to-face reactions from you regarding your participation in the survey. I would like to identify any possible problems or misunderstandings you had while completing the survey. I would like to specifically discuss any questions that were left unanswered, any vague terms, or any additional difficulties you had while taking the survey. This feedback will help me to detect any problems that need to be explored further for necessary changes.

I would like to put together this focus group within the next two weeks sometime near the lunch hour as I would like to provide you with lunch. I hope to take less than an hour of your time, including lunch.

If you could please reply that you will or will not be willing to participate if a mutually convenient time can be found I would appreciate it.

Thank you for your time and effort in completing the survey and I hope to receive your favorable reply to participate in the focus group!

Sincerely,
Susan S. Finlay
Associate Professor of Sociology
Manatee Community College
8000 South Tamiami Trail
Venice, FL 34293
finlays@mccfl.edu

About the Author

Susan Sparling Finlay received a Bachelor's Degree in Sociology and Human Resources from Eckerd College in 1985 and a M. A. in Sociology from University of South Florida in 1990. She is currently an Associate Professor of Sociology at Manatee Community College in Venice, Florida. Prior to her Florida position, she was Assistant Professor of Sociology and Psychology at Suffolk Community College in Selden, New York. She is married with one son and lives in her hometown of Sarasota, Florida.